Academic Senate of El Camino College 2009-2010
AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001
http://www.elcamino.edu/academics/academicsenate/

May 4, 2010
DIST. ED.
CONFERENCE
ROOM!

OFFICERS & EXECUTIVE COMMITTEE

President	**David Vakil**	VP Faculty Development	**Chris Gold**
VP Compton Educational Center	**Saul Panski**	VP Finance and Special Projects	**Lance Widman**
Curriculum Chair	**Lars Kjeseth**	VP Legislative Action	**Chris Wells**
VP Educational Policies	**Chris Jeffries**	Secretary	**Claudia Striepe**

Senate Mailing List

Adjunct
Michael Mangan - English 09/10
_____(vacant)

Behavior & Social Sciences
Randy Firestone 11/12
Christina Gold 10/11
Michelle Moen 11/12
Lance Widman* 09/10
Michael Wynne 11/12

Business
Philip Lau 11/12
Jay Siddiqui* 11/12
_____(vacant)

Compton Educational Center (1 yr terms)
Saul Panski 09/10
Estina Pratt 09/10
Tom Norton 09/10
Jerome Evans 09/10
Darwin Smith 09/10

Counseling
Christina Pajo 11/12
Brenda Jackson* 10/11
Chris Jeffries 10/11

Fine Arts
Ali Ahmadpour 11/12
Randall Bloomberg 11/12
Patrick Schultz 11/12
Chris Wells* 11/12
Mark Crossman 11/12

Health Sci & Athletics/Nursing
Tom Hazell* 09/10
_____(vacant)
_____(vacant)

Pat McGinley 09/10
Kathleen Rosales 11/12

Humanities
Brent Isaacs 11/12
Peter Marcoux 11/12
Kate McLaughlin 11/12
Bruce Peppard 11/12
Jenny Simon 11/12

Industry & Technology
Patty Gebert 09/10
Ed Hofmann
Douglas Marston*
Lee Macpherson 09/10
_____ (vacant)

Learning Resource Unit
Claudia Striepe* 10/11
Moon Ichinaga 10/11

Mathematical Sciences
John Boerger 10/11
Greg Fry 10/11
Marc Glucksman* 09/10
Susan Taylor 11/12
Paul Yun 10/11

Natural Sciences
Miguel Jimenez 11/12
Chuck Herzig 11/12
Teresa Palos 10/11
David Vakil* 10/11
_____(vacant)

Academic Affairs & SCA
Quajuana Chapman
Dr. Francisco Arce
Dr. Jeanie Nishime

Associated Students Org.
Joshua Casper
Begoña Guereca
Phillip Stokes

President/Superintendent
Dr. Thomas Fallo

The Union
Editor

Division Personnel
Jean Shankweiler
Don Goldberg
Tom Lew

Counseling
Ken Key

Ex-officio positions
ECCFT President
Elizabeth Shadish
Curriculum Chair
Lars Kjeseth

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For example 11/12 = 2011-2012.

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

Academic Senate of El Camino College 2009-2010
AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001
http://www.elcamino.edu/academics/academicsenate/

May 4, 2010
DIST. ED.
CONFERENCE
ROOM!

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

FALL 2009		SPRING 2010	(changes denoted with underlines)
September 15	Communications 104	March 2	Communications 104
October 6	Communications 104	March 16	Communications 104
October 20	Communications 104	April 1	Dist. Ed. Conf. Room
		April 6	Communications 104
November 3	Communications 104	April 20	Compton Board Room
November 17	Communications 104	May 4	Dist. Ed. Conf. Room
December 1	Communications 104	May 18	Communications 104
December 15	Communications 104	June 1	Communications 104

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

FALL 2009		SPRING 2010	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room

Academic Senate of El Camino College 2009-2010
AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001
http://www.elcamino.edu/academics/academicsenate/

May 4, 2010
DIST. ED.
CONFERENCE
ROOM!

AGENDA & TABLE OF CONTENTS

Academic Senate of El Camino College 2009-2010
AC152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001
http://www.elcamino.edu/academics/academicsenate/

May 4, 2010
DIST. ED.
CONFERENCE
ROOM!

Committees

NAME	CHAIR	DAY	TIME	ROOM
Senate				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2nd & 4th Mon.	2:30-4:00	Library 202
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth	2/23, 3/16, 4/6, 5/4, 5/25, 6/1	2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries	2nd & 4th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor	1st & 3rd Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Chris Gold	2nd & 4th Tues	1:00 – 1:50	ADM 127
CALENDAR	Jeanie Nishime	Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
Campus				
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	Nate Jackson	Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	12:00-1:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays	9:00-10:30	
CAMPUS TECHNOLOGY	John Wagstaff	3rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor	Thursdays	9-10:00 am	Library 202

Senate President Report, May 4, 2010

Meeting location

As a reminder, our meeting on May 4 will be in the Distance Education Conference room (where the special April 1 meeting was held) and we hope to teleconference with Compton during that meeting. The remaining two meetings of this semester will be back in Communications 104, barring unforeseen circumstances.

Academic Senate minutes

There are three sets of minutes to review: the special meeting regarding the proposed resolution of No Confidence in the leadership of ACCJC on April 1, 2010, the minutes from our regularly scheduled meeting on April 6, and the minutes from our regularly scheduled meeting on April 20 at Compton. We did not have a quorum at Compton, so we could not officially approve the minutes from April 1 or April 6.

Packet contents

This packet is unusually long, mostly due to the plethora of committee minutes. Here's a list of what it contains, in sequential order of appearance in this packet:

1. Academic Senate minutes – 3 sets. (See above. Pages 7-11, 12-17, 18-23)
2. Educational Policy committee minutes, page 24
3. Faculty Develop Committee minutes – 3 sets. Pages 25, 26 (award draft not included), 27-28,
4. Academic Technology Committee minutes – 2 sets, pages 29-31, 32-34
5. College Council minutes – 2 sets, pages 35-36, 37-38
6. Planning and Budget Committee – 2 sets of minutes, pages 39-41, 42-43 and 2010-11 budget assumptions on pages 44-46.
7. Dean's council summary of April 22 meeting on pages 47-48.
8. Distance Education proposals – 3 documents: Alice Grigsby's email summary (page 49), online classroom visitation protocol (page 50), and Good Practices for online education (pages 51-55).
9. Copyright Policy (page 58 – revision included) , Procedure (pages 59-62), and memo (pages 56-57) with latest revisions, for our potential adoption (2nd reading)
10. DRAFT of Board Policy 4100 and Administrative Procedure (pages 63-64), for 1st reading. Chris Jeffries may bring a revised version to the meeting, to be distributed in place of the draft version in this packet.
11. Core Competency Assessment Plan (pages 65-67) and Updated list of Upcoming SLO deadlines (pages 68-69)
12. CurricUNET Annual Program Review, alternate schedule, developed by Barbara Jaffe, Lars Kjeseth, as requested by Senate, pages 70-74. For our consideration.
13. The seven proposed Strategic Initiatives, page 75, for our consideration as a group. (Rather than picking a subset.)
14. Priority Registration policy and procedures draft, currently being discussed by a variety of consultation groups. Any faculty input is appreciated. Pages 75-85.

Please read AT LEAST items 9, 10, 12, and 13 because they are the agenda items for the meeting. Officer reports will be paused/stopped at 1pm so we can attend to these agenda items. Item 14 is included for information purposes, and any feedback you have is welcome. Other items will be discussed in officer reports, time permitting.

Governor's commitment to higher education

Earlier this week, Governor Schwarzenegger vowed to veto a state budget if higher education is cut. This is certainly a welcome announcement, although as we get closer to governor elections and the July 1 deadline to pass a budget, who knows what the future will actually bring.

Notes from College Council

President Fallo gave his monthly report at the most recent College Council. Here are some of the highlights that may be of interest to faculty, listed in no particular order:

1. Negotiations with both faculty and staff unions will start soon. There are long-term budget concerns about the costs of health benefits, the Insurance Benefits Committee, and the district's required contributions to STRS & PERS. There is no interest in examining a reduction in force, nor furloughs or layoffs of full-time permanent employees.
2. State budget continues to be in flux. The two year deficit may be between $20-26 billion. There are no anticipated student fee increases for Fall 2010, but there may be fee increases later. All of this is very tentative.
3. The Commission on Athletics was considering "re-leaguing" and assigning schools to different competition regions compared to where they are now. The proposals included moving Compton into the Orange County region. All of these proposals were defeated. Compton will stay in the same region as ECC.
4. The 7 strategic initiatives from the planning summit are being distributed and will be considered for adoption. (See page 75)
5. FCMAT will visit Compton in early June. There are questions from the community about when the Compton Center will be ready for ECC to apply for accreditation of the Compton Center as a college. ACCJC determines timelines; ECC does not. But we are developing plans for internal use.
6. As announced in the most recent President's Newsletter, several classified staff will be hired. See the newsletter for more detailed information.
7. The all campus Facilities master plan forum was held to discuss the latest version of the college's facilities for the next 15-25 years. I (Vakil) attended, so if you want more information but were unable to attend, please see me.
8. ECC's fund 14 and 15, associated with the Compton partnership, will see some changes in allocation. We hope to see the Compton district assume more of its own expenses (e.g. auditor). Fund 15 will be used, at least in part, to backfill some reductions in the Student Services area.
9. There may be some additional managers hired at Compton. We may hire an ECC dean to handle accreditation and planning issues and this person will report to Barb Perez. This job, like Ms. Perez's will be for the duration of the partnership. Ann Garten's job may also be rewritten to account for her duties at Compton related to Public Information.

We also briefly discussed the concerns about the department re-organization at Compton. Originally the impetus was to balance the workload of the deans at Compton. The math and science departments are concerned about the proposal to move them into the vocational area. College Council wants to make sure any concerns brought from Academic Senate are related to "Academic and Professional Matters."

President-Elect reminder

A reminder: the senate will need to elect its next President at the end of this semester from our membership. The election is scheduled to take place during the May 18 meeting.

ACADEMIC SENATE ATTENDANCE & MINUTES
SPECIAL MEETING 1st April 2010

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

Adjunct Faculty
Mangan, Michael(Hum)

Behavioral & Social Sciences
Firestone, Randy _____ X
Gold, Christina _____ EXC
Widman, Lance _____ EXC
Wynne, Michael
Moen, Michelle _____ X

Business
Siddiqui, Junaid _____ EXC
Lau, Philip S

Counseling
Jackson, Brenda _____ X
Jeffries, Chris _____ EXC
Key, Ken
Pajo, Christina _____ X

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

Health Sciences & Athletics
Hazell, Tom
McGinley, Pat
Rosales, Kathleen

Humanities
Isaacs, Brent _____ X
Marcoux, Pete
McLaughlin, Kate _____ EXC
Peppard, Bruce
Simon, Jenny _____ X

Industry & Technology
Gebert, Pat _____ X
Hofmann, Ed
MacPherson, Lee _____ X
Marston, Doug _____ X

Learning Resources Unit
Striepe, Claudia _____ X
Ichinaga, Moon _____ X

Mathematical Sciences
Boerger, John
Fry, Greg _____ X
Glucksman, Marc
Taylor, Susan _____ X
Yun, Paul

Natural Sciences
Cowell, Chas _____ X
Herzig, Chuck _____ X
Jimenez, Miguel
Palos Teresa _____ EXC
Vakil, David

Academic Affairs
Chapman, Quajuana

ECC CEC Members
Evans, Jerome _____ X
Norton, Tom _____ X
Panski, Saul _____ X
Pratt, Estina _____ X
Smith, Darwin _____ X

Assoc. Students Org.
Casper, Joshua _____ X
Stokes, Philip _____ X
Safazada, Ana
Begonia Guereca _____ X

Ex- Officio Positions
Arce, Francisco _____ X
Nishime, Jeanie
Shadish, Elizabeth _____ X
Kjeseth, Lars _____ X

<u>Guests and/Other Officers</u>: Janet Young, Barbara Jaffe, Lars Kjeseth, Katie Roller (UCLA)

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

The first SPECIAL Academic Senate meeting of the Spring 2010 semester was called to order at 1:05 pm in the Distance Education Classroom

Only one item was on the agenda, and that was discussion of a potential vote of no confidence in the leadership of the ACCJC, and to guide AS President Dave Vakil's (DV) thinking as he casts his vote as our representative at the upcoming (April 17th)ASCCC Plenary Session.
DV noted that there were 5 options: to support the resolution, to oppose the resolution, to abstain from voting on the resolution, to amend the resolution, or to propose a new resolution.
DV opened the floor for discussion.

Ms. Ichinaga asked about the Appendix XX mentioned in the Resolution. DV apologized, saying there is no appendix XX, but the XX was put in as a place- holder for an expected appendix, not available as yet.
DV pointed out that the original resolution from Area A appears on pg 7 of the packet, and the resolution as amended by Area C appears on pg 6 of packet. The amendments are minor, and the two might be combined and attributed as being initiated by the Area A member.
Ms. Ichinaga asked whether the ACCJC is indeed arbitrarily holding us to standards that other areas do not have to follow?
Mr. Firestone asked why the ACCJC was the accrediting body and why we did not change?
Mr. Panski said the intent was not to leave the ACCJC necessarily, but to criticize their leadership.
Mr. Firestone felt that for the ACCJC to change their ways they would need to have something to lose.
Mr. Panski noted that they get most of their monies from Community Colleges, and said that we want the agencies that work with and/or oversee the ACCJC to be aware of the situation so that they can bear a hand in getting them in line.
Mr. Wells agreed noting that CHAE and WASC were all aligned with the ACCJC in some respects and they are all accountable to each other as well, so the resolution decision should be sent to all to use as leverage.
Ms. Ichinaga said it was important that these points be substantiated, and again asked if the standards we are held to are arbitrary.
Mr. Kjeseth said he felt that the Standards, as written, are quite strong and good, but that the ACCJC were not treating them as Standards, but as a way of making Regulations. The aim should be to have Standards and then see how we as a college are meeting or exceeding the Standards, but the ACCJC seems to want to tell us what it means to meet the Standards , and in this is overstepping its' bounds.
Mr. D. Smith noted that it had been observed that the ACCJC were not abiding by their own bylaws and the issue took off from there.
Mr. Wells agreed, saying that the perception was that Standards had been applied differently in different places at different times.
Mr. Kjeseth used SLO's as an example, saying that the Standards say that outcomes can be many (measurable) things that a college promotes and meets, but the ACCJC has made regulations and rules to accompany the Standards stating that to meet the Standards you must do this and that…which is contrary to the original intent. So the Standards themselves are OK, it is the move to Regulations that is troubling.

Mr. Marston agreed, saying it was important to stand up and speak out. He felt the tone of some of the ACCJC replies to documentation were insulting in their tone.

Mr. Smith noted that this move is not a knee-jerk reaction, but a considered response to things that have been brewing since the tenure of the previous President of the Statewide Academic Senate.

Ms. Striepe asked about the recommendations [pg. 19 of packet] and whether these were linked to the resolution, and DV answered that these were not being considered today, only the Resolution, and that the recommendations would be considered at a later date.

Mr. Firestone repeated his opinion that the resolution should have "teeth", and suggested adding another point stating that the colleges would seek to change leadership if the issues could not be resolved.

Mr. Panski noted that the colleges could bypass the ACCJC and go directly through WASC.

DV said he would like to get suggestions for amendments and suggested people send him these suggestions in writing with specific wording.

Ms. Taylor asked if we were going to be voting on the issue today, as if we were, she would prefer to hear all the suggestions now so that she could make a considered vote. If suggestions were emailed to DV she would not be able to consider them.

DV said that he was seeking guidance on how to respond. He would also be hearing more arguments at the Plenary Session that he would have to consider and might influence his final vote.

Ms. Taylor felt that changes and amendments needed to be aired here and now so that we could all be privy to them.

Mr. Wells said it would be good to talk over the merits of the resolution and possible amendments, but not get bogged down in wordsmithing the specifics because of time constraints. DV agreed.

Ms. Striepe asked if any punitive measures were possible (for instance, against the Compton Center) if we voted one way or another. Ms. Pratt felt that the votes would be considered as a body, and that the votes of individual colleges would not be noted. "No names would be taken"

Mr. Panski said that he appreciated the sentiment, but agreed with Ms. Pratt that it would be seen as a total area/region vote.

Mr. Marston said he did not appreciate the tone, and that these problems had been brewing for a while, and not being taken seriously by the ACCJC.

Mr. Caspar asked what the Senate really expected to happen after we had sent the Resolution on to various people like Secretary Duncan and President Obama? What did we expect the outcome to be? The Student Senate is also considering a similar Resolution.

DV felt this was a good question. Mr. Panski said that this was a vote of No Confidence and what was wanted was a change of leadership. Mr. Wells said that if the ACCJC was engaged in robust discussion with its constituents, we might not need the whereases.

Ms. Ichinaga had a question about the composition of the Body listed on the letter to Mr. Scott. Who are these people? Are any of them educators, or representatives of institutions? Mr. Kjeseth said that one could find this information on their website. Some were faculty members, others community and business/industry representatives.

DV asked Dr. Arce to make some comments on how he felt the ACCJC might possibly respond. Dr. Arce noted that he was an Accreditation officer of El Camino to the Commission, and is responsible for reports and responses to the Commission.

In his opinion the Commission HAS made some changes in response to outcries and concerns expressed from around the State. He felt that many schools had been slow in responding to recommendations to change (for instance) their planning and review processes. The colleges did not seem to take the recommendations seriously. Many were also slow to respond to the issue of SLOs. So we and many others have had a problem meeting the Standards. So some of the Commission actions were warranted. There had been shock in the Community College system re:

the sanctions, terminations and probations, as with Compton in 2006. But as colleges have started responding and improving, so the Commission has responded, and some colleges are now off warning and probation.

Dr. Arce pointed out that he is NOT a spokesperson or apologist for the Commission, although he personally would not support a vote of no confidence.

The Commission IS increasing training opportunities. ECC and Compton will be sending folks to workshops on how to respond to the Standards. To some laughter, Dr. Arce said the Commission felt like they WERE being responsive to concerns.

Dr. Arce noted that many of the members of the Commission are members of Community Colleges and they are not comfortable with the criticisms. He noted that we had been on warning (NOT probation), which forced us to improve and become better at what we do. Dr. Arce noted that the improvement has been dramatic in some areas.

Dr. Shadish said that the Commission may be changing as we comply with their demands…but are they changing in ways that we want, and that are meaningful for us?

Dr. Arce agreed that they could have approached things differently, like making recommendations and visits before warnings, etc.

Mr. Wells said that either the Commission is right and other Accrediting Commissions have got it wrong, or vice versa…but someone is out of step.

Dr. Arce said to remember that our system is the largest by far, with over 100 colleges. At any one time there may be 15- 30 colleges under full review and some 60 on some level of review (NOT warning). He urged being rational over being emotional.

Mr. Panski said he hoped this would be a wake- up call for the Commission.

DV said there were now 2 issues before the Senate.
1. To accept, in principle, the proposed amendment to the resolution as suggested by Mr. Firestone by adding "teeth" in the form of "exploring a change in leadership" – specific wording to be worked out later.
2. To vote on the Resolution of No Confidence.

   The ECC/CEC Academic Senate voted in favor of adding the amendment to the resolution, and strongly supported a <u>proposed resolution</u> to the statewide Academic Senate <u>asking the statewide Academic Senate to vote no confidence in the leadership of the Accrediting Commission for Community and Junior Colleges</u> (ACCJC, ECC's accrediting body).

The meeting was adjourned at 2:02pm
Cs/ecc2010

2.03   S10   Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC)
Shaaron Vogel, Butte College, Area A

Whereas, The purpose of accreditation is to ensure quality in higher education through the use of a peer review process that focuses on self-study, a meeting of standards that represent best practices, and identification of areas of needed improvement;

Whereas, To effectively carry out the accreditation peer review process, which the Academic Senate for California Community Colleges highly supports, the leadership of the body that accredits must model openness, frank discussion, robust dialog, honesty in communications, and willingness to improve, and the Accrediting Commission for Community and Junior Colleges (ACCJC) leadership has consistently failed to model any of these;

Whereas, The leadership of ACCJC has exhibited no evidence that they hold themselves accountable to their own standards of improvement, was unresponsive to the recommendations from official statewide representative bodies, denied representatives from those bodies the opportunity to speak at a public meeting, and is unwilling to improve its own dysfunctional processes; and

Whereas, Collaborative and collegial communication to ACCJC leadership from CEOs, CIOs, CSSOs, and faculty indicating specific areas of concern received a answer from the ACCJC president that was not responsive to any of the suggestions that ACCJC should address for its own improvement, and which was at variance with the facts (See Appendix B);

Resolved, That the Academic Senate for California Community Colleges vote no confidence in the leadership of ACCJC;

Resolved, that the Academic Senate for California Community Colleges work with its Consultation Council partners to send this no-confidence vote to Council for Higher Education Accreditation (CHEA), Council of Regional Accrediting Commissions (CRAC), the U.S. Secretary of Education, and the President of the United States.

2.04   S10   Accreditation Options
          Richard Akers, Contra Costa College, Area B

Whereas, The Academic Senate for California Community Colleges greatly values and respects the essential components of peer review and external accreditation in the educational process;

Whereas, The Accrediting Commission for Community and Junior Colleges' (ACCJC) approach to accreditation has been punitive and publicly divisive, causing additional and unnecessary expenses and re-appropriation of resources from the classroom; and

Whereas, Alternative accrediting bodies other than the ACCJC exist and are utilized by our transfer institutions;

Resolved, That the Academic Senate for California Community Colleges conduct research as to the options available for peer review and accreditation other than the ACCJC and make the results of this research available by Spring 2011
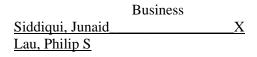
ACADEMIC SENATE ATTENDANCE & MINUTES
6th April 2010

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

Adjunct Faculty
Mangan, Michael(Hum)

Behavioral & Social Sciences
Firestone, Randy _____ X
Gold, Christina
Moen, Michelle _____ EXC
Widman, Lance _____ X
Wynne, Michael _____ X

Business
Siddiqui, Junaid _____ X
Lau, Philip S

Counseling
Jackson, Brenda _____ X
Jeffries, Chris _____ X
Key, Ken
Pajo, Cristina _____ X

Fine Arts
Ahmadpour, Ali _____ X
Bloomberg, Randall _____ X
Crossman, Mark
Schultz, Patrick _____ EXC
Wells, Chris _____ X

Health Sciences & Athletics
Hazell, Tom
McGinley, Pat _____ X
Rosales, Kathleen _____ X

Humanities
Isaacs, Brent _____ X
Marcoux, Pete _____ X
McLaughlin, Kate _____ X
Peppard, Bruce _____ X
Simon, Jenny _____ X

Industry & Technology
Gebert, Pat _____ X
Hofmann, Ed_
MacPherson, Lee _____ X
Marston, Doug _____ X

Learning Resources Unit
Striepe, Claudia _____ X
Ichinaga, Moon _____ X

Mathematical Sciences
Boerger, John
Fry, Greg _____ X
Glucksman, Marc _____ X
Taylor, Susan _____ X
Yun, Paul _____ X

Natural Sciences
Cowell, Chas
Herzig, Chuck _____ X
Jimenez, Miguel _____ X
Palos Teresa _____ X
Vakil, David _____ X

Academic Affairs
Chapman, Quajuana

ECC CEC Members
Evans, Jerome
Norton, Tom
Panski, Saul
Pratt, Estina
Smith, Darwin

Assoc. Students Org.
Casper, Joshua
Safazada, Ana
Stokes, Philip
Begona Guereca _____ X

Ex- Officio Positions
Arce, Francisco _____ X
Nishime, Jeanie _____ X
Shadish, Elizabeth
Kjeseth, Lars _____ 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 Academic Senate meeting of the Spring 2010 semester was called to order at 12:35pm

Approval of last Minutes:
The minutes [pp. 5 -10 of packet] were approved following a motion from Mr. Wells, seconded by Mr. Marcoux.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV reported a successful Area C Academic Senate meeting hosted by ECC on March 27th, 2010. Approximately 30 colleges were represented, and much was accomplished. DV mentioned the proposal of a "no confidence" resolution for the ACCJC, and that a topic of concern was how to encourage more diversity in the Academic Senate at the state- wide level.

DV asked for practical ideas and suggestions on this to be forwarded to him. DV particularly thanked Ms. Suekawa for her help and support in preparing for the meeting.

DV also expressed thanks to all the senators who participated in the special meeting on April 1st, which led to a vote of "no confidence" in the ACCJC leadership, with support for an amendment to the current "no confidence" resolution with the intent of looking at alternative accrediting bodies. DV also asked for volunteers to read through and offer guidance on the myriad resolutions that will be considered at the State Plenary session, April 15-17th.

DV reminded the senators again about the "disciplines" list of minimum hiring qualifications. He has received one revision proposal from the Physics/Earth Sciences Dept. to date.

An ECC Planning Summit was held recently, and a summary of the discussions and ideas can be found in the packet [pp 14-17]

DV reminded the senate that the next Academic Senate meeting would be held on the Compton campus in the Board Room on April 20th. Unfortunately the Compton bus is NOT available for use. Alternative transport was discussed. ECC vans can be borrowed if one has undergone the driver training, but hardly any senators had done so. The other alternative would be to carpool, and DV asked all those willing to drive to let him know so that he could arrange some "teams". Ms. Jeffries also mentioned that the police have two vans which hold 7 people; she will investigate this option further. Compton is very happy to hear that we are coming to their campus. A teleconference Senate meeting has been planned for May 4th; Mr. Marcoux is awaiting more details from Mr. Story on this.

DV remarked that there seemed to be more "personal" problems, and that services are available to help people. DV mentioned the EASE program which offers counseling to employees, and that we should advertise this service to our peers. DV included a brochure in the packet [pp 22-25]

The Climate Survey will be distributed next week, with a submission date of the end of April. It is hoped that we will get a high participation rate.

DV encouraged the senators to also read his detailed report [pp 11-13 of packet]

VP – Compton Center - Saul Panski (SP)
No report.

Curriculum Committee – Lars Kjeseth (LK)
LK noted that according to the CCC bylaws the Curriculum Chair's successor must be elected from the current faculty voting membership. However the CCC election committee's "exhaustive process" had elicited no candidates. LK felt that the reason that no candidates has stepped forward were that people were wary of the time and energy the commitment required. LK felt this was the biggest obstacle. Also

they were apprehensive about the technical and training issues related to the transfer to CurricUNET, and about attaining a workable 6 year (or 4 year) Course Review cycle. Lastly, people did not feel they had enough curriculum knowledge, or enough training opportunities to gain said knowledge.

LK felt that the key to resolving the problem would be to "right- size" the job to make it more attractive to current CCC members. LK noted that at the next meeting he might ask the Senate to suspend the by-laws to allow a bigger pool of candidates.

Dr. Arce stated that he is aware of and sympathetic to the issue, and has a proposal under consideration to increase staffing in the Academic affairs office. If there were an analyst to help, this would reduce the pressure significantly. Dr. Arce noted that we are under scrutiny as regards our Review cycle as the perception seems to be that we start initiatives but cannot sustain them. We have to prove to the Commission that we CAN sustain initiatives, for instance in the areas of Course Review and SLOs. Dr. Arce agreed that no one should have to work for free.

Mr. Marcoux asked LK if he had someone in mind for the position. LK said no, and that a better solution would be to make the job attractive to people who are currently on the Curriculum Committee so that they could step in now.

Mr. Marcoux asked whether LK felt 100% release time was needed. LK said yes, it was necessary at least during the transition period, and after that it could taper off to about 50%, in his opinion. LK also stated that he would be on board to help out as much as he could. The Chair elect needed a plan re: training, going to Curriculum Institute conferences, shadowing the current Chair, etc. as the job is very complex. DV noted that as Chair elect of the Academic Senate, he had found shadowing Ex President AS Pete Marcoux very helpful indeed, and Mr. Marston agreed re: his time with Joe Bonano.

VP - Educational Policies – Chris Jeffries (CJ)
CJ reported that minutes from the last meeting, March 9th, are in the packet [pg 34] The next meeting has had to be changed, due to Spring Break, and will take place on April 27th at 1pm in the Student Counseling Conference room.

VP - Faculty Development – Chris Gold (CG)
CG was unable to attend, but DV noted that the Committee continues to work on the **Outstanding Adjunct Faculty Award** and on **revising the Faculty Handbook.**

VP - Finance & Special Projects/Planning & Budgeting Committee (PBC)– Lance Widman (LW)
[See pp. 26- 28 of packet] for the PBC 3/4/2010 Minutes. LW reported that President Fallo had attended this meeting for a discussion of PBC responsibilities, especially in the areas of planning, budgeting and communication. LW felt that improvement in the interaction between program Review and Planning and Budgeting is taking place and is on- going. LW felt that the critical element is how individual faculty communicate planning and budgeting processes at the grassroots level of our Divisions and departments, and campus communications in general.
[See pp 31-33 of packet] for the tentative budget assumptions for 2010-2011. This shows an initial draft of the assumptions that will be used in building the 2010-11 budget.

Council of Dean's Meeting Report –Moon Ichinaga (MI)
[See pp 35-37 of packet] MI reported that Copy Center Direct is set to replace email near the end of the semester. MI felt that the "Facts and Figures" for both ECC and CEC, which had earlier been reviewed by Ms. Graf and which are available from the Office of Institutional Research's web site, provided much valuable information especially as regards information for planning and budgeting. MI mentioned particularly statistics on racial composition, first generation college goers, and textbook purchases. This information also was helpful in proving the college with a culture of evidence. DV also thanked Ms. Pineda for regularly attending the Senate meetings.
Mr. Widman wondered whether anyone had thought of the impact of not having textbooks on SLOs , and how it might affect the outcomes.

Discussion followed on the new methods of getting textbook information to students, including "half" textbooks, customized textbooks, buying chapters of a textbook of the internet, and renting textbooks to students. Ms. Nishime said that buying textbooks was at times a matter of priorities, but that Financial Aid way trying to find ways of alleviating the wait for money, including issuing debit cards. MI noted that with inflation costs had risen and that not many colleges had textbook collections now. MI thanked Mr. Yun for his continued contribution of textbooks to the ECC library, as sometimes teacher donations were our only source of textbooks. Begonia Guereca agreed that many students have problems in this area, with the expense and that she would discuss the issue at the Thursday meeting of the ASO.

VP – Legislative Action – Chris Wells (CW)
CW reported that there are many Bills being considered by the State legislature that may affect community colleges.
He mentioned the following:
SB 1440 & AB 440 California Community Colleges: Student transfer. Colleges would not be allowed to add requirements for a transfer degree.
AB 2302 would have transfer degreed students transfer as juniors/have third year status.
AB 2385 Pilot Program for Accelerated Nursing and Allied Health Care Profession Education at the California Community Colleges, which would allow a degree to be earned in 18 months or less.
AB 1909 would authorize Community Colleges to run K-12 Charter schools.
AB 2542 Accelerating Student Success: Improving Student Outcomes at Community Colleges, would change funding from being based on the third week census to students who successfully complete the degree/certificate. An extra $1,000. in funding would be provided for each student who completes a degree/certificate, or who is eligible to transfer to a 4 year college.
Kaplan College has come up with a MOU. This may be problematic as it seems it was written without collegial consultation.
CW also distributed a handout showing section offerings. He urged us to look at this so that we avoid creating bottlenecks in the system. Mr. Kjeseth said he had also been at the Conference and had attended a presentation on assessment that had brought up the question of how we can know if Community Colleges are successful. It seems that everyone realizes that measuring success by the number of degrees award is not the fairest method, but no one knows quite how else to calculate success. CW said he feared that success measured by degrees awarded might lead to grade inflation.

REPORTS OF SPECIAL COMMITTEES

NONE

UNFINSIHED BUSINESS

NONE

NEW BUSINESS
AS President- Elect – Dave Vakil (DV).
DV noted that the Senate will need to select a new President- Elect by the end of the Spring Semester. The President- Elect will shadow DV for the 2010-11 year, and will then become the new Academic Senate President and serve a two year term 2011-2012 through 2012-2013. DV said that after much thought he has decided not to run for President again. Mr. Marcoux has volunteered to chair the election committee. DV said that he wanted to put the information out there so that interested parties could start campaigning.

 Area C/ASCCC Resolutions – Dave Vakil (DV)

DV is still inviting input and feedback on ALL the resolutions so that he can cast informed votes. Please contact DV with your thoughts.

Program Review Timeline – Dave Vakil (DV)
The question is whether to adopt a 4 year review cycle instead of the current 6 year review cycle. Also how to meet the ACCJC requirements while making our process meaningful and reasonable. DV noted that some background information was available in his President's Report [see pp 11-13 of packet]
Mr. Kjeseth suggested having a mini annual cycle – perhaps targeted at a different aspect each year - and using these annual reports to construct the larger 4 year reviews. Ms. McGinley said that the Nursing Department does just that as they have State and National reviews to do, so she agrees with the idea of an annual model. Dr. Jaffe said the CurricUNET module would work with such a plan. She added that review should be annual to fit into Plan Builder. Dr. Arce said it would make the review process more relevant if it were on-going. We would be constantly current.
Ms. Striepe asked whether we should not be having this discussion in tandem with a discussion on Department Chairs, as this might alleviate some of the concerns about who would be doing/directing all the work involved. Dr. Simon said there was also the question of the SLO cycles – the Assessment of Learning Committee is currently compiling a timetable re: SLOs.
Mr. Marcoux asked where the idea of the 4 year cycle had come from, what was wrong with the 6 year cycle, and what were other colleges doing?
Dr. Arce noted that the 6 year cycle is a Matriculation regulation and is still common around the state. He noted that if we adopted an annual "mini" review that 4 year review would not be onerous. Ms. Taylor said that while she liked the idea of being flexible and spreading the work out, but was concerned that it was not being made clear what exactly was being talked about. If we were expected to vote on the issue, she wanted annual review and Program Review to be clearly defined.
Dr. Arce said that what we currently have is good, but a bit long. In his opinion, the time did not really matter so much as the credibility of our Program Review efforts. Whatever we decide we have to make it sustainable, and show we are serious about Program Review. Dr. Arce is exploring the possibility of having the Office of Institutional Research create and analyze data for each Division, which the Divisions could use in their review and planning processes.
Mr. Wells said he sees Program Review as a document one updates and revises as one goes along. It does not have to be a NEW document each time. Mr. Kjeseth said he felt Program Review should be important, not just a tired updating , but a showcase for new ideas and initiatives that show what we are doing. The value lies in talking to each other about processes and practices, creating a record and stimulating each other. Dr. Jaffe said it is shortsighted to think of Program Review only as a way of getting money. Dr. Nishime said that the Foundation would be offering the "mini- grants" again next year, but that she has asked the Foundation and Grants Office to consider for grants only those items that are in Plan Builder. Dr. Jaffe and Mr. Kjeseth were asked to bring an overview of the Program Review process and a mock- up of the Program Review module in CurricUNET to the May 4th Academic Senate meeting.

Amendment to "No Confidence" Resolution – Dave Vakil (DV)
DV noted that Mr. Firestone had proposed stronger language in the 'no confidence' resolution. DV was not quite sure how to make the amendment. DV decided to work with someone to meld the proposed language into a new resolution before and during the Plenary Session.

Senate Meeting with the Deans'.
Discussion postponed to next meeting.

FUTURE AGENDA ITEMS
April 20th – Copyright policy and procedures, 2nd reading
May 4th – Basic Skills presentation – Margaret Quinones

Future
ARCC report results for ECC/Compton
DV's survey of Deans' regarding thoughts on Department Chairs
Evaluating the Academic Senate
Program Discontinuance/Support

PUBLIC COMMENT.
NONE

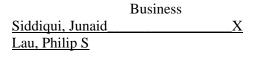The Academic Senate meeting was adjourned at 1:56pm
Cs/ecc2010

ACADEMIC SENATE ATTENDANCE & MINUTES
20th April 2010 @ Compton Education Center

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

Adjunct Faculty
Mangan, Michael(Hum)   X

Behavioral & Social Sciences
Firestone, Randy
Gold, Christina   X
Moen, Michelle   EXC
Widman, Lance   EXC
Wynne, Michael   X

Business
Siddiqui, Junaid   X
Lau, Philip S

Counseling
Jackson, Brenda   X
Jeffries, Chris   X
Key, Ken
Pajo, Cristina   X

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

Health Sciences & Athletics
Hazell, Tom
McGinley, Pat
Rosales, Kathleen

Humanities
Isaacs, Brent
Marcoux, Pete   X
McLaughlin, Kate   EXC
Peppard, Bruce
Simon, Jenny   EXC

Industry & Technology
Gebert, Pat
Hofmann, Ed
MacPherson, Lee
Marston, Doug

Learning Resources Unit
Striepe, Claudia   X
Ichinaga, Moon   EXC

Mathematical Sciences
Boerger, John
Fry, Greg
Glucksman, Marc   X
Taylor, Susan   X
Yun, Paul

Natural Sciences
Cowell, Chas
Herzig, Chuck
Jimenez, Miguel
Palos Teresa   EXC
Vakil, David   X

Academic Affairs
Chapman, Quajuana

ECC CEC Members
Evans, Jerome   X
Norton, Tom   X
Panski, Saul   X
Pratt, Estina   X
Smith, Darwin   X

Assoc. Students Org.
Casper, Joshua
Safazada, Ana
Stokes, Philip
Begona Guereca

Ex- Officio Positions
Arce, Francisco   X
Nishime, Jeanie   X
Shadish, Elizabeth
Kjeseth, Lars   X

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

The fourth Academic Senate meeting of the Spring 2010 semester was called to order at 12:33pm in the Compton Board Room.

Approval of last Minutes:
The minutes of the Special Meeting of April 5th[pp. 5 -9 of packet] and the minutes of the Academic Senate meeting of April 6th [pp. 10 – 15 of packet]were looked at. There were no questions/comments forthcoming, but as there was no quorum, formal approval was postponed until the next meeting.

REPORTS OF OFFICERS
President's report – Dave Vakil (henceforth DV)
      The **next Academic Senate meeting** will be on May 4th in the Distance Education Conference Room, where we hope to teleconference with the CEC.
      DV wondered whether **the Senate should meet on Fridays** instead of Tuesdays. He had learned at the Plenary Session that many colleges meet on a Friday. The **advantages are:**
- there are fewer conflicts with classes
- can stay and finish business instead of having to come late/leave early
- frees up the college hour

Some **disadvantages are:**
- there are fewer faculty on campus
- some senators might have to drive in to campus especially for the meeting

DV asked that we give the matter some thought and he would call for a vote at the May 4th or 18th meeting, noting that we should think what would be best for the school. Ms. Taylor said we should also be cognizant of environmental concerns, and asked if the timeframe (were we to move to a Friday meeting) would remain the same. DV thought it probably would be held at the same time. It was also noted that many ECC conferences and seminars are held on Fridays.
      DV noted that it was announced at College Council yesterday that the **faculty hiring numbers have increased.** The reasons given were that there were some unexpected retirements at ECC AFTER the number of full-time hires was decided in November. Thus President Fallo had decided that we needed to hire nine more full-time faculty, above the original eleven, to make our Faculty Obligation Number. The hires are mainly in areas where current hiring is already underway.
Math went from 1 to 4
English went from 1 to 3
Counseling went from 1 to 3
Accounting went from 1 to 2
Additionally the college will hire a welding instructor (originally number 13 on the list) Welding would lose its only full-time instructor if we did not hire, so it was moved up the list. The original 12th position, Communications Studies, will not be hired this year.
Ms. Taylor asked if there had been any discussion on changing the prioritization process as she had concerns about the manner in which things were done. DV said that the Academic Senate could convene a task force investigate and make recommendations if there was enough interest. Dr. Nishime pointed out re: the process that the Prioritization Committee list is just a recommendation and President Fallo does not have to follow the Committee recommendations. Ms. Perez also repeated that, unlike in most years, many people unexpectedly put in for retirement – for example there was a big loss in Counseling that had not been projected when the original list was compiled. DV remarked that many positions on the list were not being hired, and while he had no objections per se, it was important to understand the process.

Ms. Taylor agreed, saying that transparency is always good. Due to a lack of a quorum, the creation of a taskforce could not be voted on, but the sentiment of the meeting was in favor of more information on the process. Mr. Smith asked what the climate was like on the ECC campus re: hiring from the adjunct pool to full-time positions. DV said that ECC does not do this, adjuncts must go through the same full-time hiring process as any other applicants. Mr. Wells noted that there is a policy for hiring full-time temps., but they can only teach for a certain period of time. It was repeated that in most cases the hiring processes are already underway, or will begin soon, as in the case of Welding and Counseling.

At the Board of Trustees meeting of the 19th April, the **BOT approved $332,000. to be spent from unallocated reserves to purchase faculty computers**. [see pg. 34 of packet] Discussions are underway re: computers for CEC faculty. Mr. Panski wondered who the parties were that are involved in the CEC discussions. Ms. Perez noted that it was senior management, and that the issue was also in the CEC Education Plan. Mr. Panski felt more parties should be involved in the discussion to bring up issues like prioritization, and various labs needing computers. Ms. Perez said that the most frequent requests were for faculty computers, but the labs would be given due attention. Dr. Nishime noted that the feeling was that if the Compton faculty are teaching ECC course they need access to the same equipment, including computers. Ms. Taylor asked, if the money was coming from reserves, did that mean there was no formal plan for replacements? DV and Dr. Nishime said that a timeline was being investigated. Mr. Marcoux noted that a CEC representative was needed for the Technology Committee and Mr. Panski said he would try and find someone.

The El Camino Community College District **Board of Trustees adopted a resolution acknowledging the efforts of faculty, staff and managers in providing the best academic environment possible during these challenging times.** Mr. Panski wondered why? DV felt that president Fallo and the Board felt appreciation for all the parties mentioned, and that similar resolutions were being passed State-wide. Mr. Panski felt they meant nothing, but DV disagreed. Dr. Arce said that the title of the resolution was important. The title reads: The ECC District Board of Trustees Resolution Acknowledging Students, Employees and Communities. DV noted one change – the word "transfer" in the RESOLVED section had been changed to "academic".

DV said that at the Plenary Session **the ASCCC did NOT pass the 'No Confidence' proposal, but instead** (with a unanimous 96 – 0 vote) **endorsed the 7 recommendations developed by the Consultation Task Group.** The ASCCC expressed to the Consultation task Group their ongoing concerns about the operations of the ACCJC, and their disappointment at the lack of responsiveness to the recommendations written in the spirit of a sincere desire to strengthen the accreditation process. The ASCCC also committed to continuing efforts with the Consultation Task Group as the Group pursues possible next steps which might result in actions including, but not limited to, the following:

- writing a letter of no confidence in the Commission leadership from the Academic Senates and (or in conjunction with) the Consultation Group.
- Seeking advice and support from federal education agencies
- Considering legislative alternatives

The ASCCC felt that this unified response was better. Dr. Arce noted that the Standards are old and the Commission may work on revisions to the Standards, and on procedures. There is a feeling that we collectively need to work with the Commission to effect changes.

The CCCI – an independent Unions group – passed a no confidence vote in the ACCJC and Dr. Beno a while ago.

As noted, the ASCCC's potential vote of no confidence was withdrawn by majority vote. However, it could come back later. Mr. Norton asked why the resolution was withdrawn and who "got cold feet?" DVV said it was withdrawn by the same person who had originally authored the resolution (Sharon Vogel). Mr. Smith noted that the no confidence vote might have slammed the door on negotiations, now discussion is still possible and options are still open. DV agreed that a no confidence vote was not an appropriate first step. Mr. Smith said he had originally been in favor of the no confidence vote, but after hearing the discussions and alternatives thought the more measured response was better. He said he had a lot of respect and admiration for Ms. Vogel.

The ASCCC unanimously (97- 0) **passed a resolution to "conduct research as to the options available for peer review and accreditation other than the ACCJC** and make the results of this research available by Spring 2011."

Regarding Transfer degrees:
- Resolution 4.01 was moot, and 4.02 failed by the author's request.
- Resolution 4.03, the Delgado Amendment, and 2 newly written resolutions were referred back to the executive for clarification. The Delgado Amendment seeks to remove the 18 unit requirement. Ms. Taylor asked if the 18 units would be replaced with another number and DV said he was not sure, but perhaps that was why it had been referred back for clarification.
- The newly written Resolution 4.07 S10 passed. This supports legislation to allow, but not mandate, the establishment of transfer associates degrees that guarantee transfer and protect students from repeating coursework. It would also work with the UC and CSU systems to identify common major preparation pathways to simplify student course planning and to inform community college development of degrees designed to transfer. It would also strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions and/or offering degrees that serve as preparation for work.

AB 2400, potentially exploring having some community colleges offer Bachelor's degrees, had several resolutions:
- 6.01 S10 senate opposed any expansion of the California community college mission as proposed in AB 2400 and wants to educate the legislature and general public about the impact of budget cuts, and the impact of expanding the mission. DV felt some colleges, especially in rural areas could be authorized to offer Bachelor degrees.
- 6.11 S10 part 1 wants to study the issue if CCC's potentially offering baccalaureate degrees and, based on that analysis, develop a white paper for consideration no later than Spring 2011.
50%law. No position has been taken on this yet, as the ASCCC explores the topic further, seeking to get data about the "administrative' part of the 50%law. Not really a concern to ECC as we are usually well above that figure, but it may be a concern for the CEC.

The ASCCC did NOT recommend the "no equivalency to associate degree" as more research is being done related to possible career and technical education impacts.

DV mentioned that there were several other resolutions related to **"minimum qualifications"** for faculty especially as relates to non- credit courses.

DV said that ECC/CEC is one of only a few schools that has a 6 year gap between **program reviews. A 5 year gap seemed most common,** followed by 3 or 4 year gaps.

DV mentioned the need to elect the President-elect of the Academic Senate. He reminded potential candidates that the term would be one year as president-elect, then two years as President. As President-elect they would serve side-by-side with DV for the 2010-2011 year, and alone through 2011-2012, 2012 – 2013. DV will not stand for reelection. Mr. Marcoux will chair the election committee. Mr. Marcoux that nominations were now officially opened through May 4th, with elections to be held on May 18th. Please send all nominations to Mr. Marcoux.

VP – Compton Center - Saul Panski (SP)
No report.

Curriculum Committee – Lars Kjeseth (LK)
LK entertained questions about CurricUNET. Mr. Marcoux asked whether there were any in-house training videos on CurricUNET? LK said not at present, but that he would enlist the help of faculty and staff to help him produce something. Dr. Arce noted that he had a very capable student who might be able to help. Dr. Gold suggested starting by video- taping the current training sessions. LK said there was

plenty of room at the training sessions and that all were welcome, saying that all who had attended had been impressed. LK mentioned that the campus also has access to CurricUSEARCH, which accesses 40-50 other member schools, and we can look at their outlines, SLO's etc. Right now the training focuses on new courses, and modules on revising courses, and course review will be rolled out in the Fall. LK will work with the Deans and when your course is ready for review, you will be invited to a training session. DCC reps should also sign up for training. There is currently NO link on the ECC web site to CurricUNET, LK hopes to get this up over the Summer, or you can go directly to the CurricUNET site www.curricunet.com/elcamino LK is working with Ms. Perez to arrange training sessions on the CEC campus.

VP - Educational Policies – Chris Jeffries (CJ)
No report. CJ announced that the Committee would meet next Tuesday.

VP - Faculty Development – Chris Gold (CG)
        CG advertised the **Great Teacher's seminar** to be held August 1 -6th in Santa Barbara. Be advised that this IS during our Summer Session. If interested, contact CG.
        FIPP – The Faculty Inquiry Partnership Program has been operational for a year now with 40 faculty participants working to introduce active learning strategies into the classroom. Involvement with FIPP comes with a stipend. FIPP started at the CEC this Spring. ECC faculty 9including Kristi Di Gregorio won a WALMART grant of $100,000 to continue the program for another 2 years.
        CG hopes to bring news of the Adjunct Faculty Award to the May 4th meeting.

VP - Finance & Special Projects/Planning & Budgeting Committee (PBC)– Lance Widman (LW)
No report.

Council of Dean's Meeting Report –Moon Ichinaga (MI)
MI was not able to be present. [See handout] DV mentioned a few highlights from the meeting:
- Please volunteer to help out at the new student welcome day – faculty are needed.
- Please complete the Campus Climate survey.
- FCMAT will visit the CEC in June.
- Priority registration is being reviewed. This will be in the next packet for discussion. Ms. Perez noted that many people/groups seem to get priority registration at ECC and CEC. The question is why? All will now have to reapply for priority registration status and provide a valid reason with their application.

VP – Legislative Action – Chris Wells (CW)
No report.

REPORTS OF SPECIAL COMMITTEES
VP – Technology Committee – Pete Marcoux (PM)
Will keep his report for the next packet.

Calendar Committee
Dr. Nishime said the Committee had met this semester. Pat McGinley is the Senate representative on the Committee, with Tony Wassberger (?sp) from Compton. Dr. Arce noted that there are NO plans to cancel the Winter Session this year.

UNFINSIHED BUSINESS

NONE

NEW BUSINESS

Copyright Policy BP 3750 and Administrative Procedure AP 3750 – A. Grigsby (AG)

AG could not attend due to a prior commitment. This was the second reading of the Policy and Procedure. [See pg. 43 of packet for Policy, and pp.44-47 for Procedure]

DV noted that there had been one change made to the Procedure since the first reading, and that was the Addition of Section F Procedures – and this was added to settle the question of settling disputes…As there was no quorum the Senate could not vote, but comments were requested.

CS had a comment re: the Prohibition section, stating that the sentence should perhaps read…"including, but not limited to…" the examples given, as there were other instances besides those quoted which fell into this category, including the commercial value of the section copyrighted. DV advised working with AG. DV will also work with AG on the issue of some departments being permitted to have their own additional procedures re: copyright.

Senate Meeting with the Deans'.

Dr. Arce proposed a meeting between faculty leaders and Deans to:
- Discuss methods of moving ECC from a "compliant" to an "exemplary" institution.
- Focus on improving/increasing student success, student outcomes, and student achievement.
- Encourage collaboration on these issues.

Dr. Arce said he would like faculty to work with management on the Student Success Initiative. How do we improve success re: matriculation, and what strategies can we implement next year. Mr. Marcoux suggested a flex day summit, but Dr. Arce said he wanted to move faster than that. A one- day workshop/summit to be held earlier than flex day was a possibility. Mr. Wells noted that faculty would have no reason not to participate, but the time factor may be an issue.

FUTURE AGENDA ITEMS

May 4th – Basic Skills presentation – Margaret Quinones

Future

       ARCC report results for ECC/Compton

       DV's survey of Deans' regarding thoughts on Department Chairs

       Evaluating the Academic Senate

       Program Discontinuance/Support

PUBLIC COMMENT.

Dr. Nishime noted that out of the recent Planning Summit, 7 strategic initiatives had been distilled. These will be put out to general vote in due course. It is possible that all 7 could be adopted.

Dr. Nishime also said that there would be a survey re: Winter Sessions a little later in the semester. This survey will gather data and a presentation on the findings will be made in Fall.

Mr. Panski thanked all for coming to the CEC for the meeting

The Academic Senate meeting was adjourned at 2:00pm

Cs/ecc2010

Minutes for Ed Policies meeting 3/30/10

Members Present: C. Jeffries, C. Wells, V. Robles, R. Smith

Guests Present: D. Patel

1) Discussion regarding BP and AP 4055 – Academic Accommodations for Students with Disabilities
   a) It was discussed why anything dealing with students with disabilities wasn't on the student services side of the house especially since in the 4000 series and not the 5000 series, but since it dealt with academic accommodations, it still belonged under the academic affairs side of the house;
   b) D. Patel passed out BP and AP 4055 and explained the underlined areas were additions and the strikeouts were being removed; the procedures were developed from a combination of inputs especially those most affected like the Math Department where a whole area was added and additional input would be solicited from the dean;
   c) D. Patel explained the 3 levels of accommodations which include Level 1: Reasonable Accommodations, Level 2: Course Substitution, and Level 3: Course Waiver; essential classes will normally not be waived;
   d) Wording for Level 1 was added to include taking courses in alternate formats such as distance education;
   e) An emailed in suggestion from counselor Michael Odanaka from the Compton Center was added to the procedures to state that providing these provisions does not guarantee the outcome of the student's endeavors;
   f) Level 3- Course Waivers is only used when there is no alternative or substitute; wording was added to make sure it was understood this option would be used only when exhausting all other options;
   g) The makeup of the Academic Accommodations Committee was discussed and decided that it is preferred to have a full-time faculty member from the student's major or field of concentration, but when not available a representative from that area may be used;
   h) It was also clarified that the DSP&S faculty member is knowledgeable with the disability and/or educational limitations of the student, but is not necessarily an advocate of the student;
   i) It was decided to change the wording to "Review Meeting" rather than "Hearing" since the AAC is really only making recommendations after reaching consensus as to the course substitution or waiver; appeals will be heard by the VP of Academic Affairs; the Math Department will be consulted as to how they feel about using consensus rather than majority vote;
   j) It was decided to remove the forms that were included in the procedures since these are more operational and do not belong in Board procedures ;
   k) Next step is to bring back to the Math Department and Dr. Arce and then hopefully on to Academic Senate for a vote

2) Next meeting will not be until Tuesday, April 27, 2010 since the 2nd Tuesday of the month falls during Spring Break week.

Faculty Development Committee Meeting
MINUTES
Tuesday, February 23, 2010

Committee Members:

Fazal Aasi	Compton Center	Donna Manno	Staff Development
Rose Cerofeci	Humanities	Christina Pajo	Counseling
Kristie Daniel-DiGregorio	BSS	Margaret Steinberg	Natural Sciences
Christina Gold (Chair)	BSS	Chelvi Subrmaniam	Compton Center (Faculty/
Briita Halonen	Humanities		Staff Development)
Anita-Marie Higgins	Compton Center	Mercedes Thompson	Humanities
Moon Ichinaga	Learning Resources	David Vakil	Natural Sciences
Barbara Jaffe	Academic Affairs		

In Attendance: Fazal Aasi, Rose Ann Cerofeci, Chris Gold, Moon Ichinaga, Barbara Jaffe, Donna Manno, Christina Pajo, Mercedes Thompson.

I) Spring Flex Day – Guest Speaker – Student Generated Content
The Committee discussed the speaker on Spring flex day. Faculty generally liked the presenter and wondered why ECC will not purchase Macs. There was more Mac content than expected, and some faculty felt that it seemed like an advertisement. Donna Manno noted that the original speaker was prepped to avoid a "sales pitch," but he was replaced with another speaker at the last minute. It was also noted that the Compton campus doesn't even have the most basic technology in the classroom, let alone the sort of technology necessary to produce student generated content.

II) Mission Statement
The committee revised and finalized its mission statement to read as follows: "The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration."

III) Adjunct Job Application Workshop
Two sessions of the Adjunct Job Application Workshop are being planned. Chris G. needs to get the speakers and plan the times. Suggestions were made that the panels be smaller and that clear expec. tations be set with the speakers. The handouts should be posted to the website.

IV) You Want It? You Got It!
There are three remaining workshops in the series. Rose Ann Cerofeci confirmed that she will be leading the "Identifying and Maximizing Your Teaching Style" workshop on March 4. Chris Gold will advertise the workshop.

V) Book Club
The Book Club will be reading Miles Corwin's "And Still We Rise." They are meeting on March 19, April 23 and May 21. Kate McLaughlin is coordinating and leading the group this semester.

VI) Faculty Handbook Progress
The committee discussed the faculty handbook. Several committee members stressed the importance of creating transparency on campus in regards to the college structure and organization. Donna Manno explained that Brian didn't work on it over the winter, but she will talk to Lynn in Human Resources about whether the FDC can begin developing it. Margaret Steinberg offered to get the process started, but Donna said we should hold off until we speak with Human Resources. We should also speak with the union.

Faculty Development Committee Meeting

MINUTES
Tuesday, March 23, 2010

Committee Members:

Fazal Aasi	Compton Center
Rose Cerofeci	Humanities
Kristie Daniel-DiGregorio	Behavioral and Social Sciences
Christina Gold (Chair)	Behavioral and Social Sciences
Briita Halonen	Humanities
Anita-Marie Higgins	Compton Center
Moon Ichinaga	Learning Resources
Barbara Jaffe	Academic Affairs
Donna Manno	Staff Development
Christina Pajo	Counseling
Margaret Steinberg	Natural Sciences
Chelvi Subramaniam	Compton Center (Faculty/Staff Development)
Mercedes Thompson	Humanities
David Vakil	Natural Sciences

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

In Attendance: Fazal Aasi, Rose Ann Cerofeci, Christina Gold, Briita Halonen, Moon Inchinaga, Barbara Jaffe, Christina Pajo, Margaret Steinberg, Mercedes Thompson.

I) On-Going Programs Up-Date
Rose Ann reported on the progress of the FIPP program. The ECC FIPP program is in its second successful semester with 40 participating faculty. A 3 day On Course II program will be offered in June. Compton FIPP began this semester. ECC won a Walmart award to continue with the FIPP program next year. The program will be scaled back somewhat. Rose Ann also reported on the Learning Teams program being facilitated through Pearson publishers. Faculty work in small teams to address a particular pedagogical issue in their field. They develop, implement and revise strategies to tackle those problems, meeting once a week.

II) Outstanding Adjunct Faculty Award
The committee reviewed the Distinguished Faculty Award application and began the process of revision to develop the Outstanding Adjunct Faculty Award. The award will be offered by the Senate and an award committee will select the recipients. Staff Development, in the past, agreed to purchase a plaque. The Committee can also approach the Foundation to ask for money, or Harold Tyler and the Associated Students. In addition, the parking committee can be approached for the possibility of providing a parking spot to the winner. $500 is a reasonable amount for the award.

A copy of a ROUGH draft of the award follows:

Faculty Development Committee Meeting
MINUTES
Tuesday, March 9, 2010

Committee Members:

Fazal Aasi	Compton Center		
Fazal Aasi	Compton Center	Donna Manno	Staff Development
Rose Cerofeci	Humanities	Christina Pajo	Counseling
Kristie Daniel-DiGregorio	BSS	Margaret Steinberg	Natural Sciences
Christina Gold (Chair)	BSS	Chelvi Subrmaniam	Compton Center (Faculty/
Briita Halonen	Humanities		Staff Development)
Anita-Marie Higgins	Compton Center	Mercedes Thompson	Humanities
Moon Ichinaga	Learning Resources	David Vakil	Natural Sciences
Barbara Jaffe	Academic Affairs		

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

I) Adjunct Job Application Workshop

The "Getting the Job" workshop will be held on Wednesday, March 17, 6-7:00 p.m. in the Distance Education room. Since there are not enough panelists, the second workshop will be cancelled. The workshop will be videotaped and posted to either ECC's educational YouTube site or the Staff Development site.

II) Faculty Handbook Progress

The FDC was very pleased to hear that Donna Manno will be giving Margaret Steinberg a stipend to begin working on the faculty handbook.

III) Fall 2010 Flex Day

The committee discussed the possibility of having themed break-out sessions in the afternoon. The theme would be "Connecting with the Campus" and would be coordinated with the on-line faculty handbook going live. The themes could include topics like, "How to Hold Effective Meetings," "How Decisions About Money are Made," "Plan Builder," "The Digital Divide," "Functions of Committees on Campus." These sessions would be of particular interest to new faculty.

III) Mentorship Program Progress

Linda Ho is continuing the mentorship program in the Math department. We need to develop a survey to question fall 2009 participants regarding program strengths and weaknesses.

IV) Book Club
- Kate McLaughlin
- Miles Corwin, "And Still We Rise"
- 12:30-2:00; March 19, April 23, May 21 in Library West Basement

IV) You Want It? You Got It!

The committee discussed the development of the final two workshops. For the Collaborative and Active Learning workshop, Rose Ann Cerofeci will ask the FIPP participants on Friday if they would like to present in the workshop as part of their leadership goals. It was suggested that each presenter could briefly explain their interactive activity, and then break out into corners so that participants could seek further information and discussion on the topics which interested them most. FIPP activity reports which describe the activities could be handed out.

For the Assessment Techniques, the committee decided to change the name to "Writing Effective Tests," and to have a 50 minute instructional workshop followed by an optional second follow-up component.

The participants could decide whether they would like a follow-up workshop. Bill Hunzel in the SRC was suggested as an excellent choice to lead the workshop.

V) Outstanding Adjunct Faculty Award

The suggestion to have the Senate offer the Outstanding Adjunct Faculty Award was well received in the Senate. The FDC may go ahead and develop the award and present it to the Academic Senate. We should approach the Foundation and Parking Committee for possible awards. Chris G. will send out the full-time faculty award application so that the FDC may review it and discuss it at the next meeting.

Academic Technology Committee Meeting Minutes
3 December 2009
Communications 305
12:30 p.m. – 2:00 p.m.

> The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Jim Noyes √
Virginia Rapp √
John Wagstaff √
Donald Treat √
Donna Post √

Dick Barton
Steve Cocca
Alice Grigsby √
Dwayne Hayden
Pete Marcoux

Noreth Men √
Dave Murphy √
Stephanie Rodriguez
Howard Story
Ralph Taylor √
Michael Wynne

(A √ indicates that the committee member was present.)

The meeting became a discussion of the status of technology on campus, and the role of the Academic Technology Committee (ATC), especially what the ATC can effectively do in the current budgetary and organizational environment (in which many technology decisions are decentralized).

In the past, the ATC was a forum in which faculty prioritized academic technology and directed the use of funds towards these priorities. Now, the ATC plays a purely advisory role, and can merely try to get attention for issues like:

- There is no regular budget item to purchase and maintain academic software (the software needed to teach courses: no software, no course).

- El Camino College (ECC) does not have enough staff to maintain the technology that we have.

- Faculty laptops are out-of-warranty and there are no replacement parts to repair them, yet faculty are required to do more and more work on their computers (e.g., active enrollment, grades, committee communication).

Another example is the greater use of bond money and grants to purchase technology. Committee members agreed that it makes little sense to purchase computers and other items with bond money, since the operational lifetimes of the computers are far shorter than the timeframe for paying off the bond. The availability of funds for technology via grants and the bond has encouraged the growth of technology on campus, but there are not enough staff on campus to maintain it or there is not funding for replacement parts to maintain it, so it will likely have a shorter-than-average lifespan. Because of more frequent breakdowns, longer repair times, and no funds to regularly replace technology at the end of its lifespan, faculty members will not make the technology a central part of their courses (they cannot rely on it), further reducing the technology's cost effectiveness.

A recent example of this phenomenon is the use of SEED and STEM grants to purchase "mobile computer labs," laptop computers on rolling mobile racks. Information and Technology Services (ITS) has not been given additional funds to maintain these computers, which are likely to have shorter-than-average lifetimes due to being shaken and jostled as they are rolled between

buildings. The racks are heavy and large, so they cannot be used in classrooms above the ground floor and require multiple people to move them (typically students are enlisted, and committee members worried that they could strain themselves and become injured, as faculty have done with A/V carts in the past). In addition, if all of the laptops link to the wireless network at one time, they will use a large amount of bandwidth, slowing down access to the internet for the "mobile lab" and all other local users.

Several strategies for addressing these concerns were suggested and discussed.

John Wagstaff, director of ITS, is planning on replacing ECC staff computers with "virtual" machines, workstations run from centralized servers which can be maintained and updated much more quickly and easily than many individual machines. A prototype project has been running in the library for a couple of years and has been largely successful, though problems include slow-running workstations when there are many users and students cannot use the latest flash drives with the workstations.

To plan and budget effectively, ECC needs a "snapshot of technology" on the campus, much like the survey of computer labs conducted by ITS a few years ago. Keeping an inventory of our technology and its use needs to be done regularly, perhaps as part of an annual "the-state-of-technology-on-campus" report.

To maintain up-to-date knowledge of the technology on campus, communication is essential, and here the ATC can play an important role in developing effective procedures. At the meeting, we discussed the need for better communication between ITS and the divisions. The divisions develop curriculum that require technology but ITS does not receive information about future needs until late in the process. For example, recently ITS learned that Industry and Technology faculty wanted to use new, up-to-date software in their courses, but had to tell them that the software will not run on the computers in their labs; they need new computers to implement the new curriculum. Issues discussed included which curriculum forms should be sent to ITS, and how ITS should communicate with the divisions about planning for the use of technology and what do when and if the technology breaks down (e.g., how it will be replaced).

In the recent past, decision-making related to technology was given to the divisions, but improving communication and making efficient use of limited resources will probably require re-centralization of more decision-making in places like ITS and the ATC. An example of this is academic software: the ATC developed a list of academic software needs; the divisions send new and updated information and requests to ITS, which maintains the master software list. Some kind of centralized forum like the ATC is needed to establish and balance priorities (e.g., maintaining curriculum, supporting instruction) with limited resources like facilities (power, space, etc.), ITS staff, and funding for regularly replacing aging technology. A centralized forum like the ATC is a place where faculty can learn about the needs of other parts of campus, focus on the "big picture" and identify core needs, consider consequences (benefits and costs) to all parts of the campus, and find ways to share resources and look for efficiencies.

In the meantime, it is worth reiterating the following conclusion of the ATC: Until we can afford to maintain and regularly replace the technology that we already have on campus, we should be cautious about bringing new technology to ECC.

Submitted by Jim Noyes

Academic Technology Committee Meeting Minutes
8 April 2010
Communications 306
12:30 p.m. – 2:00 p.m.

> The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Jim Noyes √	Dick Barton √	Stephanie Rodriguez
Virginia Rapp √	Steve Cocca	John Ruggirello √
John Wagstaff	Tom Jackson √	Margret Steinberg √
Donald Treat √	Alice Grigsby √	Howard Story
Donna Post √	Dwayne Hayden √	Ralph Taylor √
Pete Marcoux √	Noreth Men √	Francine Vasilomanolakis √
	Dave Murphy √	Michael Wynne √

(A √ indicates that the committee member was present.)

In the past, the Academic Technology Committee (ATC) was a forum in which faculty prioritized academic technology and directed the use of funds towards these priorities. Now, the ATC plays a purely advisory role, and merely tries to get attention for issues like:

- There is no regular budget item to purchase and maintain academic software (the software needed to teach courses: no software, no course).

- El Camino College (ECC) does not have enough staff to maintain the technology that we have.

- Faculty laptops are out-of-warranty and there are no replacement parts to repair them, yet faculty are required to do more and more work on their computers (e.g., active enrollment, grades, committee communication).

Software:

Currently Information and Technology Services (ITS) is using money allocated for hardware to pay for the software necessary to teach courses at El Camino College (ECC). Divisions should report their software needs to ITS, and ITS will attempt to find the funds needed to buy the software or maintain the license. It was noted that the lack of a software budget is effectively degrading hardware on campus.

ITS tries to consolidate all software requests so that it can search for the best price for each piece of software (e.g., purchase vs. annual renewal), and estimate how much money needs to be budgeted for software each year. Divisions often buy software using their own money, and there are times when ITS could have found a better deal (e.g., through the foundation or by combining their purchase with software purchased for another division). In addition, grants can often be used to purchase software, but cannot be used to maintain an annual license. So, divisions may buy software, but later need money from ITS to maintain it. By buying the software, they effectively increase the amount ITS needs to request for and spend on software, but typically ITS is not informed until after the software has been purchased.

It would greatly help ITS if all renewals of annual licenses could be done at one time each year. Because there are so many different due dates, the staff of ITS worry that they will miss a due date, making it impossible for instructors to teach a course and/or resulting in higher costs for ECC.

Currently, ITS is analyzing software needs at ECC. ATC members requested that ITS send their list of software to the deans and committee members so that they could review and comment on the list to make sure that it is complete and that no unnecessary software is purchased.

Purchasing Procedures:

In general, lots of technology is bought by ECC, but we do not maintain it, which is inefficient and wasteful. Part of the problem is that funding for innovative teaching technology is available and ECC takes advantage of this funding, but ECC does not add maintenance and replacement costs to the technology budget when the new technology is purchased.

For example, more and more "smart" classrooms are being built on campus. These classrooms contain LCD projectors, computers, DVD players, control consoles, and more. Since they have been purchased, the LCD projectors have not received any maintenance, which presumably reduces the lifespan of this expensive classroom technology and makes it more likely that they will break down, disrupting instruction. Worse yet, since many were purchased at the same time, there could be a flood of broken projectors requiring a large amount of money to fix or replace them in a short period of time. Essentially, we are saving money now, but sooner or later there will be a huge bill to pay – or our "smart" classrooms will become "dumb" classrooms once more.

Until we can afford to maintain and regularly replace the technology that we already have on campus, we should be cautious about bringing new technology to ECC. We must either increase staffing to maintain the technology we have or purchase maintenance contracts with outside vendors. So that the TRUE cost of technology will begin to be brought into the budgeting and planning process:

*The ATC recommends that a maintenance contract of 4 or more years **be required** for the purchase of ALL instructional technology (e.g., projectors, consoles, DVD players, and so on).*

Faculty Computer Needs:

In the past, ITS has had a few faculty "test drive" laptops before purchasing them for all faculty. Members of the ATC would like to formalize the process. *The ATC requests that when testing laptops or other faculty computers, ITS asks the ATC to provide faculty volunteers to "test drive" the computers.* The ATC would like to receive reports from the faculty volunteers and use them to make recommendations to ITS.

Members of the ATC were open to a variety of ideas for improving computer resources available to faculty and to reducing the costs of these resources. For example, some instructors (e.g., computer science, math) need far more powerful computers and software to teach their courses

than other instructors who use their computers mainly to access the internet and for word processing. The ATC favors the idea that 2 kinds of new faculty computers be purchased: computers for "power users" and computers for "regular" users. This would be far more efficient and less expensive than providing uniform laptops to all instructors, in which case the "power users" would struggle to do their jobs (if they could at all) and the other instructors would not use their machines to their full potential (money spent on a more powerful laptop for them would be wasted).

The members of the ATC were open to the idea of providing desktops – or better yet, the virtual desktops discussed by ITS. Most classrooms now have computers in the classroom, and most faculty use flash drives and the classroom computer instead of carrying their heavy – and valuable – laptop to their classes and then setting their laptop up and taking them apart multiple times each day . Desktop machines are, of course, cheaper than laptops, and also last longer: the faculty laptops brought to classes get a lot of wear-and-tear as they are opened and closed again and again each day and as cables are plugged in and removed again and again. Of course, the cost of providing ergonomically-appropriate desks would add to the costs of providing desktop computers or virtual desktops instead of laptops, but even with these additional costs, desktops are no more expensive (or less expensive) than laptops. Moreover, when the computers need to be replaced in the future, the furniture will not need to replaced, making the next round of computer purchases far cheaper.

Submitted by Jim Noyes

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 19, 2010

Present: Francisco Arce, Joshua Casper, Don Brown, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Gary Robertson, Lynn Solomita, Elizabeth Shadish, and David Vakil.

1. Board Agenda
    a. There will be a presentation of the Citizen's Bond Oversight Committee Annual Report.
    b. Administrative Services, page 24, item A – AB 2910 – Quarterly Federal income increased due to the American Reinvestment Act (ARA).
    c. Administrative Services, page 25, item E – Transfer of Funds – General Fund Unrestricted (11). We are taking this out of the ending balance.
    d. Administrative Services, page 27, item G 1. This contract is funded by the Employment Training Panel.
    e. Measure "E" Bond Fund, page 45, item C. TV Studio Upgrade Project. This is for the studio that we use for academic courses.
    f. Measure "E" Bond Fund, page 46, item F. There was a question about the "Dates of Service." It should have said from April 2010 – Completion of Project.
    g. President/Board of Trustees, page 60, paragraph 7, "transfer" courses will be changed to "Academic" courses.
2. Faculty Hiring Priority list – This year we had thought we had a list of 11. We had two carry over's from last year (baseball and counseling) and 7 or 8 remaining. We had 10 retirees. We want to propose that we augment our list as follows: Math – total of four; Accounting – total of two; English – total of three; Welder – one; and Counselors – total of two.
3. State Budget – We have heard there is going to be a 2% increase in workload. The .45 negative COLA may go by the wayside. The State budget will most likely not be on time. Fees will probably not go up for the fall semester.
4. ASIMO Robot – Honda was here two days to set up for the Space Science Day. They had two ASIMOs. The kids went crazy for ASIMO. ASIMO is pre-programmed speech now, next year it will be voice activated.

Agenda for the April 26, 2010 Meeting:
1. Minutes of April 19, 2010
2. President's Report

Policies completed 2009-10
3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
4050 – Articulation – Adopted 3/15/10
AP 4050 – Articulation 3/15/10
4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
5310 – Student Grievance deleted 1/19/10
5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09

AP 5520 – Student Discipline & Due Process Procedure 11/16/09
AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010
1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 26, 2010

Present: Thomas Fallo, Irene Graff, Jo Ann Higdon, Michael Odanaka, Susan Pickens, Lynn Solomita, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Negotiations – There is a concern about what we do with health benefits in the long run. Also we need to decide what to do with the Health Benefits committee and the way it operates. There is also concern over the increase in pension costs. We are in no way trying to negotiate a reduction in workforce or in provisions.

2. State budget – Some think the state deficit is growing to $27 billion. Fees – we are still hearing $26 from the Governor and $40 from the Legislative Analyst. The Governor may restore CSU and UC cuts from last year. If he does that there is a concern about what will happen with K-14 and Proposition 98. The good news is that people are beginning to believe that this is the last down year. By the next Board meeting we should have the May revise and will know what the Governor's position is on the State budget. Some people predict that PERS contributions for districts could go up 50%. A Standford University study reports a $500 billion debt for California pension funds. There are a lot of discussions about pensions. We have our budget assumptions for this year based on a five-year projection we published a year ago.

3. COA – At a meeting earlier this month the issue of re-conferencing was discussed. The Compton Center was going to be sent to Orange County. ECC was going to stay in current league and lose Mt. Sac. The proposal failed. This was a cost containment issue. They did other cost containment measures. COA is committed to Title IX.

4. More districts are talking about furloughs. There is more action in Northern California. San Francisco is asking people to take their vacations. We do not believe given the current fiscal situation that we will have any dislocations of full time employees (furloughs, layoffs) at ECC or the Compton Center. We are testing the issue of eliminating the winter session.

5. Planning session – Many participated and good work was done. There was a lot of involvement by the Compton Center employees. Jeanie will bring the seven initiatives to College Council. PBC recommended accepting all seven. These need to be in place for the planning process in September.

6. Classified positions will probably go out before the next Board meeting. We will fill 9 or 10 classified positions and some management positions that went through the planning process.

7. We are going forward with a number of equipment purchases. Those lists are all generated out of the planning process. These will be going to the Board throughout the year.

8. Facilities – tomorrow we are having an all-campus meeting in Haag Hall. The presentation will include everything you have seen up to now except with a couple of changes with the Administration building and field house. We need to get to the Board with the change. We will have to extend the bond. The timing for that is 2012.

9. Fund 14 – we are going to see a little change. We are going to back fill some of the cuts to specially funded programs with Fund 15. We are changing some of the services we

are providing Compton. FCMAT recommended that Compton have its own auditor. We will hire the auditor out of Fund 14. We are going to bring back the stipends. There will be a major position change with Ann Garten. There is some thought about having another dean at the Center that would report directly to Barbara. That would be a lot of relief for her. We are now getting into the academics and students side of things.

10. All employees need to ensure that Human Resources have all their current information such as addresses and emergency contacts. Luukia and Elizabeth will send out an email to their groups about this. They will forward the request on to Gary Robertson. This needs to be done at Compton too.

Agenda for the May 3, 2010 Meeting:
1. Minutes of April 26, 2010
2. Team Reports

Policies completed 2009-10
3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
4050 – Articulation – Adopted 3/15/10
AP 4050 – Articulation 3/15/10
4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
5310 – Student Grievance deleted 1/19/10
5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09
AP 5520 – Student Discipline & Due Process Procedure 11/16/09
AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010
1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 18, 2010

MEMBERS PRESENT

☒ Jackson, Tom – Academic Affairs   ☒ Shenefield, Cheryl – Administrative Svcs.
☒ Lopez, Jessica – ASO   ☒ Spor, Arvid – Chair (non-voting)
☒ Ott, Jonathan – Campus Police   ☒ Turner, Gary – ECCE
☐ Quinones-Perez, Margaret – ECCFT   ☒ Tyler, Harold – Management/Supervisors
☒ Reid, Dawn – Student & Community Adv.   ☒ Widman, Lance – Academic Senate

OTHERS ATTENDING: Janice Ely, Jo Ann Higdon, Ken Key, Jeanie Nishime, John Wagstaff

Handouts: Draft 2010-11 Tentative Budget Assumptions
Sample Strategic Initiatives
ECC Planning Model

The meeting was called to order at 1:00 p.m.

Approval of March 4, 2010 Minutes
Minutes were approved with no changes.

State Budget Update (J. Higdon)
1. L.A. Times article on CalSTRS projecting 14% contribution increase (currently at 8% for district) over next 30 years and increasing working teachers' contributions (currently at 8.25% for employees). ECC will have to revise its projected 1% increase each year on its Five-Year Budget Assumption & Projection.
2. Based on actuarial study for June 2008, shortage projected at $20B+, increasing to $43B by June 2009. Shortage would increase to $70B if all present shortages were recognized.
3. Insurance Benefits Committee meets next Tuesday. All representatives from major carriers will be at the meeting.

Tentative Budget Assumptions (handout)
1. Student enrollment fees remaining at $26 per unit and 19,000 FTES based on information known at this time.
2. Document is very fluid at this stage but gives an idea what the budget will look like.
3. Recommend PBC members read this document before the next meeting. This document will be part of the final budget book. It is close to Governor's proposed budget with 2% to 2.2% growth and no deficit factor or negative COLA.
4. Restricted/Categorical funding still unknown for 2010-11.
5. Collected almost $400,000 in outstanding student accounts receivables – keeping $291,000 and the difference will go to Chancellor's Office. Good portion already recognized as income – this was more of a cash flow issue. Has the accounts receivable percentage increased since implementing the add/drop policy? Still $922,000 outstanding fees for spring semester from students not dropped, i.e. financial aid students and non-residents. May be good to compare with last spring's numbers to show how much improvement made.

1

6. Page 72, #7b – didn't know Fund 15 was specific to SLOs and enrollment management. Does not include SLOs. It was a combination of planning requests, enrollment management requests, and one-time requests not linked to planning. Suggest changing the wording of this section. "Questionable whether this approach can or should continue in future years" should be item for future PBC discussion.
7. Is $95.218M the 2010-11 general apportionment total? This is total revenue – property taxes and collection of enrollment fees will be deducted. About the same amount as last year.
8. May see decrease in instructional and capital outlay block grants next year.
9. Page 73, #9 – what will happen to funding of GASB? Amount increased from $930,000 to $1.24M. Would like to see small amount in irrevocable fund because uncertain of cash flow.
10. A. Spor will send this document out via email for those who are not here today to review for future discussions.

Planning Update
1. PBC members should have a good understanding of the planning process. A. Spor conducted an exercise pairing members to diagram and discuss the planning process, showing what they know.
2. Planning Summit looks at global planning. Review mission statement (overarching piece) and strategic initiatives (goals) every three years. Most focus is on annual plans and Enrollment Management Plans on yearly cycle. Master Plan revisited every five years look at global needs for infrastructure. Program review (faculty, manager, and staff driven) looks at improving programs, in-depth look at program driven by content and data. Curriculum must be reviewed within every academic program. SLO assessment for Academic Affairs and Student Services – what changes do students need to gain information they need to know. Planning is informed by other parts of the process – interwoven on various cycles.
3. Program review is the common thread at every institution that informs annual plans. Program review recommendations are entered in Plan Builder annually for funding consideration. Suggestion was made to change *Plan Builder* on flow chart to *Annual Program Review Update*. Accreditation team did not understand our process partly because they didn't understand our terminology.
4. Do program review recommendations go to area councils or directly to VPs? The challenge at the division and area levels is to find consistent means of communicating information and engaging in discussions.
5. If PBC is an intricate part of the planning process, shouldn't PBC's role be clearly shown on planning model? No specific entity was listed, just the components of the process. PBC is mentioned in the narrative under planning and the calendar.
6. Opinion was made that the model is too abstract. Difficult to see how parts fit together until you read the narrative. Model would be too cluttered if all entities involved were listed on model. Why can't the process be more clearly and simplistically defined? There should be a better way to chart the process so that anyone will understand.
7. Might be better to use flow chart (i.e. Gantt or Pert) to show process. Would clarify variables in planning process.
8. Besides a model, maybe show linear progression of the process. People may want to see what happens after the annual plan box leading to the budget. Suggestion was made to add in the narrative after *Annual Plan* (page 6) a link to a Gantt chart that shows a linear progression: program→unit→area→PBC→President→Board→$$.
9. Will add to Comprehensive Master Plan: Program Review→Educational Master Plan→Technology Plan →Facilities Plan→Staffing Plan→College Council→Board of Trustees.

2

10. ITS plans at two different levels – unit (ITS division) plan and Technology (college-wide) plan. How does the cost for campus laptops factor into the budget? Through the Technology Plan. When prioritizing, institutional IT plans are considered before department plans? The Technology Plan is guided by the Educational Master Plan which is informed by program reviews. Suggestion was made to separate institution technology plans from IT unit plans in Plan Builder. Not easily done for staffing and educational plans. VPs need to discuss.
11. A. Spor will revise model and bring back to committee for further discussion at April 1 meeting.
12. Suggestion was made to develop a clear, step-by-step planning manual (Moorpark College has one) and annual report each fall highlighting key, global areas.

The next meeting is scheduled on April 1, 2010.

The meeting ended at 2:23 p.m.

3

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: April 1, 2010

MEMBERS PRESENT

☐ Jackson, Tom – Academic Affairs
☐ Lopez, Jessica – ASO
☐ Ott, Jonathan – Campus Police
☒ Quinones-Perez, Margaret – ECCFT
☒ Reid, Dawn – Student & Community Adv.

☐ Shenefield, Cheryl – Administrative Svcs.
☒ Spor, Arvid – Chair (non-voting)
☒ Turner, Gary – ECCE
☒ Tyler, Harold – Management/Supervisors
☒ Widman, Lance – Academic Senate

OTHERS ATTENDING: Jo Ann Higdon, Jeanette Magee, Jeanie Nishime, Emily Rader, Regina Smith

Handouts: 2011-2014 Proposed Strategic Initiatives
2010 Planning Summit Power Point Slides

The meeting was called to order at 1:05 p.m.

Planning Summit Debrief
1. PBC members had a poor showing at the Planning Summit - only student representative and two alternates attended. Attendance: fifty-six total, most support staff, strong showing from Compton, and three ECC students.
2. PowerPoint slides gives sense of how event flowed.
   a. *Who are we?* - Covered student demographics, enrollment, educational goals, and transfers.
   b. *Mission Statement* – Reaffirmed, no changes.
   c. *How did we do*? – Goals and objectives tied to current strategic initiatives (SIs); success stories over past three years.
   d. *Where were we?* – Information on the mission statement and strategic initiatives that were developed three years ago. The focus at the time was growth.
   e. *Where are we going?* – For 2008-09, 324 goals were tied to SI #1; 64 goals tied to SI #2; 92 goals tied to SI #3. $7.8M allocated towards plans. 470 plans were written for ECC and CEC. In 2009-10, 700 plans were written.
   f. *What now?* – Sampling of SIs – groups developed new or modified draft SIs for 2011-14. Clickers were used for voting and the list was reduced from forty items to seven. Both campuses will vote to rank final seven SIs in order of importance.
3. Preparation for 2011-12 plans will start this fall. SIs voted by the college will become the new goals. IT will try to create a drop down menu to enable goal selection with a click.
4. A suggestion was made to show the seven SIs are for *2011-2014* fiscal plans before sending out to campus for voting. The seven SIs are not listed in priority order.
5. Program review recommendations must always go into Plan Builder. SIs will be the goals used when programs, units, and areas create their plans. PBC needs to be part of communication process to inform campus how money is spent and what was funded.
6. Not all seven SIs may be used depending on what the both campuses decides. A suggestion was made to use all seven SIs, increasing flexibility. A concern was voiced that the final decision will

1

come from the President and Board of Trustees, no matter what both campuses decide. Will SIs also be adopted as Board goals and will the Board be held accountable? President Fallo is supportive of process and Board will most likely approve for the institution. In the past, the Board had different goals. A comment was made that the goals for the institution should also be followed by the Board.

7. Some departments have difficulty fitting their needs with SIs. Will campus rank the seven SIs in order of importance to get a sense of what's important campus-wide. May drop SI if not viewed as highly as others. Voting can be skewed based on the number of people in areas worked and importance of SI to area. Main purpose is teaching and learning. Opinion made that main purpose of the institution is successful students, not just teaching and learning. Need to frame voting according to institutional priorities. Since this is the first time the campus is voting, we will need to see what happens.

8. Communication to the campus about SI information is important. Flex time is a good way to deliver information to faculty but need to find a method to include staff and managers. Important to explain intent behind initiatives with accreditation and program review – might help classified staff and faculty understand the process.

9. Why vote to establish priorities? A suggestion was made to use all seven initiatives as institutional goals, giving more options to choose from. Comment was made that if all seven were adopted, would need multiple activities (i.e. workshops, flex days) to help faculty and staff understand processes and what it means to their areas. Suggestion was made to create 'teaching teams' and make as part of on-going accreditation teams. Those who understand planning process (i.e. PBC members) can participate in department meetings to explain process through their experience and examples.

10. New SIs will begin fiscal year 2011-2012. The current SIs will be in the budget book through June 2011. Program and unit plans have already been submitted for 2010-2011.

April 15th Meeting?

April 15th Meeting?

1. Not meeting on April 15th due to spring break. Will reschedule the next meeting to April 29th.

The meeting ended at 2:00 p.m.

DRAFT   DRAFT

The guiding assumptions for the 2010-2011 tentative budget are:
1. Continue to reflect the goals in the El Camino College Master Plan
2. Offer a comprehensive program with academic integrity and balanced student support services.
3. Maintain a fiscally responsible long-term vision.
4. Optimize Full-Time Equivalent Student (FTES) at approximately 19,000
5. Commit to retain support of permanent regular employees.
6. Manage reserves with the goal of maintaining a 6% reserve for contingency throughout a four-year period of fiscal changes.
7. Use planning, evaluation and assessment processes in reviewing programs.
8. Student enrollment fees will remain at $26 per unit.

UNRESTRICTED GENERAL FUND

Ending Fund Balance

1. The 2009-10 ending fund balance is projected to be $ _____ million or _____ % reserve, assuming all revenue and expenditures match budgeted expectations. The ending balance in excess of the reserve for contingency is used to support the cash flow needed as a result of the State's continuing deferrals of apportionment. This is a $_____ million decrease from the 2008-09 ending fund balance of $18.7 million. This planned decrease in ending balance is due primarily to the revised base revenue limits imposed by the State beginning fiscal year 2009-10. The District implemented reductions in class offerings to offset the decline in State revenue. This resulted in budget reductions in faculty salaries. A reduction of $1 million in hourly and student salary budgets and the elimination of capital outlay expenditures were also used in the 2009-10 budget to offset the revenue adjustment. The ending balance also reflects the planned use of reserves to supplement expenditures in the 2009-10 fiscal year. Budget reduction actions may need to be taken in the preparation of the Final Budget for fiscal year 2010-11 in anticipation of further budget allocation reductions from the State. Other contributing factors are listed below.

2. Other significant amounts during 2009-10:   (none at this time—Tentative Budget)

Revenue & Incoming Transfers
The proposed Final Budget reflects the information available at this time from the California Community College System Office.   Updates are expected from the State throughout the summer. It is anticipated that additional adjustments may be required in preparing the Final Budget.

1. State revenue projections for 2010-11 were formulated using:

71

a. Foundation Base Revenue allocation of $8,857,454 million; and
b. Credit Base Revenues calculated on 18,895 credit and 39 non-credit FTES;
c. Both the Foundation ($8,857,454) and Credit Base Revenue calculations ($86,253,740) are at the revised 2009-10 funding level. These amounts may be adjusted after the submittal of the final Attendance Report to the State. The State is not expected to apply a COLA (Cost of Living Adjustment) percentage to either the 2009-10 funding formula.
d. This formula provides for the total available general revenue of $95,218,467 for fiscal year 2010-11.

2. Lottery funds are based on 18,895 FTES funded at a rate of $122 per FTES.

3. The projected revenue for 2010-11 does not include any unusual or one-time revenue amounts that were received in previous fiscal years, including:
   a. Prior Year Apportionment Correction;
   b. One-time Reappropriation/Trailer Bill;
   c. Mandated Cost Claims.

Appropriations:

1. No COLA salary increases have been built into the 2010-11 budget. The budget does include step and column increases for employees.

2. Classified Salaries and Benefits appropriations include the costs of the Compton Educational Center Police Department (~ $1,000,000).

3. Medical premiums are projected to increase by ___%. This allocation may be adjusted when the district's insurance companies announce their actual renewal rates.

4. Contract Services includes the College's Paramedic and Fire Academy program expense for faculty instruction.
   a. These amounts are budgeted as contracts for personal services (#5100); then
   b. The final salary related amounts of these contracts are transferred to the full time faculty salary expenditure accounts (#1100) at the end of the fiscal year.

5. Utilities (#5500) are projected to increase by ___%.

6. Additional hardware and software maintenance and licensing contracts ($_____) are included in the Contract, Rental and Repair (#5600) accounts.

7. State Principal Apportionment includes $4 million to El Camino College District as a result of its Compton Center activities:
   a. El Camino CCD currently appropriates $1 Million (Fund 14) of this allocation for specialized activities.   (currently under review.)
   b. $3 million (Fund 15) is included in the Interfund Transfers Out (#7300) and has been historically available only to fund one-time programs to improve student learning outcomes and enrollment management efforts. However, given the current stresses on El Camino College's budget, a portion is now

72

appropriated to backfill revenue losses from the State as well as new budget planning requests. It is questionable whether this approach can or should continue in future years.   (See page 76 for a list of allocations).

8. Interfund transfers (#7300) totaling $5,640,000 include support to other District funds to support insurance premiums and to support the ongoing needs of the District's specially funded programs. Major transfers include:
   a. $1 million apportionment for Compton Center related expenses (Fund 14)
   b. $3 million apportionment used for Special Programs/Services (Fund 15)
   c. Dental Premium $900,000 (Fund 63)
   d. Parking Citation revenue $400,000 (Fund 12)
   e. Child Development Center $75,000 (Fund 33)
   f. Auxiliary Services $25,000 (Fund 79)
   g. Foundation Scholars—Pioneer Theater $10,000 (Foundation)
   h. Parking Fund Expenditure Offset $30,000 (Fund 12)
   i. Workers' Compensation $100,000 (Fund 61)
   j. Property & Liability $100,000 (Fund 62)

9. The Unrestricted General Fund budget does not include a transfer of funds for the Government Accounting Standards Board (GASB) – 45 Retirees' Benefits Fund reserve. The district will continue to support the Retirees' Benefit Fund (Fund 17) with other available funds.

RESTRICTED/CATEGORICAL FUNDS   (unknown for 2010-11)
Perhaps the most difficult budgeting challenges are in the categorical programs. State and/or Federal budget reductions may continue in 2010-11. In addition, "the rules" on which categorical program reductions can be shared among categorical programs continue to change. Further, the amount of Federal stimulus funds that the State plans to use to backfill categorical programs remains unknown.

SUMMARY
The proposed Tentative Budget also reflects the collegial and consultative efforts of the Planning and Budget Committee, division deans and department staff to develop a strategic and meaningful financial plan for 2010-11. As a "living" document, it represents a starting point that will be referenced, adjusted and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed and presented in the form of budget assumptions, presented as a financial record of the college district's financial and operational plan for 2010-11.

73

Report on the April 22, 2010 Deans' Council Meeting

Moon Ichinaga
April 26, 2010

(Note: Meeting was chaired by Dr. Nishime; Dr. Arce was absent.)

I.   Campus Climate Survey – J. Nishime
       It is important to complete the climate survey, despite the controversy that has raged at the
       College of the Redwoods recently about the Web posting of all survey results and
       comments.

II.   ECC Academic Awards Presentation – D. Parsons (student)
       A. Sponsored by the ASO, the ceremony will take place on May 19, at 5 p.m. in Marsee
           Auditorium.
       B. The Presidential Scholar award will also be given at this program.
       C. The division offices should have received a packet of materials. Nominations are
           requested as soon as possible, certainly by next Friday, since the planning for the
           program cannot proceed without processing the nominations.
       D. B. Perez announced that the CEC's Academic Awards program will take place on May
           16.

III.   Field Trip/Off-Campus Alternative Class Site Policies and Procedures
       A. Harold Tyler asked to be placed on the next meeting's agenda to discuss the policies
           and procedures. There are issues regarding liability that need to be discussed.
       B. Dean Goldberg asked whether the problems involve the policies/procedures themselves
           or the implementation—apparently both are involved, but implementation is more of the
           issue.
       C. Carol Vakil-Jessop noted that the Student Development Office has had to deal with
           alcohol consumption and sexual assault charges recently.

IV.   Academic Senate Update – M. Ichinaga

V.   Scheduling of Program Reviews – J. Nishime
       A. Following up on D. Vakil's report at the last Academic Senate meeting that there are few
           colleges which follow ECC's scheduling of Program Reviews only every 6 years, Dr.
           Nishime indicated that it is clear that ECC needs to do an annual update of the Program
           Review, and it is likely that we will move to a 4-year cycle.
       B. At this week's accreditation training for managers, constant evaluation and re-evaluation
           has been emphasized.

VI.   CEC Update
       A. B. Perez announced that the upcoming Athletic Dinner program at the San Pedro
           Crowne Plaza Hotel will raise money to support athletic programs at Compton.

VII.   ASO Update – P. Stokes
       A. The ASO General Assembly will meet in downtown Los Angeles from April 30-May 2.
           Student representatives from all over the state will be voting on various resolutions.
       B. All ECC ASO officers will be transferring/moving on next year, and positions will be
           vacant. Elections are being planned.

C. A presentation on the ASO was given recently to students in the Honors Transfer program.
D. A flyer will be sent to the Deans encouraging wider student representation on the ASO Policies Committee.

VIII. Priority Registration – J. Nishime
Any questions or comments about BP 5055 and AP 5055 should be sent to Bill Mulrooney.

IX. Copyright Policy and Procedures – A. Grigsby
A. There have been concerns expressed in the Academic Senate about how a dispute over copyright will be adjudicated.
B. The copyright committee is proposing that the Director or Dean to whom the involved faculty member reports should be the arbitrator. This recommendation has been added to the AP proposal.
C. There were no objections expressed.
D. The creation of a web site to help with copyright issues is being planned. The web site will include an online form which the faculty may use to request permissions.
E. J. Nishime commented that she thought the recent ECC ITS workshop on Internet security, phishing, and illegal music and movie downloading was useful. A session will be held at CEC on April 27.

From: Grigsby, Alice
Sent: Thursday, April 29, 2010 9:56 AM
To: Vakil, David
Subject: DE Proposal for Senate Agenda.
Attachments: ECC_Principles_Good_Practice(DRAFT).pdf; ECC Classroom
Visitation Protocol (4).docx

Importance: High

Attached are two recommendations from the Distance Education Advisory Committee
designed to strengthen the ECC Distance Education Program.

The Principles of Good Practice document is a tool that would be used by each online
faculty member to do a technical review of their courses each school year to determine
online course readiness. It is not original but modified to meet ECC needs.

The second document establishes a "classroom visitation protocol for online classes".
This is also modeled after a resource used by one of our neighboring colleges.

Other documents that are awaiting Faculty Senate discussion are the (1) minimum
requirements for online course shells (2) DE guideline and definition of effective
instructor-student contact and (3) requirements for first time online instructors.

.

Page 49 of 85

file:///C|/Users/David/Documents/Academic%20Senate/packets/2010-05-04/DE%20Proposal%20for%20Senate%20Agenda..txt [4/29/2010 5:22:53 PM]

El Camino College

Classroom Visitation Protocol for Online Courses

Background: It is common practice for administrators to visit on-ground classes occasionally to offer support to instructors as well as to observe students in class settings on campus and to stay connected to the actual practice of instruction. Instructional Administrators also have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the administrator visits as on-ground class in session, the instructor is present in the room and aware of the visitation. It is appropriate to assume that the same situation should exist during visitations in the virtual classroom. Because it is possible for administrators to observe as online course without the instructor's knowledge, the following protocol has been prepared and will be followed by El Camino College instructional administrators.

This is not formal evaluation. Visitation of online courses by administrators may occur for the purposes listed below. The course instructor will be notified in a timely fashion via email and/or phone prior to the visitation.

Visitation of online courses may occur:

1. To ensure that the course is appropriately available to students in the course management system.
2. To ensure that regular effective contact is taking place according to the established *ECC Regular Effective Contact Policy* (see attached.) and compliance with *Section 508* of the Federal Rehabilitation Act (accessibility for disabled students).
3. In response to a request from the instructor in the course. (Questionable student conduct, technical problems, course development review and recommendations.)
4. In response to student complaints about the instructor, the course, or the course management system infrastructure.

At the conclusion of the visitation the Dean or designee will contact the instructor and share any recommendations or comments.

EL CAMINO COLLEGE

D R A F T
PRINCIPLES OF GOOD PRACTICE FOR EFFECTIVE ONLINE INSTRUCTION WORKSHEET

INTRODUCTION

An institution offering courses through electronic or other modes of distance delivery is expected to meet the standards and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites (*Policy on Distance Learning*).

In additon, the ACCJC has adopted the seven *Principles of Good Practice* as developed by the Academic Senate for California Community Colleges. El Camino College encourages the use of the *Principles* to help ensure the quality, integrity, and effectiveness of distance learning. All courses listed as a distance education course at El Camino College will be reviewed against the *Principles of Good Practice* to ensure they are technically sound and of high quality. Faculty members must complete the worksheet and gain approval by their Dean or Academic Officer for each distance education course taught. The completion of this document is the final step in the assessment process to determine online course readiness.

Please complete each section listed below **before the start of the semester**. Contact the Distance Education office for assistance. Faculty may complete the form electronically by using Adobe reader then print the form to sign. Please return the signed form to the Distance Education office. The form will be technically reviewed by the Distance Education (DE) office and forwarded to the Academic Dean for approval. You will be notified as soon as the documents are finalized. The completed document will be housed in the DE Office.

COURSE INFORMATION

Instructor's Name: Department:

Name of Course: Delivery Method: (ex. Etudes, Website, etc.)

Distance Education Course Start Date: CMS Shell ID: (ex. ENGL_1301_DEV)

Distance Education Format: (check one)   *Internet*   *Hybrid*

　　　　　Comments (Optional)

Instructor's Name:

TECHNICAL REVIEW (check all that apply)

Students will use a variety of browsers and hardware. This course has been checked for function on the following:
Browsers: Firefox   Internet Explorer   Other   **Platforms:**   Windows   Macintosh

If you are using audio and/or video in the course please answer the following:

Audio	Video
Number of segments:	Number of segments:
Length of longest segment:	Length of Longest segment:
Transcript of Audio Included yes	Transcript of Video Included: yes

Additional Information as appropriate:

This course meets the guidelines of the Americans with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508. *For information on the actual guidelines, see the following: http://www.usdoj.gov/crt/ada/adahom1.htm or http://www.access-board.gov/508.htm.*

CURRICULUM AND INSTRUCTION (check all that apply)

The course results in learning outcomes appropriate to the rigor and breadth of
the course outline of record.

    Degree or certificate (if applicable):

The course offered electronically is <u>coherent and complete</u>. The course incorporates (check all that apply):

A consistent course structure

A variety of learning activities that meet
diverse learning styles

Guidelines for feedback on assignments and
questions

Graphical and multimedia elements

Course navigation that is easy for the student
to follow

PDF and other downloadable files

Links to other web sites (opens in new
window)

Interactive activities

Evaluation instruments

If students are not required to meet on campus, they can complete the course without physically visiting the institution offering the course. (i.e. all necessary instruction and support infrastructure is in place to serve the off-campus student)

The course encourages appropriate interaction between faculty and students and promotes communication among students.   Contact is achieved through: (check all that apply, the total of all percentages should be equal to 100%)

Communication Mode	%	Communication Mode	%
Discussion Boards		Chat/IM	
Small Groups		Email	
Announcements		Phone/Internet Calls	
In Person (F2F)		Enter Other Here	

Updated Spring 2010

Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus or course menu.

The course information or syllabus includes (check all that apply):

Assignment, Discussion Board, Test/Quiz dates

Instructor contact information

Hyperlink to Student Support Information

Hyperlink to the Library Information

Where is the ADA statement located?

A link and/or information on technical support including Information Systems and Services information

Students have been made aware of testing options and locations

Course number and title

Other (list):

Introduction/Course Description Course Objectives

Course Prequisites

Required text and purchase information

Student Learning Outcomes

Description/Outline of lessons/modules

Policies and Procedures of the course

Calendar of all assignments

ECC's software and hardware recommendations

Information for downloading needed viewers (i.e. Office 2007, Flash, PDF, audio) and other software required for the course

A backup plan if technology fails

 (example: backup email to all students, etc)

The course specifies necessary technology competence and skills?

The course adheres to the ECC Policies and Guidelines for Distance Education? (For guidelines and policies, contact the DE Office.)

COPYRIGHTS AND PERMISSIONS

Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?
        Yes   No   In Process

If not, have you acquired permission to use or link to the materials?
        Yes   No   In Process

EVALUATION AND ASSESSMENT
(Check all that apply)

Students will be given an opportunity to provide feedback for this online course

Student achievement in the course will be assessed

Necessary revisions to this course will be made at regular intervals

Communication between student and instructor regarding the effectiveness of the course will be open

PLATFORM AND TRAINING

Are you using Etudes as a delivery software for your online course?   Yes   No

What CMS or delivery method do

you use to teach your online course?

You will make your course available to students on the first official first day of ECC classes.

You have received training on techniques for transforming a face-to-face course into an effective distance learning class (How to Teach Online seminar or equivalent as approved by Distance Education Committee)?

Name of Course taken: **Date:**

Location taken:

Please identify any particular areas and/or issues in this course that you want to ask for feedback from the reviewing team.

Instructor's Name:

By signing this, faculty certify that all efforts have been made to ensure that copyright permissions have been obtained and all efforts have been made to comply with institutional policies regarding technology and other learning resources. The Distance Education Office will notify the instructor of course approval status. The original checklist will be kept in the Distance Education Office.

Instructor's Comments:

Date   Signature

Instructional Media Coordinator's Comments:

Date   Signature

Division Dean's Comments:

Date   Signature

Approved   Denied

Director, Learning Resources:

Date   Signature

From: Grigsby, Alice
Sent: Thursday, April 29, 2010 11:41 AM
To: Vakil, David
Subject: Memo Regarding Copyright policy and procedure
Attachments: 2nd Revision AP 3750 Use of Copyrighted Material.doc; revised
copyright policy statement.doc

Importance: High

Hope we have met your timeline.

April 28, 2010

To: Academic Senate President
        David Vakil

From: Alice Grigsby
        Heather Parnock

Copyright Committee Members include: Don Brown, Julie Bourlier, Gloria Miranda,
Sydney Smith, Howard Story, Evelyn Uyemura and Satish Warrier. The copyright
webpage is being developed by webmaster Omar Brenes. Support is being provided
by Ann Garten, Director of Community Relations.

Re: Copyright Policy & Procedures

The goal of the policy and procedure is to provide general direction for the
implementation of copyright law and to protect the college from liability.

The Committee feels that the procedures should be as generic as possible since:
        .the issues involve all segments of the college community
        .the need is to have immediate decisions in a possible dispute
        .we truly anticipate relatively few issues

The issues in the past have been fairly simple. Examples include:
        .failure to attribute sources of item
        .inability to copy an entire work
        .repeatability – copying or placing on electronic reserves the same article
   multiple semesters

Page 56 of 85

file:///C|/Users/David/Documents/Academic%20Senate/p...Regarding%20Copyright%20policy%20and%20procedure.txt (1 of 2) [4/29/2010 5:23:00 PM]

The copyright webpage that is under development will provide added resources and support for the ECC community . http://www.elcamino.edu/copyright/ .

We are hopeful that, as modified, this document will be approved by the Academic Senate.

Page 57 of 85

file:///C|/Users/David/Documents/Academic%20Senate/p...Regarding%20Copyright%20policy%20and%20procedure.txt (2 of 2) [4/29/2010 5:23:00 PM]

Board Policy 3750   Use of Copyrighted Materials

The Board of Trustees of El Camino College requires compliance with the provisions of the U.S. Copyright law (Title 17); Digital Millennium Copyright Act; Technology Education and Copyright harmonization Act (TEACH Act); laws governing Peer-to-Peer file sharing (P2P) and all other legislation governing the maintenance of the highest ethical standards in the use of copyrighted material. The President/Superintendent or designee shall establish procedures for compliance and provide informational and training programs to help faculty and staff comply with copyright laws. All members of the ECC community are prohibited from violation of these provisions, including but not limited to, ~~from~~ copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

Draft by the Copyright Committee

10/12/09

AP 3750 Use of Copyrighted Material

References:

U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302

Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the "fair use" doctrine.

FAIR USE

Reference:

Copyright Act, Section 107.

The "fair use" doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright permissions may be required for works that fall within "fair use."

A. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book

2. An article from a periodical or newspaper

3. A short story, short essay or short poem, whether or not from a collective work

4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

B. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

1. The copying meets the tests of brevity and spontaneity as defined below; and

2. Meets the cumulative effect test as defined below; and

3. Each copy includes a notice of copyright

Definitions:

1. Brevity:

   a) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

   b) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in "A" and "B" above

may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

c) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

    a. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "B.1(b)" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

2. Spontaneity

a) The copying is at the instance and inspiration of the individual teacher

b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative Effect

a) The copying of the material is for only one course in the school in which the copies are made.

b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

c) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "B.2 and B.3" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals).

4. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

a) Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.

b) There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

c) Copying shall not:

    1. Substitute for the purchase of books, publisher's reprints or periodicals

    2. Be directed by higher authority

3. Be repeated with respect to the same item by the same teacher from term to term.

    d). No charge shall be made to the student beyond the actual cost of the photocopying.

Compilations

Reference:

Basic Books, Inc. vs. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381.

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or "coursepacks," even if the excerpts fall under the definitions in the "fair use" doctrine.

C. Online Courses

Reference:

The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors' greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

1. The online instruction is mediated by an instructor.

2. The transmission of the material is limited to receipt by students enrolled in the course.

3. Technical safeguards are used to prevent retention of the transmission for longer than the class session.

4. The performance is either of a non-dramatic work or a "reasonable and limited portion" of any other work that is comparable to that displayed in a live classroom session.

5. The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.

6. The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.

7. The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

D. Library Reserves

All materials placed on print and electronic reserve within the Library will be at the initiative of faculty for the non-commercial, educational use of students. All Reserves will be provided in a manner that respects current copyright law, the rights of copyright holders and Fair Use rights.

E. Obtaining Permission to Use Copyrighted Material

1. It is the responsibility of the individual faculty member or other person requesting copies to obtain permission to use copyrighted material. The college will not knowingly duplicate copies of copyrighted materials.

2. Employees with questions regarding copyright law will be directed to the U.S. Copyright Office's Web site at http://www.loc.gov/copyright and the ECC Copyright page for other references including links to operating procedures related to copyright. Forms will also be available in the bookstore and the copy center.

F. Procedures

1. In cases of unresolved disputes between the requestor and the service provider, the issue will be addressed according to the division or department's written procedures, which must adhere to copyright laws. If no procedures are available at the time of the dispute, the issue will be referred to the requestor's Dean or Director.

2. The service will not be rendered until the disputed issue is resolved.

Reference:

AP 3720 Computer and Network Use

BP 4100   Graduation Requirements for Degrees and Certificates

References:
Education Code Section 70902(b)(3); Title 5, Sections 55060 et seq.

The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded Certificates of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be related to career or general education.

The President/Superintendent shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the College Curriculum Committee. The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

AP 4100   Graduation Requirements for Degrees and Certificates

References:
Title 5, Sections 55002(a) and 55060 et seq.; Board Policies 4100.1 and 4235

1) Graduation requirements for degrees include:

   a) Satisfactory completion of at least 60 semester units of college work. "College work" is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College. The college will honor each course in the same general education area in which the originating institution placed each course.
   (i) Courses taken at other than a California community college may satisfy general education if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the general education guidelines set forth by the college.
   (ii) If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty and/or the dean of the division in which the course(s) in question would normally be placed.
   b) Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges' "Taxonomy of Programs." Catalog rights do apply; see Board Policy 4100.1. The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
   c) Completion of at least 12 semester units of study in residence.
   d) Demonstrated competence in reading, written expression, and mathematics.

2) Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Policy 4235 – Credit by Exam. Advanced Placement Exams with a score of 3, 4, or 5 may be used toward general education as approved by the Academic Senate for California Community Colleges document entitled "Standardized Template for Advanced Placement Examination Information." Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.

3) District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the State Chancellor's Office.

4) Requirements for Certificates of Achievement include:

   a) Successful completion of a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
   b) Content and assessment standards that ensure the certificate programs are consistent with the mission of the District.
   c) Shorter credit programs that lead to a certificate may be established by the District. Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

5) Students qualifying for more than one AA or AS degree will have all degrees posted on their transcripts; however, they will only receive one diploma for an achieved AA degree and one diploma for an achieved AS degree.

6) Students qualifying for more than one certificate will receive the certificates and have them posted on their transcripts.

Core Competency Assessment Plan

A core competency describes what students are able to do upon graduating or transferring from El Camino.[1] Assessing core competencies gives faculty, staff, and managers at the college a broader view of the college as a whole and how their area or program fits into it than they would get from program-level or course-level assessment.   El Camino College's Core Competencies are as follows:

Students completing a course of study at El Camino College will achieve the following core competencies:

 I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
 II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
 III. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
 IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
 V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
 VI. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

In a process starting in the Spring semester of 2010, ECC will begin assessing these core competencies. The first core competency assessment will be the "Communication and Comprehension" competency. Every year, the college will assess one core competency in the following order:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Fall 2011)
3. Professional and Personal Growth (Fall 2012)
4. Community and Collaboration (Fall 2013)
5. Information and Technology Literacy (Fall 2014)
6. Content Knowledge (Fall 2015)

---

[1] According to the California state Academic Senate's "SLO Terminology Glossary," "core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialogue about instructional and student service competencies."

Draft: 4/26/2010   Page 1

Then, the order will repeat starting in Fall 2016. Thus, core competency assessment will take place in a six-year cycle. Other core competencies may be added later on as needed; if this happens, the core competency assessment cycle will be lengthened.

Mapping Course- and Program-Level SLOs to the Core Competencies

In order to start the process of assessing core competencies, during spring flex 2010, the college will map their courses and programs to the core competencies. That is, for each course, the faculty will determine which core competencies match up with the outcomes for that course; at the program level, the faculty will determine which core competencies match up with the outcomes for their program. This will accomplish several things:

1. One of the ways that the college plans to assess these core competencies is by survey. Thus, the mapping will help the college determine which courses may be targeted for administering the survey.
2. An additional way that the college plans to assess the core competencies is by matching the survey results to student grades in the courses which align with the core competency being assessed. Thus, mapping will help the college determine which course grades should be included.
3. A third way that the college plans to assess these core competencies is by having the faculty rate their students in the various competencies. Thus, the mapping will help the college determine which courses should be targeted for this rating.
4. The mapping will help faculty determine whether or not they have a complete list of SLOs for their courses and programs and whether the SLOs they currently have match up with the college's core competencies.

Methods for Assessing the Core Competencies:

The college will collect data for each of the core competencies in three ways:

1. *Student Survey*: For each core competency, the Assessment of Learning committee will develop a survey to assess to what extent students feel they have met the core competencies. The survey will be administered in courses which rate a "4=very important" for the core competency being measured and which tend to be ones that students take at the end of their studies at ECC. Students particularly targeted for the survey will be ones who are about to graduate with a degree or certificate from the college; however, in the process of administering the survey, students at various stages of their studies will be surveyed. This will give the college a good means to compare achievement of core competencies between students at various stages.
2. *Faculty Survey***:** The faculty whose courses were targeted for the student survey will then be asked to rate their students with respect to the core competency being assessed. They will be asked to rate student competence in general, not with respect to specific skills within the competency.
3. *Course Grades*: In the process of surveying students, the college will collect the identity numbers of these students and match them to their course grades. Then the college will pull out only the grades from courses where the core competency being

assessed played a significant role (determined by mapping). The college will average these grades in order to compare them with the survey averages. The college will not look at grades of individual students nor will it disaggregate grades based on individual instructor. In this way, the college insures the privacy of students and instructors.

Reporting the Results:

After the data is collected, a core competency summit will be planned to bring together faculty, staff, and managers from various parts of the college to reflect on the data. These summits will take place on the Friday of the Assessment of Student Learning Week. (the tenth week of the semester). After reflection and input from summit participants, the Assessment of Learning Committee will be responsible for writing and disseminating a report.

*The Summit***:**
1. Faculty and staff who have performed assessment in the core competency area being assessed will be asked to give a short presentation on their findings and conclusions. At the end of these presentations, a facilitator will ask summit participants to think about commonalities and differences in the presented assessment studies.
2. The Assessment of Learning Committee will present the data from the core competency assessment.
3. Summit participants will be broken into groups based on their general area of the campus (e.g. Basic Skills, GE, CTE, etc.). The groups will be asked to reflect on the data and its implications for their particular area.
4. The groups will report out their findings and conclusions.

Timeline for the First Core Competency Assessment ("Communication and Comprehension"):

Spring Flex Day, 2010	Mapping of courses, programs to core competencies
Spring 2010	Survey instrument for "Communication and Comprehension" developed Survey planned and administered Faculty survey planned and administered.
Assessment of Student Learning Week, Fall 2010	Core Competency Summit takes place
End of Fall 2010	Report written and disseminated

Updated List of Upcoming Deadlines (Course and Program Levels)

One-Time Due Dates

Due Date	Task
Fri. April 23, 2010	SLO assessment plans submitted for all remaining courses without SLOs.
Spring, 2010	Assess first program-level SLO (instructional programs)
Fri., June 11, 2010	All programs submit first program-level assessment report. Thereafter, program-level SLO assessments will be tied to program review cycles (details to follow at a later time).
Fri., Dec. 3, 2010	All courses and programs have complete sets of SLO Assessment Plans that are aligned with the core competencies. In order to accomplish this, during Spring 2010 and Fall 2010, please do the following: • Review existing course- and program-level SLOs for alignment with core competencies. • Identify gaps in SLOs by comparing existing SLOs with core competency alignment map completed during flex day, Spring 2010 *NOTE: For all core competencies rated as a "4=very important" for a particular course or program, there <u>must</u> be at least <u>one</u> corresponding SLO for that course or program. For core competencies marked "3=somewhat important," there <u>should</u> be a corresponding SLO unless there is a compelling reason not to have one.**
Feb. 15, 2011	Program-Level SLOs are published on all division and/or department websites and prepared for inclusion in El Camino Course Catalog.
Feb. 15, 2012	Course-level SLOs are published on division/department websites.
Corresponding Requirement for "Proficiency" According to ACCJC Rubric:	
• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	

Ongoing Due Dates

Due Date	Task
Reports of assessed course-level SLOs due annually **at the end of the third week of spring semester.**	Continue to assess existing course-level SLOs. Course outcome assessments take place throughout the year; assessment reports due annually at the end of the third week of spring semester.

DRAFT: 4-6-10

	How many?
(This means course-level SLOs should be assessed by fall semester of the previous year.)	• For small programs (5 or fewer full-time faculty): two complete assessment cycles per year • For medium programs (6 to 12 full-time faculty): three complete assessment cycles per year • For large programs (13 or more full-time faculty): four complete assessment cycles per year Note: After Fall 2010, course-level SLO assessment cycles tied to program review cycles (details will follow at a later time.)
Starting in 2011, reports of assessed program-level SLOs due **at the end of the third week of fall semester.** (This means that program-level SLOs should be assessed by the previous spring semester.)	Starting in 2011, program outcome assessments are tied to program review cycles (details will follow at a later time); assessment reports due at the end of the third week of fall semester.

Corresponding Requirement for "Proficiency" According to ACCJC Rubric:

• Comprehensive assessment reports exist and are completed on a regular basis.

• Results of assessment are being used for improvement and further alignment of institution-wide practices.

• There is widespread institutional dialogue about the results.

• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.

* **More about how to make sure that course- and program-level SLOs are aligned with core competencies:**
- One SLO may correspond to more than one core competency and vice versa. There does not have to be a one-to-one correspondence.
- You may adjust your SLOs to match your core competency map in one of three ways:
    1. *Add a core competency to the list of core competencies that an existing SLO corresponds to without altering the wording of your SLO.*
    2. *Alter the wording of an existing SLO to accommodate a core competency.*
    3. *Add an additional SLO that corresponds to a particular core competency.*

DRAFT: 4-6-10

Comment: We are at the earliest design stages for the CurricUNET Program Review module, so you will need to use your imagination a bit to get an idea of how much simpler the CurricUNET Annual Program Review Update will be than the full CurricUNET Program Review.

CurricUNET Annual Program Review Update

The annual program review update will have questions that will need to be answered in each of the broad areas of our program review document. Below is a copy of each of these sections and a mock-up of what the Annual Program Review Update (APRU) might look like.

Even though the final APRU report will be in the order below, the pages that will appear in CurricUNET for preparing the APRU will appear in a slightly different order, to mimic the preparation process.

Order for the report:
  I.   Program Overview
  II.   Analysis of Institutional Research Data
  III.   Curriculum – Courses, Degrees, and Certificates
  IV.   Assessment of Student Learning
  V.   Facilities and Equipment
  VI.   Staffing
  VII.   Planning
  VIII.   Conclusions / Recommendations

Directions and tentative order of the pages for the APRU preparation:
Part 1: Review what happened in the past twelve months. You do not have respond to the areas below in the order they appear but we recommend completing the areas in this part before moving on to the next part.

II.   Analysis of Institutional Research Data: [*CurricUNET will automatically bring up the current Analysis of IR Data narrative and any previous amendments made to the current Analysis if IR Data narrative. CurricUNET, working with IR, would provide an update to the IR research data, available within CurricUNET or as a downloadable document.*]

> 1. After reviewing the updated data set, have there been significant changes in the outcomes and trends the data reflect?
>
> **O YES   O NO**
> [*If YES is chosen, a textbox will appear with the following instructions:* Provide a brief summary of the changes in the data-driven outcomes and trends. This summary will be an amendment to your Analysis of Institutional Research Data section.]
>
> [*Also, only if YES is chosen above will the second question below appear.*]
> 2. Based on the amendment to the Analysis of Institutional Research Data section, will any new recommendations need to be created?
>
> **O YES   O NO**
> [*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

III. Curriculum – Courses, Degrees, and Certificates: [*CurricUNET will automatically bring up the current Curriculum narrative and any previous amendments made to the current Curriculum narrative. CurricUNET will automatically list the curriculum proposals that have been completed in the previous twelve months. These would include new courses, course review/revisions, new degrees/certificates, and degree/certificate updates.*]

1. After reviewing the curriculum activity over that last year, is an amendment needed for the Curriculum section?

○ **YES**   ○ **NO**
[*If YES is chosen, a textbox will appear with the following instructions:* Provide a brief summary of the changes in curriculum. This summary will be an amendment to your Curriculum section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the Curriculum section, will any new recommendations need to be created?
○ **YES**   ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

IV. Assessments of Student Learning: [*CurricUNET will automatically bring up the current Assessments of Student Learning narrative and any previous amendments made to the current Assessments of Student Learning narrative. CurricUNET will automatically list the SLOs and Assessment work that has occurred within the CurricUNET SLOs and Assessment module.*]

1. After reviewing the SLOs and Assessment activity over that last year, is an amendment needed for the Curriculum section?

○ **YES**   ○ **NO**
[*If YES is chosen, a textbox will appear with the following instructions:* Provide a brief summary of the changes in SLOs and Assessments. This summary will be an amendment to your SLOs and Assessments section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the SLOs and Assessment section, will any new recommendations need to be created?

○ **YES**   ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

V. Facilities and Equipment: [*CurricUNET will automatically bring up the current Facilities and Equipment narrative and any previous amendments made to the current Facilities and Equipment narrative.*]

1. Based on what has occurred over the last twelve months, is an amendment to the Facilities and Equipment section necessary at this time? This could include progress made in attaining facilities or equipment, but may also include new circumstances that have created new facilities or equipment needs.

○ **YES** ○ **NO**
[*If YES is chosen, a textbox will appear with the instructions:* Summarize the changes to facilities and equipment resources and needs. This summary will be an amendment to your Facilities and Equipment section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the Facilities and Equipment section, will any new recommendations need to be created?

○ **YES** ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

VI. Staffing: [*CurricUNET will automatically bring up the current Staffing narrative and any previous amendments made to the current Staffing narrative.*]

1. Based on what has occurred over the last twelve months, is an amendment to the Staffing section necessary at this time? This could include progress made in attaining new staff, but may also include new circumstances that have created new staffing needs.

○ **YES** ○ **NO**
[*If YES is chosen, a textbox will appear with the instructions:* Summarize the changes to staffing resources and needs. This summary will be an amendment to your Staffing section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the Staffing section, will any new recommendations need to be created?

○ **YES** ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

Part 2: Summarizing Changes in the Big Picture – Program Overview and Planning

I. Program Overview: [*CurricUNET will automatically bring up the current Program Overview narrative and any previous amendments made to the current Program Overview narrative.*]

1. Based on amendments made to the areas in Part 1, do the changes in your program in the past twelve months necessitate an amendment be made to the program overview section? This could include changes in program resources, personnel, degrees or certificates, methods of instruction, or assessments.

○ **YES**   ○ **NO**
[*These are radio buttons. If YES is chosen, a textbox will appear with the instructions:* Summarize the changes that have occurred. This summary will be an amendment to your Program Overview section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the Program Overview section, will any new recommendations need to be created?

○ **YES**   ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

VII. Planning: [*CurricUNET will automatically bring up the current Planning narrative and any previous amendments made to the current Planning narrative.*]

1. Based on what has occurred over the last twelve months, is an amendment to the Planning section necessary at this time? This could include progress made in attaining earlier plans, but may also include new circumstances that have created new planning needs.

○ **YES**   ○ **NO**
[*If YES is chosen, a textbox will appear with the instructions:* Summarize the changes in your program planning. This summary will be an amendment to your Planning section.]

[*Also, only if YES is chosen will the second question below appear.*]
2. Based on the amendment to the Planning section, will any new recommendations need to be created?

○ **YES**   ○ **NO**
[*If YES is chosen, then you will be reminded to create a new recommendation on the Recommendation Management Page.*]

Part 3: New Goals, New Recommendations, Recommendation Progress Reports

VIII. Conclusions / Recommendations: [*This is where the most work is likely to take place. On the Recommendation Management Page, at least one of the following actions will be need to be taken on each existing recommendation:*

> *Annual Progress Report on Recommendation*
> *Recommendation Completed*

I don't have a mock-up of these actions yet, but one can imagine…

In addition, on the Recommendation Management Page, CurricUNET will list those sections above where new recommendations were proposed, as a reminder to create the new recommendations.]

Prioritization of strategic initiatives by participants at the Planning Summit indicated consensus around the themes of "Teaching and Learning" and "Comprehensive Programs and Services" that result in "Quality Education" which is validated by "Data-driven Planning".

Many of our current initiatives were supported with minor changes. In addition, financial stability, campus climate, and sustainability were raised as additional issues of importance to participants.

Strategic Initiative A
Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

Strategic Initiative C
Foster a positive learning environment and sense of community and cooperation.

Strategic Initiative D
Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Strategic Initiative E
Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F
Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G
Promote environmentally-sensitive processes and policies that move the College toward sustainable practices.

EL CAMINO COLLEGE

Board Policy 5055   **Enrollment Priorities**

All courses of the El Camino Community College District shall be open to enrollment, subject to a priority system that may be established. Enrollment also may be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations

The Superintendent/President shall establish procedures defining enrollment priorities, limitations, and processes for student challenge, which shall comply with Title 5 regulations.

Reference:
        Title 5, Sections 51006, 58106, 58108

Revision of Board Policy 5055
Replaces Board Policy 5120

El Camino College
First Draft 04/15/09 from W. Mulrooney to E. Nieto & G. Sequeira

EL CAMINO COLLEGE

Administrative Policy 5055 **Enrollment Priorities**
Version I Draft 1.4 – 04/08/10 - WM

I. Limitations
Enrollment in courses and programs may be limited to students meeting properly
established prerequisites and co-requisites. Enrollment may be limited due to the
following:
1) Health and safety concerns
2) Facility limitations
3) Faculty limitations
4) Availability of qualified instructors
5) Funding limitations
6) Regional planning
7) Legal requirements
8) Contractual requirements

II. Registration Priorities
During registration periods, the following registration priority shall be followed:
1) Continuing students
2) New and returning students
3) K-12 concurrently enrolled students
Within each of the above cohorts, sub-cohorts may be established by law or through
policy and procedure of the district

III. Continuing Students
Within the continuing student cohort each student shall be assigned a priority registration
time based on the following:
1) Legally mandated student cohorts (continuing DSPS, EOP&S and qualified
members or former members of the Armed Forces of the United States shall
register before other continuing students).
2) Student cohorts established by a federal or state grant in which priority registration
is mandated by the grant and the granting of priority registration to the cohort does
not contradict the provisions or intent of the laws and regulations governing
registration priorities.
3) Qualified students who are members of cohorts that meet the criteria for priority
registration as established and approved by a Priority Registration Committee.
4) All other continuing students shall receive one registration point for each unit
earned at El Camino College since 1983 up to a maximum of "X" points.

5) The more registration points, the earlier the registration appointment assignment.
6) Registration point ties shall be broken by random selection.
7) The maximum number of registration points a student may accrue is "X."
8) Students with a value greater than "X" in registration points, and who are not pursuing a multiple degree or certificate option, shall forfeit those points and be assigned a registration point value of one.

IV. New and Returning Students
Within the new and returning student cohort each student shall be assigned a registration appointment time based on the following:
1) *New or returning students who are in legally mandated student cohorts (*new or returning DSPS, EOP&S and qualified members or former members of the Armed Forces of the United States shall register before other new or returning students
2) New international students with F-1, M-1, or J-1 visas
3) Qualified students who are members of cohorts that meet the criteria for priority registration as established and approved by a Priority Registration Committee.
4) All other new and returning students shall have their registration appointment time based on the submission date of the application for admissions. Assignment of the registration appointment time for new and returning students not in the groups described in IV 1 and 2 is on a first come, first serve basis.

V. K-12 Concurrently Enrolled Students
Within the K-12 concurrently enrolled student cohort each student shall be assigned a registration appointment time based on the submission date of the final required document for admissions (application for admissions, K-12 concurrent enrollment form, and other documents required by law, regulation, and district policy). Assignment of the registration appointment time for K-12 concurrently enrolled students is on a first come, first serve basis.

VI. Registration Time Allowance
1) Students in all cohorts may register on or after their scheduled registration appointment time, but not before.
2) All students must register by the published deadlines and in accord with the policies and procedures of the district. If a student fails to meet these deadlines or follow the district's policies and/or procedures, the student will not be allowed to register for the course. A student who attends and participates in a course without proper registration will neither receive credit nor a grade for that course and the backdating of registration will not be considered by the district unless the student can prove that he/she properly registered in a timely manner and it was a college error that caused the registration to fail. A hold against a student (dean, fee, dismissal, etc), a failure by the student to apply for admissions, a failure by the student to meet prerequisites or co-requisites, an unapproved course overload, a K-12 form or process not properly executed, an admissions hold (residency, AB540,

missing data, etc) not resolved by the student in the manner and timeframe proscribed by the district shall not be considered to be college error. *A student will not be allowed to enroll in a class if there is any time overlap with another class. A student may not be allowed to enroll in a class if it violates any of the repeat rules as set forth in Title 5 or in the El Camino College policy and procedure on repeats.* If a student attends and participates in a course, this does not constitute error by the district to allow for a post-deadline registration due to college error.

VII. District Designated Priority Groups
Cohorts or student groups that may qualify for priority registration must meet criteria as set forth by the district.

1) The group must demonstrate that extra-curricular or co-curricular activities require considerable dedicated hours outside of the classroom.
2) It would be detrimental to the students within the group not to receive priority registration. The failure of these students to receive priority registration would make it difficult to enroll in classes.
3) The group must demonstrate that there are no other alternatives or options at their disposal to priority registration.
4) Groups shall be provided the opportunity to request priority registration based on guidelines established by a Priority Registration Committee.
5) The burden of proof to demonstrate that the student group qualifies for priority registration is on the student group.

VIII. Priority Registration Committee
  A. Composition of the Committee
  The committee shall be composed of the following:
   1) El Camino College Director of Admissions & Records or Assistant Director of Admissions & Records
   2) An at large representative appointed by the El Camino College President's Cabinet.
   3) Student Representative appointed by the Associated Student Organization of El Camino College

  B. Chair of the Committee
  The El Camino College Director of Admissions & Records shall be the chair of the committee during its first year. In subsequent years, the chairmanship may rotate or be elected in a manner to be determined by the committee and contained in the Guidelines.

  C. Other Officers

3

The Priority Registration Committee shall determine its other officers as needed in a process to be determined by the committee and contained in the Guidelines.

IX. Priority Registration Application Process
A. Application Period
    1) The application period for eligible student groups to apply for priority registration shall be established and publicized by the Priority Registration Committee to the campus community in advance. The application period shall be for no less than 30 calendar days.
    2) This application period will be once in a calendar year. A student group that fails to meet the deadline will need to wait until the following year to apply. All material including supporting documentation must be submitted by the deadline. There will be no extensions.

B. Committee Review Period
The Priority Registration Committee shall establish a period of time to review, collectively or severally, the application material submitted by the student groups.

C. Committee Vote
The Priority Registration Committee shall meet to discuss, evaluate, consider, and vote on the applications submitted by the student groups.
    1) Those student groups who do not qualify to apply (student clubs), have not submitted the required documentation, or have failed to demonstrate that the minimum criteria have been met will not be considered.
    2) Those student groups who have met all criteria and have supplied all the documentation required may be considered as a priority registration group by the Priority Registration Committee. However, meeting all the criteria and supplying all the documentation does not guarantee approval.
    3) Those student groups who have supplied all the documentation required but questions remain regarding the criteria, may be asked to appear before the committee to answer questions and provide clarification.

D. Committee Decision
The Priority Registration Committee shall make its determination on the applications for priority registration by a date established within the Guidelines.

E. Notification of Decision
    1) The student groups shall be notified in writing of the committee's decision.
    2) The committee may at its discretion limit priority registration within a group by seasonality of activities
    2) A copy of the notification is to be provided to the Vice President Student and Community Advancement.
    3) A copy of the notification is to be provided to the El Camino College Division

of Information Technology Services.

4) The decision of the Priority Registration Committee is final.

5) Any group whose request is denied may reapply for consideration after waiting a period of two (2) years.

X. Automatic Granting of Priority Registration Status

A. By Statute

Any group or cohort that is granted priority registration by statute following the passage and adoption of this procedure shall receive priority registration in accord with that stature and will not need to apply for priority registration as sited in VII of this procedure.

B. By Grant or Other Contractual Arrangement

Any group or cohort that is dependent on a grant or other legally binding arrangement that requires priority registration will not need to apply for priority registration as sited in VII of this procedure. However, the Vice-President of Student and Community Advancement will need to certify in writing that this group or cohort is legally entitled to priority registration under the terms of the grant or other legally binding arrangement.

XI. Loss of Group or Cohort Priority Registration

A. By Statute

Any group that has received priority registration by statute shall loose priority registration if that statute is repealed or declared null and void by a court of law.

B. By Grant or Other Contractual Arrangement

Any group or cohort that received priority registration based on the terms of a grant or other legally binding arrangement shall be subject to the loss of priority registration if the terms of the grant or arrangement have materially changed. The Priority Registration Committee may subject the group to the conditions of VII of this procedure.

C. Other Groups or Cohorts

Other groups or cohorts that have been granted priority registration may be subject to review by the Priority Registration Committee if, in the opinion of the committee, the group or cohort no longer meets the criteria to continue to receive priority registration.

In all such cases, the group or cohort will be subject to the provision of VII of this procedure.

XII. Other Limitations

A. Cohort Limitations
The district may limit enrollment and allocate available seats to those students judged most qualified in courses of intercollegiate competition, honors courses, or public performance courses. The district may also limit enrollment in one or more sections to students enrolled in one or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.

B. Probation and/or Dismissal Limitations
The district may limit enrollment for students on probation or subject to dismissal to a total number of units or selected courses or require students to follow a prescribed education plan.

XIII. Challenge to Enrollment Limitations

A. Grounds for Challenge
A student may challenge an enrollment limitation on the following grounds:
    (1) The enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
    (2) The district is not following its policy on enrollment limitations; or
    (3) The basis upon which the district has established an enrollment limitation does not in fact exist

B. Burden of Proof
The burden of proof is on the student to show that grounds exist for a challenge.

C. Process for a Challenge
    1. A student challenging an enrollment limitation on the grounds cited n XIII, A must file a petition with the Admissions Office and provide documentation supporting the challenge.
    2. The petition will be considered within 10 business days by the Director of Admissions & Records or his/her designee.
    3. The student will be notified the decision on the petition.

XIII. Effective Date
This Administrative Procedure shall be effective for the academic year following the calendar year in which it receives final board approval. The purpose of establishing this effective date is to allow the development, testing, and implementation of the software necessary to support this change; allow for catalog and schedule updates; and educate and adapt the college community to these changes.

Reference:
      Title 5, Sections 51006, 58106, 58108

Revision of Board Policy 5055
Replaces Board Policy 5120

Draft 10/08/09 wm

El Camino College
History of Proposed Revision to BP 5055 and AP 5055
Draft – Version 2A

- 04/2709 - First Draft from W. Mulrooney to J. Nishime, E. Nieto, G. Sequeira, & S. Waterhouse.