



Academic Senate of El Camino College 2011-2012

Oct. 18, 2011

16007 Crenshaw Boulevard

Torrance, CA 90506-0001 (310) 532-3670 x3254

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Moon Ichinaga
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Legislative Action	Chris Wells
VP Educational Policies	Merriel Winfree	Secretary	Claudia Striepe

Senate Mailing List

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

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

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



SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

FALL 2011

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

SPRING 2012

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

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

FALL 2011

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

SPRING 2012

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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		6-12
C. OFFICER REPORTS	A. President B. VP – Compton Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Legislative Action	13-16 17 18-20 21-22 23-30
D. SPECIAL COMMITTEE REPORTS	A. Basic Skills Advisory Committee – Basic Skills Report	31-41
E. UNFINISHED BUSINESS		
F. NEW BUSINESS	A. BP 4020 Program Curriculum and Course Development (First reading) Explanation: A minor change to edit program review to a four year cycle and to add CTE as a two year cycle. Academic Senate has already agreed to the change to a four year cycle. B. AP4260 Prerequisites and Co-Requisites. Explanation: This is not a first reading. It is a general discussion regarding possible changes before they are drafted. The policy is being changed in response to major Title 5 changes.	42-43 44-62
G. INFORMATION ITEMS –	A. Discussion re: Senate purpose and functioning	



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DISCUSSION		
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		



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Committees

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

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

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

ACADEMIC SENATE ATTENDANCE & MINUTES
4th October 2011

Adjunct Faculty

Sue Ellen Warren X
Leah Pate X

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid X
Lau, Philip S X
VACANT

Counseling

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

Fine Arts

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

Health Sciences & Athletics

Hazell, Tom EXCUSED
Colunga, Mina X
Baily, Kim X
Holt, Kelly X
VACANT

Humanities

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

Industry & Technology

Gebert, Pat X
Hofmann, Ed X
MacPherson, Lee
Winfree, Merriel X
Marston, Doug

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

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

ECC CEC Members

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

Assoc. Students Org.

Asher, Rebekka
VACANT

Ex- Officio Positions

Shadish, Elizabeth X

Guests, Dean's Rep, Visitors:

Carolyn Pineda, Irene Graff, Alice Grigsby, Joshua Rosales

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

The third Academic Senate meeting of the Fall 2011 semester was called to order by Academic Senate President Gold at 12:35pm
Academic Senate President Gold made announcements re: the last meeting minutes being available in a separate packet, and the availability of a packet of supplementary materials.

Approval of last Minutes:

The minutes of the September 20th meeting were approved.

REPORTS OF OFFICERS

Academic Senate President's report – Christina Gold (henceforth CG)

[See pp 13- 21 of packet]

- College Council. [see pp. 13-16 of packet for the minutes of the Sept. 19th and 26th meetings] The Council has been discussing its goals, and CG included the Academic Senate's recommendations for goals, especially pertaining to issues of trust and collegiate co-operation. The College Council also conducted a self- evaluation [see pp.17- 18 of packet for results of survey] President Fallo wants to bring to the Board of Trustees a recommendation to ban smoking on campus. The last campus survey had proposed a restriction on smoking to certain areas.
- The ASO announced that they are considering drafting a resolution asking for the restitution of some Winter classes.
- Council of Deans. [see pp. 19- 21 of packet for notes from the Sept. 8th meeting] The issue of wait lists was discussed.
- Crossover Enrollment Report. [See pp.22 – 23 of packet]It was noted that students ARE increasingly moving between the two campuses (ECC and CEC), and 2 slides detailing this cross-over movement were shared. Mr. Rosales from Institutional Research briefly spoke on interesting issues raised by these slides. Mr. Rosales noted that “finishing at” does not necessarily mean “graduating from”, but rather that in their last year the student was registered at that campus exclusively. Mr. Panski noted that some of the increased movement may be attributable to the fact that when classes were cut at ECC, student took those same classes at CEC. However Mr. Panski noted that now CEC is operating under the same constraints as ECC so some of that movement may fade.
- Facilities Steering Committee. [see pp. 24- 29 of packet for minutes of the Sept. 12th meeting] the minutes detail the progress made on the various building projects.
- Accreditation Mid-term Report. CG reported that this report is now in its final draft. CG noted that she had sent further comments on the Governance section. Dr. Nishime said she felt CG's comments were well put. Mr. Widman asked whether, should the official report remain sanitized, we would be submitting our own Academic Senate report? CG said we should wait and see what the final draft looks like and whether her new comments have been included before making that decision.

VP Compton Education Center - Saul Panski (SP)

President Elect, Compton Center Faculty Council– Michael Odanaka (MO)

SP reported that the CEC had had troubles with its budget, and had been given an extension until October 19th. A Board Meeting is scheduled for October 18th. SP said the budget was to be revealed to the campus today at 3:30pm and SP is hopeful it will meet the 50% law.

SP said that Chancellor Scott had been forced to cancel his visit to the CEC due to jury duty, and will reschedule.

SP reported that the new Special Trustee has removed the Board from roll call and voting, in response to questions from the Accreditation Committee. The Special Trustee is having the Board, Faculty, Student Leadership, and Classified staff rotate on the dais. As per AB 318, only the Special Trustee will vote on items.

Curriculum Committee – Jenny Simon (JS)

JS said she had attended a regional meeting on Responsibility. No final decisions had been made on the issue and JS expects that colleges will be told that only a certain percentage of FTES will be generated by repeats and to make their own arrangements. They are adopting a wait and see attitude..

VP Educational Policies Committee – Merriel Winfree (MW)

No report.

VP Faculty Development – Briita Halonen (BH) (Co-VP) and Moon Ichinaga (MI) (Co-VP)

[See Supplementary Materials handout for the minutes of the Sept. 27th Faculty Development Committee meeting]

MI reported that the “Getting the Job” Workshop is still a go for October 28th in the Alondra Room, but the time has changed to run from 9:00am – 10:00am. Senators are asked to please alert adjuncts in their Divisions.

Invitations are being sought for the “Outstanding Adjunct” award. October 4th is the deadline for nominations. BH said that a panel, including two faculty members and a student, would be needed to review the nominations.

The Library and Faculty Development are co-operating on a reading and discussion program “California Reads”. The theme of the “California Reads” program is Democracy, and it is hoped that discussion on democracy and civil rights will be generated as the country gears up for its next elections. The key note speaker for the start of the program is Jeanne Houston, author of “Farewell to Manzanar” on November 17th. CG noted the Committee should try and get a bigger venue than the currently proposed East Dining Room.

VP Finance and Special Projects – Lance Widman (LW)

No report. LW did mention that December 13th was the date set for a reassessment and update on the California State income, and the reassessment could lead to certain triggers, including an increase in fees and significant cutbacks. These possible scenarios would go into effect in Summer. Dr. Arce said all were hoping for no more Schedule cuts.

VP Legal – Chris Wells (CW)

CW mentioned a Bill that had passed last year to form a Taskforce on Student Success. Some recommendations are now coming from this taskforce that will have an impact on community colleges.

SPECIAL COMMITTEE REPORTS

Assessment of Learning Committee - Kelly Holt (KH)

KH reported that the Committee is still looking at SLO's at the institutional level. The committee will be hosting a Critical, Creative, and Analytical Thinking competency Summit on Thursday November 10th. KH urged faculty participation at this event intended to present reports and reflection on the data gathered on this competency. KH noted that refreshments will be available.

KH noted that the next core competency to be assessed this semester is that of Professional and Personal Growth. The pilot survey is going out tomorrow, and it is expected that the finalized survey will be ready late October. Courses chosen for this survey will be based on the original mapping notations.

KH noted that CurricUNET is back in business, if a little slow. The SLO module is ready and in good shape. KH said that there are many incomplete reports so faculty are urged to check their reports. Approximately only 35% are complete and the ALC hopes for 75% completion by the end of the semester.

Mr. Ahmadapour asked whether the personal and professional growth referred to students and KH answered yes, we are assessing student competency in this area.

KH shared some contact information:

Torrance Coordinators: Kelly Holt, x3249, kholt@elcamino.edu and Kaysa Laureano, x5203, klaureano@elcamino.edu

Compton Coordinator: Chelvi Subramaniam, x2235, csubramaniam@elcamino.edu

Division Facilitators:

Division Facilitators

Behavioral and Social Sciences: Janet Young x3613, jyoung@elcamino.edu

Business: Kurt Hull , x3775, khull@elcamino.edu

Fine Arts: Chris Mello, x5719, cmello@elcamino.edu

Health Sciences and Athletics: Sandy Bartiromo, x3279, sbartiro@elcamino.edu ; Russell Serr, x3811, rserr@elcamino.edu

Humanities: Rachel Williams, x5185, rawilliams@elcamino.edu

Industry & Tech: Ray Lewis, x3348, rlewis@elcamino.edu ; Sue Ellen Warren, x4519, sewarren@elcamino.edu

Mathematical Sciences: Junko Forbes, x7217, jforbes@elcamino.edu

Natural Sciences: Jim Noyes, x3356, tnoyes@elcamino.edu

Compton Education Center: Fazal Aasi, x2316, faasi@elcamino.edu; Michelle Priest, x2314, mpriest@elcamino.edu

Academic Technology Committee – Pete Marcoux (PM)

PM noted that Director Grigsby would be presenting on a Distance Education survey later in the meeting. Mr. Wagstaff of ITS noted that ECC has an Enterprise version of the Etudes course management system. This means all faculty can use it in their classes but faculty must take the training class to be certified. PM noted that the Academic Senate could have its own class module on the system to share documents and chate, etc.

PM brought up the problems we are having with the Wait-List, for instance students who pay for some classes but do not pay for a wait-listed class until they are accepted are dropped from ALL classes if they miss the payment deadline, and sometimes students are not aware that they have been accepted into the wait-listed class until it is too late. Mr. Wagstaff noted that about 1,000 students have been impacted.

Dr. Nishime asked if this was not a programming issue? PM said he had been told it was preventable. Dr. Gold asked if this was not an issue for enrollment management. Dr. Arce said enrollment management is aware of the issue. Mr. Wagstaff noted that the software has three levels of permissions and Colleague does NOT allow students to enroll in multiple sections of the same course, however the students CAN wait-list in multiple courses. Mr. Ahmadapour noted that this issue could result in lawsuits.

Dr. Arce asked that information and feedback on the problem be gathered and sent to Mr. Mulrooney, and hopefully a report can be generated on the issue by the end of October. Mr. Wagstaff noted that the most important information needed is the student name and ID number in order to be able to rectify matters. PM reported on the technology plan, noting that ITS had install over 800 new pieces of equipment and software, and that there is a constant tug on resources. Classroom issues get priority. PM noted that it is vital for faculty to note technology requests on their plans and in Program Review. There is a need to centralize technology operations and a common list needs to be built up. When making plans and writing Program Reviews, Divisions should also note the support **needed/lack** of support in writing.

PM said that the next meeting date is still to be announced, but will probably occur in late November or early December, and the discussion will be on software.

Mr. Ahmadapour felt that there was a lack of accountability from ITS and asked why this was allowed. Problems traced to ITS seem to go nowhere.

INFORMATIONAL ITEMS - DISCUSSION

Distance Education Report and Discussion

1. Institutional Research. DE Spring 2011 Report - -Joshua Rosales (JR)

JR presented information and two short articles pertaining to issues in Distance Education, including:

Who are DE students? JR noted that 2/3 of DE students are female. The racial demographic is similar to the “real” campus. The majority of DE students are part-timers (meaning less than 12 units), and most are between the ages of 18-24.

Success and Retention statistics. JR shared a graph comparing ECC and State rates in DE for the last 5 years. ECC has been increasing its success rates. Mr. Widman asked whether retention meant a student sticking with the class for the semester. JR said this is so. Mr. Widman noted the spike in 2009 and assumed it was because ECC was trying to grow the DE program at that time. AG said there had been a big infusion of support for the DE program at that time, so more sections had been supported.

Mr. Widman asked whether online classes would be cut during the Winter session? AG said a decision had been made to use the 8 week or longer format for DE classes so a shorter 6 week format would not be offered. Mr. Widman asked if there was any data to justify this. AG said that the DE program had been dinged during Accreditation and so the DEAC had made the decision to focus on the main semesters for the while. Dr. Gold noted that Winter had shown great success rates.

Discrepancies between certain Divisions and Departments. Another graph compared the success and retention rates between courses offered online and on campus. JR said IR had not really investigated why the results gave this information - -the graph was just informational at this stage.

2. Distance Education Advisory Committee. DEAC Efforts on Behalf of Student Success and Retention - Alice Grigsby (AG)

AG noted that DE continues to be an area of growth, and success and retention rates are growing too.

DEAC is made up of faculty members and Learning Resources Unit members aiming to continue this growth and improvement.

One reason for the success of the classes is that faculty members seem to be more involved with the classes. All classes are evaluated for technical as well as subject content and this is discussed with faculty. All DE faculty use a CMS of some kind which gives a basic structure. The Enrollment management Committee provides funding and collaboration.

AG reported that 2 initiatives have been planned:

Online Tutoring in 2 areas – for CIS online students, and Net Tutor which will be available late in the evening for writing assignments regardless of class.

A Distance Education Institute Initiative on November 17 & 18 to help faculty improve their strategies for success. November 17th will feature a dinner, keynote speaker, and will showcase some faculty strategies. November 18th will feature all day sessions, Etudes demonstrations and lunch.

Mr. Panski asked if Compton faculty in the DE arena were invited as well. AG noted that after the first enrollment, and invitation would be extended to Compton as well.

Discussion of Past constitutional Amendments and Possible Faculty-wide Votes – Christina Gold (CG)

[see Supplementary Materials packet] CG noted these items

1. A Constitutional Amendment allowing for electronic voting procedures had been passed by the Senate and faculty at large. This needs to be inserted into the Constitution and By-Laws. CG needs feedback on how to proceed.
2. Constitutional Amendment regarding Compton Educational Center. This has also been passed by the Senate and the faculty. Also needs to be inserted into the Constitution and By-Laws.
3. Constitutional Amendment deleting the VP of Legislative Action and creating the VP
4. Instructional Effectiveness. Passed by the Senate, Nov. 2008. Not passed by the faculty at large. This new position was seen as a more immediate need for the Academic Senate. This has not yet been passed on to the faculty at large for voting. This post will probably be for the ACL/SLO coordinator/s .
5. Constitutional Amendment creating the VP of Academic Technology. Passed by the Senate, April 2006. Not passed by the faculty at large.
6. Constitutional Amendment allowing for staggered co-VP positions. Passed by the Senate in Spring 2011. Will go to a faculty at large vote.

PM noted that technology is everywhere and so the VP Academic Technology is an important post, and would create links between the various technology committees. The reason it had not gone to the faculty at large before is that the Academic Senate has been dealing with the idea of release time, but the time has now come to send it to the faculty for voting. Mr. Wells asked if there WAS release time for the VP position. PM noted that it was not an issue at the moment as the technology committees met so infrequently, but the issue could be raised again in the future. Ms. Ichinaga asked whether the position would serve as a voice of advocacy for faculty on technology matters. PM said he saw it as more of a communication liaison at the moment, but more advocacy is needed. CG noted that it was the VP duty to represent the Academic Senate position on matters.

Mr. Marcoux asked if the VP Instructional Effectiveness post would get release time. CG said she would be willing to give a little of her release time for this position as it involves Program Review. Ms. Halonen asked if the current VP Legislative Affairs has no release time, and the answer was no.

Mr. Panski requested that if and when changes to the b- laws are done, faculty be informed.

Discussion of Senate Functioning – Christina Gold (CG)

CG asked that the Academic Senate conduct a quick self-survey using Clickers, to be followed by a discussion of the purpose and effectiveness of the Senate.

Here is a breakdown of the survey:

1. I understand the 10+1 purview of the Senate.

Fully = 18%

Partially = 57%

Not at All = 25%

CG noted that this information is always in the front of the Senate packet.

2. The Senate adequately represents faculty and students in academic and professional matters?

Agree fully = 10%

Agree somewhat = 72%

Disagree = 17%

Don't know = 0%

3. I understand the role the senate plays in collegial consultation at ECC?

Fully = 19%

Partially = 77%

Not at all = 4%

4. The Senate voice is fully heard and considered in collegial consultation committees?

Agree entirely = 4%

Agree partially = 21%

Disagree = 75%

Don't know = 0%

5. Senate committee reports should be given once a month, unless there is a pressing issue?

Agree fully = 60%

Agree partially = 28%

Disagree = 12%

6. I would like more opportunities to express my opinions about academic and professional matters during Senate meetings?

True = 28%

False = 72%

7. Senators should receive a car allowance and iPad as compensation for their hard work?

True = 92%

False = 8%

Mr. Ahmadapour had hoped to have some discussion on the purpose of the Senate, but said he would wait on this as most Senators had left.

PUBLIC COMMENT

None.

ADJOURN

The meeting adjourned at 1:58pm.

Cs/ecc2011

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 3, 2011

Present: Francisco Arce, Rebekka Asher, Rocky Bonura, Thomas Fallo, Chris Gold, Irene Graff, Kathy Oswald, David McPatchell, Jeanie Nishime, Luukia Smith
(Guests: Ann Garten, Arvid Spor, Starleen Van Buren)

1. Policy on Smoking will be included on the Board agenda.
2. Goals of College Council – 2011-2012

It was established at a prior College Council meeting that there will be a quarterly review of goals.

Members agreed to the following goals for 2011-2012:

1. Practice consistent and timely internal college communications through the use of two-way discussion within College Council and between Council members and their constituents where appropriate.
2. Evaluate new policies, procedures, and processes in terms of promoting student success.
3. Consider environmental impacts during policy, procedure, and process discussions in support of movement toward a more sustainable campus.
4. Complete ten plus one policies and accompanying procedures.

Agenda for the October 10, 2011 Meeting:

1. Minutes of October 3, 2011
1. Team Reports
2. Counseling Appointment Practices
3. Phone System

ASO Winter Session Resolution

Written by Jasmine Hormati, ASO Vice President
and

Joshua J. Casper, Student Trustee

Presented at ASO Senate Meeting October 6, 2011

Whereas, the El Camino College tentative and final budgets allocated funds for 75 sections to be offered during the 2012 Winter Session and said budget was passed at the September 8, 2011 Board Meeting; and

Whereas, the El Camino College Mission statement states, "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."; and

Whereas, the El Camino College Statement of Values states, "[its] highest value is placed on [its] students and their educational goals"; and

Whereas, statistics indicate the Winter Session has high retention and success rates; and

Whereas, students seeking to transfer need the Winter Session to complete transfer requirements; and

Whereas, El Camino College has the funds to offer 75 sections for the 2012 Winter Session;

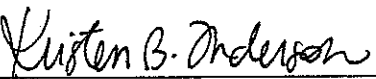
Therefore be it resolved, that El Camino College offer at least 75 sections for the 2012 Winter Session by utilizing funds from the El Camino College reserve if necessary;

Be it further resolved, that El Camino College will not reduce its budgeted Spring 2012 offerings to accomplish this resolution.

ASO Senate action taken: Adopted Adopted as amended Defeated
 Tabled Referred to Executive Cabinet

10/06/2011
Date


Rebekka Asher, ASO President


K. Breanna Anderson, ASO Adviser



PRESS RELEASE

October 7, 2011

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

Mobile E-mail: pmarlatt@comcast.net

California Community Colleges Chancellor Jack Scott says Draft Recommendations of Student Success Task Force Will Improve Completion Rates

Comprehensive plan balances priorities to better respond to the needs of students and the economy

SACRAMENTO, Calif. – California Community Colleges Chancellor Jack Scott today praised the newly released draft recommendations of the Student Success Task Force, saying that it provides a workable action plan to improve degree and certificate attainment and transfer rates of the 2.6 million students enrolled in the system's 112 colleges.

"Our system can take bold steps to ensure more students complete certificates, degrees and transfer to four-year universities. This must be done while protecting access for the diverse group of Californians who come to our campuses seeking to improve their lives," said Chancellor Jack Scott. "The task force has done an excellent job of developing recommendations to make our colleges responsive to students' needs and the state's economy, which is increasingly demanding college-educated workers."

The task force was convened as a result of [Senate Bill 1143 \(Liu\)](#), which required the California Community Colleges Board of Governors to establish a panel to examine best practices for promoting student success and then to adopt a plan for improving degree and completion rates within the California Community Colleges.

Scott said he looks forward to the discussion that will occur in the coming weeks as public feedback is gathered on the recommendations, which were developed over 10 months of study and deliberations. "Ensuring access to higher education is only half the equation," Scott said. "Equally important is granting students the best opportunity to succeed upon entering the classroom."

The recommendations call for development and implementation of tools that do a better job of determining the skill level and needs of entering students, as well as innovation that will lead to students addressing basic skills education earlier in their academic careers.

Other draft recommendations would require:

- Students to decide on their course of study earlier so they can reach their goals on time, which will save money and get them into the workforce faster. It will also free up space for the system to serve more students.

- more -

- Colleges to give priority enrollment to students who make progress in meeting their identified goals and to adjust course offerings according to the needs of students based on those goals.
- Expand the use of technology, especially as it relates to helping students access and plan their educational goals, with tools such as smart phones.
- Changes to promote flexibility that will allow local colleges to pursue student success strategies tailored to the needs of their students.
- Colleges to use scorecards to publically report on their progress to improve student success.

“The academic success of our students is our foremost objective,” said board of governors member Peter MacDougall, who chaired the task force. “The report’s recommendations, taken together and applied by talented faculty and staff on individual campuses, will increase the number of students who succeed in transfer and career readiness programs – the core mission of our community colleges. Enhancing collegiate skills programs and having students complete their plans in a timelier manner will help California narrow its education skills gap and prepare workers to compete in the current and emerging economies.”

The task force will meet again Nov. 9 to discuss public input received in meetings and online. After reviewing the feedback, they will make adjustments to the plan if necessary. The proposal will then be forwarded to the California Community Colleges Board of Governors for consideration at its January 2012 meeting. The final report of recommendations will be presented to the Legislature in March 2012.

The task force is made up of [20 members](#). They are a broad representation of stakeholders, including students, faculty, staff, researchers, college presidents and district chancellors, local trustees and third-party advocates. Before the plan is finalized, Californians are invited to take part in the reform effort by reading the draft recommendations, submitting comments, participating in upcoming town hall meetings, and logging on to online discussions. The draft recommendations and more information can be found at <http://californiacommunitycolleges.cccco.edu/SSTF.aspx>.

The [California Community Colleges](#) is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.6 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

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Editor’s Note: To see the draft recommendations, click [here](http://bit.ly/ndB2W1). (<http://bit.ly/ndB2W1>)

Minutes of the Educational Policies Meeting October 11, 2011

Present: Merriel Winfree, Jean Shankweiler, Chris Gold, Chris Jeffries, Victor Robles

I. Discussion/Actions

A. AP/BP 4260 – Prerequisites and Co-requisites

--M. Winfree distributed information on the AP/BP 4260 – Prerequisites and Co-requisites: Title 5 template with revisions.

--Jean Shankweiler, Don Goldberg, and Tom Lew recommended establishing an administrative procedure for pre-requisites.

--The Ed. Policies committee discussed the changes in Title 5 to prerequisites and how it will affect AP/BP 4260. There was an agreement in the committee that we should keep the policy we have for content Review and Content Review with Statistical Analysis.

--Content Review will be used to allow access to classes.

--The committee agreed to bring the information to the Senate, and Curriculum committees to see what other opinions there were and then proceed with revising the administrative procedure.

Chris Jeffries said that in the past English became recommended for Non-English classes prerequisites.

B. Review of Individual Courses

-- Jean Shankweiler suggested keeping 1, 2, 3, & 6 and removing #3 from the Title 5 Revision handout.

--Jean Shankweiler discussed the Disproportionate Impact Study suggesting that the prerequisites should not negatively affect students of different ethnic groups disproportionately.

C. AP/BP 4020 – Program, Curriculum, and Course Development

-- Chris Gold recommended that she will do some housekeeping on board policy 4020. Changing #2 on page one from 6 years to 4 years, and adding with the exception of Career Technical Educational programs are in a two year cycle for Program Review.

--Chris Gold suggested that Program Review procedures are not in the Curriculum Handbook and that the information is housed in the Academic Affairs, division offices, and College website.

The meeting adjourned at 2:00pm

II. Meeting Schedule

The next Educational Policies will meet on October 25 from 1:00-2:00 in SSC 106.

Faculty Development Committee Meeting

MINUTES

Tuesday, October 11, 2011

Committee Members:

Fazal Aasi (FA) - P	CEC		
Florence Baker (FB) - P	BSS	Donna Manno (DM) - P	Staff Dev.
Rose Cerofeci (RC) - P	Humanities	Cristina Pajo (CP) - P	Counseling
Kristie Daniel-DiGregorio (KD) - A	BSS	Russell Reese (RR) - P	Adj. Rep/Math Ross
Durand (RD) - A	Ind/Tech	Angela Simon (AS) - A	BSS
Briita Halonen (Co-Chair) (BH) -P	Humanities	Margaret Steinberg (MS) - P	Nat. Sci.
Linda Ho (LH) - A	Math	Mercedes Thompson (MT) - P	Humanities
Moon Ichinaga(Co-Chair) (MI) -P	Learning Res.	Rachel Williams (RW) - A	Humanities

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

Fall 2011 Meetings (in West Library Basement)

September 13 & 27; October 11 & 25; November 8 & 22

AGENDA

I. Discussion Items

A. Outstanding Adjunct Award

1. Nominations were originally due by Friday, Oct. 14, but the committee agreed by consensus to extend the deadline by one week, to Friday, Oct. 21, to give more time for the submission of nominations.
2. There was an extended discussion of ways to further promote nominations.
 - a. Committee members were asked to post flyers in division offices and notify other faculty in their divisions that it is acceptable to self-nominate and for part-time faculty to nominate.
 - b. Since the award is sponsored by the ECC Academic Senate, Chris Gold (CG), Academic Senate President, will be asked to send out an e-mail note to the listserv announcing the extension of the nominations deadline.
 - c. BH will contact faculty who nominated candidates for the award last year to see if they would like to re-submit the nominations for this year. The Committee agreed that re-submission with appropriate updating would be acceptable.
3. The nature of the nomination letter was clarified.
4. Selection panel will consist of at least BG/MI, CG, the ASO President, a Dean, and two Academic Senators.
 - a. CG has asked Senators Sue Ellen Warren and Michelle Moen, both part-time instructors to join the panel.
 - b. Lynn Fielding, last year's award winner, has been invited to join the panel, but has not responded yet.

B. Part 1, "The Application," of the "Getting the Job" Workshops (Oct. 28th; 9 - 10:30 p.m.; Alondra Room).

1. BH announced that the participants now are Roxanne McCoy (HR), Dean Gloria Miranda (BSS); recently hired faculty Monica Chaban (ECC; Bus), Scott Kushigemachi (ECC; Hum), Dalia Juarez (CEC; Hum), and Dale Ueda (CEC; Ind/Tech).
2. We still need two full-time instructors with hiring committee experience.
 - a. MI is waiting to hear from Dean Goldberg Math division representatives.
 - b. MI will contact the FA and Bus Deans also for possible representatives.

C. "California Reads" Program Update (MI)

1. The non-profit organization based in Los Angeles, the California Center for the Book, has generously donated 4 copies each of two of the titles, Lost City Radio, and A Paradise in Hell: the Extraordinary Communities that Arise in Disaster for our use. These copies will be put on reserve in the Library later day, along with existing Library copies of Farewell to Manzanar and available for 7-day borrowing. Hopefully, as faculty consider integrating these books into their spring 2012 classes, they will take advantage of these reserve copies as well as scanned chapters (one chapter per book based on copyright regulations) that will be available online through the Library's electronic reserve system (ERes) beginning next week.
2. RC reported on the response of FYE instructors to the program in a recent meeting discussion that she and KD lead. There were also a few questionnaires that were completed to give us some documented feedback (See the form on page 3 of this document.) RC recommended that we develop a marketing campaign that makes it easier for instructors to understand the ways in which the reading and discussion can be effectively integrated into courses and the associated benefits.
3. Even though the upcoming November 17 campus presentation by the author of Farewell to Manzanar, Jeanne Wakatsuki Houston is intended as a "kickoff" event, there was general consensus that other promotional activities are needed before that date. FB mentioned, for example, that there is a deadline looming for faculty to submit their spring textbook requirements to the ECC Bookstore. MI indicated that she has not received any responses to the program introduction/brief questionnaire that she sent via email to Honors Transfer Program instructors.
4. There was an extended exchange of ideas. MI agreed to create a statement of program objectives(a relatively "simple sound bite"), along with concrete examples of possible class activities in an attractive flyer format. If possible, interesting summaries of the three books should be drafted as an attachment (?).

D. Budget

1. Even though we do not have a definite 2011-12 staff development budget yet, DM distributed copies of the 2010-2011 Staff Development Office Expenditure Report, and she anticipates that the total budgeted amount will be similar (\$50K-\$60K).

II. Updates - There was no time to discuss other activities such as the Faculty Book Club.

**“California Reads” Program Questionnaire
October 3, 2011**

The ECC Library and the Faculty Development Committee of the Academic Senate are working together to encourage the College’s participation in the “California Reads” Program which is sponsored by the California Council for the Humanities. This is a statewide reading and discussion program intended to stimulate a dialogue on civil rights and democracy among Californians, leading up to the 2012 elections.

We’re excited about introducing this opportunity to campus and want to gauge faculty interest in incorporating elements of it into your spring 2012 courses. With that in mind, please read the following and respond to the survey below.

There is a slate of five books associated with the program. Considering the nature of the ECC campus community and practical considerations, we will focus on only three of the titles:

- 1) Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston, a “touching, funny, and tragic” memoir about the World War II internment of Japanese Americans.
- 2) Lost City Radio by Daniel Alarcon. In a fictional Latin American country, ten years after a brutal civil war, the victorious repressive government is “rewriting history by enforcing silence and forgetting.”
- 3) A Paradise Built in Hell: the Extraordinary Communities that Arise in Disaster by Rebecca Solnit. In this investigation of the aftermath of natural and man-made disasters, the author argues that preparing for and dealing with disasters is “democracy in action.”

On campus in November, as a “kickoff” event, the Library has arranged for Jeanne Wakatsuki Houston to speak about her book, Farewell to Manzanar, and the importance of civil rights, particular during times of national crisis.

Given current economic and college budgetary factors, the ECC Library and the Faculty Development Committee will only be able to provide a limited number of copies of the three titles. These books would be placed on reserve, but available to students to borrow for off-campus use for a few days. All three books are available in paperback format at a list price of \$6.99, \$16.00, and \$13.95 respectively. Arrangements can be made for the books to be stocked in the ECC bookstore. They are also available on Amazon; the last two at a discounted price of \$6.40 and \$11.16 respectively, not including shipping charges.

To help us plan for participation in the program at the course level, please respond to the following questions:

1. As an instructor, how interested are you in integrating the reading and discussion of one of the books in your class (es) during the spring 2012 semester? Please circle your response.

4	3	2	1
Highly interested	Moderately Interested	Not Sure	Not Interested

2. If you are interested (e.g. answered question #1 with a “4” or “3”), do you plan to make the reading and any associated activities.....

3	2	1
Required	Extra Credit	Not Sure

3. If you plan on making the activities “required,” please give us an estimate of the number of students that would be involved: _____.

Thank you for your help.

Please return this completed survey by Wednesday, October 12, to Moon Ichinaga, Librarian, ECC Library, and Co-Chair, Faculty Development Committee

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 15, 2011

MEMBERS PRESENT

- | | |
|--|---|
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Natividad, Rory – Mgmt/Supervisors | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Patel, Dipte – Academic Affairs | <input type="checkbox"/> Tomoda, Kenji – ASO |
| <input type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input checked="" type="checkbox"/> Turner, Gary – ECCE |
| <input type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Francisco Arce, Katie Gleason, Ken Key, Jeanie Nishime, Emily Rader, John Wagstaff

Handouts: Letter from President Fallo to Chancellor Scott and Special Trustee Hudley-Hayes; 2010 PBC Evaluation

The meeting was called to order at 1:08 p.m.

Approval of 8/25/11 and 9/1/11 Minutes

1. Future minutes will focus on content and not reflect who said what. Minutes are not transcripts and should accurately reflect general dialog content.
2. 8/25/11 minutes were approved with no changes.
3. 9/1/11 minutes were approved with no changes.
 - a. Comment: Page 2, #10a – request was made to see the letter from President Fallo to Chancellor Scott and Special Trustee Hudley-Hayes. The letter notes that the issue was primarily budgetary and that ECC would end the partnership if changes were not made. Members of both ECC and Compton PBC asked why the letter was not made known earlier. Barbara Beno, Chancellor Scott, President Fallo, Special Trustee Hudley-Hayes and Tom Henry had been involved in discussions to resolve the budget issues during the summer. Tom Henry will return as Interim Special Trustee and the partnership will continue while budget issues are being resolved.
 - b. Comment: Page 3, #4 – In October, J. Ely will bring document that shows differences between budgeted and actual reserves.
 - c. Comment: Page 4, Discussions occurred between Board members and guest speakers at the last Board meeting. PBC recommended adoption of the final budget as written, but the Board chose to approve the final budget without the \$975,000 negotiable line item. Not sure how the District will balance the budget after \$975,000 is removed.

2011 PBC Evaluation:

1. 2010 evaluation reflected changes in responsibilities of the committee (as outlined in the budget book) in planning, budgeting and communication. Meetings/chair component is not in the budget book. The draft minutes are approved in meetings so keep in mind question #4 is about the final version, which is available online. It is the responsibility of members to review the final version.
2. Members agreed no changes will be made to the evaluation other than the year.

3. A. Spor will email the 2011 evaluation and asked members to print and send or email to L. Nelson. Evaluations will be sent to PBC members, alternates and support staff. Will not send evaluation to K. Tomoda since this evaluation covers the past year.

The next meeting is scheduled on October 6, 2011.

The meeting ended at 1:24 p.m.

DRAFT

Information re: Legislation

AB 131 (Cedillo)

Student financial aid.

(1)The Donahoe Higher Education Act sets forth, among other things, the missions and functions of California's public and independent segments of higher education, and their respective institutions of higher education. Provisions of the act apply to the University of California only to the extent that the Regents of the University of California, by appropriate resolution, act to make a provision applicable. Existing law requires that a student, other than a nonimmigrant alien, as defined, who has attended high school in California for 3 or more years, who has graduated from a California high school or attained the equivalent thereof, who has registered at or attends an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-02 academic year, and who, if he or she is an alien without lawful immigration status, has filed a prescribed affidavit is exempt from paying nonresident tuition at the California Community Colleges and the California State University.

This bill would amend the Donahoe Higher Education Act, as of January 1, 2013, to require the Trustees of the California State University and the Board of Governors of the California Community Colleges, and to request the regents, to establish procedures and forms that enable students who are exempt from paying nonresident tuition under the above-described provision, or who meet equivalent requirements adopted by the regents, to apply for, and participate in, all student aid programs administered by these segments to the full extent permitted by federal law, except as provided. This provision would apply to the University of California only if the regents, by appropriate resolution, act to make it applicable.

This bill would provide that students who are exempt from paying nonresident tuition under the above provision, or who meet equivalent requirements adopted by the regents, are eligible to apply for, and participate in, any student financial aid program administered by the State of California to the full extent permitted by federal law. This bill would require the Student Aid Commission to establish procedures and forms that enable those students who are exempt from paying nonresident tuition under the above provision to apply for, and participate in, all student financial aid programs administered by the State of California to the full extent permitted by federal law. This bill would prohibit students who are exempt from paying nonresident tuition under the provision described above from being eligible for Competitive Cal Grant A and B Awards unless specified conditions are met. The bill would make these provisions operative as of January 1, 2013.

(2)Existing federal law requires that a state may provide that an alien who is not lawfully present in the United States is eligible for any state or local public benefit for which that alien would otherwise be ineligible under a specified federal law only through enactment of a state law that affirmatively provides for that eligibility.

This bill would find and declare that the amendments to the Donahoe Higher Education Act described above are state laws within the meaning of this federal provision.

(3)Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction, for prescribed fees, at community college campuses throughout the state. Existing law authorizes the waiver of these fees for, among others, students who are eligible under income standards established by the board of governors.

This bill, as of January 1, 2013, would require community college districts to waive the fees of students

who are exempt from nonresident tuition under the provision described in (1) above, and who otherwise qualify for a waiver under this provision, under regulations and procedures adopted by the board of governors. Because the bill would impose new duties on community college districts with respect to determining eligibility for fee waivers, the bill would constitute a state-mandated local program.

(4)The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

SB 650 (Lowenthal)

Postsecondary education: the College Promise Partnership Act.

Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. Existing law authorizes the governing board of a school district to authorize pupils, with parental permission, who would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students to undertake one or more courses of instruction at the community college level. Existing law authorizes the parent or guardian of a pupil to petition the governing board of a school district to authorize the attendance of the pupil at a community college as a special part-time or full-time student on the ground that the pupil would benefit from advanced scholastic or vocational work. Existing law further authorizes the governing board of a community college district to admit those students to any community college under its jurisdiction and to include those students in the district's report of full-time equivalent students if they are enrolled in community college classes that are open to the general public.

This bill would enact the College Promise Partnership Act, and authorize the Long Beach Community College District and the Long Beach Unified School District to enter into a partnership, as specified, to provide participating pupils with an aligned sequence of rigorous high school and college coursework leading to capstone college courses, as defined, with consistent and jointly established eligibility for college courses.

The bill would authorize the Long Beach Community College District to admit to any community college under its jurisdiction, as a special part-time or full-time student, a student participating in the partnership and to assign priority for enrollment and course registration to specified students. The bill would also authorize the district to include high school students, who attend a community college within the district and participate in the partnership, for the purpose of receiving state apportionments on the same basis as other community college districts. The bill would require the Long Beach Community College District to report to the Chancellor of the California Community Colleges the moneys utilized for the partnership by no later than November 1 of each year the partnership is in operation.

This bill would require the Long Beach Community College District, if it decides to enter into a partnership, to provide for an independent evaluation of the partnership, as specified, funded with resources provided by the participating entities. The evaluation would be required, at a minimum, to provide recommendations for the improvement of, and issues related to, the establishment of admittance,

enrollment, and course registration priority provided to pupils participating in the partnership, and on whether the partnership has met specified objectives. The evaluation would be required to be submitted to the Legislature by December 30, 2016, and the evaluation process requirement would be repealed on January 1, 2018.

The other provisions of this bill would become inoperative on June 30, 2017, and, as of January 1, 2018, would be repealed, unless a later enacted statute that is enacted before January 1, 2018, deletes or extends that date.

This bill would make legislative findings and declarations as to the necessity of a special statute for the Long Beach Unified School District and the Long Beach Community College District.

AB 743 (Block)

California Community Colleges: common assessment system.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state.

The Seymour-Campbell Matriculation Act of 1986 requires, contingent on the appropriation of funds for the purposes of the act, matriculation services to be made available by the colleges. The act requires those services to include assessment and counseling upon enrollment, including administration of assessment instruments to determine student competency in computational and language skills.

This bill would require the board to establish a common assessment system with specified objectives, including selection of an existing commercially available and centrally delivered system of student assessment, to be used as one of multiple measures, consistent with specified law, for the purposes of community college placement and advisement.

The bill would require the Office of the Chancellor of the California Community Colleges to work in collaboration with the State Department of Education and the California State University when developing a common college-readiness standard that will be reflected in the creation of assessment instruments.

The bill would require the Office of the Chancellor of the California Community Colleges to submit a report to the Legislature and the Governor on the progress of implementation of the common assessment system by December 31, 2012, and would require the above provisions to become operative upon the receipt of state, federal, or philanthropic funds to cover the costs of the common assessment system.

AB 1056 (Fong)

Public postsecondary education: community Colleges

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. The board of governors appoints the Chancellor as the chief executive officer of the board. Existing law establishes community college districts throughout the state, and authorizes these districts to provide instruction to students at community college campuses maintained by the districts.

This bill would require the Office of the Chancellor, by January 1, 2012, to implement a procedure to facilitate the electronic receipt and transmission of student transcripts by districts. The bill would also require all community college districts, contingent upon the Office of the Chancellor's receipt of new,

one-time state, federal, or philanthropic funding sufficient for this purpose and as a condition for receiving funding, to implement a process for the receipt and transmission of electronic student transcripts. The bill would require the Office of the Chancellor to determine the requirements and procedures for dispersing those funds to participating community college districts and to report to appropriate legislative committees, a year after funds are dispersed, the community colleges that have adopted electronic transcripts and the remaining community colleges that have yet to adopt the electronic transcript delivery system. The bill would allow a community college district that has elected to implement a process for the receipt and transmission of electronic student transcripts to later opt out of the program in any subsequent year.

This bill would state the intent of the Legislature in enacting this measure, and would repeal its provisions on January 1, 2015.

Because this bill would impose new duties on community college districts, it would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.



PRESS RELEASE

October 10, 2011

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

Mobile E-mail: pmarlatt@comcast.net

**California Community Colleges Chancellor Jack Scott says New Bills Signed by Gov. Brown
Will Save Students and Colleges Time and Money**

Common assessment system and eTranscript bills become law and remove redundancies, confusion

SACRAMENTO, Calif. - California Community Colleges Chancellor [Jack Scott](#) today thanked Gov. Jerry Brown for signing two bills designed to simplify the educational process for students and create more efficient placement testing within the 112-community college system. The new legislation will save colleges tens-of-thousands of dollars as more modern and efficient services are used, and students will benefit from a streamlined assessment system and will have the ability to request and view their transcripts online.

Chancellor Scott noted that dozens of different standardized assessment tests are currently being used throughout the California community college system to place students into courses. Many campuses only recognize the test they use and require students who take placement exams at a different community college to be reassessed. This creates an additional hurdle for prospective students and results in costly and duplicative testing by campuses.

"These two pieces of legislation go a long way in saving colleges' time and money and allowing us to efficiently and seamlessly serve our students," Scott said. "The centralized assessment system and the new eTranscript infrastructure will help our 2.6 million students achieve their educational goals faster by eliminating redundant practices and using technology to allow our students to access their records online and to share the information quickly with other institutions."

Signed on Oct. 8, [Assembly Bill 743](#), authored by Marty Block (D-San Diego), requires the Chancellor's Office to establish uniform assessment tests for English, math, and English as a second language (ESL). The common assessment tools will be made available to all 112-campuses to use in determining whether individual students should enroll in college-level courses or if they should first take basic skills classes. The use of the common tests will allow students to take their results with them if they enroll at multiple campuses or want to transfer to a different community college.

Assessment is a critical tool for students, many of whom begin their community higher education underprepared for college-level work. Taking an assessment prior to placement in a course is a critical step towards increasing student success. Colleges that use the new common assessment exams will realize a

significant cost savings because the system will purchase the tests in volume and offer them to campuses at little or no cost. This will allow more students to be assessed while the colleges realize cost-savings that they can keep locally and reinvest in other priority programs.

Assembly Bill 743 also allows for the creation of an online pre-test application that students can use to prepare to take the assessments. This will help students to improve their placement scores by allowing them to brush-up on skills they may have forgotten and as a result, enroll in the appropriate classes – thus helping them to succeed faster in degree or certificate completion and/or in transferring to a four-year university.

The California Community Colleges Chancellor's Office received a one-time allocation of \$500,000 from the California Assembly for the common assessment project. This funding, in addition to grant money from the Hewlett and Gates Foundations, will combine to provide \$850,000 in necessary start-up costs for the system-wide initiative. The bill was supported by multiple community college campuses and districts, the Community College League of California, and the Faculty Association of California Community Colleges. It will take effect in January 2012.

[Assembly Bill 1056](#), authored by Paul Fong (D-Mountain View), requires community colleges to convert from a paper-based transcript process to an electronic system called eTranscripts that is highly efficient and student-friendly. The conversion to an electronic system will save the colleges \$4 to \$10 per transcript through reduced paper consumption, fewer staff hours, and decreased postage costs. The simplified process will allow students to request, transmit, track, and download their transcripts and have continuous access. It will also shorten the transmittal time from approximately three weeks to 24-hours when transcripts need to be sent from one campus to another. Many community colleges are already using this system or an alternate e-transcript service. The newly signed legislation will make the practice universal.

The California Community Colleges Chancellor's Office received a one-time allocation of \$500,000 from the state Assembly to help fund the cost of converting from the paper to an electronic transcript system. This funding is estimated to cover the initial conversion costs as specified in the bill. Maintenance expenses will be addressed through savings generated by the use of a more efficient, electronic system.

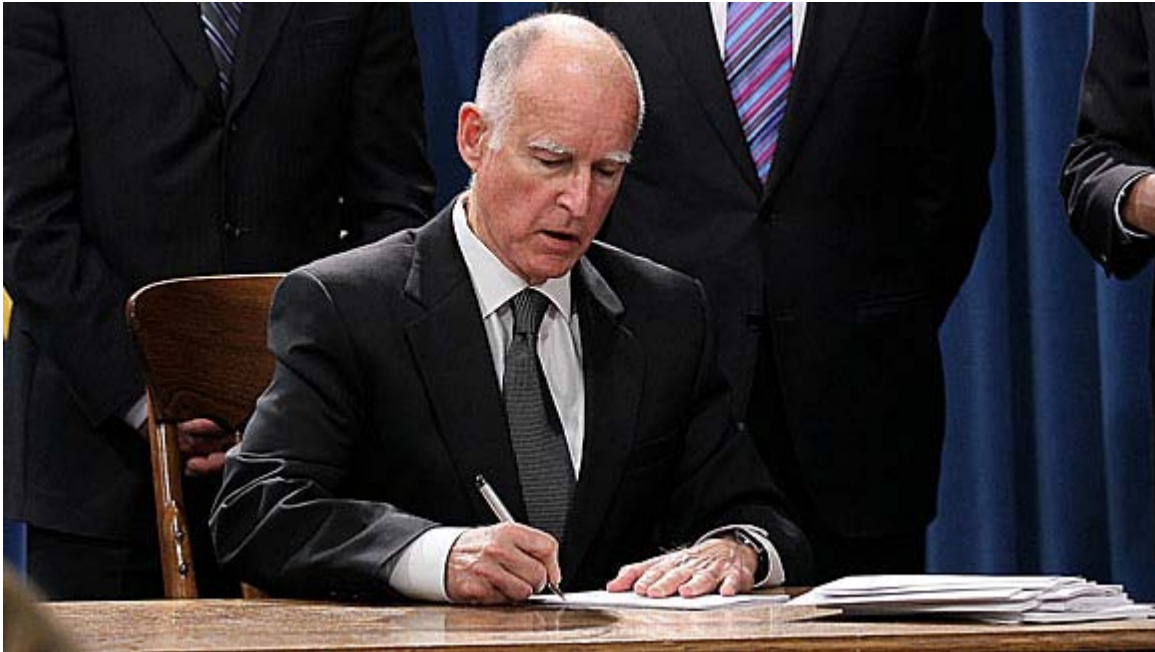
Assembly Bill 1056 is an important first step for creating even greater efficiencies in the future. By investing in this statewide technology, California is building the crucial infrastructure to support future automated projects such as degree audits, around the clock counseling, and the ability to quickly send student transcripts to institutions out of the state.

The [California Community Colleges](#) is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.6 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

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Governor Brown Signs “Long Beach College Promise Act”

by Long Beach Post | Staff Reports | 10.10.11 |



3:00pm | Governor Jerry Brown signed SB 650, the Long Beach College Promise Act, authored by State Senator Alan Lowenthal.

The legislation was sponsored by both Long Beach City College and the Long Beach Unified School District to support the Long Beach College Promise: a seamless education program designed to increase college success for students in Greater Long Beach.

Eloy Ortiz Oakley, President of Long Beach City College and Christopher J. Steinhauser, Superintendent of Schools for the Long Beach Unified School District released a joint statement today calling the signing of SB 650 a "historic moment" for both.

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"The passing of the Long Beach College Promise Act is a historic moment for Long Beach City College and the Long Beach Unified School District," said Ortiz Oakley.

"This bill will give our institutions more flexibility to ensure that our students are adequately prepared to enter higher education institutions and to transfer in a timely fashion. We are extremely thankful to Senator Alan Lowenthal for his leadership."

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"We commend Gov. Brown for signing this important legislation," said Steinhauser.

"SB 650 will allow our schools to further implement the Long Beach College Promise, a nationally recognized collaboration with our community college and state university. Together we're preparing more students for success in higher education and in the workplace."

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SB 650 establishes an innovative model that provides participating LBUSD students with an aligned sequence of rigorous high school coursework leading to capstone college courses while students are still in high school. These capstone courses count for LBCC course credit. The bill also gives the Long Beach Community College Board of Trustees the authority to create a specialized LBUSD cohort of students and assign them priority enrollment and course registration.

- The goals of the College Promise Act include:

- Increasing the percentage of school district students who attend college directly from high school;

- Increasing the percentage of school district students who are determined, by assessment or other means, to be prepared for college-level English and mathematics by the commencement of their first regular semester at the college;

- Increasing the number of students who successfully complete college-level English and mathematics in their first year; and,

- Increasing the number of school district students who earn a degree or certificate at the college, or successfully transfer to a four-year university, within four years of graduating from high school.

The Long Beach College Promise will allow the public education institutions in Long Beach, which have a proven track record of success in improving outcomes for all students, to move their partnership to a new level and to help create a model through which California can begin to increase college completions at a scale and pace to meet President Obama's 2020 completion goals,

- Learn more about the Long Beach College Promise at www.longbeachcollegepromise.org.

[4a] 2011-2012 ESL/Basic Skills Action Plan

District: El Camino Community College District

College: El Camino College

Due on or before October 10, 2011

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
Counselor Intervention: Counselors conduct classroom visitations to present college support services and create education plans.	A5: comprehensive support integration B.3: trained counseling	June 30, 2012	Art Martinez Basic Skills Coord. Math Dept.	The improvement rates of students participating in the program by comparison to those students who do not.	A 5% positive difference in the Improvement rates for students participating in the program compared to those not participating in the program.
Basic Skills Summer Academy: A 3 week math refresher course to prepare students to retake the placement exam and place higher	A4: facilitate early sequence completion A5:comprehensive support integration B1: mandatory orientation D.7: aligned entry/exit skills among levels D10: academic support/tutors	August 30, 2012	Art Martinez Basic Skills Coord. Math Dept.	The number of students that are placed into a higher math class than initially placed by Accuplacer.	The program will be considered successful if over 50% of the students participating in the program place into a higher math class than initially placed by Accuplacer.
Just in Time workshops: Four instructors will conduct 34 workshops over the course of two semesters on math topics relevant to the period of time in the semester.	D10: academic support/tutors	June 30, 2012	Art Martinez Basic Skills Coord. Math Dept.	Success rates or retention rates of students participating in the program by comparison to students who do not.	A 5% positive difference in the success rates for students participating in the program compared to those not using the program.
Provide support for Writing Center coordination, staffing, training, equipment, and technical assistance to target basic skills students.	A.1.4: developmental ed funded A.5.1: course related tutor A.5.3: comprehensive learning assistance center D.2.1: use of writing labs D.10.2: Learning	June 30, 2012	Tom Lew, Dean of Humanities; Barbara Budrovich, WC Coordinator	Data on success and retention rates of students using Writing Center services compared to students in the same courses who do not use Writing Center services.	Current research shows that the success and retention rates for students using the Writing Center range from approximately 12% to 14% higher than students in the same courses who do not use the Writing Center. Comparable rates of success and retention are projected for 2011-12, with a minimum positive achievement rate of 10% anticipated over non-Center users.

	services visible and central D.10.5: Tutoring available/accessible D.10.6: Tutors formally trained				
Provide part-time ESL counselor for orientation, placement and assessment assistance, educational planning, and registration assistance to ESL students.	A.4.2: advised towards courses consistent w/basic skills prep B.1.4: pre-enrollment for basic skills B.3.1: proactive counseling/advising B.3.3: trained counseling staff to address needs of dev. student B.3.4: early dev. Ed counseling	June 30, 2012	Van Nguyen, Counseling	Data on the number of ESL students receiving counseling services, such as orientations, classroom presentations, educational plan updates, email advisement, and individualized counseling in academic, career, and transfer areas.	ESL student contacts/interventions for 2010-11 totaled 738. The ratio of student contacts/interventions for 2011-12 will increase by 5%. Institutional research will provide outcomes data on success and persistence for ESL students receiving dedicated services.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[2] Narrative Responses to Basic Skills Completion and Improvement Rates

El Camino College

1. The top intervention in English was the augmentation of the Writing Center tutoring services. All programs in writing, reading, and ESL demonstrated gains for the three-year period in both completion and improvement rates, ranging from a minimum of .9% (ESL improvement) to highs of 6.9% (reading improvement) and 7.1% (ESL completion).

Effective Practices: A.1.4, A.5.1, A.5.3, D.2.1, D.10.2, D.10.5, and D.10.6.

Another successful intervention featured the assignment of an adjunct counselor whose sole duties were to facilitate ESL guidance in orientation, placement, and educational plan development.

Effective Practices: A.4.2, B.1.4, B.3.1, B.3.3, and B.3.4.

The Math Department's Counselor Intervention program facilitates guidance, reviews support services, and creates student educational plans in the courses 3-4 levels below transfer. A 2008 – 10 Institutional Research study found participating students were 25% more likely than non-participants to succeed in subsequent courses in fall semesters and 15% more likely in spring semesters.

Effective Practices: A5, B3

The BSI Summer Math Academy is a 3-week math refresher course to prepare students to retake the placement test in order to place higher; this past summer, 57% of participating students placed into a higher course.

Effective Practices: A4, A5, B1, D7, D10

This past year, 16 instructors participated in the BSI Teacher Development workshops, which offered a total of 30 hours of professional development focusing on instructional practices and educational learning theory.

Effective Practices: A3, A6, A7, B2, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6, D7, D8, D9, D10

2. Basic skills funds allowed the Writing Center to expand hours of service for assistance with reading, writing, and research assignments in ESL, English, and campus-wide courses. Extra tutors were hired and trained to identify and address basic writers' needs. The impact is clear: Writing, reading, and ESL students show overall increases in completion and improvement rates for the three-year ARCC data period. In ESL, gains in success and improvement rates may also be attributed to the effectiveness of tutor interventions, orientations, specialized counseling, educational plan development, and frequent email contact with students.

The Math Department's Counseling Intervention program created educational plans for participating students. This "roadmap" motivated students to persist in their math course sequence and succeed in subsequent courses.

The BSI Summer Math Academy facilitated early completion of developmental coursework in the math sequence. After participating in the Summer Math Academy, many students were placed in 1, 2, and even 3 courses beyond initial placement.

The BSI Teacher Development Workshops educated math instructors on practices that benefit basic skills students. While success or completion rates may not indicate short-term improvements, we believe the program laid the foundation for further collaboration and raised awareness regarding developmental education issues.

3. The successes of the Writing Center worked particularly well for the college. Not only did student use of the Center increase, but tracking studies show that students enrolled in basic skills courses who used Center services enjoyed higher success and retention rates than students enrolled in the same courses who did *not* use Center services. English and ESL students using the Center had success and retention rates 12-14% higher than those who did not use the Center.

The Math Department's Counselor Intervention program worked particularly well. Year after year, evaluation reports from our Institutional Research Office have consistently shown greater improvement rates for participating students.

4. All English- and ESL-funded interventions enjoyed varying degrees of success. All math programs and activities have also enjoyed varying degrees of success.
5. For nearly five years, budgetary constraints have prevented the Writing Center from providing wage increases to its paraprofessional staff of tutors, all of whom have the bachelor's degree as the minimum level of academic preparation. Retaining trained and motivated staff has been a yearly challenge. As student usage of services increases, the need for additional staffing increases correspondingly.

A recurring challenge for the Math Department has been evaluating a program for success in terms of measurable outcomes. Professional development, for example, is an important benchmark in the Poppy Copy, but to attribute a measurable outcome to professional development alone is a difficult endeavor.

6. Declines in the level of funding support, both from the district and the BSI, have made it particularly difficult to maintain the quality and breadth of services in the Writing Center. Over 80% of the students taking the English placement test place into developmental and basic skills English courses. Additional funding is necessary to expand a range of activities. These include the recruiting and training of paraprofessional tutors, receptionists to record student data, and technicians to maintain Center equipment.

The Math Department has been funding many programs with BSI funds: professional development programs, counseling programs, student placement services, instructional support services, research and coordination. All of these programs have been scaled back with the declines in funding these past few years. Additional funds are necessary to continue these programs.

7. Some additional comment should be made regarding the impact of professional development activities made possible by basic skills funding. Much of the improvement and course success experienced by students in the three academic years covered by the ARCC basic skills data may be attributed to workshops and conferences attended by faculty. For example, basic skills funds sent English faculty to the Evergreen Conference in Washington for training in innovative instructional practices and also provided an intensive three-day workshop in *On Course* strategies to help students achieve greater academic success and retention. The BSI has also allowed the English Department to underwrite on-campus faculty workshops focusing solely on basic writing strategies, the Inspired Teaching series.

[3] Data Analysis for Selected Activities for El Camino College

Activity 1: Tutoring

The English department's Writing Center has been collecting data on student use and student outcomes for many years. Every semester on average, 4,000 students seek assistance and generate over 20,000 contact hours. Approximately 50% of these hours are registered by students enrolled in developmental and basic skills classes, including ESL.

Since 2007, basic skills funding has permitted the Writing Center to expand its services to address the needs of basic skills students in ways such as staffing, training of tutors, and expansion of curriculum. The reception area, for example, now features a screener who identifies students with basic skills needs and refers them to a basic skills specialist, a tutor trained in specific conferencing techniques that address personal and academic needs. Center resources, tutorials, and curriculum have also been modified and expanded to better accommodate the different learning styles of basic skills students.

The tables below, prepared by the college's Institutional Research Office, provide data on student use, success, and retention. Tables 2 and 3 compare the success and retention rates of students using the Center with students enrolled in the same courses who did *not* use the Center. Students enrolled in ESL courses and basic skills courses (two or more levels below transfer level) experienced success rates of 12.2% to 30.4% over those ESL and basic skills students who did not use Center services.

Retention rates for ESL and basic skills students who used the Center ranged from 13.6% to 19.4% over those ESL and basic skills students who did not use the Writing Center. Clearly, the Writing Center, as an intervention, has made a big difference for students.

Evaluation Data Tables (Courtesy of Institutional Research Office)

El Camino College Writing Center Usage and Student Performance Fall 2009, Spring 2010, Fall 2010

The following report updates previous analysis of Writing Center usage and its possible impact on course retention and academic success in English, ESL and other courses at El Camino College. Center usage was collected for the three most-recent semesters. Table 1 provides a tally of total usage by subject/course (duplicated by student) along with counts of unduplicated students and grades. Previous term tallies are included for comparison. Dramatic increases in Writing Center usage are likely due to enrollment growth and the expansion of the Center.

Please note that there are fewer grades than students because an exact match could not be made for an average 6% of students using the Writing Center (e.g., invalid student ID course section ID). Tables 2-3 are based on valid student-section-grade matches, not on counts of all students served.

Table 1: Writing Center Usage by Subject and Term

Requested Subject	Number of Unique Visits					
	SP 08	FA 08	SP 09	FA 09	SP 10	FA 10
ESL	**			2,855	1,794	2,406
English B				948	642	900
English A				5050	2,379	4,153
English 1A				7979	4,497	5,320
English 1B				842	865	455
English 1C				3486	3,053	2,400
Reading Courses				2,329	1,294	1,560
Other English				731	457	318
Other Non-English				10,700	6,611	7,105
Undetermined Course				4,317	3,328	3,471
Total Visits					39,237	24,920
<i>Unduplicated Students</i>	<i>2,515</i>	<i>3,354</i>	<i>3,877</i>	<i>4,961</i>	<i>3,897</i>	<i>4,382</i>
Unduplicated Grades*	2,156	2,870	3,381	4,688	3,611	4,085

*Unduplicated Grades is the number of unique students by section that linked to a system ID and course grade.

**Data for multiple visits by each student per section were not gathered until Fall 2009.

In Tables 2-3, enrollment counts and success and retention rates are provided for each course in which cumulative enrollment of Writing Center users was greater than 30 (or >50 for non-English courses). Including data on courses with fewer than 30 students total could cause reduced reliability of the results. Although no statistical testing was conducted comparing the two groups, it is apparent that

students using the Writing Center perform much better on average than those who did not use the Center for the courses listed. This affirms the finding in previous studies.

For English courses focused on reading, writing, and critical thinking, students using the Center had success and retention rates 12 percentage points higher than those who did not use the Center. ESL students experienced even larger gains with 16- and 14-point gains in success and retention, respectively. Similar differences were found among other courses with a writing emphasis (detail available in a supplement to this report).

Table 2: Comparison of Success/Retention in ENGLISH based on Writing Center Usage, 09-10

English Course	Used Writing Center			All Others			Difference	
	Count	Success	Retention	Count	Success	Retention	Success	Retention
English B	407	65.4%	90.7%	670	52.8%	74.2%	12.5%	16.5%
English A	1551	67.2%	89.6%	2,817	55.3%	74.2%	11.9%	15.4%
English 1A*	2,093	75.9%	89.2%	3,938	63.5%	77.9%	12.4%	11.2%
English 1B	342	75.1%	89.8%	630	66.7%	76.2%	8.5%	13.6%
English 1C	1,073	80.3%	90.7%	1,784	68.7%	79.5%	11.6%	11.1%
English 80	35	62.9%	91.4%	299	32.4%	72.2%	30.4%	19.2%
English 82	398	66.1%	92.2%	1,530	53.9%	77.2%	12.2%	15.0%
English 84	560	68.9%	93.6%	1,797	61.4%	81.1%	7.5%	12.4%
Average	6,459	72.6%	90.2%	13,465	60.0%	77.3%	12.6%	12.9%

* Excludes ESL sections of Engl-1A.

Table 3: Comparison of Success/Retention in ESL based on Writing Center Usage, 09-10

ESL Course	Used Writing Center			All Others			Difference	
	Count	Success	Retention	Count	Success	Retention	Success	Retention
ESL-52B	113	88.5%	98.2%	288	70.1%	78.8%	18.4%	19.4%
ESL-53A	77	87.0%	96.1%	185	67.0%	81.1%	20.0%	15.0%
ESL-53B	236	86.4%	96.2%	316	69.3%	82.6%	17.1%	13.6%
ENGL-AX	330	83.0%	96.7%	206	74.3%	83.5%	8.8%	13.2%
ENGL-1AX	250	82.4%	92.8%	305	64.3%	82.6%	18.1%	10.2%
Average	1,057	84.6%	95.7%	1,803	68.8%	81.7%	15.8%	14.0%

Activity 2: Counselor Intervention

The El Camino Math Department instituted the Counselor Intervention program in 2008 to offer our basic skills students the opportunity to receive counseling while attending their math classes. For the 2010-11 academic year, the math department offered counselor intervention to 25 sections of the Math 12 arithmetic course (a course 4 levels below transfer level) and the Math 23 pre-algebra course (a course 3 levels below transfer level).

The Counselor Intervention program funds the visitation of counselors to the math class to meet our students. The counselors in the program:

- establish relationships with students and an ongoing communication so that future course selection and planning will be successful.
- assist students in their placement in courses and not through their own self selection. The majority of basic skills students lack guidance on how to select courses. Given their low assessment scores, they need early assistance on selecting basic skills courses that will ensure their initial success, retention, and persistence.
- share with them the wide array of support services the college offers to help them achieve academic success.

Conclusions of the Counselor Intervention Program Study

Attached below is a study completed by the Institutional Research Office. It compares the math students who participated in the Counselor Intervention program with math students who did not participate. The study spans three years of the Counselor Intervention, the years 2008 – 10.

Especially interesting are the improvement rates, which consistently favor students participating in this program. It is believed that because our students complete an educational plan, have a road map for success, and are familiar with the college's support services, they are more likely to succeed in subsequent courses.

El Camino College
 Math-12 Counselor Sections, Spring 2008 through
 Spring 2010
 Outcomes

STUDENTS TAKING MATH-12 FOR THE FIRST TIME

Academic Outcome	Fall 08, Fall 09				Diff	Spring 08, 09, 10				Diff
	Used Counselor Intervention program		Did not use Counselor Intervention program			Used Counselor Intervention program		Did not use Counselor Intervention program		
	N	%	N	%		N	%	N	%	
Counseling/Ed Plan										
Students with Ed plans	114	40%	492	29%	12%	195	42%	453	27%	15%
Students who sought counseling	90	32%	54	3%		77	16%	135	8%	
Success Rates										
Passing with A,B,C, or Pass	152	54%	843	49%	5%	212	45%	752	44%	1%
Retention Rates										
Retained	210	74%	666	39%	36%	317	68%	1072	63%	5%
One-term Persistence										
Persisted	221	78%	637	37%	41%	210	45%	604	36%	9%
Improvement Rate										
Improved	69	45%	176	21%	25%	80	38%	172	23%	15%
Total Enrolled	282	100%	1713	100%		467	100%	1696	100.0%	

BP 4020

Program, Curriculum, and Course Development

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The procedures are located in the College Curriculum Handbook.

These procedures shall include:

1. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
2. regular review and justification of programs on a ~~six~~ four-year cycle, with the exception of Career and Technical Education programs that are on a two-year cycle;
3. opportunities for training for persons involved in curriculum development, and
4. consideration of job market and other related information for vocational and occupational programs.

Comment [t1]: This policy was last reviewed and up-dated in 2010. This is a minor change to adjust the wording for the program review cycle from six to four years (as agreed upon by the Academic Senate). Also, the two-year CTE program review cycle is added in.

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Previous Board Policy Number: 6123

Reference:

Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 55100, 55130, 55150

See also Title 5, Subchapter 2, Sections 53200-53206.

This policy replaces Board Policy 4020.1 (Curriculum Review and Approval).

El Camino College

Approved: 6/22/87

Amended: 7/19/10

AP 4020

Program, Curriculum, and Course Development

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College [website](#).

Comment [t1]: This administrative procedure is included for your information only. There are no changes. Currently, program review is not in the curriculum handbook, but it will be included in the next update of the handbook.

This document provides a general explanation of the Title 5 changes that have led to the revision of the ECC BP4260, Prerequisites and Co-requisites.

Board of Governors
California Community Colleges
January 10-11, 2011

7.1

TITLE 5 SECTION 55003: POLICIES FOR PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION

FIRST READING (PUBLIC HEARING)

Presentation: Barry A. Russell, Vice Chancellor, Academic Affairs

Issue

The proposed changes to title 5 calling for content review for the application of prerequisites went to the Board of Governors in May 2010 where some questions were expressed by members about the effects on students. The Prerequisite Task Force was convened by the Academic Senate to develop responses to those concerns and provided additional information at the July and September 2010 Board of Governors meetings. In addition, meetings were held with various constituent groups around the state gathering input to strengthen the proposed changes, focusing on the need to increase student success while protecting student access.

This is the first reading of significantly revised language in title 5 section 55003.

Background

For several years, conviction and evidence have been growing that current requirements for establishing prerequisites in California community colleges have sacrificed student success in order to increase student access. Current regulation prohibits colleges from establishing prerequisites unless significant numbers of students prove unsuccessful in courses; therefore, faculty can justify prerequisites only when students fail, which is *not* the outcome faculty strive to provide for their students. Although faculty have continued to try to maintain a high level of academic quality and rigor, increased numbers of skill-deficient students enrolling in classes will undoubtedly result in unintentional decline in academic rigor on many campuses. Observers from both inside and outside of the California Community College system have called attention to this problem,¹ and in spring 2009 the Academic Senate called for changes to the title 5 regulation in this area. In early 2010, the Academic Senate convened a Prerequisite Task Force

¹ See Nancy Shulock, *Rules of the Game* (2007) and Elizabeth L. Hill, Legislative Analyst's Office, *Back to Basics: Improving College Readiness of Community College Students* (2008) 2 Item 7.1 Title 5 Section 55003: Policies for Prerequisites, Co-requisites and Advisories on Recommended Preparation

with representatives from the Academic Senate, the Chief Instructional Officers, the Chief Student Service Officers, and the Chancellor's Office to guide reform in this area.

The Prerequisite Task Force has concluded, and the Academic Senate agrees, that changes to title 5 should be *permissive* and that colleges that are satisfied with the current regulations be permitted to continue to use them. For most colleges, however, the proposed title 5 revision will mean that California community college curriculum committees may rely on *content review*—the process used by higher education faculty throughout the United States—to establish prerequisites that provide skills in reading, written expression or mathematics for courses other than another course in communication or computation. The Prerequisite Task Force also reiterated that the title 5 regulations continue to require colleges to monitor and address any disproportionate impacts that may result from these regulation changes. The Academic Senate has provided training for faculty on effective practices for content review and, in November 2010, adopted the paper “Student Success: The Case for Establishing Prerequisites Through Content Review” that describes the reasons that content review is sufficient as a process or methodology to establish prerequisites. *Attachment 5* contains the abstract of this paper.

The primary goal of this regulation change is to increase *student success* throughout the California community colleges. Developing mechanisms to ensure that students have the skills necessary to succeed in college level instruction is vital to educational success for hundreds of thousands of California community college students.

It is also vital to the economic well being of the California Community College system that more students be able to pass college courses the *first* time they enroll, so that limited capacity can be made available to students enrolling and succeeding on their first attempt rather than to students who need to take classes two and three times before they can earn a passing grade.

In this final version of changes to title 5, section 55003 subdivision (i) has been added to require community colleges to report new prerequisites established during the year as part of the annual MIS data collection cycle for districts. This data can then be used to report student progress in course offerings, student demographics and assess potential disproportionate impacts.

The proposed regulation was presented to Consultation Council for review at its meeting on December 16, 2010. Although there was overall support of the proposed regulations, there were comments voiced from some members for clarifications or an expressed need for more discussion within their organization. In response to these comments, language was added to proposed subdivision (c)(2) requiring a district plan assuring that courses are reasonably available to students when prerequisites or corequisites are established using only content review. The intent is that students who have not met a prerequisite will be able to enroll in appropriate courses while completing the prerequisite course and, if a new prerequisite or corequisite is established, course sections will be reasonably available for students to complete the new requirements. Subdivision (1)(2) was clarified to require that districts will be required to monitor the impact on student equity and, when disproportionate impact is indicated, consult with the Chancellor (or designee) to develop steps the district will take to correct the disproportionate impact. *Item 7.1 3 Title 5 Section 55003: Policies for Prerequisites, Co-requisites and Advisories on Recommended Preparation*

Conclusion

The proposed regulations are presented to the Board for a first reading. The Board should hold a public hearing and consider any testimony which is offered. It is anticipated that the regulations will be presented to the Board for final action at its March meeting....

(This is the CCLC template that responds to the changes in Title 5. It significantly reduces the level of scrutiny required to establish a pre- or co-requisite.)

AP 4260 Prerequisites and Co-requisites

References:

Title 5 Sections 55000 et seq.

Note: *This procedure is **legally required**. Districts may insert their local practice here. The following example is based on the California Community Colleges Model District Policy developed by the California Community Colleges Chancellor's Office Task Force in conjunction with the State Academic Senate and Chief Instructional Officers.*

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review.

1. Information in the Catalog and Schedule of Courses.

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

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

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is

(This is the CCLC template that responds to the changes in Title 5. It significantly reduces the level of scrutiny required to establish a pre- or co-requisite.)

upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

B. Grounds for challenge shall include the following:

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

C. Curriculum Review Process

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

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003.. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the

(This is the CCLC template that responds to the changes in Title 5. It significantly reduces the level of scrutiny required to establish a pre- or co-requisite.)

course or program as demonstrated by a content review including, at a minimum, all of the following:

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

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

Review of Individual Courses

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

(This is the CCLC template that responds to the changes in Title 5. It significantly reduces the level of scrutiny required to establish a pre- or co-requisite.)

Establishing advisories does not require all the following steps.

1. Advisories on Recommended Preparation.

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

2. Limitations on Enrollment.

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

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

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

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

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

(This is the CCLC template that responds to the changes in Title 5. It significantly reduces the level of scrutiny required to establish a pre- or co-requisite.)

meets and of the other course or courses which meet the same associate degree or certificate requirement.

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

Revised 8/07, 7/11

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

ADMINISTRATIVE PROCEDURE 4260: Prerequisites and Co-Requisites

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

Comment [t1]: Major changes to Title 5 have made the process of establishing pre- and co-requisites less strenuous. Title 5 allows for the establishment of pre- and co-requisites based on content review only. Colleges may choose to have a higher level of scrutiny. Our current procedure has strenuous guidelines for establishing a pre- or co-requisite (as previously required by Title 5). We need to determine to what extent we would like to maintain the stringent guidelines for establishing pre-requisites and to what extent we want to move toward content review only. This is a decision we can make on the local level.

Comment [t2]: The section explains the need to balance the establishment of pre- and co-requisites when necessary with the need to maintain student access.

1. Information in the Catalog and Schedule of Courses.

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

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

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and,

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

B. Grounds for challenge shall include the following:

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

C. Curriculum Review Process

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

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or corequisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;

Comment [t3]: Section C provides an overview of the current process to establish a pre- or co-requisite.

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

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

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

- (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. Program Review. As a regular part of the program review process or at least every ~~six~~ *four* years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. Instructor's Formal Agreement to Teach the Course as Described. The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and the local bargaining unit.

Comment [t4]: This needs to be changed to reflect the new practice of a four year program review cycle.

Review of Individual Courses

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

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

1. Prerequisites and Co-requisites

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

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

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

Comment [t5]: The largest changes to Title 5 lowers the level of scrutiny required to establish a pre- or co-requisite. In the new CCLC template, a significant portion of this section has been slashed. Specifically, A1-A7 have been removed. We need to decide on the level of rigor for scrutiny in our new procedure. In other words, how much of A1-A7 should we keep? This is a local decision for us to make in consultation with the Deans and Dr. Arce.

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
 - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
 - b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
 - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

- (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
 - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
 - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

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

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

2. Advisories on Recommended Preparation.

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

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

3. Limitations on Enrollment.

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

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
 2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

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

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

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on

(This is the current ECC procedure for pre- and co-requisites. It needs to be revised to incorporate the Title 5 changes.)

enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reference:

Title 5, Sections 55000 et seq.

BOARD POLICY

4260 Prerequisites and Co-Requisites

Comment [t1]: The changes in Title 5 do not require any major changes to this Board Policy. The changes are in the Administrative Procedure.

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

Reference: Title 5 Sections 55000 and 55003

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

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09