



Academic Senate of El Camino College 2011-2012

March 20, 2012

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

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Moon Ichinaga
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Academic Technology	Pete Marcoux
VP Educational Policies	Merriel Winfree	Secretary	Claudia Striepe
		VP Instructional Effectiveness	Kelly Holt

Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
vacant	12	Tom Hazell*	Chuck Herzig
vacant	12	Kelly Holt	Miguel Jimenez
		Mina Colunga	Teresa Palos*
<u>Behavior & Social Sciences</u>		Kim Baily	Pete Doucette
Randy Firestone	11/12	Tom Hicks (spring only)	_____(vacant)
Christina Gold	13/14		
Michelle Moen	11/12	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	Brent Isaacs	Francisco Arce
Michael Wynne	11/12	Peter Marcoux*	Karen Lam
<u>Business</u>		Kate McLaughlin	Jeanie Nishime
Phillip Lau	11/12	Briita Halonen	Claudia Lee
Jay Siddiqui*	11/12	Jenny Simon	
_____(vacant)			<u>Associated Students Org.</u>
		<u>Industry & Technology</u>	Rebekka Asher
<u>Compton Educational Center</u>		Patty Gebert	Cindy Valdez
Darwin Smith	12/13	Harold Hofmann	
Chris Halligan	12/13	Lee Macpherson	<u>President/Superintendent</u>
Tom Norton	12/13	Douglas Marston*	Thomas Fallo
Saul Panski	11/12	Merriel Winfree	
Estina Pratt	12/13		<u>The Union</u>
		<u>Learning Resource Unit</u>	Editor
<u>Counseling</u>		Moon Ichinaga	<u>Division Personnel</u>
Cristina Pajo*	11/12	Claudia Striepe*	Jean Shankweiler
Sabra Sabio	13/14		Don Goldberg
Dexter Vaughn	13/14	<u>Mathematical Sciences</u>	Tom Lew
		Michael Bateman	<u>Counseling</u>
<u>Fine Arts</u>		Hamza Hamza	Ken Key
Ali Ahmadpour	11/12	Arkadiy Sheynshteyn	<u>Ex-officio positions</u>
Randall Bloomberg	11/12	Susan Taylor*	ECCFT President
Mark Crossman	11/12	Eduardo Barajas	Elizabeth Shadish
Patrick Schulz	11/12		Nina Velasquez
Chris Wells*	11/12		Curriculum Chair
			Jenny Simon
			CEC VP Elect
			Michael Odanaka
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

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

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



SENATE'S PURPOSE (from the Senate Constitution)

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

- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

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

FALL 2011

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

SPRING 2012

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

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

FALL 2011

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

SPRING 2012

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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		6-10
C. OFFICER REPORTS	<ul style="list-style-type: none"> A. President B. VP – Compton Education Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Academic Technology H. VP – Instructional Effectiveness 	<p>11-14</p> <p>15</p> <p>17-26</p> <p>27</p>
D. SPECIAL COMMITTEE REPORTS	<ul style="list-style-type: none"> A. CSULB Admission Policy Hearings – Chris Wells B. Calendar Committee 	<p>28-34</p> <p>35-43</p>
E. UNFINISHED BUSINESS	<ul style="list-style-type: none"> A. Nominations <ul style="list-style-type: none"> a. Co-Chair – Faculty Development Committee b. Academic Senate President B. BP/AP 4025 Philosophy for Associate Degree and General Education This is a second reading. The Senate asked that the policy be returned to the Educational Policies Committee for a redrafting of language in the policy regarding who will create the procedure. Three options were drafted and are being presented to the Senate for consideration. 	<p>44-48</p>
F. NEW BUSINESS	<ul style="list-style-type: none"> A. BP/AP 4225 Course Repetition This is a first reading of a major revision to the course repetition policy and procedure. The changes are required by Title 5. The Educational Policies Committee is sending it forward to the Senate with only minor editorial changes to draft presented to it by Academic Affairs. 	<p>49-56</p>



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G. INFORMATION ITEMS – DISCUSSION	A. Arvid Spor – Planning and Budgeting	57-61
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN	B. Assessment of Learning Committee – Core Competency Assessment Results A. Resolution of No Confidence in the Implementation of Collegial Consultation – April 3	62-67



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Jenny Simon, Kelly Holt, Kaysa Laureano-Ribas, Claudia Lee	2 nd & 4 th Mon.	2:30-4:00	Library 202
Academic Program Review Comm.	Claudia Lee, Christina Gold			
Compton Academic Senate	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 nd & 4 th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Briita Halonen, Moon Ichinaga	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

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

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

ACADEMIC SENATE PLENARY MEETING ATTENDANCE & MINUTES
6th March 2012

Adjunct Faculty

Sue Ellen Warren X
Leah Pate

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid X
Lau, Philip S X
VACANT

Counseling

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

Fine Arts

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

Health Sciences & Athletics

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

Humanities

Isaacs, Brent X
Marcoux, Pete X
McLaughlin, Kate X
Halonen, Briita X
Simon, Jenny X

Industry & Technology

Gebert, Pat X
Hofmann, Ed X
MacPherson, Lee X

Winfree, Merriel X
Marston, Doug X

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon EXC

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

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

ECC CEC Members

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

Assoc. Students Org.

Asher, Rebekka
Valdez, Cindy

Ex- Officio Positions

Guests, Dean's Rep, Visitors:
Carolyn Pineda, Ann Garten, VP Perez

Attendance Continued:

Deans Shankweiler, Lew, Rapp, Miranda, Natividad, Goldberg, Fitzsimons, Rodriguez

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

The second Academic Senate meeting of the Spring 2012 semester was called to order by Academic Senate President Gold at 12:33pm.

President Gold noted that all faculty are members of the Academic Senate on a local campus and State level. As such, faculty are invited to all Senate meetings, not just special sessions like this one. President Gold mentioned the Academic Senate membership cards available on the table. President Gold noted that the Senate would first attend to some routine matters, and she would like to mention the calendar issue, before moving onto the plenary session business. President Gold requested that no names of general faculty be used in the minutes unless faculty specifically requested so.

Approval of last Minutes:

[See pp.6-11 of packet]The minutes of the February 21st meeting were approved as written.

Senate President Gold noted that

REPORTS OF OFFICERS**Academic Senate President's report – Christina Gold** (henceforth CG)

CG announced that President Fallo announced yesterday in College Council his intention to consider presenting the Board with a 2012-13 academic calendar that eliminates winter session. The Board had already approved a 2012-13 calendar with winter intact, so he may be asking them to rescind the earlier calendar and approve a new one without winter. The Senate and Student bodies have made their feelings re: Winter session very clear on repeated occasions, and have received no written response as yet.

President Fallo DID ask for advisement on whether to leave the potentially vacated Winter time period open, or push Spring back and begin Spring semester earlier. CG asked for feedback.

Mr. Marston suggested taking a straw poll on the question. Opinions were expressed by those present.

It was noted that some students have planned to take classes. Should the Winter session be taken away, the gap should be left to allow them to transfer their Winter studies to another Community College. If we close the gap, we have taken away their opportunity to take extra classes at any college.

A question was asked about back-to-back summer session dates. CG answered that exact dates were not know, but that there was as yet no guarantee of back-to-back summer sessions, especially in the current budget climate.

Mr. Wells reported that he had received email in favor of retaining Winter and citing higher retention rates for the Winter classes.

Mr. Widman suggested that the Winter calendar discussion fit in well with the later discussion of the No Confidence Resolution. It was noted that Compton had also voted to keep Winter. Mr. Widman noted it was typical of ECC administration to announce a decision and have the Senate and faculty discuss the "fine-tuning", noting that this was a prime example of non collegial consultation, but rather a unilateral decision made by Dr. Fallo. Shared governance is a charade at ECC.

Mr. Ahmadapour agreed, saying that he has stated this over and over. He urged faculty to take action.

Mr. Crossman acknowledged that there is a lot of passion around the issue due to past history and that he was really proud of the Senate body for taking a stand. He felt that, as the Academic Senate has offered its opinion to the Board and received no written response, perhaps the Senate should not even respond to the President's request for advisement as to do so continues the illusion of shared governance. Mr. Crossman noted that for this reason he would abstain from any votes on the issue. He noted that, as usual, the campus is called upon to fix the details of decisions forced upon it.

Mr. Marston requested to withdraw the idea of a straw-poll on the issue as the discussion was too wide-ranging.

The question was raised as to President Fallo's possible reasons for cutting Winter. CG said that the Board had asked the same question and had been given a list of pros/cons; basically Pres. Fallo noted that we are facing further budget cuts and felt it better to preserve the basic core of classes for Spring and Fall semesters and forgo Winter.

CG asked that faculty mail her with further comments/suggestions on this issue.

SPECIAL COMMITTEE REPORTS

Resolution of No Confidence in the Implementation of the Collegial Consultation Process at El Camino College.

[See packet pp 12-23]

CG allowed a few minutes for a read-through of the document, noting that the Taskforce is seeking faculty input at this stage and would be using the input to revise the document.

CG explained that the Resolution is NOT a Resolution of No Confidence in a person. Such a resolution usually means that the person named is incompetent, and faculty cannot work with them. It was felt that not much good could come of such a resolution, and that it might "poison the well" irredeemably.

The Resolution IS a lack of confidence in how the legally mandated process of collegial consultation is handled at this campus and that it proposes a solution. We want to find and be part of a solution.

The Resolution ASKS that a neutral third-party be brought in to negotiate and suggest solutions. This puts the ball in the Administration's court to decide whether to join the process.

CG outlined the origins of the Resolution, noting that a Taskforce had been created to craft the Resolution, and that they had done background reading and had met during the Winter session, together and also with local representatives of the Statewide Senate. On flex day, Senators had spoken to their Division faculty to gauge feeling, and a workshop had been offered on the afternoon of flex day. At the workshop, also attended by Drs. Arce and Nishime, many opinions had been heard.

A draft resolution had been circulated, and the Academic Senate had had its first reading of the Resolution at its last meeting. Senators had asked for evidence to support the Resolution, which has since been compiled and is included in this packet. Evidence had been important to faculty who were seeking clarity and examples. A plenary session had been requested, and based on this plenary session feedback, the Resolution will be revised and will return to the Academic Senate for a second reading. A vote will be taken – either by Senate only, or a campus-wide vote. CG noted that all must feel confident that this has been a thoroughly thought-through process.

The Taskforce felt that naming a process is more accurate of the situation at ECC, and broad enough to include more situations.

CG noted that the first 3 Whereas's provide background, and the next 2 Whereas's lay out the problem. On paper, the collegial consultation process is in place, but it is not functional, and actions of the President and VPAA contribute to the problem.

The last Whereas request access to a negotiation service.

Regarding the Resolves, the second Resolve provides an attempt at a solution – to participate in an "issue-resolution" service of a type more fully described on pp 22-23 of packet.

Four different levels/types of services are offered, and President Fallo HAS agreed to an Information Presentation, however this level is usually reserved for an overview, not for campuses with documented problems. President Fallo feels that these are a "ladder" of services, but CG felt the term "cluster" more appropriate, with colleges able to pick the service most appropriate to the situation. The Taskforce recommends the Advisory Assistance service which would provide a neutral party visit, investigation, written report, presentation and offer of training – thus providing a solution to a deep and abiding problem.

CG invited members of the Taskforce to speak. Mr. Crossman noted that if some faculty had never seen such a document as the Resolution before, he felt this document provided much evidence and the solutions proposed are very mild.

CG opened the floor to discussion/comment.

Comments/questions included:

- Many found this is a well thought-out document, dates should be added (where missing) to the example evidence, and targeting the process of collegial consultation is probably more effective.
- What if we vote and President Fallo refuses to act? CG agreed that perhaps only the Board could ask Dr. Fallo to act, and if that did not occur then we would be at an impasse. However the Senate and faculty could speak up during Accreditation, and the Senate could issue a minority report for Accreditation.
- Has the Taskforce looked at the experiences of other colleges? It was noted that 86% of faculty voted against Piadad Robertson in a vote of No Confidence at Santa Monica College. It was noted that that approach can be thus effective, so why were we not naming the President, or perhaps think of introducing a dual Resolution against the President AND the process.
- What is the likelihood that the Board will prevail upon the President? The impression is that the Board is “in the President’s pocket”. Mr. Widman noted that the Taskforce had discussed these above concerns and had felt that by NOT making it personal we would avoid the Board “circling the wagons” around the President whom they had hired. Our focus is the process and the President and VPAA are mentioned in the evidence/examples. Mr. Widman noted that faculty have been DIMed (Dismissed, Ignored, Marginalized), but we will need to talk to the Board as we want the Board to be part of the solution.
- Had there been any communication with the Board recently? CG answered that they are aware of the issue and its progress, but there has been no direct communication.
- Do we have an option for a vote of No Confidence in the Board? Yes.
- Mr. Ahmadapour noted that we should be planning ahead, feeling that groups should go into the community, in case we are ignored by the Board. He had no faith in the Board, and felt we should be prepared with more plans. He felt the community should be exposed to the state of affairs, and if it came to a lawsuit, the Board and others should pay their own expenses, and not the taxpayer.
- An ex Academic Senate President said he had had a view of how things worked and felt that AB1725 (1989) requirements were routinely ignored on the campus – including things like shared governance and written responses, and felt the Senate might need to sue. He felt that while the Resolution is not perfect, it did have good ideas – like that of requesting assistance and we should explore these avenues first even if they might not be successful.
- Mr. Widman said some might be asking “Is this all we can do?” and at this moment in time – yes. Please forward other ideas/comments to himself, CG or other Taskforce members.
- Mr. Widman also spoke to the question of participation on Committees, noting that many consider this activity a waste of time in the light of recent issues, and that some have made a decision to work only on Division committees.
- What would be the impact of the Resolution on future Accreditation, and could the Resolution cause problems for ECC? Mr. Widman noted that we have been battling this problem for years and have never received serious attention, so the issue alone would not affect Accreditation, but faculty who “deliver the goods” are tired of having their input ignored.
- What happens next? CG repeated that based on feedback the document could be revised and would be presented to the Academic Senate at their next meeting (March 20th) for a second reading. The Senate could vote then, or revise the document further, and then a 3rd reading would be needed, and then Senate could decide for a campus-wide vote...which could be as soon as a month away. The issue would then be presented to the Board and they would be asked to respond within a reasonable time-frame.
- Mr. Crossman noted that the fact that faculty were here at the Plenary indicated that they cared enough to come out. He noted that faculty need to spread the word. He noted that there was a time when the campus had been blasé about shared governance, and now we were reaping the result. The current financial crisis climate favoured quick decisions, but some of these decisions could be used to push through other issues. In this climate faculty could not just sit in their cubicles and wait – rather they should talk to their colleagues and community.

- Mr. Wells noted that the State-wide Senate and Chancellor's Office are aware of the situation and poised to respond.
- Mr. Ahmadapour argued for starting something like a hunger strike to push the Board and get publicity for the issue. Call him at x 3539. Some agreed with Mr. Ahmadapour's sentiments to get publicity and the need to get the community and local newspapers involved and informed. It was noted that the only power we have is to embarrass and make our administrators uneasy in public. It was felt that maybe a Public Relations Committee is needed.
- CG made a "personal comment", saying that she had come in as Academic Senate President to replace Mr. Vakil and that she had then started to read statewide Senate documents on how things should operate and had seen the disconnect in terms of collegial consultation. She had spoken to other campuses and had seen that ECC was very different and did not really follow the recommendations and the law. From the beginning of her tenure she had received requests for a Resolution of No Confidence and has seen from the 90's a clear and consistent problem.
- There were more thanks for the Senate's representation of the faculty and comments that many faculty felt powerless as they do not live in the area and cannot vote for the Board. It was felt thus that any faculty vote opportunity would be important, even if just symbolically, and especially if shared with the media.
- Appreciation was expressed that the Senate had brought the issue to light as it was felt to be long overdue. Morale, outcomes, and faculty involvement could all be better if we had more avenues of respect. Another faculty member agreed, saying that faculty felt beaten down for stepping up and performing a service and echoed the call to become a more activist faculty, and speak to our communities. We should have more confidence in our communities and students and just start talking to people about what is happening at ECC. It was repeated that community outreach is important.
- As question was asked as to when Dr. Fallo had become President, and the answer was around 1995/96/
- It was felt that the college has leaders that ignore faculty input. It was noted that administrators salaries are not shrinking, and this was shameful in the context of shrinking opportunities for students.
- It was noted in terms of spreading information, that the students were hosting a Student Collective College in Art 103 on Wednesday from 5-7pm. These students are attempting to educate their peers, so please let your students know about the event. Many students are alarmed at the disruptions, but framing the events in terms of civil disobedience struggles, sometimes has the effect of getting students to be attentive to the issues.

CG summed up that the document would be edited based on this discussion and to please pass on further comment to her via email.

UNFINISHED BUSINESS

NEW BUSINESS

FUTURE AGENDA ITEMS

PUBLIC COMMENT

None.

ADJOURN

The meeting adjourned at 2:00pm.

CS/ECC2012



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

**NOTES – ENROLLMENT MANAGEMENT MEETING
FEBRUARY 9, 2012**

Present: L. Alford, F. Arce, S. Blake, A. Garten, C. Gold, I. Graff, J. Ishikawa, C. Lee, G. Miranda, C. Mosqueda, B. Mulrooney, M. Myers, J. Nishime, D. Reid, J. Shankweiler, A. Spor, J. Wagstaff, C. Wells

I. INFORMATION ITEMS

- A. Notes – 1/12/12: Distributed and approved as written.
- B. Compton Update: No new information.

II. DISCUSSION/ACTION

- A. Student Success Task Force (SSTF) Recommendations: A. Spor noted that discussion has been held with regard to creating a separate committee or task force to study the recommendations of the SSTF and how best to implement them at El Camino College. It was noted that the College may not have control over some of the recommendations as they deal with strengthening the system office or funding issues. C. Gold distributed ASCCC Positions on SSTF Recommendations, 2/8/2012.

Recommendations and/or comments regarding SSTF recommendations were noted as follows:

Recommendation 1: Increase College and Career Readiness

May not be able to do much in this arena. Could possibly do something at the local level, but not sure how much because it is a statewide issue.

Recommendation 2: Strengthen Support for Entering Students

- 2.1: The State is coming up with their version. ECC can use Accuplacer or go with their own. To be eligible for funding, ECC will have to adopt it.
- 2.2: This is all part of matriculation that we do at ECC. Diagnostic assessment is not done at ECC. It was noted that diagnostic assessment deals with where your weaknesses are and not with placement.
- 2.3: Everyone would go to My ECC apply. MyEdu.com would be used for degree audit, educational plan and registration module. BOG fee waiver form is available online under My ECC apply.

How does AA/AS degree tie in? For degree audit, the AR staff inputs all the different courses that fit into a particular degree.

Electronic library resources/catalog; already have ERES

Career exploration module: we use Eureka.

There are a few links on bookmark in the Career Center that they send students to.

Job Placement module: no longer have Job Placement Center but we do post openings in the local community.

Textbook purchasing: Bookstore has ability to do online.

Transfer advisement: ASSIST already available.

MyEdu and what we have may have covered online services. We may want to realign Portal to make it more of a guidance tool.

Articulation website

- 2.4: We have student success courses.

Graduation Initiative

What information are we providing to incoming students?

Need to provide outreach.

Need more learning communities.

We have too many choices for students and it is sometimes confusing to students.

If we can re-organize so can fall under one umbrella, that would be better.

We have discussed having orientation; it is available online but many do not take advantage of it.

- 2.5: Talked about declaring a major in the first 18 units. The recommendation says a major should be declared by the time a student applies. This would have to be built into the regulation. It would block students from registering unless they declared a major. When they apply, it needs to be tied to their plan. Why not have a default major like general studies?

Might try to locally implement to allow room for personal growth.

What if student is unable to declare a program of study by the second term.

There is nothing to preclude the student from changing direction.

Students have the ability to appeal so there is some wiggle room.

Recommendation 3: Incentivize Successful Student Behaviors

- 3.1: It is very prescriptive; need to do what they tell us to do. Continuing students in good standing have highest enrollment priority. They lose priority if GPA falls below 2.0 after attempting 12 or more units; and once they accrue 100 units, not including basic skills and ESL courses.
- 3.3: Is it possible to survey how many students would become full-time if they could get all the classes they wanted?
- 3.4: What level of basic skills do we want to offer if we continue to compress resources?
Where do we draw the line – pre or basic literacy?

Adult schools - non-existent - may add to that.
 Current matriculation regulations forbid the College from having an academic ceiling. Need to look into this.
 In Counseling, one thing that keeps coming up is how does a basic skills student get an educational plan if they do not know how. We have tried to have counselor intervention but there is not enough money. It has worked, but how do we get counselor resources.
 Computerized programs, My Foundation Lab
 Students do not take a course until they attain a certain proficiency. There is something for them through the Learning Resource Center – not currently doing but need to look into this.
 Plato
 New Century
 Need to look at all the programs. Maybe need to do some things differently here.
 Need to take hard look at curriculum.

Recommendation 4: Align Course Offering to Meet Student Needs

- 4.1: Leaves out educational enrichment. Yoga – is that enrichment?
 ESRI – labor market analysis
 We can do in South Bay and L.A. County.
 Can we link to specific programs and degrees? Yes.
 We do not know at what level they look at economic data.

Recommendation 5: Improve the Education of Basic Skills Students

- 5.1: We are already doing this: supplemental instruction, learning communities, and team teaching.
 They want innovation, and will not penalize for trying.
 New formula for FTE?
 Accelerated learning courses?
 Can we make SI mandatory?
 Committee will need to look at this.
- 5.2: May not be able to do anything with this one.

Recommendation 6: Revitalize and Re-Envision Professional Development

- 6.1: FIPP
 On Course
 SIDE Institute
 Learning team cohorts
 Need to make staff and administrators more aware.
 Brown bag workshops and conference at the end of the year on professional development. We have done this before but need to look back and see about doing it again.

Syllabus writing helpful to many faculty; faculty could get very specific assistance.

How do we engage faculty on how to implement these initiatives?

Host symposium – faculty need to pull together. What are the timelines, funding required; need to put a comprehensive package together. How do we make it ongoing so not only a one-shot deal?

It was agreed that it would be helpful if a committee were established to focus on the student success initiative. ECC is already well positioned in basic skills faculty training. It will be necessary to find out what the College has and what is needed in order to implement the initiatives. We will need to assess where we are and how many students we are talking about. Training may need to be mandatory. There needs to be rewards at various points rather than just at the end. If they complete all, then should incentivize them. The only person to do this would be a counselor.

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Minutes of the Educational Policies Meeting

March 13, 2012

Present: Merriel Winfree, Chris Gold, Vincent Robles, Jean Shankweiler, Holly Schumacher

Meeting Convene: 1:00

Meeting Adjourn: 2:00

1. The committee discussed and edited:

a) **BP and AP 4225, Course Repetition**

BP 4225 - the committee concurred that it was important to keep the words of "Academic Senate" as part of the sentence for moral support in the process of collegial consultation.

b) AP 4225 - Jean Shankweiler (JS) - suggested that rearranging the order of words for part B 1 [pg. 1 of AP] Sentence read as follow: If a student receives a substandard grade or a "W" on the first attempt, a second attempt or a retake is permissible.

c) JS - C1 [pg. 1 of AP] - Said that, "Maybe" becomes two separate words, "May", "Be". Sentence read as: Then the students may be permitted a second retake or third attempt with the completion of the college intervention plan.

d) JS - D [pg. 2 of AP] - Second line an becomes an "A". Sentence read as: A district division designee will be people from the division office.

e) Chris Gold (GS) - Part 5-A4 [pg. 4 of AP] - Add "per course" at the end of the sentence. Sentence read as : Lapse of time can only be used once per course.

f) CG - suggested that changing Part 5-A1 [pg. 4 of AP] - to "A students may petition with the appropriate division with significant lapse of time."

g) CG - C3 [pg. 5 of AP] - Chris inquired about whether classes remain on the transcript for Students with Disabilities . The committee suggested that Chris talks to Bill Mulroney.

h) The committee wanted to know why the Contractual Legally Mandated Training section is part of the Course Repetition outline. Chris will be talking to Bill Mulroney.

i) GS - was questioning Grade Alleviation with Course from Other Colleges, 1 [pg. 6 of AP] - add "However" with correct punctuation. Sentence read as: Three substandard grades have been received in a non-repeatable El Camino College course; however, the course may be used for subject credit to meet prerequisites.

Faculty Development Committee Meeting

AGENDA

Tuesday, February 28, 2012

Committee Members:

Fazal Aasi - A	Compton Center	Linda Ho - P	Math
Florence Baker - P	BSSC	Moon Ichinaga(Co-Chair)-P	Learning Resources
Rose Ann Cerofeci - P	Humanities	Donna Manno - P	Staff Development
Kristie Daniel-DiGregorio-P	BSS	Cristina Pajo - P	Counseling
Ross Durand - P	Ind/Tech	Russell Reece - A	Adjunct Rep/Math
Briita Halonen (Co-Chair)-P	Humanities	Angela Simon - P	BSS
Margaret Steinberg – A	Natural Sciences	Mercedes Thompson –P	Humanities

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

Spring 2012 Meetings (1-2 p.m. in West Library Basement)
February 28, March 13, March 27, April 24, May 8 & May 22

AGENDA

- I) Report on Spring Flex Day
 - a. The FDC likes the ECC faculty/VP presenter format because the content is always pertinent whereas relevance can be hit or miss with keynote presenter. General agreement that we would support continuing this format in the future.
 - i. DM requested that we keep an open mind because keynote presenters can offer useful and new perspectives and information.
 - b. Online Flex Reporter
 - i. DM was surprised that so many faculty went on the website that day, but it has been productive because they've been able to catch and address a few glitches in the system.
 1. This semester will likely be a glitch-finding/fixing trial semester.
 - ii. DM is preparing a memo/e-mail with a reminder of Flex deadlines and how to access the online flex reporter system.

- II) Report on Feb. 24th Getting the Job Workshop Part II: Interviewing
 - a. This went very well.
 - i. Approximately 50 people registered & 40 people attended.
 1. We believe that this proves the greater accessibility of the 12:30 Friday time slot (as opposed to the morning time slot we used in the fall to accommodate the HR representative's schedule).
 - ii. The majority of feedback forms ranked the value a "5" with a handful of "4s."

- iii. Some feedback forms suggested/requested a more interactive follow-up portion.
 - 1. E.g., sample interview role-plays or sample teaching demo's
 - 2. The FDC brainstormed extending future workshops by an hour to break up into small group clusters with a moderator/"expert" in each.
 - a. In the fall, applicants in these small groups could bring cover letters and CVs for critique and feedback.
 - b. In the spring, applicants would practice interviewing and get feedback.

III) Update on the Faculty Book Club

- A. New Co-Chairs: Sumino Otsuji and Sue Warren
- B. New Book: Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher by Judy Willis
 - a. Requisitioned by DM already
- C. Meeting Times are TBD by the new co-chairs, but they are likely to be Fridays from 12:30-2
- D. Either DM or the co-chairs will be sending out an e-mail announcement.
- E. AS asked about typical attendance & DM responded that we always order 20 books, but typically there are between 10-15 faculty members involved, so the extra books go into the library's stock.
- F. DM suggested that we repeat last year's decision to have the book club group report on their findings during a break-out session of the fall flex day.
 - a. The FDC generally assented enthusiastically.
 - b. RC also mentioned how beneficial this would be for faculty who perhaps want to join the book club but are unable to do so because of scheduling conflicts.

IV) Other Updates

- A. "California Reads" Program
 - a. The video of Houston's presentation is almost ready and will be available on YouTube shortly.
 - b. The made-for-TV movie of *Farewell to Manzanar* is available in media services in the library.
 - i. The ASO would like to sponsor a viewing of this film.
 - c. MI is still pursuing the possibility of having Rebecca Solnit (author of *Paradise Built in Hell*) speak on campus later this semester.
- B. Women's History Month Program
 - a. Theme = Women's Education and Empowerment

- i. Luncheon = March 9th with ECC Dean Emeritus Virginia Pfiffner as the guest speaker
- ii. Girls in the Garage Workshop = March 10th
- iii. Tea/Book Discussion (*The Dressmaker of Khair Khana*) = March 15th
- iv. Women in Non-Traditional Careers Panel = March 20th
- v. Women's Wall of Fame Ceremony = March 22nd
- vi. Hat Fashion Show = March 29th

C. Great Teachers Seminar

- a. This is a 5-day multi-disciplinary best practices seminar sponsored by the FACC and held in Santa Barbara every August.
- b. In 2011, budget considerations allowed us to send an ECC cohort of five faculty members who raved about the experience, not just the seminar itself but also the collaboration that going as a team enable. Thus, we hope to send another cohort this summer.
- c. MI & BH to access FACC for logistics and then to advertise/recruit.

V) New Business

A. Outstanding Adjunct Award Parking Committee

- a. There was much despair among the FDC that this issue has not been resolved yet.
- b. MI gave an update on her diligent efforts:
 - i. In the fall, the FDC decided to attempt getting the parking spot reinstated through procedural requests.
 - ii. In December, MI brought the FDC's request to Chief Trevis & the Parking Committee who supported the request. We were told that the Parking Committee would recommend reinstating the spot to VP Higdon who from there would take it to Council.
 - iii. Since February, Mi has been contacting Chief Trevis and VP Higdon (via e-mail and phone) with very little response.
 - iv. Today (February 28, 2012), MI spoke with Trevis who explained that the VPs had met to consider the recommendation and had returned it to the Parking Committee requesting a policy on this particular parking spot that would provide parameters to determine under what circumstances the spot would be used.
 - 1. E.g., What would the cost be? Would the spot be transferable? Where would it be located? Would it be contingent upon availability?

- v. The timeline from here is that the Parking Committee will meet again in late March to draft a policy. MI requested that the FDC be allowed to offer suggestions for the parameters.
 - c. The FDC responded to this update with dismay and frustration.
 - i. Many on the committee voiced concern that this was just another delay tactic to “make it go away” or that they might use the arbitrary parameter of the spot being contingent on parking availability to limit or revoke it in the future.
 - ii. FB asserted (and many agreed) that the parameters seem like micromanagement when the VPs’ real concern should be whether the spot furthers the college’s mission by improving faculty morale and therefore “educational programs and services.”
 - d. MI & BH will draft suggestions for the Parking Committee’s draft policy.
- B. Flex Reporter
- a. DM distributed the categories and activities list for the Online Flex Reporter. The nine categories are fixed, but she would like the FDC to review the activities and suggest relevant additions to them (e.g., mentoring student clubs)
- C. Recruitment for New FDC Co-Chair
- a. This semester will be Briita Halonen’s last as co-chair of the FDC, so please let BH or MI know if you’re interested in co-chairing with MI starting in fall 2012.

Faculty Development Committee Meeting

MINUTES

Tuesday, March 13, 2012

Committee Members:

Fazal Aasi - P	Compton Center	Linda Ho - A	Math
Florence Baker - P	BSSC	Moon Ichinaga (Co-Chair) - P	Learning Resources
Rose Ann Cerofeci - A	Humanities	Donna Manno - P	Staff Development
Kristie Daniel-DiGregorio - P	BSS	Cristina Pajo - P	Counseling
Ross Durand - P	Ind/Tech	Russell Reece - P	Adjunct Rep/Math
Briita Halonen (Co-Chair) - P	Humanities	Angela Simon - A	BSS
Margaret Steinberg - A	Natural Sciences	Mercedes Thompson - A	Humanities

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

Spring 2012 Meetings (1-2 p.m. in West Library Basement)

February 28, March 13, March 27, April 24, May 8 & May 22

Agenda

I. Updates

A. Faculty Book Club

1. New Co-Chairs, Sumino Otsuji (English) and Sue Ellen Warren (Industry and Technology) recently sent a very appealing email announcement about the Faculty Book Club to the Faculty listserv.
2. DM has purchased copies of the book, Research-Based Strategies to Ignite Student Learning by Dr. Judy Willis, which are free to the first 20 registrants. Ten faculty have already signed up.
3. The first meeting will be on Friday, 4/6, 12-1:30 p.m. in the West Basement, Library.

B. "California Reads" Program

1. MI has re-contacted Rebekka Asher, ASO President to get status information on their plans to sponsor a campus-wide showing of the made-for-TV movie based on the book, Farewell to Manzanar. Rebekka indicated that she forgot to put it on the agenda for the ASO officers to decide, but will follow through and let us know. The ASO is still trying to determine which activities to take on this semester.
2. MI is enlisting the help of the Center for the Book Executive Director to try to arrange for author Rebecca Solnit (A Paradise Built in Hell) to speak on campus.

C. Women's History Month Program

DM summarized the upcoming events, such as the March 22nd Women's Wall of Fame Ceremony during which the 2012 Women of Distinction Awards will be presented.

D. Recruitment for New FDC Co-Chair

1. BH reminded the committee that her term as Co-Chair will be ending this semester. Anyone who is interested in this 2-year position should contact her or MI. MI will still serve as the other Co-Chair for another year.
2. The system of having Co-Chairs is intended primarily to facilitate the transition of new officers and to share the workload.

E. Adjunct Award Parking Spot

1. After gathering input from members, BH sent a FDC letter last week to Chief Trevis, responding to the V.P.s' request for policy guidelines for granting a free parking space to the Outstanding Adjunct Faculty Award Recipient.
2. No reply has been received. MI left phone message for Chief Trevis this morning.
3. Chris Gold, Academic Senate President, is planning to discuss the situation and share the letter with College Council and the Board of Trustees.

II. Discussion/Action Items

A. Great Teachers Seminar

1. Sponsored in Santa Barbara from July 31- August 5 by FACC.
2. DM will send out an email note asking for indications of interest in attending from faculty. Interested faculty need to ensure that there is no conflict with their summer teaching commitments.
3. FDC can support up to 5 attendees.

B. Online Flex Reporter

1. DM reviewed the process of logging into the Online Flex Reporter and how the flex categories/activities are displayed.
2. There was a discussion of additional activities that warranted flex credit.
3. Activities such as using turnitin.com tutorials and acting as a student club advisor or program review chair will be added.
4. For credit, flex activities must be reported by May 13, 2012.

OUTSTANDING ADJUNCT AWARD - PARKING SPOT COMMUNICATIONS

DATE: **September 13, 2011**
 TO: Chris Gold, President, Academic Senate
 FROM: Lynn Solomita, Interim Vice President, Human Resources
 CC: President Thomas M. Fall, F. Arce, J. Higdon, J. Nishime, B. Perez, D. Vakil, M. Trevis, D. Turano, D. Manno
 SUBJECT: Parking Committee Recommendation

Chris,

I am in receipt of the email regarding reserved parking for the Distinguished Faculty and Staff recipients.

Unfortunately, it appears that in order to provide additional perks to the recipients, David Vakil, in his capacity as Academic Senate President, went directly to the Campus Parking Committee to request these spaces.

His request was never brought to the attention of the Vice Presidents, the Cabinet, Donna Manno or President Fallo. After discussion in Cabinet, it was determined that the current monetary awards of \$2,000 each, their names on a plaque and a medallion were all that would be authorized for Distinguished Full-time Faculty and Staff. In addition, no reserved parking is authorized for the Distinguished Part-time Faculty recipient.

None of the three recipients has been assigned reserved parking for 2011-12, therefore, effective immediately, any prior authorization by the Parking Committee for these reserved parking spaces is rescinded.

DATE: **November 14, 2011**
 TO: Lynn Solomita, Interim Vice President, Human Resources & Francisco Arce, Vice President, Academic Affairs
 CC: T. Fallo, C. Gold, D. Vakil, D. Manno, M. Trevis, D. Toruno, J. Higdon, J. Nishime, B. Perez, B. Beverly, R. Gen, M. O'Donnell, M. Combs, and K. Brown
 SUBJECT: Outstanding Adjunct Award Parking Spot

Chris Gold and Donna Manno have informed us that the administration rescinded the reserved parking spot for the Outstanding Adjunct Award recipient because the Campus Parking Committee did not have the authority to grant such permission. As such, we did not advertise it in the award publication this semester; however, we received multiple faculty inquiries regarding this part of the award, and both full-time and part-time faculty members were dismayed to hear that the administration had taken away something so seemingly minor that carries such a positive

impact for the faculty. A previous recipient even stated that the parking spot was the “best part” of receiving the award since it provided a daily reminder that her work was appreciated.

We understand that the Distinguished Full-Time Faculty and Staff members’ spots were rescinded because the monetary rewards alone were deemed sufficient. However, the Outstanding Adjunct Award recipient receives no monetary reward. Further, the memo of September 13, 2011 does not explain why that spot was rescinded, and thus, it would seem just to grant a parking spot to the Outstanding Adjunct.

We are writing today with both a question and a request regarding this issue. Our question is this: What is the rationale for revoking the Outstanding Adjunct recipient’s parking spot?

Our request is this: The spot was rescinded because the Faculty Development Committee unknowingly did not go through the proper channels, so we are now going through what we have been told are the proper channels, asking that you reinstate the parking award for the Outstanding Adjunct. We believe it would be perfectly equitable to grant the adjunct recipient a parking spot in lieu of money, and asking for just one spot to honor a hard-working, exceptional adjunct faculty member is a very modest request. This seems like an excellent (and FREE) opportunity for the administration to raise the already-low faculty morale on campus.

It’s not just the potential awardees who are disappointed; many of us see the impact it has, not only on individual faculty but on our institution’s morale as a whole.

Sincerely,

The Faculty Development Committee

Briita Halonen and Moon Ichinaga, Co-Chairs

Fazal Aasi, Florence Baker, Rose Ann Cerofeci, Kristie Daniel-DiGregorio, Ross Durand, Linda Ho, Cris Pajo, Rusty Reece, Mercedes Thompson, Angela Simon, and Rachel Williams

From: Ichinaga, Moon

Sent: Friday, **December 09, 2011** 1:56 PM

To: Baily, Kim; Colunga, Mina; Gold, Christina; Doucette, Peter; Herzig, Charles; Halonen, Briita; Taylor, Susan; Isaacs, Brent; Evans, Jerome; Ahmadpour, Alireza; Jimenez, Miguel; Yun, Paul; Marston, Douglas; Hazell, Tom; Schulz, Patrick; Sabio, Sabra; Widman, Lance; Holt, Kelly; Pajo, Cristina; Pratt, Estina; Gebert, Patricia; Hofmann, Harold; Hicks, Tom; Panski, Saul; Lau, Phillip; Palos, Teresa; Vaughn, Dexter; Pate, Leah; McGinley, Patricia; Mc Laughlin, Kate; Siddiqui, Junaid; Wynne, Michael; Bateman, Michael; MacPherson, Lee; Marcoux, Peter; Crossman, Mark; Fry, Gregory; Striepe, Claudia; Warren, Sue Ellen; Ichinaga, Moon; Firestone, Randall; Simon, Jenny; Norton, Thomas; Moen, Michelle; Odanaka, Michael; Winfree, Merriel; Wells, Rex; Bloomberg, Randall; Sheynshteyn, Arkadiy; Hamza, Hamza A.

Subject: "Outstanding Adjunct Faculty" Parking Space Revocation

Colleagues:

During the Academic Senate presentation of the Outstanding Adjunct Faculty Award to Jo Moore this past Tuesday, the assumption by some faculty members that a free designated parking space for a year is still part of the award was apparent. We need to set the record straight— at the beginning of the semester, the Faculty Development Committee was told by the Administration that the parking space could not be offered again. The revocation of the parking space without good cause reflects the extent to which the administration fails to understand and appreciate faculty concerns and contributions.

The Faculty Development Committee and Chris Gold have made multiple attempts to have the parking space restored, to no avail. We have asked for the rationale behind the initial revocation, and were told that proper approval had not been secured. David Vakil as Vice-President of Faculty Development had originally gained the approval of the Campus Parking Committee, headed by Chief Trevis, and thought that this was sufficient. Chief Trevis failed to bring the Parking Committee decision to the Cabinet, and subsequently the parking spot was revoked for procedural reasons. Briita Halonen wrote to Lynn Solomita, Interim Vice President of Human Resources, asking for reconsideration since the parking space is an effective, virtually free way to show the award recipient that her/his contributions are valued, and is also symbolically important for faculty morale purposes. Dr. Arce declined our appeal, citing construction congestion and early semester parking scarcity. (Note that every administrator on campus has an assigned parking spot.) Dr. Nishime thought that granting the Award recipient office space in the Academic Senate office would be a suitable substitute for the parking space—which it is definitely is not. Although President Fallo has directed us to try again through the Parking Committee, we have no reason to believe that the outcome will be any different.

While the Faculty Development Committee was not able to offer Jo Moore a parking spot this year, we have not given up for the future. We are exploring other options to appropriately show appreciation for outstanding adjunct faculty.

Moon Ichinaga and Briita Halonen
Co-Chairs, Faculty Development Committee

From: Halonen, Briita
Sent: **Thu 3/8/2012** 1:31 PM
To: Trevis, Michael
Cc: Ichinaga, Moon; Gold, Christina; Baker, Florence; Steinberg Margaret; Ho, Linda; Daniel-DiGregorio, Kristie; Cerofeci Rose; Ho, Linda; Aasi, Fazal; Reece, Russell; Durand, Ross; Thompson, Mercedes; Simon, Angela; Pajo, Cristina
Subject: Policy Guidelines - Outstanding Adjunct Parking Award

Dear Chief Trevis:

The Faculty Development Committee (FDC) would like to express its gratitude to the members of the Parking Committee for their support to create a parking space for the Outstanding Adjunct Faculty Award recipient.

The FDC was surprised and disappointed to learn that the Vice Presidents have protracted an already extended process by deflecting the Parking Committee's recommendation with a request for policy guidelines. The FDC is incredulous that El Camino College needs a policy in order to grant a single parking space for a distinguished faculty member. However, it is our understanding that the Parking Committee is required to comply with the Vice-Presidents' request.

Therefore, the FDC submits the following proposed guidelines:

- Provision of a free parking space will be a permanent feature of the Outstanding Adjunct Faculty Award. Re-application will not be required for each award recipient.
- The recipient will be allowed to identify the parking spot's general vicinity.
- The recipient will have exclusive use of the assigned parking space during one complete calendar year, beginning in the January after receiving the award.
- The award recipient may not transfer use of the parking spot to other persons.
- Costs associated with assigning the parking space shall be limited to painting, signage, special permit, and other similar and minor costs necessary for designation of the parking space.
- Any changes to this policy in the future will need approval by the Faculty Development Committee.

Should the Vice Presidents and/or Parking Committee desire any additional information, we ask for a clear written directive including the rationale. This will avoid any further confusion or delay.

Thank you for your time and effort in this matter,

Briita Halonen & Moon Ichinaga
Co-VPs, Faculty Development
El Camino College

Current Year State Revenue Shortfalls

Planning & Budget Committee Meeting March 1, 2012

The \$149 million State take back is regrettable for all community colleges across the State. For ECC, this take back was \$2.6 million of which we had prudently budgeted for \$1.95 million in State take backs. ECC is fortunate to have an unbudgeted shortfall (deficit) of only \$654,853. ECC has now received a rebenching of our State budget revenue from our Chancellor's Office (known as a P-1 report). The P-1 includes the initial State budget reduction, the Trigger 2 cuts and this mid-year take back being referred to as a surprise. ECC's revised P-1 State revenue allocation is \$88.7 million; ECC had budgeted State revenue at \$89.4. The ECC's revenue budget is currently overstated by \$654,853.

In addition to this revenue adjustment, there are two additional items of note. (1) ECC's election costs are expected to be \$700,000 above the budgeted amount of \$400,000, (2) Our FTES audit found that one of our Fire Tech courses cannot be claimed for State revenue in the amount of at least \$450,000. In summary, our current projections are as follows:

\$655,000	Mid-year State deficit (a/k/a surprise)
\$700,000	Additional Election Costs above Budget
<u>\$450,000</u>	Estimated Pay Back on Fire Tech
\$1,805,000	Estimated Budget Shortfall (as of Feb. 26, 2012)

Due to past prudent fiscal actions, ECC staff plans to recommend to our Board that this shortfall be absorbed by our projected ending balance.

For those of you tracking the impact of State actions on ECC:

\$5,508,000	Initial Budget Cuts
\$1,793,000	January "Trigger" Budget Cuts
<u>\$2,616,000</u>	February Mid-year State deficit (a/k/a surprise)
\$9,916,000	Total (rounded)

California State University Long Beach
Draft Proposed Admissions Guidelines, 2013-14
January 30, 2012

Executive Summary

CSULB is considering changes to admissions guidelines for 2013-14 to emphasize major-specific admissions criteria. CSULB remains strongly committed to “Graduating students with highly valued degrees.” CSULB also remains strongly committed to access, diversity, quality, and the local community.

CSULB’s growing reputation for academic quality and positive student experience has generated tremendous interest among highly qualified students. This reputation, combined with demography and changes in the admission marketplace, prompted an unprecedented 76,600 undergraduate applications for Fall 2012. At the same time, severe budget reductions have threatened academic programs and services. Reductions have affected K-12 and community college feeder institutions, impacting preparation of applicants. CSULB has focused more attention on factors affecting degree completion, as part of a national emphasis.

High school and community college counselors have expressed the view that current CSULB admissions practices do not send clear messages to students that appropriate preparation for majors is important. Lack of preparation reduces retention, and degree completion and increases time to degree (especially in science, engineering). Current admissions practices do not provide tools to well-manage the numbers of students per major for efficient resource use. Given budget constraints, CSULB is pressed to resolve these issues.

In revising admissions guidelines, CSULB hopes to increase degree completion and shorten time to degree, use scarce campus resources more efficiently, better manage the numbers of students to help both high-demand and lower-demand departments, continue to provide access to local students, maintain and enhance campus diversity, improve guidance to applicants and counselors, and improve the preparation of students in challenging fields such as engineering and sciences.

CSULB is proposing to:

- Emphasize major-specific criteria for admission. Major-specific criteria must be established in consultation with academic departments and colleges. With major-specific criteria, CSULB can create tools to manage the numbers of students per department to help both high-demand and lower-demand departments, use scarce resources more efficiently, continue to provide access to local students with at least a reasonable chance of degree completion, improve guidance to applicants and counselors about needed preparation, improve preparation of students in challenging fields such as engineering and sciences, reduce unneeded course-taking, and better manage course availability to students.
- Continue to admit local freshmen and transfer applicants who have a reasonable or better likelihood of degree completion in their chosen major, consistent with local access and the Long Beach College Promise. CSULB will work with Long Beach City College to provide a safety net for underprepared local students. Changes will somewhat increase admissions from non-local schools and somewhat reduce discrepancies in admissions criteria between local and non-local applicants.
- Expand outreach to targeted communities based on low socioeconomic status and historically low rates of college going to preserve and enhance diversity of the student body. Students will be encouraged to submit applications and materials for a holistic admissions review. A limited number will be admitted based on potential for degree completion, community involvement/leadership, overcoming significant hardship (and CSU and CSULB minimum criteria).

More information and a way to provide comments is at: http://www.csulb.edu/divisions/aa/planning_enrollment/

California State University Long Beach
Draft Proposed Admissions Guidelines, 2013-14
January 13, 2012

1. Background

- a. CSULB is considering changes to admissions guidelines for 2013-14 to emphasize major-specific admissions criteria.
- b. Guiding Principles
 - i. CSULB is strongly committed to “Graduating students with highly valued degrees.”
 - ii. CSULB also remains strongly committed to these enrollment planning principles:
 1. Maintain access to the extent possible.
 2. Maintain quality of instruction and student services.
 3. Give priority consideration to local community consistent with CSU policy.
 4. Maintain diversity.
 5. Balance enrollments of freshmen, upper division transfer, credential, and graduate students.
- c. CSULB’s admissions environment has changed in recent years:
 - i. CSULB’s reputation for academic quality and positive student experience has generated tremendous interest among highly qualified students.
 - ii. Rising fees at UC and other competitor schools have made CSULB even more desirable.
 - iii. Demographic trends have created a very large, diverse California college-age population.
 - iv. These factors prompted an unprecedented 76,600 undergraduate applications for Fall 2012, highest in the CSU system and exceeding Fall 2011’s prior record when the campus had the fifth largest number of applications in the US.
 - v. Sixteen CSU campuses are impacted at freshman level and seventeen at transfer level for 2012-13; more are likely for 2013-14; four campuses have declared all programs impacted (San Jose, San Diego, San Luis Obispo, and Fullerton). CSULB receives more applications than any of these.
 - vi. Severe budget reductions have threatened our academic programs and support services.
 - vii. Reductions have also impacted K-12 and community college feeder institutions, affecting preparation of applicants.
 - viii. CSULB has focused more attention on factors affecting degree completion, as part of a national emphasis.
- d. Current admissions practices can be improved:
 - i. Current practices enabled CSULB to handle large numbers of applications and improved preparation of students in impacted programs, but also contributed to some problems.
 - ii. High school and community college counselors have expressed the view that current guidelines do not provide clear guidance to students that appropriate preparation for majors is important.
 - iii. Lack of preparation has reduced retention, degree completion and increased time to degree, (especially in science, engineering).
 - iv. Large numbers of admitted freshmen have hoped to pursue very popular careers (e.g., Nursing) but could not be accommodated.

- v. Students have entered under one major hoping to gain access to another, wasting available seats in classes, causing delays and inefficiencies.
- vi. Some local students were admitted under CSU minimum criteria without a reasonable chance for college completion while some well-prepared non-local students were denied admission.
- vii. These practices have contributed to longer times to degree, unneeded course taking, reduced graduation rates, and increased costs.
- viii. Given budget constraints, CSULB is pressed to resolve these issues.
- e. Goals for revising admissions guidelines are:
 - i. Increase degree completion and shorten time to degree.
 - ii. Create tools to manage the numbers of students per department to help both high-demand and lower-demand departments.
 - iii. Use scarce campus instructional resources more efficiently.
 - iv. Continue to provide access to local students with at least a reasonable chance of degree completion.
 - v. Maintain and enhance campus diversity.
 - vi. Improve guidance to applicants and counselors about needed preparation for majors.
 - vii. Improve the preparation of students in challenging fields such as engineering and sciences.
 - viii. Reduce unneeded course taking and better manage course availability to students.
 - ix. Continue to provide access to local students with a reasonable chance of success.
- f. Key considerations in revising admissions guidelines include:
 - i. Departments and colleges have a significant role in developing criteria for majors.
 - ii. Steady, orderly access of students to CSULB is vital; changes must be implemented gradually. Aspects may be phased in over two or three years to avoid disrupting enrollment flow, provide adequate communication to feeder institutions and future applicants, and manage Enrollment Services workload. Initially criteria may be preferred rather than required.
 - iii. It will be desirable to use simple criteria, as the logistics will be complex.
 - iv. Impaction provides authority to use elevated admissions criteria but does not require use.
 - v. Quality of instruction and student services remains essential.
 - vi. Guidelines must be flexible enough to accommodate different departments and majors as well as current and future changes in the admissions environment.
 - vii. Criteria should be based on evidence.
 - viii. Priority access for the local community remains important.
 - ix. Balance admissions of freshmen, upper division transfer, credential, and graduate students.
 - x. Plan will be effective Fall 2013 but revisited every year with opportunities to fine-tune.

2. Proposed Admission Guidelines

- g. Major-specific criteria for freshman and transfer admission
 - i. CSULB will emphasize major-specific academic criteria for freshman and transfer admission. In order to use major-specific criteria, CSULB declares all undergraduate

majors "impacted¹" at both the freshman and transfer levels based on receipt of more than 76,600 undergraduate applications per year.

- h. Minimum requirements for consideration
 - i. Freshmen and transfer applicants must apply during the common admissions filing period and be CSU eligible.
 - ii. Transfer applicants must declare an intended major.
 - iii. Freshmen applicants must provide SAT or ACT scores.²
 - iv. The campus will establish a CSULB minimum eligibility index reflecting the level above which substantial proportions or majority of students entering in prior years completed degrees.³
- i. Major-specific academic admissions criteria
 - i. CSULB will establish major-specific academic admissions criteria⁴ for each major at both freshman and transfer levels.
 - ii. To establish major-specific academic admissions criteria, CSULB will use faculty judgments along with evidence indicative of degree completion in respective majors in past years.
 - iii. Major-specific academic admissions criteria will reflect the levels of criteria above which substantial proportions or majority of students entering in prior years completed degrees in respective majors.
 - iv. Major-specific academic admissions criteria will be specific to majors or groups of majors.
 - v. Major-specific academic admissions criteria for freshman admission will involve grades in A-G courses (e.g., grades in high school English classes), and/or additional courses (e.g., a fourth year of math), and/or scores on components of ACT or SAT tests.
 - vi. Major-specific academic admissions criteria for transfers will involve lower division community college courses and grades in those courses.
 - vii. Major-specific academic admissions criteria will be phased in to avoid abrupt changes in enrollment trends, which are not in the interest of CSULB or feeder high schools.
- j. Freshmen
 - i. The local service area will consist of school districts⁵ within immediate proximity of the University.
 - ii. Local applicants who have attained the CSULB minimum eligibility index and completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB and the major (except for extremely impacted, space-constrained majors).
 - iii. Local applicants who have attained the CSULB minimum eligibility index but have not completed major-specific academic admissions criteria for the chosen major will be admitted to "undeclared major" status.

¹ "Impaction" is a CSU term indicating that more applications are received than can be accommodated by a campus, class (freshman, transfer), and or program.

² This is current practice.

³ We currently expect this index to be between 3400 and 3100 but analysis is not yet complete.

⁴ In CSU terminology, these are "Supplemental" criteria, referring to academic criteria in addition to CSU system-wide minimum criteria.

⁵ CSULB does not expect to make a change in the local area for freshmen.

- iv. Local applicants who have not attained the CSULB minimum eligibility index will be directed toward a Long Beach City College learning community⁶ aimed at fostering transfer to CSULB.
- v. Non-local applicants who have attained the CSULB minimum eligibility index and completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant rank on criteria and space availability (except for extremely impacted, space-constrained majors).
- vi. A small number of impacted programs are extremely impacted and space-constrained⁷. Local and non-local applicants who have attained the CSULB minimum eligibility index and completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant rank on criteria and space availability.
- vii. Depending on the major, students may be admitted directly to the major or may be admitted to a pre-major. Admitted students will be moved to major as they complete pre-requisite college courses.
- viii. Military veterans will be treated as local, regardless of high school of origin.
- ix. Beach Pathways
 1. CSULB will increase outreach to communities outside the local area based on low socioeconomic status and historically low rates of college going and encourage students to submit materials for a holistic application review.
 2. Outreach efforts will provide full information on housing, financial aid, student life and campus attractive features.
 3. Beach Pathways will be administered by the Office of Outreach and School Relations.
 4. CSU eligible students will be encouraged to submit applications and a personal essay and letters of recommendation for holistic review.
 5. Admissions will involve a committee including representatives from Outreach, Educational Opportunities, Disabled Student Services, Student Services, and Academic Affairs, and faculty.
 6. Admissions criteria for students will include potential for degree completion, community involvement/leadership, overcoming significant hardship (and CSU and CSULB minimum criteria).
 7. Earlier admissions notification will allow for active recruitment through yield activities.
 8. Initially 200 enrollment spaces will be administered through Beach Pathways.
 9. CSULB will seek external funding to intensify outreach and expand support to early high school and even middle school students⁸.
 10. CSULB will seek to create culturally sensitive relationships, structures and activities of involvement to foster permanent and ongoing relationships with high schools, with students, with parents and with communities. The UC Early Academic Outreach Program was cited as an example.

⁶ This has been discussed with LBCC and they are eager to cooperate.

⁷ Nursing and possibly Social Work may be the only programs in this category at the present time. CSULB hopes to minimize use of this category.

⁸ If successful in gaining external funding, CSULB will create intensive outreach and support aimed at diverse middle school and early high school students modeled on University of California Early Academic Outreach Program (EAOP).

- x. A small number of admissions through the Stephen Benson program for disabled students will continue.
 - xi. A small number of special talent admissions for arts, athletics, and debate will continue to be treated as local for admissions purposes regardless of origin.
- k. Transfer applicants
- i. The local service area will consist of community colleges within immediate proximity of the University.⁹
 - ii. Local applicants who have completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB (except for extremely impacted, space-constrained majors).
 - iii. Non-local applicants who have completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant rank on criteria and space availability (except for extremely impacted, space-constrained majors).¹⁰
 - iv. A small number of impacted programs are extremely impacted and space-constrained¹¹. Local and non-local applicants who have completed major-specific academic admissions criteria for the chosen major will be admitted to CSULB based on applicant rank on criteria and space availability (except for extremely impacted, space-constrained majors).
 - v. For CSULB degrees that have been deemed "like" respective community college transfer associate degrees (Associate Arts Transfer/ Associate Science Transfer) in the state-wide Senate Bill (SB) 1440 process, academic admissions criteria will be a subset of or the same as the community college transfer associate curriculum for that "like" major¹². SB 1440 rules award a small grade point average increase for applicants who have completed transfer associate degrees.
 - vi. Military veterans will be treated as local, regardless of community college of origin, and may be admitted as lower-division transfers in selected majors.
 - vii. CSULB will remain closed to lower division transfer students except for highly qualified engineering and nursing applicants, who may be considered¹³.
 - viii. A small number of special talent admissions requests from arts, athletics, and debate will continue to be treated as local for admissions purposes regardless of origin.
 - ix. A small number of admissions requests through the Stephen Benson program for disabled students will continue.
- l. Second baccalaureate admissions
- i. CSU rules require that Nursing be open to second baccalaureate applicants.
 - ii. In selected other areas, second baccalaureate applicants may be admitted based on space availability and campus interest.

⁹ The local area for transfers is under review.

¹⁰ Shadow majors (students applying to one major because they believed they could not be admitted to a more desired major) should eventually diminish under this plan, although it will take several years. As it becomes clear to applicants that CSULB emphasizes major-specific preparation, the cost of applying to a shadow major will rise. However, this admissions plan does not specifically address CSULB rules for changing majors, which is a separate consideration.

¹¹ Nursing and possibly Social Work may be the only programs in this category at the present time. CSULB hopes to minimize use of this category.

¹² This will be required by the Chancellor's Office and is student-friendly.

¹³ This is current practice.

- m. Graduate and post-baccalaureate admissions
 - i. CSULB will continue decentralized graduate and post-baccalaureate application and admissions.

EL CAMINO COLLEGE Calendar Committee Recommendations

The three subcommittees tasked with addressing calendar issues associated with academics, economics, and efficiency met on February 1, 2012. During its meeting, the Academic Subcommittee asked that academic matters be the primary consideration in any calendar decision. The Economics Subcommittee agreed that there was very little at stake financially since the calendar change would have a net effect of 1 week difference – 13 weeks (current) versus 12 weeks (proposed). The Efficiency Subcommittee struggled with the definition of “efficiency” which resulted in two perspectives:

- Instructor/Student definition: How well is it working for the students? Are they able to pick up more units and get through the system faster?
- College definition: Need to look at the College’s resources, funding for staff, facilities, maintenance, and cost per FTES.

The Subcommittees found common factors affecting students with either calendar which included:

- Faster progress
- Focus on one difficult class
- Fill gaps in schedule
- Repeat a fall or spring class
- Can go year-round to lighten load in regular semesters
- Difficult to complete maintenance projects – painting odors and noise all affect student learning

Pros and cons of the current calendar with winter versus the proposed with back-to-back six-week summers are listed below:

With Back-to-Back Summers

Pros

Average load 4.6 units with 81% success rate and 89% retention (students enrolled in all 4 terms of the academic year 2009-10)

Beneficial to spring athletes who can begin practice 3 weeks earlier

Serves our community by providing an opportunity for new high school grads. to begin in summer and an additional opportunity for students who return for the summer from other colleges

Reduces gap between fall and spring for the majority of students who do not attend winter session

Beneficial to veteran students who must be enrolled to receive benefits

Summer offers 3 days over the weekend to study

Students available earlier for summer jobs and can work longer.

Provides students with another term where they can complete up to 8 units in summer.

Opportunity to offer courses in various configurations (6 – 12 week formats)

With Winter

Pros

Average load 3.4 units with 86% success rate and 93% retention (students enrolled in all 4 terms of the academic year 2009-10)

Beneficial to athletes who need to complete 24 units to maintain eligibility

Serves our continuing students

Breaking up the intensity of the full semester with an intersession is better academically

Greater student retention and success (Note: math and science courses in which students are typically less successful are not offered)

Complete requirements prior to fall transfer

Academic daily immersion in a topic is pedagogically successful in some courses.

Enrollment in winter session allows Forensics Team members to maintain eligibility to compete for the winter break

Would respect the desire of the Academic Senate (expressed in three resolutions and the Associated Students Organization (expressed in two resolutions).

With Back-to-Back SummersCons

Cannot apply summer coursework for the upcoming fall transfer

Continuing students would need to adjust their ed plans to ensure completion of requirements for a fall transfer

Large learning gap between spring and fall for students who do not attend summer (3 months)

Long summer gap may affect students' motivation to return in the fall

More distractions during the summer (job, beach, vacation plans, etc.)

With WinterCons

In certain disciplines (e.g. high unit math, science, CTE) 5-week format is not conducive to teaching and learning

Two month break for the majority of students who do not enroll in winter

Curriculum, courses, degrees, and certificate reviews must be completed by 3/1 to assure catalog deadlines are met

Interruption in governance process

Approximately 120 administrators, 400 classified, and 200 temporary staff employed during winter – some of whom have diminishing workloads as winter sections are reduced

Facilities are under-utilized during winter

Purchasing deadlines for the fiscal year (April 1) are more difficult to manage when spring ends mid-June

Faculty evaluation process is difficult when an instructor receives a “needs improvement” in the final semester of the second year.

Reason for offering winter was to grow enrollment, and now it is no longer needed.

**El Camino College
Winter Intersession Research
Recent Findings**

This document summarizes recent research involving the Winter Intersession.

1. Who are our Winter Intersession students?

The Winter Intersession at El Camino College is notable for the predominance of traditional college-aged students and has characteristics similar to this population. Appendix A contains a comparative summary of this Winter Intersession population conducted for Winter 2007 for the Torrance campus. An update is planned, to include Compton Center, for Winter 2011.

2. What type of calendar is supported by employees and students?

Based on the survey of employees and students at the Compton Center and Torrance campus, students were overall slightly favorable toward keeping the current schedule (even when a margin of error was considered). Employees at the Torrance campus were evenly split about the change but a breakout by employment group shows that faculty are much more favorable toward retaining winter. A similar trend was found at the Compton Center but with more support for winter among classified employees. Administrators, managers and supervisors at both locations were more supportive of the elimination of winter in favor of two back-to-back six-week summer sessions.

Survey Question #3: What is your preferred schedule for Winter/Spring sessions?

Location	Employee Group	N	Keep it the way it is now
ECC	Administrator, mgr, supervisor	40	25%
	Classified Staff	94	20%
	Faculty	219	62%
	Other	34	59%
	Total (Torrance Campus)	387	47%
Compton Center	Administrator, mgr, supervisor	11	45%
	Classified Staff	22	59%
	Faculty	41	66%
	Other	31	81%
	Total (Compton Center)	105	67%
All Students *	<i>Students (Both locations)</i>	620	56%

3. How do students perform in winter intersession?

In general, students achieve higher success and retention rates in the winter intersession than in other terms (see performance reports on the IR website). The table below represents the performance of students enrolled in all four terms of an academic year. These students performed much higher than average in all terms but had the greatest success in winter. Note that few math courses (with their lower average success rates) are offered in the winter intersessions.

Students Enrolled in ALL TERMS (Fall 2009, Winter 2010, and Spring 2010) Course Success Rates (N=3937)

Term	Total Grades	% of all grades*	% Success	Avg Load
Summer 2009	3,362	17%	81%	4.6
Fall 2009	14,243	20%	79%	11.2
Winter 2010	4,926	85%	86%	3.4
Spring 2010	14,218	22%	79%	11.1

*Percent of courses taken in each term by this cohort (students enrolled continuously in fall, winter, and spring)

4. How do students do in BASIC SKILLS courses in Winter?

Comparing those taking a basic skills course for the first time in different semesters, students tend to perform best in summer and winter terms and least well in spring. (all distance education excluded; one academic year shown—results may vary across years)

Success and Retention Rates in Basic Skills Courses Summer 2009 - Spring 2010

	Summer 2009		Fall 2009		Winter 2010		Spring 2010	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention
ENGL-80	46%	92%	48%	78%	**	**	32%	81%
ENGL-82	66%	89%	60%	84%	63%	90%	55%	78%
ENGL-B	76%	84%	59%	84%	91%	94%	53%	79%
ENGL-A	67%	87%	63%	84%	84%	93%	53%	75%
MATH-12	55%	82%	51%	74%	**	**	48%	71%
MATH-23	53%	77%	52%	79%	*81%	*92%	51%	81%
MATH-33	**	**	63%	82%	**	**	55%	82%
MATH-43	**	**			**	**	62%	91%
MATH-40	48%	74%	44%	67%	**	**	46%	67%
TOTAL	57%	81%	55%	79%	79%	92%	50%	75%

* In Winter 2010, MATH-25 was offered in place of MATH-23

** Course was not offered during term

**EL CAMINO COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR CALENDAR
2013-2014**

JULY 2013

S	M	T	W	T	F	S
	1	2	3	*4	[5]	[6]
[7]	8	9	10	11	[12]	[13]
[14]	15	16	17	18	[19]	[20]
[21]	22	23	24	25	[26]	[27]
[28]	29	30	31			

NOVEMBER 2013

S	M	T	W	T	F	S
					1	2
	3	4	5	6	7	8
	9	10	*11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	*28	*29	[30]		

MARCH 2014

S	M	T	W	T	F	S
						1
	2	3	4	5	6	7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	31

AUGUST 2013

S	M	T	W	T	F	S
				1	[2]	[3]
[4]	5	6	7	8	(9)	[10]
[11]	12	13	(14)	(15)	(16)	[17]
[18]	(19)	(20)	(21)	{22}	{23}	24
25	26	27	28	29	30	31

DECEMBER 2013

S	M	T	W	T	F	S
[1]	2	3	4	5	6	7
8	9	10	11	12	13	[14]
[15]	(16)	(17)	(18)	(19)	(20)	[21]
[22]	(23)	(24)	*25	*26	[27]	[28]
[29]	[30]	[31]				

APRIL 2014

S	M	T	W	T	F	S
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30				

SEPTEMBER 2013

S	M	T	W	T	F	S
1	*2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JANUARY 2014

S	M	T	W	T	F	S
			*1	*2	(3)	[4]
[5]	(6)	(7)	(8)	(9)	(10)	[11]
[12]	(13)	(14)	(15)	{16}	{17}	18
19	*20	21	22	23	24	25
26	27	28	29	30	31	

MAY 2014

S	M	T	W	T	F	S
				1	2	3
	4	5	6	7	8	9
	10	11	12	13	14	15
	16	17	18	19	20	21
	22	23	24	25	26	27
	28	29	30	31		

OCTOBER 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2014

S	M	T	W	T	F	S
						1
	2	3	4	5	6	*7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	31

JUNE 2014

S	M	T	W	T	F	S
[1]	2	3	4	5	(6)	[7]
[8]	9	10	11	12	[13]	[14]
[15]	16	17	18	19	[20]	[21]
[22]	23	24	25	26	[27]	[28]
[29]	30					

Fall	Spring	Flex Days	Summer	No Classes
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- { } - Staff Development Flex Days – Campus Remains Open – Classes not in session
- [] - Campus Closed
- * - Holidays (Management, Faculty, Staff, and Students) – Campus Closed
- () - Campus Remains Open – Classes not in session

Board Approved:

**EL CAMINO COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR CALENDAR 2013-2014
SUMMER CALENDAR 2014**

JUNE 2014							JULY 2014							AUGUST 2014							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
									1	2	*3	[4]	[5]							[1]	[2]
[1]	2	3	4	5	(6)	[7]	[6]	7	8	9	10	[11]	[12]	[3]	4	5	6	7	(8)	[9]	
[8]	9	10	11	12	[13]	[14]	[13]	14	15	16	17	[18]	[19]	[10]	11	12	13	14	(15)	[16]	
[15]	16	17	18	19	[20]	[21]	[20]	21	22	23	24	[25]	[26]	[17]	(18)	(19)	(20)	{21}	{22}	23	
[22]	23	24	25	26	[27]	[28]	[27]	28	29	30	31			24	25	26	27	28	29	30	
[29]	30													31							

Summer Session ----- 2014

***Six-Week Sessions**

May 21 through July 2, 2014
July 7 through August 14, 2014

***Eight-Week Session**

June 16 through August 7, 2014

*These dates are subject to change.

Summer Four-Day Workweek Schedule – 2014

The 4-day, 8-hour a day workweek for classified and administrative employees will begin Monday, June 9, 2014 and end Friday, August 1, 2014. During this period of time, Fridays are non-work days.

Fall	Spring	Flex Days	Summer	No Classes
------	--------	-----------	--------	------------

{ } - Staff Development Flex Days – Campus Remains Open – Classes not in session

[] - Campus Closed

*** []** - Holidays (Management, Faculty, Staff, and Students) – Campus Closed


() - Campus Remains Open – Classes not in session

Board Approved:

EL CAMINO COLLEGE
Office of the President-Student & Community Advancement

March 7, 2012

TO: President Thomas M. Fallo

FROM: Jeanie M. Nishimura 

SUBJECT: SUBCOMMITTEE REPORT FROM THE
EL CAMINO COLLEGE CALENDAR COMMITTEE

Members of the Calendar Committee met on February 28, 2012, to review the work of the three subcommittees charged with discussing the Academic, Economic, and Efficiency issues integral to any calendar decision. All members were cognizant that the fiscal situation the College now faces will impact the number of courses El Camino College and Compton Educational Center can offer students. Protecting course offerings during the primary terms of fall and spring should be the primary concern for the District since that is when faculty are contracted to work and cutting courses too deeply may cause a downward spiral in enrollment. Last year, the Compton Educational Center Department Chairs and Deans supported cutting all courses from the winter session rather than reducing fall and spring course offerings. Both students on the committee acknowledged that overall summer has more value to a larger contingent of students than winter. If only one intersession can be offered, because of fiscal reasons, they indicated support of having a summer intersession over a winter.

These are difficult times, and I would like to thank and acknowledge the work of the Calendar Committee in putting forward the information for the Board's consideration. In addition, the analysis on winter intersession students and employee preferences completed in 2010 is also included for the Board's review.

JN/mre

ACADEMIC SENATE – WINTER SESSION REPORT**DATA/INFORMATION-DRIVEN CONCLUSIONS THE CALENDAR COMMITTEE AGREES ON**

1. Winter session has the highest success and retention rates compared to the fall and spring, but the 6 week summer session follows very close behind.
2. The pedagogical advantages and disadvantages of teaching a 5 week winter session versus a 6 week summer session are very similar.
3. The high unit and lab classes that are not being offered in a 5 week winter session are similar to those not being offered in a 6 week summer session.
4. Eliminating winter does not save the campus money.
5. There is no guarantee that ECC will consistently schedule the second 6 week session of summer classes given continuing deep cuts to the numbers of sections.
6. Winter session courses can be applied to fall transfer and summer courses cannot.

ADDITIONAL INFORMATION TO CONSIDER

Maintaining winter session is one cost neutral way of supporting the success of our current students who are finding it increasing difficult to get the classes they need to finish their course of study.

1. Winter is an “extra” session that helps current ECC students progress more quickly towards success and can be applied to fall transfer.
2. Given the prior Board approval of the 2012/13 calendar with winter intact, some students’ educational plans now include winter 2012. We need to keep our promise to those students.
3. An Academic Calendar should be built around academic concerns, not administrative ones, such as meeting administrative deadlines, creating a more convenient schedule of committee work and having the flexibility to shift FTES.

Deep budgets cuts and reduced numbers of sections make it even more important that we strategically plan our calendar and our schedule to optimize our students’ ability to move through their course of study efficiently.

1. We all agree that the budget situation is dire and declining. The statewide system, our college and our Instructors cannot educate all the students who want to learn.
2. At this point, we need to carefully consider how to best allocate our scarce resources to the benefit of our current students.
3. Building a winter and a summer session provides the opportunity for our current students to get the classes they need to progress through their course of study more quickly, thereby opening up space for other students to enter the system. This would help achieve the Chancellor’s Office Student Success Task Force recommendations that call for creating efficient pathways to success for our current students.
4. The plan to eliminate winter session and add a second 6 week summer session is designed to allow for the maximum number of new students to enter into our system, which is back-logged with too few classes.

By maintaining winter session in both 2013 and 2014 the Board would be issuing its support for one cost-neutral way for ECC to better serve our current students by allowing for quicker student pathways to completion, thereby opening up spaces for new students and helping the campus begin to work towards the vision created by the Student Success Task Force recommendations.

BP 4025

Philosophy for Associate Degree & General Education

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

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

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

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

[OPTION ONE]

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

[OPTION TWO]

The President/Superintendent shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy. These procedures are developed through a collegial consultation process between the Academic Senate and the designee of the President/Superintendent, the Vice President of Academic Affairs.

[OPTION THREE]

Procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy will be created through a collegial

Deleted: of the individual to

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

Deleted: degree

Deleted: certain capabilities

Deleted: and insights

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

Deleted: appreciation and

Deleted: develop an understanding of

Deleted: foster an appreciation of

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

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Comment [t1]: At its first reading the Seante asked that the Educational Policies Committee reconsider this language used to describe President/Superintendent's participation in policy development. In addition to this one, two other options have been presented for consideration. Senators expressed concern that this language is not an accurate description of what actually occurs in the development of the procedures and that it does not acknowledge the requirement for collegial consultation and participation by the Senate in the development and revision of policies in the 4000 series..

consultation process of mutual agreement between the Academic Senate and the designees of the Board.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section ~~55805~~ 55061

Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

BP4025 Philosophy for Associate Degree & General Education

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- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

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

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

[OPTION ONE]

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

[OPTION TWO]

The President/Superintendent shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy. These procedures are developed through a collegial consultation process between the Academic Senate and the designee of the President/Superintendent, the Vice President of Academic Affairs.

Comment [t1]: At the first reading of BP4025, the Senate asked that the Educational Policies Committee reconsider this language used to describe President/Superintendent's participation in policy development that appears in many of the Board Policies in the 4000 series. In addition to this one, two other options have been presented for consideration. Senators expressed concern that this language is not an accurate description of what actually occurs in the development of the procedures and that it does not acknowledge the requirement for collegial consultation and participation by the Senate in the development and revision of policies in the 4000 series.

[OPTION THREE]

Procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy will be created through a collegial consultation process of mutual agreement between the Academic Senate and the designees of the Board.

References:

Title 5 Section 55061

Accreditation Standard II.A.3

AP4025**Philosophy for Associate Degree & General Education**

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

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

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

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

References:

Title 5, Section 55061

Accreditation Standard II.A.3

Notes:

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

Nov. 1, 2011 First reading of the Senate

Dec. 6 2011 Second reading of the Senate

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

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

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

Board Policy 4225

Course Repetition

The president or designate will have the authority to develop and implement policy and procedures with regards to repeatable and non-repeatable courses within the district. Such policies and procedures will be developed in accordance with state, federal and/or district regulations.

Students may repeat a **non-repeatable** course in which they have received a substandard grade (D, F, NP or NC) **or Withdrawal (W)** only once **before college intervention. After college intervention, if a student received another substandard grade or Withdrawal (W) the student may repeat the non-repeatable course for a second repeat or (third attempt).**

Repeatable courses, such as activity courses, may be repeated per the education code and the district policy. ~~*A student may repeat a repeatable course in which they have received a substandard grade (D, F, NP or NC) or Withdrawal (W) only twice before college intervention. After college intervention, if a student received another substandard grade or Withdrawal (W) the student may repeat the repeatable course for a third repeat or fourth attempt.*~~

~~*Repeatable courses, such as, activity courses may be repeated per the education code and the district policy.*~~

For repeatable and non-repeatable courses, the new grade and credit will be substituted for the prior grade and credit in computing the grade point average (GPA) for a maximum of two times alleviations. ~~and the~~ The permanent academic record will be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

~~*In general, students are not permitted to repeat courses in which they have earned a grade of A, B, C, or CR.*~~

~~*Students who have received a W in a course are permitted to re-enroll in that course two or more times, for a total of three enrollments.*~~

Specific exceptions to the above policies are detailed in administrative procedures.

This policy supersedes the section of BP 4220 (Standards of Scholarships) dealing with Course Repetition.

Spring 2012, revised

Procedures for implementing the policy will be developed with collegial consultation ~~with the Academic Senate, as defined with the Academic Senate, as defined~~ in CCR § 53200.

Reference Title 5, Sections 55761-55765, 55040, 55041, 55042, 55253, **55024 (A)(11)** and 56029

El Camino College
Adopted: 7/17/06

First reading in the Senate – March 20, 2012

Comment [t1]: The phrase “with the Academic Senate” was removed from the Board Policy. The Educational Policy Committee put it back into the policy. Even if consultation with the Senate is implied, they preferred to see it included directly in the language.

AP 4225**COURSE REPETITION PROCEDURE**

Students may retake a non-repeatable course in which they have one unsuccessful attempt only once without college intervention. An unsuccessful attempt occurs when a student receives a Withdrawal (“W”) or a substandard grade (D, F, NP or NC). Students may retake a non-repeatable course in which they have two unsuccessful attempts only after completing college intervention. Repeatable courses may be repeated per the education code and the district policy.

In general, students are not permitted to repeat courses in which they have earned a grade of A, B, C, or CR except as described below in section VI for Special Circumstances.

I. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. (Examples of non-repeatable courses include History 101, English 1A, and Psychology 9B.)

A. Original Attempt (first)

1. If a substandard grade or a “W” is received, the student may retake that course.
2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.

B. Second Attempt

1. If a student receives a substandard grade or a “W” on the first attempt, a second attempt or a retake is permissible.
2. A passing or substandard grade received in the retake (second attempt) shall replace the original grade in the calculation of the grade point average. This will be annotated on the student’s academic transcript.
3. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
4. If a “W” is received on the second attempt, no grade alleviation would apply.

C. Third Attempt

1. If a student attempts a non-repeatable course two times (the original attempt and the retake) and in both attempts the student receives either a substandard grade or a “W” or a combination, then the student may be permitted a second retake or third attempt **with the completion and approval of college intervention plan.**

2. A passing or substandard grade received in the third attempt or second retake shall replace the grade received in the first retake or second attempt in the calculation of the grade point average.
3. The new grade shall be annotated on the student's academic transcript.
4. The original grade, alleviated by the new grade, must remain on the student's academic transcript.
5. If a "W" is received on the second attempt, no grade alleviation would apply.

D. College Intervention

Students with two unsuccessful attempts must submit a Plan for Student Success signed by ~~an~~ district division designee or counselor along with the repeat petition.

II. Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters in the course number. Examples of repeatable courses include Art 10ab, Dance 87abcd, and Physical Education 5abc. In these examples, students may enroll in Art 10ab twice, Dance 87abcd four times, or PE 5abc three times.

A. Scope and Limitations of Repeatable Courses

1. A repeatable course is one in which either:
 - a) the course content differs each time or
 - b) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:
 - (1) skills or proficiencies are enhanced by supervised repetition and practice within class periods or
 - (2) active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
2. An activity course, meeting the requirements as set forth above, may qualify as a repeatable course and may include:
 - a) physical education courses
 - b) visual or performing arts courses in music, arts, theater, or dance.
3. Foreign language courses, ESL courses and nondegree applicable basic skills course are not considered activity courses.
4. Students may repeat a course for a maximum of three semesters (four attempts total) or the maximum number of times the course has been approved for repetitions. Substandard grades and "W" earned each count as an attempt.

B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the repeat does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.
2. No more than two substandard grades may be alleviated for a repeatable course.
3. If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:
 - a) That last grade cannot be alleviated, and
 - b) lapse of time can never be used for that course

Note: Extenuating circumstances described in section VI.B below do not apply to repeatable courses. A student may not petition on the grounds of extenuating circumstances for a repeatable course.

III. Variable Unit Courses

Title 5 regulations shall guide El Camino College on variable unit courses.

IV. Withdrawals

A. Withdrawal From a Course

1. Students who are withdrawn from a course after the census date shall receive a “W” on their transcript.

B. Military Withdrawals

1. Military withdrawals shall not be counted towards the permitted number of withdrawals or attempts.
2. A student who is a member of an active or reserve United States military service may receive a military withdrawal when the student receives orders from the military.
3. The orders must be verified by the Veterans’ Services Office with appropriate documentation provided by the student.
4. The military withdrawal may be assigned at any time.
5. The symbol for military withdrawals shall be “MW.”
6. Military withdrawals shall not be counted in progress probation or dismissal calculations.

7. Neither an “F” nor an “FW” can be assigned in lieu of a military withdrawal.

C. Withdrawal Due to Extraordinary Conditions

1. A “W” will not be assigned to any student who withdrew from one or more classes where such withdrawal was necessary due to:
 - a) fire
 - b) flood
 - c) other extraordinary conditions such as:
 - (1) earthquake
 - (2) riot
 - (3) terrorism
 - (4) acts of war
 - (5) other consequential and significant acts

V. Special Circumstances

A. Significant Lapse of Time

1. Lapse of time is determined by the nature of the course—i.e. skill, knowledge, technology.
2. A student may petition *with the appropriate division* for significant lapse of time.
3. A student will forfeit significant lapse of time if:
 - a) Three substandard grades were received for non repeatable courses
 - b) The maximum number of attempts in repeatable course was reached and last attempt was substandard grade.
4. Lapse of time can only be used once *per course*.

B. Extenuating Circumstances

1. A student may petition to repeat a course for extenuating circumstances.
2. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
3. The student has the burden of proof to support a claim.
4. Extenuating circumstances may be used once for a non-repeatable course.
5. Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at El Camino College or if the course was used in academic renewal.
6. Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.

7. Final decision on extenuating circumstances will be made by admissions and records.

C. Special Classes for Students with Disabilities

1. Special classes designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case by case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
 - a) when continuing success of the student in other general and/or special classes is dependent on additional repetitions of a special class
 - b) when additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or special classes
 - c) when the student has an educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.
3. Previous grades and credits will be disregarded in computing the student's grade point average each time the course is repeated, **however the original grade, alleviated by the new grade, must remain on the student's academic transcript.** Therefore, only the most recent grade will be computed in the student's grade point average.

D. Legally Mandated Training

1. Cooperative Work Experience Education
Students may earn up to a total of 16 units, subject to the following limitations
 - a) General Work Experience Education - A maximum of six units may be earned during any one term
 - b) Occupational Work Experience Education - A maximum of eight units may be earned during any one term
2. Contractual Legally Mandated Training
Course repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit

any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to the California Code of Regulations.

VI. Other Provisions

A. Post Degree Grade Alleviation

Grade repetition to alleviate a grade or academic renewal after a degree has been earned at El Camino College is not allowed. Once a degree or certificate has been issued no form of grade alleviation or grade change can take place.

B. Grade Alleviation with Courses from Other Colleges

Grade alleviation with courses from other colleges will be allowed provided the following conditions are met:

- 1) the course is from a regionally accredited college
- 2) the course is comparable
- 3) the course is of equal value in units

Grade alleviation with a course from other colleges cannot take place if:

- 1) Three substandard grades have been received in a non-repeatable El Camino College course. ***However, the*** course may be used for subject credit to meet prerequisites ***and the*** course will count toward graduation subject requirements.
- 2) The student had reached the maximum number of attempts in a repeatable course and the grade in the final attempt was substandard.



**ACCREDITING
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July 2011

Memo to: ACCJC Member Institutions

From: Barbara Beno, President *Barbara Beno*

Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education*.

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution’s quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement.¹ Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

¹ The ACCJC’s Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

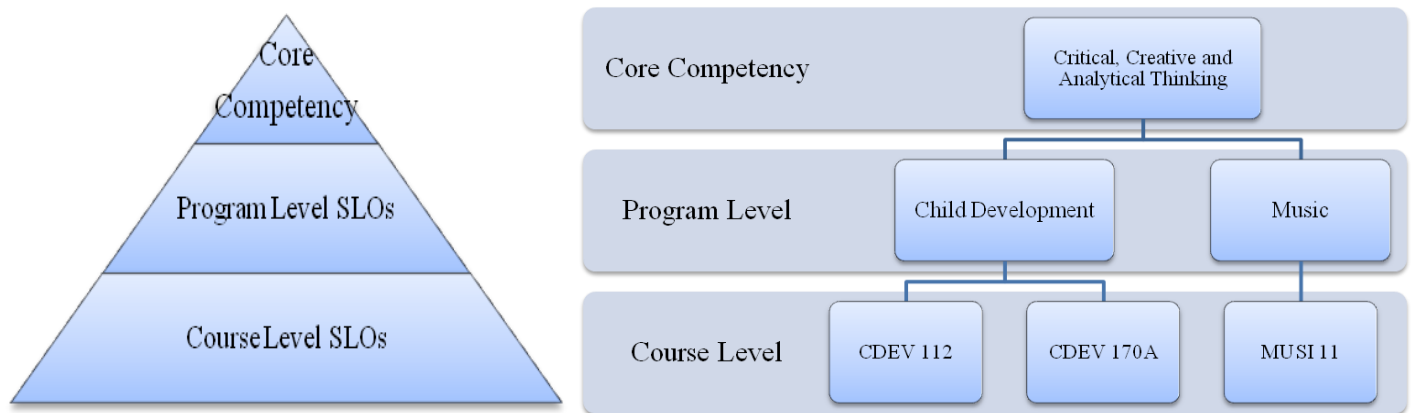
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.



Core Competency and You

The Core Competency Connection



The diagram illustrates *some* of the courses and programs that are mapped to the Critical, Creative, and Analytical Thinking Core Competency. These are just a few of the many courses and programs .. And have been chosen at random for no particular reason except for illustration.

Student Learning Outcomes, Program Learning Outcomes, and Core Competencies.. Oh My!!

As instructors, we continuously assess our students in our classrooms. We give exams, quizzes, assign term papers, rate their musical performance and speeches, and more. The way we assess our students really depends on what we are teaching and how WE... the faculty ... have decided to assess student learning.

Why do we do this? Remember, since course SLOs are measures of specific skills, they provide feedback on student learning of whatever we are teaching. In other words, they give us an idea of what is working in the classroom and what is not.

Similarly, we want to know how we are doing as an institution. We have 6 Core Competencies (institutional level SLOs) that the college has identified as the 6 skills students will learn or improve at our college. They are:

- 1) Content Knowledge, 2) **Critical, Creative and Analytical Thinking**, 3) Communication and Comprehension,
- 4) Professional and Personal Growth, 5) Community and Collaboration, 6) Information and Technology Literacy:

Since the programs, courses and degrees that we offer are the reasons our students are attending our college, our core competencies are very much linked to our courses and programs and therefore, tied with course SLOs and Program SLOs. This connection shouldn't be a surprise since we have taken the time to analyze our courses and programs and look for their connection to our core competencies already. So what does this all mean? Well... When we are assessing our core competencies we actually are doing so by examining what's happening in our courses and programs. What we all do in our classroom really determines what is happening in our college.

During Spring 2011 the Critical, Creative, and Analytical Thinking Core Competency was assessed. The first and second part of the assessment cycle, the process and results, are discussed on pages 2 and 3. The third piece of the assessment cycle is discussing what all this means. We invite you to participate on the last part by completing our online survey and sharing your thoughts on the process and how this data should be interpreted.

The Assessment Process ...

The Critical, Creative and Analytical Thinking core competency was assessed in courses that are typically taken as students exit the college (either through degree/certificate completion or transfer to a 4-year institution) and that emphasize critical, creative, and analytical thinking.

After much work from the ALC, the Critical, Creative, Analytical Thinking Core Competency was deconstructed and written as 6 different skills.

- 1) Draw conclusion based on evidence or information
- 2) Evaluate quality and credibility of a source or evidence
- 3) Create a work that meets defined standards
- 4) Use standards to make judgments
- 5) Apply theory to analyze data or solve a problem
- 6) Create a solution or approach to a problem

Students were asked to rate themselves on critical thinking skills on a scale of 1 to 5, where

1 = beginner and **5 = advanced**. Their ratings were based on their overall experience at the college.

Faculty evaluated students in only the categories they were familiar with and that their courses covered. Both students and faculty were asked to give an overall ratings on critical thinking skills.

The RESULTS.....

Students rated themselves high in

“draw conclusion based on evidence or information”

An average score of 4.01, but this was the lowest rated skill by the faculty.

- For the Spring 2011 assessment, faculty from **13 sections** returned student surveys. **Eight faculty** completed an assessment on their students' critical thinking skills.
- A **total of 313 students** submitted self-assessments and faculty submitted assessments on **186 students**
- All student mean scores rated approximately a 4 with the **highest scoring** items being **“create a work that meets defined standards”** and **“use standards to make judgment”**.

Activity/Skill	Student Mean	Faculty Mean
1) Draw conclusion based on evidence or information	4.01	3.45
2) Evaluate quality and credibility of a source or evidence	3.99	3.56
3) Create a work that meets defined standards	4.11	3.72
4) Use standards to make judgment	4.07	3.73
5) Apply theory to analyze data or solve a problem	3.95	3.57
6) Create solution or approach to a problem	3.97	3.63

The Results continued....

Student ID numbers were also collected during the student self-assessment phase in order to obtain historical enrollments and course grade performance from exiting students. The following tables summarize the grade distribution for **ALL students** in courses where Critical, Creative and, Analytical Thinking were emphasized (courses that were “mapped” with a maximum score of 4 in terms of coverage of this Core Competency were included in the analysis) for both campuses.

El Camino College <i>Grades and Course Performance – Critical, Creative and, Analytical Thinking Courses</i>		
Grade	Count	% Tot
A	469	31%
B	417	28%
C	252	17%
P	11	1%
D	80	5%
F	84	6%
Inc.	8	<1%
NP	1	<1%
DR	27	2%
W	161	11%
Total	1510	100%

Compton Center <i>Grades and Course Performance – Critical, Creative and, Analytical Thinking Courses</i>		
Grade	Count	% Tot
A	111	23%
B	145	30%
C	96	20%
P	3	1%
D	31	7%
F	24	5%
NP	2	0%
DR	19	4%
W	45	9%
Total	476	100%

*Exiting students at the Torrance campus enrolled on **average in 7 to 8 courses that emphasized this core competency** during their college career.*

*On average, Compton Center students enrolled in **4 Critical, Analytical and Creative Thinking courses** during their time at the Center.*

Overall Outcomes for El Camino College	%
Success Rate	76%
Retention Rate	87%
GPA*	3.00
Undup students	201
Avg courses taken	7.5

Overall Outcomes for Compton Center	%
Success Rate	75%
Retention Rate	87%
GPA*	3.14
Undup students	115
Avg courses taken	4.1

* GPA excludes P, NP, DR, & W notation

For the Torrance campus, success and retention rates were 76% and 87%, respectively, for these courses.

At the Compton Center, students achieved success and retention rates of 75% and 87%, respectively, in these courses.

Critical Thinking Skills Rating	Student Mean	Faculty Mean
Beginning of education at El Camino College	3.42	N/A
Current	4.06	3.59

Students indicated that their critical thinking skills have improved since they began their education.

Student Self Assessment—Mean Scores by Gender

Additional analysis was conducted on the student self assessment based on gender. The following are a few observations of the average ratings student gave themselves.

- Female students highest rated skills is “create work that meets defined standards” (4.07) while male students rated themselves highly in “use standards to make judgment” (4.17).
- Female and male students rated themselves lowest in “apply theory to analyze data or solve a problem”
- Male and female students indicated their critical thinking skills have improved since they began their education at ECC or Compton Center.

Male students rated themselves higher in all 6 critical thinking skills than female students

Activity/Skill	Female Mean (n=167)	Male Mean (n=119)
Draw conclusion based on evidence or information	3.93	4.14
Evaluate quality and credibility of a source or evidence	3.98	4.04
Create a work that meets defined standards	4.07	4.13
Use standards to make judgment	4.00	4.17
Apply theory to analyze data or solve a problem	3.50	3.78
Create solution or approach to a problem	3.66	3.82

Overall, male students rated their critical thinking skills higher than females students.

Student Self Assessment-Overall Mean Score by Gender

Critical Thinking Skills Rating	Female Mean	Male Mean
Beginning of education at El Camino College	3.24	3.46
Current	3.99	4.08

Student Self Assessment—Mean Score by Ethnicity

Activity/Skill	Asian (n=40)	African Amer. (n=86)	Latino (n=88)	White (n=45)
Draw conclusion based on evidence or information	3.73	3.88	3.94	4.47
Evaluate quality and credibility of a source or evidence	3.70	3.94	3.99	4.44
Create a work that meets defined standards	3.70	3.93	4.20	4.60
Use standards to make judgment	3.65	3.95	4.15	4.42
Apply theory to analyze data or solve a problem	3.05	3.71	3.64	4.02
Create solution or approach to a problem	3.25	3.78	3.63	4.07

**Other ethnic groups excluded due to low response counts*

- White students rated themselves higher in all 6 critical thinking skills when compared to Asian, African-American, and Latino students.
- Latino and White students highest rated skill is “create a work that defined standards”.
- Asian, African-American, and White students rated themselves lowest in “apply theory to analyze data or solve a problem”.
- White students reported the biggest improvement.

Student Self Assessment—Mean Score by Ethnicity

Critical Thinking Skills Rating	Asian	African Amer.	Latino	White
Beginning of education at El Camino College	3.00	3.40	3.36	3.47
Current	3.63	3.95	4.08	4.44

All ethnic groups indicated improvements in their critical thinking skills since they began their education at ECC or Compton Center.

So what do you think about all of this??



We would love to hear your thoughts, comments, and suggestions are about the results and process of this assessment. We need your help in improving our methods in assessing at the institutional level.

Please take a couple of minutes to complete our online survey at

[Critical Thinking Newsletter Survey](#)

Keep an Eye out for....

CurricUNET Training

SLO facilitators will be offering CurricUNET Training Sessions. Take advantage of these sessions to finish up your assessment reports and learn the new online system. Contact your facilitator for times and dates.

Personal and Professional Core Competency

We will be performing our third core competency assessment in Spring 2012. Courses mapped 4 (greatly) under this core competency will be randomly selected from El Camino College and The Compton Center, and will be asked to take part in our assessment.

Contact Information..

Contact your SLO Coordinators:

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