



Academic Senate of El Camino College 2010-2011

April 19, 2011

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

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Cristina Pajo
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

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

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

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



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SENATE'S PURPOSE (from the Senate Constitution)

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

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

<u>FALL 2010</u>		<u>SPRING 2011</u>	
September 7	DE Conference Room	March 1	Alondra Room
September 21	DE Conference Room	March 15	Alondra Room
October 5	Alondra Room	April 5	Alondra Room
October 19	Alondra Room	April 19	Compton Board Room
November 2	DE Conference Room	May 3	Alondra Room
November 16	Alondra Room	May 17	Alondra Room
December 7	Alondra Room	June 7	Alondra Room

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

<u>FALL 2010</u>		<u>SPRING 2011</u>	
September 9	Board Room	March 3	Board Room
September 23	Board Room	March 17	Board Room
October 7	Board Room	April 7	Board Room
October 21	Board Room	April 21	Board Room
November 4	Board Room	May 5	Board Room
November 18	Board Room	May 19	Board Room
December 9	Board Room	June 2	Board Room



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	C. Chair – Curriculum	
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H. UNFINISHED BUSINESS	A. Response to Faculty Comments on the Draft Campus Standards	20-26
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	C. “Course Reductions for Consideration on the Torrance Campus”	27-30
I. NEW BUSINESS	A. Draft ASCCC Resolution Re: Elimination of CSU Service Areas	32-36
J. INFORMATION ITEMS – DISCUSSION		
A. FUTURE AGENDA ITEMS		
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Committees

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

ACADEMIC SENATE ATTENDANCE & MINUTES
5th April 2011

Adjunct Faculty

Sue Ellen Warren X
Leah Pate X

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid X
Lau, Philip S X
Hull, Kurt

Counseling

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

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

Gebert, Pat
Hofmann, Ed X
MacPherson, Lee X

Winfree, Merriel X
Marston, Doug

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

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

ECC CEC Members

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

Assoc. Students Org.

Budri, Lala
Lopez, Jessica

Ex- Officio Positions

Shadish, Elizabeth X
Kjeseth, Lars X

Guests, Dean's Rep, Visitors:

R. Smith(Dean's Rep), C. Pineda

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 Spring 2011 semester was called to order by Academic Senate President Gold at 12:35pm. Academic Senate President Gold pointed out the handouts available.

Approval of last Minutes:

There were two sets of minutes for approval.

The March 15th meeting minutes [see pp.5 – 12 of packet] Dr. Nishime noted that Vtea should be amended to Ctea. C. Jeffires noted that the “ed. Policies Committee” mention on pg.11 should be changed to the Ad Hoc Committee on Discontinuance policy and practices. The minutes were approved with these corrections.

The March 29th Emergency meeting minutes(handout) were approved as is.

REPORTS OF OFFICERS

President’s report – Christina Gold (henceforth CG)

[see packet pp.13 – 16]

- The Budget, State and Local. CG noted that the California governor’s attempt to take the tax extension issue to the voters had been blocked so of the three budget scenarios discussed in the past, only scenarios 2 and 3 are left, with apprx. \$11 million and \$18 million deficits respectively.
- CG reminded all that Pres. Fallowould be discussing this in detail at the Town Hall meeting, Thursday, April 7, 1-2:00
- Academic Senate of California Community Colleges Area C Meeting and Plenary Session. CG said that the Area C meeting had taken place last weekend. Area C colleges met and reviewed the resolutions and other colleges in Area C seemed to align with the ECC way of thinking on the issues. The Plenary session will be held next week to vote on the resolutions.
- College Council discussion was mainly on the budget cuts, also discussed was the copyright Procedure and CG noted the revisions here DID reflect the issues brought up in Senate. Work is also being done on a nepotism policy, and, regarding the “smoking on Campus” survey, it has been agreed to restrict smoking - -but not yet decided whether to restrict by banning smoking altogether, or restrict smoking to designated areas..
- Facilities Master Plan – Senate Feedback. Mr. Gann now has all the feedback on the Facilities Master plan and will be responding in due course.
- AP/BP 4021 Program Viability policy is currently being reviewed by the President and deans’ Council and CG will bring their comments back to Senate.
- CG reminded the Senators that the next senate meeting of April 19th would take place at the Compton Center. Ms. Warren asked for the exact location on the Compton campus, and Mr. Panski said it would be in the Board room in the Administration building. CG said she would send out a map. Mr. Ahmadapour asked for extra time to be allotted to reach the campus, and CG said she would delay the start of the meeting.

VP Compton Center - Saul Panski (SP)

[see packet pp. 17 – 19] SP reported that the CEC has a new interim CEO, and a new interim Dean of Student Services – this last position still to be approved at a Board meeting. SP said the CEC will be holding a “State of the District” meeting on Friday 8th at 10:00am. Chancellor Scott will be there plus all the CEC leadership. All are invited, but please RSVP if you will be attending. The meeting will take place on the quad. lawns.

Curriculum Committee – Lars Kjeseth (LK)

LK reported that Dr. J. Simon was elected the next Curriculum Chair to begin next Fall.

LK asked all senators to return to their Divisions and track down how their areas are doing re: SB 1440 Transfer Compliance degrees, noting that he would like to see as many as possible approved by the end of the semester. LK emphasized that faculty do not need the TMC's (transfer Model Curriculum) to move ahead, but just to follow the guidelines of 18 through 22 units in a major as required by IGETC and CSU patterns. LK asked that faculty move ahead and emphasized that the Curriculum committee was there to help as needed.

VP Educational Policies Committee – Chris Jeffries (CJ)

CJ noted that the next meeting would be on the 26th April. Items for discussion will include the Internet Use policy, K – 12 Procedures, and Distance Education procedures.

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

CP mentioned the live webinar on 26th April in the ECC library basement. CP reminded all to complete the Faculty professional Development Survey recently emailed to all.

VP Finance and Special Projects – Lance Widman (LW)

[see packet pp. 23 -25]

March 3 PBC Minutes: A presentation/discussion was led by Pres. Fallo concerning the three budget options that are being considered in response to events in Sacramento. These minutes are extremely important as a preview to Pres. Fallo's Town Hall meeting this Thursday, April 7, 1:00 to 2:00 in Marsee Auditorium. Please also review carefully the recent President's Newsletter before Thursday. LW urged all Senators to review these materials, and to encourage students to attend the Town Hall meeting. LW noted that in light of all the budget issues and discussion, planning has taken a back seat for now.

Ms. Taylor asked why no sections had been cut for Fall whereas there seemed to be a big cut planned for Spring. Dr. Fallo said the college is trying to strategize to optimize revenue. There will be no cuts before fall in case of a late bail out via legislative action, and therefore cuts would be deeper in the Spring. CG said there would be more opportunities to discuss section cuts later in the meeting.

VP Legal – Chris Wells (CW)

CW reported nothing new to report.

SPECIAL COMMITTEES

Deans' Council – Moon Ichinaga (MI)

MI noted that the Deans' Council meeting had been cancelled to make way for a VPAA/Deans meeting. Mr. Widman asked what the topic of the meeting was. Dr. Nishime said it concerned the line items in the President's newsletter.

Federation Of Teachers - -Dr. Elizabeth Shadish (ES)

ES noted it will soon be time for election to the EBoard for the Union. ES will pass out the nomination forms soon. All are encouraged to join the Board and ES said they would particularly like to see new, younger faculty join.

ES also noted that three seats for the Board of trustees would be up for election in November, including the seats currently held by Mr. Brown and Ms. Coombs. Mr. Wells asked if there was not some re-districting involved. Dr. Nishime said that the re-districting would not be in effect for this election, though the issue would effect the next election. Mr. Ahmadapour asked if we would still get involved in the process, for instance advocating for candidates, and ES replied in the affirmative.

OFFICER ELECTIONS

CG announced that Mr. Kjeseth had regretfully withdrawn his candidacy for the position of VP Educational Policies.

EMERGENCY ITEM

Before proceeding it was requested that the Constitution be suspended for 5 minutes to allow for the election of co - VPs Faculty Development Committee. Ms. Pajo made the motion to suspend the ECC Academic Senate Constitution for 5 minutes to allow for the election of Co-Vice Presidents of Faculty Development. The motion was seconded by Ms. Halonen. All voted in support of the motion.

RETURN TO OFFICER ELECTIONS

President – Christina Gold. CG noted that she had been Mr. Vakil’s replacement as full President of the Academic senate and this should rightly have been her year as President Elect. Now she was entering her full official term and would serve as President until 2013.

Curriculum Chair – Jenny Simon

VP Educational Policies – Merriel Winfree

Co-VPs of Faculty Dev’t – Briita Halonen & Moon Ichinaga

VP Finance and Special Projects – Lance Widman

VP Legislative Action – Chris Wells

UNFINISHED BUSINESS

Compton Educational Center Faculty Council By-Laws. Saul Panski (SP) Second Reading.

[see pink sheet handout] SP stepped through the changes and corrections to the Senate Packet as follows:

1. Changed definition of adjunct faculty to those with less than 67% load
2. Added language to Article XI 1b: Such a new constitution or regulations shall become effective immediately upon ratification by the faculty.
3. Switched order of elections President-Elect, Vice President
4. Added web and other internet links to Secretary’s duties
5. Added language saying President-Elect ex-officio member of E-Board unless holding other office
6. Added language clarifying meeting dates in sync w/ECC AS meetings
7. Added language: re normal operating semesters for meetings

There are several reasons for this revision:

- To update committee designations and ensure consistency of language in both documents
- To provide for the smooth transition of leadership
- To broaden participation and membership of the faculty in the organization
- To synchronize terms of membership and of officers with that of the ECC Academic Senate

Mr. Wells asked why this was being done. SP answered that the by-laws were being revised to be more in

- sync with those of El Camino. 1. Changed definition of adjunct faculty to those with less than 67% load
2. Added language to Article XI 1b: Such a new constitution or regulations shall become effective immediately upon ratification by the faculty.
 3. Switched order of elections President-Elect, Vice President
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Mr. Wells asked if ECC had to take any action. SP said that the changes had to have ECC approval as currently the CEC is part of ECC. Mr. Wells made the motion to approve the amendments as printed with the revisions just noted. Mr. Widman seconded the motion,. The motion was approved by all.

ECC Academic Senate Constitutional Amendment. C. Pajo (CP) and B. Halonen (BH) Second Reading.

[See pg. 39 of packet]

Article IV – Officers

Section 3.1 – Terms of Officers

The terms of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. *In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.*

BH noted that during the first reading of the issue, senate had discussed the desirability of the continuity of leadership and experience in the role of VPs of a Committee. CG noted the proposed language also allowed for the option for other committees to do the same.for their leadership. Mr. Wells made the motion to approve the amendment. Ms. Jeffries seconded the motion. The motion was approved by all.

Academic Senate Guidelines for Budget Cuts and Reductions. Dr. Christina Gold (CG)

[See pp40 – 43 of packet]

CG noted that changes following the last discussion were *in italics and underlined.* CG also noted that some issues would apply to the ECC campus only.

CG noted that the words “As reductions necessarily occur throughout academic programs” had to added to show that the Senate understands the severity of the situation and of the cuts that may need to be made. Another paragraph beginning “Decisions regarding section reductions should be based on evidence....” Had been added to emphasize the desirability and necessity of using supporting data when making decisions.

CG also noted the disclaimer that the list was NOT in order of relevance, but merely areas for consideration, and that the language re: repeatable courses echoes the state senate discussion. CG drew the senate’s attention to p. 44 – Projected Section Reductions, noting that for Scenario 2 – Summer reduction is 42% and Fall reduction is 0% and the Winter reduction 100% CG said that a paragraph had been inserted requesting the Winter session be maintained. Possible. revision to pg. 4: Maintain Winter session course sections because winter is the session/semester with the highest success and retention rates and provides opportunities for students to complete transfer requirements for the upcoming fall. The budgetary savings of eliminating winter is minimal and the administrative benefits of flexible scheduling do not offset the negative academic impact on students. Maintaining Winter session would respect the wishes of students and faculty as expressed in the “Winter Session Resolution” passed by the Associated Students Organization, the Academic Senate and the Federation of Teachers

CG then opened the floor to discussion and comment.

Mr. Widman noted that the PBC had already passed guidelines re: the budget and that these had been sent on to the Board of Trustees. , he asked whether all these different guidelines from various groups could not be meshed so that there were not so many various items to consider. Dr. Arce said that he agreed, but with reference to the guidelines seen by the PBC and passed on to the Board, these had just been informational items for the Board. Mr. Widman asked for clarification that the document had not been adopted, but just viewed by the Board. Ms. Taylor asked if the Board would be voting on the document, and Drs. Arce and Nishime said they would not.

Mr. Wells noted the Legislative analysts Office (LAO) and others were also giving advice and making recommendations, and we were giving recommendations from our perspective. Dr. Arce noted these were all guiding principles to aid in making future decisions. Ms. Taylor asked why we were doing all this

work if President Fallo had made decisions already. CG replied that the Academic Senate had been asked by Dr. Arce to make recommendations and noted that the Academic Senate had made the important recommendation that any cuts be made in a transparent way, and that they be data driven and involve collegial consultation.. CG was concerned that the urgency of the budget cuts may be used to circumvent procedures and collegial consultation.

Ms. Ichinaga said she was surprised that the President's Newsletter had come out at this juncture and with its specificity. She asked if president Fallo would still give any consideration to our guidelines. Dr. Arce said that President Fallo might have an outline, but it was important to make recommendations. It was the Senate's role to make recommendations and for the VPAA to carry them forward. Dr. Arce emphasized that any plans would be flexible as there were still so many unknowns., and only broad areas had been identified.

Mr. Kjeseth said he was troubled by the statement that the PBC guidelines had been "adopted by the college", when "the college" might mean only the Board and /or Administration.

Mr. Ahmadapour was of the opinion that we were missing the "big picture", and was of the opinion we should become more active citizens. He asked why the citizens and students were taking the brunt of the austerity measures, and asked why administrative salaries were not being cut. He mentioned the very progressive and radical Unions rally of March 26th and felt we should be part of that movement.

Mr. Widman felt that other guidelines and recommendation documents should also be forwarded to the Board so that they would be aware of the concerns of other groups on campus. Mr. Kjeseth noted the recent controversy with the calendar committee and noted the Board could make a more considered analysis if shown multiple points of view.

CG requested the Academic Senate guidelines and recommendations be put into the Board packet. Dr. Arce said he would take the request to cabinet. Mr. Widman asked if this was normal procedure. Dr. Arce said it had been done, or senate itself could publish the guidelines. CG said the document would get to the Board, but it would be better if it could go through official channels.

Ms. Jeffries agrees saying that the 100% Winter cuts were just a recommendation, and the Board should be aware of this and asked if we could circumvent the cabinet. Dr. Arce said that President Fallo as an officer of the Board of Trustees so it would be his recommendation. Ms. Jeffries remarked that she was not sure if the transparency we were requesting was there right now.

Mr. Wells made a motion to accept the document with the revisions. Ms. Colunga seconded the motion.

Mr. Isaacs said he supported the idea of transparency as being necessary, but had concerns with the list and felt perhaps we should not have the list so that we could not later be seen as being complicit with any specific cuts. He felt we should just leave it at "we are recommending transparency" and have no specific list. CG noted that the "list" was the result of Senate conversations, LAO and State Senate recommendations, and not copied for the Deans' list.

Ms. Tatlor asked if the language re: repeatable courses was from the LAO. CG said it was actually from the State Senate, but it did closely resemble that of the LAO. Ms. Taylor asked what are our current repeatable courses. Mr. Kjeseth said they were sequences of courses like Life Drawing, noting, for instance, that students could take Art 17 twice, then Art 18 abcd. The notion of repeatability of courses was intended to foster skill development. However, community colleges should not have a curriculum that goes beyond 2 years of college so these ongoing courses can circumvent the intent of Title V by having students repeat so much. The problem is that there are certain fields that are performance/portfolio based where repeatability is desirable. Mr. Kjeseth noted that unfortunately we do not have good statistics or data in this area. Mr. Wells noted we do not have many of these offerings.

Mr. Firestone said he was impressed with the work put into this document, but felt we needed discussion on giving more priority to students not on probation. It will be hard to get into classes therefore we should show some favor to students who do well. CG said this did not fall under our 10P1 purview. Dr. Nishime noted that this would fall under enrollment policies, but did not think points were awarded for GPA.

Dr. Arce asked if we were going to vote on the entire document, and on CG replying in the affirmative, said he had concerns with the language in the 5th bullet concerning how we would evaluate “unnecessary duplication”.

CG said the document needed to be put to the vote and a motion had been made to adopt the guidelines.

Mr. Wells asked if we could pass the motion subject to further amendment.

Ms. Palos asked that to the 4th bullet the word “transfer” be added so it would read...”students who need the course for a transfer degree or certificate.”

Mr. MacPherson asked about the issue fo course/program duplication at neighboring colleges. Noting it was stated as unnecessary to have 3 Mortuary Science programs, but on whose opinion was this based.

Mr. Wells replierd that these comments were based on regional need. These items are researched so there should be data to refer to. Mr. MacPherson noted that our students go all over the state. CG noted this issue is also dealt with in a Program Review. Ms. Warren stated it would be useful to have that CTE data so as to make an informed decision. Mr. Wells noted the data was available from the college website from Academic Affairs, from the CTE link.

Mr. Widman reminded all that these were just areas for possible consideration. Mr. MacPherson asked where the language came from, especially as regards vocational programs. Mr. Wells noted this was LAO language and we had added the word “unnecessary” to try and restrict its scope.

Mr. Kjeseth was of the opinion that the meat of the document was in its first 2 pages, and that the 3rd page was not needed as the cuts would probably run much deeper than anything we could foresee.. He felt the ideas currently stated on page 3 could be handled at Division level.

Dr. Simon said she would like to see other recommendation/guideline documents for comparison. Mr. wells suggested passing certain pages of the document with the intent of coming back to discuss specifics. Mr. Wells made a motion to pass pgs 1,2,and 4 as revised and revisiting pg 3 in the future. Mr. Isaacs seconded the motion. The motion passed with the majority in favor, one Nay vote from Mr. Widman, and no abstentions.

AGENDA ITEMS FOR FUTURE MEETINGS

None

PUBLIC COMMENT

None

ADJOURN

The meeting adjourned at 2:00pm.

Cs/ecc2011

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 28, 2011

Present: Francisco Arce, Leisa Biggers, Ann Garten, Chris Gold, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Elizabeth Shadish, Luukia Smith, and Arvid Spor.

1. BP 2350 Speakers will go to the Board on April 18, 2011 for a first reading.
2. BP & AP 4021 Program Viability, Intervention and Discontinuance will be circulated among constituent groups and discussed again at College Council on April 18th.
3. Change in Administrative Procedure or Board of Trustees Policy Transmission Cover Sheet form will be reviewed next week.
4. Degree and Certificate Trend report will be distributed.
5. Policy for Credit Cards and BP 7310 Nepotism will be coming to College Council.
6. Students will participate in the April 17th Hands Across California on campus.
7. Compton District State of the district address will be April 8th at 10 a.m.
8. ECC 2011-12 Budget Planning Proposal – Option one may no longer be an option.
9. Fees will go up \$10 for the fall.
10. Budget Forum on April 7th at 1 p.m. may be moved to the Marsee Auditorium.

Agenda for the April 4, 2011 Meeting:

1. Minutes of March 28, 2011
2. Team Reports
3. Spring Break
4. Policy/Procedure Transmission Form
5. BP & AP 3750 Use of Copyrighted Materials
6. Degree and Certificates Report
7. Ed Policy Committee Policy listing – Francisco
8. BP & AP 4021 – Program Viability, Intervention and Discontinuance (back 4/18/11)
9. Develop objectives for College Council Goals 2010-2011 (see below)

College Council Goals 2010-2011

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

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

Objectives for Goals 2010-2011

1. Continue to improve internal college communications.
 - a. Objective: On a weekly basis each representative will email minutes to constituents in group and request feedback as appropriate. (College Council draft minutes.)
2. Increase the amount of recognition for work well done. (Objective not developed. See discussion below.)
 - a. Applause cards –Make more meaningful for the individuals receiving them and publicize. Jeanie will bring a report of how many Applause cards are issued.
 - b. STAR award – It was suggested that this award be given once a semester. The winner could have their name on the marquee. There was concern about who would be in charge of administering the award. There was also a concern about someone being left out.
3. Continue to incorporate evidence-based decision making when evidence is available.
 - a. Objective: Recommending constituents to promote group inquiry at staff meetings and record where data was used to support decisions, answering the question of “why” we make decisions. Remember to make decisions in light of the College’s Strategic Goals as well as the College’s overarching goal of increasing student graduation rates.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 4, 2011

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

1. College Council will not meet on Monday, April 11, 2011.
2. Hands Across California (April 17th) – people will gather on campus at 1 p.m. ECC will have a publicity campaign. The Foundation will have a drawing to award two or three scholarships.
3. Budget Forum (April 7th, 1 p.m.) will be moved to the Marsee Auditorium.
4. Team Reports
 - a. ASO
 - 1) Student Senate of California Community Colleges (SSCCC) Spring General Assembly – Hands Across California was discussed.
 - 2) Hair donations for oil spill cleanup and cancer patients is today and tomorrow in Cosmetology.
 - 3) ASO elections in May – working to develop an orientation for office holders.
 - 4) Canned food drive information is forthcoming.
 - 5) Planning for Region 7 mixer with Compton Center ASO participation.
 - 6) Spring Break safety campaign in conjunction with Campus Police.
 - b. Managers
 - 1) 2011 Accountability Reporting for the Community Colleges (ARCC) was released and will be presented at the April Board meeting.
 - 2) Student Climate Survey results will be out in a few weeks. Presentations will be made.
 - 3) ECC and Compton Center Facts and Figures reports are published and available on the Institutional Research website.
 - c. Human Resources
 - 1) Many faculty positions will not be released.
 - 2) V.P.'s are prioritizing classified positions.
 - 3) Reviewing out dated policies and procedures.
 - 4) Negotiations will all units.
 - 5) Working with Health Benefits Committee to identify savings.
 - d. Academic Affairs - Additional reductions in summer schedule.
 - e. Academic Senate - Senate guidelines for budget cuts and reductions draft distributed.
 - f. Compton Center
 - 1) Budget Committee Meeting – no positions advertised at this time.
 - 2) Compton District State of the District Address is April 8th at 10 a.m.
 - g. Administrative Services
 - 1) The Business/Math/Allied Health building is ten days behind schedule but those days will be made up during interior work.
 - 2) The Social Science building is moving along well.
 - 3) Notice of completion for phase 3 infrastructure will be on the next Board agenda.
 - 4) Campus paving projects are coming to an end.
 - 5) Planning has started for the stadium/track, shops building and remodel of the technical arts building.
 - h. Student and Community Advancement
 - 1) Director of Grants position will not be filled. Federal and State grants will be monitored at the Business Training Center (BTC). An internal advertisement will go out for a Grants Project Specialist at BTC.
 - 2) The ECC Foundation will solicit private donors for grants and projects.
 - 3) Grants must align with our Strategic Initiatives.
 - 4) Grant application form has been developed and will be brought to College Council.

5. Policy and Procedure Transmission form was reviewed and changes were recommended.
6. BP & AP 3750 Use of Copyrighted Materials. One change will be made to the procedure. This will be brought back April 25, 2011.
7. BP 7310 Nepotism. The third paragraph sentence will read “Immediate family members of the Board of Trustees, Superintendent/President or Vice President(s) may not be appointed to any position in the District.” This will go to the Board on April 18, 2011.
8. Degree and Certificates Report – A “zero” award list will be developed for review.

Agenda for the April 18, 2011 Meeting:

1. Minutes of April 4, 2011
2. Board Agenda
3. Policy/Procedure Transmission Form
4. Grant Application form
5. Degree and Certificates Report
6. BP & AP 4021 – Program Viability, Intervention and Discontinuance (back 4/18/11)
7. BP & AP 3750 Use of Copyrighted Materials (back 4/25/11)
8. Develop objectives for College Council Goals 2010-2011

College Council Goals 2010-2011

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

a) Policies Completed:

- 1) BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10
- 2) BP 4100-Graduation Requirements for Degrees and Certificates, adopted 07/19/10
- 3) BP 2350 – Speakers – going to Board for first reading on April 18, 2011
- 4) BP & AP 5055 – Enrollment Priorities going to Board for first reading on April 18, 2011
- 5) BP 7310 – Nepotism – going to Board for first reading on April 18, 2011

b) Policies Pending:

- 1) BP & AP 4021 – Program Viability, Intervention and Discontinuance
- 2) BP & AP 3750 Use of Copyrighted Materials

Student Survey Meeting
March 18, 2011

This is a brief summary of the discussion between Satish Warriar, Don Goldberg, Rory Natividad and I concerning the Student Survey of Instructor Effectiveness reports. Natural Science, Mathematics and Health Science and Athletics divisions volunteered to pilot a program this semester (Spring 2011) to allow ITS to electronically send the reports of student surveys of faculty members, rather than printed copies. Other divisions will still receive printed copies of the faculty evaluation results this semester. The bullet points below apply to only the divisions piloting the program this semester.

For Natural Science, Mathematical Sciences, and HSA,

- The student surveys will still be distributed to the students on paper. There is no change to this procedure.
- The student surveys will be returned to ITS as they are completed. There will be no need to hold evaluations until the reports come back from all faculty members.
- ITS will post the results of the student surveys as they are completed.
- The three pilot divisions will distribute the student survey results from the electronic report.
- The electronic reports will be available to the division dean and administrative assistant only.
- The division dean or administrative assistant may print the reports for distribution or send the report electronically via email to the faculty members being evaluated and the faculty members doing the evaluations. The electronic copies can be pdf files, Excel files or word documents.
- Deans will be able to review summaries of the faculty evaluations by division, department or course.
- The database will be continuing and include data from Fall 2010 and ongoing.

We will report back to the divisions after the pilot this semester.

Jean Shankweiler
3/21/11

Spring 2011 ADM 127

Date	Time	Program
RESCHEDULE		Machine Tool & Manufacturing Technology – Ed Hoffman
March 10	1:00-1:45	Reading Dept. – Rosemarie Kistler
March 31	1:00-1:45	Music – Polli Chambers-Salazar and Patrick Schulz
April 28	1:00-1:45	Math for Teachers – Susie Tummers
May 5	1:00-1:45	Air Conditioning – Victor Cafarchia
May 12	1:00-1:45	Construction Technology – Jack Selph
May 19	1:00-2:00	Machine Tool & Manufacturing Technology – Ed Hoffman
May 26	1:00-1:45	Math (GE) – Milan Georgevich
May 31	1:00-1:45	Art Gallery – Susanna Meiers & Willie Brownlee
June 2	1:00-1:45	Center for the Arts – Bruce Spain
June 9	1:00-1:45	Real Estate - Donna Grogan

*email reminder 2 weeks in advance

** final draft due 1 week in advance – forward to APRC

Minutes for Ed Policies meeting 3/8/11

Members Present: C. Jeffries, C. Wells, L. Suekawa, V. Robles, J. Shankweiler, E. Preston

Guests Present: C. Gold, A. Ahmadpour, M. Winfree

- 1) AP 4021 – Academic Program Viability, Intervention, and Discontinuance was relooked at after 1st reading of the Academic Senate on December 7, 2010. Three areas in specific were asked to be addressed at that Senate meeting.
 - a) How it relates to program review. This was addressed by adding “;however, program review may be a factor that motivates the initiation of this process.” The committee agreed that this statement addressed this issue.
 - b) Inclusion of Compton Center faculty was needed in the procedures. With the recommendation from Saul Panski, the committee agreed to add “At least one third of the committee members must be from the Compton Educational Center as long as the partnership remains in effect and the program under consideration is offered at the Center. The Compton Center representatives should minimally include representatives from the Compton Faculty Council, faculty Union, and program faculty/staff.
 - c) More discussion revolved around the issue of how to assert a timeline in the Plan. First, C.J. gave an overview of the procedures for the newest members of the committee who were not here in the fall. A program can be defined as an academic or non-academic program. The question arose as to what initiates the process and what are the qualitative and quantitative indicators and those were pointed out in the procedures. A.A. noted that this plan is important because he came onto the Curriculum Committee at the time the Culinary Arts program was being cut and there was no procedure in place at that time. C.G. was concerned how the need for intervention would actually be initiated and C.J. pointed out to where in the procedures it was addressed when it says “Program intervention or discontinuance discussions can begin in a variety of places, including: Academic Senate, Academic Program Review Committee, Office of Academic Affairs, and individual divisions or departments. L.S. came up with the new wording to be used to address the timeline issue and that the timeline is addressed in the Intervention Plan, but the program must provide a written report within one year of receiving the plan to address how the program is progressing on the recommendations of the Plan. Much how the District had to address the recommendations of the Accreditation Team with a written report of our progress. The committee felt this was a good solution for this issue and approved the procedures with the noted changes.

- 2) Next the committee looked at a draft of BP and AP 6160 – El Camino Community College District Email, Internet and Network Use Policy. J.S noted that a sub-committee of John Wagstaff, Ann Garten, Don Brown, and herself had come up with the policy and procedures. It had not been updated since 2000 and at that time the procedures were imbedded in the policy, so now the policy and procedures were separated. They had looked at the CLCC template along with a draft that J. Wagstaff had come up with a few years back and felt the changes they made to the old policy were the direction to go.
 - a) A question came up on the policy as to where one can find out what “may constitute a misdemeanor or felony under state or local law” and should these be referenced. J.S. didn’t know if there are too many to try and reference, but will find out if there is something particular that can be addressed in the policy.
 - b) Discussion revolved around the “Definitions” page in the back and whether this should be separated from the procedures as written and the group felt it best be put into the procedures itself.
 - c) The most controversial item was #6 under “Broadcast email must conform to the following etiquette: 6. Requires approval from supervisor to send emails to ECC Faculty, ECC Staff or ECC Managers listservs. A question as to how this can even be monitored ensued. C.W. said

he could set up separate distribution lists that would include almost all of the faculty to get around this. C.G. said maybe a pop up window could appear before a person sends emails of this type warning them if it violated any of the etiquette conditions. A.A. recommended color coding emails that are meant to be of a certain nature. V.R. said that at UCLA employees and faculty are not allowed to use the email for any personal reasons. C.G. concurred that at most if not all other colleges she has worked at that faculty could not send out emails to the entire faculty like we can here. C.J. thought the idea of having to get approval from a supervisor could be a problem since many times those supervisors are not available and it seems cumbersome to have to go thru a task like that. Other suggestions were discussed and it was decided this procedure needs much more discussion and J.S. will bring back some answers at our next Ed Policies meeting on March 22nd.

Faculty Concerns & Comments - November 2010 Draft Campus Standards

This is a response to the faculty concerns and comments related to the November 2010 Draft Campus Standards, presented in an email dated March 3, 2011 by Christina Gold, Academic Senate President.

The response was prepared by Bob Gann, Director of Facilities Planning & Services.

Faculty Classroom Concerns:

1. **One entrance/exit to classrooms.** Classrooms with only one entrance/exit present a danger to students and faculty in the event of an emergency evacuation, particularly when the door only opens inward. In an email, one faculty member referred to these classrooms as "fire traps" and another stated, "I shudder to think of what would ever happen if 40 people needed to get out in the event of an earthquake." In addition, this presents a problem with crowding as students enter and leave the classroom. Faculty request an explanation of why the "traditional" and "flexible" classrooms have only one door and request that the Draft Campus Standard classrooms have two entrance/exits with doors opening outward.

Response

El Camino College's buildings are designed and constructed to comply with Title 24 of the California Code of Regulations.

The California Building Standards Commission (CBSC) is responsible for overseeing the adoption and publication of the provisions in Title 24 of the California Code of Regulations. The CBSC has 10 members appointed by the Governor who must be confirmed by the State Senate. A voting Chairperson, who is the Secretary of the State and Consumer Services Agency, is also appointed by the Governor and confirmed by the state senate. The authority and activities of the CBSC are set out in Health and Safety Code, Division 13, Part 2.5, commencing with Section 18901. This portion of the Health and Safety Code is known as the California Building Standards Law. The Health and Safety Code requires that members of the CBSC be representative of the general public and regulated industry.

Excluding the Chairperson, the appointed membership of the CBSC must include:

One Architect

One Mechanical, Electrical or Fire Protection Engineer

One Structural Engineer

One Contractor

One person from organized labor

One local building official

One local fire official

Three members of the general public and at least one of whom shall have a physical disability as defined.

One component of Title 24 is the California Fire Code, the primary code dealing with the number of occupants exiting and egress requirements. Safety is a paramount consideration in the adoption and implementation of Title 24.

California Fire Code allows a single inward opening door when occupancy is 49 persons or less and construction type is fire resistive.

Single doors allow for more efficient space usage. Also, inward opening doors do not pose the risk of outward opening doors which can strike corridor occupants.

- 2. Workstation/Podium Placement.** Podiums in the Humanities classroom are placed inconveniently in front of the screen, causing faculty to block the image on the screen as they work at the podium. In addition, all student seats need a full and unobstructed view of the screen and whiteboard. Faculty request that the Draft Campus Standards place workstations/podiums in the side/corner of the classroom or other places that do not block the front screen and white boards.

Response

Placement of podiums is a flexible option and be positioned to suit the situation. It is important to note uniformity within a specific building is highly desirable so classrooms can be used interchangeably.

- 3. Overcrowding.** Overcrowded classrooms inhibit active learning and effective teaching in the classroom. The new classrooms in the Humanities building are overcrowded, making it difficult (and often impossible) for faculty to have students move their seats into the configurations needed for the highly effective

interactive learning strategies that have become a mainstream component of excellent community college instruction. In addition, effective classroom management requires that faculty be able to freely move to the back of the classroom where students may be distracted, cheating, texting or talking. The "traditional classroom" and "flexible classroom" in the Draft Campus Standards are particularly crowded. Faculty request an explanation of the current student/space ratio in the Draft Campus Standards and an explanation of whether or not those ratios can be altered to include more space per student so that faculty can engage in the effective active learning instruction strategies that help ensure student success.

Response

For general use classrooms, the Chancellors Office has defined 15 square foot per student station as adequate to determine capacity load of college facilities.

Capacity load is the calculation of the number of students a college's facilities should be able to accommodate. 15 square feet per student station is also the basis of funding for new classroom buildings and renovations.

El Camino College's new and renovated buildings average 20 square feet per student station. Both the traditional and flexible classrooms shown in the Campus Standards exceed the Chancellor's Office standard of 15 square feet per student station. Exceeding the standard of 15 square feet per student station penalizes El Camino when it attempts to secure State funding for building projects and ongoing operational costs.

- 4. Disabled Student and Faculty Access.** The current layout of the "Traditional Classroom" and the "Flexible Classroom" in the Draft Campus Standards potentially present access difficulties for disabled students and faculty, particularly those in wheelchairs. When the desks are precisely placed, there is just enough room for wheelchair access. But, the reality of classroom instruction on a day-to-day basis means that those seats will not always be precisely placed to allow for that minimal access. In addition, when the seats are reconfigured into an active learning environment, the aisle width will be reduced even further and, given the tight space, there may be no aisles at all to allow for wheelchair access. Students in wheelchairs could not maneuver around the classroom and would be unable to fully participate in the learning activities. In addition, faculty in wheelchairs may

not be able to move easily between the podium and the front of the class, up and down the aisles to monitor individual students, and between discussion groups to facilitate active learning. In order for our students and faculty in wheelchairs to fully participate in effective teaching and learning, the faculty repeats its request in #3 that it be provided with an explanation of the current student/space ratio in the Draft Campus Standards and an explanation of whether or not those ratios can be altered to include more space per student so that disabled students and faculty can fully engage in effective teaching and active learning.

See response to 3 above.

5. **Traditional/Flexible to Active Learning Classroom Construction Ratio.** The faculty admires the "Active Classroom" in the Draft Campus Standards, but finds the "Traditional Classroom" and "Flexible Classroom" excessively crowded and with only one door. Will the bulk of classrooms be constructed in the traditional/flexible layout or in the active learning model? The faculty would like an explanation as to the expected ratio of traditional/flexible to active learning classrooms.

Response

The number of active, traditional and flexible classrooms included in a building project will be determined by the needs of the specific programs that will occupy the building.

Faculty Office Concerns:

1. **Glass doors.** There is a faculty consensus in email conversations that they do not want glass doors on their offices, given professional, security and safety concerns.
 - a. **Uninterrupted work time.** In professional considerations, faculty need time away from the constant interruption of students to do their best work in planning for class instruction and completing grading. Students do not reserve questions and visits for scheduled office hours and if they see faculty in their office through a glass door, they often interrupt. The frosted doors in the Humanities Building are not a solution; one faculty member wrote, "Their compromise was to frost the doors up to a certain height to give some privacy. And, if you hunch down and turn off the lights, you can

almost achieve an illusion of privacy--until you notice a student jumping up and down, head bobbing in and out of sight at the top of the frosted portion of the door."

- b. **Theft.** Glass doors put faculty belongings in jeopardy as passer-bys can see valuables through the glass. Several faculty members with class doors have had laptops stolen. One faculty member wrote, "We've had some incidents in Humanities [which has glass office doors] where someone has stolen laptops and personal items. Some of us suspect an individual who seemed to be "casing the joint" looking through the windows... Couple this with posting our office hours (in other words when we will be there and when we WON'T), it gives new meaning to the phrase 'window shopping'."
- c. **Personal Safety of Faculty.** Faculty feel personally safer when they aren't always visible behind a glass door. Faculty-members mentioned that they feel vulnerable behind glass doors and more protected behind wooden doors. The Virginia Tech shooting was mentioned several times in email messages: "There is also a safety concern that incidents like the shootings at Virginia Tech remind us we don't live in rational world. I'd rather have a slab of wood or metal to slow down some of the shrapnel."

In regards to glass doors, the faculty requests an explanation of the necessity for glass doors. Are glass doors a construction requirement or a suggestion? In other words, is it the law, or a recommendation? If glass doors have been installed to prevent improprieties between faculty and students, how many of such incidents/accusations of improprieties behind closed *faculty* doors have there been on our campus in the past 5 years? Would leaving doors open during office hours achieve the same protection for students as glass doors? Would it be possible to have retractable shades installed on glass doors?

Response

The Draft Campus Standard for faculty offices does not address the issue of glass vision panels in office doors.

Vision panels are regularly installed to allow first responders to quickly ascertain the condition of room occupants.

Mock Classroom Set-up for Feedback:

1. In order for faculty to fully gauge the effective design of classrooms, we encourage the architectural design firm to set up a "mock" classroom in the Student Activities center so that faculty can comment upon the spatial organization. In the mock classroom, tape on the floors could show the positioning of screens, electrical outlets, desks, doors, podiums, computer consuls, etc. Mock-ups of the "Traditional Classroom" and "Flexible Classroom" would be most useful. Although this is an added time consideration, our students and faculty will be teaching and learning in these classrooms for decades to come. It is worth taking the time now to ensure that we are maximizing the use of our space and not making any needless errors.

Response

The classroom layout shown in the Campus Standards are intended to be illustrative of the elements to be included in the classroom. The vast majority of current and future classrooms are unlikely to be identical to the drawing as shown. Perhaps using a representative sample of an actual classroom from the MBA and Social Science Buildings would better demonstrate actual classroom conditions.

Additional Concerns:

1. Ensure that classroom doors and wall are soundproofed to prevent noise from the hallway and nearby rooms interrupting learning.

Response

A note will be added to the Classroom Standard highlighting the importance to minimize sound transmission.

2. One entrance in and out of a parking structure creates excessive and unnecessary traffic.

Response

Efficient vehicle circulation is a primary goal in the design of a parking structure.

3. Each building needs a secure, safe place for faculty and students to wait for a campus escort after an evening class. Preferably, this place should be well-lighted and with an emergency phone and video camera. One faculty member stated, "I believe we have an event waiting to happen with so many adjuncts teaching so late at night and in weird, hidden places."

Response

A note will be added to Lobby Standard to include an emergency phone.

4. In some classroom configurations and disciplines, a projection screen may be best placed in a corner, rather than in the front of the classroom.

See response to Faculty Classroom Concerns #2.

5. Sufficient restroom facilities need to be designated as faculty-only so that faculty will not be detained by restroom lines between and before classes.

Response

The number of faculty restrooms and their placement will be determined during design of a specific building project with input from faculty users.

6. Please check the choices of campus plantings for possible allergens. Some faculty feel that the recently planted "society garlic" is aggravating their allergies.

Response

A note will be added to the Landscape Standard to address this concern.



The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

Proposed El Camino College 2011-12 Budget Planning Proposal

The 2011-12 California State Budget proposal by Governor Brown includes significant reductions for the California community colleges. Depending upon the scenario, budget cuts for the community colleges are anticipated to range from \$400 million to \$1.085 billion. The \$400 million cut is based upon the State Legislature voting to put a tax extension package on the ballot, and the voters subsequently approving the tax package.

At this time there are numerous uncertainties associated with our budget development process for 2011-12 as we wait to see what happens in Sacramento. The wide range of potential budget cuts makes budget planning for 2011-12 very challenging for the El Camino Community College District. Cabinet has developed three planning options for our unrestricted general fund (Fund 11):

- Option 1: proposes a \$7 million reduction to the budget; this option assumes the tax extension package makes it on the ballot, and that voters approve the tax package.
- Option 2: proposes a \$10.9 million reduction to the budget; this option assumes there is no tax extension package approved by voters, and Proposition 98 is funded.
- Option 3: proposes a \$17.5 million reduction to the budget; this option assumes there is no tax extension package approved by voters, and Proposition 98 is suspended by the Legislature.

The "ECC 2011-12 Budget Planning Proposal" illustrates the three budget options and identifies each budget line item and the amount of savings from the categories. The individual line items are summarized below.

Section reductions

In developing the section reduction proposal, the vice president of Academic Affairs and deans identified the need to maintain courses that form the core of the California Community College mission. The priority is to offer strong transfer, career and technical, and basic skills courses. The deans also recognize the need to serve continuing students, to offer courses that support student transfer to CSU and UC, as well as courses that meet degree and certificate requirements, especially those in career and technical education. They also recognize the value in continuing to offer basic skills courses, specifically those that provide the foundation skills needed in reading, writing, mathematics, study skills and ESL.

Courses/sections recommended for cancellation include those offered at high schools, study abroad, stand alone (not applicable to degrees, certificates, or transfer) and the lowest level of basic skills. Additionally, courses that have been historically low-enrolled, as well as non-credit courses and avocational courses are recommended for cancellation. Long- term curriculum revisions are recommended for repeatable courses to allow fewer repeat enrollments. Potential changes are necessary in high-unit courses in certain career and technical areas of the curriculum.

The vice presidents will continue to consult with the Academic Senate regarding program cancellations as the budget planning proposal develops.

The 2011-12 budget proposal presents three FTES/enrollment options. In each of the three options course sections will be reduced from the class schedule.

In Option 1, the target FTES goal is 18,005; 195 sections will be cut from the schedule. In this option the following course section reductions will be applied:

1. summer 2011	- 36 sections
2. fall 2011	- 0 sections
3. winter 2012	- 45 sections
4. spring 2012	- 114 sections
total	- 195

In Option 2, the target FTES goal is 17,285; 370 sections will be cut from the schedule. In this option the following course section reductions will be applied:

1. summer 2011	- 98 sections
2. fall 2011	- 0 sections
2. winter 2012	- 158 sections (cancel all of the winter schedule)
3. spring 2012	- 114 sections
total	- 370

In Option 3, the target FTES goal is 16,005; 680 sections will be cut from the schedule. In this option the following course section reductions will be applied:

1. summer 2011	- 241 sections
2. fall 2011	- 72 sections
2. winter 2012	- 158 sections (cancel all of the winter schedule)
3. spring 2012	- 209 sections
total	- 680

The course section reduction calculations are based upon the decrease in state funded FTES. The actual reductions by division continue to be a work in progress that will require ongoing planning in order to maintain the core mission of El Camino College.

The budget planning document reflects a cost reduction of \$5,000 per section eliminated.

No full-time faculty layoffs will result from the course section reductions. These reductions will materialize from part-time faculty not being hired and overload assignments of our full-time faculty being reduced.

Contribution to General Fund from Fund 15

This line illustrates a reduced level of funding for categorical program backfills, student retention programs, elimination of unit plan funding, reduction of library book funds, and equipment and supplies. These reductions and eliminations will make approximately \$800,000 available for Fund 11 use.

Freeze management, classified and faculty positions

These are all personnel-related items. Five management positions, including the associate dean positions, will not be filled; this savings is estimated at \$650,000 in all three options. At this time we anticipate ending the current academic year with 20 to 24 faculty vacancies. Not filling vacancies is estimated to save \$50,000 per vacancy (\$90,000 less the part-time backfill cost of \$40,000). In Option 1, ten new full-time faculty would be hired; Option 2, five; and Option 3 no full-time faculty will be hired. Each classified vacancy is estimated to save \$70,000 (including benefits). Option 1 projects 6 vacancies going unfilled; Option 2 projects 9 unfilled vacancies; and Option 3 projects 17 vacancies remaining open.

Reduce Part-time parity to state contribution

The \$441,000 reduction in all three options represents the State's reduction to-date, of the categorical contribution to part-time faculty parity (reduction from FY 2003-04 to FY 2009-10). If the State's categorical contribution changes again in FY 2011-12, this number will be adjusted as well.

Reduce hourly class/casual/student worker

Reductions in hourly classified, casual, student workers and overtime correspond to cuts of 6%, 14% and 23% respectively in Options 1, 2 and 3. The reduction in non-teaching hourly (which include librarians and counselors) is 10% for Option 1 and 2; and 17% in Option 3.

Vacancy savings

Vacancy savings (\$100,000) and health insurance savings (\$110,000) represent funds that will

ECC 2011-12 Budget Planning Proposal

Budget Reductions (Fund 11)	\$7 million Option #1 18,005 FTES	\$10.9 million Option #2 17,285 FTES	\$17.5 million Option 3 16,005 FTES
Section Reductions (@ 4.11 FTES per)	195	370	681
Section Reductions @ \$5,000 each	0.975	1.850	3.405
Contribution to General Fund from Fund 15	0.800	0.800	0.800
Freeze 5 Management (incl. Assoc. Deans)	0.650	0.650	0.650
Freeze Faculty Positions @\$50,000 (net)	0.500	0.750	1.200
Reduce Pt-Time Parity to State Contrib.	0.441	0.441	0.441
Freeze Classified Positions	0.420	0.630	1.190
Reduce Hourly Class/Casual/Student Worker	0.140	0.320	0.520
Reduce Non-Teaching Hourly	0.060	0.060	0.100
Vacancy Savings (timing)	0.100	0.100	0.100
Health Insurance (timing)	0.110	0.110	0.110
Inglewood Center	0.100	0.100	0.100
Utilities	0.080	0.080	0.080
Eliminate Printed Schedules	0.143	0.143	0.143
Eliminate Capital Expenditures	0.580	0.580	0.580
Reduce Travel/Conferences	0.121	0.166	0.221
Reduce Advertising	0.040	0.050	0.060
SUB-TOTAL	5.260	6.830	9.700
NEGOTIATION RELATED:			
*Reduce Winter Session Ancillary Costs	X	X	X
*Eliminate Sabbaticals (net)	X	X	X
*Employee Share Health Care	X	X	X
*Freeze Step & Column	--	X	X
*Furloughs for All (@\$292,000 per day)	--	X	X
SUB-TOTAL	0.740	2.200	3.500
General Fund Reserve Reduction	1.000	1.870	4.300
SUB-TOTAL	1.000	1.870	4.300
TOTAL	7.000	10.900	17.500

Note: *Items requiring negotiations

Notes: to PBC March 3; to College Council March 7; to IBC March 8; to Management Group March 17; to Board March 21

THESE ESTIMATES WILL CHANGE

naturally occur as hiring is slowed and beginning employment dates are aligned with the first of each month. Additional health insurance savings will accrue with tighter management of the timely removal of benefits once employees leave service with the College.

Inglewood Center and utility expenditures

Savings of \$100,000 is estimated from not renewing the lease for the Inglewood Center. Utility savings of \$80,000 is reflective of the completion of the central plant and the on-going efforts of connecting individual buildings to the new infrastructure backbone.

Eliminate printed schedules and capital expenditures

The elimination of printed schedules translates to a savings of \$143,000. Elimination of capital expenditures will provide an annual savings of \$580,000.

Reduce travel/conferences and advertising

Reductions in travel amount to 31%, 43% and 57% respectively in options 1, 2 and 3. Advertising reductions are 13% in Option 1; 16% in Option 2; and 19% in Option 3.

Negotiated:

Reduce Winter Session Ancillary Costs (in all options); Eliminate Sabbaticals (in all options);

Employee Share Health Care (in all options); Freeze Step & Column (options 2 and 3 only); Furloughs for All (options 2 and 3 only).

All items listed under “negotiated” will be considered at the negotiating table, thus individual line item amounts have not been provided. However, Option 1 presents a proposed savings amount of \$740,000; Option 2, \$2,200,000; and Option 3, \$3,500,000.

The last line of the Planning Proposal illustrates the amount needed from the General Fund Reserve given the preceding assumptions. Option 1 proposes \$1,000,000 from the reserve; Option 2, \$1,870,000; and Option 3, \$4,300,000

The Budget Planning Proposal includes the statement – THESE ESTIMATES WILL CHANGE - as the funding and cuts to local districts will change as the budget is revised in Sacramento.

The ECC 2011-12 Budget Planning Proposal document has been presented to the Planning and Budget Committee, College Council, the Insurance Benefits Committee, the Management Group and was presented to the Board on March 21.

The next presentation of the Planning Proposal will take place at a Campus Forum to be held on April 7 in the Campus Theater.

Guiding Principles For Planning & Budgeting – Spring 2011

The aforementioned Planning Proposal was developed utilizing the following Guiding Principles, adopted by the vice presidents, recommended by PBC, and reviewed by the Academic Senate and College Council during this spring semester.

In light of the current budget uncertainties, the College cannot continue to operate with the same number of class sections, programs and services that currently exist. The recommendations/decisions we make will be difficult and will challenge our core beliefs as educators. The following principles will guide the El Camino Community College District to maintain student access and a fiscally responsible long-term vision.

1. All programs and services will be assessed for their viability, relevance, cost effectiveness and community need so that remaining programs and support services will be of high quality and appropriately supported.
2. Planning, evaluation and assessment processes will be utilized to review programs and services and to align budget priorities with institutional Strategic Initiatives.
3. Maximum efforts will be made to retain permanent, regular employees.
4. An adequate reserve will be maintained to meet district obligations and cash flow throughout a 4-year period of fiscal challenges is critical.
5. Opportunities to shift enrichment programs to a fee-based model will be explored.
6. Efforts will be made to create revenue generating opportunities that support the College’s operating fund.

ECC Academic Senate

Under consideration/discussion as a supplement to the Guidelines for Budget Cuts and Reductions on the Torrance Campus

Course Reductions for Consideration on the Torrance Campus

The following list is in no particular order and complete elimination of courses in these areas is not necessarily recommended.

- Avocational courses and others that could be moved to community education.
- Courses offered at high schools.
- Courses not linked to a general education requirement, degree or certificate, except for Basic Skills and developmental courses.
- Courses with traditionally low fill rates, especially those with high costs. Exceptions should be given to courses in this category that are predominantly taken by students who need the course for a transfer, degree or certificate.
- Vocational education courses that are duplicated at nearby colleges (when job demand does not justify it), particularly those that carry a high cost.
- Courses with low success and retention rates compared to ECC peer-group colleges.
- Non-credit courses.
- Sequences of repeatable courses that extend beyond 4 semesters of coursework. Care should be taken when reducing sections of repeatable courses that are required for particular degrees or certificates, and special consideration should be given to courses that predominantly service students entering into fields that require portfolios or performance experience.
- The lowest level Basic Skills courses, which show extremely low success and retention rates and are duplicated by similar courses held at adult schools.

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

From: Graff, Irene

Sent: Tue 4/5/2011 3:36 PM

To: Nishime, Jeanie; Arce, Francisco

Cc: Wells Rex; Gold, Christina; Oda-Omori, Susan; Smith, Regina; Spor, Arvid

Subject: Analysis of Admit Rates to CSULB

Dear VPs:

Yesterday, Chris Wells forwarded 4 years of **CSULB admissions data** from the University's IR office. We have compiled it into a quick spreadsheet, charting only the applicant/admits count and admits rate to show changes that would be most affected by enrollment restrictions and local area designations.

LBCC received "Local Area" designation in Fall 2009; Coast district colleges (incl. OCC, GWC) received this designation in Fall 2010. State budget-based enrollment restrictions were enacted at CSUs beginning in Fall 2009.

The document is attached but here are a few highlights:

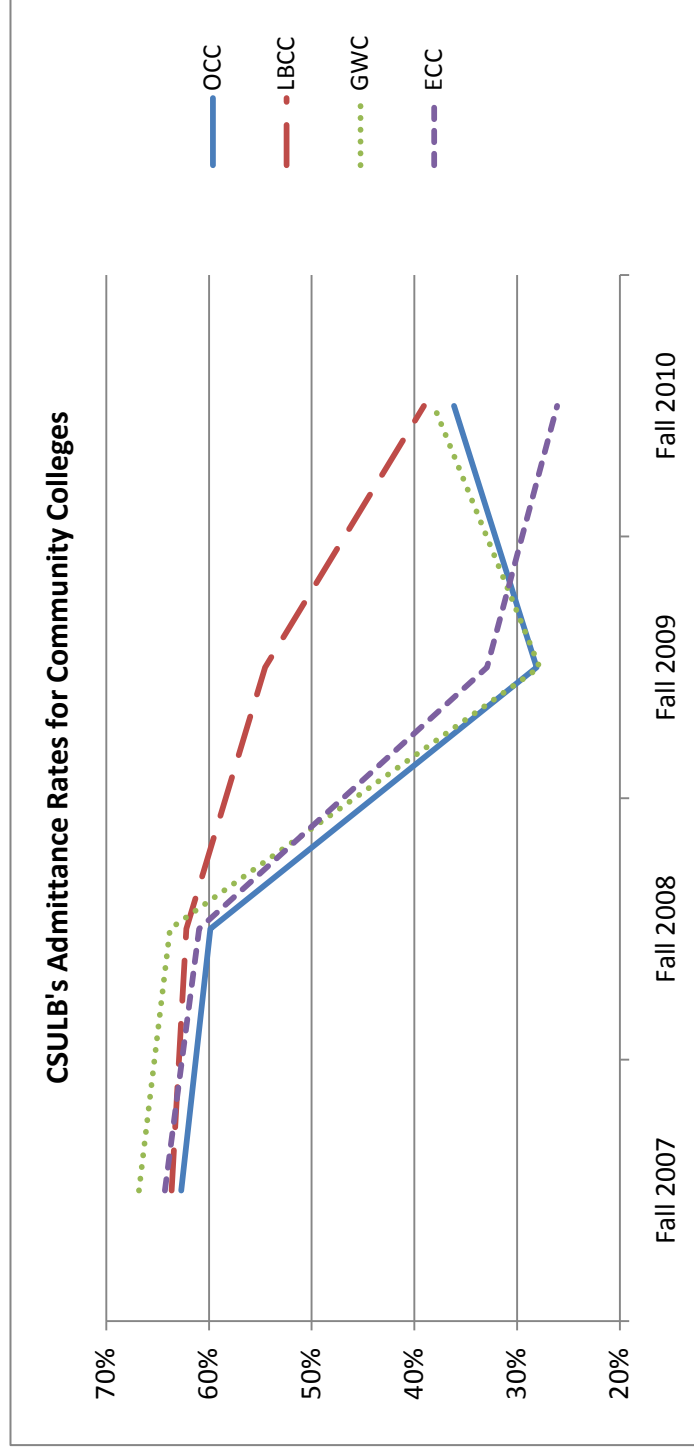
- 1. All admissions rates have declined across the 4-year period due to enrollment restrictions in the past two years.**
- 2. ECC's admissions rate was among the highest of the 4 colleges, but is now by far the lowest.**
- 3. The number of applicants has increased dramatically for the other three institutions but only modestly for ECC.**

Previous documents have shown the **effect of LBCC's Local Area designation**. This report shows that the Coast district schools are likely affecting both ECC's and LBCC's admissions rates. The **current enrollment restrictions may also be masking the total negative effect on ECC's students**.

Irene

CSULB's Admittance Rate for Top California Community Colleges Fall 2007-2010

	Fall 2007			Fall 2008			Fall 2009			Fall 2010		
	Applied	Admitted	Admit Rate	Applied	Admitted	Admit Rate	Applied	Admitted	Admit Rate	Applied	Admitted	Admit Rate
OCC	901	565	62.7%	947	567	59.9%	1107	311	28.1%	1564	565	36.1%
LBCC	663	422	63.7%	656	408	62.2%	897	489	54.5%	1039	406	39.1%
GWC	425	284	66.8%	704	449	63.8%	543	151	27.8%	643	245	38.1%
ECC	703	452	64.3%	433	264	61.0%	908	299	32.9%	1095	286	26.1%



Source: CSULB Institutional Research and Assessment

Note: LBCC received "Local Area" designation in Fall 2009; Coast district colleges (OCC, GWC) received this designation in Fall 2010. State budget-based enrollment restrictions were enacted at CSUs beginning in Fall 2009.

Local Admission Areas

CSU Long Beach

First-Time Freshman The following school districts: ABC, Anaheim (Cypress and Oxford only), Bellflower, Compton, Downey, Huntington Beach, Long Beach, Los Alamitos, and Paramount

Upper-Division Transfer 30 units of coursework from Long Beach City College and/or Orange Coast, Golden West or Coast Community College

CSU Los Angeles

First-Time Freshman All high schools located East to 605 freeway and the Los Angeles County Line, West to 405 freeway, South to Highway 42 (Firestone Blvd.), and North to LA County Line

Upper-Division Transfer Majority of coursework from or in combination with these community colleges: East LA College, Glendale City College, Los Angeles CC, Los Angeles Trade Tech, Pasadena City College, Rio Hondo College, Santa Monica College, Los Angeles Southwest College, and West Los Angeles College

CSU Fullerton

First-Time Freshman All high schools in Orange County, Chino, Corona/Norco, Walnut, Whittier, and Alvord School District

Upper-Division Transfer Majority of courses from or in combination with each of the community colleges in Orange County

CSU Dominguez Hills

First-Time Freshman State of California

Upper-Division Transfer State of California

Legislative Analysts Office. *The Master Plan at 50: Guaranteed Regional Access Needed for State Universities:*

https://mail.elcamino.edu/exchange/cgold/Inbox/RE:%20Local%20area%20admissions.EML/regional_accessLAO_021411.pdf/C58EA28C-18C0-4a97-9AF2-036E93DDAFB3/regional_accessLAO_021411.pdf?attach=1

Elimination of CSU Service Areas

The basis of the policy of "free flow", adopted by the Legislature in 1987, that permits students to enroll in any community college in the state, regardless of the district in which they happen to reside should also be the basis for the elimination of Local Admissions Areas for the CSU. If students are advantaged by choosing one Community College over another it is really not "free flow." Students should choose which Community College they attend based on the student's needs not which CSU it will get them in.

ECC – Compton is in a position to make a strong argument that the current policy not only hurts their students it also hurts the college's ability to attract students. First-Time freshman from Compton Unified School District are given Local Admissions Priority to California State University, Long Beach after graduating High School. If they attend Long Beach Community College they keep that Local Admissions Priority to California State University Long Beach. If they go down the freeway to Cypress College they get Local Admissions Priority to California State University Fullerton. If they attend their local Community College ECC- Compton they lose their Local Admissions Priority to California State University, Long Beach. Cerritos College is in a similar position with many of the same issues with California State University, Long Beach.

Dominguez Hills Local Admission Area is The State of California therefore they are no more relevant than any other CSU that has the State of California as a Local Admissions Area.

California State University Long Beach has given Community Colleges that are geographically further from them and in Orange County higher priority than El Camino and El Camino Compton Center. Students that take the "Majority of courses from or in combination with each of the community colleges in Orange County" all ready have Local Admissions Area priority to California State University Fullerton. Students who attend Coast Community College District's Colleges have admission priority to two CSUs while El Camino College and Cerritos College students have none.

There might also be an argument that California State University Long Beach has given priority to students of non-protected classes over students of protected classes. All most all students that attend ECC- Compton are members of protected classes. The majority of students who attend Orange Coast are not and they are significantly geographically more distant.

The Academic Senate for California Community Colleges had a Resolution 15.02 Fall 2009 RE-EVALUATE CSU SERVICE AREAS (Presenter: Kenneth Matsuura, Transfer and Articulation Committee) that described discriminatory practices of the CSU System. There was a previous resolution 15.03 Spring 2004 on the same issue. Therefore the CSU has been aware of the problem since at least 2004 and have been unable or unwilling to end the discriminatory practices.

Because of the implications as result of the passage of SB1440, I believe that we have an obligation to our students to challenge this policy in the most aggressive way possible. I think we have a basis for a Complaint to the Office of Civil Rights, United States Department of Education. This could be much faster than other options and would be an enforceable ruling.

R. Chris Wells
Professor of Communication Studies
V.P. Legislative Action, Academic Senate
El Camino College

Elimination of CSU Service Areas

R. Chris Wells, El Camino College Academic Senate, VP for Legislative Action

Whereas: SB 1440 and the recommendations from the Legislative Analyst's Office in their report – Guaranteed Regional Access Needed for State Universities both have the impact of strengthening Local Area Access priority to CSUs and therefore exacerbate a discriminatory practice.

Whereas: The LAO report acknowledges that “granting preference to local students over out-of-area students could be perceived as inequitable—particularly when the out-of-area student is better qualified. Moreover, given that CSU campuses differ in terms of size, campus amenities, program offerings, student bodies, and other characteristics, there could be situations when a student's local campus is not the best suited to that students' needs.” And they still “believe that ensuring local access to all eligible students is more important than maintaining equal admissions criteria for all applicants to a given campus.”

Whereas: The basis of the policy of "free flow", adopted by the Legislature in 1987, that permits students to enroll in any community college in the state, regardless of the district in which they happen to reside should also be the basis for the elimination of Local Admissions Areas for the CSU system.

Whereas: El Camino College and ECC – Compton are in a position to make a strong argument that the current policy not only hurts their students it also hurts the college's ability to attract students and gives priority to students of non-protected classes over students of protected classes

Whereas: The Academic Senate for California Community Colleges had a Resolution 15.02 Fall 2009 RE-EVALUATE CSU SERVICE AREAS (Presenter: Kenneth Matsuura, Transfer and Articulation Committee) that described discriminatory practices of the CSU System and a previous resolution 15.03 Spring 2004 on the same issue that has not resulted in the desired remedy.

Resolved: That the El Camino College Academic Senate challenge this policy in the most aggressive way possible by filing a Complaint to the Office of Civil Rights, United States Department of Education.

Resolved: That the El Camino College Academic Senate request that The Academic Senate for California Community Colleges join El Camino College by supporting this resolution and joining in this complaint.