



Officers & Executive Committee

Table listing officers and executive committee members: President Christina Gold, VP Compton Educ'l Center Michael Odanaka, Curriculum Chair Jenny Simon, VP Educational Policies Merriel Winfree, Co-VPs Faculty Development Claudia Striepe & Moon Ichinaga, VP Finance & Special Projects Lance Widman, VP Academic Technology Pete Marcoux, Secretary Chris Jeffries, VP Instructional Effectiveness Vacant.

Main table listing members by division: Adjunct (Nicholas Sean Bonness, Kathryn Hall), Behavior & Social Sciences (Randy Firestone, Christina Gold, Michelle Moen, Lance Widman\*, Michael Wynne), Business (Phillip Lau, Jay Siddiqui\*, Gabriella Fernandez), Compton Educational Center (Darwin Smith, Chris Halligan, Eddie French-Preston, Michael Odanaka, Estina Pratt), Counseling (Griselda Castro, Chris Jeffries\*, Dexter Vaughn), Fine Arts (Ali Ahmadpour, Chris Wells\*, Russell McMillin, Vince Palacios, Vacant), Health Sci & Athletics/Nursing (Tom Hazell\*, vacant, Mina Colunga), Humanities (Brent Isaacs, Peter Marcoux\*, Kate McLaughlin, Vacant\*, Jenny Simon), Industry & Technology (Patty Gebert, Harold Hofmann, Lee Macpherson, Douglas Marston\*, Merriel Winfree), Learning Resource Unit (Moon Ichinaga, Claudia Striepe\*), Mathematical Sciences (Michael Bateman, Hamza Hamza, Arkadiy Sheynshteyn, Alice Martinez, Eduardo Barajas), Natural Sciences (vacant, Miguel Jimenez\*, Pete Doucette, Sara Di Fiori), Academic Affairs & SCA (Francisco Arce, Karen Lam, Jeanie Nishime, Claudia Lee), Associated Students Org. (Rebekka Asher, Brooke Matson), President/Superintendent (Thomas Fallo), The Union (Editor), Division Personnel (Jean Shankweiler, Don Goldberg, Tom Lew, Ken Key), Ex-officio positions (ECCFT President Elizabeth Shadish, Nina Velasquez, Curriculum Chair Jenny Simon, CEC VP Elect Vacant, Institutional Research Irene Graff, Carolyn Pineda).

Dates after names indicate the last academic year of the senator's three year term, for 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** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2012**

September 6	Alondra Room (Canceled)
September 18	Alondra Room
October 2	Alondra Room
October 16	Alondra Room
November 6	Alondra Room
November 20	Alondra Room
December 4	Alondra Room

**SPRING 2013**

February 19	Alondra Room
March 5	Alondra Room
March 19	Alondra Room
April 2	Alondra Room
April 16	Alondra Room
May 7	Compton Educational Center
May 21	Alondra Room
June 4	Alondra Room

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

**FALL 2012**

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

**SPRING 2013**

Feb. 21	Board Room
March 7	Board Room
March 21	Board Room
April 4	Board Room
April 18	Board Room
May 2	Board Room
May 16	Board Room
May 30	Board Room



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<b>B. APPROVAL OF MINUTES</b>		<b>6-10</b>
<b>C. OFFICER REPORTS</b>	<p><b>A. President – Christina Gold</b></p> <p><b>B. VP – Compton Education Center – Michael Odanaka</b></p> <p><b>C. Chair – Curriculum – Jenny Simon</b></p> <p><b>D. VP – Educational Policies – Merriel Winfree</b></p> <p><b>E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe</b></p> <p><b>F. VP – Finance – Lance Widman</b></p> <p><b>G. VP – Academic Technology – Pete Marcoux</b></p> <p><b>H. VP – Instructional Effectiveness – Christina Gold, Acting</b></p>	<p><b>11-15</b></p> <p><b>16-19</b></p>
<b>D. SPECIAL COMMITTEE REPORTS</b>	<p><b>A. VP Student and Community Advancement – Jeanie Nishime</b></p> <p><b>B. VP Academic Affairs – Francisco Arce</b> Please be prepared to discuss the “Course Priorities” document in the packet, p. 20</p> <p><b>C. Repeatability Task Force – Mark Lipe and Jenny Simon</b></p>	<p><b>20-27</b></p> <p><b>29-30</b></p>
<b>E. UNFINISHED BUSINESS</b>		
<b>F. NEW BUSINESS</b>		
<b>G. INFORMATION ITEMS – DISCUSSION</b>	<p><b>A. ASCCC Resolutions</b></p> <p><b>1. Elimination of CSU Service Areas – Chris Wells</b></p> <p><b>2. Support Innovations to Improve Under-prepared non-STEM Student Success in Mathematics – Susan Taylor, Lars Kjeseth, and Alice Martinez</b></p>	<p><b>31</b></p> <p><b>32-39</b></p>



# Academic Senate of El Camino College 2011-2012

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

Nov. 6, 2012

<b>H. FUTURE AGENDA ITEMS</b> <b>I. PUBLIC COMMENT</b> <b>J. ADJOURN</b>		



## 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	Sept. 25, Oct. 23, Nov. 13	12:45-2:15	
Assessment of Learning Comm.	Kaysa Laureano-Ribas, Chris Mello	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Christina Gold			
Compton Academic Senate	Saul Panski	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Moon Ichinaga, Claudia Striepe	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

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

16th, October 2012

Name: Initials

## Adjunct (1year)

Bonness, Nicholas Sean X

Hall, Kathryn

## Behavioral & Social Sciences

Firestone, Randy X

Gold, Christina EXC

Moen, Michelle X

Widman, Lance X

Wynne, Michael X

## Business

Fernandez, Gabriella X

Philip, S. Lau X

Siddiqui, Jay X

## Counseling

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter X

## Fine Arts

Ahmadpour, Ali X

McMillin, Russell X

Palacios, Vince X

Wells, Chris X

Vacant

## Health Sciences & Athletics

Baily, Kim X

Colunga, Mina EXC

Hazell, Tom

Hicks, Tom X

## Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate

Simon, Jenny

VACANT

## Industry & Technology

Gebert, Pat X

Hoffmann, Ed X

MacPherson, Lee X

Marston, Doug

Winfree, Merriel X

Name: Initials

## Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

## Mathematical Sciences

Barajas, Eduardo

Bateman, Michael

Hamza, Hamza X

Martinez, Alice X

Sheynshteyn, Arkadiy

## Natural Sciences

Doucette, Pete X

DiFiori, Sara X

Jimenez, Miguel X

VACANT

## Academic Affairs & SCA

Arce, Francisco X

Nishime, Jeanie X

Lam, Karen

## Assoc. Students Org.

Matson, Brooke

Montague-Jackson, Simone

## Compton Education Center

French-Preston, Essie

Halligan, Chris

Odanaka, Michael X

Pratt, Estina

Smith, Darwin

## Ex-officio Positions

Shadish, Elizabeth (ECCFT)

Velasquez, Nina (ECCFT)

VACANT (CEC-VP)

Simon, Jenny (CCC Chair)

## Deans' Reps.; Guests/Other Officers:

Graff, Irene X

Pineda, Carolyn X

Kyle, Terri X

Shrader, Daniel X

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

The third meeting of the Academic Senate was called to order by Claudia Striepe (CS) at 12:34pm on Tuesday, October 16, 2012. Academic Senate President Chris Gold was on medical leave. The meeting was held in the Alondra Room.

### **Approval of Minutes**

[See pp.5-9 of packet] for minutes of the October 2nd meeting. As there were no corrections, the minutes were approved as written.

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

Pg. 10 – Report from the President was provided in writing since CG was out on medical leave. CG specifically wrote about the upcoming Measure E that will be on the November ballot and whether or not the Academic Senate and/or the Senate President can or should take a public opinion on Measure E or any other political measures. She included in the packet on pages 46-58 relevant documents outlining the regulations regarding faculty endorsements of political measures and candidates and a part of our faculty contract. It was her intent for the Senate to discuss the documents and decide whether to support or not support the measure or to form a task force to explore a way to develop ECC Senate guidelines for dealing with political issues. Lance Widman (LW) stated we should do nothing at this time and would discuss it further after Dr. Nishime's report later in the meeting.

### **College Council – Moon Ichinaga** (MI)

Pgs. 11-13 included the Minutes of the College Council meetings of October 1<sup>st</sup> and October 8<sup>th</sup>. The College Council goals for 2012-13 were finalized at the October 8<sup>th</sup> meeting. The Council will continue to discuss the list of Collegial Consultation Committees that was provided by Chris Gold at the October 15<sup>th</sup> meeting. This will be brought back to the Senate after this discussion.

### **VP - Compton Educational Plan report – Michael Odanaka** (MO)

A search committee for the new CEO of the Compton Center has been formed and Chris Wells has agreed to be the Torrance Campus representative. There is an item on the upcoming CEC Board Agenda to hire a consultant for that committee.

A 2<sup>nd</sup> groundbreaking will be held today for the 2<sup>nd</sup> Phase of their facilities reconstruction. Susie Dever will be retiring at the end of the semester, so a reception is being planned for Thursday, December 6<sup>th</sup> between 1-3pm. MO will notify us of the exact time as the date approaches.

### **Curriculum Committee report – Jenny Simon** (JS)

No report.

### **VP - Educational Policies Committee report – Merriel Winfree** (MW)

MW announced that at the next meeting, we will be looking at policies and procedures for Philosophy for AA/AS Degree and Pre-requisites. Program Discontinuance will also be on an agenda soon.

### **CO-VPs – Faculty Development report – Moon Ichinaga and Claudia Striepe(MI and CS)**

See pgs. 22-24 for minutes of the October 9<sup>th</sup> Faculty Development Committee meeting. They have extended the deadline for the Adjunct Faculty Award to this Friday, October 19<sup>th</sup>. The Reading Apprenticeship for Community College Professors will be November 9<sup>th</sup> from 9am to 4pm with a follow up on November 30<sup>th</sup> for half a day. This workshop helps non-English teaching faculty to help their students with reading comprehension in their own discipline. Past attendees have said there is lots of practical advice given.

### **VP – Finance report – Lance Widman (LW)**

No report.

### **VP – Academic Technology report – Pete Marcoux (PM)**

Please see pgs. 25-27 for minutes of the September 25<sup>th</sup> Academic Technology Committee meeting. There will be a meeting of the College Technology Committee today where there will be a discussion regarding the upcoming student survey. Google may be hired to run the student email accounts.

### **VP Instructional Effectiveness report – Vacant (Christina Gold reporting)**

No report.

### **Special Committee Reports**

#### **Accreditation Report – Jeanie Nishime (JN)**

The accreditation site meeting has been changed from November 13<sup>th</sup> to Wednesday, November 14<sup>th</sup>. They will be focusing on the 5 recommendations from the previous accreditation report. These include once again, 1) linking program review and planning with budget allocations; 2) SLO progress; 3) the quality and consistency of Distance Education classes; 4) the integration of SLO assessment into the faculty evaluation process; and 5) the fiscal management plan especially at the Compton Center. The SLO report was turned in about one month ago. JN gave credit to faculty and the SLO coordinators for their work in this area. The key now is to continue the momentum.

The next full team accreditation will be held in Fall 2014, but the report is very comprehensive and the work on writing it will begin now. There are four standards and other sub standards in which there will be a management and classified or faculty co-chair. Co-chairs have been selected except there is still a need for a co-chair for Academic Programs.

JN and Dr. Arce went to San Bernardino Valley College last Friday for an orientation for community colleges. There is a change of focus in Distance Education courses in where there will be more scrutiny involved including validation of who is enrolled and taking these classes. There needs to be a distinction between correspondence classes and distance education classes. If there is not sufficient instructor contact, the District cannot collect financial aid for those students. The District will make sure our distance education courses meet that scrutiny. More information regarding how to evaluate Distance Education courses can be found at [www.ACCJC.org](http://www.ACCJC.org), click on publications and it is titled Guide to Evaluating Distance Education Courses.

Once co-chairs meet on November 1<sup>st</sup>, they will be asking faculty and staff to join a team. We need to be very thorough and document all of our dialogue on these standards and sub standards in order to meet the accreditation needs. This includes any dialogue on program review and



SLO's. We don't want to just rely on minutes that these discussions have taken place, but actually document specific times and events.

### **Academic Affairs – Francisco Arce (FA)**

FA announced that accreditation is changing dramatically and that he is personally surprised by the levels of accounting and scrutiny that are being asked of colleges. More disclosure will be involved including more reports on fiscal management, Distance Education and SLO's. Once again he talked about needing to distinguish Distance Education classes from correspondence courses. We will need to come up with standards and not use canned courses. Academic Affairs will be going to the Senate, the Academic Technology Committee, and the Distance Education Committee to monitor these classes. There has been a reduction from 90 to 60 sections of Distance Education courses due to low retention and success rates.

Program review has been moving forward and meeting deadlines. The problems with the SLO component on CurricUNET have been resolved and faculty has worked hard to get these issues resolved. Claudia Lee is definitely missed when it comes to this area. Her position will be replaced and is currently being flown.

The new repeatability policy will be implemented starting Fall 2013. Mark Lipe gave a report to the Board at the last meeting and about 400 courses will be affected especially in Fine Arts, Industry and Technology and PE/Athletics.

C. Wells asked about the new priority registration procedures and JN said they would be implemented starting Fall 2014.

A. Martinez asked what the definition of an on-line course is and FA said we would need to look at new math hybrid courses once the standards have been developed.

P. Marcoux said the Chronicle of Higher Education has been talking about accreditation and the community colleges and how San Francisco City College is teetering on the edge. It is well known that our commission is very out of whack for putting schools on warning compared to other regions across the United States.

### **CSULB Resolution – Chris Wells (CW)**

C. Gold had suggested we vote on it, table it or vote that there be no resolution. CW provided us with more information in the packet pgs. 29-45. He pointed out that pg. 30 shows that even CSULA allows local area admission to even Santa Monica, but we have no priority at any of the local CSU's. L. Widman asked what the thrust of the resolution is and CW responded that it is only trying to get a legal opinion to see if this should be allowed. The motion was put to the vote and A. Martinez seconded it. Discussion followed. G. Castro pointed out that CSULB now says that local admission area is only for local high schools and not local community colleges, so not even sure if the resolution applies any longer. CW stated that legislative analysis said this is discriminatory, but they are still allowing it to happen and he thinks this is a problem. M. Ichinaga asked if the resolution is voted on and passes who is going to file the complaint with the Office of Civil Rights. CW said he would be willing to file it and monitor it. M. Odanaka said it does discriminate for low performing high schools because not everyone can go away to college, so maybe it makes sense to offer priority to local high schools. A. Martinez said we should not discount those schools that have no CSU's designated such as El Camino since they need to be included somewhere. C. Jeffries asked if we could find out what the resolutions already voted on by the State-wide Academic Senate have produced and no one could really answer that. A vote was taken and the resolution passed unanimously with two abstentions.

### **Information Items – Measure E – Jeanie Nishime (JN)**

JN stated that the Administration is not asking the Senate to endorse Measure E, but to share information with students. A publication explaining Measure E was handed out to the body. JN went through a history of our previous bond and where we are today. In 2002, a bond was approved by the voters to modernize and build new buildings. We have used \$225 million of that bond and are only half way thru construction with still the field and football stadium to be completed. Other projects in the works are the Fine Arts/Music building, the Behavior and Social Science building, the Student Activities Center and renovation of the library. The new bond would continue this modernization and it is seen as building towards the future. The new buildings are projected to save about \$1 million a year in energy since they will be more energy efficient much like the new Central Plant is saving roughly \$100,000/year. K. Baily asked if there was anything in the new bond towards a nursing project and F. Arce said no since they are moving into the 4<sup>th</sup> floor of the new building. The new bond actually has no plans for new buildings, but to modernize current buildings. M. Ichinaga asked if there were any specific plans in the old bond or this new bond to include an indoor dining area since students think its okay to bring food into the library. The answer was yes, the new bond includes improvements to the Student Center that won't actually have an indoor cafeteria, but would include a place for students to eat. C. Striepe asked if the new wing of the library would be torn down and FA said no, that it is complicated and they would be working around two of the earlier extensions. It would be labeled more under facilities construction renovation. C. Wells asked how the bonds compared to other districts. JN said that in 2002 only \$16.88 per \$100,000 of assessed value was charged to the local residents. The new bond would bring that up to about \$25 or about a \$7-8 increase. This figure is mid-range for all schools and much lower than Santa Monica's which comes out to about \$74 per \$100,000 assessed. Everyone was directed to the Measure E Website on our main page for more information and additional documents. C. Striepe asked what will happen with funding if Proposition 30 doesn't pass and FA stated he wasn't sure what the legislature would do. JN stated that planning takes years and from the 2002 bond we are still building and this will continue on thru 2014 with the new Student Services building. P. Marcoux asked about the future of athletics and whether we can change the scope of the projects even to some degree. L. Widman said that we have to say what we are going to do with the bond monies, but there is some latitude. JN gave the example of the parking structure which in the original bond called for a 2<sup>nd</sup> structure, but instead we just did repairs to the old one, so yes, there is some latitude. L. Widman asked the question if this body can endorse the bond. FA again reiterated that the Administration is not asking for a vote from the Senate, but just to give information much like we are doing with Proposition 30. P. Marcoux wondered if it even makes a difference if we endorse it or not and why we should even do it if it has no impact. K. Baily suggested we not take a vote, but having this information is important. L. Widman said that the endorsement can be made as long as it doesn't take place on campus during working hours. It was agreed that if C. Gold wants to endorse it as an individual, she is fine to do so. P. Marcoux said that any endorsement can include a person's title say if they wanted to write something in the Easy Rider, so it was agreed that C. Gold too can include her title if she so chooses.

### **Adjourn**

The meeting adjourned at 1:43pm  
CJ/ECCFall2012

**Office of the President**  
**Minutes of the College Council Meeting October 29, 2012**

Present: Francisco Arce, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Brooke Matson, David Mc Patchell, Jeanie Nishime, Susan Pickens, and Luukia Smith.

**MINUTES**

1. The following Policies were reviewed.
  - a. BP 2200-Board Duties and Responsibilities (new). There was a change recommended for number 2. With this change this policy is ready to go to the Board.
  - b. BP 2740-Board Education (existing). The only change to this policy is the correction to the Accreditation Standard citing. This policy is ready to go to the Board.
  - c. BP 2745-Board of Trustees Self-Evaluation (revision of existing). No additional changes were recommended. This policy is ready to go to the Board.
2. “Making Decisions at El Camino College” Draft
  - a. Page 2 – no changes recommended.
  - b. Page 4 – changes were recommended to paragraph one, paragraph three and paragraph five.
  - c. Page 5 – no changes recommended.

**Agenda for the November 5, 2012 Meeting:**

1. Minutes of October 29, 2012
1. BP 2365 – Recording (CCLC update)
2. BP 2716 – Political Activity (CCLC recommended policy)
3. “Making Decisions at El Camino College” Draft
4. Policies and Procedures (Accreditation related) time line  
College Council Goals 2012-13
  - 1) Finalize “Making Decisions at El Camino College” and distribute to all collegial consultation committees and college constituency groups.
  - 2) Determine which committees are considered Collegial Consultation Committees, identify to whom recommendations are made and appropriate follow-up.
  - 3) Complete a review of all policies and procedures relating to Accreditation and revise if necessary.
  - 4) Develop a review cycle for all policies and procedures.

**Policies Pending:**

1. BP 4255- Course Repetition – Distributed at CC on 4/23/12 & 4/30/12 – not ready for Board.
2. BP 3570 – Restricted Smoking Areas – Jo Ann Higdon revising.
3. AP 4105 – Distance Education – Distributed at CC on 8/20/12 (no changes recommended)
4. BP 5400 – Associated Students Organization – Distributed at CC on 9/17/12 – ASO making recommended changes.
5. BP 5401 – On Campus Student Organizations – Distributed at CC on 9/17/12 – ASO making recommended changes.
6. BP 5420 – Associated Students Finance – Distributed at CC on 9/17/12 – ASO making recommended changes.
7. BP 2200 Board Duties and Responsibilities - Distributed 10-1-12
8. BP & AP 2430 Delegation of Authority to Superintendent/President - Distributed 10-1-12
9. BP 2431 Superintendent/President Selection - Distributed 10-1-12
10. BP & AP 2435 Evaluation of Superintendent/President - Distributed 10-1-12
11. BP 2740 Board Education - Distributed 10-1-12
12. BP 2745 Board of Trustees Self-Evaluation - Distributed 10-1-12

**Office of the President**  
**Minutes of the College Council Meeting October 22, 2012**

**Present:** Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Pete Marcoux, Brooke Matson, David Mc Patchell, Susan Pickens, Estina Pratt, Luukia Smith, Regina Smith, and Michael Trevis.

1. The following Policies and Procedures were reviewed. The Accreditation Standard and Education Code Section citations noted on the policies and procedures will be verified for accuracy.
  - a. BP 2200-Board Duties and Responsibilities (new). There was a change recommended for number 2. With this change this policy is ready to go to the Board. (Irene Graff requested via e-mail that this be reviewed again.)
  - b. BP 2430-Delegation of Authority to Superintendent/President (existing). Changes were recommended for paragraphs four and five. The Accreditation Standard Section citations will be updated. With these changes this policy is ready to go to the Board.
  - c. AP 2430-Delegation of Authority to Superintendent/President (new). No changes were recommended. This procedure is ready to go to the Board for informational purposes.
  - d. BP 2431-Superintendent/President Selection (new). No changes were recommended. This policy is ready to go to the Board.
  - e. BP 2435-Evaluation of Superintendent/President (existing). No changes were recommended for this policy. This policy does not need to go to the Board.
  - f. AP 2435-Evaluation of Superintendent/President (new). There was one change recommended. With this change this procedure is ready to go to the Board for informational purposes.
  - g. BP 2740-Board Education (existing). It was determined that CCLC would be contacted to determine what the intent/purpose of this policy is. This policy will be reviewed again next week.
  - h. BP 2745-Board of Trustees Self-Evaluation (revision of existing). This will be reviewed again next week along with the Board of Trustees Self-Evaluation form.

Agenda for the October 29, 2012 Meeting:

1. Minutes of October 22, 2012
  2. BP 2200-Board Duties and Responsibilities
  3. BP 2740-Board Education
  4. BP 2745-Board of Trustees Self-Evaluation
    1. Collegial Consultation Committees
    2. "Making Decisions at El Camino College" Draft
    3. Policies and Procedures (Accreditation related) time line
- College Council Goals 2012-13
- 1) Finalize "Making Decisions at El Camino College" and distribute to all collegial consultation committees and college constituency groups.
  - 2) Determine which committees are considered Collegial Consultation Committees, identify to whom recommendations are made and appropriate follow-up.
  - 3) Complete a review of all policies and procedures relating to Accreditation and revise if necessary.
  - 4) Develop a review cycle for all policies and procedures



**NOTES – ENROLLMENT MANAGEMENT MEETING  
SEPTEMBER 13, 2012**

Present: F. Arce, I. Graff, G. Miranda, B. Mulrooney, J. Nishime, M. Ramey, D. Reid,  
R. Smith, J. Wagstaff, C. Wells

Other Guests: D. Shrader, E. Martinez (CEC)

**I. DISCUSSION/ACTION**

A. SSTF Enrollment Priorities Implementation:

There will be changes to Title 5 and system wide priorities. The Student Service Task Force recommendations are highly supported by the governor and legislature. Enrollment priorities will need to be fully implemented by Fall 2014. The two year lead time is needed because computer programming is required to make all necessary changes.

The key issues to the regulation include:

1. First level: “Enrollment priorities for existing students groups include active duty military and veterans and foster youth and former foster youth. Second level: “Students participating in EOPS and DSPS program who have completed orientation, assessment, and developed student education plans.” This is currently in code and does not change.
2. “New students who have completed orientation, assessment, and developed student education plans and continuing students in good standing...” This is the most challenging issue. Loss of priority for those students with over 100 units or on probation for two semesters.
3. An appeal procedure will need to be implemented for those who lose priority registration due to extenuating circumstances (accidents, illnesses, or circumstances beyond the control of the student) and for the disabled.
4. “Districts have discretion to establish local priorities below level three for all other students.” Would this include returning students? Local priorities? Concurrent enrollment and auditing students? New students who did not complete ed plan and orientation would fall behind all students. Also, can athletes and HTP register after EOPS and DSPS? Continuing students in athletics, ASO and FYE would have priority before all others. Discussion will need to be held for clearer definition.

- B. Matriculation: An effective tracking system is necessary to implement enrollment priorities. The matriculation data reported through MIS is inaccurate. The only accurate information was the assessment (reading comp). There are issues that need to be clarified in order to capture information before the procedure can be implemented. It was discussed that registration may need to be split. New student registration may need to be moved to July.

We will begin to discuss the policy, revision and implement. Timeline is needed to implement programming, what data is necessary, and how Datatel will be able to assist. State regulation will need to be implemented. The goal is to go live in 2014.

Registration program will need to be re-worked. Will continuing students register before leaving

for the semester? How much testing and programming time will be needed?

Action items:

1. Clean up matriculation data elements to make sure the College is drawing accurate information. J. Wagstaff and R. Smith need to meet to find where discrepancies are coming from.
2. Define what constitutes education plan. Make sure information is accurate and students are counted accurately. Need to make sure that what is constituted as ed plan works for students.
3. If student transfers in or has taken AP English/Math and does not take placement tests, will he/she receive priority registration? Need to take into consideration students who did not take assessment testing but qualify.
4. When should registration be held? Either have services at high school and provide more with orientation on campus or at the high school. Need to work out those logistics and when students can register. The first summer session is too early for high school students. When we started comingling registration cycle for summer and fall, it was done because of problems with Datatel. There was a problem if students registered for summer and later added a fall class before summer began which created a negative impact on all components of registration. Continuing student registration did not begin until mid-July, followed by new students. It is not known if problems still exist and if there is flexibility with dates. Need more opportunities for counselors to provide orientation and ed plan. It was previously done where the registration process was done at the high school campus. One stop at local high school would be effective if it could be done.
5. Will additional layers in the registration system be needed for continuing students who have a good standing and have not earned 100 applicable units?
6. Who will handle the appeal process for those students on probation or over 100 units?
7. Policy and procedure changes.

Guidelines have not been distributed but may possibly be available later this month.

- C. 2012-13 Enrollment Goals: Enrollment target for 2012-13 is 17,900 FTES. Depending on tax initiative, it could change. The College is down 5% from the fall goal although it will change when late start classes and second 8-week classes are added in.

It is desirable to be slightly over enrollment target should the College lose apportionment from audit findings. The College may desire to be over cap as much as 200 beyond FTES goal for this purpose.

- D. Course Cancellation Criteria: If the initiative does not pass, classes will be cancelled. Rather than across the board cuts, we would need to prioritize the most important courses required by the California Community College mission. Courses required for transfer preparation and general education requirements, CTE degrees and certificates, and the progression of courses for basic skills to developmental to transfer would be prioritized. Courses that are stand alone or elective transfer courses would have the lowest priority. More discussion needs to be held about these priorities.

## II. OTHER

The next Enrollment Management meeting on October 11 will be rescheduled. Committee members will be informed at a later date.

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
SEPTEMBER 25, 2012**

Present: F. Arce, B. Carey, J. Davidson, B. Flameno, E. French-Preston, L. Houske, D. Juarez, S. Kushigemachi, M. Lipe, E. Martinez, V. Nemie, D. Pahl, S. Rodriguez, J. Simon, J. Sims

Ex-Officio Members Present: A. Beverly, Q. Chapman, L. Suekawa, D. Vakil

Ex-Officio Members Absent: M. Hall, J. Romero-Reyes

Guests: P. Sorunke

**CALL TO ORDER**

Chair Simon called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m. Chair Simon introduced Ariel Beverly as the new ASO representative.

**VICE PRESIDENT'S REPORT**

F. Arce informed the committee he is getting more involved in CurricUNET, SLO, and Program Review since the departure of C. Lee, and the experience has been enlightening.

**APPROVAL OF MINUTES**

The minutes from the September 11<sup>th</sup> meeting were sent via email and approved.

**CURRICULUM REVIEW**

Chair Simon announced that there are still some course proposals in CurricUNET that need approval. Voting members have until 5:00 p.m. Wednesday, September 26<sup>th</sup> to cast their votes. Chair Simon informed the committee that Music 561 has minor issues with wrong "typical assignment" type selected. Chair Simon will make the corrections.

**Full Course Review**

There were a total of three full review proposals: Child Development 110, Chemistry 1A, and Geology 2. L. Suekawa commented that she doesn't know where Child Development 110 fits on the general education pattern and recommends this course not be part of the general education. Q. Chapman agreed and will follow-up with J. Young. The committee reviewed Chemistry 1A course outline of record. M. Lipe recommended a reduction in hours for study time. Chair Simon stated the hours are appropriate as long as the study time is under 6 hours for a 5 unit course. The committee asked for clarification about the Mathematics 170 prerequisite. J. Sims explained that eligibility for Mathematics 170 means the student has completed Mathematics 80 (Intermediate Algebra) and Mathematics 60 (Elementary Geometry). L. Suekawa commented that students who complete a chemistry course at another college are required to take a chemistry placement assessment at El Camino College, and she asked B. Carey if this requirement will change. B. Carey will discuss with Dean J. Shankweiler for a response.



**Consent Agenda Proposals**

The following courses were approved in CurricUNET and are ready for final action:

1. Biology 8 (BIOL 8)
2. Child Development 103 (CDEV 103)
3. Child Development 104 (CDEV 104)
4. Child Development 108 (CDEV 108)
5. Child Development 112 (CDEV 112)
6. Child Development 114 (CDEV 114)
7. English as a Second Language 03A (ESL 03A)
8. English as a Second Language 03B (ESL 03B)

The following courses need one more vote in CurricUNET:

1. Geology 4 (GEOL 4)
2. Mathematics 40 (MATH 40)
3. Music 560 (MUSI 560)
4. Music 561 (MUSI 561)
5. Music 562 (MUSI 562)
6. Music 563 (MUSI 563)
7. Music 565 (MUSI 565)
8. Music 567 (MUSI 567)
9. Music 570 (MUSI 570)
10. Music 576 (MUSI 576)

The following course inactivations were approved in CurricUNET and are ready for final action:

1. Child Development 111 (CDEV 111)
2. Child Development 137abcd (CDEV 137abcd)
3. Child Development 138abcd (CDEV 138abcd)
4. Child Development 139abcd (CDEV 139abcd)
5. German 21ab (GERM 21ab)
6. German 22ab (GERM 22ab)
7. Mathematics 10A (MATH 10A)
8. Mathematics 10B (MATH 10B)

**CHAIR'S REPORT**

Chair Simon discussed the procedures for completing conditions of enrollment (entry skills sections) and outline of subject matter (topics and subtopics) sections of the course outline of records. The committee reviewed Geology 2 and Child Development 103 for training purposes.

**Conditions of Enrollment**

M. Lipe recommended the comments entered in Requisite Skills section for the Geology 2 course be removed. In addition, the English skill comments entered in Recommended Skills section needs further clarification. Q. Chapman will make the corrections. Q. Chapman stated that Title 5 requires that course prerequisites, co-requisites, and recommended preparation have

entrance skills that match to objectives (exit competencies). Chair Simon suggested the committee review pages 8 through 11 of the Course Review Manual for a step-by-step guide for completing the conditions of enrollment. The manual is located in CurricUNET under the Links menu.

**Outline of Subject Matter (topics and subtopics)**

Chair Simon informed the committee that the outline of subject matter, section III of the course outline of record, should be written with major topics and subtopics. Topics should provide enough detail to enable qualified instructors to successfully teach the course. These are best practices outlined by the CCC Academic Senate. Faculty should ask themselves if they would be able to teach the entire course using the outline. L. Suekawa commented the outline helps with articulation. The more detail you provide in the outline supports the course. If more details are needed in section III, the committee should expect a call from Chair Simon or Q. Chapman for further clarification.

**Review of Deadlines**

Chair Simon reminded the committee that deadlines are scheduled way in advance of meetings. Please refer to the Fall 2012 Curriculum Review Timeline. Q. Chapman made note of the following key deadlines:

Deadline Date	Action	Comments
October 15, 2012	Last day to submit new course proposals.	Q. Chapman will send email reminders. The bulk of proposals for new courses will be reviewed in October and November. Most of the new courses have already been prescreened by Q. Chapman. Repeatability is currently the priority.
October 29, 2012	Last day to turn in proposals requiring DCC approval for fall semester. Proposals submitted after deadline will be seen in Spring 2013.	

**CCC Timeline**

Q. Chapman informed the committee that divisions need to work on their Six-Year Course Review Cycle. Q. Chapman suggested the divisions try and reach goals to avoid falling behind. There are a number of courses being inactivated that also impact other course prerequisites, degrees and certificates which need to be updated.

**ANNOUNCEMENTS**

M. Lipe announced his division’s plans to remove repeatability courses with “abcd” designations for fall 2013. Course reviews will not be conducted until the Six Year Cycle, but DCC will be required to approve these courses. DCC will not be required to review every course individually. M. Lipe suggested the committee communicate with their Deans and develop a plan. Currently,

Health Sciences and Athletics, Industry and Technology, and Fine Arts divisions are deleting “abcd” designations. J. Sims asked at what point subcommittee members will be notified of proposals awaiting their review. Q Chapman will send an email notification to subcommittee members who have been assigned in CurricUNET to the Standard Review Subcommittee.

**ADJOURNMENT**

Chair Simon called for a motion to adjourn the meeting. V. Nemie moved, D. Juarez seconded, and the motion was carried. The meeting was adjourned at 3:40 p.m.



**EL CAMINO COLLEGE**  
Vice President – Academic Affairs  
October 4, 2012 - DRAFT

Course schedule development priorities in the event Proposition 30 fails.

**I. Top Priority**

- a. General education core transfer courses (IGETC/CSU).
- b. Lower division courses required for preparation in a major to satisfy transfer requirement to a four-year institution.
- c. Basic skills to developmental education courses that prepare students for eligibility into transfer level math and English.
- d. Courses necessary for CTE certificate and AA/AS degree requirements (advanced courses may have to alternate between fall and spring).

**II. Low Priority**

- a. Elective general education courses that are upper division level courses.
- b. Stand alone courses that are not part of a certificate or AA/AS degree.
- c. Other

Accreditation Planning Items - Status Update

<b>Standard IA/B: Institutional Mission and Effectiveness</b>		<b>Lead(s)</b>	<b>Status</b>
1	The college will review the mission statement every three years (IA.4).	College Council	
2	The college should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (IB.2).	President's Office, Vice President of SCA, Dean, Enrollment Svcs, and Public Relations & Mktg	
3	Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).	Institutional Research (IR)	
4	The college will invest in a system to store and display SLOs and SLO-related documents (IB.5).	Vice President Academic Affairs (VP-AA)	
5	<b>The college will reassess the program review models and the SLO assessment process after the current cycle is completed (IB.7).</b>	VP-AA	
<b>Standard IIA: Student Learning Programs and Services - Institutional Programs</b>		<b>Lead(s)</b>	<b>Status</b>
1	The college will evaluate the progress of SLOs on an annual basis (IIA.1.b).	Assessment of Learning Committee (ALC), VP-AA and VP-SCA	
2	The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).	Staff Development	
3	The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).	VP-AA	

Accreditation Planning Items - Status Update

4	<b>During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of Fall 2009; all programs will write a first draft of their program/degree SLOs by Spring 2009; all programs will continue assessing SLOs (IIA.1.c).</b>	ALC	
5	<b>The college will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).</b>	Academic Senate, ALC, and IR	In Progress. Most core competencies are assessed or in the process.
6	The college will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).	VP-AA	
7	<b>The college will continue to develop, assess, and revise SLOs and related assessments for all college courses, programs, certificates, and degrees. (IIA.2.b).</b>	ALC and VP-AA	
8	The results of program reviews in all three areas should be published on the college website under a link titled Program Review. (IIA.2.e)	Vice Presidents	
9	The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).	Dean, Enrollment Services	
10	<b>The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).</b>	Academic Senate	In Progress. FDC & Flex workshops.
11	<b>The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).</b>	ALC	
12	<b>The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).</b>	ALC and Academic Senate	In progress. Process is created. APRC includes SLO Coordinator to ensure assessment is linked to

Accreditation Planning Items - Status Update

13	The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).	Institutional Research	
14	The college will develop a degree audit program in the next four years (IIA.6.a).	ITS and A&R	
<b>Standard IIB: Student Learning Programs and Services</b>		<b>Lead(s)</b>	<b>Status</b>
<b>- Student Support Services</b>			
1	Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).	Outreach and School Relations	
2	Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).	Institutional Research and Staff and Student Diversity	
<b>Standard IIC: Student Learning Programs and Services</b>		<b>Lead(s)</b>	<b>Status</b>
<b>- Library and Learning Resources</b>			
1	Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).	Learning Resources Unit (LRU)	
2	Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).	LRU	
3	The college will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b).	LRU	
4	The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).	LRU	

Accreditation Planning Items - Status Update

5	The college will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).	LRU	
<b>Standard IIIA: Resources - Human Resources</b>			
1	All employee evaluations must be completed in a timely manner (IIIA.1.b).	Human Resources	<b>Status</b>
2	Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).	Human Resources	
3	<b>Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).</b>	<b>SLO Coordinators and Staff Development</b>	
4	The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).	Human Resources	
5	The college will develop a classified staffing plan (IIIA.2).	Human Resources	
6	Continue to review and revise personnel policies including procedures as needed (IIIA.3).	Human Resources	
<b>Standard IIIB: Resources - Physical Resources</b>			
1	ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB1).	Provost, VPs and Dean, ES	<b>Status</b>
2	Update the facilities modifications request form and procedure (IIIB.1.a).	Facilities Planning and Services (FPS)	
3	The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).	FPS	
4	The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).	Vice President Administrative Services (VP-AS)	



Accreditation Planning Items - Status Update

		Lead(s)	Status
<b>Standard IIIC: Resources - Technology Resources</b>			
1	The college will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1).	Information Technology Services (ITS)	
2	The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).	ITS and the Technology Committee	
3	ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).	ITS	
4	ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).	ITS, VP-AA, and academic deans	
5	The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).	VP-AS	
6	The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).	FPS	
7	<b>The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).</b>	ITS and IR	
8	The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).	ITS	
9	<b>The college will complete the technology plan (IIIC.1.d).</b>	ITS	
10	The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).	ITS	
<b>Standard IIID: Resources - Financial Resources</b>			
		Lead(s)	Status

Accreditation Planning Items - Status Update

1	The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).	Dean-Enrollment Svcs and PBC	
2	The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).	Dean, Enrollment Services	
3	The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).	VP-Administrative Services	
<b>Standard IV A/B: Leadership and Governance</b>		<b>Lead(s)</b>	<b>Status</b>
1	<b>Continue to improve communication about the governance process with the college community (IVA.1).</b>	<b>College Council</b>	
2	Improve student participation on consultation committees where appropriate (IVA.1).	Associated Students Organization (ASO) and Director, Student Development	
3	<b>Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).</b>	<b>College Council</b>	
4	Continue efforts to improve communication (IVA.3).	Public Relations and Marketing	
5	Improve student involvement in the consultation process (IVA.3).	ASO and Director Student Dev.	
6	Continue efforts to improve communication (IVA.4).	College Council	
7	Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4.)	Dean, Enrollment Svcs and PBC	

Accreditation Planning Items - Status Update

8	All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).	College Council	
9	Institutional Research will formalize the publication of an annual fact book (IVB.2.b).	IR	
10	The college and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).	College Council and Provost Council	

**El Camino College - College Curriculum Committee**  
**Repeatability Task Force Committee Report**  
 October 19, 2012

I. Introduction:

With recent Title 5 changes with course repetition and repeatability, course numbers with small letters *e.g.* “abcd” need to be removed by the fall 2013 semester. The “abcd” designation allowed students to take a course and repeat it 3 times. The majority of these courses now classified as “active participatory” are in the fine arts, industry technology, and physical education departments. Approximately 300 will lose their “small letter” repeatability designation. A few of these courses will require a NEW numerical Course Numbers due to previous use of old numbers. Accurate tracking of old and new course numbers is feasible.

Divisions have reviewed their curriculum and have submitted plans for course number changes, inactivations, and the development of new courses. Curriculum plans need to be approved this semester to ensure advertisement in all 2013-14 ECC publications.

Listed below is an example of Industry Technology’s proposal with their Construction Technology course CTEC 107abcd – Cabinet and Furniture Making:

CTEC 107abcd <i>Cabinet and Furniture Making</i> – will be inactivated and will be replaced with 4 new courses which are related to Certificate of Achievements.			
CTEC 200	CTEC 201	CTEC 202	CTEC 203
General Cabinet Making	Upper Residential Cabinets	Base Residential Cabinets	Dedicated Use Cabinets

II. Title 5 – Section 55041 Repeatable Courses:

Listed below are criteria that allow course repeatability:

1. Repetition necessary for major requirements of CSU or UC for a bachelor’s degree
2. Intercollegiate athletic competition courses
3. Intercollegiate athletic specific conditioning courses
4. Intercollegiate academic or vocational competition courses

Listed below are examples of courses that meet the “repeatability” criteria:

	<b>Repeatability Category</b>	<b>Course #</b>	<b>Descriptive Title</b>
1	Major Requirements at CSU/UC	Music 23abcd	Applied Music/Private Lessons
2	Athletic Intercollegiate Competition	PE 15abc	Men’s Intercollegiate Basketball
3	Athletic Conditioning Course	PE 16abc	Off-Season Training for Men’s BB
4	*Academic Intercollegiate Competition	COMS 25abcd	Forensic Team

**\*Note:** “Intercollegiate academic or vocational competition course” is a course that is designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. The participation in the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section 55002.

### III. Family of Courses:

Courses that are “active participatory” typically seen in Physical Education and Performing and Visual Arts, will need to be placed into a “family” of courses. These families of courses are related in content with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation. The interpretation of Title 5 allows no more than four experiences within a family such that each course may only be taken one time. Course repetition rules for substandard or a “W” grade will also apply each time a student takes the course within a family. We are waiting for guidelines from our Datatel User Group – 3CDUG regarding the tracking of designated “family” of courses.

Listed below are a few examples of a “family” of courses:

<b>Family</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>	<b>Course</b>
Ceramics	Art 161 Beginning Ceramics	Art 262 Intermediate Ceramics	Art 263 Advance Ceramics	
Painting	Art 222 Painting I	Art 223 Painting II	Art 224 Life Painting I	Art 225 Life Painting II
Swimming	PE 240 Beginning Swim	PE 241 Intermediate Swim		

### IV. Title 5 – Section 55040 Course Repetition Guidelines:

1. Students with disabilities may continue to repeat a designated “special class” any number of times based on their disability-related accommodation.
2. Students may repeat legally mandated courses regardless of substandard grades.
3. Cooperative Career Education courses remain eligible for course repetition.
4. Repeat course for a substandard grade.
5. Repeat a course due to significant lapse of time.
6. Repeat a portion of a variable unit open-entry/open-exit course.
7. Repeat a course for extenuating circumstances.
8. Repeat a course as a result of significant change in industry or licensure standards for employment or licensure.

V. Re-Numbering Guidelines:

1. Utilize 3-digit numbers below 300 for lower division designation.
2. Consider using a 2-digit numbering system for courses related to basic skills, special topic, cooperative work experience and independent study.
3. Utilize 2-digit number system for courses not transferrable to CSU or UC.
4. Utilize 3-digit number system for courses that are transferrable to CSU or UC.
5. Use large letters *i.e. A, B, C* after a course number when reflect a different level of the same course or a sequence of courses utilizing a prerequisite course.
6. Use small letters *i.e. abcd* after a course number to indicate repeatability. This allows a student to take the course once and repeat it a maximum of 3 times.
7. Do not use old course numbers that have already been inactivated. Consult with Quajuana Chapman for a historical list of course numbers and assignment of new course numbers.
8. Numbering system should be such to accommodate future new courses and thus be sequenced in the school catalog in an organized and meaningful manner.

VI. Questions:

Mark Lipe, Repeatability Task Force Leader	<a href="mailto:mlipe@elcamino.edu">mlipe@elcamino.edu</a>	x3810
Jenny Simon, Curriculum Chairperson	<a href="mailto:jsimon@elcamino.edu">jsimon@elcamino.edu</a>	x5187
Quajuana Chapman, Curriculum Advisor	<a href="mailto:gchapman@elcamino.edu">gchapman@elcamino.edu</a>	x3115

## **Elimination of CSU Service Areas**

Whereas: The recommendations from the Legislative Analyst's Office (LAO) in their report – Guaranteed Regional Access Needed for State Universities, recognize the inequitable and discriminatory impact local area access priority to California State Universities (CSU) has on incoming students by acknowledging that “granting preference to local students over out-of-area students could be perceived as inequitable—particularly when the out-of-area student is better qualified, and given that CSU campuses differ in size, campus amenities, program offerings, student bodies, and other characteristics, there could be situations when particular students' local service area campuses are not the best suited to these students' needs;”

Whereas: The LAO report further suggest that CSUs still “believe that ensuring local access to all eligible students is more important than maintaining equal admissions criteria for all applicants to a given campus” despite evidence from the Chancellor's Office for California Community College's Datamart and CSU's Institutional Research that support this inequitable and discriminatory practice by verifying that local area access priority to CSU not only hurts many California community colleges (CCC), including Cerritos College, Cypress College, El Camino College (ECC) and ECC – Compton Center's students ability to transfer, it also impacts these CCC's ability to attract students, meet the expectations of the Students Success Taskforce recommendations, and give priority to students of non-protected classes over students of protected classes;

Whereas: Previous resolutions, 15.02 F09 (Re-Evaluate CSU Service Areas) and 15.03 S04 (CSU Service Areas), also describe the discriminatory practice of local area access priority to the CSU System and ask that this situation be examined and addressed, yet to-date this practice continues and there is currently noting being done to address this inequitable and discriminatory practice; and

Whereas: The CSU System and the CCC System both have new Chancellors which provides for an optimal opportunity for this issue to be addressed and resolved.

Resolved: That the Academic Senate for California Community Colleges work with the California community college Chancellor's Office to initiate a discussion with the California State University Chancellor on ways to eliminate the inequitable and discriminatory local area access priority admission practices that unfairly disadvantage California community college students.

Contact: R. Chris Wells, El Camino College

**1. Resolution: Support Innovations to Improve Under-prepared non-STEM Student Success in Mathematics (forwarded with revision)**

Whereas, the more levels of remedial math courses a community college student must go through, the less likely it is for that student to ever complete a college-level math course, or the requirements for a certificate or community college degree;

Whereas, math course-taking patterns at many California community colleges suggest that the majority of students who want to transfer to a four-year institution are in non-STEM majors;

~~Whereas, the remedial math pipeline is currently an intensive algebra preparation that is pertinent to Calculus and other transferable math and science courses taken by STEM (Science, Technology, Engineering and Math) majors but is largely irrelevant to math courses designed for non-STEM majors, such as Statistics or math for Liberal Arts, and to courses designed for non-STEM students in other IGETC areas;~~

Whereas the Transfer Policy described in the Regulations of the Academic Senate for the University of California is mute on the issue of prerequisites for transferable college courses in Mathematical Concepts and Quantitative Reasoning [Regulations 476 and 478] and UC transfer course agreement guidelines allow for **pre-requisites that are equivalent to intermediate algebra**, and the CSU system is currently engaged in a study of statistics pathways that do not require intermediate algebra despite IGETC Standard for Subject Area 2A [1012 IGETC Standards, p.16];

Whereas, completion of IGETC course requirements (including a transferable math course) is a powerful measure of college readiness for transfer applicants;

Therefore be it Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of under-prepared non-STEM students in mathematics and increase their likelihood of successful completion of transfer-level math such as statistics, including the establishment and rigorous evaluation of alternative math pathways ~~(including Statistics pathways).~~

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**2. Resolution: Supporting the Authority of Local Academic Senates to Determine Curriculum and to Establish Prerequisites and Their Equivalents (forwarded as is)**

Whereas, Title 5 section 53200 invests local academic senates with purview over academic and professional matters, including policy and implementation of curriculum and the establishment of prerequisites, as well as standards and policies regarding student preparation and success;

Whereas, Title 5 Section 55003 states that the assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a



student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established;

Therefore, be it Resolved, That the Academic Senate for California Community Colleges supports the authority and right of local community college curriculum approval processes established by local academic senates, as set out in Title 5 regulations, to approve pre-requisite courses for college-level mathematics, which is consistent with the development of alternative math pathways for non-STEM majors in the community college; and

Be it further Resolved, That the leadership of the Academic Senate for California Community Colleges will work to protect the authority and right of local community college curriculum approval processes established by local academic senates, as set out in Title 5 regulations, to approve pre-requisite courses and/or their equivalents; and

Be it finally Resolved, That the Academic Senate for California Community Colleges urge the Intersegmental Council of Academic Senates (ICAS) to respect the right of local community college academic senates to determine via local curriculum approval processes appropriate pre-requisite courses and/or their equivalents for college-level mathematics.

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### **3. Resolution: Addressing Disproportionate Impact in Mathematics in the California Community Colleges (forwarded with revision)**

Whereas, according to a 2010 EdSource study “Course taking patterns, policies, and practices in developmental education in California Community Colleges” by Perry, Bahr, Rosin, and Woodward, 61% of Black students and 53% of Latino students placed 3-4 levels below college math in California community colleges, compared to 34% of White students;

Whereas, attrition in the remedial math pipeline in California community colleges has a disproportionate impact on black and Latino students.

~~Therefore be it Resolved, That the Academic Senate for California Community Colleges take intentional and deliberate steps to address the disproportionate impact of current math prerequisites and practices on students of color in the CCCs; and~~

~~Be it further Resolved, That the Academic Senate for California Community Colleges strongly opposes efforts that diminish the ability of the CCC faculty to develop innovative, academically rigorous pilot studies of alternative math pathways and practices as a strategy to support student success.~~

**Resolved, That the Academic Senate for California Community Colleges take intentional and deliberate steps to address the disproportionate attrition rates of CCC students of color in the remedial math pipeline; and**

Be it further Resolved, That the Academic Senate for California Community Colleges support and work to strengthen the ability of CCC faculty to develop innovative, academically rigorous pilot studies of alternative math pathways and practices as a strategy to support student success."

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**4. Resolution: Reaffirmation of Spring 2012 Resolution 09.06 and Support For the Study of Alternate Math Pathways. (not forwarded due to redundancy with recent resolution)**

Whereas Spring ~~2012~~ 2011 Resolution 9.06 (~~2012~~) 2011: "Resolved, That the Academic Senate for California Community Colleges support data driven and carefully considered pilot studies that meet the educational needs of all community college students, whether these studies involve acceleration or other approaches;"

Whereas, at least ~~47~~ 25 California community colleges have implemented alternative math pathways that provide remediation for underprepared non-STEM students that is better aligned with the rigorous transferable math courses accepted for their majors and early data suggests that students taking an alternative developmental math pathway have significantly higher completion rates of transferable math when compared to students in the traditional math pipeline.

Therefore be it Resolved, That the Academic Senate for California Community Colleges reaffirm its support for data driven and carefully considered pilot studies as indicated in Spring 2012 Resolution 09.06; and

Be it further Resolved, That the leadership of the Academic Senate for California Community Colleges represents that reaffirmation for such pilot studies when in system level and intersegmental discussions or initiatives.

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**Area C Resolution 4**

Whereas Spring 2011 Resolution 09.06 (2011): "Resolved, That the Academic Senate for California Community Colleges support data driven and carefully considered pilot studies that meet the educational needs of all community college students, whether these studies involve acceleration or other approaches;"

Whereas, early data from among the 25 California community colleges that have implemented alternative developmental courses for non-STEM students suggest that students from alternative developmental math pathways have significantly higher completion rates in their rigorous, transfer-level, general education math courses when compared to students from the traditional developmental math sequence (or pipeline) in the same courses;

Whereas, the Transfer Policy described in the Regulations of the Academic Senate for the University of California is mute on the issue of prerequisites for transferable college courses in Mathematical Concepts and Quantitative Reasoning [Regulations 476 and 478] and UC transfer course agreement guidelines allow for pre-requisites that are equivalent to intermediate algebra, and the CSU system is currently engaged in a study of statistics pathways at California State Universities that do not require intermediate algebra as a prerequisite, despite IGETC Standard for Subject Area 2A [2012 IGETC Standards, p.16];

Therefore be it Resolved, That the Academic Senate for California Community Colleges, in their work with the Intersegmental Committee of the Academic Senates (ICAS), reaffirm its support for Spring 2011 Resolution 09.06 by soliciting the perspectives of community college mathematics faculty developing and implementing alternative mathematics pathways; considering the data from existing alternative mathematics pathways; requesting a three-to-five year study of the impact of alternative mathematics pathways on student outcomes and transfer-preparedness, during which time participating community colleges will not be in danger of losing articulation of their transfer-level quantitative courses; and insisting that the perspectives, data, and the results of the three-to-five year study be considered by ICAS members.

-----Original Message-----

From: hhuntsmanccsf@gmail.com on behalf of Hal Huntsman

Sent: Mon 8/27/2012 12:50 PM

To: Michelle Pilati

Cc: Freidenreich, Jenny; Prapavessi, Despina; Norris, Michael; Snell, Myra; Von Bergen, Julie; Dan Curtis; terrie.nichols@gcccd.edu; EAtondo@piercecollege.edu; martinrm@piercecollege.edu; SalterS@piercecollege.edu; yoshiwbw@piercecollege.edu; yoshiwka@piercecollege.edu; dnajjar@peralta.edu; Cleavon Smith; sheila.pisa@gmail.com; Lily Lum; smohammadzadeh@ccsf.edu; Dennis Piontkowski; freedmanj@smccd.edu; Kathy Kubo; Matt.Teachout@canyons.edu  
Subject: Forming a caucus: Math Pathways for non-STEM Students

Dear President Pilati,

With this letter 22 California Community College faculty request ASCCC caucus status to address our common interest in math pathways for non-STEM students.

Proposed caucus name: Math Pathways for non-STEM Students

Caucus purpose: The purpose of this caucus is to create a network of faculty who are interested in the development, implementation and growth of alternative math pathways for non-STEM students, particularly those students who are in majors that require only a single math course satisfying the IGETC Mathematical Concepts and Quantitative Reasoning requirement.

We envision that the caucus will collaboratively develop its agendas. Possible areas of discussion and work include: sharing materials to inform curriculum development, pedagogy and professional development; discussing standards of scope, depth and rigor for developmental math courses in new math pathways; studying the impact of math pathways on completion rates of college math for under-prepared community college students in these majors; addressing policies that enable or act as barriers to development of math pathways for these students; strengthening the relationship between the Academic Senate and faculty engaged in this work.

We ask that this request be reviewed at the September 8, 2012 ASCCC Executive Committee meeting. Thank you for your consideration. (I am also sending a paper version of this request, via snail mail.)

Respectfully submitted on behalf of this group,

Hal Huntsman  
CCSF Math Department

The process for recognition of a caucus involves the identification of at least ten members from at least four different colleges and at least two districts with common goals and/or interests. Please see below the names of 22 faculty members from 9 of the state's Community Colleges in 8 of the state's Community College Districts who have volunteered to participate in this caucus.

#### Membership List:

##### Contra Costa Community College District

Jenny Freidenreich, Diablo Valley College (Math faculty JFreidenreich@dvc.edu)  
Despina Prapavessi, Diablo Valley College (Math Dept. Chair dprapavessi@dvc.edu)  
Michael Norris, Los Medanos College (Math faculty, former LMC AS President mnorris@losmedanos.edu)  
Myra Snell, Los Medanos College (Math faculty msnell@losmedanos.edu)  
Julie Von Bergen, Los Medanos College (Math Department Chair jvonbergen@losmedanos.edu)

##### Grossmont-Cuyamaca Community College District

Dan Curtis, Cuyamaca (Math faculty daniel.curtis@gcccd.edu)  
Terrie Nichols, Cuyamaca (Math faculty, Cuyamaca AS rep terrie.nichols@gcccd.edu)

##### Los Angeles Community College District

Elizabeth Atondo, Pierce College (Articulation Officer EAtondo@piercollege.edu)  
Bob Martinez, Pierce College (Math Department Chair martinrm@piercollege.edu)  
Sunday Salter, Pierce College (Counselor, Transfer Services Director SalterS@piercollege.edu)  
Bruce Yoshiwara, Pierce College (Math faculty yoshiwbw@piercollege.edu)  
Kathy Yoshiwara, Pierce College (Math faculty yoshiwka@piercollege.edu)

##### Peralta Community College District

Daniel Najjar, Berkeley City College (Adjunct Math faculty dnajjar@peralta.edu)  
Cleavon Smith, Berkeley City College (English faculty, current BCC AS President clsmith@peralta.edu)

##### Riverside Community College District

Sheila Pisa, Moreno Valley College (Math faculty sheila.pisa@gmail.com)

##### San Francisco Community College District

Hal Huntsman, CCSF (Math faculty, former CCSF AS President shuntsma@ccsf.edu)  
Lily Lum, CCSF (Math faculty llum@ccsf.edu)  
Sonny Mohammadzadeh, CCSF (Math faculty smohammadzadeh@ccsf.edu)  
Dennis Piontkowski, CCSF (Math Dept. Chair dpiontko@ccsf.edu)

San Mateo Community College District

Jon Freedman, Skyline (Math faculty freedmanj@smccd.edu)

Santa Clarita Community College District

Kathy Kubo, College of the Canyons (Math faculty Kathy.Kubo@canyons.edu)

Matt Teachout, College of the Canyons (Math faculty Matt.Teachout@canyons.edu)

# SUPPORT ACCELERATED MATH!

**Community College Students Say:  
Support Our Colleges  
So They Can Keep Supporting US!!**

Our colleges have designed innovative new math courses and the STATISTICS SHOW those courses are MUCH more successful than the standard remedial classes.

	<b>Traditional Algebra Path Student completion of any transferable math course (In 3 years)</b>	<b>Pre-Statistics Path Student completion of transferable statistics course (In 1 year)</b>
National Data	20%	N/A
Los Medanos College	21%	60% (71 of 119)
City College San Francisco	17-19%	37% (30 of 81)
Cuyamaca College	20%	81% (22 of 27)
College of the Canyons (PALS: Pre-stat and statistics in one semester)	12-16%	78% (39 of 50)

- Vote for the resolutions that support our colleges to continue to offer and study these new courses (**give resolution #s**).
- Tell Senate President Michelle Pilati and Vice-President Beth Smith that you want them to use their position on ICAS (Intersegmental Committee of Academic Senates) to ensure that colleges pursuing these innovations will not risk losing their UC and CSU transfer articulation.

**DON'T PUT THE BRAKES ON STUDENT  
PROGRESS!**