Academic Senate of El Camino College 2007-2008

OFFICERS & EXECUTIVE COMMITTEE

President	**Pete Marcoux**	VP Faculty Development	**David Vakil**
VP Compton Educational Center	**Saul Panski**	VP Finance and Special Projects	**Lance Widman**
VP Curriculum Chair	**Janet Young**	VP Legislative Action	**Chris Wells**
VP Educational Policies	**Evelyn Uyemura**	Secretary	**Claudia Striepe**

MAILING LIST

Adjunct				Health Science & Athletics			
Carolyn Almos			Theatre	**Mary Moon**	6/07	3283	
Gary Robertson			Speech	**Kathy Morgan**	6/06	3285	Nursing
Behavior & Social Sciences				**Louis Sinopoli**	6/06	3248	Respiratory Care
Maria Brown				**Corey Stanbury**	6/06	3639	PE
Emily Rader				**Nick Van Lue**	6/06	3681	HSA
Lance Widman	8/09	3746	Pol. Sci.	Hum.			English
Michael Wynne	7/08	3562	Psychology	**Lyman Hong**	6/07	6046	English
Janet Young		3613		**Peter Marcoux**	6/08	6046	English
Business				**Evelyn Uyemura**	6/08	3172	ESL
Dagmar Halamka			Law				
Tim Miller	6/07		Accounting				
Jay Siddiqui	6/07	3205	CIS	Industry & Technology			
Jacquie Thompson	6/07	3206	CIS	**Vic Cafarchia**	6/07	3306	AC&R
Compton Educational Center				**Ed Hofmann**	6/07	3292	Machine
Saul Panski		2560	History	**Douglas Marston**		3621	Electronics
Estina Pratt		2535	LRC	**George Rodriguez**	6/07	3308	Welding
Arthur Flemming		2563	Philosophy	LRC			
August Hoffman		2434		**Susie Dever**	6/09	3514	LRC
Darwin Smith		2562		**Claudia Striepe**	6/08	6006	Library
Counseling				Mathematical Sciences			
Kate Beley	6/07	3251	Counselor	**Massoud Ghyam**	6/08	3900	Math
Ken Gaines	6/08	3690	Counselor	**Judy Kasabian**	6/08	3310	Math
Lisa Raufman	6/08	3435	Counselor	**Greg Scott**	6/09		Math
Fine Arts				**Susan Tummers**	6/08	3226	Math
Ali Ahmadpour	6/09	3539	Art	**Lijun Wang**	6/07	3211	Math
Daniel Berney	6/07	3657	Dance	Natural Sciences			
Jason Davidson	6/09	3725	Speech	**Chas Cowell**	6/06	6152	Chemistry
William Georges	6/07	6770	Theatre	**Kamran Golestaneh**	6/09	3243	Chemistry
Chris Wells	6/09	3723	Speech	**Teresa Palos**	6/08	3354	Biology
				David Vakil	6/08	3134	Astron & Physics

Accreditation	**Susie Dever & Arvid Spor**	Dean, Humanities	**Mr. Tom Lew**	
Academic Affairs	**Quajuana Miller**	Dean, I&T	**Dr. Stephanie Rodriguez**	
Admissions & Records	**Bill Mulrooney**	Dean, LRC	**Ms. Alice Grigsby**	
Associated Students Org.	**Vivian Amezcua, Vincent Armstrong**	Dean, Math	**Dr. Don Goldberg**	
Board of Trustee, Area 1	**Dr. Nathaniel Jackson, Secretary**	Dean, Natural Sciences	**Dr. Jean Shankweiler**	
Board of Trustee, Area 2	**Mrs. Mary E. Combs, Vice President**	Federation Office	**Sean Donnell & Nina Velasquez**	
Board of Trustee, Area 3	**Mr. William J. Beverly, President**	Health Center	**Debbie Conover**	
Board of Trustee, Area 4	**Dr. Ray Gen**	Human Resources	**Barbara Perez**	
Board of Trustee, Area 5	**Miss Maureen O'Donnell**	President/Superintendent	**Dr. Thomas Fallo**	
Board of Trustee, Student	**Ms. Roxanna Seyedin**	Public Information	**Ann Garten**	
Campus Police		SLO Coordinators	**Lars Kjeseth & Jenny Simon**	
Dean, BH&S	**Dr. Gloria Miranda**	The Union	**Editor**	
Dean, Business	**Dr. Virgina Rapp**	VP Academic Affairs	**Dr. Francisco Arce**	
Dean, Counseling	**Dr. Regina Smith**	VP Administrative Services	**Dr. Jeff Marsee**	
Dean, Fine Arts	**Dr. Jim Schwartz**	VP Student Services	**Dr. Jeanie Nishime**	
Dean, HS&A	**Dr. Irwin Drew**		**Ken Keyes**	

SENATE'S PURPOSE (from the Senate Constitution)

1. 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."
2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.[1]

AGENDA & TABLE OF CONTENTS

September 18, 2007

Academic Senate Meeting Schedule – 2007-08

12:30pm-2pm, Alondra Room

Fall		**Spring**	
- September 4	- November 6,	- February 19	- April 15
- September 18	- November 20	- March 4	- May 6
- October 2,	- December 4	- March 18	- May 20
- October 16	-	- April 1	- June 3

CEC Faculty Council Meeting Schedule 2007-2008

2:00-3:00, CEC Board Room

Fall

- Sept 6	- October 18
- September 20	- November 15
- October 4	- December 6

Committees

Senate

NAME	CHAIR	DAY	TIME	ROOM
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Janet Young	2nd & 4th Tues.		
EDUCATION POLICIES	Evelyn Uyemura	1st & 3rd Thur	12:45-1:45	Chem 134
PLANNING & BUDGETING	Arvid Spor, ???	1st & 3rd Thur	1:00 – 2:30	Alondra
FACULTY DEVELOPMENT	Dave Vakil	2nd & 4th Tues	12:45 – 2:00	ADM 127
LEGISLATIVE ACTION	Chris Wells	1st Thursday	12:45 – 1:30	
CALENDAR				
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp			

Campus

NAME	CHAIR	DAY	TIME	ROOM
ACCREDITATION	Arvid Spor, Susie Dever	TBA	TBA	TBA
BOARD OF TRUSTEES	William Beverly	Mondays	4:30	Board
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY	John Wagstaff	Wednesdays		
ENROLLMENT MANAGEMENT		Thursdays		
SLOs	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE MINUTES
Date   4 September 2007

Attendance (X indicates present, exc = excused, pre-arranged, absence)

Behavioral & Social Sciences
Brown, Maria   X
Rader, Emily   X
Widman, Lance   X
Wynne, Michael   X

Business
Halamka, Dagmar
Miller, Tim
Thompson, Jacquie   X
Jacobson, Shepard   X

Counseling
Beley, Kate   X
Gaines, Ken
Raufman, Lisa   X

Fine Arts
Ahmadpour, Ali   X
Berney, Dan
Davidson, Jason   X
Georges, William
Wells, Chris   X
Crossman, Mark   X

Health Sciences & Athletics
Van Lue, Nick / Hazell, Tom
Orton, Tory (sharing)
Baily, Kim (sharing)   X
Sinopoli, Louis / Makaru, Roy
Stanbury, Corey

Humanities
Breckheimer, Debra
Hong, Lyman   X
Larsen, Karen
Marcoux, Pete   X
Uyemura, Evelyn   X

Industry & Technology
Cafarchia, Vic
Hofmann, Ed   X
Marston, Doug   X
Nothern, Steve
Rodriguez, George

Learning Resources Unit
Dever, Susan   X
Striepe, Claudia   X

Mathematical Sciences
Ghyam, Massoud
Kasabian, Judy
Scott, Greg
Tummers, Susan   X
Glucksman, Mark   X

Natural Sciences
Cowell, Chas   X
Golestaneh, Kamran   X
Palos, Teresa   X
Vakil, David   X

Adjunct Faculty
Almos, Carolyn
Robertson, Gary

Ex Officio Attendees: Janet Young, Francisco Arce,

Guests: Quajuana Chapman, Saul Panski, Arvid Spor, Arthur Fleming

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

Summary of events during meeting
The first Academic Senate meeting of the Fall 2007 semester was called to order at 12:34pm.

President's report – Pete Marcoux (henceforth PM)

PM reported that the Academic Senate E-Board had met over the Summer and formulated some goals to pursue, including posting the past Senate meeting minutes online, updating the Senate web page, updating and reformatting the Senate Constitution (last update to include the Compton Educational Center), using PowerPoint in meetings, and promoting Basic Skills across the curriculum. PM will be working with Dave Vakil of the Faculty Development Committee on this last point.

Minutes

Approval of last Minutes
The minutes of the Academic Senate meeting of May 31st, 2007 were approved as written.

Introductions
Introductions were made around the room as the Senate this semester includes some new faces. New additions to the Academic Senate are Mark Glucksman from Mathematics, Shepard Jacobson from Law/Business, Maria Brown and Emily Rader from Behavioral and Social Sciences, Kim Baily from Nursing, Mark Crossman from Speech/Fine Arts, Quajuana Chapman replacing Ann Collette as Curriculum Advisor, Vincent Armstrong Student Representative from ASO, and Professor Arthur Fleming from the Compton Education Center (henceforth the CEC).

Nameplates
PM has decided to go with a paper form of nameplate, please make any corrections to your nameplate so that it can be redone if necessary. If you saw no nameplate (paper or otherwise) please give your details to PM before the next meeting.

Roster
A roster was circulated for correction and to add the new names.

Meeting the Vice Presidents
PM plans to have the Academic Senate e-board meet with V.P.'s Arce and Nishime once a month. PM has already met with the aforementioned to discuss Board Policies.

Associated Student Organization report - Vincent Armstrong (VA).
VA gave a rundown of the ASO goals:
- to build better communication with the student body.
- to clarify the Textbook policy. Currently the main complaint about textbooks concerns the pricing.
- To work on Board Policy 2510 concerning Student Rights as stated in the Academic Senate Constitution.
- To build up the ASO web page as an avenue of communication

Compton Education Center report – Saul Panski (SP)
SP reported that the CEC was pleased to participate in the ECC flex Day, and that the CEC had their own, additional, Flex Day which was attended by PM. Enrollment at the CEC is up, currently at over 1,100 FTES, which is helping morale. The position for the Dean of Academic Affairs that had been recommended was not filled. FCMAT (Financial Crisis Management

Team) is due to visit the CEC on October 28, 29, and 30th. This team will be assessing many criteria and may be visiting ECC, to discuss matters relating to Compton. Arvid Spor will be writing FCMAT reports for ECC. The CEC has asked for a detailed presentation from FICMAT so as to find out what the team really expects from them.

Curriculum Committee report – Janet Young (JY)
JY introduced Quajuana Chapman as the new Curriculum Advisor, replacing the retired Ann Collette. JY also reported on Title V revisions relevant to Chapter 6 of the Code. These revisions have been approved and became effective on August 16, 2007. The revisions relate to a variety of topics including noncredit courses, stand- alone course, Associate degree requirements, course repetition, names of certificates, withdrawals, grade changes, distance education, field trips, independent study, cooperative work experience, and the use of assessment tests in nursing programs. JY will provide a fuller report next time. The Curriculum Committee meets next week, and a new software, "Curricuware", will be demonstrated.

Educational Policies Report – Evelyn Uyemura (EU)
(See pg 4 of the package)
EU reported that the Ed. Policies Committee will be meeting in a new place this semester – MBBM 131 on the 1st and 3rd Thursdays of the month. Please join this Committee if possible.. The priorities for this semester include:
- Text book policy. The last revision which included a recommendation to keep textbooks for at least 2 years in an attempt to hold down costs, was returned to the Committee because of a typo.
- Board Policy 2510 (Collegial Consultation) will be split into two parts: a Faculty and a Student section.
- Course Repetition (see pg 12 of package) This was passed 1 year ago, yet what one now sees in the Catalog is not what was passed, and what is on the web page is only the Policy, not the Procedures, and much of the content is contained in the Procedures. PM spoke to VP Nishime about this and it may still be worked out.
- Board Policy 4220 is being worked on and concerns course repetition and course renewal.

A question was posed by Ali Ahmadpour to EU re: the creation of a class Reader and the issues relating to who needed to apply for copyright permissions. EU replied that those issues were dealt with under US Federal Copyright Standards. Dr. Dever noted that the College had convened a taskforce on Copyright issues about three years ago, but not much had been achieved due to the complexity of the issues. There is a campus copyright statement somewhere. Claudia Striepe suggested ERes as a method of posting readings online for students. Mr. Ahmadpour is using ERes, but would like a better solution.

Faculty Development report– David Vakil (DV)
DV reported that the Committee meets in Admin 127 on the 2nd and 4th Tuesdays of the month, and that this Committee, too, needs participants. Happenings in this area include:
- On Course programs relating to teacher training. Look for emails.
- TEP (Teacher Education Program) initiatives, headed by Ina Newberry.
- Math Title V grant to develop cohorts of students.

- Faculty Development and SLO projects. Towards the end of October there will be a week of assessment of Outcomes.
- The Faculty Development Committee wants to help improve morale across campus, and will be introducing initiatives and activities to this end. Please look at the list on pg. 28 of your package and send input or new ideas to DV. Next Senate meeting we will be using Clicker technology to vote on some of these items. DV will also be working with the Unions to improve morale.

DV announced an upcoming set of workshops, the first one titled "Creating a Classroom Climate to Encourage Learning." Please register online. Emails regarding these workshops have also been sent out.

Finance and Special Projects/ PBC (Planning and Budgeting Committee – Lance Widman (LW)
LW reported that the PBC had been busy over the Summer. Arvid Spor is now the sole chair as DV had stepped down as co- chair. He will be missed. A new faculty co- chair may not be appointed. On pg 32 of the package are three sets of minutes.
The PBC received many augmentation requests. ECC recently got $3 million in one- time monies, and the PBD is looking at these augmentation requests and at their next meeting will continue discussing how to spend the money. Pg 35 of the package details the ongoing discussion about the tentative budget. LW explained that the budget comes in three phases. January sees the Preliminary budget, March/April sees the Tentative budget, and August sees the Final budget. The PDC is still looking at the Tentative budget. On the 16th August, President Fallo gave an overview of the budget, and on the 23rd and 30th August the PBC went through the budget line by line, which was a very welcome change from last year when the PBC were not consulted. The Tentative budget is set to go to the Board today and the PBC recommends that the Board accept the budget.

Arthur Fleming attended PBC meetings in August, and was an active and knowledgeable participant. LW extended thanks to him.

Council of Deans Meetings report – Lance Widman (LW)
There were no meetings over the Summer. A meeting is scheduled for this Thursday, 6th September.

A question was asked regarding a resolution that had been passed by the Academic Senate about the school funding classroom technology. Dr. Arce, as liaison charged with bringing resolutions to the Board was asked if the resolution had been received by the Board of Trustees. Dr. Arce replied that the issue had been discussed in Cabinet, but he felt it was a recommendation, not a resolution and so had not passed it along to the Board. Dr Arce recommended the Deans try and get money for these projects via VTEA. A question was asked regarding the list of specific equipments needed that had been drawn up by the Technology Committee. Had this list been passed on to the Board? Dr. Arce replied in the negative, saying that the list had been referred back to the Committee for refinement and a timeline. Dr. Arce was asked about the $5 million reputedly in the ECC coffers, but he had no comment.
Saul Panski asked whether a resolution regarding Compton had been discussed. Dr Arce replied that there had been discussion at Cabinet level and that concern had been expressed about the state of the Compton classrooms. An effort would be made to develop a systematic plan of

improvement. Mr. Panski asked when and how that would be communicated to relevant parties at CEC. Dr Arce acknowledged that as a valid question and said that the PBC at the CEC needed to become involved. It was felt that the relevancy of Committee participation was suspect, and that this effected morale. A question was raised as to whether resolutions sent forth by the Academic Senate were merely being seen as recommendations. EU said that the wording of BP 2510 was crucial in this respect as it addressed just these issues. The Board is supposed to follow Senate resolutions, but do they ever get to see them if they are seen as lower import recommendations? EU urged the Academic Senate to work on the Faculty Collegial Consultation wording (BP 2510) to make the language the same as that used in Title V. This is an important issue . A question was put to Dr. Arce, as liaison to the Board of Trustees as to whether any resolutions made it to the board, or merely to Cabinet. Dr. Arce said that the Senate should respect the process and that recommendations were referred back to Committees for more work.

PM made a formal request for a written explanation when items were not forwarded to the Board.

One of the problems seems to be that there is no written process. We need a flowchart of how the process works. Doug Marston said that this same problem had come up while he was Senate President. The College Council should not be involved in bringing items before the Board. Items should go to the Board, and if the Board rejects them, their reasons should be forwarded to the Academic Senate in writing. This issue will be revisited.

Legislative Action report – Chris Wells (CW)
CW said he will have more information at the next meeting. CW spoke about the enforcement of the 75%/25% full-time faculty rule.
It was noted that the Basic Skills initiative had been withdrawn from the State budget – a loss of several million. Efforts are being made to put it back for reconsideration under a different umbrella. M. Crossman asked V. Armstrong what plans the Associated Students body had made for getting students registered in time for voting on the Community College Initiative on the next ballot. V. Armstrong replied that the ASO had not yet discussed the matter. M. Crossman urged the ASO to get organized this semester, and said all faculty should encourage students to register to vote.

Student Learning Outcomes – Lars Kjeseth (LK) & Jenny Simon (JS)
No report this week as LK and JS are meeting with Deans to discuss progress.

Calendar Committee – Lyman Hong (LH)
LH discussed summer enrollment trends from the CEC and ECC. The Committee is investigating the question whether ECC should adopt 2 sequential 5 week sessions, as the CEC currently does. Emily Rader, a Faculty Union rep. on the Committee reported that many parents and new students seem unhappy with the start date of the Summer 8 week session, It appears that many high schools only finish a week after our classes currently start. The question is whether ECC should opt for a later start date. E. Rader had been soliciting responses to this question, and whether faculty would feel this later start as a hardship given that the faculty would have a shorter break at the end of the Summer session before returning for Fall. It appears that the

feedback indicated no clear opinion or trend. E. Uyemura asked how many 8 week classes there were. The answer was that it involved all the math and most science classes. Some faculty had attempted to overcome the problem by putting materials online for the "missing" students to access and keep up that way. M. Crossman asked whether ECC could not keep to the regular schedule, but just have 1 or 2 late start sessions. Other questions/comments were:

- Is enrollment effected?
- Are these students staying at ECC in the Fall?
- What about prereqs.?
- If FTES is a concern then the start date may be important.
- High school students comprise not only school students but recent HS graduates.

Please send other questions and comments to E. Rader.

Academic Technology Committee – Pete Marcoux, Michael Wynne
No report at this time.

Accreditation – Arvid Spor (AS) & Susan Dever (SD)
AS is the Administration and SD the Faculty co- chair for the Accreditation Self Study team. SD reported that we are half way through the process of putting together the self study. This involves describing our campus, assessing our work, and formulating a planning agenda. Final completion is due at the end of the next Spring semester. SD thanked all those who had participated so far. Currently, AS and SD are meeting with department co- chairs to rework content and get a uniform style. A public draft will be available in October, and the document will come to the Academic Senate for review. Three things are still needed:

- Completeness – there are a few gaps that need to be filled.
- What is needed from the CEC, and how to integrate that information.
- To ensure a balanced, fair document.

Enrollment Management – Francisco Arce & Jeanie Nishime
Dr Arce reported that the first draft of the Enrollment Management plan is near completion. There are 7 subcommittees giving recommendations. These need to be refined and a budget needs to be estimated for the implementation of these recommendations. The plan should be finalized by early September, and will then be brought to the Senate for comment. Enrollment is up. SD noted that the Enrollment Management Committee sees a lot of activity and needs more faculty involvement. Please contact SD if you are interested in participating. D. Vakil asked about a sub committee that would look at the quality, not the quantity of education. SD said she would bring a list of the subcommittees for clarification – *these were later emailed to Senate members.*

Unfinished Business

New Business

Presentations
A presentation was made to Susie Dever by PM in grateful recognition of her service as Academic Senate President. PM said she had been a mentor to him and to the CEC. VP Academic Affairs Dr. Arce also made a presentation to Dr. Dever.

Other
The lack of parking was raised as a possible retention/enrollment issue. It was noted that the plans for parking structures had been in the States architect's office for 2 years now. It was countered that we could have cadets available in the first 2 weeks to aid students and staff find parking.

Announcements
PM requested that everyone share the activities and concerns of the Academic Senate with their Division colleagues.

Agenda Items for Next Meeting
Chris Wells will report on the Equivalency issue.
Lisa Raufman will report on Crisis Management.

Meeting was adjourned at 1:55 pm.

RE: Basic Skills

From: Chief Instructional Officers [mailto:CIO-ALL@LISTSERV.CCCCO.EDU] **On Behalf Of** Bogue-Feinour, Carole
Sent: Tuesday, September 04, 2007 11:20 AM
To: CIO-ALL@LISTSERV.CCCCO.EDU
Subject: Basic Skills

As you are aware, the Governor set aside the $33.1 million for ESL/basic skills in the 07-08 budget, pending discussion regarding the language. In order to secure this funding in a timely manner for this fiscal year, legislative language needs to be finalized early next week. We have initiated a number of emergency meetings with our Action Planning Group (APG) for basic skills, CEOs and CCLC, and meetings have been conducted with key staff from the governor's office in an effort to find acceptable compromise language. Discussion is continuing this week.

In the meantime, the activities associated with ESL/basic skills are moving forward as planned and, as others have noted, the excitement and momentum continue to grow. Regional meetings will continue as scheduled, and Steering Committee members and others will make presentations on ESL/basic skills at numerous conferences scheduled this fall.

We will keep you posted regarding this matter. Thank you for your support!!

FACILITIES MASTER PLAN IMPLEMENTATION PROGRAM
OPTIONS
AUGUST 2007

OPTION	COMMENT
A	Do not move math from the other sciences.
	Do not move math from the other sciences.
	Student Services Building can be a highlight for the campus.
	Do not move math from chem. and phys.
	Do not move Math Building. Put the 3rd floor on MCS.
	It's great having Student Services in the front of campus.
	Get rid of ECC culture of silos!
B	Depends on moving antennas for TA Bldg. to MCS, and routing wiring for same. Also, shielding issue. This seems a lot of expense to improve a view!
	Tech Arts – Green Bldg. This could be a model building in Southern California similar to Ohlone College in Northern California. There could also be long-term savings for the college.
	Put big centralized Student Services and Activities Center in the middle of the campus. More accessibility and visibility as well.
	Move track and/or football field south of Redondo Beach Blvd. Move Admin,. to track space and Tech Arts or Shops to Admin./Café area.
	Consider the disciplines when separating or joining different divisions. Math next to Science? Math with Business? It is preferable to keep math close to science. Though the machine shop in basement should be kept and renovated to maintain or enlarge space.
B-1	Keep Student Service Center in middle of campus.
	Consider partnership with Business Division and BTC – Community Advancement. Programs could compliment each other. BTC generates FTES.
	What would this do to any electrical needs? Would there be power outage again?
	1. Why not move Tech Arts group across to the Redondo Beach parking lot? 2. Option B1 reduces square footage of Auto Tech and Auto Collision. If anything, we need more space. 3. We need dialogue between end user and planning group.
	Green technology should (must) be incorporated into the overall plan. In particular, the Tech Arts Building should be state of the art. After all this is a college campus that should be setting an example to the community that voted for the construction bond in the first place.
	Plan A seems worst for ECHT, probably losing our antennae and bldg. shielding – unless you leave the current TA bldg. where it is.
	Synergy of Math/Science students is **lost** if business/math are placed together.
	Concern that program adjacencies between math and natural science being broken in B, B-1, D.
	Concern that footprint for "Business/Math" Building is not large enough for both divisions.
	Business and Computer Science/Computer Info. Systems as one bldg., not math business. Business and IT and/or Computer Sciences classes make sense/link better for labs and practicum activities.

	Concern that plans for MBBMs don't take into account the use of the existing MBBMs by Math Division.
	Moving Math would be fine if our (math) projected growth were taken into account.
	Too many students on one side of campus.
C	Shop Building needs to be one story (auto) and needs the space – stay as is.
	I feel that it is important to keep the Math & Science Building where they are to keep a sense of identity and for practical purposes.
	Don't move Shop Building (it would be the same amount of parking anyway).
	Leave Tech Arts Building Alone! Best compromise for students of Tech Arts.
D	It appears to be that the driving force for most of the projects is to acquire state funding. What are the chances of getting state funding for 1, 2, or 3 buildings?
	Where middle space is empty – consider a Business Training Center. This department does generate funds and FTES.
	Make **one building** for the Administrative Services, Bookstore and Administration, and open up the Administration as additional parking spaces.
	Why do we need to tear down and renovate buildings? What is wrong with them the way they are? This seems like a colossal waste of money.
	Open space in middle of ECC would be a waste for space and parking.
General	Math should be located with the other Sciences.
	Move stadium to Redondo Beach Blvd. side.
	What's happening to parking flow of student and faculty spaces?
	We were told we were staying in our current space – Please advise. Thanks! Student Health Services.
	I think the option that is chosen **must** look into the state funding for the SSC so that counselors are **guaranteed** PRIVATE OFFICES.

FINAL

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting August 27, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Donnell, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Miller, Dr. Nishime, Ms. Pickens, and Dr. Spor.

1. Flex Presentation – Facilities Master Plan – Comments and feedback are being typed up and will be sent to the Facilities Steering Committee.
2. 2006-2007 College Council goals will be distributed at the next meeting for review. The 2006-07 Evaluations will also be distributed.
3. Our next meeting is Tuesday, September 4th and we will review the Board agenda. The 2007-2007 Budget will be adopted. People were advised to take their budget questions to the Planning and Budgeting Committee (PBC). However, PBC did not get to the requests at their meeting. Any questions can be brought to the College Council meeting next week.
4. Dr. Nishime – the Student Welcome Day was very successful with 900 students attending. Enrollment figures are looking good and we are 4.7% above last year.
5. Pete Marcoux – the Academic Senate will have its first meeting next Tuesday and conflicts with College Council. An alternate may be sent.
6. Chad Miller – parking was full by 9:15 a.m. this morning. There have been some problems with people trying to save spots for others. Traffic has been smooth in front of campus.
7. Sean Donnell – the ECCFT will have its first meeting on September 10th. They will be working on getting together the negotiations team and setting goals.
8. Vivian Amezcua – coffee and donuts were passed out in front of the Library this morning. The balloons on campus look nice and they bring good spirit. ASO was also handing out flyers for ASB stickers which are ten dollars.
9. We may change the start time for College Council to 1:15 p.m. to accommodate the student representative schedule. We will discuss next week.

Agenda for the September 3, 2007 Meeting:
1. Minutes of August 27, 2007
2. Board Agenda
3. College Council schedule – 1:15 p.m. ?
4. 2006-2007 Goal Review
5. 2006-2007 College Council Evaluation

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 4, 2007

Present: Ms. Amezcua, Mr. Donnell, Dr. Fallo, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, and Ms. Smith.

1. College Council will now meet at 1:15 p.m.
2. Board Agenda
    a. The Closed Session will be at the end of the Board meeting.
    b. There will be a public hearing on the budget.
    c. Title V Grant – page nine item C-1. This grant was awarded to Compton Community College District two years ago. When Compton lost its accreditation the grant had to be transferred to El Camino College. The grant is still between the Compton Educational Center and Charles R. Drew University.
    d. Agreements $69,000 or Higher – page 30 item D-2. This person will be assuming fiscal responsibility for management of Compton Community College District and will be acting as Business Manager and will report to us. The funds will come from the $1 million reimbursable. This person has been at the Compton site on the FCMAT payroll.
    e. Special Services Professional – page 44. This person will be handling facilities maintenance for Compton. The funds will come from the $1 million reimbursable.
3. Dr. Marsee distributed the $ 3 million special project funding for 2007-02. This will be put in President's Newsletter format.
4. 2006-2007 College Council goals and evaluation will be distributed at the next meeting for review.

Agenda for the September 10, 2007 Meeting:
1. Minutes of September 4, 2007
2. 2006-2007 Goal Review
3. 2006-2007 College Council Evaluation

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 10, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Donnell, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, Ms. Smith, and Dr. Spor.

1. The $3 million special project funding for 2007-08 has been amended and will go back through the Planning & Budgeting Committee (PBC) and will also be brought back to College Council next week.
2. The 2006-07 evaluation was distributed for return this week. The evaluation questions are to be answered on the basis of the whole committee's performance – not each individual's. It was noted that the first nine questions on the evaluation are responsibilities outlined in Procedure 2510. Questions 10a through 10f relate to last year's goals. The evaluation will be discussed and new goals will be established for this year.
3. The first Monday of the month is for "Team Reports." Team reports will be given next week.
4. President Fallo has asked each Vice President for a report on committees in their areas. Ms. Pickens will also distribute an updated committee listing of committees listed on the portal.
5. There was discussion about the Academic Senate report to the Board at the last Board meeting. The President felt that the Academic Senate was bringing issues directly to the Board without bringing them through College Council for discussion first. There should have also been discussion with Dr. Arce on the Board Policy 2510 – Collegial Consultation before bringing before the Board. The original charge from College Council was to add the student portion to Board Policy 2510. The students have been waiting for over a year to get their portion added. This section may be taken before the Board separately.
6. There will have to be some discussion in the future about the difference between the Academic Senate and the Faculty Council at Compton. There is a Compton Community College District for collective bargaining agreements.
7. The Fiscal Crisis Management Assessment Team (FCMAT) Comprehensive Report is on the Compton and FCMAT websites. This report lists and rates each FCMAT standard. These standards are far more restrictive because they are based on a K-12 model. The first group will come some time in September – and this will be a joint review with both campuses.
8. Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center – draft was distributed. College Council members are to review this document and bring back comments in two weeks. We will eventually need to redo our contract at some point.

Agenda for the September 17, 2007 Meeting:
1. Minutes of September 10, 2007
2. Team Reports
3. 2006-2007 Goal Review
4. 2006-2007 College Council Evaluation
5. Committee Listing

**ADMINISTRATIVE
PROCEDURE 2510**   **COLLEGIAL CONSULTATION**

I. Purpose

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the SuperintendenUPresident through a defined structure which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.

II. Statement

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the SuperintendenUPresident in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

A.   Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

B. Classified. Confidential. Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation committees, councils and task forces to College Council for review and/or information. This provides effective participation in the development of recommendations that ultimately may result in policy.

C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate ih campus-wide activities and organizations. Students select their representative to the College Council. That representative has an equal standing with the representatives from other campus-wide constituencies.

D. Backaround.

1.   Education Code Section 70902(b) (7) authorizes the Board of
Governors to:

a. Ensure faculty, staff and students the right to participate effectively in district and college governance;

b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

2.   Assembly   Bill   1725 authorizes:
a. Responsibility for faculty members in duties that are incidental to their primary professional duties;

b. Faculty involvement in institutional governance and decision making;

c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.

3.   Title 5 states the requirements for governing boards to:
a. Require effective participation of students and staff in development of recommendations to the governing board;

b.   Consult collegially with the Academic Senate on academic and professional matters.

III.   Role and Functions of the ColleQe Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

1. Reviews recommendations from committees designated as Collegial Consultation committees;

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;

3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;

4. Focuses on broad issues, not day-to-day administration of the College;
5. Operates on a consensus-building basis or a majority vote in an advisory capacity;

6. Supports and abides by areas governed by collective bargaining agreements;

7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;

8. Ensures that major recommendations of the College are consistent with the educational mission of the College;

9. At all times focuses on students.

IV. Membership and Process of Colleae Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, EI Camino College Federation of Teachers, EI Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of EI Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

V. Colleaial Consultation Groups

Collegial consultation groups shall include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to the College Councilor to decide issues within their purview.
The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and EI Camino Community College District board policy, and shares those recommendations with the College Council.

The College Council is supported by three Area Councils ‑ Academic Affairs, Student and Community Advancement, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations .to the College Council for review.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation groups.

VI.   <u>Committee Appointments</u>

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AS 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Infonet.

The College Council will review and evaluate its operations and all other committee, council and task force operations annually.

Dear El Camino College Faculty,

Below you will find the instructions for on-line processing of your Active Enrollment reports. Please follow these simple instructions to complete this very critical process. Also, please review your rosters for any student who is in attendance and is not on your roster. That student must come immediately to the Admissions Office to resolve this.

For those of you who are still comfortable with the printed version of the Active Enrollment report, you may still complete that version for this semester. We anticipate receiving those reports from ITS sometime today. We will then distribute the reports to your academic divisions.

ONLINE ACTIVE ENROLLMENT REPORT INSTRUCTIONS

 When to Complete the Online Active Enrollment Report

The Active Enrollment report may NOT be processed prior to the census date of the class section. The deadline to process the report is seven calendar days after the start of the class section. Therefore, a class section that has its census on Monday, September 10 must have its Active Enrollment report processed online *no later than Sunday*, *September 16.* **Note: All weekly census courses have a census date of September 10.**

Directions

1. Log onto the MyECC portal using the same login ID and password as you use for ECC email.
2. Click the Active Enrollment link in the Web Services box.
3. Select the term using the drop menu.
4. Click the Submit button.
5. Select the section and click the Submit button
6. When the section list appears, click the check box next to each student you wish to drop.
7. Click the Submit button to complete the process.

Note: You may only process the Active Enrollment report once. If after clicking the Submit button you realize you did not drop a student, you may then submit a faculty drop card to Admissions. On the other hand, if you dropped a student in error on the Active Enrollment report, you may complete a reinstatement form in Admissions.

Computer Access Issues

If you encounter any problems or need additional information on accessing the portal, please contact the El Camino College Information Technology Services Help Line at:
(310) 660-6571
Or
HELPDESK@elcamino.edu

Thank you for your cooperation,

Bill Mulrooney

1111 E. Artesia Boulevard
Compton, CA 90221

EL CAMINO COLLEGE COMPTON CENTER
Faculty Council

RESOLUTION ON THE RENOVATION OF THE LITTLE THEATRE

WHEREAS in 1999, when the Compton College District received grant monies form the Edison Company, the Little Theater was pulled apart in preparation for renovation, and monies were spent for architect fees and some expenses, and

Whereas once plans were completed, the District did not commit the promised monies to the project, and

Whereas since 2002 all program and planning documents and facility plans have listed the theater renovation as the number one priority, and

Whereas the project is an "in process" project, having been approved by the Division of State Architect and awaiting completion, and

Whereas the assigned budget of $650,000.00 from first draw of CCC Bond Funds has proven inadequate due to rising construction costs, requiring an additional $650,000.00 for completion, and

Whereas the project, when completed, will provide the Center with a workable Little Theatre that will seat 200 and serve as both a teaching and performance space for many years to come, and
Whereas the Little Theater is the only real performance space on campus for all Fine Arts program and curricula, guest lectures and performances, and large meetings, and

Whereas the campus will not obtain use of a new Performing Arts Center for at least eight to ten years, if ever, and

Whereas the Theater Program--not just department--has no space in which to properly prosecute its needs and possibilities, and

Whereas the Center has a unique opportunity to seek corporate fundraising to expand its programs once such a facility is operational, and

Whereas the renovation project will serve as an image-building, functional project that will help the Center serve the instructional needs of students and the cultural needs of the community,

THEREFORE BE IT RESOLVED that the Faculty Council of the El Camino Compton Education Center does hereby express its strong support for the completion of this project and urges that the monies needed to this end be allocated as a matter of the highest priority.

Resolved: September 4, 2007

Date: September 12, 2007

To: Academic Senate, Deans, and Directors

From: Janet Young, College Curriculum Committee Chair

Regarding: Discussion Regarding Title 5 Revisions for Certificates

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Revisions to Title 5 became effective in August 2007. One of the revisions requires that we cease using the term Certificate of Competence and Certificate of Completion for credit certificates. An approved certificate must now be referred to as a Certificate of Achievement only. The changes must be reflected in the 2008-2009 Catalog, therefore, they must be brought to the Curriculum Committee this semester.   In order to move them forward we need to decide on the criteria for this certificate. These changes will be discussed at the Senate meeting on Tuesday, September 18, 2007. I encourage you to inform your faculty so that they can be part of the decision-making process.

I have included a grid showing all of certificates that we offer, whether it is a certificate of competence or completion, if the requirements are the same for the certificates, and if it as low unit certificate (which will require a name change to Certificate of Recognition) in the near future. For the purpose of expediency, the Curriculum Committee will be entertaining the credit certificates first.

Current Wording in the 2007-2008 Catalog, page 37.
The Certificate of Competence or the Certificate of Completion will be evaluated according to the following conditions:

1. Catalog requirement - Certificate requirements are derived from the catalog in effect at the time the student entered El Camino College or from the current catalog, following the Catalog Rights guidelines. (Please refer to the Associate Degree section of this catalog). Each catalog is in effect during the academic year for which it is published (falls semester through the summer session). **Note: This can remain the same.**

2.Residency requirement - Individual certificates specifically state the required number of units that must be completed at El Camino College. **Note: This can remain the same.**

3.A Certificate of Competence is awarded to students who complete the prescribed program with a B average.

4.A Certificate of Completion is awarded to students who complete the prescribed program with a C average

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Numbers 3 and 4 will need to be combined into one statement. According to Title 5, this is a local decision.

Here are three options to facilitate the discussion:

Option 1: A Certificate of Achievement is awarded to students who complete the prescribed program with a B average.

Option 2: A Certificate of Achievement is awarded to students who complete the prescribed program with a C average.

Option 3: A Certificate of Achievement is awarded to students who complete the prescribed program with a grade of C in each course.

Note: In some cases, such as with Paralegal Studies, a B average is required. If it is decided that only certain Certificates of Achievement (that have mandates from outside agencies) will require a B average, we will need to add a statement to that effect.

El Camino College 2007- 2008 Certificates

September 12, 2007

Master List

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require-ments?	Units
Administration of Justice					
Administration of Justice Option		X			27-32
Reserve Police Officer Academy Optionn (approval pending)		X			19
Security Officer Option		X	X		14
Air Conditioning and Refrigeration					
Air Conditioning Option		X	X		17
Air Conditioning and Refrigeration Electric Controls Option		X	X		15
Heating Ventilation and Air Conditioning (HVAC) and Refrigeration Option		X			38
Refrigeration Option		X	X		13
Architecture					
Architecture Option	X				35-39
Art					
Digital Arts:Computer Animation Option	X	X		Y	36-37
Digital Arts: Digital Photography Option	X	X		Y	38-39
Digital Arts: Graphic Design Option	X	X		Y	36-37
Digital Arts: Illustration Option	X	X		Y	36-37
Digital Arts: Motion Graphics Option	X	X		Y	36-37
Digital Arts: Web Design Option	X	X		Y	36-37
Gallery Management Option	X	X		Y	26
Jewelry Design and Fabrication Option	X	X		Y	21
Automotive Collision Repair/Painting					
Automotive Collision Repair/Painting Option	X	X		N	Comp=41-44 Compl= 32
Automotive Collision Investigation Option		X	X		6
Automotive Accident Reconstruction Option		X	X		6
Automotive Technology					
Automotive Technology Option	X				43-45
Automotive Brakes and Suspension Technician Option		X	X		8
Automotive Engine Rebuilding and Repair Technician Option		X	X		8
Automotive Technology Option		X			32-40
Automotive Transmission and Drive Train Technician Option		X	X		8
Automotive Tune-Up Technician Option		X	X		16
Business					
Accounting		X			26-27
Business Management Option	X	X		Y	27-28
Retail Management Option	X				30-31
International Business Option (approval pending)	X	X		Y	27
Marketing Option	X	X		Y	24-25

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Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require-ments?	Units
Business (Continued)					
Office Administration: Bookkeeping Clerk Option		X			20-23
Office Administration: Office Clerk Option		X	X		14
Office Administration: Office Applications Specialist Option		X	X		21
Childhood Education					
Early Childhood Education Option	X	X		Y	30
Early Intervention Assistant Option	X	X		Y	28
Infant/Toddler Education Option	X	X		Y	31
Program Administration Option	X	X		Y	32
School Age Child Care Option	X	X		Y	33
Special Education Assistant Option	X	X		Y	31
Computer Aided Design/Drafting					
Computer Aided Design/Drafting	X	X		Y	33-34
Computer Information Systems					
Cisco Networking AdministrationOption	X	X			15-16
Microcomputer Applications Option	X				30-33
Microcomputer Support and Network Management Options	X				33-34
Web Programming Option	X	X			17
Windows Networking Option (pending approval)	X				18
Computer Science					
Computer Science Option		X			21
Construction Technology					
Construction Technology Option	X	X		N	Comp 37-40 Compl 34
Cabinet and Fine Woodworking Option	X	X		Y	24-26
Cosmetology					
Cosmetology Option		X		N	Day 37-46.5 Eve 46.5
Electronic and Computer Hardware Technology					
Communications Equipment Technician Option	X	X		Y	27-29
Computer Hardware Electronics Technician Option	X	X		Y	29-31
Computer Hardware Technician Option		X	X		15
Electronics Engineering Technician Option	X	X		Y	30-34
Industrial Computer Control Technician Option	X	X		Y	34-36
Engineering Technology					
Electronics Technician Option		X	X		16
Engineering Technician Option		X			25-28
Engineering Technology Option		X			30-33
Environmental Horticulture					
Environmental Horticulture Option (Competence pending approval)	X	X		Y	23-25
Environmental Technology					
Environmental Technology Hazardous Materials Option	X	X		Y	31
Environmental Technology Occupational Safety and Health Option	X	X		Y	22

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require-ments?	Units
Fashion					
Computer Pattern Making Technician Option		X			40-42
Costume Technician Option		X			21
Fashion Design and Production Option	X	X		Y	38-41
Fashion Merchandising Option	X	X		Y	40-42
Fashion Stylist Option		X			18
Film/Video					
Film/Video Production Option	X	X		Y	21
Fire and Emergency Technology					
Fire and Emergency Technology Option	X	X		Y	25
Fire Academy Option	X	X		Y	24.5
Paramedical Technician Option	X	X		Y	33
Journalism					
Journalism Option	X				34-38
Machine Tool Technology					
Machine Tool Technology Machinist Option	X	X		Y	28
Numerical Control Programmer Option	X	X		Y	33
CNC Machine Operator Option		X	X		16
Manufacturing Technology					
Manufacturing Technology Option		X			37
Music					
Commercial Music Option	X	X	X	Y	16
Paralegal Studies					
Paralegal Studies Option	X				31-32
Photography					
Photography Option	X				26
Quality Assurance					
Quality Assurance Option	X	X		Y	29

3

Certificate	Competence	Completion	Low-Unit Cert. to be Renamed	Same Require-ments?	Units
Radiologic Technology					
Radiologic Technology Option		X	X		10.5
Real Estate					
Real Estate Option	X				27-28
Real Estate Appraisal Option	X				30
Mortgage Loan Brokerage Option	X				27-29
Real Estate Assistant Option	X		X		13-15
Respiratory Care					
Respiratory Care Option		X			62
School Health Clerk					
School Health Clerk Option	X	X		Y	18
Sign Language/Interpreter Training					
Sign Language/Interpreter Training Option	X				36
Speech Communication					
Speech Communications Certificate of Recognition Option			X		9
Theatre					
Entertainment Lighting Technology Option	X	X		Y	21
Welding					
Welding Option	X	X		N	Day Comp 41-44 Eve Comp 39-42 Day Compl 32 Eve Compl 32

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Board Policy 4231 Grade Change

When grades are given for any course of instruction taught in the El Camino Community College District, the grade given to each student shall be the grade determined by the instructor of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was given.

Procedures for appeal have been developed by the President/Superintendent or his designees in collegial consultation with the Academic Senate.

This policy supersedes the section of BP 4220 that deals with grade change procedures.

Citation: Education Code Sections 76224(a) and 76232; Title 5 Section 55760(a)

Ed. Policies 5/17/07
Academic Senate first reading 5/1/07
Academic Senate second reading 5/29/07
Revised 6/7/07

Needs to be re-presented to Senate

Administrative Procedures 4231   **Grade Change**

Grades are determined by the instructor of a course. Both state law and college policy state that the determination of a grade by the instructor is final, in the absence of mistake, fraud, bad faith, or incompetency.

A. Grounds for requesting or appealing for a grade change.

A student can request or appeal for a grade change only if the grade is incorrect due to mistake, fraud, bad faith, or incompetency.

B. Informal grade change request

If a student believes that a mistake was made in computing or recording a grade, he or she may contact the instructor directly to ask the instructor to review the grade records and make the correction. A mistake in a grade can be corrected by the instructor.

Occasionally, the student may prefer to ask the instructor's Dean rather than asking the instructor. However, the Dean may not change the grade in response to an informal request; only the instructor can order the grade change in response to an informal request and only if the request is made within the time limits set by this procedure.

   B.1. Making the request

   A student who believes that a grade is incorrect because of a mistake may inform the instructor of the course or the Dean who supervises the instructor. If the Dean is informed, he/she may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor.

   B.2. Time limit

   An informal request for a grade change must be received in the Division Office no later than eighteen months after the last day of the term for which the grade was given.

   B.3. Response to request

   If the instructor agrees to change the grade, he/she may file a Grade Change Order with the Admissions and Records Office, explaining the change. The Grade Change Order requires the Dean to verify that the change is permitted by college policy. The Admissions and Records Office shall change the student's grade record and preserve a copy of the Grade Change Order. If the instructor decides not to change the grade, he/she should inform the student directly.

C. Grade Change Petition

A student may file a Grade Change Petition whether or not he/she has pursued an informal grade change request. Making an informal grade change request does not affect the time limit for filing a Grade Change Petition.

C.1. Filing a Grade Change Petition

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may file a Grade Change Petition with the Dean who supervises the instructor of the course, using the Grade Change Petition form. The student must state the grounds for the petition and include supporting documentation. The Grade Change Petition form is available at the offices of the instructional Deans and at the Admissions and Records office.

C.2. Time limit

A Grade Change Petition must be received by the appropriate instructional Dean no later than eighteen months after the last day of the term for which the grade was given.

C.3. Response to filing

Upon receipt of the Grade Change Petition, the Dean may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor and/or the Dean.   The Dean shall forward the Grade Change Petition to the instructor and direct the instructor to act on the petition.

The instructor shall the review the Petition within the next regular semester, decide whether or not to change the grade, and provide an explanation for the action. The Dean will verify that the action is permitted by college policy and shall provide a copy of the action to the student. The Admissions and Records Office shall preserve a copy of the Grade Change Petition.

C.4. Special procedure when instructor is unavailable

If the instructor is unavailable to respond to the Grade Change Petition within the time limit, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.

D. Grade Appeal

If the instructor's response to the Grade Change Petition is not acceptable to the student, the student may file a Grade Appeal to the Vice President of Academic Affairs.

Before filing a grade appeal, the student must have submitted a formal Grade Change Petition to the appropriate Dean. The Grade Appeal shall consist of (a) the Grade Appeal Form stating the grounds for the appeal, (b) allegation of mistake, fraud, bad faith, or incompetency, (c) a copy of the Grade Change Petition showing the instructor's decision, and (d) supporting documentation. The Grade Appeal Form is available at the office of the Vice President of Academic Affairs.

D.1. Time limit

The Grade Appeal must be filed with the Vice President of Academic Affairs no later than fourteen calendar days following the receipt of the instructor's response to the formal Grade Change Petition.

D.2. Grade Appeal Panel: Composition

When a Grade Appeal is filed with the Vice President of Academic Affairs, a Grade Appeal Panel shall be appointed within thirty calendar days. The Panel shall consist of (a) an instructional Dean other than the Dean of the Division in which the disputed grade was given; (b) two faculty members, chosen by the President of the Academic Senate, who shall be from the discipline of the course in which the disputed grade was given, or a related discipline; and (c) two students chosen by the President of the Associated Students Organization. The Panel shall be chaired by the Vice President of Academic Affairs or a designee; the chair shall be a non-voting member of the Panel.

All matters considered by the Grade Appeal Panel shall be treated as confidential by members of the Panel.

D.3. Grade Appeal Panel: Hearing

Within 30 calendar days of empanelment, the Grades Appeal Panel shall review the Grade Appeal, including all documents submitted by the student and other documentation it considers relevant.

The Grade Appeal Panel shall conduct a hearing prior to making a determination on the outcome of the grade appeal. Both the student and the instructor shall be notified of the day and time of the hearing and invited to attend. Both the student and the instructor will be provided an opportunity to make a statement and to be asked questions.

The student may be accompanied by an advisor. The advisor may be a faculty member or a student. The advisor may be present to advise the student, but may not ask or answer questions.

The instructor may be accompanied by an advisor. The advisor may be a faculty member or a representative of the faculty union. The advisor may be present to advise the instructor, but may not ask or answer questions.

The Grade Appeal Panel may make a recording of the hearing, which may be consulted during the Panel's deliberation.

D.4. Grade Appeal Panel: Decision

Following its hearing, the Panel shall deliberate and make findings by majority vote. The Panel may sustain or deny all, some, or none of the allegations in the Grade Appeal. The Panel may find that the disputed grade is incorrect because of mistake, fraud, bad faith, or incompetency; in such case, the Panel may determine the new grade to be assigned. The Appeal Panel shall issue its findings and recommendation to the Vice President of Academic Affairs, who shall inform the appealing student, the instructor, and the appropriate Dean.

The decision of the Grade Appeal Panel is final.

The Vice President of Academic Affairs will notify the instructor of the Grade Appeal Panel's recommendation. If the Panel recommends a grade change, the Vice President of Academic Affairs will direct the instructor to submit a grade change to the Admissions and Records Office. In the event that the instructor of record is unable or unwilling to process the grade change within a reasonable time, the Vice President of Academic Affairs shall form a group of faculty to issue a grade change.

E. Appeal
A student may make an appeal as provided in California Code Section 76232. If a student initiates such an appeal, the student waives all rights and opportunities to file a petition or appeal or to receive a response to same as provided by this Grade Change Procedure.

Appendices

Form 1. Grade Change Order

Form 2. Grade Change Petition

Form 3. Grade Appeal

California Education Code Section 76224(a)

California Education Code Section 76232

California Code of Regulations. Title 5, Section 55760(a)

From:	Julie
To:	SENATEPRESIDENTS@LISTSERV.CCCNEXT. NET;
CC:	
Subject:	Announcement -- Academic Senate Events
Date:	Wednesday, September 05, 2007 5:32:44 PM
Attachments:	

Dear Senate Presidents,

Save the Date! A new academic year is upon us and 2008 promises to be a year of change and opportunity! Below you will find important information regarding the many institutes the Academic Senate will host this year. We encourage you to forward this email to your faculty as soon as possible. Registration for all events is currently open and available on our website at http://www. asccc.org/Events/Events.htm. Early registration is strongly encouraged for all events, as many events in 2007 sold out long before the registration deadline.

Accreditation Institute—January 25 – 27, 2008

Is Accreditation on your horizon? Did you fill out the Accreditation annual report on Outcomes? Are you prepared to answer the Accreditators' questions about linking budgeting and outcomes? If you missed the previous training sessions for SLO leaders, you are in luck! The Accreditation Institute 2008 will be held at the Hilton Pasadena on January 25-27, 2008. The deadline for registration is December 14, 2007.

Counseling Faculty Development Institute—February 22 – 24, 2008

This year, our Teaching Institute will focus on Counseling

Faculty. *The 2008 Counseling Faculty Development Institute: Counseling for Student Success*, targeted specifically to counseling faculty in the California Community Colleges, provides a unique development opportunity for all counseling faculty; general, EOPS, athletic, etc. It will be held at the Westin South Coast Plaza on February 22-24, 2008. The deadline for registration is January 22, 2008.

Vocational Education Leadership Institute—March 6 – 8, 2008

If you are looking to refresh your leadership skills, renew your relationships with fellow occupational education colleagues, and relax on the beach of Monterey Bay, this is the year to attend the Vocational Education Leadership Institute. As many of you know, this Institute is the best deal for vocational faculty. The registration fee is only $50 dollars but we cover travel expenses. The 2008 Vocational Education Leadership Institute will be held on March 6 - 8, 2008 at The Seascape Resort in Aptos. The deadline for registration is February 1, 2008.

Faculty Leadership Institute—June 12 – 14, 2008

Are you a newly elected Senate member? Looking to brush up on leadership techniques? Want to know what 10+1 means? The Faculty Leadership Institute 2008 will be held June 12-14, 2008. The institute will take place in Newport Beach Hyatt in Newport Beach. The deadline for registration is May 23, 2008.

Curriculum Institute—July 10 – 12, 2008

Our most popular institute of the year! **Be sure to register early** for the 2008 Curriculum Institute. It will be held July 10 – 12, 2008, at the Sofitel San Francisco Bay in Redwood City. The deadline for registration is June 16, 2008.

Santa Monica College/El Camino College
TITLE V MATH/ENGLISH COOPERATIVE
cordially invites you to attend

On Course I Workshop

at the

Westside Conference Center
September 27 – 29, 2007

A Festival for Learner-Centered Educators

The On Course I Workshop is a highly experiental professional development event designed to provide you with dozens of innovative strategies for empowering your students to become active, responsible and successful learners.

These learner-centered strategies—representing best practices from innovators in higher education, business, psychology, sports and personal effectiveness—help students become full and active partners in their own education.

Strategies presented in this workshop improve both student academic success and retention. View data from a number of college and universities at www.OnCourseWorkshop.com (click on DATA).

Join us for this major professional development event and learn proven methods for empowering your students to achieve their greatest potential in college...and beyond.

Pre-registration is necessary.

WORKSHOP SCHEDULE
8:30-4:30 each day, with an optional session (6:00-9:00) on the second evening. You'll hear more about the optional session at the workshop. Continental breakfast, lunch, refreshments throughout the day, a copy of the On Course workbook, and parking are all offered at no cost. Substitutes may be available.

For more information or to register for the workshop, please contact Laurie McQuay at (310) 434-3718 or by email at McQuay-Peninger_Laurel @smc.edu.

The Westside Conference Center is located at the Howard Hughes Center, 6100 Center Drive in Los Angeles, California 90045, 310-506-1147, Fax: 310-506-1140

It is no exaggeration to say this workshop experience was transformative—both professionally and personally. This workshop will long remain a high point of my life. I am feeling energized and eager to start teaching my class next week. I can't wait to use all of my new teaching tools. I will absolutely recommend this workshop to other educators!
--Lee Ann Adams, Indiana University East (IN)

PLANNING & BUDGETING COMMITTEE
August 30, 2007
1:00 – 2:30pm
Location: Alondra Room

Facilitator: Arvid Spor   Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- ☐ Arvid Spor, Chair (non-voting)
- ☐ Miriam Alario, ECCE
- ☐ Christina Jack - ASO
- ☐ Thomas Jackson, Academic Affairs
- ☐ Dawn Reid, Student & Community Adv.

- ☐ Cheryl Shenefield, Administrative Services
- ☐ Harold Tyler, Management/Supervisors
- ☐ David Westberg, ECCFT (temp. for Taylor)
- ☐ Lance Widman, Academic Senate

Attendees

- ☐ Luis Mancia – Alt., ECCE
- ☐ Ken Key – Alt., ECCFT
- ☐ Susan Taylor – 2nd alt. ECCFT
- ☐ Teresa Palos – Alt., Acad. Senate
- ☐ Tom Lew – Alt., Ac. Affairs
- ☐ Rocky Bonura – Alt., Adm. Serv.

- ☐ John Means – Alt., SCA
- ☐ Bo Morton – Alt., Mgmt/Sup.
- ☐ _____ - Alt ASO
- ☐ Francisco Arce – Support
- ☐ Peter Marcoux – Support
- ☐ Janice Ely – Support

- ☐ Jeff Marsee – Support
- ☐ Jeanie Nishime – Support
- ☐ John Wagstaff – Support

AGENDA

1. Approval of Minutes for August 23, 2007 ---------- All PBC participants ------ 1:00 p.m.

2. Final Budget (walk-through) ------------------------- Jeff Marsee / Janice Ely -- 1:10 p.m.

3. Adjournment --2:30 p.m.

Next Meeting – September 6, 2007, Alondra Room

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 23, 2007

MEMBERS PRESENT:

☒ Alario, Miriam – ECCE   ☒ Spor, Arvid – Chair
☐ Jack, Christina – ASO   ☒ Taylor, Susan – ECCFT
☐ Jackson, Tom – Academic Affairs   ☐ Tyler, Harold – Management/Supervisors
☒ Reid, Dawn – Student & Community Adv.   ☒ Westberg, David – ECCFT (temporary)
☒ Shenefield, Cheryl – Administrative Svcs.   ☒ Widman, Lance – Academic Senate

OTHERS ATTENDING:

Arce, Francisco	Jeffries, Chris	Marsee, Jeff	Taylor, Susan
Dao, Sophie	Key, Ken	Nishime, Jeanie	Turner, Gary
Elliott, Momi	Lee, Estella	Palos, Teresa	
Ely, Janice	Lew, Tom	Rader, Emily	
Fleming, Art	Mancia, Luis	Smith, Luukia	

Handouts: Budget Update Email – August 21: highlights about the statewide budget.

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

Approval of Minutes

The August 16, 2007 meeting minutes were reviewed and approved as amended:

1. Approval of minutes, #1: Correction to August 2nd minutes should note that Compton staff attending PBC meeting should be as participants in budget discussions and not just observers. Anyone has the right to participate but it was emphasized that ECC and Compton have two separate budgets and planning committees.

Clarifications:

2. Page 1, # 3 – refers to summer 2007 FTES borrowing. "Teeter-totter" effect – chose whether or not to shift remaining summer FTES to previous year or include in next year's FTES (manipulating FTES in and out of stabilization). Not ethically or strategically appropriate from the Department of Finance perspective. Attention focused on return to recovering on a permanent basis.

3. Page 1, #4 – accounting practice changes refers to increase in number of FTES because of the moving of summer FTES and reporting of 19,300 FTES.

4. Page 2, #3 – utilities rebate income ($408,722) from Southern California Edison for energy savings implemented on campus. Income was placed in Capital Outlay Fund (Fund 41) last year - this year will transfer same monies back to general fund. ECC does not anticipate receiving another rebate this year.

5. Page 2, Revenue & Incoming Transfers #5 - Funds ($450,000) will be used to replace administrative computers.

6. Page 2, Expenditures #2 – Hired full-time faculty this year to replace 2005-06 retirees. Increased part-time salaries budgeted to replace 2006-07 retirees.

7. 8.5% increase budgeted for health benefits – projected 7.5%.

8. Any changes for computer replacement program? $900,000 5-year replacement schedule on existing computers: funded and reduced to $450,000 plus $450,000 transfer from Capital Outlay Fund back to general fund. Maintenance costs remain the same – last year severely under budgeted. Maintenance & licensing fees spread through various budgets in the past will now be under single institutional expense account budgeted at 100%.

9. Page 1, Budget Assumptions #1 – Plans, program review documents and success indicators will be attached to each item proposed for the augmentation budget.
10. Page 3, #9 - GASB taken out of line item benefits accounts – will be taken out of $3 million state appropriation ECC receives for Compton. Appropriate because of one-time obligation. $900,000 will be transferred out of fund 11 for GASB and transferred to pre-trust account.   As result of Compton partnership, received increased funding from state appropriation through revenue foundation because of two criteria: 1) Formula/COLA/FTES driven (from 18,200 to 19,300) - represents about 90% of state appropriation, and 2) equalized funding used in variable such as size of district or whether district has centers or colleges within district. With Compton Center partnership, ECC initially received $2 million in foundational (20,000+ total FTES and a educational center) funding, $1 million for reimbursement of ECC resources expended at Compton, and $500,000 for administration of the partnership. President Fallo negotiated increase in foundational funding to $4 million. The Chancellor's Office changed the classification of the center to a college. Tradeoff: The College will no longer charge Compton for $1 million for Compton-related expenses. Must be careful not to consider Compton funding as on-going perpetual funding – one time only. GASB will be applied to $3 million Compton revenue fund this year only. $1 million reflective of transfer for GASB on this budget - covers ECC costs for servicing Compton.
11. Restriction to one time expenditures is an internal, district restriction.

Final Budget (walk-through) – Jeff Marsee
1. Fund 11 (general fund unrestricted) overview, foundation revenue, and FTES component was explained by President Fallo during last week's PBC meeting. ECC's budget is based on assumptions considering there is, at present, no state budget.
2. Questions and answers relating to general fund income & expenses:
    a. Page 55, Insurance – The 2007-08 budget for electronic data equipment is blank and total for insurance on this page ($1,797,501) does not match up with insurance total on page 9 ($35,275). This is a typo – Janice Ely will find out the correct amount for the electronic data equipment and will get breakdown for 5400 account on page 9.
    b. With 19,300 FTES assumption for last 3 years, total beginning balance & income has increased over $20 million. Why? With the same number reported – funding grew. Funding formula adjustment (SB361), COLA, & Compton partnership are three reasons for the increase.
    c. Page 72 – 2005-06 FTES shows 18,202, but funded for 19,300. Did ECC have more income than expenses based on FTES? No, expenses and sections offered the same at 2004-05 19,300 FTES level. It costs more in time inflation alone to produce same level of education in 04-05.
    d. Pages 5 & 6: Comparison between full-time instructional (1100) and part-time instructional (1300) accounts over two year period. Ratio of full-time to adjunct instructional faculty appears to be declining. Page 53 shows a drop in full time faculty obligations. Why? Based on a decision to grow FTES by 3% above 18,200 - about 550 FTES. Decision to put funding into hourly 1300 account prudent – why would we add more full-time position funding into what has been a non-growth environment? Is this a long term distribution? No, the VPAA relies upon the Chancellor's Office data to determine the minimum number of full-time faculty hires.
    e. Comparison between 2005-06 totals on page 4 (income) to page 6 (expenditures) indicates $3 million deficit spending – reflected in 5910 account (one-time money) on page 6.
    f. Some funds budgeted last year were unexpended (i.e. funding for A&R to digitize old records) because of processing time to purchase equipment. Unexpended funds are not recycled and spent elsewhere just because it wasn't used during year. Page 68 shows

$2.5 million unexpended funds as part of an increase in ending fund balance. 2% - 3% unexpended monies is not unusual for most institutions.

g. Hired 14 full-time faculty to replace 2005-06 retirees - using part timers to cover 2006-07 retirees to cover sections and maintain growth – hiring running about a year behind. Small amount of savings: $15,000 (difference between $45,000 for FTES part-time faculty and $60,000 FTES full-timers) times number of faculty.

h. Key is to make sure sections are funded. There are additional 130 sections budgeted for this year to grow 3%, approximately 520 FTES, to increase to level of 18,200 FTES.

i. It is appropriate for PBC to endorse use of onetime funds to fund full-time temporary positions rather than part-time? If a position is vacant but was in place at the end of the year, position is funded for this year. It is more appropriate for PBC to recommend funding for position to be replaced. PBC is a planning and funding committee, not a curriculum committee. Deans can discuss faculty hires with their VP and Council of Deans.

j. Is there funding for student recruitment integrated into this plan? Some of $3 million augmentation (page 6, Other Program Services – 5910) is designated for requests generated by the Enrollment Management subcommittees. Requests must explain programs, outcomes achieved and costs.

k. A discussion followed regarding calculation of FTES based on sections.

Final Budget (walk-through) – Janice Ely

1. Page 7 - General Fund Restricted – Income. Federal, state and local funding restricted for special programs.

2. Page 11 – Student Financial Aid Fund (Fund 74) – funding from federal government for PELL and SEOG grants; state funding for EOP&S and Cal Grants. There is no beginning and ending balance for accounts because all monies received should be expended.

3. Page 12 – Workers' Compensation Fund for workers' comp coverage.

4. Page 13 & 14 - Child Development Fund – Income. Costs to run Child Development Center and related programs. Most income comes from local & state.

5. Page 15 & 16 - Capital Outlay Fund (Fund 41) – Income. Local scheduled maintenance, remodeling and construction projects not related to bond. Rebate income (page 16) - Interfund Transfer will be transferred back to general fund for office computers.

6. Page 17 & 18 – General Obligation Bond Fund (Fund 42) – Income. Bond monies for construction on campus. Breakdown of remaining total for next year is at bottom of page 18.

7. Page 19 & 20 – Property and Liability Self-Insurance Fund and Dental Self-Insurance Fund.

8. Page 21 – Special Reserve Fund-Retiree Health Premiums (GASB – District Fund 17). Page 64 shows breakdown. $6million set aside before transfer. 2006-07 balance ($2,699,899) same number as 2006-07 Actual Grand Total on page 21. Will add asterisk to refer to page 64 from page 21. On page 21, 8899 account - Contributions from General Fund: 2007-08 Final ($900,000) should be stricken from budget – should show 0. $900,000 is part of $3 million – other program services. Page 6 - $2,720,000 Interfund Transfer (7300 account) does not include GASB transfer and will increase by $900,000. The $3 million Other Program Services (5910 account) will decrease by $900,000.

The meeting adjourned at 2:30 p.m.

The next meeting is scheduled on **Thursday, August 30, 2007 at 1:00 p.m. in the Alondra Room**.

Note taker: Lucy Nelson

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
16 AUGUST 2007

Present: F. Arce, K. Curry, I. Drew, A. Garten, D. Goldberg, A. Grigsby, T. Jackson, T. Lew, B. Mulrooney, J. Nishime, D. Patel, M. Quinones, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, S. Zareski

I. INFORMATION ITEMS
  A. <u>Accreditation Schedule:</u> Dr. Spor said that the second draft of the Self Study will be available on Portal in early October. The next step will be to verify all statements and begin collecting all evidence to back them up. The final draft will be reviewed by College Council, Academic Senate and Cabinet. It will then be presented to the Board for a first reading in May, and second reading in June. The report should be finalized and forwarded to the ACCJC in July.

  <u>Budget and Planning</u>: Dr. Spor stated that Pasadena City College gave ECC web-based software that will assist ECC with budget and planning. He will work with Ms. Manno to schedule training sessions in the Fall semester.

  <u>Interim Positions—FCMAT</u>: Dr. Nishime reported that an announcement will be forthcoming regarding Special Services Professional positions for Auditor and Associate Dean of Enrollment Services. Recommendations for potential candidates should be forwarded to the Office of the VP/Student Services.

  B. <u>SLO Annual Report</u>: The End-of-Semester Report for Spring 2007 was distributed for review. Dr. Smith was asked to provide the name of a Student Services representative to assist with the development of SLOs for non-instructional type programs.

  C. <u>Management Forum Notes</u>: The notes from the Management Forum on August 2, 2007 was distributed for review and discussion. The following processes or problems to improve for Fall 2007 have already been accomplished or is in progress:
    1. signage
    2. customer service—two tents will be set up with volunteers who will assist and help direct students; 424 "Ask Me" badge requests were received.
    3. parking—there will be no charge for parking during the first two weeks of the semester.

  D. <u>Distance Education Report</u>: Ms. Grigsby shared the following information regarding Distance Education:
    -- Overview
    -- Institutional Support

-- Student Services
-- Course Adoptions

E. <u>Section Report</u>: A three-year section count report for Summer 2004 through Spring 2007 was distributed for review.

The Calendar Committee will meet next week to finalize the Summer 2008 schedule. It was noted that the Compton Educational Center proposes two back-to-back, five-week sessions. Enrollment was strong in the second five-week session. The committee has discussed the possibility of eliminating the Winter session and scheduling two back-to-back summer sessions.

## II. DISCUSSION/ACTION

A. <u>Electronic Rosters</u>: Information on roster printing was distributed and discussed. Saturday instructors must print their rosters on or before their class on Saturday, August 25. Since the system will not be available on Sunday, August 26, Sunday instructors must print their rosters before midnight on Saturday, August 25.

B. <u>One-Stop Matriculation Service</u>: Dr. Smith and Ms. Quinones shared information regarding the Academic Counseling, Student Enrollment and Student Success (ACSESS) pilot project. The purpose of ACSESS is to help guide first-time student enrollment and success by offering targeted counseling, orientation, assessment, and registration services that will place students in classes furthering their success.

C. <u>Enrollment Report</u>: Daily Resident Enrollment Trend reports for Fall 2006 to Fall 2007 were distributed.

D. <u>Signage and Directions on Opening Day</u>: Signage with directional arrows will be completed and placed throughout campus to assist students on opening day.

E. <u>Facilities</u>: Mr. Brown updated staff regarding construction on campus.

Deans/directors discussed the issue and quality of food services. It was noted that plans for the new Student Services building include a food court. The cafeteria, Art Deli and Manhattan Beach Deli should all be open by the start of the semester.

III. Other

A. <u>Retention Newsletter</u>: The first draft of the faculty Retention News newsletter was distributed. Suggestions and/or comments should be forwarded to Dr. Banda-Ralph. Deans/directors were asked to share with their faculty.

B. <u>New Curriculum Advisor and Director of Research</u>: Curriculum Advisor—Quajuana Chapman; Director of Research—Irene Graff

ACADEMIC AFFAIRS AND

STUDENT SERVICES
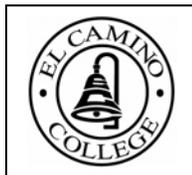
6 September 2007
9:00 AM to 11:00 AM
Alondra Room

Type of meeting:	Council of Deans	Facilitator:	Francisco Arce/Jeanie Nishime
		Notetaker:	Karen Lam

Attendees

___ F. Arce	___ D. Goldberg	___ G. Miranda	___ J. Schwartz
___ H. Bateman	___ A. Grigsby	___ B. Mulrooney	___ J. Shankweiler
___ M. Callahan	___ T. Jackson	___ R. Natividad	___ R. Smith
___ K. Curry	___ B. Jaffe	___ J. Nishime	___ A. Spor
___ I. Drew	___ T. Lew	___ D. Patel	___ J. Wagstaff
___ A. Garten	___ P. Marcoux	___ V. Rapp	___ S. Warrier
___ D. Givens	___ J. Means	___ S. Rodriguez	___ L. Widman
			___ S. Zareski

Other Guests:

AGENDA ITEMS	ORIGINATOR	DESIRED OUTCOME
I. Information A. Notes of 8/14/07	All	A. Information
II. Discussion/Action A. Enrollment Management Plan	Arce/Nishime	A. Update
III. Other		
IV. Next Meeting -- Deans' Council, 9/20/07 9:00-11:00 a.m., Lib 202		

CCA/CTA Sponsored Bills & Status

Bill No.	Summary	CCA/CTA Position	Status
AB 906 (Eng)	An existing provision requires each community college district to expend, for payment of the salaries of classroom instructors, as defined, 50% of the district's current expense of education, as defined. This bill would further provide that, in order to encourage compliance with this requirement, the chancellor shall conduct random audits of 5 community college districts each year.	Sponsor	First Reading
AB 1305 (Calderon)	This bill would require the governing board of each community college district, no later than December 31, 2010, to require that at least 75% of the hours of credit instruction in the district be taught by full-time instructors.	Sponsor	First Reading
AB 1423 (Davis)	This bill would require all community college district salary schedules for academic employees to be uniform in application and effect. To prevent college administrators from placing instructors on the salary schedule without reference to their experience and education.	Sponsor	First Reading

Sponsored legislation would make community colleges accountable

CTA and its Community College Association are sponsoring three measures designed to make management and governance of the community colleges more accountable.

Taken together, the three measures would require audits to ensure that instructional funds are being allocated properly, that staffing ratios meet state requirements and that instructors are paid equitable salaries.

AB 906 by Assembly Member Mike Eng (D-El Monte) would establish a program of random audits at community colleges to ensure that – as required by state law -- they are expending 50 percent of their education dollars on instructor salaries and benefits.

According to the California State Auditor, community college districts are

overstating their compliance rates with the law. Not only are districts not using the law's formula correctly, their errors have gone unnoticed by the chancellor's office due to what the auditor calls "weak oversight."

The two most common ways of over reporting are the result of including administrative salaries and benefits with instructor salaries, and excluding normal operating expenses from current educational expenses. Regulations adopted by the board of governors have also allowed districts to exclude expenses for activities that current law requires them to include in the calculations.

AB 1305 by Assembly Member Charles Calderon (D-City of Industry) would help guarantee that each community college would have the required contingent of full-time faculty. It would prohibit colleges from securing waivers to existing law that requires them to fill 75 percent of their teaching slots with full-time instructors. Full-time faculty are better able to provide out-of-classroom assistance and flexible office hours for their students.

Despite the intent behind community college reform legislation passed in 1988, the percentage of classes taught by full-time faculty has actually declined from approximately 64 percent to 61 percent instead of moving up to the legislated 75 percent level.

AB 1423 by Assembly Member Mike Davis (D-LA) would fight favoritism by requiring that all community college salary schedules be uniformly and fairly applied. It would prevent college administrations from placing instructors on the salary schedule without reference to their experience and education.

In her address at CCA's Winter Conference in Irvine, CCA President Carolyn Inmon noted that in 2004-05 the general fund balance for the 72 community college districts increased by $30 million, from $635 million to $665 million. By July 2006, the beginning balance was $749 million dollars.

"I am appalled and I think the legislators and taxpayers would be, too, if they knew," said Inmon. "With our colleges sitting on three-quarters of a billion dollars, there is plenty of money to fully fund the 75/25 increase and eliminate the continuing violations of the 50 percent law."

However, the Association of Community College Administrators (ACCA) has made it its goal this year to eliminate both the 50 percent law and the 75/25 law. "This is why it is going to be important for our members to contact legislators in their local offices and walk the halls of the Capitol with us," said Inmon. "It's going to be a fight, but we have a chance to make some important changes."

"With the November election and the changes in the Legislature, we have a good chance of winning support in Sacramento," says Chaumonde Porterfield-Pyatt,

CCA's representative on CTA's State Legislation Committee.

All three sponsored measures could see their first consideration this month.

Our Community College Initiative

Allows community college funding to increase with the growing student population without hurting K-12 schools.

- Calculates the minimum community college funding guarantee based on community college growth.
- Avoids an artificial funding cap that will be imposed on community colleges over the next ten years because of declining K-12 enrollment.
- Ends the zero-sum game "Proposition 98 split," which forces community colleges to advocate shifting money from K-12 schools.
- Ensures that promises made by the Legislature are promises kept with a property tax guarantee.
- Funds the increase to community colleges over the next ten years through natural growth in the state's general fund, and does not raise taxes.

Provides for stable and predictable student fees.

- Cuts fees to $15 to bring them in line with personal income.
- Prohibits the Legislature from increasing fees in the future by more than the change in per capita personal income.
- Ensures that fee revenue stays with the community colleges for the improvement of education, instead of being diverted to other state programs.

Enhances state leadership and secures local governance of the state-local community college partnership.

- Allows the Board of Governors and Chancellor to hire the senior staff professionals currently appointed by the governor. This is the same authority provided to the UC President and CSU Chancellor.
- Includes in the state constitution provisions for locally elected governing boards accountable to voters and for a statewide chancellor hired by a board appointed by the governor.

Sponsored by:
Faculty Association of California Community Colleges
California Federation of Teachers
Community College League of California
Los Angeles College Faculty Guild

THE INITIATIVE FOR 2008

Keeping the Promise
of California's Community Colleges

Californians for Community Colleges

2006-07 Board of Directors

Ben Duran
Superintendent/President
Merced CCD

Carl Friedlander
President
Los Angeles Colleges
Faculty Guild

Jonathan Lightman
Executive Director
Faculty Association of
Calif. Community Colleges

John McDowell
Political Director
Los Angeles Colleges
Faculty Guild

Dennis Smith
President
Faculty Association of
Calif. Community Colleges

Scott Lay
President/*CEO*
Community College League of
California

Rocky Young
Chancellor
Los Angeles CCD

www.SignForCCC.org

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Taking Initiative

*Protecting access and affordability
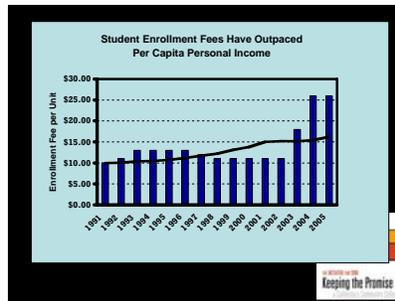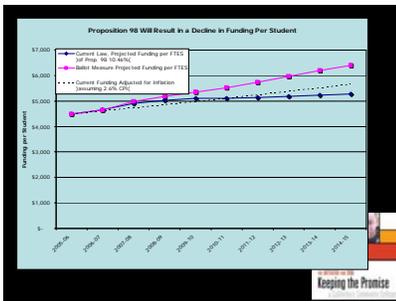for our community colleges.*

Keeping the Promise

Major Governance Threats

- Senate Bill 6

- California Performance Review

- Governor's control of Chancellor

Keeping the Promise

Fiscal Stability
Ensure consistent operations in our colleges.

- Property tax backfill.

- Fee revenue cannot be offset.

Keeping the Promise

Proposition 98 Will Result in a Decline in Funding Per Student

Keeping the Promise

Student Enrollment Fees Have Outpaced Per Capita Personal Income

Keeping the Promise

Securing Effective Governance
Keep our community colleges local.

- Writes local boards into the Constitution.

- Increases local control.

- Enhances system leadership.

Keeping the Promise

Proposition 98 Will be Insufficient to Fund
COLA and Growth Through the Next 10 Years

Keeping the Promise
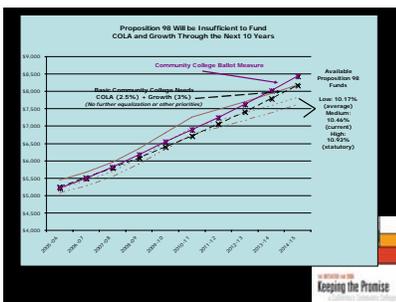
Investing in the Promise

- Creates two separate Prop. 98 pots.

- Each would grow based on inflation and the segment's enrollment growth.

- Does not hurt K-12.

- Does not raise taxes.

Keeping the Promise

Predictable Student Fees
Stop the politics -- keep fees affordable and predictable.

- Ties fees to income.

- Starts at $20 per unit.

- No more mid-semester increases.

- Requires political accountability.

Keeping the Promise

What It Would Take

- To qualify:
  - 598,105 signatures
  - Approximately $1.5 million

- To win:
  - Continued Voter Support
    - 62% preliminary; 69% with arguments
  - Muted Opposition
  - Approximately $2.5 million

**Proposition:
Community College**

Investing in the Promise.

Fundraising

- Each district has a goal
  (approximately $2.50 per credit FTES)

- Individual participation.

- Organizational support.

Students as Leaders

- Student campaign chairs.

- Student government contributions.

- Student-run volunteer signatures.

EL CAMINO COLLEGE
EL CAMINO COLLEGE CALENDAR COMMITTEE
AGENDA

	Members	
	Present	**Absent**
Date: September 11, 2007	_____ F. Arce	_____
	_____ A. Ashcraft	_____
	_____ T. Brown	_____
Time: 1:00pm – 2:00pm	_____ C. Casper	_____
	_____ Q. Chapman	_____
	_____ K. Clark	_____
Location: Stadium Room	_____ J. Cohen	_____
	_____ J. Curtis	_____
Chair: Francisco Arce	_____ I. Drew	_____
	_____ L. Hong	_____
	_____ P. Marcoux	
Recorder: Mattie Eskridge	_____ B. Mulrooney	_____
	_____ J. Nishime	_____
	_____ D. Paily	_____
	_____ B. Perez	_____
	_____ E. Rader	_____
	_____ H. Tyler	_____

Description	**How**	**Who**	**Time**
Discussion Item: a. **Research Report – Student Registration**	**Discussion**	**Irene Graff**	**1:00 pm**
b. **Start and Ending Dates for Summer 2008**	**Discussion**	**Committee**	
c. **Change in Start Date for 8-Week Session**	**Discussion**	**Committee**	
Agenda Development for future meetings	**Discussion**	**Committee**	
Next Scheduled Meeting Date for October, 2007	**Discussion**	**Committee**	
Adjournment			

EL CAMINO COLLEGE
Calendar Committee
Minutes
August 23, 2007

Members Present
> Ann Ashcraft, Tom Brown, Carolee Casper, Kelly Clark, Jeffrey Cohen
> June Curtis, Mattie Eskridge, Lyman Hong, Bill Mulrooney, Jeanie Nishime (Chair)
> Dean Paily, Barbara Perez, Emily Rader, Harold Tyler

Other Attendee
> Irene Graff

The meeting convened at 3:05 p.m. in the El Camino College Board Room.

Introductions were made by those in attendance.

Comments Regarding Minutes of April 26, 2007
- There are still concerns regarding the registration process.
- In order to avoid long lines during registration, suggest registering and doing more outreach at high schools rather than on ECC campus.
- Because of partnership with Compton Center, there was a problem with summer school start dates. Compton Center's start date was changed to one week ahead of El Camino's without any notification.
- Students applying for summer school wanted that first week and it was not built into the system.
- Once the date is established, it cannot be changed. The critical issue is the start and ending dates of the summer session.
- Reservations for summer school begin on December 1.

Summer 2008 Calendar
The Calendar Committee discussed the enrollment for summer 2007 for both El Camino and Compton Center and considered whether modifications are needed based on the enrollment pattern. Irene Graff, Research Analyst, provided enrollment tables for El Camino and Compton Center comparing the first six weeks with the five weeks and eight weeks:

El Camino College	Compton Center
First Six weeks – nearly 7, 000 enrolled, (seats not individuals) – over 48% Second Six weeks – over 23%	First five weeks – over 40% Second five weeks - over 45%
Eight-week session – over 2,600 or 18%	Eight-week session – over 450 or 13%

El Camino is considerably smaller as compared to Compton with respect to the six weeks and five weeks sessions. Students are being attracted more to Compton Center and fewer to El Camino in the second part of the six and five week sessions. El Camino offered less than half the number of sections in the second half.

The following are critical issues to be considered:

- Why are there smaller numbers in the second six weeks? Is this based on enrollment in the past or because there are just fewer sections and not that many students?
- Why do we not offer more in the second part as compared to the first?
- The high schools students are out of school for the second six weeks, but not the first six weeks.
- Most of the four-year students return late May beginning of June to complete classes and are ready to return to their schools in August.
- There is a balancing act between trying to meet the needs of seniors coming from high schools and four-year students.
- Correcting one problem could generate another.
- Balance is needed for the 8-week session. These are usually intense courses, i.e., math, science, and some industry and tech courses. Instructors who teach these courses have a very small break before the start of flex days and then back into the fall semester.
- High schools changed their calendars to get out the third week of June.
- Faculty who has been teaching during the summer usually chooses which session they want to teach. Most faculty selects the first session and takes a break on the second session.

Bill Mulrooney stated that 4-year students will be impacted if the schedule is changed; however, it is important to consider the needs of the high school students since many of the classes they need to take are filled by the time they register. The high schools furnish the future students. We cannot attract them if the classes they want are not available. The question is who do we accommodate? A large part of registered students are the 4-year returnees. It is evident that some analysis is needed to determine which group to pursue.

Questions for consideration:

- Look at the market to see which group to pursue.
- Separate out high school and 4-year students from past enrollments.

Irene Graff was asked about providing the following information:

- Age distribution for second six weeks to determine how the students are doing.
- Provide any information regarding 4-year students from CalState and UC.
- Courses offered and the sections.

This information will be shared with Francisco Are and the Academic Deans as to where the greatest needs are for course offerings.

These issues will be forwarded to the Enrollment Management Committee for consideration.

The Committee discussed in detail the summer calendars for El Camino and Compton for Summer 2008. It was pointed out that representation from Compton was needed at this meeting; however, it explained that Mary Callahan, from Compton Center, was invited to attend today's meeting, but due to another commitment was unable to do so.

Nevertheless, Mary Callahan forwarded Compton's 2007/2008 school calendar, summer in particular, for this committee's information. A Compton Center representative will be invited for future meetings.

Although the summer calendar for Compton Center has been developed and accepted by the Compton Board of Trustees, the calendar must go through El Camino College's Calendar committee and then to the Chancellor's Office.

The summer schedules for 2008 are as follows:

Compton Center	El Camino College (Current Board Approved Schedule)
First Five Weeks – June 9 – July 11	First Six Weeks – June 16 – July 24
Second Five Weeks – July 14 – August 15	Second Six Weeks – June 23 – July 31
Eight Weeks – June 23 – August 9	Eight Weeks – June 23 – August 9

Bill Mulrooney noted that the key critical date is that both campuses summer sessions must begin on June 9. The Chancellor's Office is concerned only with the start and ending dates. The individual institution may configure the sessions within that timeframe in the way which is best for that particular institution. Both campuses start date for the eight week sessions is August 23. This start date will enable El Camino as well as Compton to capture the graduating high school students. Classes scheduled during the eight-week sessions usually fill quite fast.

Issues discussed regarding a June 9 start date:
- There is a need for some downtime for instructors who teach summer school
- Parents who have students in summer school want to take vacation

The committee continued discussion regarding the Waitlist. The numbers are must higher for El Camino than Compton Center for the first and second six weeks. The Waitlist presents a concern for the filling of some classes; but for others it is not a concern. Because students are not being automatically moved to a vacant slot once it becomes available, Bill Mulrooney will review the process to determine the cause for the delay. Jeffrey Cohen mentioned a problem, where student names are being dropped off the Waitlist. Barbara Perez also stated that if you received the Waitlist, there is a good chance that a student's name is missing from that list. This is probably the reason for large numbers of those waiting for classes.

Irene Graff was asked to provide the enrollment pattern for the last two years. The past registration patterns need to be reviewed to see if changes are needed in the current process. Fall registration usually starts the week after July 4. However, many campuses have moved it up to start earlier in the year.

Bill Mulrooney stated that Compton Center is now a part of the Colleague system. It is hoped that by next summer rosters can be printed by all faculty. Currently, emergency hires of faculty are not set up in the system; therefore, they cannot print rosters. John Wagstaff, Bill Mulrooney and Satish Warrier will be discussing various ITS issues with the vice presidents.

Following further discussion, it was agreed by the Calendar Committee that a recommendation be made to change El Camino College's 2008 Summer Session to begin June 9 and end August 15. The six weeks and eight week sessions ending dates will be determined at a later time. Calendar Committee members will discuss this proposed change with their constituent groups and report back at the next meeting which is scheduled Tuesday, September 11, 2007 at 1:00pm. If it is agreed that the change is to be made as recommended and approved, the 2008 Summer Session change will be placed on the October 2007 Board agenda for approval.

Agenda Development – September 11, 2007
1. Report by Irene Graff
2. Report from Calendar Committee members regarding change in start and ending date for Summer 2008
3. Change in start date for 8-Week Summer Session
4. October Calendar Committee meeting date

Future Agenda
1. Presentation by Faculty Member regarding scheduling for Winter Session
2. Winter Session versus two back-to-back Summer Sessions.
3. Proposed Spring 2008 Flex Day Session – Training on how to print class rosters

Adjournment
The meeting adjourned at 4:10pm

Hi Pete,

This is a follow up to the Enrollment Management discussion in the Academic Senate today.

I have listed the seven subcommittees below with a brief description of their charge and attached the most recent list of subcommittee members. Please note that the number of faculty members is low to no existent on the subcommittees.

Something you may not know is that there was an expressed desire from Francisco and Jeanie for each subcommittee to have a faculty co-chair lead in the development of short term action items. Unfortunately these subcommittees were formed around the end of the spring semester or start of the summer session so the number of faculty available and interested in being co-chairs was lower than desired, and the same holds true for subcommittee members. Do you think that there are faculty members who would be interested in joining a subcommittee and possibly even co-chairing?

Arvid

Technology and Information Systems
The College will develop the necessary information infrastructure to provide faculty with multimedia technology in all classrooms and staff direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.

Curriculum and Educational Programs
The College will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.

Course Scheduling

The College will regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules and services responsive to their needs.

Student Services
The College will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the college intake systems.

Student Recruitment
The College will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources so as to strengthen relationships with the community to increase students' motivation and preparation for college.

Marketing
The College will revise and improve its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.

Student Retention
The College will conduct ongoing and systematic research of student success, retention and persistence and develop intervention methods to achieve a college-wide retention rate of 80% for 2007-08.

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs
24 May 2007

Enrollment Management Plan
Subcommittees

Technology and Information Systems
Bill Mulrooney (co-chair)
Irene Graff
Dave Snowden
Chris Wells
Jim Noyes
John Wagstaff
Satish Warrier

Curriculum and Educational Programs
Gloria Miranda (co-chair)
Janet Young (co-chair)
Key Key
Quajuana Chapman
Lars Kjeseth
Lori Suekawa

Course Scheduling
Francisco Arce (co-chair)
Quajuana Chapman
Tom Lew
Don Goldberg
Gloria Miranda
Virginia Rapp
Barbara Grover
Susie Dever
Ngoc Tran
(Francisco Arce will ask deans for a faculty representative)

Student Services
Jeanie Nishime (chair)
Regina Smith
Dawn Reid
Maribel Hernandez
Cynthia Mosqueda
Dipte Patel
Diane Martinez
(Bill Mulrooney will select an Admissions representative)

Student Recruitment
Robin Dreizler (co-chair)
Stephanie Rodriguez
Arvid Spor
Cece Fuentes
Rory Natividad
John Means
Vicki Mack
Julie Ortiz
 (Ann Garten will select a representative)

Marketing
Ann Garten (co-chair)
Arvid Spor
Virginia Rapp
John Means
Melanie Graves
Kim Legier
 (Representative from the Business Training Center)

Student Retention
Don Goldberg (chair)
Ruth Banda-Ralph
Margaret Quinones
Susie Dever
Barbara Jaffe
Griselda Castro
Maria Elena Dominguez

	El Camino College
	Student Learning Outcomes and Assessment

Assessment of Student Learning Week:
A Week of Sharing, Discussion and Development of SLOs and Assessments
Fall 2007 Proposal

When: October 22-25
Where: All over campus
Purpose: To bring the campus' attention to SLOs and assessments.

Components of Assessment of Student Learning Week: There are two main components to the week.

1. SLO Assessment Fairs: These will take place three times on the El Camino campus during the Assessment of Student Learning Week, and one time at the Compton Center. The format is as follows.

A series of tables will be set up at each fair in the East Dining Hall:

- *Table 1--Sign-in table:* participants sign in (to receive flex credit); participants pick up some "Zen tea" to set the mood and an empty folder to collect information.
- Assessment of Learning Committee (ALC) members as well as other key faculty will staff the following tables. Each of these tables will have an information handout on the various topics, and the faculty members staffing the tables will be available for discussions and questions:
  - *Table 2: What is an SLO?*
  - *Table 3: How do we assess SLOs?*
  - *Table 4: What kind of data is acceptable?*
  - *Table 5: What can we use this information for?*
- *Table 6: Clinic*: SLO coordinators will staff this table (as well as float around other tables), do individual consultations, and pass out the SLO Assessment Report form

Additional tables will be set up for faculty groups to sit and start/continue the process. Food (fruit, cookies) will be available. In addition, at each fair

there will be a "headliner"—a faculty member or group of faculty members who are featured to display and talk about their SLOs and assessments.

2. SLO Assessment Mini-Conference: On the Friday of assessment week, a culminating mini-conference will take place. The tentative schedule is as follows:

- *Opening:* Guest speaker on "Authentic Assessments" (Marilyn Filbeck)
- *Breakout Session(s):* Strengthening Student Success team members give workshops on various aspects of SLOs and assessments
- *Lunch and Faculty Panel on Experience with SLOs and Assessments*
- *Closing*

Day by Day Plan:

Mon., Oct. 22	2:30-4:00pm (Normal ALC meeting time)	East Lounge, Student Activities Center	Set Up
Tues., Oct. 23	12:30-2:30pm	TBA (Compton Center)	SLO Assessment Fair
Tues., Oct. 23	4:00-6:00pm	East Lounge, Student Activities Center	SLO Assessment Fair
Wed., Oct. 24	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Thurs., Oct. 25	12:30-2:30pm	East Lounge, Student Activities Center	SLO Assessment Fair
Fri., Oct. 26	10:00-2:00pm	East Dining Room	SLO Assessment Mini-Conference
Oct. 22-25	Various	Various	Division-level meetings, other meetings between faculty groups around the theme of SLOs and Assessment

Publicity: The following means will be used to publicize the event.
- Flyers will be copied and put in faculty mailboxes.
- A series of "teaser" emails will go out each week (starting the second week of the semester) with small bits of information about the events during Assessment of Student Learning Week.
- Banners will be posted in mailrooms in each division.
- Special invitations will be sent to deans, administrators, target faculty
- Deans, ALC Members, and Coordinators will alert faculty to this event through target emails or phone calls to possible faculty attendees.

	El Camino College
	Student Learning Outcomes and Assessment

Goals/Objectives for 2007-2008 Academic Year

Where we are now and where we are going:

1. **Institutional Level:** We established College Core Competencies. Next, we will create general education student learning outcomes and establish a cyclical plan for assessments and reporting, campus-wide. Also at this level, we need to explore how and where we will store the results of student learning outcome assessments at all levels. Finally, we need to establish what sorts of reports need to be generated for accreditation purposes.

2. **Division / Program Level:** A few areas of campus have are focusing on program level student learning outcomes. Notably, the Natural Sciences Division established its first division-level student learning outcome. Real Estate and Math for Future Teachers have full sets of program level student learning outcomes. In Math 115, these program level student learning outcomes have been adapted to the course level, assessments have been made and results submitted. This is the area of slowest growth and will, most likely, continue to be so until faculty have completed assessment cycles at the course level or for general education courses.

3. **Course Level:** Among the instructional divisions, we have student learning outcomes and assessment proposals for 90 courses; assessments have been performed in 10 of these courses. While the numbers are small, the impact is large. The 90 courses with student learning outcomes represent close to a third of the total college teaching load, which is roughly equivalent to course offerings. For example, English 1A and Mathematics 70 have actually performed assessments of their student learning outcomes. As more faculty in more areas complete assessment cycles, their reports can be showcased and they may serve as mentors for others. This level is the best place to start changing the culture among instructors to one where assessments of student learning are routinely done and the results both shared and used to improve learning.

4. **Student Services and Community Advancement:** All major areas have student learning outcomes and a few have assessment plans. It is this area that needs greater attention in order to move forward.

Long Term Goal: Student learning outcome assessments will become part of the culture at El Camino College, at all levels. Students, staff, faculty and administrators will actively participate in and support the work of assessing student learning. Evidence from Student Learning Outcome Assessment Cycles will be used to improve student learning through course and program review, as well as in budget and planning decisions.

Goals for the 2007-2008 Academic Year:

1. **Integrate SLOs and Assessments more fully into El Camino College, in all areas and at all levels**

Objective	Implementation Plan
1A Establish General Assessment Principles	The ALC drafts (early fall), Academic Senate and College Counsel approve / ratify (late fall) *No additional funds required*
1B Find an Electronic Home for the Evidence of SLO Assessments	The ALC investigates possibilities, working closely with the CCC and Accreditation Officer and makes recommendation (fall). A decision is made by administrators (late spring). The system is set up and ready to go (summer). *Funds required*
1C Create General Education SLOs and Assessment Plan	The ALC drafts General Education SLOs and an Assessment Plan (early fall), Academic Senate and College Counsel approve / ratify the plan (late fall). *No additional funds required*
1D Integrate SLOs and Assessments into Course and Program Review, Budget and Planning, the Mission Statement and Master Plan Documents	After seeking input from stakeholders, the ALC proposes a plan of action for approval (spring). *No additional funds required*
1E Establish a center and for SLO and Assessments	A half-time clerical or secretary position should be funded and hired as soon as possible in fall. A search should be made for a location for an **Assessment of Learning Center**, with a space selected by spring and in place by fall 2008. Recommendations for future staffing needs will be made in the spring. *Funds required*

2. **Increase Staff, Faculty and Administrator Participation in SLO Asssessment Cycles**

Objective	Implementation Plan
2A Train More Trainers and Expand Training Opportunities	• **Send Team to Strengthening Student Success Conference (October 3-5)** Team members will become new trainers, responsible for providing focused workshops during the **Assessment Week** and writing brief articles for the **Assessment of Student Learning Newsletter**. *Funds already provided* • **Student Learning and Assessment Book Seminars** Working with Donna Manno and David Vakil, the ALC select and purchase books, recruit faculty, lead discussions and

	report results to the campus. *Funds required*
2B Expand Training Resources	• **Compile Online and Physical Handbook:** A draft of the handbook already exists. The ALC will finish and publish this handbook. *Funds required* • **Assessment of Student Learning Library:** Books used in the ***Student Learning and Assessment Book Seminars*** will populate this library (located in the **Assessment of Learning Center**), as well as other resources. *Funds required / Space needed* • **Showcase Colleague's Completed: Assessment Cycles:** Faculty and Staff from every area of the campus can offer examples of excellent assessment practices. These will be showcased during the ***Assessment Weeks*** and online at our website. *No additional funds required*
2C Publicize Resources and Successes	• **Assessment Weeks:** Once a semester, a week of professional development opportunities will be offered, focused on issues of student learning and assessments (fall and spring). *Funds required.* • **Assessment of Student Learning Newsletter:** Twice a semester, the Co-Coordinators and the ALC will publish a newsletter describing progress in SLOs and Assessments and upcoming training opportunities. *No additional funds required*

3. **Grow the number of courses and programs with complete sets of Student Learning Outcome Assessment Plans**

Objective	Implementation Plan
3A Course Level SLOs for all courses meeting a General Education Requirement	After General Education SLOs have been established **(1C)**, all courses satisfying a general education component will be required to create an SLO and Assessment Plan that aligns with the general education SLO. The Co-Coordinators will work with Division Deans and Area Directors to work with faculty to develop these SLO and Assessment Plans (spring). *No additional funds required*
3B Establish Programs for SLO Assessments	Working with each division dean and faculty, the Co-Coordinators will finalize the programs (for SLO purposes) in each division (spring). *No additional funds required*

4. **Generate Plans for Reporting Progress in Student Learning Outcome Assessments for Accreditation**

Objective	Implementation Plan
4A Create Action Plan for Annual ACCJC Report of Progress in SLOs and Assessments	Plan created with stakeholders and Co-Coordinators in fall, implemented in spring. *No additional funds required*
4B Assist with Accreditation Self Study Report of Progress in SLOs and Assessments	Co-Coordinators will work with self-study authors to assure accuracy in reports of progress in SLOs and Assessments

Other Recommendations:

1. **A third co-coordinator from Student Services and Community Advancement be added to team at a one-third release.**

El Camino College
Student Learning Outcomes and Assessment

End-of-Semester Report – Spring 2007
Semester 2: Assess

SUMMARY: The focus of the second semester of the original three-semester Student Learning Outcomes and Assessment Cycle Project was to ASSESS. We hoped to assess all of the SLOs identified last semester, move faculty forward in the process of identifying new SLOs and accompanying assessments, and increasing understanding of the issues surrounding quality assessments through faculty development opportunities. Although only a few SLOs were assessed this spring, the semester finished with more SLO proposals than expected.

Highlights of the Semester:
- Spring Flex Day – Building Momentum for Assessment Audits and Assessment Design
- More SLOs proposals than expected
- Assessments Run in Courses with the Greatest Total Enrollment
- Assessment of Learning Committee Accomplishments (described below)
- Co-Coordinators Presentations

Spring Flex Day – Assessment Audits and Assessment Design: On Spring Flex Day, almost all divisions created new SLOs and assessments, designed assessments for existing SLOs, or engaged in an "assessment audit" process. A starting point for SLO development, the assessment audit process asked faculty to discuss assessments they already do, which encouraged them to create an SLO for which the existing assessment would be appropriate. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senate's first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.

SLOs and Assessment Plans in every Division and Unit (Spring 2007):   With the exception of programs that have SLOs defined for them by outside agencies, only a handful of courses can be said to have a complete set of SLOs. However, this is expected, with our emphasis on complete assessment cycles during this start-up phase. A summary of progress made is given on the next page and later in the narrative of the report. Progress was made in Student Services as well, with each unit having at least one SLO and at least one assessment plan. However, we have yet to come up with a way of measuring progress in these areas, so their results are not part of the summary below.

Assessments Run in Courses with the Greatest Total Enrollment: In addition to the development of new SLOs and assessment plans across the campus, many SLOs created last fall were assessed this semester, with the Mathematics and Humanities division leading the way in this endeavor. Fine Arts and Natural Sciences also had assessments taking place. Humanities assessed two of its largest courses—English 1A and English A, which together enroll approximately 2300 students every semester. Mathematics assessed students in Pre-Algebra (Math 23 – (roughly 800 students), Intermediate Algebra (Math 70 – roughly 1500 students), Statistics (Math 150 – roughly 300 students), and Statistics and Probability for Teachers (Math 115 – roughly 20 students).   In addition, Biology 10 in Natural Sciences went through an assessment based on the division-level SLO developed during Spring flex; Art 17-18 (Life Drawing) in the Fine Arts division also went through assessment.

Accomplishments of the Assessment of Learning Committee (ALC): The Assessment of Learning committee also had a very productive semester. Besides having the College Core Competencies ratified by the Academic Senate, it finalized an SLO and Assessment reporting form which reflects the whole assessment cycle, and it drafted a document of Assessment Principles, laying out the values and ideals that the campus will follow regarding SLOs and assessments. Another accomplishment of the Assessment of Learning committee was that it put together a team to attend the Strengthening Student Success conference from Oct. 3-5, 2007, in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the chair of the curriculum committee, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus.

State-Wide Presentations: Both Jenny Simon and Lars Kjeseth were invited to present at the first California Academic Senate sponsored SLO Institute (July 11, 2007, San Diego, California) and invited to present at the Strengthening Student Success Conference (October 3-5, 2007, San Jose, California)

Conservative Summary of Progress:

Division / Unit	# of Courses with at least one SLO	Approx % of Total Load[#]	# of Courses Assessing at least one SLO	Approx % of Total Load
Beh & Soc Sci	7	28%	1	1%
Business	21	30%	0	0%
Fine Arts	14	23%	2	1%
Health Sci & Ath	1*	4%*	0	0%
Humanities	14	69%	2	30%
Ind and Tech	10**	12%**	0	0%
Math Sci	22	37%	4	32%
Nat Sci	1***	8%***	1	8%
Instructional Divisions Total	**90**	**34%**	**10**	**10%**

[#] Percent of Total Load is meant to reflect the fact that many of the courses that developed or assessed SLOs this spring were courses with high student impact. Percent Load was determined by dividing the number of sections of the courses with an SLO or an SLO assessment by the total number of sections offered, either in the division or at the school. This does not mean that assessments were done in all sections of the stated courses.

* Health Sciences and Athletics houses the Nursing, Respiratory Care and Radiologic Technology programs, all three of which have externally imposed SLOs in place. We chose not to count courses in these programs at this time.

** Industry and Technology also has program with externally imposed SLOs in place, and we chose not to count the courses in these programs at this time. We also expect that the number of courses with SLOs is greater than 5, but to date, these are the ones which have been reported.

*** Natural Sciences chose to start with a single, division-level SLO. To date, the only course that has submitted a course-level SLO corresponding to this division-level SLO is Biology 10. We suspect there are more, but they have not been reported.