



Academic Senate of El Camino College 2010-2011

June 7, 2011

AC152, 16007 Crenshaw Boulevard
Torrance, CA 90506-0001 (310) 532-3670 x3254
www.elcamino.edu/academics/academicssenate/

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Cristina Pajo
VP Compton Educ'l 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>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Sue Ellen Warren	11	Tom Hazell*	10
Leah Pate	11	Tom Hicks	10
		Mina Colunga	12/13
<u>Behavior & Social Sciences</u>		Pat McGinley	12/13
Randy Firestone	11/12	_____ (vacant)	11/12
Christina Gold	10/11		
Michelle Moen	11/12		
Lance Widman*	10/11	<u>Humanities</u>	
Michael Wynne	11/12	Brent Isaacs	11/12
		Peter Marcoux	11/12
<u>Business</u>		Kate McLaughlin	11/12
Phillip Lau	11/12	Briita Halonen	11/12
Jay Siddiqui*	11/12	Jenny Simon	11/12
_____ (vacant)	12/13		
		<u>Industry & Technology</u>	
<u>Compton Educational Center</u>	(1 yr term)	Patty Gebert	12/13
Jerome Evans	10/11	Harold Hofmann	12/13
Chris Halligan	10/11	Lee Macpherson	12/13
Tom Norton	10/11	Douglas Marston*	12/13
Saul Panski	10/11	Merriel Winfree	12/13
Estina Pratt	10/11		
Darwin Smith	10/11	<u>Learning Resource Unit</u>	
<u>Counseling</u>		Moon Ichinaga	10/11
Cristina Pajo	11/12	Claudia Striepe*	10/11
Brenda Jackson*	10/11		
Chris Jeffries	10/11	<u>Mathematical Sciences</u>	
		Michael Bateman	12/13
<u>Fine Arts</u>		Hamza Hamza	13/14
Ali Ahmadpour	11/12	Greg Fry	10/11
Randall Bloomberg	11/12	Susan Taylor	11/12
Mark Crossman	11/12	Paul Yun*	10/11
Patrick Schulz	11/12		
Chris Wells*	11/12		
			<u>Academic Affairs & SCA</u>
			Francisco Arce
			Karen Lam
			Jeanie Nishime
			Claudia Lee
			<u>Associated Students Org.</u>
			Jessica Lopez
			Dalal Budri
			<u>President/Superintendent</u>
			Thomas Fallo
			<u>The Union</u>
			Editor
			<u>Division Personnel</u>
			Jean Shankweiler
			Don Goldberg
			Tom Lew
			<u>Counseling</u>
			Ken Key
			<u>Ex-officio positions</u>
			ECCFT President
			Elizabeth Shadish
			Nina Velasquez
			Curriculum Chair
			Lars Kjeseth
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

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")



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SENATE'S PURPOSE (from the Senate Constitution)

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

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

FALL 2010

September 7	DE Conference Room
September 21	DE Conference Room
October 5	Alondra Room
October 19	Alondra Room
November 2	DE Conference Room
November 16	Alondra Room
December 7	Alondra Room

SPRING 2011

March 1	Alondra Room
March 15	Alondra Room
April 5	Alondra Room
April 19	Compton Board Room
May 3	Alondra Room
May 17	Alondra Room
June 7	Alondra Room

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

FALL 2010

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

SPRING 2011

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



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F. NEW BUSINESS	A. Resolutions of Appreciation	
G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS		
I. PUBLIC COMMENT		
J. ADJOURN		

Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>Senate</u>				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON ACADEMIC SENATE	Saul Panski	Thursdays	1:00-2:00	CEC Board
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		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 Thurs.	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Briita Halonen Cristina Pajo	2 nd & 4 th Tues	1:00 – 1:50	West Lib. Basement
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	Jeanie Nishime, Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	Bill Beverly	3 rd Mon	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127



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DEAN'S COUNCIL	Francisco Arce	Thursdays	9:00-10:30	Library 202
CAMPUS TECHNOLOGY		.		
ENROLLMENT MANAGEMENT	Arvid Spor	1 st & 3 rd Thurs	1:00-2:00	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
17 May 2011

Adjunct Faculty

Sue Ellen Warren X
Leah Pate X

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid
Lau, Philip S X
Hull, Kurt

Counseling

Jackson, Brenda X
Jeffries, Chris X
Pajo, Christina X

Fine Arts

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

Health Sciences & Athletics

Hazell, Tom X
McGinley, Pat
Rosales, Kathleen
Colunga, Mina X
Hicks, Tom

Humanities

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

Industry & Technology

Gebert, Pat X
Hofmann, Ed X
MacPherson, Lee X

Winfree, Merriel X
Marston, Doug X

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

Bateman, Michael X
Fry, Greg X
Hamza Hamza X
Taylor, Susan X
Yun, Paul X

Natural Sciences

Doucette, Pete X
Herzig, Chuck X
Jimenez, Miguel X
Palos Teresa X
_____ vacant

Academic Affairs & SCA

Chapman, Quajuana
Arce, Francisco X
Nishime, Jeanie X
Lee, Claudia

ECC CEC Members

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

Assoc. Students Org.

Budri, Lala
Lopez, Jessica

Ex- Officio Positions

Shadish, Elizabeth
Kjeseth, Lars X

Guests, Dean's Rep, Visitors:

V. Rapp(Dean's Rep), C. Pineda, Bill
Mulrooney

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 Spring 2011 semester was called to order by Academic Senate President Gold at 12:35pm

Approval of last Minutes:

[See pp 5-9 of packet] The last minutes of the 3rd May Academic Senate meeting were approved as is.

REPORTS OF OFFICERS

AS President Gold requested the officers not provide reports this session as there was a lot of business to cover and discuss.

President's report – Christina Gold (henceforth CG)

No report.

VP Compton Center - Saul Panski (SP)

No report .

Curriculum Committee – Lars Kjeseth (LK)

No report.

VP Educational Policies Committee – Chris Jeffries (CJ)

No report.

VP Faculty Development – Cristina Pajo (CP) (Co- VP) and Briita Halonen (BH) (Co-VP)

No report .

VP Finance and Special Projects – Lance Widman (LW)

[See pp. 21-23 of packet] for April 21 PBC Minutes: as provided via email.

- Projected Ending Balance (known as “reserves”) for Fund 11 ((known as General Fund Unrestricted) discussions: Please note items 3 and 4 (p. 22), projected ending balance for 2010-11 (this fiscal year) is \$23.2 million, which becomes the beginning balance for 2011-12. However, the projected ending balance for 2011-12 is \$15.7 million. The \$7.5 million difference is due to \$6.3 million in deficit spending (about the same as for this fiscal year) and \$1.2 million in additional expenditures budgeted for 2011-12. Even at \$15.7 million, that is still about a 15% reserve for “rainy days” (like we are in right now!)
- Classified union’s (ECCE) version of the 2011-12 budget. Much more discussion to come.
- My presentation of the Academic Senate’s Guidelines for Budget Cuts. More discussion to come

VP Legal – Chris Wells (CW)

No report.

SPECIAL COMMITTEES

Deans’ Council – Moon Ichinaga (MI)

No report

NEW BUSINESS

Administrative Procedure AP 6160 - District Computer and Network Use Policy. First Reading – VP Ed Policies Chris Jeffries (CJ)

[See pp 24-33 of packet. Both an edited and a “clean” version are in the packet]

CJ reported that she has had no response to her technical questions from the Information Technology department as yet.

Ms. Ichinaga asked if the Policy had gone to the College Academic Technology Committee. CJ noted that it had circa 2006, recently a special committee had been working on it and it had come before the Ed. Policies Committee a few times. The Committee had consulted the appropriate sections of US Code Title 18. CJ noted the policy had not brought up any concerns, but the procedures had raised some issues and had been changed frequently.

After some discussion it was decided to recommend the removal of A and C under “Conditions of Use”, and substitute the word “usage” instead of “etiquette” in all instances.

Mr. Marston felt that rules of usage should be situated in the Policy, not in the Procedures, and Dr. Gold said that there had been a change in philosophy in construction Policies and Procedures, and this was the new format.

Mr. Marcoux raised the question of the usage guidelines for 3rd party hosted materials like Etudes, and CJ said these are some of the technical issues/questions that she would like ITS to clarify.

Mr. Ahmadapour, Ms. Colunga and Dr. Warren all spoke to the issue of having leeway to do some private work or post political opinion to forums. Dr. Arce noted that no-one was intending to micromanage usage, and that some of these concerns were noted under the “Rights” area of the procedures.

Ms. Taylor had concerns with the “Authorized Use” statement and asked why faculty could not share passwords if they were working on a collaborative project. Dr. Nishime noted that this issue had originally come up as a result of staff allowing student workers to have unauthorized access to the networks, which is a breach of security that concerned ITS. Dr. Arce said that sharing passwords could not be condoned. Mr. Marston suggested setting up a separate account for collaborative projects.

Dr. Arce suggested adding a clause to the effect that the Campus Technology Committee will revise the Procedures once a year and suggest changes based on evolving circumstances. Mr. Widman and Mr. Ahmadapour felt there are trust issues on campus, and felt the Committee should not be able to change or supervise Procedures, but only advise. Dr. Arce agreed that this could be a consulting body that would evaluate the Procedures annually and see what was working and suggest changes. Ms. Taylor asked if anyone could suggest changes, and Mr. Ahmadapour suggested convening a special committee. Mr. Marcoux felt the College Technology Committee and Academic Technology Committee between them could take care of the matter.

Dr. Gold halted the discussion and asked that further comments be sent to herself or CJ. There will be an opportunity for more comment at the second reading.

AP 4100 - Graduation Requirements for Degrees and Certificates. First Reading – VP Ed Policies Chris Jeffries (CJ)

[See pp 34- 36 of packet] CJ noted that this had been approved last year, but Mr. Mulrooney had asked to add #7 to the Procedures. CJ reminded all that this is the first reading and we would see this again at the next meeting for further comment and voting. CJ also noted the mistaken formatting on pg 35 that will be corrected.

Ms. Taylor had serious concerns about the wording in #2 which she felt emphasized general education in a potentially misleading manner, and did not give enough emphasis to the issue of majors and specific courses. Some felt the last sentence of #2 was clear enough re: the issue of specific courses and majors, but it was agreed to work with Ms. Taylor to wordsmith #2 a little more to make it clearer while noting that ECC is using statewide standards which apply only to general education, thus the choice of wording.

BP/AP 4231 - Grade Change. First Reading – VP Ed Policies Chris Jeffries (CJ)

[see pp37 – 42 of packet]

CJ noted that Part 1 of the Procedures deals with what a student must do to initiate a grade change, and Part 2 deals with instances where the District or Institution may need to change the grade.

Mr. Marcoux asked if the Policy was also being changed and CJ referred to the underlined portions of the Policy. CJ noted two areas in Procedures Pt. 2: Institutional fraud, and Student fraud, noting that the BPXXX and APXXX would be amended to read BP 5500 and AP 5520, but that these details had not been available at time of printing. CH also said that the Procedure Pt II B1 phrase “the allegation shall be” will be changed to “the allegation may be”

Ms. Taylor noted that Procedure Pt II A3 did not read well, and Mr. Marston and Dr. Arce agreed that the sentence seemed incomplete and clumsy. CJ will take that back to the Committee and bring it back corrected for the second reading.

BP/AP 3750 – Use of Copyrighted Materials. First Reading – VP Ed Policies Chris Jeffries (CJ)

[See pp. 43 – 47 of packet]

CJ noted that this AP/BP had been bouncing around for a long time, but this was the Senate’s last look before it is taken to the Board. Dr. Gold noted the explanatory clause on “Fair Use”, and noted that the second sentence in that section had been dropped so as not to confuse the issue.

Mr. Wells noted the procedure seems print driven, and wondered about the inclusion of procedures for other formats. Ms. Ichinaga said that there had been discussion on the point, and that this was seen as a beginning, certainly not comprehensive, but a first step to be added on to. Ms. Striepe noted the entire area of Copyright was extremely complicated, and in some flux and that it would be a very arduous job, perhaps beyond our capabilities, to be exhaustively comprehensive. CJ asked that MI and CS forward some useful documents on Copyright to her for further use.

Mr. Marcoux suggested there be mention made of student responsibilities. CJ felt this might more an area for Student Discipline. Mr. Marcoux felt something on the unauthorized use of instructor materials should be inserted as instructor materials are copyrighted too.

It was noted that Section C refers to Online Courses and Instructors.

Resolution of No Confidence in the 2011/12 Proposed Calendar and Schedule. First Reading - - Chris Gold (CG)

[See pp 49 – 64 of packet and Handout]

CG wants guidance from the Senate on how to proceed with this issue. CG has received much email on the lack of collegial consultation on this topic, and would like to see a joint statement with the ASO issued on the Calendar. CG stated that his discussion is informational and the handout serves to inform on both the pros and cons of the Calendar issues and sets out a draft Resolution of No Confidence in the present Calendar and Schedule.

Ms. Jeffries spoke in support of the Resolution of No Confidence, saying that earlier arguments put forth by several persons were not seen to have been considered and were not reflected in the decisions taken, and that the current calendar does not benefit students. CJ pointed to the Calendar Committee minutes [pg 57 of packet] where reference had been made to college growth, noting that our main mission is not growth but the granting of degrees and certificates to students. Dr. Nishime said that this calendar is not the same as the one presented in Fall, now the budget crisis is forcing actions like cutting 370 sections. Ms. Jeffries noted that now that extra State monies had been found the budget crisis need not figure so highly in the planning.

Mr. Widman suggested all parties take a step back and proceed with the 2011/12 calendar as originally approved by the Board. This would allow all to take a break and continue discussions on future Winter sessions with integrity. Any changes mutually agreed upon could then be made to the 2012/13 calendar. He felt that all decisions were being made based on money, and felt we had the resources to weather 2011/12 if we really wanted to. Mr. Widman deplored the rushed approach.

Dr. Kjeseth agreed, and appreciated the sound financial decisions made over the history of the college, and by President Fallo that allowed us now to have a comfortable reserve. The cushion could give us time to have serious consultation and make decisions based on student success.

Mr. Ahmadapour agree, saying that any austerity measures should be felt by all, not just the faculty and students. He felt very strongly the administrators should not be paid higher than the teaching faculty.

Ms. Colunga spoke of the hardships this new Calendar would impose on students in the Resp. and Rad. Tech. programs, forcing them to extend loans and financial aid and graduate 4-6 weeks later than peers and thus also endangering their job prospects.

Mr. Marston also spoke out against changing the semester ending date, noting hardships put on students with children with different semester dates.

Mr. Wells noted that statistics on success and retention point to Winter, then Summer being most successful, followed by Spring then Fall - -thus Winter should be last to be cut.

Mr. Widman asked if Senate was going to vote on the Resolutions and CG noted this was only the first reading.

Ms. Jeffries introduced Mr. Mulrooney who had come to answer question on the situation of veterans. He noted that the post 9/11 GI Bill had contained certain benefits like veterans getting funded with a monthly housing allowance. However if Winter were cancelled the veterans would lose 2 months housing allowance for that 7 week period. Veterans taking online courses get 50% of that allowance. So veterans certainly would be effected by the decision. Mr. Mulrooney noted that of course the college could not make decisions based solely on the veterans circumstances. Ms. Pratt asked how many veterans were at the colleges. Mr. Mulrooney understood there to be approx 400 at ECC and 50 – 75 at the CEC. Mr. Marcoux asked if ECC students who were veterans could take classes at CEC and Mr. Mulrooney said yes, ECC and CEC are considered the same college.

CG announced she would bring the Resolution back to the next meeting. Ms. Taylor asked if further suggestions could be incorporated and CG answered in the affirmative.

AGENDA ITEMS FOR FUTURE MEETINGS

ECCFT/Academic Senate Agreement

PUBLIC COMMENT

Mr. Firestone announced that a rally would take place on Thursday at 1:00pm, sponsored by the Philosophy Club. Debra Bowen and Peter Matthews would be the featured speakers on the initiative to tax off-shore oil drilling and give a portion of the monies to education. Mr. Firestone asked the senators to advertise this in their classes.

ADJOURN

The meeting adjourned at 2:00pm.

Cs/ecc2011

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting May 9, 2011

Present: Francisco Arce, Thomas Fallo, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Lynn Solomita, and Arvid Spor.

1. Student Campus Climate Survey Highlights. This was an on-line only survey and students were notified via campus email. The complete 25 page report will be available on the website. The Compton Center report will be available next week.
2. BP & AP 3750– Use of Copyrighted Material. Francisco will make changes and provide an electronic copy for distribution. This will be brought back in three weeks.
3. BP 2350 – Speakers. Additional research will be done to determine what other colleges are using. This will be brought back.
4. BP 7310 – Nepotism. One more change was made. This will go to the Board this month.
5. Designated Smoking Areas. Recommendations on suggested sites from Facilities will be brought to College Council.
6. BP & AP 6160 – El Camino Community College District Computer and Network Use Policy. Additional changes were recommended to the procedure. Irene will draft language to include that addresses etiquette.
7. Academic Senate Response to the Revisions to the 2011/12 Academic Calendar was distributed. The Academic Senate President requested that this action request be put into the College Council minutes for the May 9th meeting. President Fallo announced the May Board meeting agenda will not include the 2011-2012 School Year Calendar. College Council will review draft Calendar Committee Meeting Notes of May 4, 2011 and Board approved 2011/2012 School Year Calendar.

Agenda for the May 16, 2011 Meeting:

1. Minutes of May 9, 2011
 2. Board Agenda
 3. BP & AP 3750 - Use of Copyrighted Materials
 4. BP & AP 4021 – Program Viability, Intervention and Discontinuance
 5. AP & BP 4055 – Academic Accommodations for Students with Disabilities – 5/16/11
 6. Report on Programs with no Degrees or Certificates – 5/16/11
 7. BP 6160 – El Camino Community College District E-Mail, Internet & Network Use – 5/23/11
 8. BP 2350 – Speakers
 9. Designated Smoking Areas
- College Council Goals 2010-2011

1. Continue to improve internal college communications.
2. Increase the amount of recognition for work well done.
3. Continue to incorporate evidence-based decision making when evidence is available.
4. Communicate accreditation eligibility issues facing the College throughout the year.
5. Support, review, and discuss results of a Student Campus Climate survey.

6. Define and discuss the issue of employee morale and student satisfaction at both locations.
Support initiatives to improve employee morale and student satisfaction as defined by campus discussions.
7. Complete 10 + 1 policies and accompanying procedures.
8. Continue to build a sense of community.
 - a) Policies Completed:
 - 1) BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10
 - 2) BP 4100-Graduation Requirements for Degrees and Certificates, adopted 07/19/10
 - 3) BP & AP 5055 – Enrollment Priorities first reading on April 18, 2011
 - 4) BP 7310 – Nepotism –first reading on April 18, 2011
 - b) Policies Pending:
 - 1) BP 2350 – Speakers – going to Board for first reading on April 18, 2011 (pulled)
 - 2) BP & AP 4021 – Program Viability, Intervention and Discontinuance
 - 3) BP & AP 3750 Use of Copyrighted Materials
 - 4) BP 5025 – Foreign Student (Visa) – Deletion
 - 5) BP 6160 – El Camino Community College District E-Mail, Internet & Network Use

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting May 16, 2011

Present: Francisco Arce, Rebekka Asher, Thomas Fallo, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Lynn Solomita, and Arvid Spor.

1. Board Agenda

- a. Presentations: Forensics Team and projects from the Facilities Master Plan.
 - b. The Board will vote to appoint seven members to the Boundary Review Committee.
 - c. There is an extensive closed session.
 - d. Page 16 – Board Policy 5055 – Enrollment Priorities. The procedure explains the process.
 - e. Page 25 # A2 – The fee is \$250 per student per consecutive semester completed, not to exceed \$500.
 - f. Page 25 # A6 – This is for buglers to play at the Commencement Ceremony.
 - g. Page 58 – This document was presented by the Compton Center.
 - h. Page 49 # D – This is specifically for classified and does not affect faculty.
 - i. Page 15 # C – This allows the redirection of funds from any specified categorical program to any other categorical program funded in the state budget.
2. State Budget – the May revise was published. Jo Ann will meet with CBO's for the next two days. Tax collections are up slightly. The controversy now is how much more income does the state recognize.
 3. Academic Calendar – Jeanie is polling Calendar Committee members. The results will be shared with the Academic Senate. It will come back to President Fallo as a recommendation and go to the Board on June 20th. If there is no movement the campus may close for three to four days.

Agenda for the May 23, 2011 Meeting:

1. Minutes of May 16, 2011
2. Designated Smoking Areas
3. Report on Programs with no Degrees or Certificates – 5/16/11
4. BP & AP 3750 - Use of Copyrighted Materials
5. AP & BP 4055 – Academic Accommodations for Students with Disabilities – 5/16/11
6. BP 6160 – El Camino Community College District E-Mail, Internet & Network Use – 5/23/11
7. BP 2350 – Speakers
8. BP & AP 4021 – Program Viability, Intervention and Discontinuance

College Council Goals 2010-2011

1. Continue to improve internal college communications.
2. Increase the amount of recognition for work well done.
3. Continue to incorporate evidence-based decision making when evidence is available.
4. Communicate accreditation eligibility issues facing the College throughout the year.

5. Support, review, and discuss results of a Student Campus Climate survey.
6. Define and discuss the issue of employee morale and student satisfaction at both locations. Support initiatives to improve employee morale and student satisfaction as defined by campus discussions.
7. Complete 10 + 1 policies and accompanying procedures.
8. Continue to build a sense of community.
 - a) Policies Completed:
 - 1) BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10
 - 2) BP 4100-Graduation Requirements for Degrees and Certificates, adopted 07/19/10
 - 3) BP & AP 5055 – Enrollment Priorities - adopted 5/16/11
 - 4) BP 7310 – Nepotism – adopted 5/16/11
 - b) Policies Pending:
 - 1) BP 2350 – Speakers – going to Board for first reading on April 18, 2011 (pulled)
 - 2) BP & AP 4021 – Program Viability, Intervention and Discontinuance
 - 3) BP & AP 3750 Use of Copyrighted Materials
 - 4) BP 5025 – Foreign Student (Visa) – Deletion
 - 5) BP 6160 – El Camino Community College District E-Mail, Internet & Network Use

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting May 23, 2011

Present: Francisco Arce, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Lynn Solomita, and Arvid Spor.

1. Recommended Smoking Areas Map – Jo Ann will incorporate College Council recommendations.
2. BP & AP 3750 – Use of Copyrighted Materials. Going to the Academic Senate for second reading and then should be ready for the Board.
3. BP & AP 4055 – Academic Accommodations for Students with Disabilities – ready to go to the Board in June.
4. BP 6160 – District Computer and Network Use Policy. College Council made one change to the policy. The policy and procedures are going to Ed Policies Committee tomorrow and then to the Academic Senate.
5. BP & AP 4021 – Program Viability, Intervention and Discontinuance. Two Academic Deans are meeting with Academic Senate representatives on June 3. Then the policy and procedures will go to the Academic Senate again.

Agenda for the June 6, 2011 Meeting:

1. Minutes of May 23, 2011
2. Team Reports
3. Calendar Committee Survey
4. Report on Programs with no Degrees or Certificates
5. Designated Smoking Areas
6. BP & AP 3750 - Use of Copyrighted Materials
7. AP & BP 4055 – Academic Accommodations for Students with Disabilities
8. BP 6160 – El Camino Community College District E-Mail, Internet & Network Use
9. BP & AP 4021 – Program Viability, Intervention and Discontinuance
10. BP 2350 – Speakers

College Council Goals 2010-2011

1. Continue to improve internal college communications.
2. Increase the amount of recognition for work well done.
3. Continue to incorporate evidence-based decision making when evidence is available.
4. Communicate accreditation eligibility issues facing the College throughout the year.
5. Support, review, and discuss results of a Student Campus Climate survey.
6. Define and discuss the issue of employee morale and student satisfaction at both locations. Support initiatives to improve employee morale and student satisfaction as defined by campus discussions.
7. Complete 10 + 1 policies and accompanying procedures.
8. Continue to build a sense of community.

a) Policies Completed:

- 1) BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10

- 2)BP 4100-Graduation Requirements for Degrees and Certificates, adopted 07/19/10
- 3)BP & AP 5055 – Enrollment Priorities - adopted 5/16/11
- 4)BP 7310 – Nepotism – adopted 5/16/11
- b)Policies Pending:
 - 1)BP 2350 – Speakers – going to Board for first reading on April 18, 2011 (pulled)
 - 2)BP & AP 3750 Use of Copyrighted Materials
 - 3)BP & AP 4021 – Program Viability, Intervention and Discontinuance
 - 4)AP & BP 4055 – Academic Accommodations for Students with Disabilities
 - 5)BP 5025 – Foreign Student (Visa) – Deletion
 - 6)BP 6160 – El Camino Community College District E-Mail, Internet & Network Use

Faculty Feedback Regarding Suggested Designated Smoking Areas

Faculty are primarily concerned that the location of the proposed designated smoking areas are too remote, being only on the edges of campus. The remoteness of the locations may cause the following problems:

- Students and faculty who take smoking breaks between classes may be late to class.
- The campus community may ignore the policy altogether if it is not given viable options for smoking areas, making enforcement difficult.
- The remoteness of the smoking areas may make it difficult for staff who smoke to travel to and from the area during break time.

In addition there is a concern that the suggested designated smoking area on the northeastern edge of campus is in a major walkway. The Chemistry department expressed the following concern in an email: "...the designated area immediately northeast of the natural sciences division office is directly in the path of where a large number of people enter and leave campus at the intersection of Crenshaw and Manhattan Beach Blvds. Almost everyone who goes to the restaurants, credit union, etc. across the street takes this path. There is also a major bus stop that dumps out many students right into the proposed designated smoking area."

The Academic Senate recommends that proposed designated smoking area on the northeastern edge of campus be moved to a location closer to the center of campus. In addition, one other area should be located closer to the center of campus.



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO

May 24, 2011

Dr. Charles B. Reed, Chancellor
The California State University System
401 Golden Shore, Suite 641
Long Beach, CA 90802-4210

Dear Chancellor Reed,

Thank you for your April 21, 2011 response to El Camino College's (ECC) request for Local Service Area (LSA) designation to CSULB. However, we request further analysis.

In your letter, you indicate that over the past two years CSULB added three neighboring community colleges to its local jurisdiction. Those colleges reside within the Coast Community College District which already had LSA status with CSU Fullerton. By adding the Coast District to CSULB's LSA, students attending those institutions have preferential admissions not only to CSUF and CSULB but also to CSUDH, by virtue of its statewide designation. Students attending ECC and Cerritos College, on the other hand, have no LSA designation and have priority only at CSUs with statewide designations. Why would a community college receive LSA status with two CSUs when there are community colleges with no designated LSA designation?

You also mention the issue of proximity to a CSU. However, that too is a rather nebulous criterion. ECC is 16.2 miles and Cerritos College 11.2 miles from CSULB; whereas, Orange Coast College is 16.6 miles. Cypress College, which is a LSA for CSUF is 9.6 miles from CSULB but 13.3 miles to CSUF.

Another problematic issue is the LSA designation to CSULB for some of the high schools in our service area (Compton, Paramount, ABC, Bellflower and Downey Unified School Districts), which are negated if the student chooses to attend ECC, the ECC Compton Center, or Cerritos College. North Long Beach, which is outside of our service area, is actually closer to the ECC Compton Center than to Long Beach City College but students would lose their preferential admissions if they attend the ECC Compton Center rather than Long Beach City College.

Dr. Charles B. Reed
May 24, 2011
Page 2

El Camino College and the ECC Compton Center represent a greater headcount of underrepresented (African American and Hispanic) students than Orange Coast and Golden West Colleges combined. The Hispanic students at Cerritos College also represent a larger number than the combined populations at Orange Coast and Golden West Colleges. The LSA priority further minimizes the educational opportunities available to these students and their ability to complete their higher education.

The most egregious issue is the limited transfer majors at CSUDH as compared to CSULB. Of particular concern is the absence of a robust offering of STEM majors. There are no engineering majors and only general and/or education options in mathematics and physics offered at CSUDH. ECC is in the process of building a STEM Center, with the support of various industry partners, to address industry's desire to prepare an adequate workforce. Our engineering students face much more competitive admissions criteria at any CSU within a reasonable distance because of the lack of LSA designation.

There are many other majors not offered at CSUDH which disenfranchise our students. The absence of a Speech Communications major is another notable example. This year, ECC's speech team received a ranking by the National Parliamentary Debate Association as the number one Community College in the nation. These outstanding students would be an asset at any CSU but will be severely limited in their transfer options without a LSA designation. Just examining the listing of BA/BS degree options at CSUDH versus CSULB presents a glaring picture of the disparate treatment to which our students will be subjected.

We recognize that CSU faces enormous enrollment pressures. However, the passage of SB1440 and the admissions guarantee afforded to community college graduates to a CSU with which they have a LSA designation places ECC and Cerritos College students at a distinct disadvantage. We would welcome the opportunity to discuss these issues in a face-to-face meeting.



Thomas M. Fallo
Superintendent/President
El Camino College

Dr. Linda L. Lacy
President/Superintendent
Cerritos College

*Officers and Members of the Compton Center Academic Senate
For 2011-2012 (17 members)*

OFFICERS:

President	Saul Panski
President-Elect	Michael Odanaka
Vice President	Estina Pratt
Secretary	Chris Halligan
Curriculum Representative	Tom Norton
Faculty Representative to The Board	Jerome Evans

MEMBERS:

Career and Technical Education (2)

Annaruth Garcia
Fred Lamm

Health and Human Services (2)

Pamella West
Shirley Thomas

Humanities (2)

Chris Halligan
Jose Bernaudo

Behavioral and Social Sciences / Creative and Performing Arts (2)

Saul Panski
Mandeda Uch

Mathematics and Science (2)

Leonard Clark
Jose Villalobos

Library and Learning Resource Unit (1)

Estina Pratt

Counseling (2)

Michael Odanaka
Vanessa Haynes

At-Large (2)

Jerome Evans
Tom Norton

Adjunct Representatives (2)

Darwin Smith
Leticia Vasquez

*Officers and Members of the Compton Center Faculty Council
For 2011-2012 (17 members)*

OFFICERS:

Chairperson	Saul Panski
Chairperson-Elect	Michael Odanaka
Vice Chairperson	Estina Pratt
Secretary	Chris Halligan
Curriculum Representative	Tom Norton

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2-Jun-11	BEHAVIORAL AND SOCIAL SCIENCES	BUSINESS	FINE ARTS	HEALTH SCIENCES AND ATHLETICS	HUMANITIES	INDUSTRY AND TECHNOLOGY	MATHEMATICAL SCIENCES	NATURAL SCIENCES	TOTALS
Course Reviews Completed to Date this Year (including Inactivations)	15	4	5	22	25	16	1	3	91
Course Reviews that need to be approved this Year, but were not	0	1	0	10	0	2	0	0	16
How Close to Target of 230 Course Reviews / Year?	40%								
Courses already positioned for Review in Fall 2011	8	2	25	23	5	22	6	0	91

Courses Due for Review	BEHAVIORAL AND SOCIAL SCIENCES	BUSINESS	FINE ARTS	HEALTH SCIENCES AND ATHLETICS	HUMANITIES	INDUSTRY AND TECHNOLOGY	MATHEMATICAL SCIENCES	NATURAL SCIENCES	TOTALS	
Courses Due for Review but not in CurricUNET as a Proposal	0	1 BUSI 15	0	0	0	0	0	0	1	
Courses Review Proposals Due for Review but not in the Approval Process	0	0	0	0	0	0	0	0	0	
Course Review Proposals Due for Review and in the Approval Process	0	0	0	13	0	2	0	0	15	
			NURS 149, 152, 154, 156, 250, 253, PE 16abc, 36abc, 46abc, 60abc, 61abc, 106abc, 116abc			ACR 21 MTEC 75				

Course Inactivations in CurricUNET	BEHAVIORAL AND SOCIAL SCIENCES	BUSINESS	FINE ARTS	HEALTH SCIENCES AND ATHLETICS	HUMANITIES	INDUSTRY AND TECHNOLOGY	MATHEMATICAL SCIENCES	NATURAL SCIENCES	TOTALS
Course Inactivations in CurricUNET but not in Approval Process	3	0	0	0	0	2	0	0	5
	CDEV 170A CDEV 170B SOCI 110					FTEC 8 FTEC 152			
Course Inactivations in the Approval Process	0	1 BUS 100	0	0	0	0	0	0	1

Courses from Division 2010-2011 Plans	BEHAVIORAL AND SOCIAL SCIENCES	BUSINESS	FINE ARTS	HEALTH SCIENCES AND ATHLETICS	HUMANITIES	INDUSTRY AND TECHNOLOGY	MATHEMATICAL SCIENCES	NATURAL SCIENCES	TOTALS
Courses from Division 2010-2011 Plan not in CurricUNET	1	3	20	0	4	12	0	6	46
	PSYCH 9A /SOCI 109	BUSI 90 BUSI 91 BUSI 92	ART 7, 9, 61ab, 81ab, 108, 142abcd, ART/PHOTO 150, 151, ART 195ab, COMS 7, 12, DANC 22ab, 23abcd, 32ab, 35abcd, 87abcd, PHOT 4, 50, 51, THEA 74abcd		GERM 3 JOUR 3ab JOUR 4 JOUR 5	CADD 31abcd, ECHT 68, 146ab, 148ab ETEC 18A, 18B, FASH 27, 41, FTEC 60G, IT 15, WELD 23abc, 45		BIOL 8 BIOL 12 CHEM 1A CHEM 4 PHYS 1D PSCI 25	
Courses from Division 2010-2011 Plan in CurricUNET, but not in Approval Process	0	0	1 COMS 9	0	0	1 ETEC 18	2 MATH 73 MATH 80	0	4
Courses from Division 2010-2011 Plan in the Approval Process	2	1	6	0	4	11	1	0	25
	HIST 105 HIST 106	BUSI 3	ART 17ab, 18abcd, 73ab DANC 20abcd DANC 21abcd DANC 89abcd		CHIN 1 ESL 02A ESL 02B ESL 51C	ETEC 12, 12A, 12B, 14, 14A, 14B, 16, 16A, 16B, FASH 35 FTEC 15	MATH 110		

Courses from Future Years	BEHAVIORAL AND SOCIAL SCIENCES	BUSINESS	FINE ARTS	HEALTH SCIENCES AND ATHLETICS	HUMANITIES	INDUSTRY AND TECHNOLOGY	MATHEMATICAL SCIENCES	NATURAL SCIENCES	TOTALS
Courses from Future Years in CurricUNET, but not in the Approval Process	3	0	1	9	1	6	1	0	21
	CDEV 160 HIST 145 PSYC 16		ART 1	RTEC 106, 108, 219, PE 50, 400abcd, SLAN 15, 16, 17A, 17B	ENGL 4	AJ 130, FTEC 60A, 60B, 60C, 60D, 60F	MATH 130		
Courses from Future Years in the Approval Process	0	0	17	1	0	0	2	0	20
		ART 10ab, 11abcd, 12ab, 19ab, 20abcd, 22ab, 23abcd, 24ab		PE 277			MATH 115 MATH 116		

Minutes for Ed Policies meeting 5/10/11

Members Present: C. Jeffries, C. Wells, V. Robles, J. Shankweiler, M. Odanaka, A. Ahmadpour

Guests Present: C. Gold, Lars, Kjeseth, X. Wang, D. Goldberg, B. Mulrooney, L. Alford

- 1) Bill Mulrooney brought forward a slight addition to AP 4100 – Graduation Requirements for Degrees and Certificates
 - a) Added in #7 “A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.”
 - b) Unfortunately this is happened at other institutions in the state and we needed to update the procedures to allow for the rescinding of a degree or certificate. The committee was fine with the added language.
 - c) Will go to the Academic Senate for a first reading on May 17, 2011

- 2) Next discussed AP 5060 – Concurrent Enrollment of K-12 students that Dr. Arce had asked us to look at and was worked on my Claudia Lee
 - a) L. Alford had indicated in an email that GPA alone could not be used for a cut off for K-10 students. A discussion ensued as to what is meant by highly gifted. There does not seem to be a definition for that in Ed Code. D.G. said we cannot use GPA, but we can use other profile information and other assessment measurements. L.A. said the Chancellor wants us to be uniform. It was agreed to change the wording to say, “Multiple measures will be used to determine eligibility in a course or courses which may include 1) high school GPA, 2) academic preparation, 3) placement tests, and 4) additional academic criteria as determined by the academic divisions.”
 - b) Questions were raised as to having a minor in the classroom and what is our obligation. We cannot be arbitrary in letting K-10 students into classes. D.G. said we should try to accept highly gifted students, but also look at the appropriateness of the class for a minor. A.A. wanted to know what are the teacher’s right’s? Can they choose to accept a minor or not. Basically if the student has met the prerequisite for the course and has been approved by the division dean then the student must be allowed in the class. C.W. stated that of course it depends on registration priority and since these K-12 students are given last priority, there is a good chance the classes will be full anyway.
 - c) D.G. thought it would be a good idea if each division came up with which classes are to be available for high school students. He feels the course should be above the grade they are in now. L.A. wanted to know which criteria should be used and why it is not appropriate. He mentioned using best practices. C.G. said as a college we do not need to determine for the parents what is appropriate.
 - d) Question arose as to whether a class at the community college could be used to make up a course for which the student didn’t pass in high school. D.G. felt the intent of the concurrent enrollment is to provide opportunity for the highly gifted students to take advanced classes. C.J. said she knows that often times high school students come here in the summers to make up a failed geometry because the class isn’t offered in summer school at the high school and they cannot go onto the next math class without passing the geometry. B.M. said he would look into that
 - e) Students would not be allowed to take PE units in the summer because of the problem that happened a few years back with PE classes and apportionment.
 - f) “Disclaimer:” After further review of the actual CLCC template for AP 5011 – Admission and Concurrent Enrollment of High School and Other Young Students was looked at, it was decided by B.M., Dr. Nishime, and C.J. to hold off on this procedure so that all the other elements that were left out of our procedures could be incorporated to more mirror the CLCC template. This will be done in the fall semester

- 3) Next D.G. handed out suggested wording for updates that needed to be done to BP and AP 4231 – Grade Change
 - a) The current policy and procedure deals with when a student alleges a grade was given as a result of mistake, fraud, bad faith, or incompetency, but has no provisions for what if it is the teacher doing the fraud in say “a grade for pay situation.” The policy and procedure has to allow for the District to go in and change the grade when this type of misconduct is determined and there will be no time limitation on this type of grade change as there is with the 18 month time limit on a student request grade change.
 - b) This type of fraud may result in instructor and/or student discipline, so a reference will be made to the student discipline policy and procedure.
 - c) D.G. will forward the wording talked about in the meeting to C.J. and C.G. to be included in the next Academic Senate packet.

Faculty Development Committee Meeting MINUTES

Tuesday, May 24, 2011

Committee Members:

Fazal Aasi - P	Compton Center	Donna Manno - P	Staff Development
Rose Cerofeci - A	Humanities	Cristina Pajo (Co-Chair) - P	Counseling
Kristie Daniel-DiGregorio - A	BSS	Margaret Steinberg - A	Natural Sciences
Briita Halonen (Co-Chair) - P	Humanities	Mercedes Thompson - A	Humanities
Linda Ho (Sabbatical) - A	Math	Sue Warren - A	Adjunct Rep
Moon Ichinaga - P	Learning Resources	Rachel Williams - A	Humanities
Sue Dowden - P	BSS		

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

Spring 2011 Meetings (in West Library Basement)

February 22, March 8, March 22, April 26, May 10 & May 24

AGENDA

- I) Core Competencies Follow-Up
 - a. SD: positive anecdotal feedback from colleagues re: our plan to address the Core Competency results.
 - b. The CC assessment results drove our Fall Flex Day plan, so see point II.
- II) Fall Flex Day Discussion
 - a. DM has a meeting with President Fallo today, so she will confirm the Flex Day schedule and send an email to faculty (later today or first thing tomorrow) to announce and solicit any more presenters.
 - b. Possibility of Jenny Simon reviewing results with a co-presenter (Kelly Holt) to introduce her as she takes over the new role. (DM, will you check with her about this once the plan for the day is set?)
 - c. Some discussion of proactively introducing the next core competency area but we decided against this because the assessment results should really drive any programming.
- III) Webinar Update - "Writing Across the Curriculum"
 - a. Too late for it this semester... but it's valid for one year, so the plan is to make it available to faculty during the summer and then do a live discussion in the early fall.
 - b. Very positive feedback for webinars on the Flex forms so far.
 - c. Problem: DM's email with the links get buried in inboxes, so she will put the link to the webinars on the Staff Development website.
 - d. We will most likely renew these next year since there is such great time flexibility for faculty and such good variety of topics.

IV) Campus Book Club Proposal

- a. Despite MI's concerns re: inability of library to provide adequate copies of the book, SD would like to spearhead this as an overarching theme (like a social issues forum) that connects a series of speakers and a book. (book = optional... those who can acquire it, will; and those who can't, can still participate in the speaker series)
 - i. The BSS dean is willing to sponsor the speakers (\$ or facilities?)
- b. Brainstorming of Possible Themes:
 - i. Environment (going green is one of the campus's Strategic Initiatives)
 - ii. Recession
 1. Theme=timely and will spark student interest ... but would it get depressing?
 2. E.g., how did the recession happen? How does it affect discrimination or psychology?
 3. Choosing a non-fiction book would be easy, but a fictional book?
 - iii. Globalization
 1. *Kite Runner*?
 2. .. but is this topic too big...
 - iv. Global Citizenship
 1. Environmental aspect → viewing a world without borders--impacting everyone else...
 2. *The Hunger Games* trilogy
 - v. Technology/Media's Influence
 1. *Feed* by M.T. Anderson
- c. Timeline?
 - i. Start with speakers in the fall and moving to the book in the spring?

V) Other Topics for Fall 2011:

- a. Strategic Initiatives - Arvid Spor

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: May 5, 2011

MEMBERS PRESENT

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

OTHERS ATTENDING: Francisco Arce, Michelle Arthur, Alice Grigsby, Jo Ann Higdon, Ken Key, Luis Mancina, Jeanie Nishime, Emily Rader

Handouts: General Restricted Fund 15 2010-2011 Final Budget/Expenditures To Date; General Restricted Fund 15 Draft Proposed 2011-2012 Budget; General Unrestricted Fund 14 Draft Proposed 2011-2012 Budget

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

Approval of April 21, 2011 Minutes

1. Comments:
 - a. Page 3, #h – J. Higdon and G. Turner met, phoned, and sent emails reviewing ECCE's 2011-2012 Budget Planning Proposal numbers.
 - b. President Fallo is taking a voluntary 5% reduction in his salary which goes to the Board this month. He currently does not receive 5% 'bump' on negotiated salaries for everyone else – received for a couple of years.
2. Minutes were approved with no changes or corrections.

2010-2011 Fund 15 Update (J. Higdon)

1. Backfill Shortages in Fund 12
 - a. DSPS spends out of categorical fund 12 and then submits expenditure transfers. Anticipate spending all funds.
 - b. EOP&S and CalWORKs – all funds expected to be spent.
2. Student Retention Projects
 - a. Enrollment Management – most likely all will be spent before year end (includes student ambassadors and Writing Center tutors).
 - b. Project Success and Puente include counselors' salaries – most likely all will be spent.
3. Unit Plans – One-Time Funding Requests
 - a. Remodeling ISP Center and Veteran's Office - bulk of work still being done on this large project. ISP will be relocated to old Copy Center site. Projected completion date for project is June 30th.
 - b. Magnetic Strip Reader for Counseling – pricing was lower than anticipated.
 - c. Utility Tables for Fine Arts – funds will not be used because they were purchased with other funding source.
 - d. Teaching and Learning Center – not sure if remodeling completed.

- e. Data Cabling Main Library – majority of project completed.
- f. Legal fees – anticipated high legal fees this year. All expected to be used. Increasing legal fees came from unit plans.
- 4. Unit Plans On-Going Funding Requests
 - a. Library Books – completed orders expected to be received by June 30th. Will expend all funds.
- 5. Other Programs – all will be expended.
 - a. Computer Hardware part of large group that is on order or will be ordered shortly.
 - b. Emergency Repairs/Replacement Equipment – includes replacement of 40 year old dust collection system for Construction Tech lab.
- 6. 68% of Fund 15 has been expended as of May 2, 2011 (will be close to 100% by June 30, 2011).
- 7. Recommendation was made to revisit PBC’s past motion recommending any unexpended Fund 15 monies to go to GASB. Discussion will be added the next meeting’s agenda.
- 8. Suggestion was made to identify ‘Special Programs’ as Fund 15 on the handout.

2011-2012 Fund 14 and 15 Proposed Budgets (J. Higdon)

- 1. Fund 14 is the \$1 million spent on items related to Compton i.e. activities, stipends, salaries (D. Vakil, B. Perez), etc.
- 2. Suggestion was made to change the year format on handouts to 2011-2012. Add Fund 15 on the Special Programs Proposed Budget handout.
- 3. Fund 14 - \$1 million for 2011-2012. Very few changes from last year.
 - a. #5 – Research Support – hourly position (Mike Wilson) to conduct surveys for El Camino and Compton Center.
 - b. #18 – Compton faculty received laptops. Spent \$130,000 + this year. Line item should show a zero for next year - not hiring new full-time faculty.
 - c. #21 – contingency/unallocated funds at \$31,179.
 - d. ‘Project number’ is the same as ‘line number.’ ‘Project description’ is the same as ‘item.’
 - e. Suggestion was made to add lines to make document easier to read. Handout corresponds to page 75 in budget book.
 - f. #4 – Michelle Arthur moved from Inglewood Center to Enrollment Services Division Office to help with planning at ECC and CEC.
 - g. Large discrepancy between stipends for administrators (#12) and classified (#13) was questioned. Compton stipends are Board approved each year. Classified stipend range: \$50 - \$150; administrator stipend range: \$150 - \$500. Probably more administrators than classified are involved in Compton. Managers and ECCE identified classified staff involved in Compton-related responsibilities (most in Admissions and Records, Fiscal Services, one from Financial Aid). #6 – Classified overtime related to Compton Center. How is amount paid for Compton-related work determined? By percentage of time individuals spend on work. Administrators cannot earn overtime. Classified must work a minimum 10% ongoing Compton-related work to earn stipend.
- 4. Fund 15 – \$3 million total for 2011-2012. 2010-2011 allocations listed in budget book on page 76.
 - a. Categorical backfills – \$1.15 million in 2010-2011; \$1 million for 2011-2012.
 - b. Student Retention Projects – \$307,000 in 2010-2011; \$150,000 for 2011-2012.
 - c. Unit Plans One-Time Funding Requests - \$297,200 in 2010-2011; \$0 for 2011-2012.
 - d. Unit Plans On-Going Funding Requests - \$100,000 in 2010-2011 for Library books; \$50,000 for 2011-2012.
 - e. Other Programs
 - i. Computer Hardware - \$125,000 in 2010-2011; \$0 for 2011-2012.
 - ii. Equipment and Supplies - \$770,000 in 2010-2011; \$0 for 2011-2012.

- iii. Emergency Repairs/Replacement-Equipment - \$100,000 for 2010-2011 and 2011-2012.
 - iv. GASB - \$1.4 million in 2010-2011; \$900,000 for 2011-2012.
 - v. Backfill Shortages in Fund 11 - \$0 in 2010-2011; \$800,000 for 2011-2012 (option to budget cuts).
 - vi. Contingencies - \$70,905 for 2010-2011; \$0 for 2011-2012.
5. Next PBC meeting is May 19, 2011 - enough time for GASB discussion/recommendation before the next Board meeting on June 20, 2011. Budget recommendation will presented to the Board in June.
 6. Foundation I-Grant approval is determined by the Foundation Board. It was announced at the Dean's Council that there will be no I-Grants this year. Instead, the money will be used to support programs on campus that have lost funding, which would affect PBC budget discussions.
 7. Enrollment Management funds decreased from \$187,000 to \$29,000. The Foundation will provide \$25,000 for Student Ambassadors funded in 2010-2011 from the Enrollment Management account. Katie Gleason is working to identify programs in need of one-time 2011-2012 funding to recommend to the Foundation board. A request was made to receive report tracking allocation of these funds.

The next meeting is scheduled on May 19, 2011.

The meeting ended at 1:35p.m.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: May 19, 2011

MEMBERS PRESENT

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

OTHERS ATTENDING: Janice Ely, Katie Gleason, Jo Ann Higdon, Luis Mancian, Jeanie Nishime, Emily Rader, John Wagstaff

Handouts: Updated 2011-12 Budget Problem – May Revision

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

Approval of May 5, 2011 Minutes

1. \$1 million from Fund 14 is used by ECC to cover ECC costs associated with Compton-related activities. Could any monies left from Fund 14 be used to cover cuts to Compton? All funds (shown on page 75 of the budget book) anticipated to be used this year - \$48,336 contingency budgeted.
2. Page 1, #3d – do not know the status of Teaching and Learning Center remodeling.
3. Page 2, #3f (top of page) – change ‘unit’ plans to ‘area’ plans. Anticipation of increase in legal fees came from *area* plan prioritization based on pending court cases and upcoming union negotiations.
4. Page 2, #3f (Fund 14 proposed budget) – SSPs are temporary management positions. Contracts are renewed each year if position is still needed. Most SSPs are in Community Advancement and paid out of non-fund 11 accounts. SSPs have no seniority or bumping rights and are ‘at will’ employees receiving some fringe benefits.
5. Page 3, #4e, v. – add ‘*Contributions to general fund*’ to the first part of sentence. Add (*in all three* options to budget cuts) at the end of sentence. On the ECC 2011-12 Budget Planning Proposal dated March 17, 2011, all three scenarios include \$800,000 contribution to General Fund from Fund 15. This amount lessens overall cuts, not designated to offset specific cuts. How was this amount determined? Each item in fund 15 was reviewed and trimmed where possible; \$800,000 was the amount left after trimming.
6. Minutes approved as amended.

2011-2012 Budget Update

1. Governor believes he started with \$26.6 billion problem. Solutions signed into law total \$11 billion. Higher revenue of \$6.6 billion expected mostly from individual income taxes. \$2 billion more in spending than anticipated. \$1 billion set aside for Proposition 10 litigation (Prop 10 may relate to transportation – will verify). Current deficit around \$12 billion. \$2.4 billion from solutions adopted pending legislation. Remaining May revise problem totals \$9.6 billion. \$1.2

billion set aside for 'rainy day' fund. Total **May Revision Solutions Needed: \$10.8 billion**. The Governor is using his "wall of debt" strategy to gain Republican support for tax increases.

2. Pensions are under attack. Focus not so much on PERS but STRS contributions from employees, employers and state might total as much as 40% of salaries.
3. Concerns about cuts made to health, welfare and social services – expecting huge repercussions to recipients of those services.
4. 40+ commissions were eliminated including California Postsecondary Education Commission (CPEC) who maintains postsecondary education data system. Who will maintain the transfer database was a question not addressed. Total saved from eliminating commissions was not mentioned; commissions with hefty salaries and high expenditures were targeted.
5. There were continued discussions on deferrals and where deferral funds should go.
6. No specific numbers known for our college yet. Will recalculate all options on document dated March 17 when numbers are known. Should have them ready for the next PBC meeting.
7. CCLC May Revision Budget Update Webinar is scheduled today at 3:00pm at www.cccconfer.org. A. Spor will forward PBC members Scott Lay's email about the Webinar.

Unspent Fund 15 transfer to GASB

1. Suggestion was made for PBC to reconsider recommendation made in the past to the President to commit unspent fund 15 to GASB. Prior actuarial identified \$930,000 obligation; last actuarial identified obligation of \$1.4 million. Doesn't make sense to use unspent funds for GASB when budget cuts are severe. At the very least recommend to the President to allocate \$900,000 for GASB and any unspent fund 15 would be allocated to other priorities as needed.
2. PBC did express these concerns to President Fallo when he last attended a PBC meeting with some members suggesting that the College not fund GASB. The President recommended to the Board to fund GASB with the rationale why the College should meet the obligation. The February Board agenda included rolling GASB into an irrevocable account (up to \$14 million), a process that could take up to months to complete. PBC recommended waiting to change GASB to an irrevocable fund until the final budget is in place.
3. Facing the number of potential cuts, the suggestion was made to pass on the \$900,000 contribution to GASB for now and use the money for backfill or other areas determined to be important.
4. A motion was made to submit two recommendations to President Fallo as part of 2011-12 tentative budget:
 - a. Withhold all unexpended Fund 15 automatic fund transfers to GASB in 2011-12.
 - Vote: 7 in favor, 0 opposed, 0 abstain
 - b. Withhold \$900,000 allocation to GASB from Fund 15 and reallocate amount to a Fund 15 contingency line item for 2011-12.
 - Vote: 7 in favor, 0 opposed, 0 abstain
5. Estimated GASB fund balance at the end of 2010-11 will be \$12,235,245. \$18 million actuarial accrued liability would jump to roughly \$21 million if not placed into an irrevocable account.
6. A. Spor will email PBC's recommendations to President Fallo.

ECCE 2011-2012 Budget Planning Proposal

1. After G. Turner met with J. Higdon, ECCE document was mostly in alignment with J. Higdon's document. Both agreed on revenue figures, but differences remain on how expenditures are shown. A request was made to review the revised ECCE Budget Planning Proposal.
2. A few members were in possession of a Federation document that presented alternative budget proposals that was based upon the ECCE proposed budget. The document was reported to suggest significant income sources. J. Higdon has not seen this (blue) document and expects no

differences in the ending balances presented at the April 21st PBC meeting (*Projected Ending Balances Fund 11*- dated 4/19/11).

3. J. Higdon's document will reflect new expenditures for next year at a minimum of \$1.2 million more in expenses and may increase to \$1.8 million. Deficit budgeting by \$6.3 million. The ECCE document did not reflect these expenditures.
4. Assumed approximate \$3 million in savings from projected budgeted ending balance for 2011-12 and projected actual ending balance for 2011-12.
5. A request was made to add to the next meeting's agenda a review of both ECCE and Federation *2011-12 Budget Planning Proposal* documents. The tentative budget will be discussed at the next meeting on June 2nd. The tentative budget can change depending on final numbers from Sacramento.

The next meeting is scheduled on June 2, 2011.

The meeting ended at 2:25 p.m.

DRAFT

Report on the May 26, 2011 Deans' Council Meeting

Moon Ichinaga
June 1, 2011

Note: There was a videoconference link to the CEC.

- I. Update—J. Nishime
 - A. Changes have been made to the Grant Proposal Request form; it is now available online.
 - B. A new letter has been sent to CSU Chancellor Reed regarding Local Service Area (LSA) designation to CSULB from President Fallo and the President of Cerritos College, Dr. Lacy.
 - Dr. Nishime will send copies of the letter to the Deans' Council meeting attendees.
 - Among the points made in the letter are the following:
 - Colleges in the Coast Community College District seem to have preferential treatment since they were given a Local Service Area designation for CSULB when they already had LSA status for CSU Fullerton.
 - ECC and CEC represent a greater headcount of underrepresented (African American and Hispanic) students than Orange Coast and Golden West Colleges combined.
 - CSUDH offers limited transfer majors for ECC students when compared to CSULB. It does not have a strong STEM focus.
 - President Fallo is not hopeful that there will be a positive response.
- II. CEC Report—R. Murray
 - A. An Aerospace Job Fair for students as well as the general public is scheduled for June 1.
 - B. On June 2, there will be a program that provides an overview of the Compton Career Advancement Academy, whose purpose is establish a “pipeline for underprepared and unemployed students to higher paying jobs.”
 - C. The nursing pinning ceremony will take place on June 8.
 - D. Graduation is planned on June 9; approximately 275 students will be receiving their diplomas or certificates.
- III. PBC Update – R. Natividad
 - A. Vice-President Higdon discussed the May Revise at the most recent PBC meeting.
 - There is a “wall of debt” of some \$35B for which tax increases are necessary.
 - B. There was considerable discussion of GASB (Government Accounting Standards Board), particularly GASB Statement 45, which requires government employers to measure and report their liabilities for non-pension post-retirement personnel benefits such as health care benefits.
 - A recommendation was approved to no longer automatically contribute to GASB any monies left unexpended in fund 15.
 - The second recommendation was to no longer automatically contribute \$900K per year out of fund 15.

- IV. No ASO Report – Representative absent.
- V. Academic Senate Update – M. Ichinaga
- VI. Management Forum – J. Nishime
There will be a Management Forum held on June 1. The Forum will deal with recent budget changes and is intended for both El Camino/Crenshaw and CEC faculty and staff.
- VII. Miscellaneous Announcements
 - A. An Accreditation Forum is scheduled for June 2, at 1 p.m. in Library 162. Suggestions and comments on the Accreditation Midterm Report are welcome at the Forum. The Report will be made available on the portal.
 - B. The Fire Academy graduation ceremony will be held at the Inglewood Center on June 4.
 - C. UC/CSU Admit Reception is scheduled on May 27.
 - D. Status Report updates of 2010-2011 plans are due soon.
 - E. Faculty should be reminded that the last week of school is a regular instructional week, and classes should be held.
 - F. Graduating students and their families are encouraged to attend the picnic that precedes the commencement ceremony. Not very many RSVPs have been received.

Academic Technology Committee Meeting Minutes

26 May 2011

Decathlon Room

Noon – 1:30 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
Pete Marcoux ✓

Lynn Clemens
Dick Barton
Dawn Charman
Alice Grigsby ✓
Dwayne Hayden ✓
Noreth Men ✓

Dave Murphy ✓
Stephanie Rodriguez
Margret Steinberg
Howard Story ✓
Ralph Taylor
Francine Vasilomanolakis
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 tries to get attention for ongoing issues like:

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

To deal with this problem, each division needs to be reminded to evaluate its needs, and to make certain that requests for staff to maintain and upgrade technology are an ongoing part of its “plans.”

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

Recently, software has been added as a line item to the 2010-2011 budget. The ATC’s members applaud this development, and hope software will not disappear from the budget as it has in the past. (The needs for software to teach our courses do not go away. In the past, funds allocated for other uses like hardware were diverted to fulfill academic software needs. It would have made more sense to include software in the budget and openly acknowledge that hardware would not receive as much funding.)

- Information and Technology Services (ITS) continues to struggle to consolidate the renewal of software licenses to a few dates (or even one!) each year. This would insure that academic software will be reliably renewed; renewal dates have been missed in the past because of the complexity of keeping track of so many different programs and dates, leading to additional costs and extra effort that interfered with ITS’s regular responsibilities.
- Better procedures are needed for purchasing new technology.

Technology continues to be purchased that could have been purchased more cheaply or cannot be used or maintained. As part of standard procedure at ECC, faculty and staff requesting new technology – especially through a grant or other funding source that does not go through Information and Technology Services (ITS) – should contact Don Treat of ITS

so that ITS can try to identify possible cost savings and potential problems.

In the past, members of the committee advocated the following policy:

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 laptops need to be on a regular replacement cycle (and an accelerated replacement cycle is needed for faculty who teach computer courses). Funds should be put aside each year as part of the budget to save for next time faculty laptops need to be replaced. In addition, funds need to be put aside each year for replacement parts and the staff to maintain faculty computers.

Faculty are required to do more and more work on their computers (e.g., active enrollment, grades, committee communication), so easy access to workplace computers is now an essential part of their jobs.

*In the fall of 2010, faculty received new laptop computers;
now is the time to develop the habit of planning and saving for the next replacement.*

The minutes of the 2 December 2010 meeting of the ATC were reviewed.

Faculty Co-Chair:

Jim Noyes is resigned as faculty co-chair for the ATC and from the committee. Peter Marcoux expressed an interest in taking on the role. Anyone else who is interested in being faculty co-chair should contact Virginia Rapp, co-chair of the ATC.

Software:

Academic software needs are currently being met. Budgeted funds are exhausted, but John Wagstaff, Director of ITS, has been requesting additional funds on an ad hoc basis and has successfully met all needs – so far.

District Computer and Network Email, Internet and Network Computer Use Policy/Computer and Network Policy:

The ATC reviewed the revised “District Computer and Network Email, Internet and Network Computer Use Policy/Computer and Network Policy” of 11 May 2011. The policies were revised to deal with issues like the use of LISTSERVs for personal announcements and memory storage for email (when users add attachment files or include the complete text of articles instead of links to them, the memory storage can be significant since thousands of identical copies are stored in individual email accounts).

The committee assented to the proposed “suggested guidelines for proper usage,” but recommended that all uses of the word “etiquette” in the preamble under letter C be changed to “usage” for consistency. There was some debate among the drafters on whether to use “usage” or “etiquette.” Members of the ATC prefer “usage”.

Pete Marcoux suggested setting up “Google Groups:” interested staff and faculty can sign up to receive personal announcements (e.g., rooms for rent, kittens needing homes).

El Camino College Accreditation Midterm Report:

The ATC reviewed “Standard IIIC: Resources – Technology Resources” of the Accreditation Midterm Report.

The ATC discussed how the ITS technology budget duplicates many requests for technology made by individual departments, which makes its budget requests larger than they really are. The problem in the Planbuilder software and the directions for use of Planbuilder: deans are told to enter ALL their needs in Planbuilder – if it is not in Planbuilder, it will NOT get funded – but there is no way for ITS and the deans to identify which of their requests are “the same” in Planbuilder.

The following modifications were suggested for items 3 and 8: The committee recommended using the sentence “An accurate budget relies on an accurate inventory.” as the second sentence in these paragraphs.

Future Topics:

The committee will continue to address media technology issues. Since more and more “smart classrooms” are to be built on campus, the committee will discuss the design of “smart classrooms:” Given our experiences with the “smart classrooms” that have been built on campus thus far, what have we learned? How should technology be arranged in “smart classrooms?” What technology should be included? The committee hopes to influence the design of the “smart classrooms” in new buildings on campus.

Submitted by Jim Noyes

**El Camino College (Torrance)
Course and Program SLO Status**

*As of May 9, 2011

Courses

Division	Total Courses	Courses with an SLO	Percent Courses with an SLO	Courses Assessed	Percent Courses Assessed	Projected Spring 2011 Course Assessments	Projected TOTAL Courses Assessed by the Third Week of Fall 2011
Behavioral & Social Sciences	128	128	100%	49	38%	40	58%
Business	95	90	95%	13	14%	32	40%
Fine Arts	226	226	100%	57	25%	20	32%
Health Sciences & Athletics	190	190	100%	101	53%	24	58%
Humanities	135	135	100%	43	32%	33	43%
Industry & Technology	242	237	98%	74	31%	38	41%
Learning Resources	N/A	N/A		N/A			
Mathematics	37	37	100%	34	92%	23	100%
Natural Sciences	73	73	100%	42	58%	19	72%
Student & Comm Advancement	N/A	N/A		N/A			
TOTAL	1126	1116	99%	413	37%	229	50%

*Note: These projected assessments are the **total courses to be assessed in Spring 2011**, with information collected from division SLO facilitators. It does not take into account first-time assessments of these courses or whether more than one SLO will be assessed. (It is estimated that 75% or more of these assessments are first-time assessments.)*

Programs

Division	Total Programs	Programs with an SLO	Percent Programs with an SLO	Programs Assessed	Percent Programs Assessed
Behavioral & Social Sciences	9	9	100%	9	100%
Business	7	7	100%	2	29%
Fine Arts	9	9	100%	9	100%
Health Sciences & Athletics	10	10	100%	10	100%
Humanities	6	6	100%	6	100%
Industry & Technology	15	15	100%	9	60%
Learning Resources	1	1	100%	1	100%
Mathematics	7	7	100%	7	100%
Natural Sciences	6	6	100%	6	100%
Student & CommAdvancement	19	19	100%	19	100%
TOTAL	89	89	100%	78	88%

El Camino College Compton Center
Course SLO Status
As of May 9, 2011

Division	Total Courses	Courses with an SLO	Percent Courses with an SLO	Courses Assessed	Percent Courses Assessed	Projected Spring 2011 Course Assessments	Projected TOTAL Courses Assessed by the Third Week of Fall 2011
Humanities	63	61	97%	15	24%	27	67%
CTE	147	142	97%	6	4%	30	27%
Math & Science	45	45	100%	21	47%	8	76%
BSS/CTA	103	103	100%	25	24%	25	50%
Health and Human Services	45	43	96%	2	4%	17	50%
TOTAL	403	394	98%	69	17%	107	47%

El Camino College Study Abroad Program Student Profiles, 2008 – 2010

El Camino College has offered Study Abroad programs for nearly two decades to a variety of destinations. The purpose of this study is to provide a profile of students who attended recent short-term study abroad programs to determine a) the types of students who typically attend study abroad at ECC, and b) how well study abroad students perform academically relative to non-traveling students. Comparisons to national averages as well as the ECC student body will be included where available and appropriate. Terms and courses included in this analysis are listed in Appendix A.

Student Profile

A demographic profile was created for each country/program along with a combined summary. Depending on the destination, the characteristics of each group varied considerably. The following tables detail this variation. Summary distributions are compared to the entire ECC student body; the difference in representation between the study abroad program(s) and the ECC student body are found in the “SA-ECC” columns.

A total of 217 students participated in Study Abroad at ECC during the six terms of this study (Winter 2008 – Summer 2010). Ten students attended at least 2 trips; summary tables may show this small number of duplicates. Students are profiled in terms of gender, ethnicity, age, home location, high school of origin, educational status, GPA, units earned, and financial aid status.

Gender

Participants in recent study abroad trips were predominantly women (68%), consistent with the national average of about 66% (IIE, 2010). The percentage of women participating is 15 percentage points higher than the student body representation of 53%. Table 2 provides a gender breakout by program showing that some trips served more male students than average. The China trip showed the highest representation of men (49%).

TABLE 1. Overall Gender Composition of Study Abroad Participants (N = 217)

Gender	n	SA %	ECC %	SA – ECC %
Female	148	68%	53%	15%
Male	69	32%	47%	-15%

Note. SA indicates students who study abroad.

TABLE 2. Gender Profile by Country (N = 226)

Term	Country	Female	Male	Total	Female %	SA – ECC %
WI08	Ghana	9	2	11	82%	30%
SU08	Austria, Germany, Italy	22	8	30	73%	21%
SU08	Eastern Europe	24	10	34	71%	19%
WI09	Australia	15	7	22	68%	16%
WI09	Guadalajara, Mexico	13	2	15	87%	35%
SU09	China	18	17	35	51%	-1%
SU09	South Africa	13	8	21	62%	10%
WI10	Costa Rica	17	7	24	71%	19%
SU10	France	22	12	34	65%	13%
	<i>Total</i>	<i>153</i>	<i>73</i>	<i>226</i>		

Note. Data includes some duplication and excludes 1 unknown gender.

Race/Ethnicity

Study abroad participants were less likely on average to be African-American or Latino (Table 3). However, a few destinations were associated with higher participation rates for these two groups (Table 4). The trip to Ghana garnered a much higher rate of Black participants (27%) with China also serving a representative percentage (17%). Trips to Spanish-speaking countries (Costa Rica and Mexico) showed a much higher than average participation rate for Latino students (50% and 40%, respectively). Asian students were most likely to attend the trips to Eastern Europe, China, and Costa Rica (25%-26% of each group). Nationally, white students consist of 59% of all community college students (NCES, 2009) but make up 73% of community college study abroad participants (IIE, 2010).

TABLE 3. Overall Ethnicity Composition of Study Abroad Participants (N = 217)

Race/Ethnicity	n	SA %	ECC %	SA – ECC %
African American	15	7%	17%	-10%
American Indian/Alaskan	3	1%	0%	1%
Asian/Filipino	34	16%	17%	-1%
Latino	57	26%	35%	-8%
Pacific Islander	0	0%	1%	-1%
White Non-Hispanic	78	36%	19%	17%
Two or More Races	3	1%	2%	0%
Unknown/Undeclared	27	12%	10%	3%

TABLE 4. Ethnic Profile by Program (N = 226)

Term	Country	African American	American Indian	Asian	Latino	White	Two or More	Unknown/Undeclared
WI08	Ghana	27%	0%	0%	9%	18%	0%	45%
SU08	Aus., Germ., Italy	3%	3%	20%	20%	43%	0%	10%
SU08	Eastern Europe	3%	0%	26%	9%	51%	0%	11%
WI09	Australia	0%	0%	0%	32%	55%	0%	14%
WI09	Guadalajara, Mex	7%	0%	13%	40%	7%	0%	33%
SU09	China	17%	3%	26%	34%	11%	3%	6%
SU09	South Africa	5%	0%	5%	14%	62%	0%	14%
WI10	Costa Rica	4%	0%	25%	50%	13%	4%	4%
SU10	France	3%	3%	9%	26%	53%	3%	3%

Note. Data includes some duplication. Sums of percentages total 100% by country of destination.

Age

Study abroad participants were slightly younger than the student body, with average and median ages of 27 and 21 compared to 26 and 22 for the ECC student body. Higher rates of participation were found among ages 19-24 and 50 and over (Table 5). Age varied by country destination, with Eastern Europe and South Africa attracting much older groups (Table 6). Australia, Austria/Germany/Italy, and China trips all attracted relatively younger groups of students. In most cases, age groups across the range were much more likely to be female (Table 7). No equivalent national data are available for participant age.

TABLE 5. Overall Age Composition of Study Abroad Participants (N = 221)

Age	n	SA %	ECC %	SA – ECC %
17 or under	2	1%	5%	-4%
18	25	11%	12%	-1%
19-20	74	33%	24%	9%
21-24	64	29%	24%	5%
25-29	18	8%	12%	-4%
30-39	4	2%	11%	-9%
40-49	9	4%	6%	-2%
50-64	18	8%	4%	4%
65+	6	3%	1%	2%
Unknown	1	0%	0%	0%

Note. Data includes some duplication.

TABLE 6. Average and Median Age of ECC Students by Country (N = 226)

Term	Country	N	Average Age	Median Age	SA—ECC
WI08	Ghana	11	28.0	22.0	0
SU08	Aus., Germ., Italy	30	21.5	20.0	-2
SU08	Eastern Europe	34	39.7	29.0	7
WI09	Australia	22	20.5	20.0	-2
WI09	Guadalajara, Mex	15	21.9	21.0	-1
SU09	China	35	21.5	20.0	-2
SU09	South Africa	21	35.9	28.0	6
WI10	Costa Rica	24	22.8	21.0	-1
SU10	France	34	27.7	22.0	0

Note. Data includes some duplication. ECC average and median ages are 26 and 22, respectively.

TABLE 7. Age Distribution by Gender (N = 217)

Age	Female		Male		Total
	N	% of Age Grp	N	% of Age Grp	N
17 or under	2	100.0%	0	0.0%	2
18	19	79.2%	5	20.8%	24
19-20	45	61.6%	28	38.4%	73
21-24	42	65.6%	22	34.4%	64
25-29	12	75.0%	4	25.0%	16
30-39	2	50.0%	2	50.0%	4
40-49	8	88.9%	1	11.1%	9
50-64	15	83.3%	3	16.7%	18
65+	3	50.0%	3	50.0%	6
Unknown					1

Home Location

Potential study abroad program participants can live in any location and need not be previously enrolled on campus. This section examines the home ZIP code of participants to determine how many students are local residents. About 78% of participants came from cities and ZIP codes within the ECC Service Area (7.5-mile radius around the campus). The top source cities were Gardena, Hawthorne, Redondo Beach, and Torrance. Table 8 highlights participation by District location and includes Gardena¹, showing that 65% of participants lived in the District or the neighboring city of Gardena. Over 30% came from the southern part of the district, while other parts of the District sent representative 17% and 21%. Most of the north district students came from Hawthorne. Gardena had the lowest percentage at 11%. Relative to the entire student body, study abroad participants are more likely to come from the southern and

¹ Although Gardena is not part of ECCCD, its proximity adjacent to the campus warrants inclusion in this table.

western parts of the district, although a significant number of participants came from all parts of the district. This pattern persists even if only younger students are included (data not shown).

TABLE 8. Participation by District Location (N = 156)

District Location	N	% Dist.*	ECC %	SA - ECC
Central (North Torrance/Lawndale)	23	17%	16%	1%
East (Gardena)	15	11%	14%	-3%
North (Hawthorne, Inglewood, Lennox, El Segundo)	28	21%	30%	-10%
South (South Torrance)	42	31%	22%	9%
West (Redondo Beach, Manhattan Beach)	27	20%	17%	3%
TOTAL	135	65%**	58%	7%

*Percentage of students in each region out of all participants from the District/Gardena.

**Percentage of students studying abroad who live with District/Gardena boundaries.

High School District of Origin

This study also examined the high school district from which participants originated. With high schools identified for half of the participants, the top “sending” high schools came from Torrance Unified, LAUSD, and Centinela Valley Union High School District. Participants were much more likely to come from the Torrance district than is represented by ECC’s younger student (only students aged 25 and under were included in this analysis).

TABLE 9. Participation by High School District (N = 109)

High School District	N	%	ECC %	SA - ECC
Centinela Valley Union High*	11	10%	12%	-2%
El Segundo Unified	4	4%	1%	2%
Inglewood Unified	1	1%	3%	-2%
Los Angeles Unified (LAUSD)*	25	23%	29%	-6%
Lynwood Unified	1	1%	1%	0%
Manhattan Beach Unified	2	2%	3%	-1%
Palos Verdes Peninsula Unified	6	6%	5%	0%
Redondo Beach Unified	8	7%	6%	1%
Temple City Unified	1	1%	0%	1%
Torrance Unified	50	46%	25%	21%
Total of SA Participants Identified	109	50%	71%	-20%

*Centinela Valley includes Hawthorne, Lawndale & Leuzinger HS. Gardena HS is part of LAUSD.

Educational Status

The educational status of study abroad participants may indicate their current stage on a higher educational path. Students with a “College Degree” are typically older and returning for a second career or educational enrichment. “High school graduates (without college)” are often

traditionally-aged students or students arriving at college after a period of work, military service, or family care. “Not a high school grad” is more often a high school student specially admitted but may also include a minority of students seeking a GED.

Recent study abroad participants were slightly more likely to have college degrees and less likely to be without a high school diploma or equivalent (Table 10). Nearly 75% of participants were high school graduates without a college degree, about the same as the general student body.

TABLE 10. Participation by Education Level (N = 219)

Category	N	%	ECC %	SA - ECC
College Degree	36	16%	14%	3%
HS Grad w/o College	163	74%	75%	-1%
Not a HS Grad	8	4%	9%	-5%
Unknown	12	5%	2%	4%

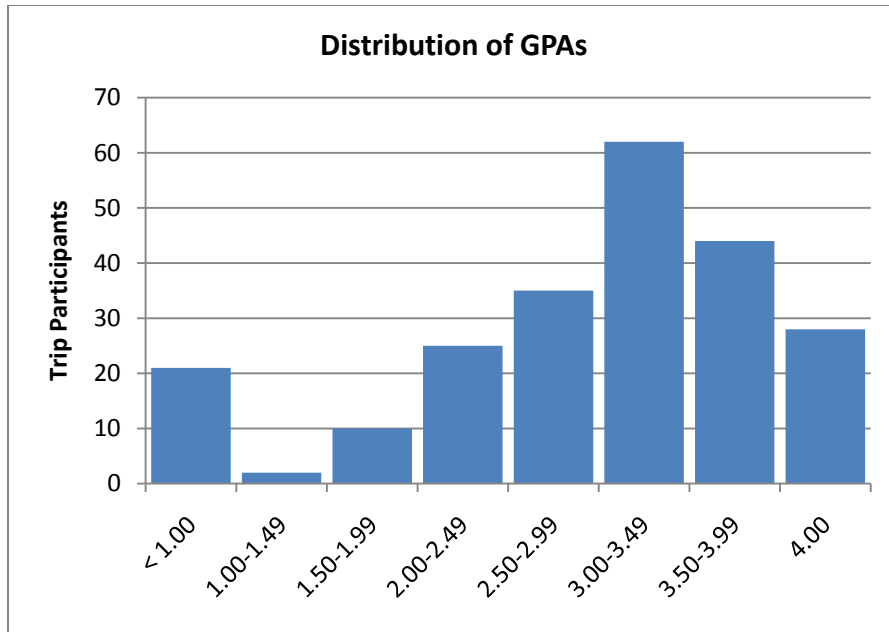
Note. Data includes some duplication.

Grade Point Average

Cumulative Grade Point Average (GPA) is an indicator of overall academic performance history. Among participants, highest GPAs were found on the trips to Australia, Eastern Europe, and France (Table 11). The GPAs for students on the China and Ghana trips may have been affected by the high number of withdrawals (discussed below), particularly for the low-unit students. The average college GPA for students during the travel terms included in this study was 2.28; the last column shows that participant GPAs were higher for nearly all the trips.

TABLE 11. Grade Point Average (GPA) by Country (N = 227)

Country	N	Avg GPA	Std Dev	SA – ECC
Australia	22	3.23	0.701	0.95
Austria, Germany, Italy	30	2.95	0.723	0.66
China	35	1.88	1.457	-0.40
Costa Rica	24	3.02	0.507	0.74
Eastern Europe	35	3.35	0.738	1.07
France	34	3.26	0.567	0.98
Ghana	11	2.45	1.054	0.17
Guadalajara, Mexico	15	2.89	0.874	0.61
South Africa	21	2.50	1.679	0.21
<i>Total</i>	227	2.86	1.086	0.58



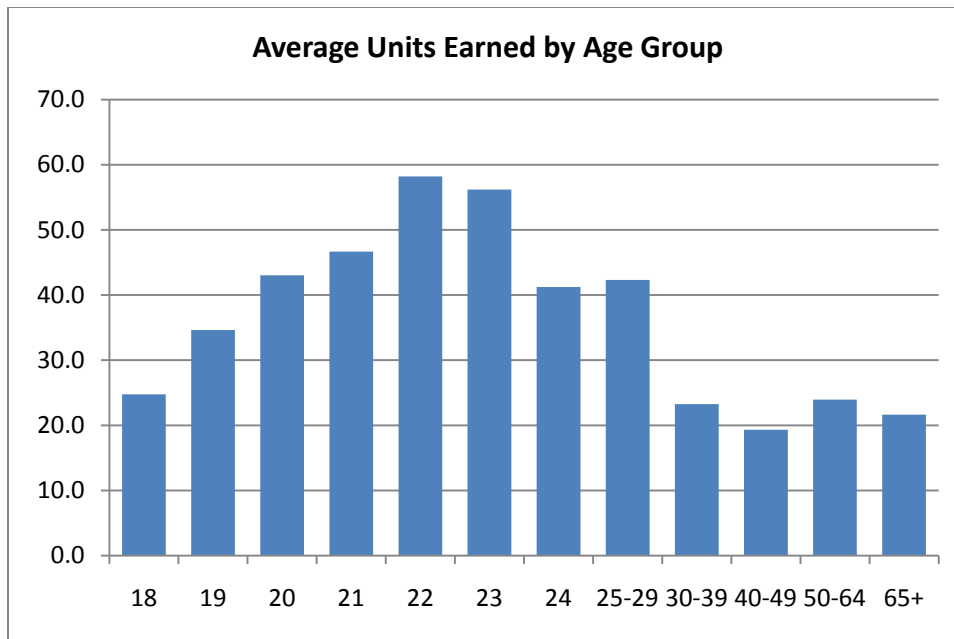
Units Earned at ECC

Total units earned indicates how long students have been associated with El Camino College. Table 12 indicates the average number of units earned by participants by country visited compared to all students enrolled at ECC during typical travel terms (summer/winter). In most cases, trip participants showed more units earned at ECC than the general student body, with the exception of China which had a small number of “excursion-only” participants who had zero units associated with ECC. In a separate analysis (not shown), younger participants aged 20-29 had banked about a semester’s worth of units more than the average ECC students, indicating that younger study abroad participants have long term goals of graduation and transfer.

TABLE 12. Average Units Earned by Country (N = 227)

Country	N	Units Earned	Std Dev	SA - ECC
Australia	22	36.7	17.534	8.1
Austria, Germany, Italy	30	49.6	22.203	21.0
China	35	22.6	23.594	-6.0
Costa Rica	24	41.8	28.943	13.2
Eastern Europe	35	32.9	30.381	4.2
France	34	51.3	31.147	22.6
Ghana	11	31.5	23.700	2.9
Guadalajara, Mexico	15	46.3	28.630	17.7
South Africa	21	32.7	35.450	4.0
<i>Total</i>	<i>227</i>	<i>38.4</i>	<i>28.708</i>	<i>9.7</i>

Note. Data includes some duplication.



Financial Aid

Study abroad opportunities may be perceived as limited to wealthy and middle-class students. A student’s financial aid status can be used to approximate economic class and income levels of study abroad participants and students at large. Table 13 shows the financial aid award status of recent participants along with a comparison to the ECC student body. In general, levels of financial support among participants are fairly similar to the student body, with nearly a third (32%) receiving a BOG fee waiver which typically indicates low-income status.

TABLE 13. Financial Aid Award Status of Participants (N = 219)

Financial Aid Award	N	%	ECC %	SA - ECC
BOG*	69	32%	34%	-2%
Other	3	1%	2%	-1%
<i>Total Receiving FA</i>	<i>72</i>	<i>33%</i>	<i>36%</i>	<i>-3%</i>
Did Not Receive FA	147	67%	64%	-3%

*Board of Governor’s Fee Waiver indicating low-income status.

Note. Data includes some duplication.

Academic Performance

Several academic performance measures were included in this study to determine if study abroad program participation may be associated with greater academic success and goal completion. Measures in the study include course completion (retention) and success, graduation, and transfer to 4-year institutions.

Course Completion and Success

In most cases, study abroad courses had much higher successful course completion (“success”) and retention. Many courses experienced 100% success and retention rates (Table 14). The last column provides a comparison of success rates.

TABLE 14. Course Enrollments, Success, and Retention (Grades = 406)

Term	Course	N	Success	Retention	Success Difference*
WI08 (Ghana)**	ECON-5	10	20%	50%	*
	HDEV-5	5	60%	100%	*
SU08 (Aus., Germ., Italy)	ART-2	24	67%	96%	-11%
	ART-3	22	64%	95%	*
	GEOL-1	22	82%	100%	-7%
SU08 (Eastern Europe)	GEOL-3	24	75%	92%	*
	GEOG-1	14	86%	100%	14%
	GEOG-2	18	94%	100%	*
WI09 (Australia)	GEOG-20ABCD	22	100%	100%	*
	HIST-4	22	100%	100%	*
WI09 (Mexico)	POLI-2	22	100%	100%	*
	ART-7	12	100%	100%	*
	SPAN-1	12	100%	100%	7%
SU09 (China)**	SPAN-24	5	100%	100%	*
	ENGL-1C	14	57%	57%	-17%
	ENGL-25A	5	40%	60%	*
	HIST-14A	13	69%	77%	*
SU09 (S. Africa)	HIST-37	17	65%	76%	*
	GEOG-1	11	100%	100%	46%
	GEOG-5	18	100%	100%	17%
WI10 (Costa Rica)	ENGL-1C	15	100%	100%	13%
	SPAN-21AB	8	100%	100%	*
	SPAN-22AB	4	100%	100%	*
SU10 (France)	ARCH-100	6	67%	83%	*
	ARCH-104	17	82%	88%	*
	FREN-21AB	18	89%	89%	*
	FREN-24	25	96%	100%	*

*The last column represents the study abroad course success rate minus the equivalent course taught in the same term at ECC. Starred courses had no comparable class at ECC that term.

**Courses during both the China and Ghana trips experienced lower enrollment counts and course retention due to a high number of drops both before and after the program started. This may be due to students dropping out after the excursion portion of the China trip, and conflicts with the part-time instructor during the Ghana trip.

Degrees and Certificates Earned

Receiving an Associate’s degree or certificate is an important milestone for younger students, even for those who are intending to transfer to another institution. Annual degrees and certificates were tracked for students in the most recent cohort (09-10 trips) to determine the rate at which study abroad participants earn awards. Only students under the age of 25 were

tracked with a comparison to all younger students enrolled during the same year. Young study abroad participants earn ECC awards at a much higher rate than all ECC students of similar age, with 11% of participants receiving awards in the same year they studied abroad compared to 3% of other younger students (Table 15).

TABLE 15. Degrees Awarded (Students under 25, 2009-10 Awards Only, N = 114)

Award	N	%	ECC %	SA - ECC
Degrees	11	10%	3%	7%
Certificates	2	2%	1%	1%
Total Awards	13	11%	3%	8%

Transfer

Transfer to a four-year institution is a common educational goal for community college students. This section approximates the transfer rate and common destination institutions for participants of recent study abroad programs. Overall, 68 students out of the 217 (31%) transferred or were enrolled at a university in 2010-11. This percentage rises to 37% when only students under 25 years of age are included in the rate, much higher than the three-year College transfer rate of 10%-14%². Table 16 provides the number of transfers to 4-year institutions by country for younger study abroad participants. The highest approximated transfer rates were associated with trips to Eastern Europe, Guadalajara, and Costa Rica—all with over 50% transfer rates. Table 17 details the most popular destination institutions for this younger age group.

TABLE 16. Participants Enrolled at 4-Year Institutions in 2010-11 (Students under 25, N = 167)

Term	Country	N	Transferred	% of N
WI08	Ghana	7	1	14%
SU08	Aus., Germ., Italy	28	11	39%
SU08	Eastern Europe	13	7	54%
WI09	Australia	20	6	30%
WI09	Guadalajara, Mex	13	7	54%
SU09	China	31	11	35%
SU09	South Africa	10	4	40%
WI10	Costa Rica	19	11	58%
SU10	France	26	4	15%

² Note: Different methodologies were used to calculate each rate but would likely not explain the entire gap.

TABLE 17. Top Receiving Institutions in 2010-11 (Students under 25, N = 167)

Institution Name	N
University of California-Los Angeles	14
California State University-Dominguez Hills	13
University of California-Irvine	4
California State University-Los Angeles	3
University of Southern California	2
University of California-Santa Barbara	2
Loyola Marymount University	2
University of California-Santa Cruz	2
California State University-Fullerton	2
University of California-San Diego	2

Conclusion/Recommendations

The aims of this study were to develop a profile of study abroad students at ECC and to track their academic performance. The profile showed that students attending the average trip were more than two thirds female and more likely to be White than any other race or ethnic group. However, individual trips revealed much higher participation among African Americans, Asians, and Latinos for some destinations. Disproportionate attendance by age was found among 19-24 year olds and those aged 50 and over, with some trips serving demonstrably younger or older student populations.

Although participants were more likely to come from Torrance, Redondo Beach and Hawthorne, all areas of the district and Gardena were well represented with the exception of the north part of the district (Inglewood/Lennox, excluding Hawthorne). Similar results were found when high school of origin was examined. In terms of educational level, study abroad participants were similar to other students and were nearly as likely to be low-income and receiving financial aid.

While available academic performance comparisons are limited in this report, the findings suggest that participants are more likely to experience higher academic outcomes than other students. Students are often more successful in their classes and more likely to receive an Associate degree or transfer to a 4-year institution. Since control groups were not employed in this study, only general conclusions should be drawn at this time.

Due to the persistent underrepresentation of some ethnic groups, it was encouraging to see higher rates of participation among African American and Latino students for certain countries. Program planners should consider the expansion of destinations that appear to be more favorable to African American and Latino students. More balanced participation should also broaden the participation across the district, as well. Another encouraging sign is that

participants are almost as likely to be low income as the student body, suggesting that students are being attracted to the program despite financial constraints. The low level of male participation should be studied further to gain insights on this finding common to most study abroad programs.

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- National Center for Educational Statistics (2009). Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and 1990 through 2008 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90), and Spring 2001 through Spring 2009. Retrieved on May 19, 2011 from http://nces.ed.gov/programs/digest/d09/tables/dt09_227.asp

Appendix A

Term	Section	Course	Subject	Course Title	Country
WI08	2128	ECON-5	Economics	Fundamentals of Economics	Ghana
WI08	2228	HDEV-5	Human Dev.	Career Planning	Ghana
SU08	1071	GEOG-1	Geography	Physical Elements	Eastern Europe
SU08	1075	GEOG-2	Geography	Cultural Geography	Eastern Europe
SU08	1080	GEOG-20A-D	Geography	Geography Field Studies	Eastern Europe
SU08	1083	GEOL-1	Geology 1	Physical Geology	Austria, Germ, Italy
SU08	1085	GEOL-3	Geology 3	Physical Geology Lab	Austria, Germ, Italy
SU08	5023	ART-2	Art History 2	Hist West:prehist-Gothic	Austria, Germ, Italy
SU08	5024	ART-3	Art History 3	Hist West:Proren-19 Cent	Austria, Germ, Italy
WI09	2227	HIST-4	History	Hist Modern Civilization	Australia
WI09	2617	POLI-2	Political Sci.	Intro to Comparative Politics	Australia
WI09	6915	SPAN-1	Spanish	Elementary Spanish I	Guadalajara, Mex
WI09	6925	SPAN-24	Spanish	Intro Span/Lat Amer Lang	Guadalajara, Mex
WI09	5006	ART-7	Art	Art Hist Mex/Central/S Amer.	Guadalajara, Mex
SU09	2372	HIST-37	History	History of World Religions	China
SU09	2360	HIST-14A	History	Hist Asian Civilizations	China
SU09	6430	ENGL-1C	English	Critical Thinking/Comp	China
SU09	6580	ENGL-25A	English	Creatv Wrtng:intro Fict	China
SU09	1073	GEOG-1	Geography	Physical Elements	South Africa
SU09	1075	GEOG-5	Geography	World Regional Geography	South Africa
WI10	6535	ENGL-1C	English	Critical Thinking/Comp	Costa Rica
WI10	6913	SPAN-3	Spanish	Intermediate Spanish I	Costa Rica
WI10	6921	SPAN-21AB	Spanish	Beg Convrstnl Spanish	Costa Rica
WI10	6922	SPAN-22AB	Spanish	Inter Convrstnl Spanish	Costa Rica
SU10	6724	FREN-24	French	Intro French/Francophne Cult	France
SU10	6721	FREN-21AB	French	Beg Conversational French	France
SU10	7050	ARCH-100	Architecture	Orientation to Architecture	France
SU10	7052	ARCH-104	Architecture	Hist. of Western Architecture	France

Study Abroad Program Annual Report for 2008-2009

**Submitted by
Gloria E. Miranda, Ph.D.
Behavioral and Social Sciences Division Dean
And Administrator for Study Abroad**

April 24, 2009

**STUDY ABROAD PROGRAM
DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES
ANNUAL REPORT, 2008-2009**

OVERVIEW OF PROGRAM

El Camino College's study abroad program has been in existence since 1992. In the past the program was also known as International Education but has mainly been identified as Study Abroad for well over a decade. In the first years of its establishment the program included a faculty coordinator on reassigned time as well as a faculty advisory committee. The coordinator had several responsibilities including oversight of the faculty advisory committee which assisted in the identification of locations for programs, selection of faculty to serve as on-site coordinators abroad as well as negotiating agreements with educational contractors.

The faculty advisory committee was comprised of faculty from academic divisions who were nominated by their respective division deans. This continues to be the case today although there is no longer a faculty coordinator for the program. The division dean for Behavioral and Social Sciences has assumed the responsibilities of administrative oversight for all aspects of the program.

From 1992 until 2003 the college offered semester-length programs along with one summer session each year. Semester programs were suspended due to budgetary cutbacks after the spring 2003 Spain semester program. Winter programs were added in 2007 and currently two winter and two summer offerings comprise the annual study abroad schedule.

The program has a modest operating budget that includes funding for faculty salaries, a part-time hourly program assistant, conference attendance, membership dues and supplies.

The College has had tremendous success with our international education offerings. We have offered forty-four successful study abroad programs in seventeen years while only four programs have been cancelled due to low enrollment. The majority of semester programs have been in European locales but winter and summer programs have taken ECC students to Africa, Asia, Latin America and the South Pacific as well as to Europe. Instructors from various academic divisions have been chosen to lead these programs over the years with an emphasis on teaching general education credit courses to students recruited for study abroad.

The recruitment of students is the responsibility of faculty chosen to lead a study abroad program. Generally, students must have at least a 2.0 GPA in

their academic work in order to be considered for inclusion in any program. The minimum number of students needed for a program to materialize is usually between 15 to 20 students. In order to finance their study abroad experience, the majority of students seek financial aid or loans. A limited amount of money is available for study abroad scholarships which are contributed to the Foundation through payroll deduction.

Study Abroad Mission and Purpose

The Study Abroad Program was developed to foster international and multi-cultural understanding and enrichment for students in academic programs while studying abroad. The aim of the program centers on nurturing a global perspective that will enhance students' educational experiences in order to better comprehend the international cultural setting of California and the Pacific Rim.

2008-2009 Study Abroad Programs

Two summer programs were offered in 2008 with destinations to (1) **Eastern Europe** and (2) **Italy/Austria/Germany**. The Eastern Europe program was led by Professor of Geography, Matt Ebner, and included 38 students. Courses offered for this program were Geography 1 (Physical Elements), Geography 2 (Cultural Geography), and Geography 20abcd (Geography Field Studies). Eastern Europe was a multi-country program with visits to the Czech Republic, Poland, Slovakia, Hungary, Croatia, Slovenia, and Austria (in that order). The total price per participant (including airfare, accommodations, daily breakfast, excursions and ground transportation) for the three week program was \$4345.00. The educational contractor for this program was Leonardo World.

Academic instruction took place at key multi-day locations and on-site at geographical locations. Students were required to take examinations during the trip as well as to complete a written assignment as part of their course grade. As a rule students were required to enroll in two courses but exceptions were made for those who already held a bachelor's degree. Attendance was mandatory and calculated as positive attendance.

Professor of Art, Connie Fitzsimons and Professor of Geology, Charles Herzig, led the second summer program to Italy/Austria/Germany and took 33 students. The price for the nineteen day program was \$4543.00 and included airfare, daily breakfasts, accommodations, excursions and ground transportation. Passports served as the educational contractor for this program. Four courses were offered for students to select from including Art 2 (History of Western Art - Prehistoric to Gothic), Art 3 (History of Western Art – Proto-Renaissance to 19th Century), Geology 1 (Physical Geology) and Geology 3 (Physical Geology Laboratory). The instructors prepared a custom textbook that blended both geology and art history themes.

This program included significant travel throughout the three countries and focused on both urban settings for art history and rural locations for the geological segment of the itinerary. The unusual blend of course offerings worked very well as evidenced by the thematic structure of the customized textbook.

The 2009 winter destinations were **Guadalajara, Mexico** and **Australia**. Professor Nitza Llado led the program to Mexico with sixteen students. Students attended classes at the University of Guadalajara's Center for Foreign Students (CEPE) and had the opportunity to take classes from three that were offered to them. Spanish 1 (Elementary 1), Spanish 24 (Introduction to Spanish and Latin American Language and Cultures) were taught by Professor Llado with Art 7 (Art History of Mexico and Central and South America) was offered by one of the university's instructors and was taught in English.

The three week program price totaled \$2050.00 including airfare, home stay accommodations, meals and several excursions. This students on this program comprised diverse backgrounds, bonded and adapted well to the setting in Guadalajara and returned with very positive cultural experiences. Professor Llado is to be commended for her success in developing a cohesive group of students.

The second winter program was led by Professor of History, Arthur Verge, who took 23 students to Australia for a 3 week program "down under." This program included a brief visit at the onset to Auckland, New Zealand before settling into a routine at the University of Sydney. Courses offered by Professor Verge included History 4 (History of Modern Civilization) and Political Science 2 (Comparative Politics). The cost of \$4750.00 covered airfare, lodgings, excursions, ground transportation, and daily breakfasts. Professor Verge reported that this was the best behaved group of students he has led in his 17 years as an on-site faculty coordinator.

Study abroad programs generally attract more female students. Guadalajara had only two men and Australia recruited eight. This is a consistent pattern on most of our programs over the years. Ages vary but most students fall into the 18 to 23 age group even though we have had students over 60 years of age participate on study abroad as well.

Advisory Committee Meetings

The Study Abroad Advisory Committee meets on the average twice every semester. The committee's responsibilities include recommending locations for study abroad programs, review of faculty proposals and evaluation of completed

programs. Currently the committee is comprised of the following faculty members:

Arthur Verge	Behavioral and Social Science Division
Michael Botello	Business
Elaine Moore	Counseling
Rosemary Swade	Fine Arts
Jenny Simon	Humanities
Anne Cummings	Humanities alternate
Michael Stallings	Industry and Technology
Matt Ebner	Natural Science

Vacancies exist in and have been requested for Health Sciences and Athletics and Mathematical Sciences Divisions. Assignments are made by the division deans.

This year, the advisory committee is reviewing a second winter 2011 and summer 2011 locations. Updates on recruitment efforts for current year programs are reviewed at each committee meeting. In addition, the committee discusses educational contractor proposals and services to determine the best agency for El Camino's programs abroad.

Operating Budget

The Study Abroad program was allocated \$71,141.00 in 2008-2009. The majority of the funding covered faculty salaries with a small allocation for dues and memberships, conference attendance and other services such as unexpected contractor costs. In addition, funding for a part-time program assistant was included in the budget. This amount had been significantly reduced by more than 50% over the last few years.

However, the major shortcoming in the budget was a line item for a faculty coordinator. In the first years of the program a coordinator was given 60% release time to oversee the program. With budget cutbacks in the late 1990s, the allocation was reduced to 20% and within the last two years, has been completely eliminated. As a result of the elimination of the faculty coordinator the responsibility for the operations of the program has fallen on the division dean for Behavioral and Social Sciences. The division office staff has also assumed responsibility for maintaining the website, distributing program flyers, arranging advisory committee meetings, maintaining application files and collecting payments from students planning to participate in study abroad programs.

The total cost for study abroad programs that students are required to pay varies with location selected. Program price depends on destination, length of program, the number of excursions plus any additional travel within a country. These are costs that are paid by each student participant but are not part of the operating budget.

Program Objectives

The study abroad program continues to evolve well into its seventeenth year of operation. Objectives for the future include the following:

- Development of global service learning/student volunteer service component for selected programs.
- Establishment of annual scholarship fund through the ECC Foundation.
- Expand connection with universities as locales for study abroad programs.
- Attract more African American students to participate in study abroad.
- Update and revise evaluations for study abroad faculty participants.
- Create program level SLO.
- Develop statistical data gathering format for student participants in study abroad by age, ethnic/racial background, and academic success.
- Restore semester study abroad programs.

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BOARD POLICY 6160

**ELCAMINO COMMUNITY COLLEGE
DISTRICT COMPUTER and NETWORK
USE POLICY**

El Camino Community College District (ECC) owns and operates a variety of computer systems, including but not limited to voicemail, electronic mail, telephone and access to the internet, for use by its faculty, students and staff. ECC encourages the use of its computer systems for education, academic development, public service and other educational purposes. When using ECC's computer and network systems, all users are required to abide by the rules of this Policy and use the system in an ethical and lawful manner. Misuse may constitute a misdemeanor or felony under federal law and ~~will~~ may result in the deprivation of network privileges and/or disciplinary actions. Procedures for this policy will be developed by the Superintendent/President or his designee in collegial consultation with all appropriate constituents.

Reference: U.S. Code, Title 18 section 1030

El Camino College
Adopted: February 28, 2000
Replaces Board Policy 3610

Draft 3/7/2011

4/1/2011

4/25/11

5/11/11 (College Council will review again on 5/23/11)

5/19/11 (Ed Policies on 5/24/11, Academic Senate on 5/31/11 or 6/7/11)

5/25/11 (from Ed Policies on 5/24/11 to Academic Senate on 6/7/11)

DRAFT

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5/25/11 (from Ed Policies on 5/24/11 to Academic Senate on 6/7/11)

6/7/11 Senate

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ADMINISTRATIVE PROCEDURE 6160 **ELCAMINO COMMUNITY COLLEGE DISTRICT COMPUTER and NETWORK USE POLICY**

All users of El Camino Community College District (ECC) computing systems must read, understand and comply with the terms outlined in Board Policy 6160. By using any of these systems, users agree that they will comply with this policy. Users understand and agree that ECC's role in managing these systems is only as an information carrier and does not endorse any transmissions by the user.

RIGHTS

These computer systems, facilities and accounts are owned and operated by ECC. These procedures shall not be construed as a waiver of any rights of ECC, nor shall they conflict with applicable law. The District is not responsible for the loss and/or corruption of information that may be stored on ECC's computing systems. The District recognizes the privacy interests of faculty, students and staff and their rights to freedom of speech, collegial consultation and academic freedom as well as their rights to engage in protected union and concerted activity.

AUTHORIZED USE

An authorized ECC agent must approve all access to ECC's computer resources, including issuing of passwords. Users may not, under any circumstances, transfer or confer these privileges to other individuals. The authorized user is responsible for the proper use of the system, including any password protection.

Users are prohibited from sharing their passwords.

CONDITIONS OF USE

- A. The user agrees to maintain an environment conducive to learning. However, users are advised that they may encounter material on the Internet which may be considered offensive or objectionable in nature or content. Users are further advised that ECC does not assume responsibility for the contents of any email or information.

- B. The user agrees that in the unlikely event that someone does transmit, or cause to be transmitted, a message that is inconsistent with an environment conducive to learning or with a misleading origin, the person who performed the transmission will be solely accountable for the message, not ECC which is acting solely as the information carrier.

- C. The user agrees to report any possible security lapse on any system to the Information Technology Systems (ITS) Department. The ITS Department will investigate any reported or discovered security threats.
- D. District information resources must not be used for political activities where prohibited by federal, state or other applicable laws.
- E. Although personal use is not an intended use, the District recognizes that the Network will be used for incidental personal activities provided that such use is within reason and provided that such usage is ordinarily on an employees own time, is occasional, and does not interfere with or burden the District's operation, and not otherwise contrary to District policies or procedures.
- F. District information resources should not be used for commercial purposes, and users may not conduct activities for personal commercial gain.
- G. Creation or transmission of any false statement, which tends to cause injury to one's reputation, is strictly prohibited. Any user creating or transmitting defamatory statements shall have sole liability for any damages resulting from such defamatory statement.

The user agrees never to attempt to transmit, or cause to be transmitted, any message in which the origination is deliberately misleading (except for those outside services which may conceal identities as part of the service).
- H. Creation, transmission or the uploading/ downloading of obscene material is strictly prohibited when using ECC computer systems.
- I. Users may not install executable files on network servers and shall not modify, delete or otherwise alter server files or any data within those files without express authorization to do so.

An individual's computer use privileges may be suspended by the District immediately upon the discovery of a violation of these privileges.

CONFIDENTIALITY

Programs and files are confidential unless they have been made available, with written permission, to other authorized individuals. When performing

maintenance, every effort is made to ensure the privacy of the user's files. Violations of confidentiality should be reported to an administrator. The system has the ability to read your mail, your own account and the system administrator account. All reasonable attempts have been made to ensure the privacy of your accounts and your electronic mail.

ECC retains the right to revoke, amend or change the provisions of this Policy.

Users who do not adhere to this policy may be subject to disciplinary action

Draft 3/7/2011 jms

4/1/2011

4/25/11

5/11/11 – will move forward to College Council on 5/23/11.

5/19/11 – will move forward to Ed Policies on 5/24/11, Academic Senate on 5/31/11 or 6/7/11.

5/25/11 – will move forward from Ed Policies to Academic Senate on 6/7/11

6/7 – clean Senate version – voted on

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ADMINISTRATIVE PROCEDURE 6160 **ELCAMINO COMMUNITY COLLEGE DISTRICT COMPUTER and NETWORK USE POLICY**

All users of El Camino Community College District (ECC) computing systems must read, understand and comply with the terms outlined in Board Policy 6160. By using any of these systems, users agree that they will comply with this policy. Users understand and agree that ECC's role in managing these systems is only as an information carrier and does not endorse any transmissions by the user.

RIGHTS

These computer systems, facilities and accounts are owned and operated by ECC. These procedures shall not be construed as a waiver of any rights of ECC, nor shall they conflict with applicable law. The District is not responsible for the loss and/or corruption of information that may be stored on ECC's computing systems. The District recognizes the privacy interests of faculty, students and staff and their rights to freedom of speech, collegial consultation and academic freedom as well as their rights to engage in protected union and concerted activity.

AUTHORIZED USE

An authorized ECC agent must approve all access to ECC's computer resources, including issuing of passwords. Users may not, under any circumstances, transfer or confer these privileges to other individuals. The authorized user is responsible for the proper use of the system, including any password protection.

Users are prohibited from sharing their passwords.

CONDITIONS OF USE

- A. The user agrees to maintain an environment conducive to learning. However, users are advised that they may encounter material on the Internet which may be considered offensive or objectionable in nature or content. Users are further advised that ECC does not assume responsibility for the contents of any email or information.

- B. The user agrees that in the unlikely event that someone does transmit, or cause to be transmitted, a message that is inconsistent with an environment conducive to learning or with a misleading origin, the person who performed the transmission will be solely accountable for the message, not ECC which is acting solely as the information carrier.

- C. The user agrees to report any possible security lapse on any system to the Information Technology Systems (ITS) Department. The ITS Department will investigate any reported or discovered security threats.
- D. District information resources must not be used for political activities where prohibited by federal, state or other applicable laws.
- E. Although personal use is not an intended use, the District recognizes that the Network will be used for incidental personal activities provided that such use is within reason and provided that such usage is ordinarily on an employees own time, is occasional, and does not interfere with or burden the District's operation, and not otherwise contrary to District policies or procedures.
- F. District information resources should not be used for commercial purposes, and users may not conduct activities for personal commercial gain.
- G. Creation or transmission of any false statement, which tends to cause injury to one's reputation, is strictly prohibited. Any user creating or transmitting defamatory statements shall have sole liability for any damages resulting from such defamatory statement.

The user agrees never to attempt to transmit, or cause to be transmitted, any message in which the origination is deliberately misleading (except for those outside services which may conceal identities as part of the service).
- H. Creation, transmission or the uploading/ downloading of obscene material is strictly prohibited when using ECC computer systems.
- I. Users may not install executable files on network servers and shall not modify, delete or otherwise alter server files or any data within those files without express authorization to do so.

An individual's computer use privileges may be suspended by the District immediately upon the discovery of a violation of these privileges.

CONFIDENTIALITY

Programs and files are confidential unless they have been made available, with written permission, to other authorized individuals. When performing

maintenance, every effort is made to ensure the privacy of the user's files. Violations of confidentiality should be reported to an administrator. The system has the ability to read your mail, your own account and the system administrator account. All reasonable attempts have been made to ensure the privacy of your accounts and your electronic mail.

ECC retains the right to revoke, amend or change the provisions of this Policy.

Users who do not adhere to this policy may be subject to disciplinary action

Draft 3/7/2011 jms

4/1/2011

4/25/11

5/11/11 – will move forward to College Council on 5/23/11.

5/19/11 – will move forward to Ed Policies on 5/24/11, Academic Senate on 5/31/11 or 6/7/11.

5/25/11 – will move forward from Ed Policies to Academic Senate on 6/7/11

6/7 – clean Senate version – voted on

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.

(i) Courses taken at a California Community College may be used to satisfy general education and/or major requirements.

(ii) If the course is offered at El Camino College, but the originating California Community College uses it in a different area than El Camino College, the course will be used in the area that benefits the student.

(iii) If the course is not offered at El Camino College, the college will honor the course in the same general education area in which the originating California Community College places the course.

(iv) Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.

(v) 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 within requirements for either the general education and/or major.

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 of achievement will receive the certificates and have them posted on their transcripts.

7) A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.

References:

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

6-7-11 Academic Senate

Board Policy 4231

Grade Change

When grades are given for any course of instruction taught in the El Camino Community College District, the grade given to each student shall be the grade determined by the instructor of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was given.

Upon determination by the District that a grade in a course was given as a result of fraud, the District may change or remove the fraudulent grade from the student's transcript of record. Such action may be initiated upon determination of the fraud without regard to the time limits imposed on other grade appeal actions.

Procedures for changing or removing grades in accordance with this policy have been developed by the President/Superintendent or his designees in collegial consultation with the Academic Senate.

This policy supersedes the section of BP 4220 that deals with grade change procedures.

Citation: Education Code Sections 76224(a) and 76232; Title 5 Section 55760(a)

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6-7-11 Academic Senate

Grades are determined by the instructor of a course. Both state law and college policy state that the determination of a grade by the instructor is final, in the absence of mistake, fraud, bad faith, or incompetency.

Part I. Grade change petitions and appeals.

A. Grounds for requesting or appealing for a grade change.

A student can request or appeal for a grade change only if the grade is incorrect due to mistake, fraud, bad faith, or incompetency.

B. Informal grade change request

If a student believes that a mistake was made in computing or recording a grade, he or she may contact the instructor directly to ask the instructor to review the grade records and make the correction. A mistake in a grade can be corrected by the instructor. Occasionally, the student may prefer to ask the instructor's Dean rather than asking the instructor. However, the Dean may not change the grade in response to an informal request; only the instructor can order the grade change in response to an informal request and only if the request is made within the time limits set by this procedure.

B.1. Making the request

A student who believes that a grade is incorrect because of a mistake may inform the instructor of the course or the Dean who supervises the instructor. If the Dean is informed, he/she may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor.

B.2. Time limit

An informal request for a grade change must be received in the Division Office no later than eighteen months after the last day of the term for which the grade was given.

B.3. Response to request

If the instructor agrees to change the grade, he/she may file a Grade Change Request with the Admissions and Records Office, explaining the change. The Grade Change Request requires the Dean to verify that the change is permitted by college policy. The Admissions and Records Office shall change the student's grade record and preserve a copy of the Grade Change Request. If the instructor decides not to change

the grade, he/she should inform the student directly.

C. Grade Change Petition

A student may file a Grade Change Petition whether or not he/she has pursued an informal grade change request. Making an informal grade change request does not affect the time limit for filing a Grade Change Petition.

C.1. Filing a Grade Change Petition

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may file a Grade Change Petition with the Dean who supervises the instructor of the course, using the Grade Change Petition form. The student must state the grounds for the petition and include supporting documentation. The Grade Change Petition form is available at the offices of the instructional Deans and at the Admissions and Records office.

C.2. Time limit

A Grade Change Petition must be received by the appropriate instructional Dean no later than eighteen months after the last day of the term for which the grade was given.

C.3. Response to filing

Upon receipt of the Grade Change Petition, the Dean may discuss the request with the student and instructor, separately or together. The student may decline to meet with the instructor and/or the Dean. The Dean shall forward the Grade Change Petition to the instructor and direct the instructor to act on the petition.

The instructor shall then review the Petition within thirty days, decide whether or not to change the grade, and provide an explanation for the action. The Dean will verify that the action is permitted by college policy and shall provide a copy of the action to the student. The Admissions and Records Office shall preserve a copy of the Grade Change Petition.

C.4. Special circumstances

The procedure described here shall be used in the following circumstances:

- (a) If the instructor is unavailable to respond to the Grade Change Petition within the time limit; or
- (b) If, at the time the Grade Change Petition is filed, the student has filed, in accordance with District procedures, a discrimination complaint against the

instructor; or

(c) If, at the time the Grade Change Petition is filed, the Dean determines that it is possible there has been gross misconduct by the instructor.

In such circumstances, the Dean, in consultation with the Vice President of Academic Affairs, shall appoint an alternate instructor to review and act upon the Petition. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.

D. Grade Appeal

If the instructor's response to the Grade Change Petition is not acceptable to the student, the student may file a Grade Appeal to the Vice President of Academic Affairs.

Before filing a grade appeal, the student must have submitted a formal Grade Change Petition to the appropriate Dean. The Grade Appeal shall consist of

- (a) the Grade Appeal Form stating the grounds for the appeal
 - (b) allegation of mistake, fraud, bad faith, or incompetency
 - (c) a copy of the Grade Change Petition showing the instructor's decision
- and
- (d) supporting documentation

The Grade Appeal Form is available at the office of the Vice President of Academic Affairs.

D.1. Time limit

The Grade Appeal must be filed with the Vice President of Academic Affairs no later than thirty calendar days following the receipt of the instructor's response to the formal Grade Change Petition.

D.2. Grade Appeal Panel: Composition

When a Grade Appeal is filed with the Vice President of Academic Affairs, a Grade Appeal Panel shall be appointed within thirty calendar days. The Panel shall consist of

- (a) an instructional Dean other than the Dean of the Division in which the disputed grade was given;
- (b) two faculty members, chosen by the President of the Academic Senate, who shall be from the discipline of the course in which the disputed grade was given, or a related discipline; and
- (c) two students chosen by the President of the Associated Students Organization.

The Panel shall be chaired by the Vice President of Academic Affairs or a designee; the chair shall be a non-voting member of the Panel. All matters considered by the Grade Appeal Panel shall be treated as confidential by members of the Panel.

D.3. Grade Appeal Panel: Hearing

Within 30 calendar days of empanelment, the Grades Appeal Panel shall review the Grade Appeal, including all documents submitted by the student and other documentation it considers relevant. The Grade Appeal Panel shall conduct a hearing prior to making a determination on the outcome of the grade appeal. Both the student and the instructor shall be notified of the day and time of the hearing and invited to attend. Both the student and the instructor will be provided an opportunity to make a statement and to be asked questions. The student may be accompanied by an advisor. The advisor may be a faculty member or a student. The advisor may be present to advise the student, but may not ask or answer questions. The instructor may be accompanied by an advisor. The advisor may be a faculty member or a representative of the faculty union. The advisor may be present to advise the instructor, but may not ask or answer questions. The Grade Appeal Panel may make a recording of the hearing, which may be consulted during the Panel's deliberation.

D.4. Grade Appeal Panel: Decision

Following its hearing, the Panel shall deliberate and make findings by majority vote. The Panel may sustain or deny all, some, or none of the allegations in the Grade Appeal. The Panel may find that the disputed grade is incorrect because of mistake, fraud, bad faith, or incompetency; in such case, the Panel may determine the new grade to be assigned. The Appeal Panel shall issue its findings and recommendation to the Vice President of Academic Affairs, who shall inform the appealing student, the instructor, and the appropriate Dean. The decision of the Grade Appeal Panel is final. The Vice President of Academic Affairs will notify the instructor of the Grade Appeal Panel's recommendation. If the Panel recommends a grade change, the Vice President of Academic Affairs will direct the instructor to submit a grade change to the Admissions and Records Office. In the event that the instructor of record is unable or unwilling to process the grade change within a reasonable time, the Vice President of Academic Affairs shall form a group of faculty to issue a grade change.

E. Expunging of changed grade

When a grade is changed in accordance with this procedure, the original incorrect grade shall be expunged from the student's record.

Part II. Changing grades in cases of fraud

A. Instructor fraud

1. The Vice President of Academic Affairs may determine, without regard to any time limit, that a grade was assigned by an instructor in a fraudulent manner; the Vice President's determination shall be based on credible evidence such as the faculty discipline process, legal findings, or other statements or documentation.
2. Upon such determination, the Vice President, in consultation with the Dean supervising the course in which the grade was assigned, shall appoint an alternate instructor to assign a replacement grade. The alternate shall be in the discipline of the course or in a related discipline. In the event that no qualified instructor is on the faculty, the Dean, in consultation with the Vice President of Academic Affairs, shall arrange for a qualified consultant.
3. In changing the grade, the alternate instructor shall consider all evidence of the student's actual performance in the course, and all proper student discipline required.
4. If the alternate instructor is unable to determine the actual performance of the student in the course, then, in consultation with the Dean, may recommend to the Vice President that the grade for the course be removed. The Vice President has the authority to remove the grade from the student's record.
5. Following the determination that a grade was assigned in a fraudulent manner, the action to change or remove the grade shall be taken within a reasonable time.

B. Student fraud

1. In cases where fraud by a student is alleged, the allegation may be addressed in accordance with Board Policy BP5500 and Administrative Procedure AP 5520. No time limit on the initiation of such action shall apply.
2. A student may challenge a decision made in accordance with the provision II.B.1 by using the grade petition and appeal process described in Part I of this AP.

6-7-11 Academic Senate

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 /Superintendent/President 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, copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

Approved: Academic Senate – 5/4/10

5/11/11 – will move forward to College Council on 5/16/11.

6/7/11 – Academic Senate

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

FAIR USE

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

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~~ *Instruction and Materials*

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. Individual division or departments impacted by the policy and procedure may choose to create written operational procedures that adhere to copyright policy.
2. In cases of unresolved disputes between the requestor and a campus service provider, the issue will be addressed according to the department's written procedures. If no procedures were in place at the time of the dispute, the problem will be referred to the requestor's Dean.
3. The service will not be rendered until the disputed issue is resolved.

References:

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

AP 3720 Computer and Network Use

Fair Use: Copyright Act, Section 107

Compilations: *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.

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

Approved: Academic Senate, 5/4/10 (old version)

5/11/11 – will move forward to College Council on 5/16/11.

6/7/11 Academic Senate

RESOLUTION OF NO CONFIDENCE IN THE 2011/12 PROPOSED CALENDAR REVISION AND SCHEDULE

WHEREAS, major calendar and schedule adjustments deeply impact the academic and professional matters which California state regulations in Title 5 section 53200 establish as the purview of Academic Senates, including curriculum, educational program development, standards and policies regarding student preparation and success, and processes for institutional planning and budget development; and

WHEREAS, the ECC Statement of Values asserts that “our highest value is placed on our students and their education goals;” and

WHEREAS, student success and retention rates are routinely higher in winter than in fall, spring or summer sessions, and winter sessions provide additional opportunities for students who are transferring in the upcoming fall semester to complete required coursework (summer courses cannot be used for same-year fall transfer); and

WHEREAS, the plan to offer a full fall schedule of classes while simultaneously eliminating winter session and reducing spring and summer classes may further delay student progress towards transfer, degrees and certificates by attracting an untenable number of new students, making it more difficult for all students to enroll in the necessary classes to progress in a timely fashion towards their goals; and

WHEREAS, the plan to eliminate winter session contradicts the faculty and student wishes expressed in a joint resolution, a student petition, and comments during open forums regarding the calendar; and circumvents collegial consultation, given that the administrative decision to present the revised 2011/12 calendar to the Board was made prior to its presentation to the calendar committee on May 4, 2011; and

WHEREAS, the cost-savings estimate of eliminating winter (\$100,000) would be achieved through the closure of student services, potentially resulting in a loss of staff salaries.

RESOLVED, that the ECC Academic Senate has no confidence in the 2011/12 schedule and no confidence in the proposed revisions to the 2010/2011 calendar presented at the Calendar Committee meeting of May 4, 2011; and

RESOLVED, that the ECC Academic Senate requests that a task force, equally representing faculty, staff and administrators, be formed to discuss and approve major changes to the schedule and to develop recommendations regarding major academic calendar changes to the existing Calendar Committee; and

RESOLVED, that the Academic Senate requests that Winter session be maintained and that cuts to sections for the 2011/12 academic year be applied evenly as a percentage across the existing Fall, Winter, Spring and Summer sessions until such time that a task force can be formed to research and recommend schedule and calendar changes.