



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

<u>Adjunct</u>		<u>Health Sci & Athletics/Nursing</u>		<u>Natural Sciences</u>	
Michael Mangan - English	09/10	Tom Hazell*	09/10	Miguel Jimenez	11/12
_____ (vacant)		_____ (vacant)		Chuck Herzig	11/12
		_____ (vacant)		Teresa Palos	10/11
<u>Behavior & Social Sciences</u>		Pat McGinley	09/10	David Vakil*	10/11
Randy Firestone	11/12	Kathleen Rosales	11/12	_____ (vacant)	
Christina Gold	10/11			<u>Academic Affairs</u>	
Angela Mannen	Fall 09	<u>Humanities</u>		Quajuana Chapman	
Lance Widman*	08/09	Brent Isaacs	11/12	Dr. Francisco Arce	
Michael Wynne	08/09	Peter Marcoux*	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		Kate McLaughlin	11/12	Joshua Casper	
(Election pending)	11/12	Bruce Peppard	11/12	Ana Safazada	
Philip Lau	11/12	Jenny Simon	11/12	Phillip Stokes	
Jay Siddiqui*	11/12	<u>Industry & Technology</u>		<u>President/Superintendent</u>	
<u>Compton Educational Center</u>	(1 yr terms)	Patty Gebert	09/10	Dr. Thomas Fallo	
Saul Panski	09/10	Ed Hofmann		<u>The Union</u>	
Estina Pratt	09/10	Douglas Marston*		Editor	
Tom Norton	09/10	Lee Macpherson	09/10		
Jerome Evans	09/10	_____ (vacant)		<u>Division Personnel</u>	
Darwin Smith	09/10	<u>Learning Resource Unit</u>		Jean Shankweiler	
<u>Counseling</u>		Claudia Striepe*	10/11	Don Goldberg	
Christina Pajo	11/12	Moon Ichinaga	10/11	Tom Lew	
Brenda Jackson*	10/11	<u>Mathematical Sciences</u>		Tom Jackson	
Chris Jeffries	10/11	John Boerger	10/11	<u>Counseling</u>	
<u>Fine Arts</u>		Greg Fry	10/11	Ken Key	
Ali Ahmadpour	11/12	Marc Glucksman*	09/10	<u>Natural Science</u>	
Randall Bloomberg	11/12	Susan Taylor	11/12	Chas Cowell	
Patrick Schultz	11/12	Paul Yun	10/11		
Chris Wells*	11/12	<u>Ex-officio positions</u>		<u>ECCFT office</u>	
Mark Crossman	11/12	ECCFT President		Nina Velazquez	
		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")



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

<u>FALL 2009</u>		<u>SPRING 2010</u>	
September 15	Communications 104	March 2	Communications 104*
October 6	Communications 104	March 16	Communications 104*
October 20	Communications 104	April 6	Communications 104*
November 3	Communications 104	April 20	Communications 104*
November 17	Communications 104	May 4	Communications 104*
December 1	Communications 104	May 18	Communications 104*
December 15	Communications 104	June 1	Communications 104*

*At least one of these meetings will be held at the Compton Center, not Communications 104. Location for one (or more) of the meetings may change to allow for video teleconferencing with Compton.

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2009</u>		<u>SPRING 2010</u>	
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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		5-11
C. REPORTS OF OFFICERS		
	A. President	12-21
	B. VP- Compton Center	
	C. Chair- Curriculum	
	D. VP- Educational Policies	
	E. VP- Faculty Development	22-27
	F. VP- Finance	28-31
	G. VP- Legislative Action	
D. REPORTS OF SPECIAL COMMITTEES		
	SLO – Jenny Simon	32-35
E. UNFINISHED BUSINESS (1:00pm)		
	BP 4050 - Articulation	36-37
F. NEW BUSINESS		
	A. Campus Climate Survey - Graff	40-41
	B. Program Review Highlight: Journalism	
	C. BP 4250: Probation, Dismissal, and Readmission* *potential emergency motion to meet 2010-11 catalog deadline	38-39 and Handout may be distributed
G. AGENDA ITEMS FOR FUTURE MEETINGS	March 2 – final version of Climate survey	
H. PUBLIC COMMENT		
I. ADJOURN		



Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING (SLOs)		Jenny Simon			
COMPTON FACULTY COUNCIL		Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM		Lars Kjeseth	2 nd & 4 th Tues.	2:30-4:30	Board Room
EDUCATION POLICIES		Chris Jeffries	2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING		Arvid Spor	1 st & 3 rd Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT		Chris Gold	2 nd & 4 th 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
<u>Campus</u>					
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	3 rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT		Arvid Spor	Thursdays	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
1st December, 2009

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

Adjunct Faculty

Mangan, Michael(Hum) X

Behavioral & Social Sciences

Firestone, Randy X

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Mannen, Angela

Business

Siddiqui, Junaid X

Lau, Philip S X

Counseling

Jackson, Brenda EXC

Jeffries, Chris X

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 X

Rosales, Kathleen EXC

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate X

Peppard, Bruce X

Simon, Jenny

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee

Marston, Doug

Learning Resources Unit

Striepe, Claudia X

Ichinaga, Moon X

Mathematical Sciences

Boerger, John

Fry, Greg

Glucksman, Marc X

Taylor, Susan X

Yun, Paul X

Natural Sciences

Cowell, Chas

Herzig, Chuck EXC

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 X

Stokes, Philip X

Ex- Officio Positions

Arce, Francisco X

Nishime, Jeanie

Shadish, Elizabeth

Kjeseth, Lars X

Guests and/Other Officers: Connie Fitzsimons (Dean's Rep), Barbara Jaffe, Lars Kjeseth, Barbara Perez

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

The sixth Academic Senate meeting of the Fall 2009 semester was called to order at 12:34pm

Approval of last Minutes:

The minutes [pp. 5 -11 of packet] from the 3rd November Academic Senate meeting were approved after the suggested revisions had been reviewed.

The minutes [pp. 12- 17 of packet] of the 17th November meeting were approved. Chris Gold noted a spelling error on pg. 15 that will be corrected.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV reported **no progress** or update on the idea of **creating a campus-wide wiki** to discuss the potential impact of faculty adding extra students above cap, but gave thanks to Senator Peppard for his useful comments on the issue. Similarly, there has been no progress on the **ratification of 2 constitutional amendments**. [see pp 23-24 of packet] for review.

DV noted that a **Full-time Faculty hiring prioritized list** was available [see p. 41 of packet] DV added that the list was not “solid” yet, but thought that the campus might approve up to 7 new hires. Dr. Arce said that a finalized list would be sent out to faculty later today. DV reported that Linda Galluchi would be retiring this year.

Regarding **Faculty laptops**, DV said that his announcement at last senate meeting had been premature. Laptops may not be coming in immediate future. Susan Taylor asked about the plan. DV said that Dr. Fallo and Mr. Wagstaff were working on a plan. Susan Taylor noted that if they were working on a plan did that mean there was no plan as had been previously implied? DV said that there are several plans involving computers and technology, but he was not sure what they were or how detailed they were. Dr. Arce said that Mr. Wagstaff is currently busy verifying the computer situation and determining who has what. He said that there are also several series – 500, 600, 800 – that are being verified as well. There exists some confusion over who has what. Once the verification process is complete, we will be able to assess what is needed. Also, it has not been decided who will pay for what.

On the **construction** front, DV reported that the Business building demolition has begun, and a new Business building will rise in its place. All trees inside fences are to be cut down, to be replaced later. 3 trees near Art & BSS will also cut & will be replaced elsewhere. The plan is to have more trees than previously.

Dr. Fallo expects a **draft of the ACCJC report** re: Accreditation, this week, and the **FCMAT report for Compton** is due in January.

DV reported that **fee increases** up to \$50/unit are being discussed at state level, and that **graduation rates** are becoming an important metric.

State and Federal discussions are underway on the topic of **Basic Skills students** getting AA/AS and Bachelor's degree. The discussions seem to be aimed at looking for evidence to justify funding.

Dr. Fallo reportedly announced **no mid- year cuts to the ECC budget**, but said that **budget cuts for next year look severe**.

DV expressed a wish that the **ECC Academic Senate meet at least once at the Compton** campus during the Spring semester. DV asked for input on which date would be most suitable, and asked that the LAST Spring meeting NOT be used. DV noted that the partnership is 3 years old, and we have never had a meeting at the CEC, while the Compton senators have

always had to come to ECC. Many agreed with DV. Mr. Widman asked about the possibility of video conferencing. It was noted that the video conferencing room is not big enough to hold all of the senators. Ms. Perez said that Library Room 102 had video conferencing capabilities and was large. Mr. Kjeseth suggested the new Distance Education Classroom. Mr. Siddiqui suggested DV provide lunch as an incentive. Mr. Bloomberg suggested some ECC senators go to CEC and others who could not make it participate via teleconference, that way a smaller room could be used. DV will look into the possibility of using a bus to transport the Senators, following a comment from Ms. Jeffries that Compton has huge busses.

DV noted that **Katie Gleason had been invited to give a presentation** about the ECC Foundation at 1:40pm

VP – Compton Center - Saul Panski (SP)

No report. DV reported that Mr. Panski had had his car stolen from his driveway and was dealing with that issue.

Curriculum Committee – Lars Kjeseth (LK)

LK reported that 22 Out-of-Compliance Courses remain. These have been attended to but will not reach the Committee until Spring, and 78 Course Reviews are scheduled for Spring 2010 for ECC to remain in compliance.

LK mentioned the Six-Year Cycle Planning Documents, noting that faculty will have to participate in creating the cycle.

CurricUNET training is set for March 8 – 11, 2010 on- site at ECC. Key people will be trained, and they will in turn train others.

VP - Educational Policies – Chris Jeffries (CJ)

No report.

[See pages 42-43 of packet] for BP & AP 4050: Articulation - to have its second reading later this meeting.

VP - Faculty Development – Chris Gold (CG)

No report.

VP - Finance & Special Projects/Planning and Budgeting Committee (PBC)– Lance Widman (LW)

No report

Council of Dean’s Meeting Report –Moon Ichinaga (MI)

[See pp 21-22 of packet].

DV thanked MI for her detailed, accurate, and complete reports.

On the issue of “no show” reports and accurate rosters; Deans have been asked to “write faculty up” if they do not process no show reports and maintain accurate rosters. Mr. Wells asked what that meant. Ms. Perez said that reports were a job responsibility and non- compliance could lead to disciplinary action. Ms. Ichinaga noted that the responsibility fell under “keeping accurate records”. Ms. Perez added that we get paid by the State for the students and the college could owe the State money if we were audited. So the no- show and first census reports are important.

DV wanted to remark on an item from the minutes of Nov 19, where it was reported that “It was recommended to redirect students to adult schools for basic skills training. When resources are reduced, we cannot serve all students. We will need to prioritize what services to offer students.” DV said he was doing his utmost to keep the Academic Senate involved in Basic Skills issues. Dr. Arce noted that the quote must be taken in context. The College must look at all places to make cuts, the question is where/how to prioritize the cuts, and this option was part of

the discussion. A recommendation was made to look at Adult Schools. Dr. Arce noted that he had investigated Adult Schools in the area, but they, too, have been drastically cut- back. Dr. Arce agreed it is an important issue to keep discussing. Mr. Ahmadpour emphasized that he wanted to conduct a teach- in as he felt the Basic Skills cuts were an attempt at re-segregation. Mr. Ahmadpour offered to bring in experts from UCLA for a discussion of the topic.

MI noted a correction from “girls soccer team” to ‘women’s soccer team” on pg.22

VP – Legislative Action – Chris Wells (CW)

CW noted a new legal opinion on the issue of catalog rights that he will include in the next packet.

REPORTS OF SPECAIL COMMITTEES

None.

UNFINISHED BUSINESS

Department Chairs – Faculty opinion.

[See pp. 25- 40 of packet]

DV noted the requested list of Program Reviews requesting Department Chairs on p.28 of packet.

DV has summarized the potential duties of Chairs on pp. 26-27 of packet. These have been grouped into 7 major categories: Student- centered, Curriculum, Communication and Liaison, Department coordination, Planning Facilities and Budgeting, Personnel and Professional Development, and Scheduling classes.

DV invited comment. Ms. Gebert noted that most other Community Colleges have Dept. Chairs, while our faculty do these duties and teach. Ms. Gebert did not see how departments could run efficiently without Dept. Chairs. DV noted that a few departments DO have Chairs/Coordinators. Mr. Siddiqui agreed, and said it was the Business Division’s view that they MUST have a Dept. Chair.

Mr. Ahmadpour noted that the consensus of the Fine Arts Dept, was against having Dept. Chairs, Mr. Bloomberg said he felt the Fine Arts Dept. were rather on the fence about the matter, and had wanted more clarification on the duties before finally deciding. Mr. Ahmadpour agreed that there were many ambiguities to clear up, for instance, would there be financial compensation for the post? Mr. Ahmadpour recommended crafting a proposal , then opening the issue to faculty vote.

Mr. Marcoux said that DV had done a great job putting all this paperwork together. He felt that each Dept. would have its own needs and the paperwork would provide a list/framework of what is possible. He noted too, that each campus is unique in its structure.

DV said that this was a brainstorming session. Academic Senate would not be able to speak to matters like compensation.

Dr. Gold asked how the few, current Chairs/Coordinators came to be created. Ms. Perez said that Nursing and Respiratory care had one faculty member responsible for liaising with hospitals re: embedding students. These positions did receive compensation for the Spring Fall semesters for this and other duties undertaken over and above teaching. As for the so-called Lead Counselor position, no such position was possible per the current contract. This had been created within the Counselling Dept. itself as an internal matter. There were a [very] few Program Directors and Faculty Coordinators, and their responsibilities were to help the relevant Dean. This has gone in cycles over the years.

Dr. Gold noted that then there was no Dept. Chair model at ECC.

Ms. Safazada asked Mr. Ahmadpour why he was against the concept of Dept. Chairs? Mr. Ahmadpour noted that there was not the time for a full discussion, but speaking from personal experience he had many bad concrete examples from other campuses. He repeated that

there were many ambiguities. Mr. Bloomberg noted that while he had no final opinion, he understood that this could be a position of power, and he thought the Chair might have a hand in choosing part-time faculty.

DV reminded the Senators that the responsibilities could still be discussed.

Mr. Wells said that he had the opposite reaction, noting that part-timers are currently not appointed by people in the Dept. and therefore some part-timers end up teaching classes they are not qualified for. Ms. Perez said that that should not happen as there is a documented process for the hiring of part-timers and that concerns should be routed to her. Mr. Ahmadpour noted that on other campuses, the Dept. Chair WAS the main person in hiring part-time faculty. Mr. Firestone said that the Philosophy Dept was so small, with only 3 faculty, that they did not need a Chair, but Divisions should be flexible on whether or not they need or wanted a Dept. Chair. Mr. Firestone said he was concerned about potential costs and he felt the College should not do anything that would create costs. He also felt that faculty chairs should come from within the same Dept. and not be from another Dept. or Division.

DV was asked to provide, at some stage, definitions of Dept. Chairs and Faculty Coordinators for comparison.

Mr. Marcoux said that we should approach the issue from the perspective of asking “What problems exist in _____ Dept, and will having a Dept. Chair solve them?”

Mr. Kjeseth suggested backing off of the label “department Chair” and calling it something else, to avoid the confusions and stigmas. He also suggested looking at the list of duties and refining it. Mr. Kjeseth noted that ECC has an unfunded mandate to be practitioners of SLO’s on an ongoing basis. He could see the Dept. Chairs coordinating these efforts. He felt that current faculty have more duties than past faculty, and we could ask whether we could do it all with the current situation in place, or did we need a Dept. Chair to help get things done? If we cannot cope we should do something. Mr. Kjeseth opined that we do NOT have the faculty, the tools, or the time to achieve desired levels of sustainability in many areas.

Mr. Siddiqui agreed, noting that in the Business Division, the second largest Division on campus, the issue was that of sheer size. Ms. Gebert noted that it was not a matter of extra salary, but a matter of having someone take charge of certain matters. She noted that the job could be rotated amongst faculty of any Dept.

DV agreed it might be a good idea to rename the position. Mr. Ahmadpour said the duties should be refined, but warned that Dept. Chairs, once invested with authority, had the potential to become dictatorial. Mr. Wells spoke of the need to distinguish between leadership and leaders, noting that some faculty want to avoid leadership so there is a need for Chairs willing to take on the leader role.

Ms. Ichinaga posed a question to Ms. Gebert asking whether the Chair position she spoke of in the Cosmetology Dept. was one Ms. Gebert had volunteered for or had been asked to assume. Ms. Gebert replied that the position had been a rotating position amongst the Cosmetology faculty, but as the positions dwindled with the downsizing of the Dept., she had been stuck with the duties. Some holders of the position in the past had been paid, but not currently.

Ms. Safazada asked whether all Depts. would have Chairs, or only those who requested it? DV noted that no decisions had been made as things were still in the discussion stage.

Ms. Perez said it would not do to have a Chair take on the SLO duties, just to take the duties off the backs of other faculty. Job change with the times, and SLO’s are now part of everybody’s jobs.

Dr. Gold said that it had not been suggested that the Dept. Chair take over the SLO duties, but the SLO coordinators have a lot of work to do managing SLO efforts of the faculty in their areas, and Chairs could help.

Mr. Kjeseth said he had noted that a lot of the work on the campus was done by “the usual suspects” and we should move away from that. SLO are really getting to be a major part of

what we do and needs coordination. Deans currently have too much to do, and needed the help a Dept. Chair/Coordinator could provide. It was his opinion that ECC could be facing a troubling situation.

Mr. Marcoux agreed, noting that as a faculty member he administers and assesses SLO's but saw the need for someone to coordinate the efforts and write the reports.

Mr. Mangan agreed citing the situation at Orange Coast College where he also teaches. The English Dept there has 2 chairs who deal with scheduling and SLO's , and it is their job to coordinate efforts and keep things running smoothly. At Cypress College, the Chair position is rotated, and this helped keep the impulse to be authoritarian to a minimum. Mr. Mangan was not certain, but thought it possible that they get overload pay.

Ms. Jeffries asked what the ECC Deans thought of the idea of Dept. Chairs. DV said that he had not wanted to speak to the Deans until he had heard from the faculty. Ms. Jeffries noted that she saw no agreement amongst the faculty. Mr. Glucksman suggested making a similar prioritization list for Dept. Chairs as the Faculty Hiring Prioritization form on pg. 41 of packet, and let the Dean's decide which positions to implement. DV thought that an interesting idea.

DV thought that the next step would be to examine and refine the list of essential Dept. Chair duties. PM suggested the Senators talk more on the issue to their Depts. and spoke of a possible need to survey the Depts. Mr. Wells noted that some programs have only one person, and that these folk were de facto Dept. Chairs.

PM suggested forming a subcommittee to come up with some definitions and a survey. Ms. McGinley seconded that proposal. Everyone agreed that the subcommittee was a good idea. DV asked for volunteers for the Committee and Ms. Gebert, Mr. Ahmadpour, and Dr. Shadish agreed.

Mr. Kjeseth suggested that Mr. Vakil begin a conversation with the deans, and DV agreed that he would do so on a one- on- one basis. It was agreed that the subcommittee would convene in the Spring.

NEW BUSINESS

Presentation from Katie Gleason – ECC Foundation Director.

After some discussion on whether to postpone Ms. Gleason's presentation until the next meeting as many Senators had left; it was decided to go ahead with the presentation. Ms. Gleason distributed a packet of handouts.

Ms. Gleason reported that in May 2008, Bernard Osher left \$25 million to Community Colleges statewide to establish a permanent scholarship program. He challenged the colleges to raise an extra \$50 million by June 2011, and if this was successful, an extra \$25 million would be added to the fund. So there is a potential \$100 million to draw from for scholarships. The 2007/08 FTES numbers were examined and each Community College was given a target goal amount to reach. ECC need to raise \$1million, and has already raised \$600,000. Some companies, like Edison, have also stepped forward to give money, as well as other philanthropists like the Lindquists. Ms. Gleason noted this as an historic opportunity to step up and help, noting that on-campus the Board of Trustees have made a commitment to pledge \$25 thousand, and the ECC and CEC managers have pledged an amount as well. People are giving because they know how important education is, said Ms. Gleason.

Ms. Gleason spoke of the materials in the packet that would enable us to contribute, and noted that by working collectively we could make a difference in people's lives. We have until June to reach our goal. It is also important not succeed as a State and as a Community College system with this challenge as other states are watching to see if we can do it. We can make contributions via payroll or as single gifts. A question was asked about how to contribute if one was already paying in to the Foundation? Ms. Gleason said that one could get a slip to designate the amount specifically for the Osher campaign until June.

FUTURE AGENDA ITEMS

Program Review highlight: Journalism - to be presented by Kate McLaughlin.

PUBLIC COMMENT.

None

The Academic Senate meeting was adjourned at 2:00pm
Cs/ecc2009

Senate President's Report

December 15, 2009

IMPORTANT COLLEGE NEWS:

President Fallo has announced that ECC and Compton are seeking to change the configuration of the Compton partnership. What follows below is an email I sent to the senate officers on December 3, with minor revisions:

The Compton Center is changing leadership configuration. The change will be brought to ECC employees as well as the ECC and Compton Boards of Trustees between now and February, with the hope and expectation everything will be completed and in place by the February Board meeting. Several changes are coming. Now that Compton has a full Board of Trustees and in preparation for getting them ready for the first steps of reaccreditation, the CEO/Provost (Lawrence Cox) will change from CEO/Provost to CEO. The administrative dean position at Compton, currently held by Jane Harmon, will be eliminated concurrently with these other changes. That position was never intended as a permanent one. However, a new Vice-President of the Compton Center, who will be an El Camino College employee rather than a Compton CCD employee, will be created HERE (at ECC) and will handle many things related to Compton, essentially serving in a role that combines ECC's VP-Academic Affairs and VP-Student Services. Funding for this position will probably come from Fund 14 (a special fund related to the Compton partnership, spent on reimbursable expenses related to the partnership.) President Fallo has appointed Barbara Perez into the new VP-Compton Center.

The goal behind these changes is to help Compton move forward with getting reaccredited. Another important goal is to grow and expand the quality of education at Compton, so that the Compton students and prospective Compton students will know they are getting a strong education. That has been a request of the community since before the beginning of the partnership, and President Fallo is making changes that will help achieve the goal of increased student success via a strong and high quality education at Compton.

What happens to Barb Perez's current position, as VP-Human Resources, is unclear at the moment. There is, as of now (Thursday, December 10, at 10:4pam), no interim chosen for her replacement as far as I know. Similarly, we do not know how long Barb will be in her new role, nor do we know if it is "permanent." (Defining "permanent" is difficult in a situation like this because ECC and Compton will eventually split when Compton is reaccredited.)

The organizational chart related to these changes is included on page 14 in this senate packet.

ECC & ACADEMIC SENATE NEWS:

Dean's Council and Basic Skills recommendation

The minutes from the November 5 meeting of the Dean's Council are provided in this packet on page 15. During the Senate meeting on December 1, I mentioned a quote from the Dean's Council meeting. I

mistakenly referred to that meeting as the Nov 19 meeting, instead of the correct Nov 5 meeting. The relevant passage appears at the bottom of page 15 of this packet, item II.A, last paragraph of the section. There was concern that the quote I read aloud from the minutes, recommending that ECC redirect students to adult schools for basic skills training, “was taken out of context,” so I’m providing the context.

Student Fees – possible increase

The discussion about student fees continues. There is still nothing concrete, but all of the chatter I’m hearing and seeing suggests fees will probably go up significantly, perhaps to around \$50/unit. This decision will (eventually) be made by our state legislators, so we may not know until summer (or maybe even fall) 2010 what our student fees for next year are. I did want to warn you of this potential change.

Full-time Faculty Hiring

The list of 10 full-time faculty positions approved for hiring by President Fallo appears on page 17, along with the prioritized list that was previously announced. Nine of the top 10 prioritized positions were approved. The Faculty Coordinator for the Learning Resource Center was not approved; there is discussion about creating a management position in the LRC instead. The 10th faculty approved for hiring is a second Financial Aid counselor (prioritized #15). This will help address the increasing needs in our financial aid area, and will help the larger fraction of ECC students who are eligible for and/or received financial aid. If fees go up as much as people are discussing, we will see an even faster increase in the number of students eligible for and receiving financial aid. In College Council recently, President Fallo mentioned that the entire Financial Aid office may need to be expanded if the state and community college picture continues along expected lines. Therefore, I praise President Fallo for his foresight regarding our Financial Aid office and counselors. To the faculty and administrators in the areas for faculty positions 10-14 on the prioritized list (i.e. Math, Communications Studies, Welding, English-Reading), I hope the information about the likely significant changes in fees and subsequent impact on the institution and Financial Aid office will bring solace and understanding.

Fee Payment and Dropping Students – Questions and Answers

Vice-President Nishime has collected a set of possible questions faculty may encounter now that we will be enforcing fee payment deadlines. Please read through pages 18-19.

Budget News

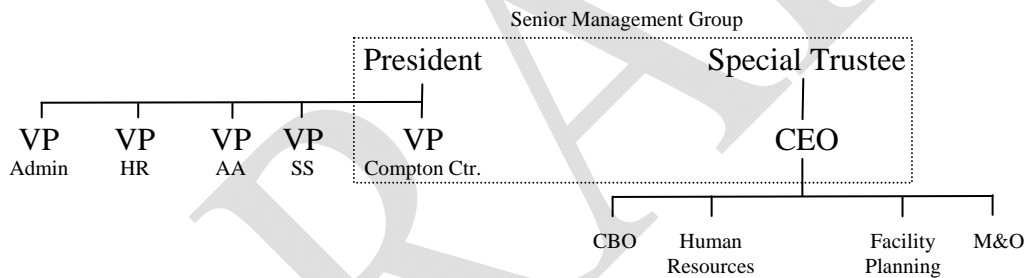
As mentioned before, according to officials throughout the state and community college system, the budget picture is not improving. Long-term (5-year) plans are being developed and those plans, while VERY tentative and subject to frequent change, do provide some guidance and information for what could be difficult budget decisions in the next 3-4 years. See pages 20 for more details. And, as always, Lance Widman continues to provide us with detailed and frequent updates. (See the PBC agenda and minutes on pages 28-31.)

ELEMENTS TO BE INCORPORATED INTO A REVISED PARTNERSHIP AGREEMENT

1. Dissolution of the combined Provost/CEO position and the elimination of the Administrative Dean, Academic Affairs position. Instead, as reflected in the organizational chart set forth below, there will be a Compton CEO position (reporting to the Special Trustee and Compton Board) and an El Camino Vice President, Compton Center (reporting to ECC’s President). District operations — business services, human resources, facility planning and development, maintenance and operations — will report to the Compton CEO. Center operations — both academic affairs and student services — will report to the V.P., Compton Center and the V.P. will be located full-time on the Compton Campus.

2. The establishment of a formal Senior Management Group composed of the President, the Special Trustee, the V.P., Compton Center and the CEO. The group, to be co-chaired by the CEO and the V.P., will be responsible for setting overall strategy and priorities (pending Board approval if necessary) for the Center and the District; resolving issues referred by the V.P. and the CEO; ensuring compliance with accreditation requirements; and monitoring progress toward independent accreditation for the Center.

Revised Organizational Chart



3. The initiation of a student success/quality improvement initiative at the Center focused on improving the overall reputation of the institution, in general, and its ability to respond effectively to the needs of students who lack full preparation to do college level work, in particular.

4. A requirement that the parties develop an overall plan under which the Center will prepare for accreditation so that ECC can subsequently initiate an application for eligibility.



EL CAMINO COLLEGE

Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS 5 NOVEMBER 2009

Present: J. Anaya, F. Arce, K. Baily, T. Barbone, K. Curry, C. Fitzsimons, A. Garten, D. Goldberg, A. Grigsby, J. Harmon, M. Ichinaga, T. Jackson, B. Jaffe, M. Kline, C. Lee, T. Lew, G. Miranda, B. Mulrooney, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, P. Stokes, J. Wagstaff

Other Guests: D. Reid

I. INFORMATION ITEMS

- A. Notes of 10/01/09: Distributed and reviewed.
- B. Miscellaneous Updates:
 - CEC completed its FCMAT visit.
 - The Accreditation visit is completed. Comments during the exit review were optimistic. The Accrediting Commission will make its decision public at the January 2010 meeting. A. Spor and E. Uyemura were acknowledged for their assistance in the follow-up accreditation report.
 - A series of programs will be taped on the ECC cable channel. It will showcase and provide information on various programs and services that ECC offers.
 - J. Harmon reported that CEC may be able to cover some classes that ECC is cancelling. Deans may recommend classes that can be added to CEC to offset cancellations.

II. DISCUSSION/ACTION

- A. Student Success & Retention by Course Type: The following information was distributed to Council members:
 - 5-Year Trend Analysis by Course Type 2004-05 to 2008-09 (enrollment by course type)
 - Success Rate by Course Type
 - Retention Rate by Course Type

It was noted that success and retention rates in degree and basic skills are at lower levels compared to transferable and CTE courses. Basic skills dropped during 2007-08. May need to reduce stand alone courses and evaluate courses not offered for a degree, transfer or certificate. Do we continue with these courses if it is not helping students?

It was recommended to redirect students to adult schools for basic skills training. When resources are reduced, we cannot serve all students. We will need to prioritize what services to offer students.

- B. Probationary Students:
 - The following information was distributed to Council members:
 - Academic and Progress Probation Report
 - Persistence by Academic Standing
 - Persistence Trends and GPA by Probation Type (Fall 2006, 2007 and 2008)

It was noted that the academic probation numbers are rising at high levels. Currently, dismissal letters are sent out once a year. It was recommended to send out dismissal

- over -

letters twice a year – spring and fall. The academic probation related workload for Admissions and Counseling would be spread out over the year, and the change would free more classroom seats for students in good academic standing to enroll in.

- C. BP 4250 – Probation, Dismissal & Readmission: It was agreed by council members to change board policy 4250, #5 “Dismissal because of academic probation – a student on academic probation will be dismissed if the student earned a cumulative grade point average of less than ~~1.75~~ **2.0** in all graded credit units attempted in each of 3 consecutive semesters...”
- D. Academic Senate Update: M. Ichinaga provided an update of the last two Senate meetings.

October 29:

- Senate discussed main issues and recommendations of the Clarus report.
- H. Tyler and I. Graff presented the upcoming mandated drug and alcohol surveys for faculty, staff and students.
- Concern was expressed about the new fee payment proposal regarding deadlines, timing of drop decisions and the need for students to check their ECC email.
- Consideration in exploring the possibility of having department chair positions. The Senate is currently seeking faculty input on this issue.

November 3:

- The Senate is considering to nominate the First Year experience program for the ASCCC Exemplary Program award sponsored by the California Community College Board of Governors.
- The next Area C Academic Senate for California Community Colleges will be held on the ECC campus on 3/27/09.
- The Senate voted to approve the proposed BP 4020/AP 4020 – Program, Curriculum and Course Development.
- The Senate voted to support the Advanced Placement Exam Policy on the AP template and provide this information in the college catalog.
- There were questions and concerns about BP 3750/AP 3750 submitted by the Ad Hoc Copyright Committee.
- Summary of the Nursing Program Review was presented.

III. OTHER

- A. Fee Policy: Information will be sent out about the fee payment policy by email to students and included on the ECC homepage and class schedule. ITS will publish a list of student that are being dropped. VPs will review the list to determine the impact of the drops on enrollment. The fee drop threshold may also be raised if necessary. If a student is dropped erroneously for non-payment, Admissions cannot reinstate the student. The student will need to go through the add process. Priority for adds will still go to wait listed students.
- B. Repeats: The new repeat policy is still pending guidelines from the Chancellor’s Office. The College will continue with the current repeat practice until the new guidelines are received.
- C. Management Meeting: The Management meetings chaired by Dr. Fallo are held on the third Tuesday of the month in the Haag Recital Hall. Managers are highly encouraged to attend these meetings.

IV. MEETING SCHEDULE

The next meeting is scheduled for 11/19/09.

Full-time Faculty Hiring Priority Voting Summary: Fall 2009

		Kline	Thompson	Striepe	Fitzsimons	Berney	Miranda	Young	Goldberg	Westberg	Schwartz	Hazell	Shankweiler	Palos	Mosqueda	Smith	Grigsby	Lew	Rapp	Meza	Rodriguez	Total	
approved for hiring	1	Counselor - Financial Aid	2	5	6	6	2	2	1	3	6	8	8	3	5	1	2	4	7	9	10	1	91
approved for hiring	2	Computer Information Systems	15	1	14	9	6	1	4	7	8	2	3	6	7	7	7	6	2	1	7	3	116
approved for hiring	3	Anatomy/Physiology	9	3	13	2	10	7	9	5	4	4	6	5	4	5	5	1	4	2	13	12	123
approved for hiring	4	Mathematics #1	3	10	4	3	9	4	13	1	1	10	15	2	3	8	8	3	6	13	5	4	125
	5	Faculty Coord - LRC	5	4	3	5	1	11	2	21	24	3	4	4	1	2	1	2	15	5	8	13	134
approved for hiring	6	English Composition #1	1	9	9	4	8	3	3	15	13	9	14	1	2	13	13	8	3	4	6	21	159
approved for hiring	7	Art - Advertising Design & Web De	14	6	5	1	5	20	8	6	3	11	18	7	6	16	14	5	1	10	4	5	165
approved for hiring	8	Accounting #1	17	2	8	16	16	5	6	10	9	17	9	13	13	9	9	10	10	3	9	7	198
approved for hiring	9	PE/Kin - Baseball Coach	20	14	15	7	7	6	12	14	12	1	1	8	15	15	15	7	5	8	12	10	204
approved for hiring	10	Construction	11	11	7	12	4	24	10	8	10	14	12	9	17	6	6	9	22	11	1	2	206
	11	Mathematics #2	6	21	12	10	18	12	16	2	2	13	17	11	9	11	11	14	13	19	16	14	247
	12	Communication Studies - Forensic	13	12	18	8	11	23	11	19	20	7	7	15	11	12	12	13	12	15	14	6	259
	13	Welding	16	15	10	24	19	9	15	4	5	16	11	18	12	10	10	12	24	20	2	9	261
	14	English - Reading	4	16	2	14	22	19	14	23	17	19	21	16	8	4	3	22	11	14	15	11	275
approved for hiring	15	Counselor - Financial Aid	7	20	19	20	3	17	5	13	18	18	13	12	19	3	4	20	20	22	21	8	282
	16	Music - Jazz	23	8	11	17	15	15	20	18	16	6	5	20	22	14	16	17	14	7	3	19	286
	17	English Composition #2	10	13	20	11	17	14	7	20	21	12	16	10	18	17	17	15	8	18	22	23	309
	18	Counselor - Retention	12	17	1	21	12	8	23	9	15	22	20	19	10	24	23	11	23	17	11	17	315
	19	PE/Kin - Basketball Coach	24	18	22	15	14	16	18	22	23	5	2	14	23	21	21	16	9	16	20	15	334
	20	Management	22	7	23	19	13	13	17	16	14	24	22	22	14	18	18	18	16	6	17	16	335
	21	Mathematics #3	8	23	16	13	21	18	19	11	7	20	23	17	16	20	20	19	17	21	18	22	349
	22	Accounting #2	18	22	21	22	23	10	22	17	19	23	19	24	20	19	19	21	18	12	19	20	388
	23	Mathematics #4	19	24	17	18	24	22	24	12	11	21	24	21	21	22	22	24	21	24	23	18	412
	24	PE/Kin - DC Footall	21	19	24	23	20	21	21	24	22	15	10	23	24	23	24	23	19	23	24	24	427
			300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	

Fee Payment Deadline Q&A for Faculty

Q1: How was the new process advertised?

A: On the web homepage; on the Portal after log in; on the registration date & time screen on the Portal; email blast on 11/19/09; phone message on student's registration date; post-it note graphic on the Schedule of Classes cover with details on page 4.

Q2: What do I say to students who think they are enrolled in my class but were dropped for non-payment?

A: Inform them of the fee payment deadlines. Students owing more than a nominal amount were dropped from all registered courses. The student will need to go through the add process to register for classes.

Q3: Should I give priority to students who can prove that they were registered but were dropped for non-payment?

A: No. Priority must go to students on the Waitlist.

Q4: What if the student was on a waitlist and did not know that s/he had moved off the waitlist into enrolled status?

A: The advertising in Q1 warned students to check their ECC email regularly to check their enrollment status. They were warned that they would be dropped from all classes if they did not pay their fees in full. In actuality, they were not dropped if they owed a nominal amount.

Q5: How can the student check to see if s/he was dropped for non-payment?

A: Each student was emailed a drop for non-payment notice. They can check their email on MyECC. Each division office and the Add/Drop room will also have a listing of students who were dropped for non-payment. They can be sent to one of those locations to verify that this is the reason for the drop.

Q6: Where can students go for assistance if they paid by the deadline and were erroneously dropped?

A: Have general students go to the Add/Drop room in the Activities Center for assistance. If the student is a Veteran, disabled student, international student, scholarship recipient or on financial aid, please refer him/her to the appropriate office. A Verification Form will be provided if the college was in error. However, it is up to faculty to determine whether or not to add the student. Phone number: (310) 660-3593.

Veterans: Martha Angel, A&R, x3486

International Students: Nina Bailey, ISP, x3431

Financial Aid: Hortense Cooper, SSVC Rm. 215, (310) x3493

Scholarship: Kahea Kamahale, Admin. 119, x6541

SRC (Disability Services): Dipte Patel, southeast corner SSVC, x3295

Residency Issues: Steve Waterhouse, A&R, x3421

Q7: Is there a way to appeal the drop for non-payment?

A: No. All students were given sufficient warning and were required to pay by the deadline in order to maintain enrollment in their classes.

Q8: What if the student needs help selecting courses to add?

A: Refer the student to the Counseling Dept. for assistance.

Q9: What happens to students who registered after the final payment deadline or who are now adding?

A: If they have any outstanding fee balances, a hold will be placed on their record on March 8, 2010. After that date, they will not be able to add or drop classes, access unofficial or official transcripts nor will they be allowed to register until the entire balance is paid in full.

In order to allow this process to work smoothly, you must take roll during the first week of the semester to verify the enrollment status of each student in the class. No shows must be purged from the roster. **Instructors must add students from the Waitlist before other petitioners. Students dropped for non-payment do not receive special consideration for adding the class. However, if you wish to hold a space open for a student who claims to have been dropped erroneously to give him time to verify his claim, you may do so.** All add deadlines will apply.

Five - Year Budget Assumption & Projection Details - ECC

Unrestricted General Fund
Subject to Frequent Change

DRAFT

Phase 1

Last Update: 12-03-09 Higdon

Notes	Factor	2009-10 (Actual Budget)	2010-11	2011-12	2012-13	2013-14	2014-15
	Data: As a % unless otherwise stated.						
	REVENUE CHANGES:						
1	Funded COLA	0.00	0.00	0.00	1.50	1.50	2.00
2	FTES State-Forced Workload Reductions	3.00	3.00	1.00	1.00	1.00	0.00
3	Estimated, Funded FTES	18,941	18,373	18,189	18,007	17,827	17,827
	APPROPRIATION CHANGES:						
4	PERS Employer Rate	9.709	10.20	11.60	13.70	14.00	15.00
5	STRS Employer Rate	8.25	8.25	9.25	10.25	11.25	12.25
6	Election Expense	0.00	0.00	\$400,000	0.00	\$400,000	0.00
7	Health Insurance Rate	6.00	6.00	6.00	8.00	8.00	8.00
8	Utilities	8.00	2.00	2.00	5.00	2.00	2.00
9	Insurance	8.97	1.00	1.00	1.00	1.00	1.00
10	Cost Reduction from Academic Hourly	\$2,765,000	\$3,000,000	0.00	0.00	0.00	0.00
11	Back-Fill of Categoricals*	0.00	0.00	0.00	0.00	0.00	0.00

*Back-Fill of Categorical Budgets in FY 09-10 from Fund 15 in the amount of \$780,000 plus \$200,000 held in contingency; future year/s subject to forth-coming policy discussions.

NOTES

- 1 Estimate Reviewed by PBC 12-03-09
- 2 Estimate Reviewed by PBC 12-03-09
- 3 FTES 09-10 per Chancellor's Office; Future projections tied to State Forced Workload Reductions
- 4 PERS circular dated 11/19/09
- 5 Estimate Reviewed by PBC 12-03-09
- 6 County historical information
- 7 Estimate Reviewed by PBC 12-03-09
- 8 Estimate Reviewed by PBC 12-03-09
- 9 Estimate Reviewed by PBC 12-03-09
- 10 Estimate Reviewed by PBC 12-03-09
- 11 See * above

file name: ECC Five-Year Budget Projection Dec 03 2009

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 30, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Michael Odanaka, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Budget – we will present a five-year projection to the PBC this week and to the Board at the December meeting.
2. President Fallo attended a CEO meeting and people were talking about fee increases.
3. Vice Presidents’ policy listing. Francisco distributed his list. The policies on this list have not been reviewed for six or more years. It was noted that BP 4020 – Curriculum Review & Approval will go to the Board in December. Jo Ann will have her listing next week.
4. We are going to take our Basic Skills Plan to the Board. There is some controversy about student success in Community College. One of the measures the Federal government is focusing on is output. The Chancellors office also tracks students by behavior.
5. State Budget – We have heard that there most likely won’t be mid-year cuts. The best indication of that will be the Governor’s budget.

Agenda for the December 7, 2009 Meeting:

1. Minutes of November 30, 2009
2. Team Reports
3. Five-year Budget
4. Vice Presidents’ policy listing

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.

Faculty Development Committee Meeting

Tuesday, November 24, 2009

MINUTES

Committee Members:

Rose Cerofeci	Humanities
Kristie Daniel-DiGregorio	Behavioral and Social Sciences
Christina Gold (Chair)	Behavioral and Social Sciences
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

Attendance: Christina Gold, Moon Ichinaga, Christina Pajo, Mercedes Thompson

I) Follow-up from the last meeting

- Committee membership – The committee is pursuing suggestions for additional adjunct members for our committee from the Compton Center.
- Upcoming December workshop – The committee was asked to encourage attendance at the upcoming “You Want It? You Got It!” workshop, “Effective Use of PowerPoint” offered by Francine Vasilomanolakis, the new Trainer/Instructional Technology Specialist on Thursday, December 3, 1-1:50.
- Distinguished Full-Time Faculty Award – Donna and Chris Gold met with Francisco Arce regarding the award, and the new model will be used in the Spring. Some minor revisions will be made to the application process. The committee reviewed the detailed rubric used by the Hayward Award selection committee and decided that a modified version of this detailed rubric should be used by the ECC selection committee, but because of the extensive detail, it will not be a part of the application materials given to faculty.
- Outstanding Adjunct Faculty Award – The committee will pursue the possibility of the Senate offering this award.

II) Faculty Handbook

- The committee discussed the topics that we will suggest for the development of the Faculty Handbook. Committee members submitted their revised versions of the topics.

III) Discussion of FDC Mission and Objectives

- The committee continued to discuss the mission statement and will continue revisions to be finalized by the end of the semester.

REMAINING FALL MEETINGS:

Admin 127: Dec. 8

FACULTY HANDBOOK

Faculty Development Committee - Topic Recommendations

Overarching Suggestions

Needs to be SEARCHABLE by key terms.

If faculty cannot easily tell what a topic refers to (i.e. the official name is confusing) add a term in brackets that is more commonly used, a term that they might use in a search.

Include a suggestion box.

Pursue Deans, managers and VP input on the topics.

Set up a Wiki on the portal to receive campus-wide comments on the Handbook.

Calendars and Schedules

- Academic Calendar
- Board of Trustees Calendar and Deadlines
- Calendar of Events
- Important Dates and Deadlines
- Payroll Calendar
- Planning and Budgeting Calendar
- Schedule of Classes

College Policies and Procedures

- Add Procedure (show the on-line process and forms from the student perspective)
- American Federation of Teachers
- Business Cards
- Change of Address, Phone Number and Name
- Classroom Accommodation (Disability Services – Special Resource Center)
- Conflict of Interest Policy
- Curriculum and Curricunet
- Evening Deans and Evening Procedures
- Grants Planning and Development Process
- Identification Cards
- Jury Duty
- On Campus during Non-Business Hours
- Planning and Budgeting Process / Plan Builder
- Planning and Budgeting Process Flowchart
- Requisition and Supplies
- Responding to the Death of an Employee
- Responding to the Death of a Student
- Responding to the Death of a Student's Family/Friend
- Standards of Student Conduct
- Student Conduct Policy
- Student Learning Outcomes

Faculty Policies and Procedures

- Absence, Faculty

- Attendance and Absence, Students
- Breaks in Class Meetings
- Cancellation/Termination of Class(es)
- Change of Class Location, Time, Day, Hour
- Code of Ethics
- Confidentiality of Student Information
- Contract, Adjunct Faculty
- Contract, Full-time Faculty
- Copyright Policy
- Course Syllabus (here we might refer to the Compton policy)
- Duties and Responsibilities, Faculty
- Early Retirement Program
- Field Trips
- Final Examination Policy
- Flex Requirements and Flex Days
- Grades (would like an overview of the grading and records process.)
- Grievance Petition Policies
- Guest Speakers on Campus
- Lost or Stolen Student Records
- Mileage Reimbursement
- Reinstating a Student
- Rosters of Registered Students
- Religious Leave
- Sabbatical Leave
- Tenure and Review Process
- Textbooks

College Environment

- Accident/Emergency Care Procedures for Students
- Accident Report
- Automated External Defibrillator (AED) Guidelines
- Chemicals on Campus
- Emergency Evacuation Fire Alarm
- Liability Claims Procedures
- Safety Program

Facilities and Property

- Campus Van
- Care of Facilities
- Equipment, Off-Campus Use
- Keys
- Locked Doors
- Lost and Found
- Parking
- Room Reservations
- Safe Driver Class
- Telephone System
- Work Orders

Faculty Services and Activities (include the office hours for campus offices)

- Admissions
- Bookstore
- Cashiers Office
- Children's Development Center
- Copy Center
- Credit Union
- EASE – Employee Assistance Service for Education
- Fitness Center
- Information Technology Services
- Innovation Center
- Institutional Research
- Learning Resources Unit
 - Distance Education
 - Learning Resources Center
 - Media Services
 - Music Library
 - Schauerman Library
- Health Center
- Mail Room
- Mentorship Program
- Professional Organizations and Registration for Courses
- Psychological Services
- Outreach
- Staff and Student Diversity
- Staff Development Office
- Veteran Services

Student Services and Programs (include all the SSTARS programs)

- Academic Counseling
- CalWORKS
- Career Center
- Course Catalogue
- Counseling
- EOPS – Extended Opportunity Program and Services
- Financial Aid
- First Year Experience
- Honors Transfer Program
- International Student Program
- Learning Resources Center
 - Basic Skills Study Center
 - Distance Education
 - Library Media
 - Technology Center (drop-in computer lab)
 - Tutorial Program
- Math Lab
- Mathematics, Science, Engineering Achievement Program (MESA)
- Project Success

- Puente Program
- Special Resource Center
- Study Abroad
- Supplemental Instruction
- Teacher Education Program
- Testing Services
- Transfer Center
- Writing Center

Directories

- College Organizational Chart
- Campus Map – El Camino College
- Campus Map – Compton Educational Center
- Compton Center
- ListServs Directory
- Phone Directory

Technology

- California Community College Foundation (reduced price, academic-use software)
- Computer Loans
- Dell Computers (ECC educational pricing)
- Distance Education
- Email Frequently Asked Questions
- Information Technology Services
- Innovation Center
- Media Services
- MyECC
- Portal Frequently Asked Questions
- Software
- Technology Center (student drop-in computer lab)
- Video Conferencing
- WiFi

Committee and Professional Assignments (The FDC recommends that this section of the handbook be divided into collegial and operational committees.)

Forms

- Accident Report Form
- Change of Class Duration Authorization Form
- Change of Class Duration Notification Form
- Change of Grade Form
- Class Schedule Change Form – Student Initiated
- Class Schedule Change Form – Faculty Initiated
- Conflict of Interest Form
- Course Syllabus Elements (Compton Policy)
- Disability Services and Resources Forms
- Early Alert Form (Student Grades)
- Employer’s Authorization for Examination or Treatment Form
- Equipment Check-Out Agreement Form
- Field Trip Forms
- Important Deadlines for Students
- Incomplete Grade Form
- Lost or Stolen Student Records Form
- Motor Vehicle Record and Driving History Release Form
- Official Function Form
- Official Absence Excuse Card
- Program Review
- Software Code of Ethics Form
- Student Access Agreement (Computing Facilities)
- Student Conduct/Discipline Report Form
- Student Learning Outcomes/Assessment Report Form
- Supervisor’s Report of Industrial Injury Form
- Tips on Managing Student Records
- Travel Assumption of Risk and Release of Liability Form
- Voluntary Assumption of Risk and Release of Liability for International Travel Form



PLANNING & BUDGETING COMMITTEE

December 3, 2009

1:00-2:30pm

Location: Library 202

Facilitator: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

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

Members

- Arvid Spor, Chair (non-voting)
- Thomas Jackson, Academic Affairs
- Jessica Lopez, ASO
- Jonathan Ott, Campus Police
- Margaret Quinones-Perez, ECCFT

- Dawn Reid, Student & Community Adv.
- Cheryl Shenefield, Administrative Services
- Gary Turner, ECCE
- Harold Tyler, Management/Supervisors
- Lance Widman, Academic Senate

Attendees

- Rocky Bonura – Alt., Adm. Serv.
- Ken Key – Alt., ECCFT
- Tom Lew – Alt., Ac. Affairs
- Luis Mancía – Alt., ECCE
- Bo Morton – Alt., Mgmt/Sup.

- Emily Rader – Alt., Acad. Sen.
- Regina Smith – Alt., SCA
- _____ - Alt ASO
- Francisco Arce – Support
- Janice Ely – Support

- Jo Ann Higdon – Support
- Jeanie Nishime – Support
- Barbara Perez - Support
- David Vakil – Support
- John Wagstaff – Support

AGENDA

1. Minutes 11/5/09 ----- All PBC participants ----- 1:00 p.m.
2. 5-year Budget Projection ----- J. Higdon ----- 1:10 p.m.
3. Adjournment ----- 2:30 p.m.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 5, 2009

MEMBERS PRESENT:

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

OTHERS ATTENDING: Francisco Arce, Jo Ann Higdon, Ken Key, Jeanie Nishime, Barbara Perez, Emily Rader, Regina Smith, John Wagstaff

Handouts: Planning Guidelines 2010-2011
FTES Projection 2009-2010
Statewide Survey Conducted by Rod Frese (College of the Sequoias)

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

Approval of October 15, 2009 Minutes

1. Verification: Page 2, Categorical Funding Update, #10: The negative \$335,000 for EGADNAP is accurate and was a result of receiving more funding for 2009-10 than anticipated and \$300,000+ carryover from 2008-09 as authorized by the Chancellor's Office. Carryover does not have to be spent until June 2010 and does not include scholarship.
2. The meeting minutes were approved as amended.

Planning Guidelines Follow-up:

1. Revised guidelines based on discussion from October 15th meeting. Instead of planning for three levels, specified planning for 3% budget reductions from general fund for 2010-2011.
2. Added College Strategic Initiatives which is required of all goals. Wasn't there discussion about updating the strategic initiatives? This will take place at the March 2010 Planning Summit.
3. #1 – addresses concern about sustainability.
4. Will post revised version on the Institutional Research and Planning web page and will send out notice to campus.
5. ARCC Indicators are used by Chancellor's Office to determine improvement within colleges, comparing colleges against themselves and peers. Some program/unit plans may address some ARCC indicators to show movement in the desired direction. Best to use program or institutional data and tracking methods because of changes to ARCC indicators cohorts.
6. Does everyone understand "core" levels in #4? It was suggested this is a vague term that requires explanation. Will need to clarify definitions in the glossary.
7. It is challenging to match goals with college strategic initiatives because initiatives focus on growth instead of cutting back or reducing services. Re-wording strategic initiatives to apply during growth or retraction periods is a good point to bring up at the Planning Summit in March.
8. College strategic initiatives are easily referred to in plans by their number (i.e. 1a, 2b). ARCC indicators are not numbered so the best way to tie to your plan or evaluative piece is to type out the indicator name.
9. Recommendation was made to use 'baseline' instead of 'core' for #4. 'Baseline' is term used to describe services in #1. Better to use the same terminology if it expresses the same idea.

Actuarial Report Follow-up:

1. J. Higdon has not received email questions about the Actuarial Report, but will still accept them through next week. Her goal is to collect all questions and make one phone call to the actuary.
2. What is “post-65 retiree benefits”? There is an administrative fee the district pays for any post-65 retiree who retains their medical through PERS. Current cost is \$110/month.
3. It was suggested the Committee see the specifics of the calculations. Pre- and post-65 costs seem disproportionately large and fluctuate within document (\$7.5M to \$10.6M).
4. On page 13, “This amortization payment would increase each year based on covered payroll. Payments would continue for 30 years, after which time amortization payments would end.” Why would payments end? An actuarial study is based on funding over a period of time selected by the institution. ECC selected the 30-year actuarial period. In general, this study gives the best estimate at this time. Actuarial studies should be conducted every two years.

Budget Assumptions Follow-up:

1. FTES goal for 2009-2010 is 19,000. Email from F. Arce shows projection of the number of sections needed to generate 19,000 FTES in 2010-11. Trying to create a schedule that will reduce over cap enrollment.
2. May be looking at further reductions in 2010-11. Highly likely 19,000 FTES may be reduced by 3% (to 18,400 FTES) for 2011. Would the cuts come from winter, fall, spring and/or summer? How much can the College afford to be over cap? These are issues to think about.
3. If there are no further cuts, the schedule will remain the same. The winter sections may be most problematic – winter FTES was supposed to come from spring and fall.
 - a. If there are further cuts, students have the option of attending Compton Center classes.
 - b. Discussions on what to consider for potential cuts should be backed by course data to get a sense of course student success and retention. Best to look at data to make better informed decisions. A recommendation was made for the Academic Senate Educational Policies committee to consider raising minimum 1.75 GPA to 2.0. Average about 320 students per semester on academic probation over the last three years.
 - c. A concern was voiced about faculty members over-enrolling their classes and a discussion followed. Faculty should be told not to go over the maximum enrollment. An administrator felt it is difficult for administrators to tell faculty how to manage their enrollment because it’s their individual decision to make. A faculty member disagreed and thought it was not up to instructors to decide on issues having to do with funding. This is a college and administration decision to make.
4. Other colleges are looking to move FTES generating classes to contract education for credit or community education to become self-supporting from student fees. We do have courses available at the Compton Center. Both suggestions help students, but for the college, should there be a reduction of sections across the board? If the budget is shrinking, either reduce the number of courses offered or cut out more hourly staff. Full-time faculty obligation may or may not be suspended. Colleges are legally required to spend 50% on direct instruction.
5. Does anyone have suggestions on how to trim the number of sections in different areas without impacting the overall FTES? Deans have been cutting online, weekend, and evening classes based on critical demand, hours most needed and what fills the least. The Clarus Corporation study showed examples in each division of classes that did not fill and were offered during prime time, while the early evening, late afternoon time slots filled every time. Concern that cuts are being made without utilizing data, to cater to faculty desired schedules. No classes are kept just to fit faculty schedules. Clarus had difficulty centralizing all data available to them. Clarus found instances where classes were offered each semester but kept getting cancelled. Clarus

mentioned that we offered primarily math and science basic skills weekend classes, but that the successful weekend programs were not at the basic skills level.

6. It was suggested that the Committee see the results of the Clarus report so they could see the type of data the divisions will use to help improve scheduling.
7. Concern was voiced that the College should offer courses to meet students' needs to transfer or teach them employable skills.
8. Committee was asked to review survey handout from Rod Frese, VP of Administrative Services of College of the Sequoias, who conducted statewide survey to see how districts are dealing with state budget cuts.

The next meeting is scheduled November 19, 2009.

The meeting ended at 2:30 p.m.

DRAFT

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, verbal 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. (Pending Academic Senate approval.)

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."

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 how their students did on the assessments. Thus, the mapping will help the college determine which course and program assessments need to be rated for which core competency.
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. **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. 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. **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.

3. **Assessment Rating:** The Assessment of Learning Committee will develop a rating scale and then ask the faculty to rate their students' assessment results based on this scale. The scale will be used by faculty to rate how their students did on the outcomes assessment for the course (e.g. "our students did extremely well on the assessment" to "our students did poorly on the assessment"). The college will then average these ratings to come up with an institution-wide score.

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. After reflection and input from summit participants, the Assessment of Learning Committee will be responsible for writing and disseminating a report.

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 Rating scale for rating assessments developed Survey planned and administered
Fall Flex Day, 2010	Assessment rating takes place
Assessment of Student Learning Week, Fall 2010	Core Competency Summit takes place
End of Fall 2010	Report written and disseminated

El Camino College Core Competencies:

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, verbal 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.

Ratified by the Academic Senate 3/6/2007

Proposed additional core competency:

- 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.

Board Policy 4050

Articulation

~~Board Policy 5045 Articulation~~

~~The District will articulate baccalaureate level courses and programs with colleges and universities in its transfer region. It will also establish appropriate articulation for courses with area high schools and occupational centers.~~

~~Because of the size, complexity, and diversity of secondary and postsecondary education in California, articulation procedures will be used to enable students to achieve a seamless transfer. For articulation with colleges and universities, El Camino College follows the latest version of the Handbook of California Articulation Policies and Procedures. For articulation of courses with high schools and the Regional Occupational Centers (ROC), it follows procedures established by the College Curriculum Committee.~~

The President/Superintendent or his/her designee (i.e. Articulation Officer) will assure appropriate articulation of the District's baccalaureate level courses and programs with four year universities and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

Reference:

Title 5, Section 51022(b) ; Education Code section 66720-66744

Replaces Board Policy 6201.

(Renumbered from 4050 to 5045 and renumbered back to 4050)

El Camino

Administrative Procedures 4050

Articulation

El Camino College follows the Handbook of California Articulation Policies and Procedures (developed by the California Intersegmental Articulation Council) and the procedures established by the College Curriculum Committee for articulation with local high schools and occupational centers. The Curriculum Handbook is housed in the Office of Academic Affairs, division offices and the College website.

Reference:

Title 5, Section 51022(b); Accreditation Standard II.A.6.a; Education Code section 66720-66744.

Academic Senate note for the December 15, 2009 meeting: Item 5 may be revised between the time when this page is printed and the Dec 15 meeting. Any proposed revisions will be distributed during the senate meeting. Other sections will probably stay as they appear in this packet.

BOARD POLICY 4250 Probation, Dismissal and Readmission

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving goals.

1. Placement on Academic Probation

A student who has attempted at least 12 semester units, as shown by the academic record, will be placed on Academic Probation when the grade point average for total units attempted at El Camino College is less than 2.0.

2. Removal from Academic Probation

A student will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

3. Placement on Progress Probation

A student who has enrolled in 12 or more semester units as shown by the official academic record will be placed on Progress Probation if entries of “W,” “I,” “NC” and/or “NP” account for 50% or more of the total units attempted. Courses dropped prior to the “No Notation” deadline are not considered “units attempted” and do not receive entries as “W” “I,” or “NC/NP.”

4. Removal from Progress Probation

A student will be removed from Progress Probation when the percentage of entries of “W,” “I,” “NC” and/or “NP” drops below 50% of the total units attempted.

REPEATED NOTE: Academic Senate note for the December 15, 2009 meeting: Item 5, below, may be revised between the time when this page is printed and the Dec 15 meeting. Any revisions will be distributed during the meeting.

5. Dismissal Because of Academic Probation

A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than ~~1.75~~ 2.0 in all graded credit units attempted in each of 3 consecutive semesters. However; if a student achieves a 2.0

or higher during any regular (Fall, Spring) semester while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks (i.e. Winter, Summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

6. Dismissal Because of Progress Probation

A student on Progress Probation will be dismissed if the percentage of units in which the student has been enrolled for which entries of “W,” “I,” “NC and/or

“NP” remains at or above 50% for three consecutive semesters. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

7. Appeal of Probation or Dismissal

A student who believes that there are extenuating circumstances that warrant an exception to the probation and dismissal standards set forth in this policy may submit a written appeal in compliance with administrative procedures.

8. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16 week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of “W,” “I,” and “NC/NP” entries is below 50%.

Reference: Ed. Code Section 70902 (b) (3)
Title 5, Section 55031, 55032, 55033, 55034
BP 4250 replaces the relevant portions of BP 4220.
El Camino College
Adopted: 7/20/09

**El Camino College
Campus Climate Survey, Spring 2010
SURVEY PLAN**

DRAFT

Purpose:

To assess the campus climate at El Camino College and Compton Center among students, faculty and staff. Feedback on perceptions of inter-school relations also will be sought.

Target Audience:

Faculty, Staff and Students at ECC's Torrance campus and Compton Center

Sampling of each group:

Faculty/Staff at ECC and Compton – Entire population
Students at Compton – Random sample
Students at Torrance campus – Random sample

Survey mode:

Online survey – notification via email invitation and publication in MyECC portal
Paper survey – available as an alternative mode for staff without access to the Internet

Survey development:

Direct faculty, staff and student feedback through email, interviews and focus groups
Sample surveys from other institutions

Collegial Consultation Plan:

Compton's Senate and Faculty Council (pre-notice) – Thursday, December 3, 2009
ECC's Academic Senate (pre-notice) – Tuesday, December 15, 2009
Feedback on Survey Development – Fall 2009, Winter 2010
VP-SCA (survey consultation) – Winter 2010
Dean – Student Services, Compton Center – Winter 2010
President's Cabinet – February 2010
Compton's Senate and Faculty Council – Survey Draft/Administration – Spring 2010
ECC's Academic Senate – Survey Draft/Administration – Spring 2010
Compton's Associated Student Body – Spring 2010
ECC ASO's Student Senate – Spring 2010
Staff Union Leadership – Spring 2010
Division meetings (as appropriate) – Spring 2010
Final version to Cabinet for approval – Spring 2010

Survey Publicity:

Consultation with Public Relations – Fall 2009, Winter and Spring 2010
Press release to Union Newspaper – late Winter 2010

Data Collection Period:

Final version of survey posted/paper surveys mailed – Week of March 15

Email invitations – Week of March 15

Reminder emails – Weeks of March 29, April 5

Survey closes – Week of April 16 (spring break)

Survey Result Reporting:

Data download and analysis – April/May 2010

Data report out to campus and constituents: May/June 2010