



**OFFICERS & EXECUTIVE COMMITTEE**

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

**Senate Mailing List**

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

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

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



**SENATE'S PURPOSE (from the Senate Constitution)**

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

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

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

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



# AGENDA & TABLE OF CONTENTS

		Pages
<b>A. CALL TO ORDER</b>		
<b>B. APPROVAL OF MINUTES</b>		<b>5-11</b>
<b>C. REPORTS OF OFFICERS</b>		
	<b>A. President</b>	<b>12-16</b>
	<b>B. VP- Compton Center</b>	
	<b>C. Chair- Curriculum</b>	
	<b>D. VP- Educational Policies</b>	<b>17-36</b>
	<b>E. VP- Faculty Development</b>	<b>44</b>
	<b>F. VP- Finance</b>	<b>47-51</b>
	<b>G. VP- Legislative Action</b>	
<b>D. REPORTS OF SPECIAL COMMITTEES</b>		
	<b>Deans Council</b>	<b>52-53</b>
	<b>Academic Technology Comm.</b>	<b>54-56</b>
<b>E. UNFINISHED BUSINESS (1:00pm)</b>		
	<b>BP 5500: Academic Dishonesty</b>	<b>20-30</b>
<b>F. NEW BUSINESS</b>		
	<b>A. Program Review Highlight: Nursing</b>	
	<b>B. Drug &amp; Alcohol survey – presentation (Graff &amp; Tyler)</b>	<b>57-61</b>
	<b>C. Fee Payment Proposal – discussion (Nishime)</b>	<b>62-63</b>
	<b>D. BP 3430: Sexual Harassment – 2<sup>nd</sup> reading</b>	<b>45-46</b>
	<b>E. BP 4020 &amp; AP 4020 – 2<sup>nd</sup> reading</b>	<b>18-19</b>
	<b>F. AP 5530 – information item</b>	<b>31-37</b>
	<b>G. AP Exam Policy – 1<sup>st</sup> reading</b>	<b>38-43</b>
	<b>H. Department Chairs – discussion of faculty/department opinion</b>	
<b>G. AGENDA ITEMS FOR FUTURE MEETINGS</b>		
	<b>Nov 3</b>	Program Review highlight: Business AP Unit limitation – 2 <sup>nd</sup> reading
	<b>Nov 17</b>	Program Review highlight: Journalism Basic Skills Presentation (Meyer, Blake, Martinez)
<b>H. PUBLIC COMMENT</b>		
<b>I. ADJOURN</b>		



# Committees

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

ACADEMIC SENATE ATTENDANCE & MINUTES  
6<sup>th</sup> October, 2009

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

Behavioral & Social Sciences	
<u>Gold, Christina</u>	X
<u>Widman, Lance</u>	X
<u>Wynne, Michael</u>	X
<u>Mannen, Angela</u>	X

Business	
<u>Saddiqui, Junaid</u>	X
<u>Lau, Philip S</u>	X

Counseling	
<u>Jackson, Brenda</u>	X
<u>Jeffries, Chris</u>	X
<u>Key, Ken</u>	
<u>Pajo, Christina</u>	X

Fine Arts	
<u>Ahmadpour, Ali</u>	X
<u>Bloomberg, Randall</u>	X
<u>Crossman, Mark</u>	
<u>Schultz, Patrick</u>	X
<u>Wells, Chris</u>	X

Health Sciences & Athletics	
<u>Hazell, Tom</u>	
<u>McGinley, Pat</u>	X
<u>Rosales, Kathleen</u>	

Humanities	
<u>Isaacs, Brent</u>	X
<u>Marcoux, Pete</u>	X
<u>McLaughlin, Kate</u>	X
<u>Peppard, Bruce</u>	X
<u>Adrienne Sharp</u>	X
<u>Simon, Jenny</u>	X

Industry & Technology	
<u>Gebert, Pat</u>	
<u>Hofmann, Ed</u>	X
<u>MacPherson, Lee</u>	X
<u>Marston, Doug</u>	

Learning Resources Unit	
<u>Striepe, Claudia</u>	X
<u>Ichinaga, Moon</u>	X

Mathematical Sciences	
<u>Boerger, John</u>	
<u>Fry, Greg</u>	X
<u>Glucksman, Marc</u>	exc
<u>Taylor, Susan</u>	
<u>Yun, Paul</u>	X

Natural Sciences	
<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	X
<u>Jimenez, Miguel</u>	X
<u>Palos Teresa</u>	X
<u>Vakil, David</u>	X

Academic Affairs	
<u>Chapman, Quajuana</u>	

ECC CEC Members	
<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	
<u>Panski, Saul</u>	X
<u>Pratt, Estina</u>	X
<u>Smith, Darwin</u>	

Assoc. Students Org.	
<u>Caspar, Joshua</u>	X
<u>Safazada, Ana</u>	

Ex- Officio Positions	
<u>Arce, Francisco</u>	X
<u>Nishime, Jeanie</u>	X
<u>Shadish, Elizabeth</u>	
<u>Kjeseth, Lars</u>	X

Guests and/Other Officers: Jean Shankweiler (Dean's Rep), Barbara Perez, Emily Rader, Philip Stokes (ASO)

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

The second Academic Senate meeting of the Fall 2009 semester was called to order at 12:37pm

Approval of last Minutes:

The minutes [pp. 5-8 of packet] from the last Academic Senate meeting were approved with the following corrections:

M. Ichinaga noted an incorrect spelling of her name. C. Jeffries noted that she had said "lower enrollment" classes, not "smaller" classes in the section on Cancellation of Winter classes. The corrections will be made.

**REPORTS OF OFFICERS**

President's report – Dave Vakil (henceforth DV)

DV reported that the last Council meeting focused on this year's goals. Items discussed were:

- A. Including increasing faculty /staff recognition. Some possibilities discussed involved creating a part- time faculty award, and increasing the use of Applause cards, while decreasing the processing time of the cards.
- B. Increasing the dissemination of information re: fiscal matters/issues on campus. For instance, the latest information concerns the possibility of ECC losing approximately \$1.4 million from ARRA (stimulus), mostly intended for categorical programs.
- C. Improving internal communication on campus and between ECC and the CEC.
- D. Campus Climate survey is coming in Spring 2010. DV encouraged faculty to take it and spread the word. Ms. Graf will be giving a presentation on this soon.
- E. Facilities Master Plan – campus forum coming soon. One will be held during the next senate meeting, but another meeting has been scheduled for Oct 2<sup>nd</sup> from 1-2pm. DV encouraged all faculty to attend. Mr. Wells asked why the Academic Senate meeting time was not avoided and Dr. Nishime replied that it was an unavoidable matter concerning Dr. Fallo's schedule and the necessity of getting input before the Facilities meeting on Oct 26<sup>th</sup>. The plan will lay the groundwork for going out for an extension on our Bond in 2012.
- F. The College Council self- evaluation results [see packet pp 18-19] Mr. Marcoux represented the Academic Senate.
- G. No show report rates – we need to do better. [see p 20 of packet] DV exhorted Senate members to spread the word, noting that only 60% of ECC and 20% of CEC reports were completed. Questions were raised re: comparison to the paper reporting process and DV will look into this.
- H. FTES and Section counts for 08-09 and 09-10 (see packet :Compton on p 21, ECC on p 22]. DV noted that the numbers are out of date.

DV also introduced Mr. Michael Mangan, part- time English instructor, as the part- time faculty Academic Senator. One part- time faculty vacancy still remains.

### **UNFINISHED BUSINESS**

DV stopped his report at this point and asked most of the Officers to hold their reports so that the Senate could hear from **student government on BP 5500 & AP 5520 – Academic Honesty & Standards of Conduct**. [See pp 46-56 (espec p 47) of packet]

DV said that the students were concerned about the Academic Senate vote. They want us to reconsider our stance. DV introduced Joshua Casper, ASO President, and Philip Stokes, Region 7 representative to address the Academic Senate.

Mr. Casper noted that the students concerns involved the language used in the section on Academic Dishonesty. They felt, for instance, that Section 1 a, points vi & ix (6 & 9) put the responsibility on the students to check with the teachers, and the students believed it was not their responsibility, but rather that of the instructor to inform students via syllabi, mail, and verbal instructions. They further argued that 1 a viii (8) should be changed from ...UNLESS specifically authorized...to other wording as students might otherwise believe that they were prohibited from using devices for assignments and class work. The students believed that the focus needed to be put back on the faculty. Additionally, 1 a ii (2) was felt to be too vague, and the students suggested the term “graded work”, as some students may consider their class notes work and saw those as their own property to exchange with other students.

Mr. Stokes agreed with Mr. Casper, noting that students “copying” fellow class mates notes after being ill and missing class are merely demonstrating that they care about catching up with class work. He argued that it is ultimately the instructor’s responsibility to set guidelines on what is appropriate and therefore the student government is not in favor of the current language and would like to see it amended. Students see the teacher as being the responsible figure, and pay fees to benefit from the credentials and expertise of the teacher. The current language places an unfair burden on the students and does not account for faculty inconsistencies. The language is felt not to be in the interests of the students.

Discussion followed. Ms. Jeffries said the counselors would be in favor of the changes proposed by the students as some students may be afraid to speak to faculty, thus it was better if the responsibility was left with the teachers.

A motion was made and seconded, to consider each point as a separate section. Referring to 1 a ii (2) [pg 46 of packet] Ms. McGinley argued against including the word “graded” as she had noted students in the nursing program copying other’s patient care plans, and, while these were not intended to be graded, this was a bad practice. Some senators argued that the intent of #ii (2), seemed to be covered in #i (1) and so could possibly be eliminated for the sake of clarity.

Mr. Kjeseth noted that one could find problems for all of the points and that it seemed we were wasting time trying to micromanage the issue. Mr. Kjeseth recommended bringing the Policy back to the Ed. Policies Committee. There was a motion to delete item ii (2) but more discussion broke out. Mr. Stokes said that the current language put the burden on the student to interpret the teacher’s intentions, and in some instances these intentions were difficult to interpret. The question arose as to who had the burden of informing the students? Mr. Ahmadapour noted that the students were obliged to read the Code of

Student Conduct in the Schedule of Classes. Dr. Arce agreed with Mr. Kjeseth that the discussion was getting overly specific. He said that if the faculty of the Senate was having such trouble interpreting the policy, imagine how difficult it would be for the students. Dr. Arce said the individual faculty members should be trusted to know what they are doing. Dr. Nishime and Mr. Marcoux were of the opinion that we should keep the general statement 1a and eliminate the specific examples. DV wants the Ed. Policies Committee to take another look at the policy.

Mr. Wells made a motion to table the policy discussion and refer the matter back to the Ed. Policies Committee. The motion passed unanimously. Ms. Jeffries made a plea for volunteers for the Ed. Policies Committee. DV thanked the student government representatives Casper and Stokes, and asked the student government to put a student member on the Ed. Policies Committee.

## **OFFICERS' REPORTS**

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

LW reported on the PBC Minutes [See pp 23-25 of packet], which featured extensive discussion of the District's response to the Accreditation Committee letter. All four Vice Presidents came to this meeting and the emphasis of the committee is slowly shifting from budgeting to planning, as desired. All are welcome to attend these meetings, held on the first and third Thursdays of the month in Library 202.

LW also referred to the minutes [See p 10 of packet] for mention of reports to the last few meetings which contain important information. LW noted that the PBC continues to brainstorm on issues that need to be considered as much is still undecided in Sacramento. LW remarked that President Fallo spends a lot of time with the PBC so the minutes have lots of insights.

As mentioned earlier, DV asked that some officer reports be held off. Ms. Ichinaga's Council of Deans meeting report was held off, as was Dr. Gold's Faculty Development Committee report, Mr. Panski's Compton Educational Center report, Mr. Wells' Legislative Action report, and Mr. Kjeseth's Curriculum Committee report.

### VP Educational Policies Committee – Chris Jeffries (CJ)

BP 4020, AP 4020 Program, Curriculum and Course Development[see pp 26-27 of packet] It was decided to treat this as a first reading as it has been five months since the Senate looked at the issue. We will vote on the Policy and Procedure at the next meeting.

## **REPORTS OF SPECIAL COMMITTEES**

### Calendar Committee.

For Summer 2010, all ECC classes will start 06/28/10 and there will be no first 6-week session. Compton will be the same with two overlapping six week sessions and an eight week session. Mr. Panski thanked Dr. Arce for his help. The reason for eliminating the first six week session is that many high schools are graduating at that time and a date favorable to the majority was chosen as the start date. Ms. Jeffries however, objected to this decision on the grounds that student athletes report for training in August and thus would be denied the opportunity to participate in the Summer session. Ms. Jeffries was



asked to get this input to the Calendar Committee. The calendar had to be changed officially to reflect the semester date and the Summer session dates as these dates determine residency. Mr. Wells asked whether the decision was made using collegial consultation. Dr. Arce noted that the Calendar Committee had been consulted, and Ms. Perez noted that the calendar Committee had approved the 06/28/10 start date. No change has as yet been made to plans for Winter 2011, though there may be some conversations about the possibility and effects of eliminating Winter ..Many arguments in favor of reconfiguring calendar to: Spring starting January, followed by 2 back-to-back 6-week summer sessions + an overlapping 8 week summer session. DV asked the senators to discuss with their dept/division and give feedback.

#### Student learning Outcomes – Jenny Simon (JS)

[See pp 42-44 of packet] for courses needing SLOs. This was also distributed during the last meeting. JS also reminded the senators of the upcoming SLO workshops, and said there had been a great response so far. JS thanked Industry and Technology for their work, in particular.

#### **NEW BUSINESS**

##### Program Review Highlights: Learning Resources Unit - Claudia Striepe (CS)

CS reported on the Learning Resources Unit's Program Review, based on the 2007-08 Program Review chaired by D. Brown (librarian)

*Who does the Program serve and why is this program beneficial to the community?*

The LRU program serves the students AND faculty, as well as the staff of El Camino College. The program is beneficial to students in providing resources/materials and study and research skills; information literacy is stressed as a way of optimizing college success and as a lifelong learning skill. Faculty and staff benefit by having research materials available for their use along with other services like Inter Library Loan and Book Selection committees, and having the LRU as a support resource to direct students for extra help.

*List 2-3 things from your Program Review that are interesting or important.*

One thing not clearly discernable from our written report is what a unique resource we have in the Music Library. We are one of the only Community Colleges to have 2 libraries – the Main Schauerman Library and a Music Library. The Music library has been gifted with many wonderful donations over the years and has built up a collection that is the envy of many 4 year schools, especially in the area of sheet music and scores. ECC often has inter- library loan requests from other libraries across the country for items from the collection. Our music students have some great resources to draw on and learn from.

Our book collection went through a stage of being quite shabby and outdated in some areas. A stated goal of the Program Review was to remedy this and with the formation of the library liaison program and hiring of a new acquisitions librarian, Alice Cornelio, efforts to reach out to the faculty in matters pertaining to weeding advice and purchasing suggestions are showing results. Our Program review states that most purchases are based on recommendations from faculty. So please stay involved in your Book Selection Committees, the newly created Faculty Library Advisory group and send personal recommendations to your Division library liaisons.

The LRU is comprised of several vital student /academic support areas without which the student success and retention rates would be much poorer.

A small staff of approx. 25 people handles the Library services, Distance Education and Media Services, the LRC, comprising the LMTC Commons computer labs, Basic Skills and Tutoring. All of these services are very heavily used.

*List 2 things you would like other faculty to know about your program.*

We would want faculty to know that the library is still a very relevant service on campus. We want faculty to know that library services are constantly modernizing and offering new resources to stay relevant to the new generation of researchers. We encourage faculty to bring their classes for a library visit, and for faculty themselves to familiarize themselves with our resources. The librarians attend workshops/conferences that focus on new technologies, resources, SLO's in an effort to improve library offerings and presentations.

The library Skills program is truly a program with the ability to affect all other academic programs and influence student success and retention. We also believe information competency is a fundamental skill for life- long learning and useful way beyond college life.

Ms. McGinley will give the next overview on the Nursing Program Review.

#### AA/AS Degree Task Force Reconstituted – Drs. Arce & Nishime

[See pp 57-59 of packet] The idea is to provide pathways for more students to earn AA/AS degrees by creating more streamlined majors. There are many majors but not many degrees in these areas. The college needs to consolidate and combine some areas to streamline, not prolong, the achievement of a degree. The task force will address the idea of trying to get students to take the appropriate units to get a degree and/or transfer.

#### Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment – 1<sup>st</sup> Reading

[see pp 60-61 of packet] VP-HR Perez noted that the change in language had been recommended by legal counsel, both ours and those advising other Community College bodies. More changes to language may be forthcoming as these sorts of cases go on to the Supreme court. It was noted that the College Council had suggested adding the phrase “gender identity”. Mr. Panski pointed out that the Policy would apply to students and staff. He also noted that the CEC still had their own contract and disciplinary action processes, therefore the Policy would also need to be adopted by the CEC Board. Ms. Perez will liaise with Compton on this. The Senate will vote on this at the next meeting. Mr. Panski moved to include the phrase “gender identity”. Ms. Jeffries seconded this. The vote was unanimously in favor.

#### Technology Plan – Pete Marcoux (PM)

PM reported that the Technology Plan focused on building on technologies students already have and use and looked ahead to possible new technology infrastructures like the the virtual technologies of the thin client boxes which would help with IT servicing issues, and cloud computing. There would be a migration from the dedicated pcs. PM also reported on the 3<sup>rd</sup> generation portal, noting that there were still issues with the portal to be worked out. The Plan was looking ahead to remote management, student tracking, and online inventorying technologies. Also planned were a new telephone system and portal convergence. The Technology Plan would go to the Academic Technology Committee, on which every Division was represented. PM is the Senate representative on

the ATC and also on the Campus Technology Committee. There were also plans to make WiFi more accessible on the entire campus.

Ms. Ichinaga asked how IT priorities were established as there were many day-to-day technology problems/issues that needed to be addressed, for instance in the library WiFi was only available in a third of the building, the printer system gave trouble, there were no other printing options on campus, basic services like student fax access had still to be addressed, public access computers needed an automatic login installed, and so on. On being advised to contact ITS, Ms. Striepe noted that the library seemed to be a low priority as many requests had gone to ITS already. Ms. Ichinaga opined that the spotlight should be on solving the day- to- day problems. PM suggested emailing a list of issues to him to raise at a future meeting. DV suggested Dean Grigsby contact Dr. Arce directly. Dr. Arce said he was unaware that the library was experiencing so many problems.

### **FUTURE AGENDA ITEMS**

For Oct 20:

- Program Review Highlight: Nursing
- Irene Graff & Harold Tyler: Drug & Alcohol Survey coming soon, mandated by Federal government.
- “First” reading of AP exam unit limitations (holdover from Spring). Will discuss and vote during November 3 meeting.
- Department chair survey
- New procedure: dropping students for non-payment of fees, VP Nishime.

For Nov 17: Basic Skills proposal presentation.

The Academic Senate meeting was adjourned at 2:02pm  
Cs/ecc2009

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting October 5, 2009

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

1. AP 5520 Student Discipline & Due Process Procedure – It was requested to keep amount of days a student has to request a hearing at 5 days. This will be brought back. Jeanie will send out the latest copy via email. This will go to the Board for first reading in October. This needs to be completed in time for the catalog deadline.
2. Barbara – Barbara is following up on comments on BP 3430 Prohibition of Sexual and Other Forms of Harassment. Sexual harassment training will be scheduled for all employees. The health fair is today.
3. Irene – Faculty, staff and students will participate in an alcohol and drug survey. This is mandated by the Department of Education. We must show that we have support services in place. The survey will find out about use and awareness of services. This is supposed to be done every two years. Paper copies are available for viewing upon request. If anyone wishes Irene to come and talk about the survey, she will.
4. Mike – There is a candidate's forum for the three seats on the Compton Community College District Board of Trustees. There is a concern about the low enrollment of Latino students at the Center. The Center is getting more students from Long Beach. There was a good dialog regarding the issues of summer session. They are always looking for ways to improve communication between ECC and the Center. The Student Union is now going to be available at the Center. Ann will send the Union press releases for the Center.
5. Josh – ASO has a full senate. ASO and ICC (Inter-Club Council) members will be attending the California Community Colleges Student Affairs Association conference in October. ASO members will attend the Academic Senate tomorrow to discuss issues with BP 5500 Academic Honesty & Standards of Conduct. The Club Rush was a success. The Blood Drive is October 13-15<sup>th</sup>. November 7<sup>th</sup> is Homecoming. The ICC club mixer was a success with a lot in attendance.
6. Elizabeth – ECCFT members are being surveyed about contract or other concerns. There is still some concern about part-time faculty members being required to do SLO's. There are a lot more vulnerable part-timers right now. AFT/CFT is working to pass on political information to faculty. There needs to be some political education.
7. Luukia – There is a Halloween Party on October 24<sup>th</sup> from 7 pm to midnight. There will be a munch n mingle on October 28<sup>th</sup>. This will focus on breast cancer awareness and they are asking for a \$5 donation to eat breakfast. The ECCE contract is coming up at the end of the year. Negotiations will be sunshined this month.
8. Francisco – The Accreditation report is almost final and has been out in circulation. It is posted on the website and we hope to mail it out at the end of next week. We are working on the summer schedule. We have finalized winter and springs schedules. We have a reduction of 50 sections in winter and 250 in summer. We still have about 2200 projected FTES. We are over cap and trying to bring down the reduction to 350 sections. We will have a list from deans on Wednesday about reduction of classes. Our FTES goal is 19,000 now and it may go down.
9. Jeanie – The Calendar Committee met last week and endorsed the change to the summer 2010 start date from June 21<sup>st</sup> to June 28<sup>th</sup>. This will go to the Board in October. The Student

Service Building hours have changed. On Wednesdays they will be open until 7 p.m. Friday they are closed to students. The information desk will be open from 8 a.m. to 4:30 p.m. Staff from Admissions, Financial Aid and Counseling will be available at the Information desk from 9 a.m. to 1 p.m. to answer student questions. Everyone is supposed to be answering their phones on Fridays.

10. Jo Ann – We are waiting to hear from the Chancellor’s Office to tell us what the final numbers are for the Federal stimulus money. The money will be coming into the general fund instead of categorical.
11. David – During the last Senate meeting in September faculty who changed rank were recognized. Also noted were the increased police efforts. Senate meetings will now have program review highlights. At the previous senate meeting, all senators were asked to solicit feedback from every department on campus about the possible creation of department chairs, for discussion during our October 20 meeting. The AA/AS degree task force has re-formed, with the expected outcome of streamlining our associate degree requirements.
12. President Fallo – The Osher scholarship event was Sunday. All managers stepped up to help us meet our goal. We were \$600,000 towards our \$1 million goal. We would like to shoot for a higher goal. We are going to have two open forums on our Facilities Master plan. We are looking to where we are going for the future. We would need an extension of our current bond. We probably will be 1000 FTES over what we are being funded for. Some elimination of class sections has given us more cash for this year. Student services have been cut and will be cut for the long term. The Board of Governors will have their meeting here in November 2010. We are being more proactive about where students gather and how they treat each other. People are paying more attention. It is harassment and we need to make a statement. FCMAT will be at Compton from October 29 – November 4<sup>th</sup>. We don’t know when we will have our Accreditation visit. They usually send two team members, if they send four we will object.
13. College Council Goals 2009-2010
  1. Improve internal college communications.
  2. Communicate fiscal issues facing the College and Center throughout the year.
  3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
  4. Support, review, and discuss results of a Campus Climate survey.
  5. Complete 10 + 1 policies and accompanying procedures.
  6. Continue to build a sense of community.
  7. Increase the amount of recognition for work well done.
  8. Incorporate evidence-based decision making.

Agenda for the October 12, 2009 Meeting:

1. Minutes of October 5, 2009
2. BP 3430-Prohibition of Sexual and Other Forms of Harassment
3. BP 5500-Academic Honesty & Standards of Conduct
4. AP 5520-Student Discipline & Due Process
5. AP 5530-Student Rights & Grievances

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting October 12, 2009

Present: Francisco Arce, Josh Casper, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. BP 3430-Prohibition of Sexual and Other Forms of Harassment. The Academic Senate decided they wanted to include the term “gender identity.” The next step is to take this to the Board for the first reading in October.
2. BP 5500-Academic Honesty & Standards of Conduct. This has been pulled and referred back to the Educational Policies Committee. The issue of concern was dishonesty. They will discuss it at their meeting tomorrow. This needs to be fast tracked.
3. AP 5520-Student Discipline & Due Process. Changes recommended are as follows. Page 8, Item B.1.b.2. Change back to five days for both instances. Page 9, Item C.1. Change back to five days.
4. AP 5530-Student Rights & Grievances. This is the template from CCLC. Jeanie added the Appeal section. Barbara will check and see if numbers 1, 2 and 4 need to be included below the first paragraph.
5. David distributed proposed College Council member responsibilities. This will go out via email. Any suggestions can be sent to David.
- 6.

Agenda for the October 19, 2009 Meeting:

1. Minutes of October 12, 2009
2. Board Agenda
3. BP 3430-Prohibition of Sexual and Other Forms of Harassment
4. BP 5500-Academic Honesty & Standards of Conduct
5. AP 5520-Student Discipline & Due Process
6. AP 5530-Student Rights & Grievances

College Council Goals 2009-2010

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

El Camino College – Office of the President  
Facilities Steering Committee  
September 28, 2009

Present: Francisco Arce, Tony Barbone, Rocky Bonura, Tom Brown, Thomas Fallo, Connie Fitzsimons, Ann Garten, Jo Ann Higdon, Bruce Hoerning, Elizabeth Mercado, Jeanie Nishime, Dipte Patel, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, Arvid Spor, David Vakil, Chris Wells, and Rick Yatman.

Also present: Debra Shepley and Mitchell De Jarnett

1. Minutes of May 11, 2009 were approved.
2. 2009 Facilities Master Plan. There have been some meetings with Debra Shepley to look at our long term master plan concept. The priorities used in development of options were: 1) Maximize functional space and eliminate non functional space, 2) Improve efficiency/utilization of facilities; right size the campus to address program needs, and 3) Position the district to maximize funding at state and local levels. Four options were developed. These options were reviewed by the committee.

It was decided that Scheme C is the preferred option. It will be modified by shifting the stadium down and adding another field. Debra will develop a budget and also tighten up the parking count and ratio of parking spots to students. She will also look at projects that are eligible for state funding. This should take about 3 weeks.

Scheme C will be presented to the campus in two open forums.



**EL CAMINO COLLEGE**

Office of the Vice President – Academic Affairs

October 6, 2009

TO: Faculty Position Identification Committee (Deans and Faculty Representatives)  
Behavioral and Social Sciences  
Business  
Counseling  
Fine Arts  
Health Sciences and Athletics  
Humanities  
Industry and Technology  
Learning Resources  
Mathematical Sciences  
Natural Sciences

FROM: Francisco M. Arce, Vice President/Academic Affairs  
David Vakil, President/Academic Senate

RE: Schedule of Meetings

In order to prioritize our recommendations prior to the end of the Fall semester, we have agreed on the following timelines:

1. Tuesday, November 3, 4:00 p.m.: 30 copies of position requests and supporting documentation due to VP/AA
2. Thursday, November 5, 8 am: Copies of division requests and ground rules available for pick up in office of the VP/AA
3. Thursday, November 12, 12:30-3:30 pm: Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: DE 166
4. Tuesday, November 17, 2:00 pm: Final meeting to review priority list. Location: DE 166

Each division will have two votes (one faculty member, one dean). The votes will be tallied by Ms. Perez and a faculty representative.

pc: President Fallo  
Ms. Perez



Minutes for Ed Policies meeting 10/13/09

Members present: C. Jeffries, C. Wells, J. Nishime, V. Robles, R. Smith, E. Uyemura, J. Jessop, and T. Johnson

- 1) Two student representatives from ASO attended the meeting to discuss BP 5500 - Academic Honesty and Standards of Conduct. After comparing some of the policies from other community colleges and discussion among the committee members, it was decided to keep the original language that the committee had come up with months ago which is “when prohibited” instead of “unless allowed.” We also made minor changes which included adding “sexual orientation” to this list of discriminatory behavior under V. c. The committee chose to keep all the other language since this document has been reviewed and re-reviewed by numerous groups and we all felt it was a good policy that basically served as a tool for educating students about academic honesty. If instructors wish to include more information on their syllabi, then they are free to do so.
- 2) Minor edits had been made to AP 5520 – Student Discipline and Due Process Procedure which mostly included the number of days needed to form an appeals panel and also the electronic tape recording of the hearing.
- 3) AP 5530 – Student Rights and Grievances was discussed. This procedure includes the establishment of a Grievance Hearing Committee to be on-call for a hearing if needed. An informal resolution is sought first. After that, a formal resolution or request for a Grievance Hearing would be the next step. At this step, the student and the staff member(s) named in the grievance are allowed to have witnesses, but no legal support person. At the conclusion of the Formal Resolution Process a Grievance Hearing is conducted and if called for, legal representation can be allowed to participate on both sides. This hearing will be recorded by tape recording or stenographic recording in order to have an accurate account of the hearing. Testimony is taken under oath and the Grievance Committee will put together a written decision within 10 days. The final decision is left to the Dean of Enrollment Services or Designee. Any appeal of this decision is decided upon by the Vice President of Student and Community Advancement.

The Ed Policies VP would like to thank everyone involved in helping out with today’s meeting and especially the two student representatives who afforded us their time and expertise.

The next meeting will be held on Tuesday, October 27, 2009 from 1-2pm (note the time change) in SSC-106.

**BP 4020          Program, Curriculum, and Course Development**

**Reference:**

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

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

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development.

These procedures shall include:

~~\*appropriate involvement~~ full participation of the faculty and Academic Senate in all processes ~~which can include, full participation of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;~~

\*regular review and justification of programs on a six-year cycle;

\*opportunities for training for persons involved in ~~aspects of~~ curriculum development.

\*consideration of job market and other related information for vocational and occupational programs.

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

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

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

This policy replaces Board Policy 4020.1 Curriculum Review and Approval

~~Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.~~

**AP 4020****Program, Curriculum, and Course Development**

The college faculty, through the Academic Senate, is responsible for the development and review of the college's curriculum and the maintenance of appropriate academic standards. For the purpose of this procedure, the term "curriculum" is defined broadly to include credit, non-credit, and fee-based courses, the selection of prerequisites, the specification of degree requirements, and the arrangement of courses into degree, certificate and transfer programs.

The college faculty, through the Academic Senate, is responsible for making all recommendations on curricular matters to the Vice President of Academic Affairs. After review, the Vice President of Academic Affairs shall forward these recommendations to the President for submission to the Board of Trustees, if required.

Suitable procedures for program and curriculum development and review are developed jointly by the Academic Senate and the Vice President of Academic Affairs. These procedures must provide for wide faculty involvement in the curriculum review and approval process, while also providing opportunities for timely comment by students, other members of the college staff, and community representatives. These procedures are also to recognize the special responsibilities of divisional curriculum committees and academic departments and to provide opportunities for appeal.

Suitable procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs to provide for the systematic and regular review of the college curriculum in terms of appropriate standards of academic rigor. These procedures are to ensure the clear definition of such standards, to provide for their uniform and equitable application, and to ensure full faculty involvement in the evaluation and review of the curriculum and the strengthening of all college offerings.

Detailed procedures for curriculum and program development and review are maintained in the Office of Academic Affairs.

## BP 5500 Academic Honesty & Standards of Conduct

### ACADEMIC HONESTY

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty.

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

### STANDARDS OF CONDUCT

Conduct at El Camino College must conform to the laws of the State of California, District policies, and campus rules and regulations. The El Camino College faculty, staff, and administration are dedicated to maintaining a positive learning environment. Optimal standards for behavior are essential to the maintenance of a quality college environment. These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules, and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action. Disciplinary actions as noted in Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

The following misconduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

#### I. DISHONESTY

- a. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty including but not limited to:
  - i. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
  - ii. Copying from another student or former student or allowing another student to copy from one's work.
  - iii. Allowing another individual to assume one's identity or assuming the identity of another individual.
  - iv. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
  - v. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

- vi. Obtaining or copying exams or test questions ~~when~~ prohibited when prohibited by the instructor.
  - vii. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
  - viii. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor.
  - ix. Handing in the same paper or other assignment in more than one class ~~when~~ prohibited when prohibited by the instructor.
  - x. Any other action which is not an honest reflection of a student's own academic work.
- b. Other forms of dishonesty, including but not limited to forgery or attempted forgery of any academic record; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
  - c. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

## II. DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT AND EXPRESSION

- a. Disruptive behavior, willful disobedience, ~~habitual~~ profanity or vulgarity, or the open ~~and persistent~~ defiance of the authority of, or ~~persistent~~ abuse of, college personnel.
- b. Any acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm.
- c. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.
- d. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, other college property, or while attending any college-sponsored event, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
- e. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its community service functions or to authorized activities held off campus. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios and roller skates
- f. Failure to comply with the directions of a member of the college, certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

III. DRUGS, ALCOHOL AND SMOKING

- a. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Sections 11053-11058 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- b. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.

IV. THEFT, ROBBERY AND DAMAGE

- a. Committing or attempting to commit robbery or extortion.
- b. Causing or attempting to cause damage to District property at any location or to private property on campus.
- c. Stealing or attempting to steal District property at any location or private property on campus, or knowingly receiving stolen District property at any location or private property on campus.
- d. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals on campus.

V. HARRASSMENT AND THREATENING/VIOLENT BEHAVIOR

- a. Causing, attempting to cause, or threatening to cause physical injury to another person including but not limited to: assault, battery, sex crimes including sexual assault or rape<sup>[cv]51</sup>.
- b. Committing sexual harassment as defined by law or by District policies and procedures.
- c. Engaging in harassing, hazing, or injurious behavior for any reason or discriminatory behavior based on race, sex, (i.e., gender) sexual orientation, religion<sup>[s6]</sup>, age, national origin, disability, or any other status protected by law.
- d. Willful misconduct which results in injury or death to a student or to college personnel.

VI. WEAPONS AND MISUSE OF FACILITIES

- a. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from the appropriate State agency and a District employee, which is concurred in by the college president.
- b. Unauthorized entry ~~to upon~~ or use of college facilities, equipment or supplies.

VII. MISCELLANEOUS

- a. Persistent or habitual serious misconduct where other means of correction have failed to bring about proper conduct.
- a.b. The commission of any act constituting a crime under California law, on campus or any district-owned property or at any college-sponsored event<sup>[CVJ7][CVJ8]</sup>.

DRAFT

## AP 5520 Student Discipline & Due Process Procedure

### DISCIPLINARY ACTION

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items C-1 and 5 below), the Director of Student Development or his or her designee (see items C-1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item C8 below).

#### A. Consequences for Academic Dishonesty

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which ~~cheating or plagiarism~~ academic dishonesty occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the ~~Director of Student Development~~ Director of Student Development or his or her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

#### **B. Notify Campus Police**

Misconduct as noted in BP 5500 sections II, III, IV, V and VI should be brought to the immediate attention of the Campus Police or local police department/security force (for courses taught off campus). This does not preclude a staff member from calling Campus Police for any other misconduct that warrants such action. Campus Police are to be called immediately and a police report will be written with notice to the Director of Student Development, or his or her designee.

#### **C. Discipline**

The following types of disciplinary action may be taken or pursued by the college:

1. **Warning** - A verbal or written notice, given to the student by a faculty member, the ~~Director of Student Development~~ Director of Student Development, or his or her designee, or any college manager or delegated authority that continuation or repetition of the specified conduct may be cause for other disciplinary action. A copy of such action shall be sent to the ~~Director of Student Development~~ Director of Student Development, or his or her designee and placed in the student file.
2. **Reprimand** - A written reprimand for violation of specified regulations sent to the student by the Director of Student Development, or his or her designee, noting that continued violations may



result in further disciplinary action. The ~~Director of Student Development~~ Director of Student Development, or his or her designee shall place a copy of this reprimand in the student file.

3. Restitution - A letter from the Director of Student Development, or his or her designee, requesting reimbursement for damage or misappropriation of property will be sent to the student. A copy of this letter will be sent to the student file, Dean of Enrollment Services, and the Vice President of Student and Community Advancement. Reimbursement may take the form of appropriate service to repair or otherwise compensate for the damage.

4. Disciplinary Probation - Exclusion from college activities or services set forth in the notice of disciplinary probation. It may include one or all of the following and may be imposed upon an individual or groups of students.

- a. Removal from any or all college organization offices.
- b. Denial of privileges or participation in any or all college or student-sponsored activities or services. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. A written statement from the Director of Student Development, or his or her designee, will state those activities from which the student will be excluded. A copy of the disciplinary probation letter will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, and Campus Police.
- c. Requirement to complete one or more counseling or behavioral modification programs or classes including but not limited to drug/alcohol diversion program, anger management workshop, interpersonal communication workshop, life-skills class, Special Resources Center program and academic or psychological counseling appointments.

5. Removal by Instructor – In cases of academic dishonesty or disruptive behavior, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference shall be held with the instructor and the student in an attempt to resolve the situation that led to the student's removal.

- a. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary. A record of the suspension should be sent to the ~~Director of Student Development~~ Director of Student Development, or his or her designee and placed in the student file.
- b. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Director of Student Development, or his or her designee. The Director of Student Development, or his or her designee, shall send copies to the Vice President of Student and Community Advancement and the President. If the student removed by an instructor is a minor, the ~~President's designee~~ Director of Student Development, or his or her designee, shall ask a parent or guardian of the student to attend a parent conference with the instructor regarding the removal as soon as possible. A college administrator shall attend the conference if any party (instructor, parent, or guardian) so requests.
- c. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor, and student cannot resolve the problem, the recommendation for a suspension of more than two class sessions will be referred to

the Director of Student Development, or his or her designee, for possible actions described in Section 6 of this procedure.

- d. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions taken as defined in Section 6 of these procedures.

6. Suspension - The ~~President or the President's designee~~ [CVJ10] Director of Student Development, or his or her designee, may suspend a student as follows:

- a. From one or more classes for a period of up to ten days of instruction; or
- b. From one or more classes for the remainder of the term; or
- c. From one or more classes and activities of the community college for one or more terms not to exceed a period of two years. The Director of Student Development, or his or her designee, shall send the notice of suspension to the student, the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. Whenever a minor is suspended from the College, the parent or guardian shall be notified in writing by the Director of Student Development, or his or her designee.

7. Immediate Suspension - Any college manager or college delegated authority during non-school hours, may immediately suspend a student from the campus in an emergency action to protect lives or property and to insure the maintenance of order. Within twenty-four (24) hours or the next regular work day of the suspension, the college manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, shall send a written notice to the suspended student, informing the student of his or her right to a hearing within ten (10) business days of the suspension. A copy of this notice will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police.

Immediate suspension will be enforced for the following types of student misconduct:

- Possession or use of any weapon, firearms, or explosives.
- Willful misconduct which results in injury or death to a student or college personnel.
- Assault, battery, sex crimes, including sexual assault, or rape.

When there is probable cause to believe that a student has committed any of the above actions, that student will be immediately suspended from the campus by any college manager or college delegated authority. Within twenty-four (24) hours of, or the next regular work day after the suspension, the manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, will then send a written notice to the suspended student, informing the student that he or she has been suspended for the remainder of the semester at a minimum and/or up to two years at a maximum and that he or she has the right to a hearing within ten (10) business days of the suspension.

8. Expulsion - The termination of student status for an indefinite period of time. The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the

physical safety of the student or others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. The expulsion of a student shall be accompanied by a hearing if requested by the student.

## DUE PROCESS DISCIPLINARY PROCEDURES

### A. LODGING OF CHARGES

1. Charges of misconduct against a student, as defined in Sections I through VII of Board Policy 5500, may be lodged by any person who has personal knowledge of facts indicating that the student participated in the alleged misconduct. Such a witness shall hereinafter be referred to as the "complainant" and the person being charged as the "accused."
2. The complainant must first lodge his or her charge(s) with a responsible manager at the level of director or above.
3. The responsible manager will review the charge(s). The manager will then either:
  - a. attempt to informally resolve the issue(s) or
  - b. recommend disciplinary action.
4. If the responsible manager recommends disciplinary action, he or she will forward the charge(s) to the ~~Director of Student Development~~ Director of Student Development, or his or her designee. The ~~Director of Student Development~~ Director of Student Development, or his or her designee shall review the charge(s) and make an independent determination as to whether or not the conduct charged amounts to misconduct as defined in Items I through VII of Board Policy 5500 and whether disciplinary action should be brought against the accused.
5. If disciplinary action is appropriate, the ~~Director of Student Development~~ Director of Student Development, or his or her designee or appropriate administrator shall give the accused a written notice of the lodging of charges, the specified acts of misconduct and the proposed disciplinary action. The accused will be notified of his or her right to request a hearing within five (5) business days. A copy of this policy will be included with the notice. If the student does not request a hearing, the proposed disciplinary action will be taken.

### B. HEARING OF CHARGES

1. Scheduling of Hearing
  - a. Students who are placed on immediate suspension - If the student has been suspended prior to a hearing, the hearing shall be commenced within ~~ten (10) days~~ fifteen (15) business days of the ordered suspension.
  - b. Students who have not been placed on immediate suspension:
    - (1) The accused shall receive written notice of the charge(s) giving rise to the proposed disciplinary action.
    - (2) The accused has five (5) [CVJ11] business days after receipt of written notice of the charge(s) to request a hearing before the Disciplinary Hearing Committee. Failure to request such a hearing in writing within this five day period, or failure to appear at such hearing will constitute a waiver

of his or her right to a hearing pursuant to these procedures. Unless the hearing may result in expulsion, the accused is not entitled to representation by counsel. If the accused wishes to be represented by counsel at an expulsion hearing, the accused shall provide written notice in the request for hearing of the intention to be represented. If the accused is a minor, he or she shall be entitled to be accompanied by his or her parent or guardian at any hearing before the Disciplinary Hearing Committee.

- (3) The Disciplinary Hearing Committee shall be chaired by the ~~Director of Student Development~~ Director of Student Development, or his or her designee who will serve as the hearing officer and have as members one representative from each of the following groups: the Academic Senate, the Classified Employees, the Student Senate, and College Management.
- (4) If the accused requests a hearing, the ~~Director of Student Development~~ Director of Student Development, or his or her designee shall schedule a disciplinary hearing to take place within ~~five (5)~~ fifteen (15) business days of the receipt by him or her of the written request for a hearing.
- (5) The ~~Director of Student Development~~ Director of Student Development, or his or her designee shall give the accused and members of the Disciplinary Hearing Committee written notice of the time, place and date set for the hearing.
- (6) If the accused does not request a hearing, the ~~Director of Student Development~~ Director of Student Development, or his or her designee may finalize the disciplinary action with the exception of expulsion, which must be recommended to the Vice President of Student and Community Advancement. If the Vice President determines that expulsion is appropriate, he or she will recommend expulsion to the Board of Trustees for final approval.

## 2. How Hearing is to be Conducted

- a. The public shall be excluded from this hearing.
- b. The hearing shall be recorded by either an audio recording or stenographic recording.
- c. The hearing officer may conduct the hearing in any manner he or she deems appropriate, provided the accused is given the opportunity to confront the witnesses testifying against him or her and to offer the statements of any supporting witnesses.
- d. If the Disciplinary Hearing Committee finds adequate support for the charge(s), it shall take appropriate disciplinary action pursuant to Section I.C of this procedure.
- e. When the Disciplinary Hearing Committee reaches a decision, the accused shall be given written notice in a timely manner<sup>[s12]</sup> of the decision, the disciplinary action, if any, to be taken, and the right to appeal the decision to the Vice President of Student and Community Advancement.

## C. REVIEW BY THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT

1. The accused may seek review of the decision of the Disciplinary Hearing Committee by delivering to the Vice President of Student and Community Advancement, no later than five (5)

business days after notice to the accused of the Disciplinary Hearing Committee's decision, a signed statement containing:

- a. A statement that the accused appeals the decision; and
  - b. A brief statement of why the accused considers the decision to be in error.
2. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Disciplinary Hearing Committee was in error or the sanctions imposed were excessive in light of the seriousness of the charge(s).
  3. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ~~five (5)~~ ten (10) business days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Disciplinary Hearing Committee.
  4. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ~~five (5)~~ ten (10) business days after receipt of the request for review, schedule a meeting giving the accused at least ~~three (3)~~ five (5) business days written notice thereof with the accused and the hearing officer, at which time the accused will be allowed to present his or her objections to the Disciplinary Hearing Committee's decision, and the hearing officer will be allowed to respond thereto.
  5. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.

#### D. GENERAL PROVISIONS

1. If students or other persons are suspended or expelled from the campus, they shall not appear on the campus without permission from the Vice President of Student and Community Advancement ~~[CVJ13]~~ or designee and must have a Campus Police escort.
2. The time limits specified in the Due Process and Disciplinary Procedures may be shortened or extended if there is a mutual written concurrence between the parties.
3. Failure of the accused to appeal any determination at any step to another step within the specified time limits shall be deemed acceptance by the accused of the last determination rendered.
4. Written notice to an accused pursuant to these procedures shall be sufficient if sent by first class mail to the last known address of the accused currently on file with the college. Notice shall be deemed given on the day of said mailing. Notice shall be in the English language.
5. In the absence of the Director of Student Development, a designee may be appointed by the Vice President of Student and Community Advancement.

6. No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance. In addition, no student may be removed, suspended, or expelled for parking violations.
7. The President or the President's designee (Campus Police) shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Los Angeles County or the City of Torrance of any acts of the student which may be in violation of Section 245 of the California Penal Code - Assault with a deadly weapon or force likely to produce great bodily injury.

## ADMINISTRATIVE PROCEDURE 5530

## STUDENT RIGHTS AND GRIEVANCES

The purpose of this procedure is to provide a prompt and equitable means for resolving student grievances. These procedures shall be available to any student who reasonably believes a College decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

1. Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
2. Sexual harassment
3. Financial aid
4. Illegal discrimination
5. The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

### **This procedure does not apply to:**

1. Student disciplinary actions, which are covered under a Board Policy 5500 and Administrative Procedure 5520.
2. Police citations (i.e. "tickets"); complaints about citations must be directed to the District's Campus Police Department.
3. Course grades, to the extent permitted by Education Code Section 76224(a). Grade appeals are addressed in Board Policy 4231 and Administrative Procedures 4231.

### **Definitions:**

1. **Party.** The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.
2. **Superintendent/President.** The Superintendent/President or a designated representative of the Superintendent/President.
3. **Student.** A currently enrolled student, a person who has filed an application for admission to the College, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).
4. **Respondent.** Any person claimed by a grievant to be responsible for the alleged grievance.

10/13/2009

5. Day. Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held.

**Grievance Hearing Committee:**

The Superintendent/President or designee shall at the beginning of each semester, including any summer session, establish a standing panel of members of the College community, including students, classified staff, faculty members and administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization, Classified Employees and the Academic Senate, who shall each submit names to the Superintendent/President for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

1. It shall include one student, one instructor, one member of the classified service and one College administrator selected from the panel described above.
2. No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party of the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Superintendent/President or designee who shall determine whether cause for disqualification has been shown. If the Superintendent/President or designee feels that sufficient ground for removal of a member of the committee has been presented, the Superintendent/President or designee shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.
3. The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

10/13/2009



### **Informal Resolution:**

1. Each student who has a grievance shall make reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local College administration.
2. The Superintendent/President or designee shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.
3. Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.
4. In an attempt to resolve a complaint informally, the student shall first request a meeting to discuss it with the Dean, Associate Dean or Director (hereinafter Administrator) of the division in which the matter in question resides. Upon such a request, the Administrator shall inform and confer with any staff members named by the student. In turn, the Administrator shall schedule a meeting with the student and, if requested, all involved parties not more than ten (10) business days from the date of request.
5. If at the end of five (5) business days following the student's first meeting with the Administrator, there is no informal resolution of the complaint, which is satisfactory to the student, the student shall have the right to request a grievance hearing.
6. This concludes the Informal Process.

### **Formal Resolution (Request for a Grievance Hearing)**

Any complaint that is not resolved by the Informal Process as set forth above and which constitutes a grievance may be processed by the student as follows:

1. The student shall submit his or her written grievance, on a form provided by the College, to the appropriate Administrator.
2. In order to be considered valid, the written grievance must be submitted within thirty (30) business days after the student knew or should have known of the facts surrounding the grievance and the remedy sought by the student.

10/13/2009

3. The grievance shall be signed and dated by the student and shall incorporate a statement that the student had first followed the provisions of the Informal Process.
4. Upon receipt of the written grievance, the Administrator shall promptly forward one copy to the Dean of Enrollment Services or designee.
5. Within fifteen (15) business days following receipt of the request for a grievance hearing, the Dean of Enrollment Services or designee shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.
6. If the hearing is warranted, it shall be based on the following:
  - The statement contains facts which, if true, would constitute a grievance under these procedures;
  - The grievant is a student as defined in these procedures, which include applicants and former students;
  - The grievant is personally and directly affected by the alleged grievance;
  - The grievance was filed in a timely manner;
  - The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.
7. If the grievance does not meet each of the above requirements, the Hearing Committee Chair shall notify the student in writing of the rejection of the Request for a Grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within ten (10) business days of the date the decision is made by the Grievance Hearing Committee.
8. If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. All parties to the grievance shall be given not less than seven (7) business days notice of the date, time and place of the hearing.
9. Such meeting shall be scheduled to take place not less than fifteen (15) business days from the date the written grievance is received.
10. The student will be allowed to have any witnesses and a non-legal support person with him or her. Staff members named by the student shall be asked to attend this meeting and will be allowed to have a non-legal co-worker with them. Neither the student's nor the staff member's support person will participate in the meeting.
11. By the end of the seventh (7<sup>th</sup>) business day following the date of the meeting, the Administrator shall provide the student and staff member(s) with a written decision.
12. This concludes the Formal Resolution Process

**10/13/2009**

### **Hearing Procedure:**

1. The decision of the Grievance Hearing Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.
2. The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.
3. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
4. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
5. Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.
6. Each party to the grievance may represent himself or herself, and may also have the right to be represented by a person of his or her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than five (5) business days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the Superintendent/President. A legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.
7. Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than five (5) business days prior to the date of the hearing.
8. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.
9. The hearing shall be recorded by the Grievance Officer either by audio recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by audio recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The audio recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. Any party may request a copy of the audio recording.

**10/13/2009**

10. All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be audio recorded shall be considered to be unavailable.
11. Within ten (10) business days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the Dean of Enrollment Services or designee a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

**Dean of Enrollment Services or Designee's Decision:**

Within fifteen (15) business days following receipt of the Grievance Hearing Committee's decision and recommendations, the Dean of Enrollment Services or designee shall send to all parties his or her written decision, together with the Hearing Committee's decision and recommendations. The Dean of Enrollment Services or designee may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the Dean of Enrollment Services or designee does not accept the decision or a finding or recommendation of the Hearing Committee, the Dean of Enrollment Services or designee shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The accused shall be given written notice of the decision, the disciplinary action, if any, to be taken, and the right to appeal.

**Appeal:**

1. Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Vice President of Student and Community Advancement within five (5) business days of that decision. The Vice President of Student and Community Advancement shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The Vice President of Student and Community Advancement's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

10/13/2009

2. The accused may seek review of the Dean Enrollment Services or Designee's decision by delivering to the Vice President of Student and Community Advancement, no later than ten (10) business days after notice to the accused of the Dean Enrollment Services or Designee's decision, a signed statement containing:
  - a. A statement that the accused appeals the decision; and
  - b. A brief statement of why the accused considers the decision to be in error.
3. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Dean Enrollment Services or Designee was in error or the sanctions imposed were excessive in light of the seriousness of the charge(s).
4. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ten (10) business days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Dean Enrollment Services or Designee .
5. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ten (10) business days after receipt of the request for review, schedule a meeting giving the accused at least five (5) business days written notice thereof with the accused and the Grievance Hearing Committee Chair, at which time the accused will be allowed to present his or her objections to the Dean Enrollment Services or Designee's decision, and the Grievance Hearing Committee Chair will be allowed to respond thereto.
6. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.

**Time Limits:**

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

*References:* Title IX of the Higher Education Amendments of 1972  
Education Code Section 76120 and 76224 (a)

**10/13/2009**

## Advanced Placement Exams

Lori Suekawa  
Articulation Officer  
El Camino College



## AP Exams in the U.S. (ASCCC Rostrum, College Board)

- 2.7 million AP exams taken in 2008
- California had the highest number with 453,166
- Counselors are seeing more and more students with AP exams



## ECC's Current AP Policy

- Students **may** receive college credit if a score of 3, 4, or 5 is earned
- The AP exam is assigned course equivalence and number of units
- For example, History of Art, students will receive credit for Art 2, 3 (3 units); Biology Exam, students receive credit for Biology 10 (4 units), (see catalog page)



## Challenges at Community Colleges

- Students are attending more than one college
- Each community college awards credit differently
- Students may receive credit at one community college but at the other they may not receive credit because there is no course equivalency established



## Example

- Brenda takes the AP English Exam and receives a 3, ECC will give her credit for English 1A
- She transfers to CCC X because it is closer to her work
- College X will not give her credit for English composition because she needs a score of 4 or 5



## Example

- In high school, Pete was told by his counselor to take the AP exams so he can earn college credit
- Pete takes the AP Physics B and Chemistry Exam and scores a 3
- He is not an engineering or science major but wants credit toward the associate degree



## Result

- He would not receive credit for physics or chemistry at ECC with a score of 3 (must have a score of 4 or 5); however, at College X, he would receive credit for Introduction to Physics, Chemistry, and meet the Natural Sciences for the AA/AS degree



## Academic Senate for CCC

- Resolution 4.02 S08 called for a standardized template of AP equivalency for the associate degree general education
- Resolved, ASCCC encouraged local senates to consider the use of the template for AP exams and provide the list in the college catalog and website



## Advantages

- Students can be assured that scores of 3, 4, or 5 on the exams will receive GE credit toward the Associate Degree
- The AP template is standardized; credit will be awarded for GE at ECC, LACCD, and other colleges that adopt the template



## Advantages Continued

- Allows for area credit on the GE pattern where colleges may not have course equivalency established (Environmental Science)



## AP and CSUGE/IGETC

- Regardless of what is in the college, a score of 3, 4, or 5 will meet CSUGE and IGETC
- Example, Chemistry AP exam, score of 3, 4, or 5, students will receive 4 units of credit in Areas B1/B3 on the CSUGE and 4 units in Area 5A on the IGETC pattern



## CCC Template (AP English, AP Chemistry)

TEST	CCC GE	CSUGE	IGETC
<i>English</i>	3 units toward Language and Rationality	3 units toward A2	3 units toward 1A
<i>Chem</i>	4 units toward NS	4 units toward B1/B3	4 units toward 5A



### Faculty Concerns

- Faculty would want a specific score for a particular course equivalence, especially math and science

\*This chart is not taking away from course equivalence and the need for a higher AP score, it is for GE ONLY



### Proposal

- With support from the college curriculum committee and counselors, consider the adoption of the AP template to better serve the students of ECC and the community



Questions?





AP Exam Policy:

Resolution: Consider the adoption of the Standardized AP template brought forth to the Senate and to remove the unit limitation of AP exams toward the associate degree;

Whereas, El Camino College would adopt the template and provide the information to students in the college catalog and website

Whereas, the policy as stated in the catalog limits students on AP applicability on the general education pattern if no course equivalent is established

Whereas, the policy as stated limits the student to 15 units that can be applied toward the associate degree

Whereas, the University of California does not limit the number of units or exams students may apply toward meeting minimum eligibility and awards credit for all AP tests on which a student scores a 3 or higher

Whereas, the California State University grants six units of credit for each exam in which a score of 3, 4, or 5 is earned and does not limit the number of units or exams students may apply toward meeting minimum eligibility

## California Community College General Education Advanced Placement (CCC GE AP) List

Advanced Placement scores of 3, 4 or 5 required for general education certification.

<b><u>AP Examination</u></b>	<b><u>CCC GE Areas</u></b>	<b><u>Minimum Units</u></b>
Art History	Humanities	3
Biology	Natural Sciences	4
Calculus AB	Language and Rationality	3
Calculus BC	Language and Rationality	3
Chemistry	Natural Sciences	4
Chinese Language and Culture	Humanities	3
Comparative Government and Politics	Social/Behavioral Sciences	3
English Language & Composition	Language and Rationality	3
English Literature & Composition	Language and Rationality or Humanities	3
Environmental Science	Natural Sciences	3
European History	Social/Behavioral Sciences or Humanities	3
French Language	Humanities	3
French Literature	Humanities	3
German Language	Humanities	3
Human Geography	Social/Behavioral Sciences	3
Italian Language and Culture	Humanities	3
Japanese Language and Culture	Humanities	3
Latin Literature	Humanities	3
Latin: Vergil	Humanities	3
Macroeconomics	Social/Behavioral Sciences	3
Microeconomics	Social/Behavioral Sciences	3
Physics B	Natural Sciences	4
Physics C mechanics	Natural Sciences	3
Physics C electricity/magnetism	Natural Sciences	3
Psychology	Social/Behavioral Sciences	3
Spanish Language	Humanities	3
Spanish Literature	Humanities	3
Statistics	Language and Rationality	3
U.S. Government and Politics	Social/Behavioral Sciences	3
U.S. History	Social/Behavioral Sciences or Humanities	3
World History	Social/Behavioral Sciences or Humanities	3

**Title 5 § 55063. Minimum Requirements for the Associate Degree.**

**(b) General Education Requirements.**

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

**(A) Natural Sciences.** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

**(B) Social and Behavioral Sciences.** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

**(C) Humanities.** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

**(D) Language and Rationality.** Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

**(i) To include both expository and argumentative writing.**

**(ii) Communication and Analytical Thinking.** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.



# MUNCHN MINGLE

## YOU ARE INVITED TO

take your break and join us for a Breakfast Fundraiser. October is Breast Cancer Awareness Month. All proceeds to be donated to the American Cancer Society

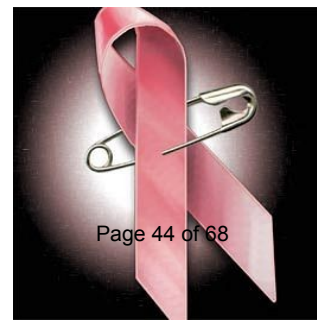
### When:

Wednesday, October 28th @  
9:30 - 10:30 AM

Where: Library Lawn

Donation: \$5 per person  
(you may donate more if you wish)

Hope to see you there!!!



## Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment

The District is committed to providing an academic and work environment that respects the dignity of individuals and groups.

The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation.

Harassment based on any of the following statuses is prohibited and will not be tolerated: race, color, religion, ancestry, national origin, disability, gender, gender identity, sexual orientation, or any other biases, or the perception that a person has one or more of the foregoing characteristics.

Sexual harassment violates state and federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation, and retaliation constitutes a violation of this policy.

Sexual harassment is further defined as unwelcome sexual advances, requests for sexual favors and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to or rejection of the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. ~~the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or education environment~~ the conduct has the effect of having a severe or pervasive impact upon the individual's work or academic performance or of creating an intimidating or hostile work or educational environment; or
4. submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education activities to counter discrimination and minimize and eliminate a hostile environment that impairs access to equal education opportunity [E. C. 66252]

The Superintendent/President shall establish procedures that define sexual harassment and other forms of harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment and discrimination, and procedures for students to resolve complaints of sexual and other harassment and discrimination. All complainants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

Reference:

Education Code Sections 212.5; 66252; 66281.5

El Camino College

| Adopted: 4/16/01, [10/19/09](#)

Replaces Board Policy # 4274

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: October 1, 2009**

**MEMBERS PRESENT:**

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

**OTHERS ATTENDING:** Francisco Arce, Janice Ely, Katie Gleason, Jo Ann Higdon, Jeanie Nishime, Emily Rader, Regina Smith,

**Handouts:** Retirement Health Premium Fund Spreadsheet  
2009 SSC Community College Financial Projection Dartboard

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

**Approval of September 17, 2009 Minutes**

1. The minutes were approved with no changes.
2. Questions:
  - a. Page 1, #5 – what is the status of the decision to put all or part of GASB into an irrevocable fund? Decision must be made this year. GASB 45 requires an irrevocable fund, but most colleges are not putting all into an irrevocable due to cash flow needs. Not prepared to discuss without data. J. Higdon will discuss with auditors in a few weeks.
  - b. Page 2, #10 – What is the Brown Act? Brown Act or Sunshine Act governs open, public meetings.

**Recap Bargaining Unit District Costs:**

1. The College uses 90% of its dental insurance fund - why keep \$1.7M (up \$100,000 from last year) in reserves? This is a question that often comes up during Health Benefits Committee meetings. The percentage rates will increase this year. \$900,000 was contributed from the general fund. B. Perez is not here today to discuss.

**Actuarial Study Results:**

1. An email will be sent when the finalized actuarial study will be posted on the ECC website in about a week. The page numbers on the summary sheet refers to pages in the actuarial study.
2. The summary spreadsheet shows comparison between 2005 actuarial study (under GASB 12) and 2009 draft actuarial study (under GASB 12, 43 and 45).
3. Method used basically stayed the same – based on ‘entry age normal’, interest rate assumptions (5.0% for 2005 and 4.5% for 2009) and health inflation assumption of 4%.
4. Actuarial Accrued Liability increased by \$3,761,869 or 25.0% in the four year period.
5. Based on the 2005 study, the recommended added annual cost to fund GASB 12 was \$923,495. The 2009 study recommended \$1,383,215 – an annual increase of \$459,270 or 49.8%. The dollar increase from 1994 to 2009 is \$11,376,878. This shows that the \$9,052,789 balance is not keeping up with the changes in the actuarial report and is less than half of the 2009 actuarial accrued liability of \$18,814,878.

6. Review this spreadsheet with actuarial study posted on the web and email questions to J. Higdon (and copy A. Spor) within the week. After discussing with the actuary, questions and answers will be brought to the next meeting.
7. Is there a target date to reach goal? GASB 45 requires between 25-30 years; ECC chose the maximum 30 years (J. Higdon will verify). There is no stop and start dates. Cuesta College provides no retiree health benefits. LACCD provides lifetime health benefits for everyone. Mt.SAC has a two-tiered system (will verify). Up to auditors to decide whether College has been complying with the spirit of the law.
8. Joint Powers Authority (JPA) allows public entities to operate collectively (i.e. ECC has a JPA that handles all primary insurance coverage). The Southern California Community College District (SCCCD) is a JPA that handles workers' compensation and banking JPA.
9. Anticipating GASB contribution of \$1,020,000 (shown on page 23 of budget book). The 2009 actuarial study suggests ECC needs to fund an additional \$363,000 for a total of \$1,383,215.

### **Financial Projection Dartboard:**

1. School Services of California article on 2009 SSC Community College Financial Projection Dartboard. Best estimate as of September 18, 2009 of future year projections.
2. Grid shows there will be a sharp increase in PERS Employer Rate from 2009-10 to 2010-11.
3. Projecting there will be no additional state funding for protected/unprotected categorical programs. Even if economy improves, cuts for this year are anticipated to continue at projected levels.
4. "Workload Reduction" refers to reduction in revenue.
5. California CPI is the California Consumer Price Index.
6. Statutory COLA is based on a set formula but associated costs change (i.e. percentage of change in cost of housing, food, gasoline or energy). There is a relationship between COLA and CPI.
7. Funded COLA projects state's ability to fund growth. Probably won't see COLA or growth for a long time.

### **Budget Assumptions Framework:**

1. 3.5% reduction in FTES is projected for next year – around 18,300 FTES or \$2.5M reduction.
2. M. Quinones will bring to the next meeting budget assumption narratives from five colleges comparable in size with ECC. Some institutions had their accreditation information posted on their websites.
3. Latest FTES figures show ECC is 105% over cap, on-track for 21,000 FTES for the year.
4. A comment was made that President Fallo will not ask faculty to stop over-enrolling their classes and continues this practice of saying 'it's up to you.' How can you keep the budget within limitations if it is not enforced at the college level? In a meeting today, President Fallo did ask the deans to request their faculty not to enroll beyond the maximum. Sections were trimmed in the summer and more sections will be trimmed in the spring. Compton still needs to grow and students can be referred to Compton. By cutting back sections as a way of limiting the number of students, we're limiting options for students because the schedule is not as diverse. If planned in advance, Compton could possibly offer courses cut at ECC.
5. Could designated Compton classes be taught at ECC to increase Compton's FTES? The agreement with ECC was to increase growth at Compton in support of their community. How many sections are generally cancelled at Compton for low enrollment? This semester, about 70 sections between July 1<sup>st</sup> and the start of school. A suggestion was made to hold teleconferenced Compton courses at ECC so students won't have to drive to Compton. This may not fit the need of the community.
6. PBC members are welcome to attend a presentation by the Clarus Corporation on October 15<sup>th</sup> from 8am-10am in Lib 202 to address scheduling issues at ECC.



7. Need follow-up analysis on caps in divisions. F. Arce asked the deans to discuss with their faculty what courses could be cut and focus on prioritizing cuts by importance to curriculum (i.e. stand-alone, recreational, basic skills vs. general education, transfer, career technical education). Cuts would affect P/T faculty, not F/T faculty. A comment was made that basic skills courses should be protected. There are multiple levels of basic skills. Data from institutional research show lowest basic skills level students are unable to advance to the next level. Academic deans were asked to address courses where students are not progressing to the next level. Have to prioritize courses students need to transfer and graduate from certificate/degree programs.
8. How will lengthening class hours to 65 minutes affect scheduling? The state is directing colleges with compressed calendars to change their 61-minute classes to follow recommended scheduling patterns. Will resolve some overlapping problems, but not all. About 45% of classes are four units or more.
9. What are the assumptions regarding FTES? Strong possibility that FTES for 2009-10 will drop to 18,300.
10. When will planning guidelines be handed out? VPs assumed a 3% reduction in budget and put together information for committee to review - A. Spor will email to members.
11. We do not have to pay the state back extra revenue earned from COTOP (Chancellor's Office Tax Offset Program) funds.
12. Review assumptions for this year on pages 71 – 73, keeping in mind a decrease of FTES to 18,300. Will continue discussion at next meeting.

The next meeting is scheduled on October 15, 2009.

The meeting ended at 2:30 p.m.

Oct. 3, 2009

To the Academic Senate,

For those of you who don't know me, I'd like to introduce myself. I am your alternate rep. to the Planning and Budget Committee (PBC). I have been serving on this committee for about a year now and finally feel that I can follow much of the financial discussions. I am especially interested in the "planning" part of the committee's work.

The PBC has been working on improving its role in the college's planning process, and I think it's made some good progress. Because of the need to focus on dealing with the decline in funding for this year, the PBC has focused most of its attention on the "budget" part of its work. I would say that we are having a hard time shifting to planning but hope that this will start to happen this month.

Because of the recommendations of the Accreditation Commission, El Camino's administration has been more open to listening to the needs and planning interests of faculty. I think this gives us much more of an opportunity to register our views with the administration and have some hope that they will actually be acted upon. In order for this to happen in a meaningful way, faculty will have to participate in communicating with all levels of administration, from the deans to the VPs and President.

For a long time, and for good reason, many in the faculty have been cynical about the various mandates to participate in formal communications with the college administrators, for example, through Program Review. I was among the many who believed that no one paid attention to what we wrote in our program reviews, so it didn't really matter what we put in it. I think that now we are in a different situation, one in which the administration must pay (at least some) attention to our contributions to planning. For this reason, I want to encourage all faculty to take our various planning tasks more seriously than we may have in the past. There are many places where this can happen, from Program Review to Division Councils to reviewing information posted in Plan Builder and giving feedback on the plans at the division, area and college levels.

One important item of discussion at the October 1st PBC meeting was about FTES. As you know, the college planned to reduce FTES for 2009-2010 to 18,900, from almost 21,000 last year. (Sorry, that second figure is high, but I don't remember the number.) Many sections were cut, but lo and behold! our FTES is on track to be

almost 21,000 again! This happened in large part because the President and VPs would not communicate to faculty that it would be against the interests of the college and students to add lots of students who were desperate to get into classes. So we did what we often do, which was to add lots of students. Now the college will have to cut as many as 250 sections from Winter and Spring. (There is also an additional decline in FTES that the college is planning for because of expected additional funding cuts: down to 18,400 FTES.) The administration doesn't want to acknowledge how much this affects students by making the scheduling of classes even less varied than it was this semester. It's not just an issue of cutting the number of units students are taking; it also means that students will have more trouble fitting the reduced sections into their schedules. Only now is the administration willing to tell faculty not to over-enroll their classes, but the damage has already been done.

I would like the Academic Senate to discuss this problem and consider making a formal statement to the VPs and the President about the need for them to provide more responsible leadership on student enrollment issues during this period of financial instability.

Sincerely,

Emily Rader, History Department

**Report from Deans' Council Meetings of 9/17 and 10/1/09**  
**Moon Ichinaga**

- **ECC Foundation and Osher Scholarship Endowment Program**  
Katie Gleason from the Foundation reported on progress that has been toward the goal of raising \$1.5M in funds to match the new statewide Osher Scholarship endowment program for community colleges. ECC students have already benefited from \$20,000 in scholarship awards provided by the Osher Foundation.
  
- **Online Winter Success Rates and Need to Improve Online Program**  
Irene Graff of the Institutional Research Office presented data comparing the success rates in online versus traditional instructional methods for the same courses over several winter terms, 2007 through 2009. Online student performance has been much poorer than on-campus student performance. A lively discussion followed, which included topics such as the importance of students' understanding of critical online success factors and faculty training in best online teaching practices. V.P. Arce noted that the online program needs to be improved.
  
- **Student No-Show Reports and Need for Class Rosters to Reflect True Enrollment**  
In general, the percent of no-show reports completed by faculty for fall 2009 is low. V.P. Arce emphasized that class rosters need to accurately reflect true enrollment, and the failure of faculty to remove no-show students from rosters in a timely manner denies access for other students and creates auditing issues.
  
- **“Drop for Non-Payment” Proposal**  
V.P. Nishime passed out a draft proposal to drop students from registration beginning with the spring term if they do not pay their fees by certain deadlines. Actually will be 2 deadlines, and certain students, such as international students who face special challenges in transferring payments from their home countries, will be exempt. V.P. Nishime will provide more details in today's Academic Senate meeting.
  
- **Class Wait List Issues and Options**  
There was a discussion of how the wait list currently operates and options for how it might be improved. In view of the implementation of the “drop for non-payment” proposal, the minimum number of slots in the wait list will be raised to 10 from 5.

- **Reduction in Course Sections Available for Winter and Spring Terms**  
 Dr. Arce announced that the college will be reducing the number of winter and spring section offerings significantly (over 300 sections) in anticipation of the state reducing our funded FTES cap from 19,300 FTES to 18,400. The college cannot afford to continue over-enrollment, as we have, by some 2000 FTES. There will be pressure on faculty to add students to their classes. Dr. Arce asked that faculty not allow students to enroll who will have to stand or sit on the floor.
- **Scheduling Pattern Change for Fall 2010**  
 Copies of a Student Attendance Accounting Manual Addendum issued by the California Community College's System Office was distributed. According to this report, ECC is required to implement a different scheduling pattern by Fall 2010. The System Office is trying to standardize practices related to course scheduling and flex and compressed calendar implementation as much as possible, since funding is primarily driven by student contact hours and resulting FTES calculations. Our current pattern seems to have led to inappropriate FTES calculations. The following individuals will meet to begin this work: L. Alford, T. Lew, D. Goldberg, B. Perez, S. Dever, R. Murry, D. Westberg. Since the Deans' Council meeting, David Vakil, as president of the Academic Senate, has been asked to nominate faculty for this taskforce.
- **Continuous Planning Process**  
 Arvid Spoor issued a reminder that planning should be ongoing throughout the year and indicated that now was the time to work on next year's plans. Unit plans should be completed by the end of December, with the presentation of the plans to PBC in March, 2010.
- **Role of Academic Senate in Advancing Student Success**  
 V.P. Arce recommended that the Academic Senate establish a goal to define student success and retention. This would involve developing metrics to measure improvement by course and discipline. The Cabinet believes this is a high priority item for the campus.

**Academic Technology Committee Meeting Minutes**

1 October 2009

I &amp; T Conference Room

12:30 p.m. – 2:00 p.m.

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

In attendance: Jim Noyes, Virginia Rapp, Dave Murphy, Steve Cocca, Dwayne Hayden, Stephanie Rodriguez, Alice Grigsby, Michael Wynne, Howard Story, Donald Treat, Pete Marcoux, Horeth Men, Dick Barton

Software & Replacing Aging Technology

Don Treat from Information Technology Services (ITS) was asked about the current procedures for submitting requests to renew software contracts and obtain new software. He said that there is no money specifically allocated for the software needed to teach our classes, and that ITS attempts to obtain funds when requests are made. So, divisions still need to regularly contact, John Wagstaff, director of ITS, about their software needs. If possible, they should obtain and give John Wagstaff information about the utilization of the software (how many students are affected? How often do they use it?) since John Wagstaff will probably be asked for this information when he asks for funds. Don Treat advised the committee members to submit their requests well before any deadlines (e.g., a maintenance agreement ends).

Don Treat said that we really need a snapshot of the “state of technology” on campus to plan for the future. This, of course, would require an enormous amount of effort, and one of the first issues is: who would carry it out? ITS? the divisions?

Jim Noyes, co-chair of the Academic Technology committee (ATC), suggested that any attempt to assess the “state of technology” on campus and to integrate it into planning should start small. For example, we could inventory a particular kind of equipment (e.g., LCD projectors), a building (e.g., a new one like Humanities), or software (we already have a fairly up-to-date list in ITS, right?). After conducting the inventory, we could develop an estimate of the cost for the technology: cost to purchase it, maintain it, replace it, and so on. Once we develop a satisfactory procedure and method for one area of technology, we can use it as a model for other areas of technology.

Once inventories of technology on campus are made, we need procedures to maintain them: new information has to be recorded (purchases of new technology, moving technology around campus, removal of failed technology). This is part of the reason that we have been centralizing more and more information in ITS rather than at the division level. Jim Noyes noted that even if a technology list is not perfect, we can still use it to make a budget and project future costs; an estimate would be a vast improvement.

One part of maintaining technology inventories is developing rules or procedures for entering this information into Plan Builder and Program Reviews. For example, ITS cannot get information about technology needs easily in Plan Builder if the person entering the information does not “check” the ITS “box” in Plan Builder. Virginia Rapp, Dean of Business and co-chair

of the ATC, said that we also need to clearly enter information about the technology into the appendix (e.g., what it is, what it will cost, ongoing costs to maintain it).

Don Treat estimated that about 60% of the equipment on campus is out of warranty, and there is no plan or funding to replace it. For example, there are no spare parts for faculty laptops; they have all been used. As the faculty laptops breakdown, ITS will not be able to issue the faculty replacements (though broken laptops can be cannibalized for spare parts). This may make it difficult for instructors who teach computer skills or online courses to do their jobs.

Don Treat said that ITS has received instructions to use bond money to replace technology. However, members of the committee noted that it does not make sense to use long-term bond funding to buy technology which will break down and become obsolete long before the bond is paid off; this kind of purchasing is not economically sustainable. Jim Noyes said that we need a regular budget item for maintaining and replacing technology, or we have too much technology (i.e., we cannot afford what we have).

#### Distance Education:

Alice Grigsby, Director of Learning Resources, and Howard Story, Faculty Coordinator for Media Services and Distance Education, discussed possible reasons for lower retention and success in ECC's online courses than in traditional courses and compared to other schools' online courses. Howard Story emphasized that many of our students who enroll in online courses may not have the skills needed to succeed in them (e.g., reading and writing skills). In addition, he noted that students have 12 years of experience learning out to learn in traditional classrooms and are still learning how to learn via online classes. Howard Story noted that there is strong demand for online classes, and said that he and others were studying our student population. We need to give them feedback on whether or not they are prepared for online education, so that do not waste their time and money. Howard said that Distance Education would be receiving new staff soon, and that this should help him analyze the situation.

Pete Marcoux, President of the Academic Senate (AS), asked if there was a difference in retention between classes taught using different course management systems (e.g., Etudes vs. Blackboard)? He also suggested that we might require that students pass English 1A before they can take online courses (under the assumption that adequate reading and writing skills are very important for succeeding in an online course). It would be difficult and time-consuming to change all of the online curricula. However, it would be easy to add a note to the schedule of classes and distance education website telling students that they should have taken and done well in English 1A before they attempt to take an online course. Alice Grigsby noted that adding an additional requirement would make online courses "different" from the traditional courses, and that they are suppose to be equivalent to one another. Jim Noyes suggested that it is the method of instruction that imposes the requirement; the course itself is not different.

Donno Manno, Staff Development Coordinator, was not able to attend the ATC meeting, but sent some information to the committee: She reported that distance education faculty are engaging with the retention issue. There was a strong turnout (18 distance education faculty) at a

special workshop on online retention organized by Chris Gold, VP for Faculty Development. An all-day workshop has been scheduled for Friday, January 29.

#### Migration to MS Office 2007:

Faculty are migrating to MS Office 2007 when they are ready to do so. Staff development has been providing training, and ITS is upgrading their laptops' memory and software when faculty request it. Everything seems to be going smoothly (so far).

#### The New Portal:

The best news about the new ECC Portal is that it is being used by faculty and students. That is also the biggest problem for the Portal. During the first week of the semester, there were too many users, slowing it down significantly. This made it hard for some faculty to submit their no-show reports and for students to add during the first week. Jim Noyes asked if faculty could be given priority in the Portal; Don Treat said that this was not possible.

Pete Marcoux informed the committee that in the future faculty will have to upload electronic copies of their syllabi to the Portal each semester. In addition, the AS will be releasing a list of content recommendations and requirements for syllabi (e.g., SLOs, course objectives, ADA statement, and so on).

Submitted by Jim Noyes



**Drug and Alcohol Survey – Online**  
**Fall 2009**  
**DRAFT**

[Page numbers refer to separate pages of the online survey.]

[Page 1]

Thank you for participating in the Drug and Alcohol Survey at ECC.

Results from this survey will help El Camino College determine ways that we can improve information, outreach and support services in the areas of drug and alcohol use and dependencies.

PLEASE ANSWER THE QUESTIONS ON THIS SURVEY AS HONESTLY AS POSSIBLE. YOUR RESPONSES ARE COMPLETELY ANONYMOUS.

You must be 18 or older to complete this survey.

By clicking BEGIN below, you are asserting that you are 18 years of age or older. The survey is voluntary and you may skip questions or end this survey at any time.

**BEGIN**

[Page 2]

[POLICY AWARENESS]

I have my own personal copy of the El Camino College Catalog (not the same as the Class Schedule).

Yes

No

Before taking this survey, I was aware that El Camino College has written Standards of Student Conduct.

Yes

No

Before taking this survey, I was aware that the Standards of Student Conduct explicitly covers regulation of:

(Scale: Yes, No, Don't Know)

Smoking

Use of Alcohol on campus

Possession of Alcohol on campus

Possession, use or sale of controlled substances such as drugs

Being under the influence of alcohol or drugs

Sale of controlled substances

Possession or use of weapons, firearms or explosives

Within the last 30 days, how many days did you use the following?

Scale:

Never used

Have used but not in the last 30 days

1-2

3-9

10-19

20-29

Used daily

Cigarettes

Tobacco from a water pipe (Hookah)

Cigars, cigarillos, or clover cigarettes

Smokeless tobacco

Beer or wine

Hard liquor (vodka, tequila, "mixed drinks", etc)

Marijuana (pot, weed, hashish)

Cocaine (including crack, rock, freebase)

Methamphetamine (crystal, meth, ice, crank)

Other amphetamines (diet pills, etc)

Sedatives (downers, ludes)

Hallucinogens (LSD, PCP)

Anabolic Steroids (Testosterone)

Opiates (heroin, smack)

Inhalants (glue, solvents, gas)

MDMA (Ecstasy)

Other club drugs (GHB, etc)

Other illegal drugs

Drugs without a legal prescription (antidepressants such as Prozac, stimulants such as Ritalin, etc)

Within the last 30 days, how many days do you think the TYPICAL STUDENT used the following?

Scale:

Never used

Have used but not in the last 30 days

1-2

3-9

10-19

20-29

Used daily

Cigarettes

Tobacco from a water pipe (Hookah)

Cigars, cigarillos, or clover cigarettes

Smokeless tobacco

Beer or wine  
Hard liquor (vodka, tequila, "mixed drinks", etc)  
Marijuana (pot, weed, hashish)  
Cocaine (including crack, rock, freebase)  
Methamphetamine (crystal, meth, ice, crank)  
Other amphetamines (diet pills, etc)  
Sedatives (downers, ludes)  
Hallucinogens (LSD, PCP)  
Anabolic Steroids (Testosterone)  
Opiates (heroin, smack)  
Inhalants (glue, solvents, gas)  
MDMA (Ecstasy)  
Other club drugs (GHB, etc)  
Other illegal drugs  
Drugs without a legal prescription (antidepressants such as Prozac, stimulants such as Ritalin, etc)

The last time you socialized off campus, how many alcoholic beverages did you drink?

Zero (0)  
1-2  
3-4  
5-6  
7-11  
12 or more

How many alcoholic beverages do you think the TYPICAL STUDENT drinks during an off-campus social event?

Zero (0)  
1-2  
3-4  
5-6  
7-11  
12 or more

[Page 4]

[ATTITUDES ABOUT ALCOHOL, DRUG AND TABACCO USE]

Please share your opinions about the following practices.

When is it OK to do the following?

Scale:

Never  
Sometimes  
Anytime  
Not Sure

Drinking alcoholic beverages if you are under 21  
Drinking to the point of passing out  
Driving while under the influence (of drugs or alcohol)

Taking party drugs  
Smoking pot  
Smoking cigarettes or other forms of tobacco  
Taking drugs when I need a lift, to wake up, or to chill

Do you feel that you personally have a problem with drugs or alcohol?

Y  
N  
Maybe  
Don't know

Do you believe that any of your friends have a problem with drugs or alcohol?

Y  
N  
Maybe  
Don't know

[Page 5]

[PERSONAL SAFETY/CRIME PREVENTION]

How often do you feel safe ON CAMPUS?

DAYTIME NIGHTTIME

Scale:  
Always  
Usually  
Sometimes  
Rarely  
Never  
Not sure

How often do you feel safe IN THE COMMUNITY surrounding the campus?

DAYTIME NIGHTTIME

Scale:  
Always  
Usually  
Sometimes  
Rarely  
Never  
Not sure

[Page 6]

[DEMOGRAPHICS]

Age

Under 18  
18-20

21-25  
26-30  
Over 30

Gender

Female  
Male  
Other

At which location do you primarily attend classes?

El Camino College (Torrance/Crenshaw Blvd campus)  
Compton Educational Center  
Other

**SUBMIT**

[Page 7]  
[COMPLETION EVENT]

THANK YOU FOR TAKING OUR SURVEY!

Related Links

El Camino College Standards of Student Conduct  
Drug & Alcohol Prevention websites

## Drop for Non-Payment

Beginning Spring 2010 registration

	Winter Term	Spring Term
<b>Term Start</b>	Wednesday Jan 6, 2010	Saturday Feb 13, 2010
<b>Registration begins</b>	Tuesday Nov 24, 2009	Tuesday Nov 24, 2009
<b>New student Registration</b>	Wednesday Dec 16, 2009	Wednesday Dec 16, 2009

### Two Fixed Payment Deadlines

	<b>Published Payment Deadline</b>	<b>Get Students with Bal&gt;\$X ("Group A")</b>
<b>1<sup>st</sup> Payment Deadline</b>	Fri. 12/11/2009	Wed. 12/9/2009
<b>2<sup>nd</sup> Payment Deadline</b>	Mon. 2/8/ 2010	Fri. 2/5/2010
<b>FEE Hold Placed</b>	Mon. 3/8/2010	

\* Student with balance below limit will be removed from the "Group A", therefore won't be dropped.

### Q & A

1. How would this process work?

At Noon on 12/9 (and 2/5) we will get all the students who owe more than the set limit and save them as "Group A". So any student who registers after Noon 12/9 (and 2/5) won't be in this Group. Balances will be checked and if the student has paid, we will remove them from this group before we run the drops.

2. What if we have a student (or group of students) who needs to be exempted?

ITS will create a new colleague screen where authorized individuals can add students to this screen. Any student entered on this screen will NOT be dropped.

3. What if the student was "moved in" from Waitlist?

Students who get "moved in" from waitlist before Noon on 12/9 will have to pay before the deadline; those that get moved in after Noon on 12/9 will NOT be dropped at the first deadline. They may get dropped on the next deadline run if they have not paid by then.

4. What if the student paid a partial amount?  
As long as the balances for each term individually are below the limit, they will not be dropped from any class. If term balance is above the limit, ALL classes for that term will be dropped.
5. What if the student added classes after the 2<sup>nd</sup> deadline?  
They will NOT be dropped and during spring term they will be placed on “fee restriction” 3/8/10 if they still have an outstanding balance.
6. What if the student added classes during the add/drop period?  
Students will be placed on “fee restriction” 3/8/10 if they still have an outstanding balance.
7. Does student have to pay when they are on the waitlist?  
Students on the waitlist are NOT billed, if a spot opens up and the student is moved into class, then they are automatically billed and the student must pay that before the deadline. Therefore it is critical that students who put themselves on waitlist periodically check their schedule to see if they have been moved into class.
8. Can an announcement also be placed on the Portal and registration screen to warn students who add themselves to the waitlist?  
An announcement can be placed on the Portal as well as on a screen after students log in to the Portal. Messages cannot be placed on the registration screen warning students to check their email regularly for wait list status information.
9. Can a message be added to the students printed schedule to remind them of the fee payment deadline?  
Yes. A message will be added so that students who print out their schedule will be reminded of the fee payment deadlines and the consequences of failing to pay all fees.

**From:** Scott Lay [scottlay@ccleague.org]  
**Sent:** Friday, October 02, 2009 9:14 AM  
**To:** Vakil, David  
**Subject:** Student Success Can't Wait: Follow-up

## COMMUNITY COLLEGE LEAGUE OF CALIFORNIA



October 3, 2009

Dear David,

It was great to receive a few hundred messages yesterday in response to my query of what we can do to improve student success during these difficult budget times. Many of you asked for a summary of the responses I received.

I wish I could say this is a comprehensive list, but neither my memory nor e-mail organizational skills will allow me to capture every idea. Further, understand that responses reflect virtually every constituency in our colleges, and not necessarily the position of the League or my personal thoughts. In fact, many of the recommendations conflict with each other, which reflects the diversity of our audience and state. Nevertheless, it's a fantastic discussion, and I hope you are tackling it with your colleagues on your campus.

### **Student Services**

- Statewide mandatory assessment and improved placement/prerequisites
- Strongly encourage students to apply for financial aid so "life doesn't get in the way"
- Restore matriculation funding, even if it means cutting elsewhere
- Require faculty to take responsibility for counseling and guidance; assign a faculty mentor to every incoming student
- Implement a "case management" approach, even if it requires reducing the number of students served
- Find a way to make students actually study
- Provide incentives (such as meal cards) for students to attend workshops on college success and financial aid
- Encourage peer tutoring
- Assign counselors to curricular cluster areas, allowing relationships with faculty to be built and better course navigation

### **Instruction and Articulation**

- Significantly limit repeatability in credit basic skills classes and shift repeating students to noncredit or adult ed courses after multiple unsuccessful attempts
- Implement degree auditing software that can strengthen guidance and better measure student outcomes
- Use degree auditing software to identify successful pathways/course sequences
- Implement common-course numbering in all three segments for basic general education



- Support the CSU-East Bay/CCC Enhanced Transfer Pilot Project, which would tie online course availability, articulation agreements and individual students' E-Transcripts
- Better and more consistent CCC-CSU articulation agreements and expanded transfer admission guarantees

## Funding and Administration

- Suspend mandates related to 50% law and full-time faculty obligations
- Consolidate districts and reduce the number of administrators
- Enact the Accelerated Learning College Proposal
- Seek external support from large foundations
- Enhance college foundations and alumni outreach
- Significantly increase student fees to both raise revenue and increase the "cost" of dropping classes/ programs
- Lower student fees to reduce the amount of students who are working
- Save money through statewide purchasing of databases and supplies

## Enrollment Management

- Prioritize first-time freshmen and students on a clear path
- Shift low priority programs to community service/fee-for-service
- Reduce enrollment to match funding needed for success
- Recognize state savings from physical education
- Reduce college expenditures on intercollegiate athletics
- Cap the number of units a student can take without a waiver

If you're like me, in reading through the list, you found items that both excite and repulse you. However, I am certain that there are many areas where common agreement can be found as we work together to ensure our state's future economic vitality by maintaining California's national lead in access and by becoming the national leader in student success.

Thank you for your great feedback, and I [welcome any more](#) that you might have.



Scott Lay  
President and Chief Executive Officer  
Orange Coast College '94

**Community College League of California**  
**2017 O Street, Sacramento, California 95811**  
**916.444.8641 . [www.ccleague.org](http://www.ccleague.org)**

**From:** Scott Lay [scottlay@ccleague.org]  
**Sent:** Thursday, October 01, 2009 8:10 AM  
**To:** Vakil, David  
**Subject:** Student Success Can't Wait

## COMMUNITY COLLEGE LEAGUE OF CALIFORNIA



October 1, 2009

Dear David,

Can student success wait until after the state's budget crisis subsides?

We need your help and [ideas](#).

As you likely know, California is facing a workforce preparation crisis that threatens our economic vitality. While the state made significant progress in college-degree attainment (workers with college degrees increased from 28% to 34% from 1990 to 2006), the respected Public Policy Institute of California (PPIC) [projects](#) that the state will need 41% of its workforce to possess a degree by 2025, while only 35% will have attained a degree under the current trend.

Meanwhile, it is unlikely that community colleges will see any new money from the state in 2010-11, and funds will likely be extremely limited over the next several years. The new money from Washington, D.C. proposed by President Obama's American Graduation Initiative will help, but will backfill less than one-quarter of this year's budget cuts.

Closing the college attainment gap will require significant improvements in college success for historically underrepresented populations, particularly among Latinos, the fastest growing component of California's population.

Two of the largest issues identified by PPIC are low transfer rates from community colleges and success rates at the California State University. We can point fingers at many causes both related (funding, impacted four-year campuses, financial aid) and unrelated to our campuses (work, high school success, place-boundedness). However, while we must continue to articulate the needs to remedy those problems, we likely also have to find ways to improve even if the state's austerity continues.

In fact, while we often talk about the impact community colleges have on our economy, we also have to acknowledge that the health of our institutions are directly related to the economic health of the state.

This may require the remaking of the way we deliver services. The EOPS program, creditable for amazing success stories and transforming generations, serves 3.88% of the system's headcount students. How do we "scale-up" the best components of the program when an emerging majority of students may fit the traditional definition of students needing the additional services by the program, even during tight budget times?

Can we provide Nordstrom-level concierge services on a Kohl's budget?

We need your thoughts. You are the best and brightest minds in the system, and you know far better than those of us in Sacramento what needs to be done to serve students. Over the next few weeks, the system's Legislative Task Force will discuss what we should ask the Legislature to do next year. The California

Community College Trustees board of the League has established a student success task force and also wants your ideas. We have also added many sessions to the [League's Annual Convention](#) taking place November 18-21 to focus on these difficult issues.

**What changes would you make to improve student success?** Let me know by e-mailing [scottlay@ccleague.org](mailto:scottlay@ccleague.org). As with the previous times that you stepped up with ideas, they will not be attributed to any individual.

We will keep fighting in Sacramento and Washington, D.C. to get community college the necessary resources, but student success simply cannot wait for better budget days.



Scott Lay  
President and Chief Executive Officer  
Orange Coast College '94

p.s. Thank you to [College of the Redwoods](#) and [College of the Siskiyous](#) for the hospitality showed this week and for your willingness to talk about some of these challenging issues.

---

**Community College League of California**  
2017 O Street, Sacramento, California 95811  
916.444.8641 . [www.ccleague.org](http://www.ccleague.org)