Academic Senate of El Camino College 2014-2015

October 7, 2014

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

Officers & Executive Committee

Co –Presidents	**Chris Jeffries/ Claudia Striepe**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Paul Flor**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Mark Lipe**	Co-VPs Faculty Development	**Kristie Daniel-DiGregorio**
VP Educational Policies	**Alice Martinez**	VP Instructional Effectiveness	**Karen Whitney**
Secretary	**Sara Di Fiori**		

Adjunct
Kim Runkle (1 yr term) 14/15
vacant

Behavior & Social Sciences
vacant
Christina Gold 14/15
Kristie Daniel-DiGregorio 14/15
Lance Widman* 13/14
Michael Wynne 14/15

Business
Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center
Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Paul Flor 14/15
vacant

Counseling
Griselda Castro 14/15
Chris Jeffries* 14/15
Rene Lozano 16/17

Fine Arts
Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
Karen Whitney 14/15

Health Sci & Athletics/Nursing
Mark Lipe 14/15
Robert Uphoff 14/15
Mina Colunga 14/15
vacant
vacant

Humanities
Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
Ashley Gallagher 15/16

Industry & Technology
Patty Gebhart 15/16
Ross Durand 15/16
Mark Fields 15/16
Tim Muckey 15/16
Merriel Winfree 15/16
Lee MacPherson* 15/16

Learning Resource Unit
Moon Ichinaga 15/16
Claudia Striepe* 15/16

Mathematical Sciences
Zachary Marks 15/16
Jasmine Ng 16/17
Megan Granich 16/17
Alice Martinez* 14/15
vacant

Natural Sciences
Sara Di Fiori 15/16
Miguel Jimenez* 15/16
Anne Valle 15/16
Mohhamed Abbani 16/17
Ryan Turner 16/17

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.
Kristina Nakao

President/Superintendent
Thomas Fallo

Division Personnel
Jean Shankweiler
Tom Lew

Ex-officio positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Institutional Research
Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

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SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

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

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

FALL 2014		SPRING 2015	
September 2	Alondra Room	February 3	Alondra Room
September16	Alondra Room	February 17	Alondra Room
October 7	Alondra Room	March 3	Alondra Room
October 21	Alondra Room	April 7	Alondra Room
November 4	Alondra Room	April 21	Alondra Room
November 18	Alondra Room	May 5	Alondra Room
December 2	Alondra Room		

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

FALL 2014		SPRING 2015	
September 4	Board Room	January 22 (if needed)	Board Room
September 18	Board Room	February 5	Board Room
October 9	Board Room	February 19	Board Room
October 23	Board Room	March 5	Board Room
November 6	Board Room	April 9	Board Room
November 20	Board Room	April 23	Board Room
December 4	Board Room	May 7	Board Room

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

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept 23 & Oct 2	12:30-2:00	Alonda Room
Assessment of Learning Comm.	Karen Whitney Russell	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Jeffries (Fall only)	2nd & 4th Tues	12:30-2	SSC 106
Faculty Development Comm.	Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

Committees

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1st & 3rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake	2nd & 4th Thursdays	1-2:00	Library 202

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

AGENDA & TABLE OF CONTENTS

F. NEW BUSINESS	**A. AP/BP 4040 – Library Services – Alice Grigsby** This AP/BP describes and updates library policies and processes. This is the first reading.	51-53
	B. College Consultation Groups - Jeffries and Striepe As recommended in *Making Decisions at El Camino College*, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. This document notes guidelines intended to assist in this process. This is informational only.	54-55
G. INFORMATION ITEMS – DISCUSSION	**Presentation from Dr. Jan Schaeffer – Clinical Psychologist at ECC.**	56
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**	**Articulation and CIDs – Lori Suekawa** **Active Enrollment Reports – Espe Nieto**	

ACADEMIC SENATE ATTENDANCE
September 16, 2014

NAME:	INITIALS
Adjunct (1 year)	
Kim Runkle	EXC
Vacant	
Behavioral & Social Sciences	
Vacant	
Christina Gold	
Kristie Daniel-DiGregorio	XX
Lance Widman	XX
Michael Wynn	XX
Business	
Phillip Lau	XX
Tim Miller	
Josh Troesh	XX
Counseling	
Griselda Castro	XX
Chris Jeffires	XX
Rene Lozano	XX
Fine Arts	
Ali Ahmadpour	XX
Chris Wells	XX
Russell McMillin	XX
Vince Palacios	XX
Karen Whitney	XX
Health Sciences & Athletics	
Mark Lipe	XX
Robert Uphoff	XX
Mina Colunga	XX
Vacant	
Vacant	
Humanities	
Rose Ann Cerofeci	
Pete Marcoux	XX
Kate McLaughlin	
Barbara Jaffe	
Ashley Gallagher	EXC
Industry & Technology	
Patty Gebhart	
Ross Durand	XX
Mark Fields	XX
Tim Muckey	XX
Merriel Winfree	XX
Lee MacPherson	XX

NAME:	INITIALS
Learning Resources Unit	
Moon Ichinaga	XX
Claudia Striepe	XX
Mathematical Sciences	
Zachary Marks	XX
Jasmine Ng	XX
Megan Granich	XX
Alice Martinez	
Vacant	
Natural Sciences	
Sara Di Fiori	XX
Miguel Jimenez	XX
Anne Valle	XX
Mohamad Abbani	XX
Ryan Turner	XX
Academic Affairs & SCA	
Francisco Arce	
Karen Lam	
Jeanie Nishime	
Robert Klier	XX
Assoc. Students Org.	
Kristina Nakao	XX
Compton Education Center	
Estina Pratt	XX
Chris Halligan	
Essie French-Preston	
Paul Flor	XX
Vacant	
Ex-Officio Positions	
Ken Key (ECCFT)	EXC
Nina Velasquez (ECCFT)	
Deans' Reps.; Guests/Other Officers:	
Jean Shankweiler	
Tom Lew	
Irene Graff	XX
Stefanie Frith	XX
Wendy Lopez	XX

ACADEMIC SENATE MINUTES
September 16, 2014

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting of to order on September 16, 2014 at 12:39 a.m.

2. APPROVAL OF MINUTES

The September 2 minutes were approved with no corrections.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12 - 18)

CS shared information regarding the PUENTE hiatus, discussed at the last Board meeting. Both M. Quinones-Perez and the Board agreed that the hiatus would unfortunately occur this year. The hiatus includes Project Success and other programs. Hopefully they will back in the future, and come back stronger. L.Widman asked for a recap of why this happened. CJ reminded us that an English instructor took a maternity leave and that a counselor, M. Hernandez, also left. Those two positions must be trained together in Sacramento to be official. Dr. M. Quinones-Perez continues to serve PUENTE students in counseling.

CJ: Spring/Summer registration will not be split for a year, because the drop deadline must first be changed. The deadline must move to tenth week so that students can drop classes in spring before registering for a summer class. I feel it would be better to split registration to target high school seniors later in the spring, when they are perhaps more likely to think about their academic future. This would allow more time for Ed-plans. Griselda Castro: We piloted Student Success by the March deadline, and it was too early to incentivize students. In fact, we got more students after the deadline. In total, we saw three hundred students (a triple increase). Recruitment included Saturday workshops and other outreach. We still missed some students due to the early deadline. Pushing it back is good for targeting High School students, and because we are down to 500 FTES, attracting high school students is important. Please see college council minutes, included in packet, for more information.

CS: Senate Rostrum publication is looking to integrate more courses if possible. Also, we have a 10+1 issues reminder. In the interest of time, we offer first and second readings. If you have more thoughts or questions on an item, please contact the presidents or appropriate party by email in between readings so that we can vote in a timely manner.

B. VP – Compton Education Center – Paul Flor

All are invited to the CEC, October 2 to see the chancellor speak.

C. Chair – Curriculum – Mark Lipe

Q. Chapman and M. Lipe discussed curriculum issues with the Deans. A. Grigsby and H. Story were guests and presented on Distance Education at college council. M. Lipe encourages the

senate to find someone with a distance education background and invite them to review curriculum from college council for representation.

D. VP – Educational Policies – Chris Jeffries

Ed policies meeting BP3250 and 2410 will be looked at under new business.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 19 - 20)

Academic rank is designed to highlight the expertise of ECC faculty. We wish to acknowledge when people achieve a new rank in an ongoing process to improve morale. Rank could be improved for clarity and to reflect experience. We looked at rank from peer institutions, such as Harbor, Compton, LACC, Santa Monica and Glendale College and we consulted experts on institutional memory. Proposed statements are detailed on the handout. (K. Daniel- DiGregorio then walked us through the various positions.) For example, to reflect teaching and learning exchange, the term "Lecturer" has been eliminated. Adjuncts must come in as "Instructors". They deserve a second tier, and to be listed in the catalogue. New full-time faculty begin as Assistant Professors. The existing contract doesn't reflect tenure, but tenure is important to academics as a mile-marker. Professors follow Associate Professors, and Emeriti retire in good standing. (See handouts)

M. Abbani: Why are we changing it? For what benefit? K. Daniel- DiGregorio: To contribute to morale and to have clarity. It helps us align with other institutions. These titles can be used on business cards and as E-signatures. CS: It gives recognition to adjuncts, deservingly. A. Ahmadpour: Adding titles is not a solution to our problems. It's hard to get titles at other institutions; they make getting a new job hard . It should be linked to salary and can lead to bogartization. It should align with institutions of this nature. It should reflect contribution and not degrees. Degrees don't mean qualification. P. Flor: If we are 60% adjunct, how do we get around 75/25? Dr. Arce: FTEF. We have 61 or 62% full –time faculty that teach the majority of classes. K. Daniel- DiGregorio: This is an existing system. We are thoughtfully revising it for clarity. Our comparisons are made with community colleges, not universities. P. Marcoux: Will we vote on this? CS: We can put it in officially as a first reading. A. Ahmadpour: What about the federation. CJ: The federation has been consulted, and can be addressed. P. Marcoux: We don't need a motion on it. It's from a committee.

K. Daniel- DiGregorio: Our adjuncts contribute like full-timers. We award them and select an excellent example. We want to fund it in perpetuity for one thousand dollars a year. We have an anonymous donation for seed money for an endowment. Small contributions make a big impact. Please mention it to departments and divisions. The deadline is September 26 because it is awarded in fall. Will not interfere with the foundation's employee giving campaign. And it's tax deductible.

F. VP – Finance – Lance Widman (pgs. 21 - 22)

Minutes of the August 28 meeting are found on p. 21-22 of minutes. I mentioned this great meeting at the September 2 senate meeting. Dr. Fallo met the committee informally. He dazzled the committee with his alacrity and by being informed was on several issues, including the hiring of additional full-timers and the benefits of not hiring additional full-timers. He also discussed a ten-district pilot for awarding Bachelor's Degrees. A lively discussion ensued. Different districts should submit proposals for awarding Bachelor's Degrees. August is busy for PBC because of final budget approval by September. It's an open meeting, a lively, wide-ranging discussion and

all are encouraged to attend. Please refer to the meeting notes. Budget affects people. Please serve!

C. Wells: What is the current discussion of awarding Bachelor's Degrees? Dr. Arce: It's among local districts, but no one's sure if colleges will become fiscal agents, or responsible for curriculum, or the faculty at adult schools. There are a lot of unknowns. M. Lipe: They must be programs not offered at the four year. L. Widman: Nursing, Vocational, etc. Dr. Arce: We are waiting for the Chancellors' office to share criteria for proposals. Originally it was to be a mix of fifteen colleges, but it's wait and see. CJ: Nursing is offered at four-years. Under current wording nursing is not allowed. M. Lipe: It's okay with permission. CS offered link for summary on Cal education information site. J. Troesh clarified the criteria for approval including: a. No Bachelor's program available in area, b. local colleges are impacted, such as Dominguez Hills, and c. the proposed program is unique in some way, for example, an entrepreneurial degree for people wanting to start a small business. ECC could meet this third criterion. T. Muckey indicated that he started a similar program in Colorado, and would be happy to discuss it with interested colleagues. J. Troesh: Encourage them to talk we me regarding the law and with Dr. Arce about institutional details.

M. Ichinaga asked if other colleges are growing because of aggressive advertising? L. Widman: No it refers to President Fallo's flex comments. Other schools are more assertive in our area. I feel we should advertise aggressively too. It's an old issue. M. Ichinaga: Is there any research of a change in calendar affecting FTES? CJ: It's too early to judge. Partial loads affect FTES. Discussion followed.

G. VP – Academic Technology – Pete Marcoux

Nothing to report.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 23 - 26)

The ALC offers a big Thank you to ECC, for hard work on SLO's, PLO's, ILO's, timelines, and alignments - a genesis of goals completed. We are so appreciative. Please thank your colleagues. On p. 25 you'll find the goals for the year, include five items listed on p. 25. Communication will pilot techniques for assessments, and we will implement assessment in spring. As a committee we wish to norm assessments. Did they reach targets, how was their analysis, etc.? Our discussion reflected what makes a good assessment. We continue to visit divisions to offer campus-wide trainings. Russell Serr and Karen Whitney will do this this semester. PLO norming will happen this semester in the same fashion as SLO's. We will add bullet points to ILO's for faculty. We discussed best practices, and how to include adjuncts in the process. They contribute a great deal. We wish to create material packets for ALC members. SLO information on the ECC website is now complete and easy to find from the home page under learning outcomes. It has all been unified. Assessment reports are also available in one place.
A. Ahmadpour: Trackdat 101 is challenging to use with current instructions. A video would be more useful. K. Whitney. One is in process.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime

Nothing to report.

5.UNFINISHED BUSINESS

BP 1200 ECC Proposed Strategic Plan 2015-2020 – Irene Graff (pgs. 27 – 32)

I. Graff changed the format to follow C. Wells' recommendations. Please see corrections. This is a second reading so we can vote on this. There are no content changes. C. Wells: It's greatly improved. Discussion followed.

P. Marcoux made a motion to vote. C. Wells accepted the motion.

There were no noes or abstentions. Ayes are listed here: Kristie Daniel – DiGregorio, Lance Widman, Michael Wynn, Phillip Lau, Josh Troesh, Griselda Castro, Chris Jeffries, Rene Lozano, Ali Ahmadpour, Chris Wells, Russell McMillin, Vince Palacios, Karen Whitney, Mark Lipe, Robert Uphoff, Mina Colunga, Pete Marcoux, Ross, Durand, Mark Fields, Tim Muckey, Merriel Winfree, Lee MacPherson, Moon Ichinaga, Claudia Striepe, Zachary Marks, Jasmine Ng, Megan Granich, Sara Di Fiori, Miguel Jimenez, Anne Valle, Mohamad Abbani, Ryan Turner, Estina Pratt, Paul Flor.

B. ECC & CEC Institutional Effectiveness Outcomes Strategic Plan 2015-2020 (Draft) – Irene Graff (pgs. 33 – 38)

Second reading and vote. Motion to approve (P.Marcoux). Second from C.Wells. Discussion followed. Ahmadpour feels students are less ready and less prepared and asked how can we address this? Preparation is lacking in the humanities. Art history lacks prerequisites. CJ remembered that Dr. Nishime recommends bringing problems to division curriculum to approve prerequisites. This includes IT. ECC has streamlined clearing prerequisites. It's more blocked at other schools. Changes must come from divisions. M. Abbani feels that chemistry students are lower in quality. Why are students responsible for teacher evaluations? M. Lipe clarified the prerequisite process, that we all have program reviews, and look strongly at content, and place appropriate prerequisites. Prerequisites list skills that facilitate passing a course. If students are not succeeding, address it. Discussion followed. M. Colunga : We have an obligation to students and to remediate them. We must improve instruction, not blame everyone else. Dig into your spirit as a teacher. P. Lau: Students have a responsibility to remember stuff and a prerequisite won't help. M. Abbani: It's a fundament problem with K –12. We have to be innovative.

Ayes: Kristie Daniel – DiGregorio, Lance Widman, Michael Wynn, Phillip Lau, Josh Troesh, Griselda Castro, Chris Jeffries, Rene Lozano, Chris Wells, Vince Palacios, Karen Whitney, Mark Lipe, Robert Uphoff, Mina Colunga, Pete Marcoux, Ross, Durand, Mark Fields, Tim Muckey, Merriel Winfree, Lee MacPherson, Moon Ichinaga, Claudia Striepe, Zachary Marks, Jasmine Ng, Megan Granich, Sara Di Fiori, Miguel Jimenez, Anne Valle, Ryan Turner, Estina Pratt, Paul Flor.

Noes : Russell McMillan

Abstentions: M. Abbani and A.Ahmadpour

6. NEW BUSINESS

A. BP/AP 3250 Institutional Planning – Irene Graff (pgs. 39 – 53)

This is a first reading. Title 5 requires a policy for administrative procedure as a best practice. What is our process for planning and budget? See pages 39 – 53 for planning model and description of foundation and long term planning (just approved), and targeted plans (see notes) to foster student success. On p. 9, institutional effectiveness polices to highlight achievement are listed, as well as annual planning. I. Graff described the minutes on p. 39, and the purpose of statements. She also described the new master plan, evaluation, and student achievement, etc. M. Ichinaga asked if we will we still use planbuilder. I. Graff said that a new tool will replace planbuilder. We hope to adopt in the future a new system in trakdat. It should be easy to learn.

B. BP/AP 2410 Board Policies and Administrative Procedure – Chris Jeffries (pgs. 54 -55)

This is a first reading. C. Gold added material (p. 54 and 55) to indicate a basic cleanup of wording. This comes from a template and has not varied.

7. INFORMATION ITEMS –DISCUSSION

A. "Working with Student Media at ECC" – Presentation – Stefanie Frith (Journalism)

S. Frith presented handouts for sharing. Students try to reach faculty for interviews. Please direct students to proper channels if you're not the right person to address a question. This will be helpful. Online presence is increasing. Please check out the website for new postings. People have complained about errors. It's a student publication. Editing is not allowed by advisors prior to publication. We are not allowed to copy edit. We grade them afterward. This is how they grow. Do contact them regarding mistakes. Please send events to editors to publicize events. If you want the paper to know about awards, please inform us. Encourage faculty to communicate with the paper. Contact information is on the handout. Encourage students to follow up with you. Regarding copyright, please don't take pictures from the website without permission. Students are happy to share. Please get permission from students. Public record items, like salary, get posted. R. Lozano asked why students show up the day of a deadline, when faculty may not have time to speak with them. Why are they so last minute? S. Frith explained that students wait until the last minute and then learn it doesn't work. Also students come and go so new students don't know better. The good students transfer. A. Ahmadopour asked why a journalist said he can't write what he wants on the paper? Can they create a new newsletter? S. Frith explained that the union paper is funded by the district. This is a class; you must pass journalism one to get on the newspaper. So they have training, a background.

B. Cesar Chavez Day - A. Ahmapour

A. Ahmadpour would like to see ECC celebrate Cesar Chavez Day, and regrets using insensitive language regarding this issue in the past. He has taken the issue to the Board of Trustees, and officially asked them to acknowledge Cesar Chavez day. It's a state holiday and Cesar Chavez is worth celebrating. CS said that it can go to Dr. Fallo and to the calendar committee. And of

course, A. Ahadpour can bring it to the senate. P. Marcoux remembered that the other union was against it, the classified union. CJ clarified that all unions must agree on holidays, as well as the calendar committee.

10. ADJOURN

The meeting adjourned at 2:01 p.m.
SD/ECCFall14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 8, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, and Claudia Streipe.

1. College Council is resuming its weekly Monday meetings at 1 p.m. in Adm 131.
2. The September 8, 2014 Board agenda was reviewed.
3. BP/AP 3250 (Institutional Planning) – It was noted that the CCLC template for the Board Policy was preferred. There will be no El Camino College Planning Manual. Irene will make the recommended changes to the Board Policy draft. No changes were recommended to the Administrative Procedure. The policy and procedure will go to the Ed Policies Committee and the Academic Senate.
4. AP 2510 (Collegial Consultation) – will be posted on the web.
5. BP/AP 2410 (Board Policy and Administrative Procedure) – no changes were recommended.

Agenda – September 15, 2014:
1. Minutes
2. College Council Evaluation – link will be sent this week
3. El Camino College Collegial Consultation Committee Annual Review - DRAFT

College Council 2013-14 Goals:
1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 15, 2014

Present: Francisco Arce, Tom Brown, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Chris Jeffries, Bill Mulrooney, Susan Pickens, Estina Pratt, Luukia Smith, Claudia Streipe, Mike Trevis.

1. The College Council Evaluation link will be sent out tomorrow. The due date for completion is September 30, 2014.
2. The El Camino College Collegial Consultation Committee Annual Review draft was reviewed. Irene will make the recommended edits. College Council members are to request feedback from their constituent groups. This document will be placed on the ECC and Compton Center Academic Senate agendas and will be brought back to College Council for finalization on October 13, 2014.
3. The proposed smoking policy has not been finalized. Jo Ann Higdon will bring it back to College Council on October 13, 2014.

Agenda – September 22, 2014:
1. Minutes
2. Update on outstanding policies/procedures in Vice President Areas

College Council 2013-14 Goals:
1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 22, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Chris Jeffries, Rafeed Kahn, Susan Pickens, Estina Pratt, Luukia Smith, Claudia Streipe, Mike Trevis.

1. BP 3570 (Smoke and Tobacco Free Campus) was discussed. There is new concern about violations of this policy leading to employee discipline.
2. Francisco distributed his board policy review schedule pending policies in his area.
3. Reminder: Please complete the College Council evaluation by Tuesday, September 30, 2014. To date, we have received 7 out of 13 responses. Last year we had 100% participation. In order to meaningfully compare results across years is to have the same 100% response rate each year

Agenda – September 29, 2014:
1. Minutes
2. Update on outstanding policies/procedures in Vice President Areas

College Council 2013-14 Goals:
1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
September 11, 2014

Present: J. Anaya, F. Arce, R. Bell, T. Bonacic, C. Fitzsimons, W. Garcia, E. Geraghty, I. Graff, A. Grigsby, D. Hayden, A. Hernandez, P. Humphreys, O. Hyacinth, C. Jeffries, S. Jones, B. Klier, T. Lew, G. Miranda, B. Mulrooney, R. Murray, R. Natividad, J. Nishime, D. Patel, B. Perez, K. Ragan, S. Rodriguez, J. Shankweiler, D. Shrader, J. Sims, C. Subramaniam, C. Striepe, R. Totorp, W. Warren

I. INFORMATION

A. Notes of 7/24/14: Distributed and reviewed.

B. CEC Update: R. Murray provided an update:
- Faculty members are currently entering SLOs into TracDat.
- Section fill rate is at 86%.
- A mailer regarding Bond was sent out last week.

C. PBC Update: D. Patel provided an update:
- Final budget for 2014-2015 was based on 0.85% Cola and an enrollment goal of 19,500 FTES.
- The ending balance for the 2013-14 year was $17,897,296. Changes to this balance are expected as Fund 12 closes.
- A major accomplishment this year was that OPEB (post-employment benefits) is being fully funded. Additional funding in Fund 15 is expected.
- Veterans, international and out of state students allow for potential growth.
- ECC is considering applying to request eligibility to offer a Bachelors program. 15 pilot community colleges will be selected. The major ECC decides on must be impacted at CSU's and have a high career demand.
- The 2013-14 budget deficit factor was 1.07%.
- BP 3250 Institutional Planning was reviewed.
- The PBC website is now running and can be located through the President's webpage.

D. Academic Senate Update: C. Striepe provided an update:
- The goal for Academic Senate this year is to build morale amongst faculty, and improve faculty/administration relations.
- Repeatability issue is seen as unfair on certain subjects, especially where portfolio building is needed.
- ALC met on 9/8/14. The results of the alignment grids from fall flex day are complete. ILOs were narrowed down to four.
- The Puente Program hiatus was discussed at the Board meeting on 9/8/14. The program will recommence after the 2014-15 academic year.
- Brice Harris, Chancellor of the California Community Colleges, will speak at CEC on 10/2/14.

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E. ASO Update: S. Jones provided an update:
- ASO approved four students to attend CCCSSA.
- The organization is currently preparing for Club Rush.
- ASO senators will visit their respective divisions and meet with deans to discuss what is going on in the division, what classes are needed, etc.

II. DISCUSSION/ACTION

A. Enrollment Management Plan:
- F. Arce and J. Nishime are working on the final draft of the Enrollment Management Plan. Once complete, the plan will be disseminated and action steps will be tracked.
- The goal is to add about 100 more sections between now and spring 2015 to generate additional enrollment.
- The section fill rate dropped from 94% in fall 2013 to 90% in fall 2014.
- ECC has the capacity to enroll 1,000 foreign students. However, their registration dates are late and classes are often filled. Deans should consider the needs of foreign students when scheduling new sections.
- More outreach and recruitment of graduating seniors, concurrently enrolled students and Veterans is needed.
- CEC's ability to grow on campus is difficult because of space availability.

B. Annual Planning:
- B. Klier and I. Graff have been working on a Program Review and Planning, or "PRP" System, using TracDat. The Program Review module is complete and the planning component will now be added. The goal is to have the PRP System ready for use by November 2014. Beginning with 2015-16, TracDat will be used as the annual planning tool, replacing the old Plan Builder system. I. Graff and B. Klier scheduled a task force meeting for selected representatives to review PRP features.

C. BP/AP 3250 Institutional Planning:
- BP 3250 is mandated and has been reviewed by Academic Senate, Educational Policies Committee and PBC. This will be the last chance to review the policy before it goes to Board in October. Comments and recommendations should be sent to I. Graff. AP 3250 details how the college conducts its planning processes and how those processes are evaluated for institutional effectiveness.

D. Summer/Fall Registration:
- The split between summer and fall registration has been delayed for one year. The change will need to go to Academic Senate and receive Board approval.
- I. Graff reported that on a 3-year average, 4,121 students dropped after Friday of the 10th week. 48% of students who took a withdrawal dropped between the proposed "W" deadline of the 10th week and the current "W" deadline.
- It is recommended that S. Jones discuss this with ASO and report feedback to the Council of Deans on 9/25/14.

E. Open Session to Discuss Start of Fall 2014 Semester:
- What went well?
  - The probation process worked better. There were not many students who were unable to register because of blocks.

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- The college enrolled more units and increased FTES by 2%. 23,880 students were enrolled.
- The additional sections helped minimize long waitlists. Faculty weren't inundated with students trying to add sections.
- The series of workshops regarding procedures, deadlines and changes in the registration process helped staff be better prepared.
- The college converted to a new application and the transaction went smoothly with the help of ITS and Admissions.
- Outreach and Counseling did a great job of getting students to complete their core services by 3/31/14. 20% of students completed all core services for priority registration.
- There were less constituency errors and less student problems in the division offices.
- ITS and Fiscal Services helped transition to Higher One smoothly.
- Students are embracing the new STEM Center. Over 200 brand new students attended the center within the first two weeks of the semester.

- What didn't work well?
  - There were many transmission and Datatel issues at CEC which made it difficult for some students to register.
  - The list of important deadlines for short term classes weren't easily accessible. Recommendation is for Espie Nieto to send the short term calendar to division offices and make it available on the ECC website.
  - Older adults taking non-credit classes have to reapply every semester. Recommendation is to work with Admissions to resolve the need to reapply each semester.
  - Hybrid classes are not clearly categorized so students may not be aware that a class is not fully online.

- What can be improved?
  - It would be helpful to have a central helpdesk within ITS that handles password issues.
  - When students attempt to add specialized courses like FYE, Honors, etc. they aren't able to and don't know why. An online schedule that shows why students can't enroll in a class would be helpful.

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EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: September 11, 2014

Present: M. Abbani, A. Aguilar, F. Arce, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, I. Graff, J. Holiday, J. Ishikawa, C. Jeffries, S. Kunisaki, G. Miranda, C. Mosqueda, J. Nishime, D. Reid, I. Reyes, J. Shankweiler

The meeting began at 1:03 p.m.

I. INFORMATION
   A. Notes of August 14, 2014: Distributed and reviewed.

II. DISCUSSION/ACTION
   A. SSSP Plan Review – J. Nishime/F. Arce
      1. J. Nishime and W. Garcia will meet with SSSP Coordinators from Region 8 on 9/12/14 to share information and gather more input regarding the SSSP Plan.

      2. Core Services – Follow-Up for At-Risk Students
         a) Currently, there are no formal campaigns or outreach programs in place for undeclared/undecided students. Recommendation to create a new initiative to address new and continuing students with an undeclared ed goal.
         b) All counselors have the authority to change a student's major through Colleague. W. Garcia will provide training to counselors who are not familiar with this. Recommendation to allow students to change their major through MyECC.
         c) K. Daniel-DiGregorio will provide more information regarding Human Development courses and how they assist students in becoming clearer about their goals.
         d) C. Mosqueda will provide the diagnostics FYE uses for career planning.
         e) I. Graff will provide data for how many level 1 probationary students become level 2 probationary students.
         f) Students with a GPA between 2.0 - 2.1 should be targeted to inform them of the resources available before they are placed on probationary status.
         g) The college must implement a more intrusive approach versus passively notifying students of their probationary status.
         h) The college should review what interventions work best for probationary students. There is a strong body of research that can be used.
         i) I. Reyes will set up a pilot group to review the Early Alert module the college has through Colleague.
         j) Many students do not check their MyECC email accounts and miss critical information. The college must create a campaign to encourage students to check their ECC email. A text alert service would be also be beneficial. The ways in which the college communicates with students is an important issue and should be discussed more in the SSSP Plan. Recommendation to discuss with the Technology Committee how to better communicate with students.

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k) The MyECC student portal should be reviewed to ensure it is user friendly for students.

III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on September 25, 2014 at 1:00
p.m. in Library 202.

The meeting adjourned at 2:07 p.m.

Dear Chris,

The League is committed to keeping you up-to-date on issues affecting California Community Colleges. Below are some important updates about the budget and CTE enhancements you should be aware of.

<div style="background-color:#8B0000;color:white;text-align:center;font-weight:bold">IMPORTANT UPDATES</div>

Budget Request Outlines Focus on Four Key Areas

After collaboration with key stakeholders, the Chancellor's Office has requested an increase in the system budget for 2015-16 that totals approximately $740 million. The request is posed to address four core areas: 1) increasing access for community college students, 2) supporting student success, 3) enhancing general operations funding, and 4) resources to hire more full-time faculty. These four priorities for funding support the California Community Colleges main principles of improving student success and ensuring sufficient access.

Student Success & Support Program and Student Equity	$200 million
Access	$120 million
Funding Rate Increase	$180 million
Funding for Full-time Faculty Hiring	$70 million
Restoration of Categorical Programs	$115 million
Professional Development	$25 million
Economic and Workforce Development Program	$25 million
Technical Assistance	$5 million
Public Outreach - "I Can Afford College"	$1.5 million
Request Total	**$741.5 million**

In addition, the Chancellor's Office is asking for $500 million for implementation of the adult education regional plans, which commence in July of 2015.

One-Time Funding Request, Cal Grants. And Guaranteed Backfill
Among the other items in the budget request are the following:

- One-time funds for deferred maintenance and instructional equipment.
- Restoration of Cal Grants to earlier levels.

- Guaranteed backfill for property tax losses.

Review the full Board of Governor's budget request at:
http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2014_agendas/September/2_1_2015-16_System_Budget_Request.pdf

No Industry Match on CTE Enhancement Grants

The Department of Finance has clarified that the $50 million CTE Enhancement Fund is not subject to the 1:1 match by industry. This provides an opportunity for colleges to participate fully in the CTE Enhancement Grants process.

Instead, the process will maximize the successful efforts of Doing What Matters (DWM). Each of the state's seven macro-economic regions will receive an allocation based on a formula of: 1) the number of CTE students; 2) the number of full-time students (FTES); and 3) the number of colleges in the region. Regional Consortia will then divide the allocation into 1) a 60% Local Share; and, 2) a 40% Regional Share.

The 40% Regional Share is intended to encourage capacity in the region's priority and emergent sectors. In addition, the 40% Regional Share is not necessarily competitive. Each Regional Consortia will establish a decision-making process, and should the funds be oversubscribed, can rank applications. Those applications with match may receive a higher rank order.

This is an important opportunity for colleges to augment their CTE strengths and build on the collaboration within their regions!

If you have any questions or need assistance, please do not hesitate to contact our office at 916.444.8641 or visit the Web site at www.ccleague.org.

Thank you,
Thelma Scott-Skillman
League Consultant
Community College League of California
2017 O Street, Sacramento, CA 95811
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EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
August 26, 2014

CALL TO ORDER
Meeting called to order at 2:35 p.m. by Chair Lipe. Quorum was established.

Members:
Present: F. Arce, S. Bartiromo, S. Bosfield, W. Brownlee, T. Bui, A. Carr, A. Cornelio, B. Flameno, E. French-Preston, A. Hockman, R. Klier, V. Nemie, D. Pahl
Absent: L. Houske

Ex-Officio Members:
Present: Q. Chapman, L. Suekawa, M. Hall
Absent: W. Morris

Guests: J. Sims, P. Sorunke, L. Young

VICE PRESIDENT'S REPORT
- F. Arce recommended the committee obtain a copy of the 2014-2015 college catalog.
- The committee was advised to complete all transfer degrees by this fall to ensure timely compliance to state requirement.
- New courses should serve the purpose for transfer.
- Certificate requirements should be achievable by keeping unit requirements between 18-24 units.

   Action: Q. Chapman was requested to provide the committee with the five-year trend report on degrees and certificates awarded at El Camino College.

APPROVAL OF MINUTES
- Motion: To approve minutes from April 22 and May 6
- Vote: Motion carried unanimously

CURRICULUM REVIEW – Standard Review/Consent Agenda Proposals
The committee reviewed four course reviews and nine course inactivation proposals.
The committee made a recommendation to replace the textbook for Music 102B, dated 2007 with the 8th edition textbook, dated 2014.
- Motion: Moved by E. French-Preston, and seconded by W. Brownlee to approve course review proposals including conditions of enrollment changes
- Vote: Motion carried unanimously

- Motion: Moved by T. Bui, and seconded by D. Pahl to approve course inactivation proposals
- Vote: Motion carried unanimously

Standard Review/Consent Agenda Proposals

A. The following courses were reviewed and are ready for final action:
   1. Administration of Justice 115 (AJ 115)
   2. Music 102B (MUSI 102B)
   3. Physical Education 47 (PE 47)
   4. Physical Education 251 (PE 251)

B. The following course inactivations were reviewed and are ready for final action:
   1. Administration of Justice 15 (AJ 15)
   2. Architecture 50 (ARCH 50)
   3. Automotive Technology 50 (ATEC 50)
   4. Contemporary Health 50 (CH 50)
   5. Educational Development 50 (EDEV 50)
   6. Nursing 50 (NURS 50)
   7. Physical Education 50 (PE 50)
   8. Physical Education 274 (PE 274)
   9. Sign Language/Interpreter Training 50 (SLAN 50)

CHAIR'S REPORT

- Chair Lipe requested the committee to review the draft changes to the "DCC Technical Review and the Division CCC Representative's Responsibilities" and be prepared to vote on the changes during the CCC meeting on September 9.
- Over the summer, the deans were advised to assign a faculty member with expertise in distance education to their DCC membership.
- For Fall 2014, the Standard Technical Review Committee will consist of A. Hockman, A. Carr, E. French-Preston, and B. Flameno.
- The committee has not assigned a Chair Pro Tem. In the event the Chair is unable to attend the meeting, the Chair Pro Tem will conduct the meeting.

Action: W. Brownlee was requested to make one final effort to identify CCC Chair-elect nominees for 2015-2016 term. If there are no interests, Chair Lipe is willing to serve as Chair for an additional year.

ADVISORY REPORT:
Curriculum Advisor Q. Chapman provided a brief overview of the web links available on the CCC home page.

ANNOUNCEMENTS:
The El Camino College Compton Center has selected CCC member E. French-Preston as the 2014 Distinguished Faculty honoree.

ADJOURNMENT:
Chair Lipe called a motion to adjourn the meeting. W. Brownlee moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 3:30 p.m.

FINE ARTS

COURSE REVIEW

1. Music 102B – Advanced Sightsinging

HEALTH SCIENCES AND ATHLETICS

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION

1. Physical Education 47 – Introduction to Indoor Rock Climbing
    Current Status/Proposed Changes
    This course provides instruction and practice for developing rock climbing skills and fitness. Instruction will include: climbing ethics, preparation, safety, and knowledge of equipment, climbing techniques and the mental approach to climbing. Conditioning exercises are incorporated to build muscular strength, muscular endurance, flexibility, and balance for rock climbing. This ~~class~~ course will ~~also~~ facilitate critical thinking and problem solving skills related to rock climbing.

    Recommendation
    This course provides instruction and practice for developing rock climbing skills and fitness. Instruction will include: climbing ethics, preparation, safety, and knowledge of equipment, climbing techniques and the mental approach to climbing. Conditioning exercises are incorporated to build muscular strength, muscular endurance, flexibility, and balance for rock climbing. This course will facilitate critical thinking and problem solving skills related to rock climbing.

COURSE REVIEW

1. Physical Education 251 – Tennis

INACTIVATE COURSES

1. Contemporary Health 50 – Special Topics in Contemporary Health
2. Educational Development 50 – Special Topics in Educational Development
3. Nursing 50 – Special Topics in Nursing

4. Physical Education 50 – Special Topics in Physical Education
5. Physical Education 274 – Assessment and Management of Athletic Injuries
6. Sign Language/Interpreter Training 50 – Special Topics

INDUSTRY AND TECHNOLOGY

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGES IN CATALOG DESCRIPTION, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Administration of Justice 115 – Community and Human Relations
   Current Status/Proposed Changes
   Recommended Preparation: English A <u>and English 84</u>

   ~~The~~ <u>This</u> course ~~explores the roles of criminal justice practitioners and their agencies. Students examine the interrelationships and role expectations among the various agencies and the public. Principal emphasis is placed on the professional image the system of justice administration conveys and the development of positive relationships between members of the system and the public~~ <u>examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics include the shared and conflicting values in culture, religion, and law.</u>

   Recommendation
   Recommended Preparation: English A and English 84

   This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics include the shared and conflicting values in culture, religion, and law.

INACTIVATE COURSES

1. Administration of Justice 15 – Introduction to Vice and Narcotics Investigation
2. Architecture 50 – Special Topics in Architecture
3. Automotive Technology 50 – Special Topics in Automotive Technology

Faculty Development Committee Meeting
Agenda for Tuesday, September 23, 2014, in Library Basement Staff Development, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (excused)	(DB)	Behavioral & Social Sciences/Compton Center
Rose Ann Cerofeci (excused)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (excused)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Donna Manno (present)	(DM)	Professional Development
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

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

Fall 2014 Meetings: September 9 & 23, October 14 & 28, November 25, December 9 (if needed).

AGENDA
1. Fall Professional Development/Flex Day: Identifying Key Themes in Brainstorm Results:
- (FB) discussed how she felt an overarching theme from the brainstorming sessions was the need for the campus to be more student-centered, for example, by providing space for students to gather, improving communication with bulletin boards, and providing campus-wide wi-fi. Others agreed that there is a need to consult more closely with end-users for new buildings to be certain the facilities are effective environments for teaching and student learning.
- Other possible themes or good ideas that emerged from the brainstorming sessions included:
  - Referring to "office hours" as "student access hours," to better encourage students to connect and engage with faculty outside of class.
  - Developing a resource for faculty which provides a comprehensive listing of campus services and supports. This would raise awareness among faculty and allow them to effectively refer students.
  - Helping students appreciate the level of support that exists in the larger community. For example, the Union staff could write an article featuring scholarship recipients and donors, which could promote among students a greater sense of being "valued."
- Since some team members were unable to review the brainstorming results before the meeting, they will be resent by email and team members were asked to come to the next meeting prepared to discuss possible themes so recommendations can be forwarded to the administration and the Student Success Advisory Committee.

2. FDC "Orientation": Overview of Projects for Fall 2014:
- Applying the principles for collegial consultation, the team discussed goals for the semester which include continuing projects as well as new initiatives. They include:

Recurring projects:
- Collaborate with Professional Development to design, organize and implement Professional Development/Flex Day (August)
- Coordinate Faculty Book Club (October-December)
- Provide workshop for adjuncts, "Getting the Job, Part 1: The Application" (November)
- Coordinate Outstanding Adjunct Faculty Award (October-December)

New projects:
- Fundraise for Outstanding Adjunct Faculty Award (September).
- Implement workshop related to Student Success (October).
- Academic Rank. Submit proposed changes to Senate. Establish process for identifying and recognizing faculty who have achieved a new rank. (September, December).
- Flex Day follow-ups:
  - Brief monthly emails to listserve, highlighting examples from goal-setting activity, organized by Success Factor, Fall & Spring.
  - Repeat highly-rated workshop(s) (October?).
  - Forward brainstorm results to Student Success Advisory Committee.
  - Return goals & invite faculty to report on progress (October).
- Great Teachers' Seminar: Investigate offering ½- or full-day program, facilitated by GTS faculty in Spring semester.

3. Brief Updates on Ongoing Projects:
- **Faculty Book Club:** This semester's selection is Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education, by Kathleen F. Gabriel. (SO) and Sue Ellen Warren will again chair the club which will meet 10/10, 11/7, and 12/5.
- **Outstanding Adjunct Faculty Award:** (KDD) reported that a modest number of donations have been received. The team agreed that it would be useful to send a final reminder, to include the link to online payment, and to investigate making a brief appeal in December as the end of the tax year approaches.
- **Academic Rank:** (KDD) reported that the proposed changes were discussed at the recent Academic Senate meeting. They will be submitted for the next packet and discussed at the next Senate meeting which is 10/17/14, 12:30-2 in the Alondra Room.

4. Goal-Setting Activity: Highlights/Listserve Email:
- The team reviewed a draft of the first highlights email scheduled to be distributed to all faculty by week six of the semester. The first email will focus on the Success Factor "Directed," providing faculty with examples from goals set during Fall Professional Development/Flex Day, data from the Student Perspectives research and a link for further reading.

5. Fall Professional Development/Flex Day Evaluations:
- Evaluations will be discussed at the next meeting.

Meeting adjourned 1:55 pm.

KDD/9.24.14

Current Statement: *From the ECC College Catalog*

The Academic Senate has developed the academic rank. It is not an official appointment by the Board of Trustees but, instead, is a traditional practice which recognizes professional preparation and experience.

Qualifications for academic rank are based on these requirements:

Lecturer: All adjunct and temporary faculty members have this rank. Adjunct faculty who have previously taught 10 consecutive semesters are listed in this catalog.

Instructor: This rank is for probationary (contract) faculty members who do not qualify for higher rank.

Assistant Professor: Faculty members who have achieved regular faculty status or tenure.

Associate Professor: Tenured faculty members who are at least at Step 7 on the salary schedule.

Professor: Tenured faculty members who are at least at Step 10 (Class V) on the salary schedule or Step 13(Class I-IV) on the salary schedule.

Professor Emeritus: The Academic Senate, in consultation with the Vice President - Academic Affairs, will grant Professor Emeritus status after retirement to tenured faculty members in good standing.

Proposed Academic Rank Information Statement:

The Academic Senate has developed the academic rank to recognize professional preparation and experience. It is a traditional practice among the faculty and is not an official appointment by the Board of Trustees.

Qualifications for academic rank are based on these requirements:

Instructors are adjunct or temporary faculty who have taught fewer than 10 semesters at the college.

Adjunct Assistant Professors are adjunct or temporary faculty who have taught 10 or more semesters at the college.

Assistant Professors are contract (i.e., probationary) faculty.

Associate Professors are regular (i.e., permanent) faculty who have been granted tenure.

Professors are tenured faculty with at least one year's experience as Associate Professor in Class I-IV who have achieved Step 13 or above, or in Class V who have achieved Step 10 or above.

Professors Emeriti are tenured faculty who retire in good standing.

[See *Agreement Between El Camino Community College District and El Camino College Federation of Teachers, 2012-2015*, Article 6: Classification of Faculty Members for definitions of contract and regular faculty.]
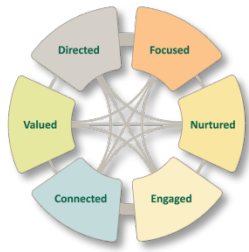
Spotlight on Great Ideas
FALL FLEX DAY FOLLOW-UP

It's week six. Are your students DIRECTED?
Do they have a goal and know how to achieve it?

Educators can help students become more directed by helping them

- clarify their aspirations,
- select an educational focus they perceive as meaningful, and
- create a plan that moves them from enrollment to goal achievement.

Here are some good ideas from our colleagues. There may be an idea here that you can use in your own practice.

"Students will make a business card – on the front, they will write down their name, title, and job description. On the back, they will write down educational courses that they need to complete to achieve their career mentioned in front. I will have a conversation with each student and guide them to have more concrete strategies to achieve their goals." – **Paul Yun** (Math)

"Ask students for their majors at the beginning of the semester. Make connections to future course topics and requirements in lecture." – **Ryan Turner** (Natural Sciences)

"I will ask students to make up their own math word exercises using personal life experiences and future career interests." – **Eduardo Barajas** (Math)

"Invest in more email blasts for students which inform students of upcoming events related to our cultural components in deaf studies/sign language/interpreter training courses. Students read the blasts weekly and can contribute their own content." – **Sandra Bartiromo** (Health Sciences)

"Establish the learning styles of individual students and use it in class." – **Dovard Ross** (CTE Compton)

"Collaborate with instructional faculty to expand major-specific workshops to include more disciplines. The workshops, which address the variety of career and major paths available, can help students become more directed." – **Lori Suekawa** (Counseling)

DIRECTED Highlights from the Student Perspectives Research:
- Students most frequently rated "directed" as the primary factor driving their achievement and often attributed their success to having a specific goal and taking action.

- Over three quarters (79%) of survey respondents stated that making a connection between their success in college and their life goals was very important to their own progress.

- Students emphasized that they need counseling and instructional faculty to support them with both goal selection and education planning and tracking.

Source: *Student Support (Re)defined Action Guide*, Fall 2013.

Assessment of Learning Committee (ALC)
Monday, September 8, 2014
Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Russell Serr and Karen Whitney

Recorder: Isabelle Peña

Attendees:

Academic Affairs CEC – Chelvi Subramaniam	Industry & Tech Associate Dean – Daniel Shrader
Dean's Representative – Jean Shankweiler	Mathematical Sciences – Susanne Bucher
Business – Kurt Hull & Ana Milosevic	Natural Sciences – (Thomas) Jim Noyes
Fine Arts – Harrison Storms & Vince Palacios	Inst. Research & Planning – Irene Graff
Fine Arts Associate Dean – Diane Hayden	Library/LRU – Claudia Striepe
Industry &Tech – Sue Ellen Warren	Student and Community Advancement – Robin Dreizler

MINUTES

I.   **Call to Order**
     Meeting was called to order at 2:40 p.m.

II. **Chris Mello – A Remembrance**
     The meeting began with a few minutes of the committee members sharing their memories of Dr. Chris Mello, former ALC chair and SLO Coordinator, who lost his battle with cancer and passed away on June 19, 2014. Karen W. played a CD of his music while other shared. Karen shared that he did so much for the school, especially with SLOs and accreditation and we didn't get to see his involvement with music—that he was a fantastic musician; some committee members shared that he was a great guy and had a wonderful sense of humor; Chelvi S. shared that it was great to see the other side of Chris—how he never missed a meeting (except during the last couple of meetings last Spring semester)—that he always scheduled his doctors' appointments around his school schedule; some had no idea he was sick and were amazed and impressed with his commitment to education and to this accreditation/SLO process.

III. **Introduction of New Facilitators for Fall 2014**
     A. Robin Dreizler will work with Service Area Outcomes (SAOs), specifically with Student Services and Student and Community Advancement; they are working on getting SAOs in TracDat.
     B. Renee Newell will help as Facilitator for the Industry and Technology Division.
     C. Corey Stanbury, water polo coach (not present) will be Facilitator for Health Sciences and Athletics; he will not be able to attend some of the ALC Meetings and Russell S. will represent the HSA Division when Corey Stanbury cannot attend the meetings.

IV. **Approval of Minutes**
     A motion was made by Russell S. to approve the minutes for the 5/12/2014 ALC meeting and was seconded by Karen W.   Motion was carried.

V. Reports

A. Facilitator/ALC Fall 2014 Schedule Reminders
ALC meeting and Facilitator Training Session dates for the Fall semester are listed at the bottom of the ALC Meeting Agenda.

B. Deadlines
1. Alignment Grids were due September 5, 2014.
2. Spring and Summer 2014 Assessments are due September 14, 2014. If possible, please return completed/aligned grids in Word format.
3. Fall 2014 Assessments are due February 9, 2015.

C. Annual Report from Facilitators
1. Karen W. received the reports submitted by facilitators from each division at the end of last semester (Spring 2014). She went through the division reports and put together an SLO Coordinators' Report and uploaded the information on the website.
(http://www.elcamino.edu/academics/slo/SLO%20Coordinators%20Report%202013-14.pdf)
2. Karen W. wanted to bring up one topic for the committee to think about or maybe clarification from Irene G.: On a few of the division reports, Karen W. saw references to some challenges relating to "sample size"—other people may have difficulty in knowing exactly what a good "sample size" is; for example, if it's a multi-section assessment with a lot of students in each class, how does one choose what the proper sample size is? Or on the other hand, there are only 10 people in a class and maybe the sample size is too small to have any good data. Irene G. stated she would have to look into it, but did state that when Institutional Research surveys the whole campus, 300-400 students gives a very low margin of error so that is what they strive for. The smaller the size of the class, the more variability you can have in trying to project a whole class.

D. SLO Website
Russell S. mentioned that ECC's SLO website is easier to access and find information. It is constantly being updated with reports (timelines and assessments). Soon the alignment grids as the Spring/Summer 2014 Assessment Reports will be uploaded to the website as well. Daniel S. stated that it is nice to have all the information centralized in one place on the website, rather than having each division trying to maintain its own web pages and having the SLO information on each division page/site.

VI. ALC Fall 2014 Goals

A. Karen W. and Russell S. stated that we need to look at the proposed list of goals that some members came up with during the last ALC meeting in Spring 2014 and choose and decide which 3 are more important and make those goals their top priority for the Fall 2014.

1. Russell S. stated that one of the goals for this semester is to *establish a new ILO assessment cycle* and the first priority should be for an ALC sub-committee to assess the "Communication" ILO.
   a. Order of ILO assessments (plan for it in Fall and assess in Spring)
      · Communication
      · Critical Thinking
      · Community and Personal Development
      · Information Literacy
2. *Creating ILO Bullets*
   Some institutions have "bullets" that go with an ILO to make it clearer which ILO your program aligns with. Russell S. stated that Bob Klier thought it was a good idea and highly recommended it

to provide more clarity to the new ILOs. Russell S. clarified that we are not changing the ILOs at this time, but thought it would be nice to come up with 3 or 4 "bullets" for each ILO and asked the committee members to think about where, in each of their divisions, they can provide more clarity to make PLO- and Course-to-ILO alignments easier. For example, in Health Sciences and Athletics, which ILO does Personal Wellness/Physical and Mental Wellness go under? In looking at the four ILOs, it looks like Personal Wellness fits under ILO #3, Community and Personal Development; and it should be a bullet under ILO #3. Russell S. asked the committee to e-mail him "bullets" they think should fall under each ILO before the next meeting and he will compile a list to go over at the next ALC meeting. ALC will decide if this is something they want to do.

3. To provide awareness of an ILO, ***provide yearly campus-wide activities (for faculty, staff, and students) focusing on a particular ILO that is being assessed***; perhaps look at other schools and see what kind of activities they have when they assess their ILOs. Karen W. stated that if we were to do this, we would need to put some boundaries to that; Chelvi S. stated that we have to keep in mind what our goal is and the purpose for assessing an ILO; Russell S. will contact Kaysa Moreno to get an idea of what activities to have; Kurt H. suggested making this part of a Flex Day activity; Dan S. wanted to know if it is possible to get data from TracDat on how SLOs were aligned; Vince P. would like to know if coordinators can give a presentation of specific examples of how SLOs are aligned to PLOs, how PLOs are aligned to ILOs and how courses are aligned to ILOs so he can understand the process.

4. ***Utilize the alignment grids to help with the ILO process***; i.e. how did faculty fill out the grids? Is it consistent throughout the campus? SLOs do not have to align with every single ILO.

5. Conduct some Flex activities for faculty (PLO and SLO Norming Sessions)

6. Creating ALC orientation materials for new faculty

7. Increase Adjunct Faculty involvement: Multiple sections; common assessments; conduct some evening training sessions to include adjunct faculty; having training during "college hour".

VII.   Communication ILO assessment

Need volunteers to create a sub-committee to spearhead the assessment for the new ILO #2 Communication.
▪ No one volunteered at this meeting.

VII.   Next meeting – September 22, 2014

VIII. Adjournment
Meeting was adjourned at 3:48   p.m.

SPRING 2014 ALC Meetings	Facilitator Train-the-Trainer Sessions	Upcoming Deadlines
Mondays - 2:30 to 4:00 pm	Tuesdays 1:00 to 2:00 pm	
Admin 131	DE 162 or Library West Basement, Rm. 19	February 10, 2014 - Fall Assessments
	March 11, 2014	
February 10, 2014	April 29, 2014	
February 24, 2014	May 13, 2014	
March 10, 2014		
April 14, 2014	**"Working" Workshop: Entering SLO**	
April 28, 2014	**Assessments into TracDat**	
May 12, 2014	Library Basement West	
	Thursday, May 8, 1-2pm	
	Tuesday, May 13, 1-2pm	
	Wednesday, May 14, 2:30-3:30	

ALC-Meeting-Minutes_2014-09-08

Board Policy 3250   **Institutional Planning**

The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

~~The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals.~~

The planning system shall include regularly-updated plans required by law, or the Chancellor's Office, including, but not limited to~~,~~:

1. A Strategic Plan containing the College mission, vision, values, and strategic initiatives (Board Policy 1200).
2. An ~~comprehensive,~~ integrated~~,~~ and strategic ~~educational and facilities~~ Master Plan which includes long range plans for all academic and service~~, student services, community advancement and administrative services~~ areas; technology; facilities; fiscal resources;~~, and~~ staffing and diversity; and associated implementation plans;
3. Student Equity Plan;
4. Student Success & Support Program Plan ~~Matriculation~~;
5. Basic Skills Action Plan;
6. Transfer Center Plan;
7. ~~Cooperative Work Experience plan;~~
8. ~~Educational~~ Extended Opportuniti~~es~~y Programs and Services (EOP~~ &~~ S) Plan.

The Superintendent/President shall submit to the Board those plans for which ~~Board approval is required by~~ Title 5 requires ~~to the~~ Board approval, and ~~The Superintendent/President shall~~ inform the Board about the status of ~~planning and the various plans~~ major plans and reports. The Board ~~has~~ shall have an opportunity to assist in developing the general institutional mission and goals.

See Administrative Procedure 3250.

Reference:
        Board Policy 1200;
        Accreditation Standard I.B;
        Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, ~~55250, 55400 et seq.,~~ 55510, 56270 et seq.

El Camino College
Adopted: 4/16/01
Revised: <date pending>

I. INTRODUCTION

The District implements a broad-based comprehensive and integrated planning system that is a foundation for strategic directions and resource allocation decisions. The Superintendent/President is responsible for implementation and evaluation of this process.

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals.

The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission. The College regularly develops a master plan that is based on the mission and strategic initiatives and is guided by college-wide processes. These processes consist of Curriculum Review, Program Review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college.

Processes and entities described herein reference El Camino College, with parallel processes and entities existing at El Camino College Compton Center.

II. ROLES & RESPONSIBILITIES

The College's planning process is guided by several agents to ensure that it is strategic, fiscally sound, integrated, collegial, effective, and on-going.

A. The Board of Trustees

The Board of Trustees is ultimately responsible for ensuring effective institutional planning for the College. They do this by reviewing the Institutional Planning Board Policy 3250 and related College-wide plans on an annual basis.

B. Superintendent/President

The Superintendent/President ensures that the District develops and implements a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional and other research. The Superintendent/President ensures the evaluation of this process. When appropriate, the Superintendent/President considers and enacts recommendations from planning committees, and makes recommendations to the Board.

C. Vice President, Student and Community Advancement

The Vice President of Student and Community Advancement (VP-SCA) oversees the development and implementation of the Strategic Plan, master plan, and annual planning and budgeting processes. The VP-SCA is responsible for ensuring the meaningful integration and implementation of all plans and processes, and the regular evaluation of those processes. With the Vice President of Academic Affairs, the VP-SCA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other student services plans and program reviews.

Reporting to the VP-SCA, the Director of Research and Planning coordinates College-wide strategic planning processes and supports the creation of annual unit and program plans. The Director coordinates activities related to the College-wide evaluation and accomplishment of institutional goals stated in the Strategic Plan, Master Plan, and annual plans.

D. Vice President, Academic Affairs

The Vice President of Academic Affairs (VP-AA) guides the College's Educational Plan and continuous instructional improvement. The VP-AA ensures Curriculum Review, Academic Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, and that they support the mission and strategic initiatives. With the VP-SCA, the VP-AA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan.

E. Vice President, Administrative Services

The Vice President of Administrative Services (VP-AS) prepares Tentative and Final Budgets in accordance with budget assumptions and College priorities, and in consultation with the Superintendent/President and the Planning and Budgeting Committee. The budget is developed and adopted in accordance with the planning and budgeting calendar and other timelines. The VP-AS oversees the Facilities Master Plan, Technology Plan, and Administrative Services Program Reviews.

F. Vice President, Human Resources

The Vice President of Human Resources (VP-HR) guides human resources planning through staffing and professional development plans, and equal employment opportunity (EEO) planning. This includes ensuring staffing plans are meaningfully integrated with other plans and processes, support the mission, and advance the strategic initiatives. Professional development related to short-term and long-term planning processes is conducted under the auspices of Human Resources.

G. Vice President, Compton Center

The Vice President of Compton Center (VP-CC) guides the College's Educational Plan and the continuous improvement of instruction and student services at El Camino College Compton

Center (ECC Compton Center). These responsibilities include ensuring that Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, support the mission, and advance the strategic initiatives. The VP-CC oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other plans local to ECC Compton Center.

H. Planning & Budgeting Committee

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops and follows an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues. All committee activities are reported to the College community. PBC membership consists of one representative each from the Associated Students Organization (ASO), Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management, as well as representatives from Academic Affairs, Administrative Services, and Student and Community Advancement. *Ex officio* supporting members of the PBC include Area Vice Presidents, Business Manager, Information Technology Services (ITS) management, and the Director, Research and Planning. The committee is led by a non-voting chair appointed by the Superintendent/President.

I. Strategic Planning Committee

The Strategic Planning Committee (SPC) forms every five years to develop a new Strategic Plan, College Master Plan, and associated Implementation Plans, and recommends a course of action to the Superintendent/President. The SPC reconvenes annually to evaluate the status of implementation plans. SPC membership consists of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, El Camino College Foundation, and Division leadership. *Ex officio* membership includes representatives from each aspect of the long-term planning process described below. The SPC, is co-chaired by the Vice President, Student and Community Advancement, and Director, Research and Planning.

J. College-wide Accreditation Team

The College-wide Accreditation Team (CAT) provides continual evaluation to the College on areas related to accreditation, including institutional effectiveness (see Administrative Procedure 3200). The CAT is chaired by the current Accreditation Liaison Officer and is composed of past accreditation co-chairs and standard team leaders, and a representative from Institutional Research & Planning. Duties include monitoring progress on strategic initiatives and student achievement measures; developing a plan or cycle for accreditation tasks that includes the integration of actionable improvement plans into institutional planning; and ensuring that College processes reflect current accreditation standards.

III. PLANNING MODEL

College-wide planning processes are described visually in its Planning Model. The Planning Model consists of five general categories of planning: a) foundations; b) long-term planning; c) targeted planning; d) institutional effectiveness processes; and e) annual planning. These processes are integrated and guide resource allocation to produce the ultimate outcomes of institutional effectiveness and greater student success. Each planning process includes an implementation plan to effectively carry out the strategies of each. The Planning Model is evaluated and modified before the commencement of each five-year strategic planning cycle, or as needed.

A. Foundation of Institutional Planning: The Strategic Plan

The College's foundation for institutional planning is the Strategic Plan. It contains the College's mission, vision, values, and strategic initiatives that establish goals and objectives for greater institutional effectiveness. It represents a plan of action to increase student success and learning, respond to community needs, and improve overall institutional effectiveness.

The mission is reviewed regularly and revised as needed to ensure that it reflects community and workforce needs; supports student learning and success; and is in accord with the California Master Plan for Education. The Vision is an aspirational statement of what the College desires to achieve within the period of the Strategic Plan. Values describe the character of the institution's workforce and its approach to improving the institution.

The strategic initiatives are college-wide goals developed to help implement the mission and focus efforts toward student success and institutional effectiveness. Strategic initiatives drive planning and resource allocation, as planning goals are prioritized by their associated strategic initiatives. Each strategic initiative is linked to a specific set of objectives. Progress on each initiative is measured annually by way of these objectives.

The plan is revised every five years by the Strategic Planning Committee based on external trends, institutional research, strategic analysis, and other needs assessments. It is reviewed through a College-wide consultation process and recommended to the Superintendent/President. The final Strategic Plan is approved by the Board of Trustees as Board Policy 1200. The Master Plan serves as its implementation plan.

B. Long-term Planning – The College Master Plan

The College Master Plan (CMP) is a detailed plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. The CMP contains a five-year Implementation Plan as well as a 20-year projection of student and community needs. The implementation plan contains a series of recommendations and priorities informed by other planning processes and a timeline

for achieving these recommendations. The long-term projection is submitted to the California Community Colleges Chancellor's Office (Chancellor's Office) to demonstrate building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking on any building project for the college. The facilities plan and long-term projection is also used as back up documentation when seeking to be included in statewide bond initiatives.

A new CMP is developed every five years, beginning with a comprehensive external scan of trends affecting the college's future. These include, but are not limited to, trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy. Internal evidence of student demographics, academic achievement, and learning outcomes also serves as a foundation for development of the master plan. Finally, feedback from the community and current students is gathered regularly to ensure that the college mission and long-term plans consider these needs. The office of Institutional Research & Planning coordinates the gathering of this evidence.

The ad hoc Strategic Planning Committee (SPC) forms to review evidence and develop the CMP. The Strategic Planning Committee is composed of faculty, staff, and managers involved with college planning, Program Review, curriculum, and assessment of learning. After development of a new Strategic Plan and review external and internal evidence, the SPC develops a framework for a new educational plan. Evidence from Program Review, curriculum, student achievement measures, learning outcomes, and previous master plan updates also contribute to developing the Educational Plan.

Program- and Unit-level information is utilized for master planning in two ways. First, program data are used to forecast department technology and facilities needs throughout the College. Second, findings and recommendations from periodic program and unit evaluations, through the Program Review process, contribute to long-term planning, where applicable.

The CMP and all sub-plans contain Implementation Plans to carry out goals during the timespan of each. Implementation Plans are reviewed and updated by the appropriate Unit or planning committee on an annual basis. The college's Planning and Budgeting Committee (PBC) reviews the College Master Plan annually, measures its progress by way of planned outcomes and targets, and recommends changes, as needed. The Board of Trustees reviews and approves the College Master Plan and reviews its Implementation Plan annually.

1. Educational Plan
The Educational Plan focuses on a vision for the College and its programs and services for the future. It contains enrollment trends and growth projections; forecasted space needs to inform the Facilities Master Plan; College and program profiles; and a set of clear priorities and intended actions to guide college planning over a five-year period. These priorities and actions are in accord with the Strategic Plan and Targeted Plans, such as the Student Success and Support Programs Plan (SSSP) and Student Equity Plan (SEP). The Educational Plan informs the development or revision of the Facilities, Staffing, and Technology Plans.

The SPC develops the Educational Plan under the guidance of the VP-AA. Implementation of the plan is overseen by the VP-AA and monitored annually by the Academic Senate, College Council, Council of Deans and Directors, PBC, and the President's Cabinet.

2. Staffing Plan

The Staffing Plan details current and forecasted staffing levels, hiring and evaluation practices, retirement and secession planning, and training needs. It contains a set of goals for workforce and professional development that reflect the Strategic Plan and support the priorities of the Educational Plan. The Staffing Plan informs technology and training needs for the Technology Plan and office space needs for the Facilities Master Plan.

Human Resources develops the Staffing Plan under the guidance of the VP-HR. Implementation of the plan is overseen by the VP-HR and monitored annually by the PBC and the President's Cabinet.

3. Technology Plan

The Technology Plan details a strategic roadmap for institutional improvement across seven major areas: data systems and networking; equipment and software; technology training; staffing; distance education; facilities; and funding. The plan is derived from program information, campus-wide needs, external trends, and the priorities of the educational plan.

The ECC Technology Committee develops the Technology Plan under the guidance of the VP-AS. Development is based on internal and external needs assessments, and on contributions from the Academic Technology Committee of the Academic Senate, Distance Education Advisory Committee, and the office of Professional Development.

Implementation of the Technology Plan is overseen by the VP-AS and Director of Information Technology Services. Progress on the plan is monitored continuously by the ECC Technology Committee and reviewed annually by the PBC and President's Cabinet.

4. Facilities Master Plan

The Facilities Master Plan is a guide for future campus development. It contains enrollment forecasts, building inventories, projected space needs, and a set of planning priorities from which a capital construction plan (implementation plan) is developed.

The Facilities Master Plan is developed through enrollment forecast analysis and needs assessments that are grounded in the Educational Plan, with input from the Facilities Steering Committee, PBC, and other relevant participation. The plan is informed by the Technology and Staffing Plans.

The Facilities Master Plan is overseen by the VP-AS and the Director of Facilities Planning Services. It is reviewed regularly by Facilities Planning Services and the President's Cabinet and is modified to reflect external changes and newly-developed educational priorities, as applicable. The Facilities Steering Committee monitors the plan on a regular basis. Progress on the plan is reported regularly to the District and College communities, with an annual report made to the Board of Trustees.

C. Targeted Planning

The College develops long-term plans with annual updates for specific initiatives or targeted groups of students. These include the Student Success and Support Program Plan, Student Equity Plan, Transfer Center Plan, and the Extended Opportunity Program and Services (EOPS) Plan. These targeted plans are integrated with other planning processes.

1. Student Success and Support Program Plan
The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes.

The campus-wide Student Success Advisory Committee, which contains faculty, management, and Classified representatives from Academic Affairs, Student & Community Advancement, and Public Relations, develops a draft plan which is reviewed through a college-wide consultation process, after which a final draft is recommended to the Superintendent/President. The Board of Trustees receives the College's SSSP Plan. The SSSP Plan is submitted annually to the Chancellor's Office Student Services and Special Programs Division. The College also submits the SSSP Year-End Expenditure Report in support of annual evaluation of the SSSP Plan.

2. Student Equity Plan
The Student Equity Plan describes an evaluation, planning, and resource allocation process aimed at strategically addressing marked group differences in student achievement in order to improve academic success and goal achievement for all students. The equity plan is grounded on a series of metrics, disaggregated by demographic group, which are related to: access to college, course completion, degree and certificate completion, and transfer. The equity plan establishes goals and objectives; details activities and improvements that support each metric; and contains a plan budget, implementation schedule, and evaluation process. It is linked to Program Review and annual planning processes, and is coordinated with the Student Success and Support Program Plan to ensure that the latter addresses equity issues.

The Student Equity Plan Advisory Committee (SEPAC) contains representatives from faculty, Classified staff, management, and students. The SEPAC develops a draft Student Equity Plan which is reviewed through a college-wide consultation process. The final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's Student Equity Plan. The SEPAC implements and monitors the adopted plan on a three-year cycle. Annual year-end status reports are delivered to the Chancellor's Office.

3. Basic Skills Initiative Action Plan
The Basic Skills Initiative (BSI) annual ESL/Basic Skills Allocation End-of-Year Report and Action Plan (BSI Action Plan) describes concrete plans to foster improvements in basic skills

and ESL student access and success in the area of: 1) organizational practices, 2) planned program actions, 3) professional development plans, and 4) modifications to instructional practices.   The BSI Action Plan evaluates activities from the previous year and identifies activities for the upcoming year to foster improvements in outcomes for basic skills and ESL students. All activities funded by the BSI must be related to attainment of the long term goals developed by the Basic Skills Advisory Group (BSAG), made up of faculty from Counseling, Humanities, and Mathematics Divisions, and representatives from Academic Senate, First Year Experience, Learning Resources Unit, MESA, and Special Resource Center. These 5 goals include increasing success rates, persistence rates, and completion rates for students enrolled in ESL, basic skills mathematics, reading and writing courses; offering comprehensive professional development for basic skills instructors; and increasing incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

The annual BSI Action Plan is reviewed and signed off by the Academic Senate President; the Vice President of Academic Affairs; and the Vice President of Student and Community Advancement. It is then recommended to the Superintendent/President for final approval. The final report and plan is submitted to the Chancellor's Office each October and posted on the College website. Activities and research funded by the BSI are incorporated into Program Review, the SSSP Plan, and the Student Equity Plan.

4. Transfer Center Plan
The Transfer Center Plan describes transfer-supporting activities and services provided to students, and facilities, staffing, and evaluation of the Transfer Center. The plan details targeted student populations, goals, and transfer applicant targets, with emphasis on improving transfer outcomes for underrepresented students. It is linked to Program Review, and is coordinated with the SSSP Plan, the Student Equity Plan, and other student services.

A draft Transfer Center Plan is developed by the Transfer Center Coordinator based on input from the Transfer Center Advisory Board which consists of the Transfer Center Coordinator, the Articulation Officer, Transfer-focused or Transfer Center faculty and staff, and a Compton Center Transfer Counselor. The annual plan draft is recommended to the Superintendent/President. The Board of Trustees adopts the Transfer Center Plan. A Transfer Center Report is submitted annually to the Chancellor's Office Student Services and Special Programs Division that describes efforts to implement the Transfer Center, achievement of plan goals and targets, and expenditures supporting transfer activities and operations. The Transfer Center Coordinator oversees the implementation of the plan and provides updates to the Dean of Counseling on a regular basis, including discussions and decisions made by the committee.

5. Extended Opportunity Program and Services (EOPS) Plan
The EOPS Plan describes short-term and long-term goals of EOPS in support of College goals, planned annual objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards. It is linked to Program Review, and is coordinated with the SSSP Plan, Student Equity Plan, and College-wide planning processes.

The EOPS Director drafts an annual plan with input from the EOPS staff. The Plan is presented to the EOPS Advisory Committee for further recommendations, and signed off by the College's Business Manager and the Superintendent/President prior to being submitted for review to the Chancellor's Office. Final approval is given by the Chancellor's Office.

D. Institutional Effectiveness Processes

The College conducts evaluation and planning processes for continuous improvement of the institution. These include Curriculum Review, Program Review, Outcomes Assessment, and ongoing evaluation. These processes are data-driven, linked together, and integrated with all applicable long-term and annual planning processes.

1. Curriculum Review
All courses, degrees, certificates, and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Curriculum Review is conducted as both a continuous program evaluation process and a more comprehensive Program Review process. Curriculum is a sub-section of the Academic Program Review template and thus is linked to broader planning and resource allocation processes.

The College Curriculum Committee, a standing committee of the Academic Senate, is responsible for the development and review of the College's curriculum and for ensuring that all curricula meet local and state standards. Review of curriculum proposals is based on state regulations, local requirements, and the mission and strategic initiatives of the College.

2. Program Review
Program Review is a process in which members of a department, service area, or unit critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Comprehensive Program Reviews are conducted every four years, with supplemental topics evaluated for Career Technical Education (CTE) programs every two years. All programs create an annual Program Review update as a part of ongoing evaluation, in which progress is tracked and emerging or changing needs are highlighted. All programs develop, implement, and track an annual plan according to the Planning and Budgeting Calendar which is informed by the latest Program Review or annual update.

In Program Review, recommendations that incur a cost are prioritized and connected to one or more of the College's strategic initiatives. Program Review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. Each Vice President reviews the priorities in each of their Area's Unit Plans and determines the top priorities in the area and creates an Area Plan. The Vice Presidents prioritize all requests in the area plans to determine the College's top priorities for funding. These proposed fund allocations are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The final list of proposed fund allocations is incorporated into the college budget and forwarded to the President and the Board for their approval. Program Review recommendations also may trigger Curriculum Review and may be incorporated into other College plans, as appropriate.

Program Review reports follow a standard template specific to each Area (Academic Affairs, Administrative Services, Human Resources, or Student and Community Advancement) that generally includes: program overview; analysis of research and survey data; curriculum or service planning; assessment of learning, service, academic, and/or employment outcomes (where applicable); evaluation of program improvement; facilities, equipment, technology, and staffing needs; and future directions. The report culminates with a list of prioritized recommendations for the future with estimated budget impacts.

Individual Program Review submissions are evaluated by the Area Program Review committee following established rubrics that typically include completeness, clarity, and use of evidence for continuous improvement. This evaluation is following by revision and final submission, with recommendations integrated into annual planning cycles over the next four years.

3. Outcomes Assessment
The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Service Area Outcomes (SAOs), and performance metrics.

The Assessment of Learning Committee (ALC) coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, assesses Institutional Learning Outcomes, and communicates with the College on learning assessment. The ALC is chaired by the College faculty SLO Coordinators, with representation from each division, Institutional Research, accreditation, Associate Dean of Academic Affairs, and a Dean liaison.

The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment, with results discussed and strategized annually. This set of student achievement measures are tracked over time and compared against institution-set standards and aspirational goals. Issues of student achievement revealed by these measures are addressed through the strategic and educational plans, targeted plans, and annual plans. Strategy sessions to address issues are conducted by the Strategic Planning Committee and at the annual Planning Summit.

College-wide and program-specific surveys are administered to students and employees on a regular cycle to gather feedback on student and faculty engagement, campus climate, and student satisfaction. Results from these surveys are discussed widely by consultation and planning bodies, where major issues of concern are recommended for further evaluation and improvement.

4. Ongoing Evaluation
The College conducts ongoing evaluation of how well it is achieving plans, advancing the Strategic Initiatives, and fulfilling the mission. It includes, but is not limited to, the following annual or ongoing processes: Program Review updates; fiscal year planning; Curriculum Review; learning outcomes assessments; evaluation of Implementation Plans; annual reports; and annual evaluation of student achievement measures.

E. Annual Planning & Budgeting

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

1. Annual Plans
Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that planning prioritizes the College mission. Objectives are based on Program Review recommendations, College-wide plans, or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized goals and objectives of program plans and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized goals and objectives of unit-level plans or from area-level evaluations, where applicable. College-wide plans consist of targeted plans, annual implementation plans of the CMP and its sub-plans, or those created by campus-wide committees, where applicable.

Requests for funding are divided into permanent, temporary ongoing, and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar*. The College's online program review and planning system records all annual plans and the integration of processes described herein.

2. Plan and Budget Development Process
Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) goals and objectives to develop a Unit plan (December-January). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan goals and objectives to create prioritized Area plans (February-March). All Vice Presidents then develop a single list of proposed objectives to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded goals and objectives to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved and allocated funding requests are incorporated into the College Budget (see Financial and

Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

3. Evaluation of Funded Objectives
Funded goals and objectives are evaluated by plan authors in January and July to measure implementation and initial outcomes. Long-term evaluation of funded objectives is conducted as a part of Program Review or ongoing evaluations (e.g., annual metrics or outcomes assessments). Criteria for bi-annual evaluation include: 1) goal status and objective implementation date; 2) actions taken as a result of implementation; 3) improvements in institutional effectiveness as a result of implementation; and 4) future recommendations.

4. Annual Planning Update
An annual planning update report is generated following the July evaluation process which summarizes implemented plans from the most recent fiscal year, with selected goals and objectives highlighted.

5. Financial and Operational Plan (Annual Budget)
The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar.

The budget reflects the goals identified by the Master Plan. Resources are allocated based on established criteria and budget assumptions described in the Final Budget ("Budget Book") for each fiscal year. Requests for augmentations (one-time expenses) or enhancements (base budget increases) are based on needs assessments and/or Program Review recommendations and are awarded based on priorities noted in the Final Budget. Funding priorities are reviewed by the PBC annually.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

6. Faculty Hiring Process
Each fall, the College conducts a full-time faculty position identification and prioritization process to replace and/or fund new faculty strategically in response to enrollment demand and College priorities described in the Master Plan. The process is contained in the faculty collective bargaining agreement (see "Tenure-Track Faculty Hiring Procedure"). The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees.

The Superintendent/President establishes the number of hires each year based on planning, budgeting and academic considerations, and on the Faculty Obligation Number. Requests for full-time faculty positions are developed by division faculty and deans, taking into consideration enrollment demand; Program Review and/or annual plans; weekly student contact hours (WSCH); and Full-Time Equivalent Faculty (FTEF) data. The Faculty Prioritization Committee reviews the prioritized recommendations from the divisions and votes to create a campus-wide hiring priority ranking that is recommended to the Superintendent/President.

IV. EVALUATION OF THE INSTITUTIONAL PLANNING PROCESS

Evaluation of the institutional planning process is conducted in several ways to ensure that it remains ongoing and integrated, and contributes to institutional improvement.

1. Planning and Budgeting Committee
The PBC conducts a self-evaluation annually to assess its goals and fulfillment of its committee purpose as well as to gather feedback on effectiveness of the annual planning and budgeting process. Results from the self-evaluation are discussed by the PBC to determine where improvements may be made.

2. Planning Summit and Other Large-Group Events
The Planning Summit is an annual College-wide event to inform and seek feedback from a large and broad-based group of employees and students about College directions, strategic initiatives, planning, and institutional effectiveness. The summit convenes each spring.

Following each planning summit, training, and other strategic planning events, participants are invited to complete an evaluation survey. Results of the survey are used to make improvements in the planning process and summit programming for the next cycle. Summit participants help to evaluate implementation plans, progress on student achievement, and the quality and breadth of the collegial participation process.

3. Program Review
The Program Review process is assessed regularly, beginning with an evaluation tool that is distributed to recent Program Review authors to gain feedback on the guiding template, supporting materials, data usefulness, and the process as a whole. This feedback is then discussed by each Program Review committee to determine how the process and materials can be improved for future authors. Program Review evaluation results are also shared with deans and directors to discuss any needed changes.

4. Annual Planning & Budgeting Process
The annual planning process is periodically evaluated by users in terms of orientation and training support, timelines, integration with other processes, and overall effectiveness. The Annual Planning Update, which summarizes each planning year, is compared across years to evaluate the effectiveness of the process.

5. Learning Outcomes Assessments
Methods of outcomes assessment are evaluated on a regular cycle with improvements made to
assessment plans as needed. Student Learning Outcomes (SLOs), Service Area Outcomes
(SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are
assessed continuously throughout the College. Results from College-wide outcomes
assessments, such as from ILOs, are discussed broadly. The Assessment of Learning Committee
(ALC) conducts annual surveys of faculty and division SLO Facilitators to help evaluate the
learning outcomes and assessment process. Feedback from both surveys is shared with the ALC
and at Academic Deans and Directors meetings.

6. Student Achievement and Institutional Effectiveness
Institutional Research & Planning annually produces an institutional effectiveness report which
publishes and analyzes established measures of student achievement. This report is reviewed
and discussed among College leadership, Academic Senate, Student Success Advisory
Committee, PBC, and at Planning Summits as a way to gauge institutional improvement over
time.

See Board Policies 1200, 3250, 4020.

Reference:
        Accreditation Standard I.B;
        California Master Plan for Higher Education;
        Student Equity Plan Template;
        Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,
        56270 et seq, 78216, 87360.

El Camino College
Adopted: <date pending>

BP 2410   Board Policy and Administrative Procedure

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board are developed through collegial consultation processes and may be adopted, revised, added to or amended at any regular board meeting by a majority vote after a second reading and opportunity for public comment. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall, annually, provide each member of the Board with copies of any revisions of the administrative procedures. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the internal web site (Infonet). on the Board of Trustees webpage.

See Administrative Procedure 2410.

References:
        Education Code Section 70902;
        Accreditation Standard IV.B.1.b & e

AP 2410   Board Policies and Administrative Procedures

Board Policies and Administrative Procedures will be reviewed for currency every ten years. Earlier review and revisions will be initiated as Title 5, Education Code, or federal regulations or local processes are revised and/or updated.

Responsibility for the review and revision of policies and procedures shall be assigned as follows:

Chapter 1: The District (Series 1000)   President's Office

Chapter 2: Board of Trustees (Series 2000)   President's Office

Chapter 3: General Institution (Series 3000)   Appropriate Vice President

Chapter 4: Academic Affairs (Series 4000)   Vice President Academic Affairs and the Academic Senate

Chapter 5: Student Services (Series 5000)   Vice President Student & Community Advancement

Chapter 6: Business and Fiscal (Series 6000)   Vice President Administrative Services

Chapter 7: Human Resources (Series 7000)   Vice President Human Resources

Each Vice President will maintain a timeline of the policies and procedures within their purview. For the 4000 series and any other policies and procedures that fall under the Academic Senate purview, the Academic Senate Educational Policies committee will review and revise the policies and procedures prior to a vote of the Academic Senate. All vice presidents will review the policies and procedures for which they are responsible with their respective Area Councils. Completed policies and procedures will be brought by the vice presidents to College Council for dissemination and review by appropriate constituent groups. Upon consensus of College Council, the finalized policy will move forward for Board approval. Associated procedures will be presented to the Board for information.

References:
    Education Code Section 70902;
    Accreditation Standard IV.B.1.b & e

Board Policy 4040 Library Services

It is the policy of El Camino College to maintain library services that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act. The District will provide the means to assure the planned and systematic acquisition and maintenance of library materials and information resources, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, and provision of academic resources, instruction in their effective use, and other services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to currently enrolled students and campus employees. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate,

References: Education Code, Section 78100
Civil Code Section 1798.90
Title 5, Section 53200

Replaces Board Policy 6142
El Camino College
Adopted: 12/22/58
Amended: 5/10/65, 5/19/08, 9/26/13/proposed 2/25/14

Under the direction of the Director of Learning Resources, the Library and Learning Resources will offer a full range of library materials and information resources.

It is the aim of the library to provide a balanced collection of significant materials and information resources that will enrich and support the curriculum, aid the individual in the pursuit of information, provide a broad view of cultural heritage, promote aesthetic appreciation, present varied points of view concerning contemporary problems and issues, furnish intellectual stimulation, and invite the creative use of leisure time.

The selection and evaluation of library materials and information resources will be based on curricular demands, the recommendations of current professional review sources, plus the suggestions and requests of members of the campus community.

All faculty, staff, and currently enrolled students may borrow materials upon presentation of an El Camino College identification card. Area residents may borrow materials upon application for and purchase of a borrower's card through the Friends of the Library.

The following guidelines will be used in implementing the Library Policy.

1) Prioritization
   A. To provide materials and information resources that meet direct curricular needs in the courses of study.
   B. To include standard reference works in the major fields of knowledge.
   C. To provide materials of current interest and concern.
   D. To provide a well-rounded reading experience.

Library materials and information resources will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2) Selection Criteria. When selecting materials, the library considers the following:
   A. Meeting the diverse needs of the campus community
   B. Currency
   C. Relevance
   D. Overall balance of the collection and format of the material

Faculty members are encouraged to recommend titles in their areas of expertise; however librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations
   The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation, e.g., that the materials must be added to the collection, the donation will not be accepted. All donations will be acknowledged by the College Foundation.

4. Special Collections
Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

5. Government Publications
The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding
Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.

7. Replacements
Missing, lost or damaged materials that are paid for will not necessarily be replaced.

8. Controversial Materials
Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director, the college librarians and related discipline faculty will review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The decision will abide by the Academic Freedom BP/AP 4030. The questioner may accept the review, or present an appeal to the College President and if not satisfied, to the Board of Trustees.

9. A Library Advisory Committee will be convened at least twice annually to discuss library issues and provide input in the development of policies and procedures.

10. Library policies and procedures are available on the library website.

May 2008/ Revised March 2013 / Revised February 2014

El Camino College
Annual Review for Collegial Consultation Committees

As recommended in *Making Decisions at El Camino College*, all collegial consultation committees should conduct orientations, planning, and review on an annual basis. The following guidelines are intended to assist in this process.

Making Decisions at El Camino College is a report that documents the College's decision-making and consultation process. It was developed by members of College Council, ECC's main consultative body, to clarify roles and responsibilities and to detail aspects of the decision-making process. Vital parts of this process are collegial consultation committees which are a main source of input into College initiatives, policies, and procedures. Current consultation committees are Calendar Committee; College Council; Technology Committee; Facilities Steering Committee; and Planning & Budgeting Committee (PBC). The Academic Senate is primarily responsible for academic and professional matters in its purview and is also consulted on issues outside its purview. More information on the scope of this purview is found in the *Making Decisions* document.

Effective Functioning of Consultation Committees

A goal of *Making Decisions* is to ensure that these committees are functioning effectively. This is accomplished through orienting new committee members, aligning actions with committee purpose and College Mission, and conducting annual planning and evaluation.

Annually, chairs of consultation committees should perform the following:

1. Provide an orientation for members
2. Review the committee's purpose statement, purview and goals
3. Conduct a self-evaluation to determine the committee's effectiveness
4. Review the *Making Decisions at El Camino College* document.

1. Provide an orientation for members

When new members join consultation committees, there may be a steep learning curve before they can effectively participate in meeting discussions. This may be especially problematic for student representatives. In response, chairs should ensure the appropriate orientation of new members on the history, scope, and general process of each committee. Particular attention should be paid to common acronyms and other language that may not be commonly known outside of the committee. This may best be accomplished with a meeting between the chair and new members outside of a regular meeting. Or, one member of the committee could be assigned the role of mentor each year. A chair may also elect to have committee members develop materials to streamline the orientation process. Orientations may benefit all members of a committee by reminding members of each committee's purpose and purview.

[An example of contents of an orientation would be good to add in an appendix; or perhaps a template. Appendix A?]

2. Review of Purpose, Purview, and Goals

Regular review of purpose and setting of goals keep a committee in sync with the College as a whole and encourages continuous quality improvement. On at least an annual basis, consultation committees should review their committee purpose for currency in light of changes in College Mission, direction, or processes. Discussion surrounding review of purpose should be recorded in committee minutes. Finally, each committee should set goals it intends to accomplish in the coming year. These goals should be aligned with the College Mission, strategic initiatives, and special circumstances existing at the time. Goal discussion should be recorded in meeting minutes.

[Example goals would helpful. It's possible that our new TracDat system would allow for committees to have their own annual plans with goals/objectives tied to strategic initiatives. This is happening at other colleges. Might involve extra time but could be manageable. Appendix B?]

3. Committee Self-Evaluation

At the end of each year, consultation committees should conduct self-evaluations to determine how effectively they fulfilled their purpose and to what degree annual goals were achieved. Where applicable, feedback may be sought from outside the committee to determine College community understanding of processes related to each committee. Appendix C contains examples of self-evaluation surveys. Committee chairs may contact Institutional Research & Planning for assistance in developing and administering self-evaluations.

4. Review Making Decisions at El Camino College

On an annual basis, consultation committee chairs should host a review of the *Making Decisions* document to enhance member understanding of planning and decision-making processes. This may be done as part of a standard orientation (see above) or in a separate process. This document contains information on the process of collegial consultation; the role of each constituency in the process; and planning and budgeting processes. *Making Decisions* is located on the ECC website and is accessible from the Board of Trustees page and the Planning page. Review and discussion of the document should be recorded in meeting minutes. Sections in need of revision can be forwarded to a member of College Council or Institutional Research & Planning.

Conclusion

It is our hope that carrying out the recommendations of *Making Decisions* will improve the functioning of collegial consultation committees as committee members will clearly understand their charge; will work for agreed-upon goals that are linked to the College Mission and initiatives; and will work to improve the effectiveness of their committee. Carrying out these recommendations will also support an improved consultation system across the College as committee processes and roles are clarified and all campus constituency voices are heard during decision-making.

El Camino College
Faculty and Staff Open Forum

Distressed & Distressing

How To Manage in the Classroom, Keep Your Cool, and Stay Focused When Students Have Personal Concerns and Want Your Help and/or Behavioral Difficulties That May Interfere With Instruction or Office Procedures

Do you have students whose behavior is odd or disturbing?

Do students share personal information that is worrisome?

Do students ever stop coming to class?

What to do if a student is overly angry, tearful, or falling asleep?

A monthly **brown bag forum** is being offered for any faculty or staff member who wants to discuss a classroom or office issue.

Jan Schaeffer, PhD, Clinical Psychologist at ECC will chair this monthly series in an effort to lend a helpful and supportive hand to those looking for solutions to improve their work, whether in the classroom or office, when their hard work is bumping up against a problematic student or a student who needs personal help that you are not able to provide.

Guide your Students to Resources

Learn Simple Strategies to Diffuse Tension

Increase Student Success

Meets the 4th Tuesday of Every Month
September 23, October 28, November 25
1:00-2:00 pm
Stadium Room