



Academic Senate of El Camino College 2010-2011

March 15, 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	Kathleen Rosales	11/12
Christina Gold	10/11		
Michelle Moen	11/12		
Lance Widman*	10/11	<u>Humanities</u>	
Michael Wynne	11/12	Brent Isaacs	11/12
		Peter Marcoux	11/12
<u>Business</u>		Kate McLaughlin	11/12
Phillip Lau	11/12	Briita Halonen	11/12
Jay Siddiqui*	11/12	Jenny Simon	11/12
Kurt Hull	12/13		
		<u>Industry & Technology</u>	
<u>Compton Educational Center</u>	(1 yr term)	Patty Gebert	12/13
Jerome Evans	10/11	Harold Hofmann	12/13
Chris Halligan	10/11	Lee Macpherson	12/13
Tom Norton	10/11	Douglas Marston*	12/13
Saul Panski	10/11	Merriel Winfree	12/13
Estina Pratt	10/11		
Darwin Smith	10/11	<u>Learning Resource Unit</u>	
<u>Counseling</u>		Moon Ichinaga	10/11
Cristina Pajo	11/12	Claudia Striepe*	10/11
Brenda Jackson*	10/11		
Chris Jeffries	10/11	<u>Mathematical Sciences</u>	
		Michael Bateman	12/13
<u>Fine Arts</u>		Hamza Hamza	13/14
Ali Ahmadpour	11/12	Greg Fry	10/11
Randall Bloomberg	11/12	Susan Taylor	11/12
Mark Crossman	11/12	Paul Yun*	10/11
Patrick Schulz	11/12		
Chris Wells*	11/12		
			<u>President/Superintendent</u>
			Thomas Fallo
			<u>The Union</u>
			Editor
			<u>Division Personnel</u>
			Jean Shankweiler
			Don Goldberg
			Tom Lew
			<u>Counseling</u>
			Ken Key
			<u>Ex-officio positions</u>
			ECCFT President
			Elizabeth Shadish
			Nina Velasquez
			Curriculum Chair
			Lars Kjeseth
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

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

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



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SENATE'S PURPOSE (from the Senate Constitution)

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

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

<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



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		5-10
C. OFFICER REPORTS	A. President B. VP – Compton Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Legislative Action	11-16 17-44 45-46 47-51
G. SPECIAL COMMITTEE REPORTS	A. Dean’s Council Report – Moon Ichinaga B. SLOs – Jenny Simon C. Program Review / Plan Builder / Academic Senate Unit Plan – Chris Gold D. Technology Committee – Pete Marcoux E. Officer Nominations	52-53 54-70
H. UNFINISHED BUSINESS	A. BP & AP 4021: Academic Program Viability, Intervention and Discontinuance Policy and Procedure (second reading)	71-77
I. NEW BUSINESS		
J. INFORMATION ITEMS – DISCUSSION	A. On-Line Student Survey B. Budget Reductions and the Impact on Course Scheduling C. Draft ASCCC Resolution Re: Elimination of CSU Service Areas	78-86 87-97 98-102



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K. FUTURE AGENDA ITEMS	The State of the College (Ali Ahmadpour)	
L. PUBLIC COMMENT		
M. ADJOURN		

Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>Senate</u>				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON ACADEMIC SENATE	Saul Panski	Thursdays	1:00-2:00	CEC Board
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries	2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor	1 st & 3 rd Thurs.	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Briita Halonen Cristina Pajo	2 nd & 4 th Tues	1:00 – 1:50	West Lib. Basement
CALENDAR	Jeanie Nishime	Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<u>Campus</u>				
ACCREDITATION	Jeanie Nishime, Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	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
1 March 2011

Adjunct Faculty

Sue Ellen Warren X

Leah Pate

Behavioral & Social Sciences

Firestone, Randy X

Gold, Christina X

Moen, Michelle X

Widman, Lance EXC

Wynne, Michael X

Business

Siddiqui, Junaid X

Lau, Philip S X

Hull, Kurt X

Counseling

Jackson, Brenda X

Jeffries, Chris X

Pajo, Christina X

Fine Arts

Ahmadpour, Ali X

Bloomberg, Randall X

Crossman, Mark

Schultz, Patrick EXC

Wells, Chris X

Health Sciences & Athletics

Hazell, Tom

McGinley, Pat X

Rosales, Kathleen

Colunga, Mina X

Hicks, Tom

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate X

Halonen, Briita X

Simon, Jenny X

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee X

Winfree, Merriel X

Marston, Doug

Learning Resources Unit

Striepe, Claudia X

Ichinaga, Moon X

Mathematical Sciences

Bateman, Michael X

Fry, Greg

Hamza Hamza X

Taylor, Susan

Yun, Paul

Natural Sciences

Doucette, Pete

Herzig, Chuck X

Jimenez, Miguel X

Palos Teresa X

vacant

Academic Affairs & SCA

Chapman, Quajuana

Arce, Francisco X

Nishime, Jeanie

Lee, Claudia

ECC CEC Members

Evans, Jerome

Norton, Tom X

Panski, Saul X

Pratt, Estina X

Halligan, Chris

Assoc. Students Org.

Budri, Lala X

Lopez, Jessica

Ex- Officio Positions

Shadish, Elizabeth X

Kjeseth, Lars X

0Guests, Dean's Rep, Visitors:

J. Shankweiler (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 first Academic Senate meeting of the Spring 2011 semester was called to order by Academic Senate President Gold at 12:35pm.

Approval of last Minutes:

The minutes [pp.5 - 10 of packet] from the September 21st Academic Senate meeting were approved.

REPORTS OF OFFICERS

President's report – Christina Gold (henceforth CG)

- CG noted an Accreditation Letter from the ACCJC dated Jan. 31, 2011 [See packet– pp. 11-13], which noted that the Commission Recommendations 1, 2, 5, &6 have been resolved, which means that all nine of the Recommendations have now been resolved. However we are still working towards proficiency in SLOs by 2012 - (an expectation for all CCCs). CG noted that it was especially gratifying to have Recommendation 1 resolved - which concerns linking Planning and Budgeting and program Review - as we had been stalled on that for a while.
- Hands Across California [see packet- p.15] will take place on April 17, 2011. People will literally join hands across California in support of Community Colleges. The event hopes to raise awareness re: Community Colleges and will serve as a fundraising opportunity. CG noted we could make this an Academic Senate sponsored event, and noted that the Associated Students Organization is sponsoring the event as well.
- College Council . [CG noted that the minutes had been split in the packet and could be found on pp. 15-16; 60-61]CG said that the issue of smoking on campus had been discussed. CG will send out a brief survey on the issue to all faculty. The number of faculty hires was also cut back from the original number of 20 to 10 positions at ECC CG shared two slides:

Showing Original Positions for Hire

- 1. Accounting
- 2. Art – Ceramics
- 3. Computer Information Systems
- 4. Counselor – Generalist
- 5. Dance Appreciation
- 6. Disability Specialist – 10 month
- 7. English Composition #1
- 8. English Composition #2
- 9. English Composition #3
- 10. English Composition #4
- 11. Fire & Emergency Technology
- 12. Geography
- 13. History
- 14. Mathematics #1
- 15. Mathematics #2
- 16. Mathematics #3
- 17. Mathematics #4
- 18. Office Administration/Business Management
- 19. PE/Kinesiology/Basketball Coach
- 20. Welding

Showing Eliminated Positions

1. English Composition #2
2. English Composition #3
3. English Composition #4
4. Mathematics #2
5. Mathematics #3
6. Mathematics #4
7. Counselor – Generalist
8. History
9. Dance
10. Disability Specialist

Showing Remaining Positions

1. **Accounting**
2. **Art – Ceramics**
3. **Computer Information Systems**
4. **English Composition #1**
5. **Fire and Emergency Technology**
6. **Geography**
7. **Mathematics #1**
8. **Office Admin/Bus Management**
9. **PE/Kinesiology/Basketball Coach**
10. **Welding**

CG emphasized that this is still contingent on the budget. If money becomes available, additional hiring may occur in English Composition and Mathematics. Dr. Arce said that all management and Assistant Dean positions have also been withdrawn for now, including the position of Assistant Director of the Learning Resources Center. Mr. Marcoux asked about classified positions, and Dr. Arce noted that there will be a meeting tomorrow to clarify this situations, but that those “in the works” will be hired. Mr. Panski noted that Compton had been slated to hire 9 positions, but the situation was now unclear. A meeting is scheduled at Compton for the 17 March where faculty will be informed on the hiring situation.

- Board of Trustees (see packet- p. 17] CG noted that Mr. Ken Brown had been appointed to the Board of Trustees. At the Feb 22 meeting two items had been discussed:
Firstly, the BOT had approved an Interfund Transfer totaling \$833,333.33 to cover settlement of a lawsuit. CG noted that the BOT settled under duress, but to refuse would have put our partnership with insurance body SWACC under strain., which the BOT is loathe to do as the district is facing two more lawsuits. These suits involve district personnel so my not be discussed on campus. Ms. Ichinaga asked whether President Fallo had a plan for what management might be doing differently in the future to avoid these lawsuits. CG said that nothing had been mentioned but she would ask at the next meeting.
Secondly, the three possible budget scenarios, varying according to how voters might vote. In the worst case scenario President Fallo might institute no new hires, and perhaps furloughs, but no layoffs were projected at this time. President Fallo will attend the next PBC meeting, with more detailed plans for each of the three scenarios. A Statement of Principles and Practices is being drafted and will go through the PBC. Priorities will be stated which will aid in better directing the budget cuts process.
- Facilities Steering Committee. This committee met twice last semester, and had looked at the draft Campus Standards. CG had also sent an email asking for feedback, particularly on the issue of office and classroom design. Based on feedback CG has drafted a letter to Mr. Gann expressing the concerns and opinions received. CG showed slides of the three classroom models -

-the Traditional, Flexible, and Active plans. Discussion followed on the plans, including a comment on the plans all only allowing for a certain number of seats, no matter the configuration, and Mr. Ahmadapour asked why El Camino had so few large lecture halls. CG opined that this might have something to do with class size caps, and Mr. Kjeseth wondered if all classes were then to be capped at 36 persons. Dr. Arce noted that these plans represented the state formula for per student size, and noted that there would be larger classrooms in the new Business and Health building. He noted that the per student size formula has shrunk over the years. Ms. Shadish asked if the formula was a mandate or a guideline, and Dr. Arcs said it depended if the funding was coming from the State or not. He noted that we have a bond for the buildings, but that is usually not enough to cover total costs so we rely on the State to help out and so must abide by their formulas. More comments on extra seating and poor furniture choices were added by Ms. Warren and Mr. Isaacs. CG asked that all these comments be emailed to her.

- CG reminded faculty to remind students to file their intent to graduate in Spring 2011 in the Admissions office by the deadline date of March 3. Ms. Jeffries suggested telling unsure students who asked about majors to fill in General Studies. This can be changed later up to June 10th once the intent has been filed. Students wanting to make later changes will need to see a counselor.

VP Compton Center - Saul Panski (SP)

SP reported that CEO Dr. Cox's contract had been terminated last week. Special trustee Hayes has announced she will wait the mandated 28 days and then Dr. Cox will be replaced with a new interim CEO. The Compton faculty is not concerned as they have every confidence in Special Trustee Hayes. SP thanked all of the ECC faculty who have volunteered to be on CEC hiring panels. Hiring is still contingent on budget, but the panels are ready.

The CEC academic Senate is busy reviewing their Senate and Faculty by-laws. SP expects they will adopt certain things from the ECC system. He has sent some preliminary work to CG and will share more with the entire ECC Academic Senate as things progress.

On budgeting, SP noted that the CEC does not have a reserve and have to repay an existing line of credit, so the CEC is anticipating a significant fiscal reduction. However, the CEC has a new CFO and they are working with him.

Curriculum Committee – Lars Kjeseth (LK)

CurricUNET and SB 1440 AA-T / AS-T (TMCs)

- o Degrees and Certificates - JL reported that these are going live in CurricUNET
- o Data entry as needed – Priority will be given to SB 1440 degrees
 - Kinesiology AS-T already in approval process
 - Communication Studies, Sociology, Psychology, Geology, Administration of Justice and Mathematics being created right now
 - LK asked that all be proactive in your own discipline's Transfer Model Curriculum (TMC)

Spring Course Review

- o LK reported that roughly 45 courses due for LK review, and roughly 70 courses coming part of Division Curriculum Plan. LK noted that areas are working ahead of schedule, which is good, but we must keep up the momentum or risk becoming out of compliance with the review cycle.

CurricUNET Training

- Now the responsibility of Division CCC Representatives, LK said to ask your Division rep for details.

Next CCC Chair

LK said that no one had been appointed or stepped forward to volunteer as yet. The primary concerns expressed are:

- There is no one with sufficient knowledge
- Past Chair was not offered reassignment

- Chair Elect was not offered reassignment
- Insufficient reassigned time for Chair

It was suggested considering Co-Chairs with Staggered Terms, and this would solve the continuity problem, however the primary concerns with this model are:

- Insufficient training opportunities
- Insufficient reassigned time

LK noted that we may well not have a working Curriculum Committee moving into the future as all want training and reassigned time which is currently not available. LK noted that the Academic Senate should be working on resolving this, but acknowledged that the body does not have the means to do so. LK offered some free consulting time if somebody would come forward. Mr. Ahmadapour asked what faculty could do? It seemed to him more of a problem for the administration to solve, although he felt very strongly that we should take action on the campus. LK felt the Administration might be using the “power of the purse strings” to undermine the faculty’s ability to handle 10+1 responsibilities/activities on campus. Mr. Ahmadapour agreed and proposed setting up a Committee to work on these topics, and have teach-ins on these topics which might lead to some solutions. Mr. Firestone felt these were strong words from LK re” Administration undermining faculty abilities...” Mr. Firestone felt it was a budget issue, and asked where anyone would get the necessary funds in these times? He felt it would be an empty claim if the Senate could not put forth some ideas re funding. CG noted that more reassign time was needed now also because the work for the Chair has grown with the addition of incorporating duties aligned to program Review, SLOs, etc. Mr. Firestone said that the question is how to resolve this and where should the Administration get the funds to do so.

LK clarified that he did not mean the undermining was intentional, but felt that the way things are currently set up DOES undermine faculty efforts. LK noted the large college reserve and suggested that be tapped into for funds, noting that other Curriculum Chairs in the state get full release time. Ms. Ichinaga felt that as CG had developed a more direct communication with the Board of Trustees, who ultimately hold the purse strings, could not LK build a case and bring it to the BoT and let them evaluate the claims? CG indicated a willingness to do this. Ms. Warren asked about the exact responsibilities of the Curriculum Chair and whether they could not be done via Committee instead of a single person? LK said there IS a Curriculum Committee, but they get NO release time (although they do get 8 hours flex credit), rather the work is seen as part of their college service time. The Chair, though, has certain responsibilities to handle. A co-Chair has been suggested, which could help, but the ideas also has its drawbacks. Dr. Arce proposed that the Executive Committee meet with him to discuss the matter. A meeting has already been scheduled for the 9th March. The matter could also be brought to the PBC.

At this point CG asked, in the interests of time, that the reports from College Council, and the SLO /ALC, Program Review, and Technology committees be postponed. All were in agreement.

VP Educational Policies Committee – Chris Jeffries (CJ)

[see pg.22-24 of packet] CJ noted that this was her last semester as VP Ed. Policies, as she would be going on Sabbatical. CJ noted that a definition of the position and duties was included in the packet, and that interested persons should come to the meetings to get a taste of the position. CJ noted that the position might seem overwhelming, but it really was not. Many policies are already in place and just need updating periodically. CJ felt that this was a committee that really helped students, and the position has 10% reassign time. The Committee meets the 2nd and 4th Tuesday of every month in Counseling 106. CJ urged someone to step forward to accept this position, and asked that any questions be sent to her via email or phone.

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

CP said that the proposed workshop for adjunct faculty on getting a job will kick off on Friday March 18th with a session on interviewing. Emails will be sent out. The Book Club is beginning again, with Allison Carr leading the group discussions on “The Courage to teach”. The webinar series will also

be offered, the first offering discussing managing disruptive behaviors in the classroom. CP noted that webinar sessions are available up to one year after they air, and that flex credit is available for participation.

VP Finance and Special Projects – Lance Widman (LW)

LW was excused for a doctor's appointment, but had sent this information as presented in the packet.

- pp. 27-29, 1/20 PBC minutes: Budget Update (see pp. 18-20 of this packet), ideas for addressing possible funding shortfall.
- P. 18, Budget Advocacy Action Center (CCLC): Calculations of possible budget cuts to CA community colleges (\$290 million to \$805 million), student fee increases (\$36 to \$66), and lost student headcount (150,000 to 417,000).
- NOTE: Assumptions include student fee increases to reduce state general fund cuts to community colleges in those calculations, NOT a good assumption to make.
- p. 19: Potential ECC impact: \$5 million to \$14 million reduction, depending.
- p. 20: Potential CEC impact: \$1.7 million to \$4.78 million, depending.
- NOTE: These numbers are still changing.
- pp. 30-32, 2/3 PBC minutes: Budget Update, potential cuts and sources of revenue.

VP Legal – Chris Wells (CW)

[see pg.23-29 of packet]

LW commented on the LAO's "Doomsday" Scenario (Feb. 18, 2011), noting that the specific options cited by the LAO are:

- \$250 million from establishing a 90-unit cap on each student's subsidized credits
- \$170 million from an fee increase to \$66 per unit
- \$125 million to reduce funding for credit basic skills courses to the level provided for noncredit basic skills courses
- \$55 million from eliminating funding for intercollegiate athletics courses
- \$55 million from eliminating funding for repetition of credit PE and fine arts classes
- \$30 million from eliminating state funding for noncredit PE and fine arts classes

Dr. Arce noted that ECC had already appealed the ruling re: priority access.

OFFICER NOMINATIONS

Nominations for the Academic Senate Executive positions were taken. More nominations and the elections will be handled at the next meeting.

VP, Educational Policies: Merriel Winfree (Industry and Tech.) was nominated for and accepted the position.

VP or Co-VPs of Faculty Development: Mr. Marcoux asked if Briita Halonen and Cristina Pajo would be willing to stand again as co-chairs. BH said she would, but CP said she would not be available.

VP Finance: Mr. Widman (not present) was nominated in absentia.

VP Legislative Action: There was some idea that the position might be done away with. CG said that no firm decision had been taken. Mr. Ahmadapour nominated Mr. Wells. Mr. Wells accepted and will continue in the post.

AGENDA ITEMS FOR FUTURE MEETINGS

None

PUBLIC COMMENT

None

ADJOURN

The meeting adjourned at 2:05pm.

Cs/ecc2010

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 22, 2011

Present: Thomas Fallo, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Jessica Lopez, David Mc Patchell, Jeanie Nishime, Susan Pickens, Virginia Rapp, Gary Robertson, Elizabeth Shadish, and Luukia Smith.

1. Board Agenda

- a. Jeanie will give a 10 minute presentation on Accreditation.
 - b. Page 49, #6 should be Accounting Assistant “III” instead of II.
 - c. Page 50, #16 is withdrawn.
 - d. Page 54, Redistricting Action Plan. There has been quite a bit of discussion about this across the State. It is believed that at-large elections can and often do disadvantage groups. California State law requires that we start reviewing this. Our agenda is very fast paced.
 - e. Page 9, #B2, California Community Colleges Chancellor’s Office - Aerospace Fastener Manufacturing Training Alliance Grant Application. This grant is for the Compton Center. Most of the manufacturers are in the South Bay and there is a need for employees. The companies donated over \$1 million worth of equipment for the program.
 - f. Page 2, #V1, Existing Litigation is the term designated by the Brown Act for cases we are currently involved in. A public statement may be given about one of the cases.
 - g. Page 14, #A, Non-Resident Tuition Fee for 2011-2012 – Amended. Ed Code now requires that we charge a capital outlay fee to all non-resident students.
 - h. Measure “E”, Change Orders. Most change orders are at District request. Jo Ann will check on the changes that were due to Architect requirement.
 - i. Page 34, #B, Informational Item – Math Business Health Sciences Furniture. All faculty had representatives involved in the design of the offices.
 - j. Page 64, #B, Designation of Irrevocable Reserve Fund for Post Employment Benefits (Resolution). We have the ability to lower our costs by doing this. It is believed that if we put \$14 million in the fund we should be set. If health care costs increase we may have to increase amount. The desire is to have the fund in place by July 1, 2011. A statement was made that inconsistencies in communication are not conducive to collegial consultation.
2. Budget – The State of California is facing a large deficit. El Camino College would have cuts of \$5-7 million if the tax extensions pass and \$18.9 million if they don’t. We are getting ready to make budget proposals based on three scenarios. These proposals will be presented at PBC in March. At this time we are reducing the number of faculty hires from 20 to 10. We will not fill 3 out of 4 positions for both Math and English. We will not fill the Dance, Disability Specialist, History and Counselor positions. In the worst case scenario we would not fill any positions. In

the best case scenario we do not plan on furloughs or layoffs of permanent regular employees. However in the worst case we would look at furloughs, layoffs and health benefits. There will be no Federal Pell grants for the summer semester.

Agenda for the February 28, 2011 Meeting:

1. Minutes of February 22, 2011
2. Designated Smoking Areas on Campus
3. BP 2350 – Speakers
4. BP & AP 5055 – Enrollment Priorities
5. BP & AP 4055 – Academic Accommodations for Students with Disabilities
6. College Council minutes
7. 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.

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

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

1. Board presentations. The Board and College Council will receive a listing of presentations for the year.
2. Compton Center. Dr. Genethia Hudley-Hayes sent out an email regarding the termination of Dr. Cox's employment contract. Danny Villanueva, the CBO, has been named as the administrator in charge. A faculty and staff meeting was held today at the center. The meeting went well. Some people thought there were going to be March 15th letters. There will be no March 15th letters at the Center or at ECC. There will be a Compton State of the District Address on Friday April 8th at 10:00 a.m. The Special Trustee is doing an excellent job. We are encouraged by her appointment and her skill and ability. She has done a great job getting into the community. The Partnership is healthy, strong, and forward looking.
3. President Fallo reviewed the current legal cases. There was a Daily Breeze article about the lawsuit Trustee Beverly announced at the Board meeting.
4. Thursday we will post three scenarios for the budget. 1) If tax extensions pass, 2) if tax extensions do not pass and Prop 98 is suspended, and 3) if tax extensions do not pass and Prop 98 is not suspended. The Governor believes March 10th is the last target date to get the tax extensions on the June ballot.
5. Designated smoking areas on campus. Irene will bring survey results for review.
6. Policies
 - a) 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
 - b) Pending:
 - 1) BP 2350 – Speakers – for discussion next week.
 - 2) BP & AP 5055 – Enrollment Priorities for discussion next week.
7. Objectives Developed for Goals
 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.
8. Los Angeles Community College District Bond Program. The Los Angeles Times is doing a series of articles on LACCD building program. One article claims there are contributions from vendors to Board of Trustees member elections. Ann Garten will check on our Board. Jo Ann will provide this information to our Citizens’ Bond Oversight Committee.
9. College Council Minutes – There was a request for more detailed minutes. It was stated that these are action minutes. We are reporting on action not the debate of the action.

Agenda for the March 7, 2011 Meeting:

- 1. Minutes of February 28, 2011
- 2. Team Reports
- 3. Designated Smoking Areas on Campus
- 4. BP 2350 – Speakers
- 5. BP & AP 5055 – Enrollment Priorities
- 6. 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.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 7, 2011

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

1. Draft Budget Reduction Models. This document was presented to the Planning and Budgeting Committee (PBC) on March 3, 2011 and will also go to the Board. The student fee increase was not factored in. It was noted that if we keep going down in revenue we should not be teaching the same amount of students. We are reducing our FTES from 19,400. We will have an all-campus meeting either the first or second week of April. The State has announced a small deficit factor in growth but we do not know if that will be applied. The Governor's proposal is to extend taxes for five years. We may not know what the final budget is until June or later. There is talk about delaying the election to the second or third week instead of the first.
2. Governmental Accounting Standards Board (GASB) Requirement for Retiree Health Benefits. We would like to have this fully funded in order to get a better bond rating. Our requirement in the future may increase due to health care costs or lower interest rates.
3. The Student March in March for education is Monday, March 14th. The students will march to the California State Capitol. President Fallo will attend this event.
4. El Camino College Guiding Principles for Planning & Budgeting Spring 2011. This was presented to the PBC and will go to the Academic Senate.
5. Modesto Junior College budget cuts article includes a link to Modesto Junior College's proposed budget reductions.

Agenda for the March 14, 2011 Meeting:

1. Minutes of March 7, 2011
2. Team Reports
3. Designated Smoking Areas on Campus
4. BP 2350 – Speakers
5. BP & AP 5055 – Enrollment Priorities
6. Review Policy Listing (see below)
7. Develop objectives for College Council Goals 2010-2011 (see below)
 - 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

b) Policies Pending:

1) BP 2350 – Speakers – for discussion next week.

2) BP & AP 5055 – Enrollment Priorities for discussion next week.

Objectives for Goals

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.

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.

CONSTITUTION OF THE ACADEMIC SENATE OF THE COMPTON COMMUNITY COLLEGE DISTRICT

PREAMBLE

We, the faculty of the COMPTON COMMUNITY COLLEGE DISTRICT, in order to promote formal and effective procedures for participating in the formation of district policies on academic and professional matters; to develop faculty participation in the formulation of district policies; and to require a clearly defined organizational structure for such participation, do hereby establish, subject to the limitations set forth by the COMPTON COMMUNITY COLLEGE DISTRICT Board of Trustees and the Legislature of the State of California, this Constitution, replacing all past constitutions and effective after ratification by two-thirds of the full-time faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be THE ACADEMIC SENATE OF THE COMPTON COMMUNITY COLLEGE DISTRICT.

ARTICLE II: PURPOSE AND MISSION

It is hereby reaffirmed that it is the primary purpose of the Compton Community College District Academic Senate to be the principal vehicle for faculty participation in the academic and professional governance of this district. As such, the Academic Senate recognizes itself, in accordance with Title V of the California Administrative Code for Education, Chapter I, Subpart 8, Section 53200 - 53205, and with the statewide Academic Senate process, and defines itself as the primary representative of the Compton College faculty, concerned with making recommendations to the Compton Community College District administration and Board of Trustees in all matters related to the improvement and maintenance of academic standards and faculty professional responsibilities that are under the purview of the District.

The Senate shall not engage in collective bargaining activities nor affiliate with any professional association, organization or group, except associations of other Senates; however, nothing in this Constitution shall be construed to discourage members of the faculty from freely associating with other groups and organizations, and through such association independently expressing their views to the Administration and the Board of Trustees.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Compton Community College District Academic Senate are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Community College District Administration and Board of Trustees. Such communication is crucial, for an informed faculty is a participatory faculty.
- 2) To accept the responsibility for equal partnership in the collegial governance of this district, particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration, the Board, and the State, regarding academic growth, development, and improvement of the district.
- 4) To regularly inform Compton Community College District faculty on all matters of relevance.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Community College District faculty views and interests, with the administration, the public, and other concerned parties.
- 6) To establish a standard of professional conduct (Code of Ethics) for Compton Community College District faculty, to monitor faculty adherence to such a standard, and to hear complaints regarding alleged breaches of said standard.
- 7) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.
- 8) To be responsible for staff development of district faculty.
- 9) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Community College District.
- 10) To work cooperatively with the El Camino College Academic Senate to support the El Camino College Compton Community Educational Center. In doing so, the Academic Senate will consistently refrain from becoming involved in, or representing faculty in connection with, the governance of the Center or any academic or professional matter that is internal to the Center, since that responsibility belongs exclusively to the El Camino College Academic Senate and its standing committee, the Compton Center Faculty Council of the El Camino

ARTICLE IV: COMPOSITION

SECTION 1. ELECTORATE

- a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a)). The full-time faculty shall elect divisional , non-divisional, and Senators-at-large.
- b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty percent over the ten-month academic year (Code 53200 (a)). The Adjunct Faculty shall elect the Adjunct Senators.
- c. For purposes of eligibility, nomination, and voting in individual elections for the Senate, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.

SECTION 2. ORGANIZATION

- a. There shall be two Senators from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the CEO, and ratified by the Board of Trustees.
- b. There shall be one Senator from each group of teaching or non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.
- c. There shall be two Senators elected at large by the full-time faculty.
- d. Senators representing divisions, teaching or non-teaching faculty not represented by a Division Chairperson, , and the faculty at large shall be tenured members of the faculty or full-time faculty in at least their third contract year.
- e. There shall be two Adjunct Senators elected at large by the part-time faculty.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

- a. Each division and non-divisional faculty group shall be responsible for the election in April 2011 of representatives to the Academic Senate, who shall assume their responsibilities at the last regular General Meeting in May. These Senators will serve a three year term.
- b. When a Division's or non-divisional group's Representative has been elected President of the Academic Senate, that Division or group shall be invited to elect a replacement Senator whose term of office shall coincide with the term of the newly elected President.
- c. If at any time the seat of a representative is vacated before a term expires, the Nominations Committee shall conduct a special nomination and election process to replace that representative.

SECTION 2. SENATORS-AT-LARGE

- a. The Nominations Committee solicits candidates from the full-time faculty to hold an election to determine who shall serve as Senators-at-large. All members of the full-time faculty shall be apprised of vacant positions in this process.
- b. Senators-at-large shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Senators-at large shall be elected for three-year terms in April 2011 and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.
- d. If at any time the seat of a Senator-at-large is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Senator.

SECTION 3. ADJUNCT SENATORS

- a. The Nominations Committee solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Senators.
- b. The Adjunct Senators shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Adjunct Senators shall be elected for a one-year three year term in April 2011 and shall assume their responsibilities at the last regular General Meeting in May.

- d. If at any time the seat of an Adjunct Senator is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Senator.

SECTION 4. EX-OFFICIO STATUS DURING PARTNERSHIP

Notwithstanding anything in this Article to the contrary, so long as the Compton Community College District maintains a formal relationship with the El Camino Community College District to operate an educational center in Compton, and so long as the El Camino College Academic Senate maintains a Faculty Council at the Center, the officers of which are elected by the Center's faculty, faculty shall not be elected to the Division Representative, Non-Divisional Representative, Senator-at-large, and Adjunct Senator positions as specified in this Article. Instead, faculty elected to corresponding positions on the Faculty Council shall serve ex officio in those positions.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect Secretary, and Curriculum Chair/Representative from among the members of the Academic Senate. All Senate officers must be tenured members of the full-time faculty.

SECTION 2.

Election shall be by secret ballot at the last regular General Meeting in May. Nominations for each office shall be followed by election before proceeding to the nomination and election of a subsequent office. The order of election of offices shall be President, Vice President, President-Elect when applicable, Secretary, and Curriculum Chair/Representative.

- a. The Nominations Committee shall solicit and conduct all election procedures at the last meeting in May. Nominations for office are made from the floor by Senators.
- c. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated.
- d. To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
- e. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes.
- f. Newly elected officers shall assume their responsibilities immediately upon election.

SECTION 3.

Officers shall assume their responsibilities immediately upon election. The Vice President shall conduct subsequent elections.

SECTION 4.

The term of office shall be for two years, with the exception of the President-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent terms, with the exception of the President, by the Electorate.

SECTION 5

If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Executive Committee shall elect from its members a replacement for the remainder of the term.

If an officer, other than the president, cannot or does not complete the term of office, the Executive Committee may appoint a replacement for the remainder of the term.

SECTION 6.

The President-Elect shall be elected in May, 2011, to serve for the 2011-2012 academic year, at which time the President-Elect shall become President for a two year term. All other officers will be elected in May, 2011 and shall serve a two year term. The position of President-Elect will be filled during the second year of office of each subsequent President.

SECTION 7. DUTIES OF THE PRESIDENT

- a. The President may appoint a parliamentarian.
- b. The President shall preside over meetings.
- c. The President shall approve expenditures of all funds which shall have been contributed by the faculty or District to the Senate.
- d. The President, or a designee, shall, upon invitation, attend meetings of the CEO's Cabinet and/or other appropriate District meetings.
- e. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the President shall not vote on regular issues before the Academic Senate, but shall act as a facilitator and mediator on such issues.

- e. The President shall perform other duties as authorized by the Academic Senate.

SECTION 8. DUTIES OF THE VICE PRESIDENT

- a. The Vice President shall preside over meetings in the absence of the President.
- b. The Vice President shall conduct all elections and appoint the Nominating Committee.
- c. The Vice President shall perform other duties as authorized by the President to assist in carrying out the purposes and policies of the Academic Senate. These duties may include, but are not limited to, chairing the Professional Relations Committee, the Flex Day Committee, the Nominations Committee and the Tenure Review Committee.

SECTION 9. DUTIES OF THE PRESIDENT-ELECT

- a. The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the Compton Community College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend ASCCC Area C meetings and the plenary sessions.
- b. The President-Elect may also hold another office in the Senate until beginning his/her term of office as President.
- c. The President-Elect will be an Ex-Officio Member of the Executive Committee.

SECTION 10. DUTIES OF THE SECRETARY

- a. The Secretary shall keep a record of the proceedings of all meetings, which shall be distributed to the faculty, to administration, and to the Board of Trustees through the CEO's office.
- b. The Secretary shall be responsible for all official Senate correspondence.
- c. The Secretary shall perform other duties as authorized by the Academic Senate.

SECTION 11. DUTIES OF THE CURRICULUM CHAIR/REPRESENTATIVE

- a. The Curriculum Chair/ Representative shall serve as a support person for Center faculty developing courses or proposing new programs ,and as a liaison between Center faculty and Divisional Curriculum Committees at partnering institutions.
- b. The Curriculum Chair/ Representative shall keep the Council and Center faculty aware of all matters related to curriculum as discussed by the El Camino Curriculum Committee and shall serve as a voting member of that Committee.

SECTION 12. DUTIES OF THE PAST-PRESIDENT

The immediate past-President of the Senate shall be considered an ex-officio officer of the Senate. The past-President's duties shall be to advise the President of the Senate and to serve as a voting member of the Executive Committee of the Senate.

SECTION 13. MEMBERSHIP OF THE EXECUTIVE COMMITTEE

- a. All officers, the Faculty Representative to the Board, and one of the Adjunct Senators shall constitute the Executive Committee. The Past President and President-Elect will serve as Ex-Officio Members.
- b. The Senate President shall receive 40% reassigned time from the District for the discharge of duties; the Vice President, Secretary, Curriculum Committee Chair/Representative, and Faculty Representative to the Board shall receive 20% reassigned time from the District for the discharge of duties. Those officers who continue to maintain a full load of teaching or other duties may select compensation for such time.

SECTION 14. RECALL OF OFFICERS

Any officer of the Senate may be recalled for cause, as set forth by a member of the Academic Senate and approved by a 2/3 vote of the Senate membership

SECTION 15.

Notwithstanding anything in this Article to the contrary, so long as the Compton Community College District maintains a formal relationship with the El Camino Community College District to operate an educational center in Compton, and so long as the El Camino College Academic Senate maintains a Faculty Council at the Center the officers of which are elected by the Center's faculty, faculty shall not be elected as officers as specified in this Article. Instead, faculty elected to corresponding positions on the Faculty Council shall serve ex officio in those positions.

ARTICLE VII: MEETINGS

- a. Regular meetings of the Academic Senate shall be held at least twice a month during the academic year, on the first and third Thursdays therein. The President shall establish a calendar of meeting dates and shall distribute same to all Senators.
- b. Special meetings of the Academic Senate shall be held as deemed necessary by a majority of the Academic Senate members or by the President of the Academic Senate.
- c. All meetings of the Academic Senate shall be open to any member of the faculty and, upon request to the President of the Academic Senate, to any other interested parties as well.
- d. The agenda of the Academic Senate shall be established by its members.
- e. Actions of the Academic Senate shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.
- f. No proxy voting will be allowed.
- g. The president may place the Senate into executive session as prescribed in Robert's Rules of Order (latest rev. ed.).
- h. Absence from three consecutive Senate meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation.
- i. A quorum of the Senators may adjourn any Senate meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Senators, either in writing or electronically. In the absence of a quorum, a majority of the Senators present at any Senate meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Senate.
- j. The President, Vice President, President-Elect or, in their absence, any Senator elected by the Senators present, shall preside at meetings of the Senate. The Secretary of the Senate or, if absent, any person appointed by the presiding officer, shall act as Secretary of the Senate meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- k. The agenda for all meetings shall be prepared by the Executive Committee, distributed to all faculty members, and posted for the public at least three school days prior to regular meetings of the Senate. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.

- l. Members of the faculty may refer inquiries and recommendations to the Senate through any Senator or through any officer of the Senate, and any such referrals shall come before the Senate, be acted upon, and shall result in a report by the Senate to the referring member.
- m. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Senate and shall be forwarded to the Administration and/or Board of Trustees as the recommendation of the Senate.
- n. The Executive Committee of the Academic Senate shall meet at least twice a month. The President shall establish a calendar of meeting dates to be distributed to all Executive Committee members.
- o. The Academic Senate President and Faculty Representative to the Board of Trustees are expected to attend all Board meetings throughout the academic year to include meetings held during the summer months.

ARTICLE VIII: COMMITTEES

SECTION 1.

The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as "Faculty Senate Committees." Faculty Senate Committee members shall be appointed by the Senate President. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate .

SECTION 2.

As indicated in Article II, Senate-designated representation is called for on all relevant District committees charged with either making policy or policy recommendations. This includes, but is not limited to, the following regular, standing District committees.

1. Consultative Council
2. Accreditation Steering Committee
3. Institutional Effectiveness
4. Equal Employment Opportunity/Staff Diversity
5. Budget and Planning
6. Facilities
7. Technology
8. Enrollment Management
9. Student Success
10. Student Equity
11. Professional Development
12. Health and Safety

13. Auxiliary Services

The Academic Senate shall also have primary responsibility for the operation of the following District committees, in accordance with the Education Code and in consultation with the collective bargaining unit and administration, as set forth in contract and policy

1. Faculty Hiring and Equivalence
2. Hiring Prioritization
3. Tenure Review/Denial
4. Administrative Hiring/Retreat
5. Administrative Evaluation
6. Sabbatical Leave
7. Professional Relations (ad hoc)

This is a standing Committee of the Academic Senate. It is convened when necessary to perform its tasks. Its sole purpose is to receive, in writing, matters related to problems between faculty members. It is the committee's responsibility to investigate, mediate and render a decision regarding such a matter. The composition of the committee is as follows:

The Senate Vice President chairs the committee.

The Senate Past President acts as Ombudsman.

The Senate Secretary types or otherwise records the meeting.

The committee presents its findings to the Executive Committee of the Senate who ratifies or requests a change of the decision. Upon recommendation, the decision may be presented to the next meeting of the full Senate. This full Senate meeting will be conducted in closed session. Upon the findings and recommendations of the PRC, the full Senate shall vote to acquit or censure the individual against whom the complaint was brought. In case of censure, the report of the Senate's action and formal notification of censure shall be placed on record in the individual's personnel file, as allowed by law and contract.

Timing of procedures:

Procedures shall be expedited to permit resolution of an issue in the minimum time consistent with the protection of the interests of the party charged.

Time Limits:

Within five (5) school days after a charge involving a faculty member is presented to the Professional Relations Committee, the Committee shall meet to hear the charge.

Twenty (20) school days, following the original meeting, shall be allowed for the recommendation of the Committee to be reported to the CEO.

Time limits may be extended if circumstances require and/or both parties agree to an extension. However, every effort shall be made by the Committee to make its recommendation within the suggested time limits, and before the end of the school year.

ARTICLE IX: FACULTY REPRESENTATIVE TO THE BOARD OF TRUSTEES

SECTION 1.

A Faculty Representative shall be selected by the Executive Committee of the Academic Senate at the last regular meeting in May of each year. He/she shall be chosen for a two year term starting on the first day of July and ending on the last day of June of the following year.

SECTION 2. INDIVIDUAL REQUIREMENTS

- a. The Representative is to be a tenured faculty member and member of the Senate

SECTION 3. DUTIES AND RESPONSIBILITIES

- a. The Representative is to be seated with the Compton Community College District Board of Trustees.
- b. The Representative shall present the faculty viewpoint to inform and make recommendations to the Board on relevant issues and concerns.
- c. The Representative shall not give opinions on matters pertaining to collective bargaining.
- d. He/she shall attend all Board meetings and Academic Senate meetings and shall report to the Senate on activities and accomplishments.
- e. He/she shall communicate with any and all active committees or groups on campus, as he/she deems relevant.
- f. The Academic Senate shall place on its agenda each regular Senate meeting an item entitled "Faculty Representative to the Board of Trustees: Report".

SECTION 4. RELEASE TIME

The Faculty Representative shall receive 20% re-assigned time to perform the duties of the position. If the Representative continues to maintain a full load of teaching or other duties, he/she may select compensation for such time.

SECTION 5. FORFEITURE OF POSITION

Forfeiture of position may be requested by the Board of Trustees and/or a majority vote of the Academic Senate if the Representative does not meet duties and responsibilities of the office for three consecutive Board or Senate meetings without cause.

SECTION 6. RESIGNATION

The Representative may resign by giving a written notice of resignation to the Board of Trustees and the Academic Senate at least 60 days before leaving the office. In such an instance, the Executive Committee of the Senate will appoint a Senate member to serve out the remainder of the term in question. Should such a resignation be rendered within 60 days of the regularly scheduled selection date for Faculty Representative, the office will remain vacant until that time.

ARTICLE X: SENATOR EMERITUS

SECTION 1.

- a. Senator Emeritus of the Academic Senate may be granted upon retirement by the Executive Committee of the Academic Senate to persons who made outstanding contributions which have supported the aims and functions of the Academic Senate.
- b. The Senator Emeritus is a non-voting member of the Academic Senate.

ARTICLE XI: AMENDMENT TO CONSTITUTION

SECTION 1. ADMENDMENT PROCESS

- a. Amendments to this Constitution may be adopted in one of two ways:
 - (1) By recommendation of 2/3 vote of the Senate membership and ratification by 2/3 of those faculty members voting.
 - (2) By recommendation of 10% or more of the full-time faculty and approval of 2/3 of those faculty members voting.
- b. The amendment procedure may be used to substitute a constitution or a new set of regulations for the organization.
- c. The Secretary of the Senate shall conduct all voting concerning amendments; voting being held not earlier than five school days after publication of proposed amendments.
- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the Board of Trustees.

ARTICLE XII: OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Senate may request information from or meet with (a) the Board of Trustees or any of its members, (b) administrative officers, or (c) any Compton Community College District office or its representatives.

SECTION 2.

After consultation with the Administration, the Senate may present its written views and recommendations to the Board of Trustees (Title V, Subchapter 2, 53203 of the Administrative Code for Education).

SECTION 3.

Notwithstanding anything in this document to the contrary, if the Senate, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Senate members in April of a given academic year, or not to hold an election for Senate officers in May of a given academic year, the Senate may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Senate shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Revision 4/11

BYLAWS OF THE EL CAMINO ACADEMIC SENATE COMPTON CENTER FACULTY COUNCIL

PREAMBLE

We, the faculty of the El Camino Compton Education Center, having been authorized by the El Camino College Academic Senate (Constitution of the El Camino Academic Senate Article 1.2) to establish a standing subcommittee to discuss issues of academic and professional concern as they pertain to the Center, do hereby establish, subject to the limitations set forth by the EL CAMINO COLLEGE ACADEMIC SENATE, these bylaws for a Faculty Council, effective after ratification by the El Camino Academic Senate and by two-thirds of the full-time Center faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be the COMPTON CENTER FACULTY COUNCIL.

ARTICLE II: PURPOSE AND MISSION

It is the primary purpose of the Compton Center Faculty Council to serve as the principal voice for faculty participation in the academic and professional operation of the Center and , as a standing committee of the El Camino Academic Senate, to communicate concerns to the full Senate for its due consideration and action, as deemed appropriate. The Council remains a constituent committee of the El Camino Academic Senate and shall not affiliate with any professional association, organization or group, except as authorized by the El Camino Senate.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Compton Center Faculty Council are:

- 1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Center Administration Such communication is crucial, for an informed faculty is a participatory faculty.

- 2) To accept the responsibility for equal partnership in the collegial operation of the Center particularly in matters relating to academic issues and faculty professionalism.
- 3) To make timely, compelling recommendations to the Administration of the Center, regarding academic growth, development, and improvement of the Center.
- 4) To regularly inform Compton Center faculty on all matters of relevance.
- 5) To act as campus lobbyist, advocate, and articulator of Compton Center faculty views and interests, with the Administration and the full El Camino Academic Senate .
- 6) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.
- 7) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Center.
- 8) To communicate the concerns of Center faculty to the El Camino Academic Senate and to select voting representatives to serve on the Senate as set forth in the Senate's bylaws, in order to further the growth, development, and improvement of the El Camino College District and its constituent center(s).

ARTICLE IV: COMPOSITION

SECTION 1. ELECTORATE

- a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect divisional, non-divisional, and Council Members at-large.
- b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty percent over the ten-month academic year (Code 53200 (a) to work at the Compton Center under the auspices of the El Camino College District. The Adjunct Faculty shall elect the Adjunct Council Members.

- c. For purposes of eligibility, nomination, and voting in individual elections for the Council, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.

SECTION 2. ORGANIZATION

- a. There shall be two Council Members from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Vice President of the Compton Center and ratified in contract.
- b. There shall be one Council Member from each group of teaching or non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.
- c. There shall be two Council Members elected at large by the full-time faculty.
- d. Council Members representing divisions, teaching and non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured members of the faculty or full time faculty in at least their third contract year.
- e. There shall be two Adjunct Council Members elected at large by the part-time faculty.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

- a. Each division and non-divisional faculty group shall be responsible for the election in April 2011 representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term.
- b. When a Division's or non-divisional group's Representative has been elected Chairperson of the Faculty Council, that Division or group shall be invited to elect a replacement Council Member, whose term of office shall coincide with the term of the newly elected Chairperson.
- c. If at any time the seat of a representative is vacated before a term expires, the Nominations Committee shall conduct a special nomination and election process to replace that representative.

SECTION 2. MEMBERS-AT-LARGE

- a. The Nominations Committee solicits candidates from the full-time faculty to hold an election to determine who shall serve as Council Members-at-large. All members of the full-time faculty shall be apprised of vacant positions in this process.
- b. Council Members-at-large shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Council Members-at large shall be elected for three-year terms in April 2011 and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.
- d. If at any time the seat of a Council Member-at-large is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Council Member.

SECTION 3. ADJUNCT COUNCIL MEMBERS

- a. The Nominations Committee solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Council Members.
- b. The Adjunct Council Members shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Adjunct Council Members shall be elected for a three year term in April 2011 and shall assume their responsibilities at the last regular General Meeting in May.
- d. If at any time the seat of an Adjunct Council Member is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Senator.

ARTICLE VI: OFFICERS

SECTION 1.

The Faculty Council shall choose its Chairperson, Vice Chairperson, Chairperson-Elect Secretary, and Curriculum Representative from among the members of the Faculty Council. All Council officers must be tenured members of the full-time faculty.

SECTION 2.

Election shall be by secret ballot at the last regular General Meeting in May. Nominations for each office shall be followed by election before proceeding to the nomination and election of a subsequent office. The order of election of offices shall be Chairperson, Vice-Chairperson, Chairperson-Elect when applicable, Secretary, and Curriculum Representative. Notice of election of these officers will be duly communicated to the President of the El Camino Academic Senate by the Council Secretary.

- a. The Nominations Committee shall solicit and conduct all election procedures at the last meeting in May.
- b. Nominations for office are made from the floor by Council Members.
- c. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated.
- d. To be elected, a candidate must receive a vote from a majority of those Council Members present and voting.
- e. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes.
- f. Newly elected officers shall assume their responsibilities immediately upon election.

SECTION 3.

Officers shall assume their responsibilities immediately upon election. The Vice Chairperson shall conduct subsequent elections.

SECTION 4.

The term of office shall be for two years, with the exception of the Chairperson-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent terms, with the exception of the Chairperson-Elect, by the Electorate.

SECTION 5.

If the Chairperson cannot or does not complete the term of office, the Chairperson-Elect shall serve as Chairperson. If there is no Chairperson-elect, the Executive Council shall elect from its members a replacement for the remainder of the term.

If an officer, other than the Chairperson, cannot or does not complete the term of office, the Executive Council may appoint a replacement for the remainder of the term.

SECTION 6

The Chairperson-Elect shall be elected in May, 2011, to serve for the 2011-2012 academic year, at which time the Chairperson-Elect shall become Chairperson for a two year term. All other officers will be elected in May, 2011 and shall serve a two year term. The position of Chairperson-Elect will be filled during the second year of office of each subsequent Chairperson.

SECTION 7 DUTIES OF THE CHAIRPERSON

- a. The Chairperson shall serve as a Vice President of Educational Center of the El Camino Academic Senate, in accordance with Article 4.3.5 of the Constitution of the El Camino Academic Senate. (Officers)
- b. The Chairperson shall serve as a member of the Executive Committee of the El Camino Academic Senate, in accordance with Article 6.1 of the Constitution of the El Camino Academic Senate. (Executive Committee: Voting Members)
- c. The Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- d. The Chairperson may appoint a parliamentarian.
- e. The Chairperson shall preside over meetings.
- f. The Chairperson or a designee, shall, upon invitation, attend meetings of the CEO's Cabinet and/or other appropriate Center and El Camino meetings.
- g. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the Chairperson shall not vote on regular issues before the Faculty Council, but shall act as a facilitator and mediator on such issues.
- h. The Chairperson shall perform other duties as authorized by the Faculty Council.

SECTION 8 DUTIES OF THE VICE CHAIRPERSON

- a. The Vice Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

- b. The Vice Chairperson shall preside over meetings in the absence of the Chairperson.
- c. The Vice Chairperson shall conduct all elections and appoint the Nominating Committee.
- d. The Vice Chairperson shall perform other duties as authorized by the Chairperson to assist in carrying out the purposes and policies of the Faculty Council. These duties may include, but are not limited to, chairing the Flex Day Committee, the Commencement Committee, and other special event committees

SECTION 9. DUTIES OF THE CHAIRPERSON-ELECT

- a. The Chairperson-elect shall become familiar with the duties of the Council Chairperson president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend El Camino Senate meetings.
- b. The Chairperson-Elect may also hold another office in the Council until beginning his/her term of office as Chairperson
- c. The Chairperson-Elect will be an Ex-Officio Member of the Executive Committee

SECTION 10 DUTIES OF THE SECRETARY

- a. The Secretary will serve as one of the Center’s duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)
- b. The Secretary shall keep a record of the proceedings of all meetings, which shall be distributed to the faculty, to administration, and to the President of the El Camino Academic Senate.
- c. The Secretary shall be responsible for all official Council correspondence.
- d. The Secretary shall perform other duties as authorized by the Faculty Council.

SECTION 11 DUTIES OF THE CURRICULUM REPRESENTATIVE

- a. The Curriculum Representative will serve as one of the Center’s duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

- b. The Curriculum Representative will serve as a voting member of the El Camino College Curriculum Committee and shall be expected to attend all meetings of that committee on the El Camino campus.
- c. The Curriculum Representative shall serve as a support person for Center faculty developing courses or proposing new programs ,and as a liaison between Center faculty and Divisional Curriculum Committees.
- d. The Curriculum Representative shall keep the Council and Center faculty aware of all matters related to curriculum as discussed by the El Camino Curriculum Committee

SECTION 12 DUTIES OF THE PAST-CHAIRPERSON

The immediate past-Chairperson of the Council shall be considered an ex-officio officer of the Council. The past-Chairperson’s duties shall be to advise the Chairperson of the Council and to serve as a voting member of the Executive Committee of the Council.

SECTION 13. MEMBERSHIP OF THE EXECUTIVE COMMITTEE

- a. All officers, and one of the Adjunct Council Members shall constitute the Executive Committee. The Adjunct Council Member serving on the Executive Committee will serve as one of the Center’s duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators) The Past Chairperson and Chairperson-Elect shall serve as Ex-Officio Members.

SECTION 14. RECALL OF OFFICERS

Any officer of the Council may be recalled for cause, as set forth by a member of the Council and approved by a 2/3 vote of the Council membership

ARTICLE VII: MEETINGS

- a. Regular meetings of the Faculty Council shall be held at least twice a month during the academic year, on the first and third Thursdays therein. The Chairperson shall establish a calendar of meeting dates and shall distribute same to all Council Members.
- b. Special meetings of the Faculty Council shall be held as deemed necessary by a majority of the Council members or by the Chairperson of the Council.

- c. All meetings of the Faculty Council shall be open to any member of the faculty and, upon request to the Chairperson of the Faculty Council, to any other interested parties as well.
- d. The agenda of the Faculty Council shall be established by its members.
- e. The agenda will contain a place for Report from the El Camino Academic Senate, reserved for the ECC Senate President of his/her designee.
- f. Actions of the Faculty Council shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.
- g. No proxy voting will be allowed.
- h. The Chairperson may place the Council into executive session as prescribed in Robert's Rules of Order (latest rev. ed.).
- i. Absence from three consecutive Council meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation.
- i. A quorum of the Council Members may adjourn any Council meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Council Members, either in writing or electronically. In the absence of a quorum, a majority of the Council Members present at any Council meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Council.
- j. The Chairperson, Vice Chairperson, Chairperson-Elect or, in their absence, any Council Member elected by the Council Members present, shall preside at meetings of the Council. The Secretary of the Council or, if absent, any person appointed by the presiding officer shall act as Secretary of the Council meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.
- k. The agenda for all meetings shall be prepared by the Executive Committee, distributed to all faculty members, and posted electronically at least three school days prior to regular meetings of the Council. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.
- l. Members of the faculty may refer inquiries and recommendations to the Council through any Council Member or through any officer of the Council, and any such referrals shall come before the Council, be acted upon, and shall result in a report by the Council to the referring member.

- m. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Council and shall be forwarded to the Administration and the President of the El Camino Academic Senate as the recommendation of the Council.
- n. The Executive Committee of the Faculty Council shall meet at least twice a month. The Chairperson shall establish a calendar of meeting dates to be distributed to all Executive Committee members.

ARTICLE VIII: COMMITTEES

SECTION 1.

The Council shall have the power to create standing or temporary committees as it deems necessary, subject to consultation with and approval of the El Camino Academic Senate. Such committees shall be known as “Faculty Council Committees.” Faculty Council Committee members shall be appointed by the Council Chairperson. The membership of any Faculty Council Committee may be changed by majority vote of the Council.

The Faculty Council shall have primary responsibility for the operation of the following Center committees, in consultation with the El Camino Senate:

1. Curriculum This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council’s elected Curriculum Representative to the El Camino College Curriculum Committee.
2. Distance Education (this committee will discuss distance education needs at the Center and will work in conjunction with the ECC Distance Learning Committee and Center representatives on that committee)
3. Campus Events (e.g., Black History, Convocation, Commencement, etc)

ARTICLE IX: REPRESENTATIVES ON EL CAMINO SENATE

Section 1: ELECTIONS

The Faculty Council will coordinate and conduct the election of Center faculty members to the El Camino Academic Senate, in accordance with Article 3: Section 1 of the Constitution of the El Camino Academic Senate (Senate membership: Senators). Only an elected Council Member may serve as a Center representative to the El Camino Senate.

Section 2: COUNCIL OFFICERS AS SENATORS

The elected Chairperson, Vice Chairperson, Secretary, Curriculum Representative, and the Adjunct Faculty Member serving on the Executive Committee shall be duly designated as voting representatives to the El Camino Academic Senate. Should one person serve in two official capacities, an additional representative will be selected.

Section 3: REIMBURSEMENT FOR MILEAGE

All Center faculty serving as voting members of the El Camino Academic Senate shall be entitled to mileage reimbursement at the established rate, both for regular Senate and Senate-related meetings on the El Camino Campus.

Section 4: REMOVAL

Absence from three consecutive El Camino Academic Senate meetings without excuse, as recorded by the ECC Senate Secretary, shall be construed as resignation, and a replacement Senate representative will be duly elected at the next meeting of the Council.

ARTICLE X SENATE REPRESENTATIVES ON COUNCIL

The President of the El Camino Academic Senate shall have the right to appoint representatives to the Faculty Council in accordance with Article 4.4.1 (Duties of Officers and Other).

ARTICLE XI: AMENDMENT TO BYLAWS

SECTION 1. ADMENDMENT PROCESS

- a. Amendments to these bylaws may be adopted in one of two ways:
 - (1) By recommendation of 2/3 vote of the Council membership and ratification by 2/3 of those Center faculty members voting or
 - (2) By recommendation of 10% or more of the full-time Center faculty and approval of 2/3 of the Center faculty members voting.
- b. All amendments adopted by Center faculty must be formally approved by the El Camino Senate.
- c. The amendment procedure may be used to substitute a new set of regulations for the organization.
- c. The Secretary of the Council shall conduct all voting concerning amendments; voting being held not earlier than five school days after publication of proposed amendments.

- d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the El Camino Academic Senate President. Voting may be conducted electronically, as authorized by the Council.

ARTICLE XII OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Council may request information from or meet with (a) Administrative officers of the Center or (b) any Compton Center office or its representatives.

SECTION 2.

Notwithstanding anything in this document to the contrary, if the Council, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Council members in April of a given academic year, or not to hold an election for Council officers in May of a given academic year, the Council may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Council shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Adopted 4/11

Compton District Board Policy: Civility and Mutual Respect (proposed):

It is the policy of the Compton Community College District to foster an environment which maximizes student learning and employee performance, and a climate of civility among faculty, staff, students, and members of the Board of Trustees of the District.

As members of the Compton Community College District community, we are expected to treat other community members with civility and respect, recognizing that disagreement and informed debate are valued in an academic community. Harassment by any student, employee, or Trustee, of any other student, employee, or Trustee for whatever motive is harmful to the environment desired by the District and therefore will not be permitted by the District.

Individuals covered by these policies include faculty, staff, managers, supervisors, students, vendors, and members of the Board of Trustees.

Unacceptable behavior: Demeaning, intimidating, threatening, or physically or emotionally violent behaviors or bullying that affect the ability to learn or work in the college environment depart from the standard for civility and respect and are unacceptable. Unacceptable behaviors also include Trustee's release of confidential information obtained in closed session that violates both trust by other Trustees and California Government Code Section 54963 which deems such behavior as punishable.

Types of Bullying shall include, but not be limited to:

Cyber Bullying-Tormenting emails, blogs, or tweets that cause humiliation and social embarrassment.

Physical Bullying-Interference with another person or his/her property.

Verbal Bullying-Speaking to a person or about a person in an abusive manner; using sarcasm, teasing, put-downs, name calling, phone calls, and spreading false rumors or hurtful gossip.

Emotional Bullying-Behaviors that upset, exclude, or embarrass a person in addition to the use of nasty notes and utterances, including those done via technology.

Academic Mobbing-Ganging up by a group against one person to demonize that person, starting with social isolation, then moving to petty harassment and/or written petitions violating due process, and escalating to a trumped up charge aimed at dismissal or disgrace.

Sexual Bullying-Sexual comments, abusive comments, and unwanted physical contact.

Racial Bullying-Rejection or isolation of a person because of ethnicity. Examples include gestures, racial slurs or taunts, name calling, making fun of customs/skin color/accent/food choices.

Retaliation: Retaliation for reporting violations of this policy, for seeking to have prohibited conduct corrected, or for participating in an investigation is prohibited.

Violation: A District community member who has violated this policy is subject to disciplinary action in accordance with established disciplinary procedures. A member of the Board of Trustees who has violated this policy is subject to public censure by the Board.

Restraining Order: Any District community member who has obtained a restraining order against another District community member is encouraged to provide a copy of the order to Campus Police for enforcement on campus.

Visitors: Visitors, other people, vendors and the families of students, staff, and faculty are expected to comply with the provisions of this policy. Noncompliant behavior may lead to removal from the campus.

Source of Law:

California Education Code § 70902

Faculty Development Committee Meeting

AGENDA

Tuesday, March 8, 2011

Committee Members:

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

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

Spring 2011 Meetings (in West Library Basement)

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

AGENDA

- I) "Getting the Job Workshop"- Interview Part Update
 - a. Friday, March 18th, 12:30 - 1:30 W. Lib. Basement
 - b. 37 attendees have reserved spots so far
 - c. Panelists:
 - i. Confirmed: Lyman Hong (Humanities, hiring committee member), Rachel Lewis (Humanities, new hire), & Mary Beth Barrios (Counseling, new hire)
 - ii. Tentative: Stephanie Rodriguez (Industry & Tech, dean) & Rory Natividad (Athletics & Health Sciences, dean)
 - iii. Not yet heard back: Nate Fernley (baseball coach, new hire)

- II) Co-Chair Nominations
 - a. VP: Faculty Development logistics: 2-year term (fall 2011 - spring 2013), run the FDC and attend both the Academic Senate meetings and the Academic Senate Executive Committee meetings. 20% release time for a single chair; 10% release time (usually in the form of a stipend) for each co-chair.
 - b. Briita & Moon have both expressed a willingness to co-chair the committee.
 - c. Anyone else interested? (If so, let Briita, Cristina, or Chris Gold know within the next week.)

- d. There's a possibility that we could stagger the co-chair's two-year terms so that there would be a senior chair (hypothetically Briita next year) and a junior chair (hypothetically Moon). Then the following year, the junior chair would become the senior chair, and a new junior chair would be elected.

III) Webinar Update

- a. DM to email out the webinar link to the faculty with their flex-fulfillment reminders.
- b. We have two more webinars to order this semester; votes are leaning toward "Student Engagement in Class" and "Writing Across the Curriculum." DM will tally.

IV) Fall Flex Day Workshop Discussion

- a. Reviewed Flex Day 2010 workshop list and evals to determine which we might want to offer again in 2011.
- b. Workshop list to be disbursed with minutes. FDC members, please review the list and come ready to provide input during our next meeting.

V) Needs Assessment Survey Update

- a. Survey Monkey is getting sorted out. This should go out by the end of March.

VI) Mentorship Program

- a. Tentative Timeline:
 - i. March 31st - Solicit mentors (email w/info re: the program, flex credit & responsibilities)
 - ii. April 30th - Mentor training (1-2 hr. meeting; best practices & paperwork)
 - iii. May 31st - Solicit mentees (gear the announcement toward part-timers and new full-time hires within the last three years)
- b. Thoughts/Concerns
 - i. We probably need a mentor coordinator (possibly Linda Ho when back from sabbatical) to follow up with partnerships.
 - 1. Incentive = 8 hours of Flex
 - a. Concern = that's not enough of an incentive... hourly stipend from Staff Development funds?
 - b. Need to talk to Linda Ho to determine how much time is really needed.
 - ii. The process has been streamlined since the more formal process in the Humanities a few years ago.
 - 1. Just a once/month electronic form

VII) Great Teachers Seminar

- a. We can fund two to attend this year (only full-timers with no summer school conflicts).
- b. We need to send out the email soon.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 17, 2011

MEMBERS PRESENT

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

OTHERS ATTENDING: Francisco Arce, Janice Ely, Alice Grigsby, Jo Ann Higdon, Jeanie Nishime, Emily Rader

Handouts: General Fund Restricted – Special Programs 2010-2011 Final Budget and Expenditures to Date; Annual Budget Report ending 6/30/10; El Camino College Guiding Principles and Priorities; Designation of Irrevocable Reserve Fund for Post Employment Benefits (Resolution); Revised College Planning Process Employee Feedback Survey

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

Approval of February 3, 2011 Minutes

1. Minutes were approved with no changes.

Fund 15 Update

1. Seven categories on *General Fund Restricted – Special Programs* document. Percentage spent as of February 16, 2011 shown in last column – 58% of the \$4.3 million total expended so far. Actual expenditures do not include accruals.
 - a. III. Data Cabling – Main Library budget will be charged to different account.
 - b. Utility Tables – Fine Arts – purchased through other funds; F. Arce will verify with Connie Fitzsimons.
 - c. DSP&S shows no budget because they did not receive state allocation until January 27, 2011 (should have received at the end of October 2010). They will submit expenditure transfers. About \$191,000 of \$537,000 spent so far (35%).
2. 5000 account annual budget report for 2010 was requested to compare with the 5000 account 2011 report received at the last meeting.

Draft Planning Process Survey

1. There will be two versions (ECC and Compton Center) of the survey. Revisions made based on submitted suggestions and discussion from the last PBC meeting.
2. Second page, *El Camino College Planning Process* – changed order of questions 2 (creating plan), 3 (participating in process), and 4 (updating plan).
3. Third page, added title *Role of the Planning Process* for items 6-13. Asked for suggestions for a better title since this section covers more.
4. Survey will be emailed around the first week of March to all employees (faculty, staff, and managers) to get sense of each employee's involvement with the planning process.

5. Compton's PBC did not work on the survey; they are more focused on budgeting than planning at this time. Working to involve them more in planning. Discussion about planning and budgeting linkage required for accreditation.
6. A. Spor will send Word version of survey to PBC members. Has ECCFT or Academic Senate seen survey? M. Quinones and E. Rader attended last meeting when survey was first discussed.

GASB Irrevocable Funding

1. Retiree Health Care Fund Board agenda item. Details of fund history shown on page 67 in budget blue book. Total fund as of June 2010 was \$10,635,245. \$1.4 million budgeted for GASB from fund 15 this year. If no changes made, this year's ending balance is around \$12.2 million. It is fiscally responsible to place in a designated irrevocable fund, which would lower the \$18.9 million actuarial study liability to around \$14 million. Next actuarial study must be done this year.
2. Board agenda would start process to put GASB in a designated irrevocable fund. Many steps to follow, including establishment of trust agreement, selection of financial advisor and selection of types of investment policies (heavily restricted by the government), and trust administrator. President Fallo intends to present item to the Board on February 22nd (already on Board Agenda), and will be brought to College Council. In the past, cost of actuarial study was paid from unrestricted general fund; this agenda item states cost of actuarial study (around \$12,000) will come from GASB.
3. PBC had past discussions about changing GASB to irrevocable fund – what prompted this decision now? Did not want to give the state access to unencumbered funds during current economic situation (threat in the past). If GASB collects compounded interest, why contribute anything? Not taking GASB contributions out of fund 15 creates more flexible position to cover \$15 million deficit. In 2009-10, earned interest between two GASB accounts was \$190,000. Benefit of irrevocable fund is to use professional company for long term investments to dramatically increase interest earnings. President Fallo stated in a past meeting that he was in favor of keeping account as liquid as possible and not in the best interest of the College to place GASB in an irrevocable trust. Can't touch money in an irrevocable trust which reduces liability. Placing only a portion of the fund in an irrevocable trust would not reduce liability low enough. Don't see negative repercussions of changing to irrevocable funds if GASB has never been touched or withdrawn since contributions began in 1994. Concern voiced about losing liquidity of potential funding sources. This Board agenda item does not change the transfer of \$1.4 million that was already made from fund 15. In the next fiscal year, is there an option not to contribute to this fund? This should still be open for discussion.
4. Suggestion was made for PBC to recommend changing the effective date of this Board agenda to July 1, 2011 when we'll know more about the State budget. Did not disagree changing GASB to an irrevocable account, but think it's reasonable to wait for a few more months. Item is already on the Board agenda – now up to the Board to decide. The President wanted to know if he has the support of PBC – different from a recommendation.
5. PBC members/alternates vote in favor of making GASB irrevocable on July 1, 2011. Voting results:
 - February 22, 2011 – 0 yes
 - July 1, 2011 – 5 yes

Draft Guiding Principles

1. VPs were asked to develop guiding principles to follow when discussing potential budget cuts and sources of revenue. Would like feedback on this first draft which was developed from a number of sources (budget assumptions, enrollment management plan, etc.).
2. Feedback/discussion:
 - a. Opinion was made to change the tone of the first sentence from ‘cannot’ to ‘may not’. Discussion followed and decision was made to keep ‘cannot.’
 - b. Where does this document fit in with the Comprehensive Master Plan and Budget Development criteria (page 31 in budget book)? Opinion stated that multiple documents can contradict each other and make it difficult to move ahead. The Education and Facilities Master plans are geared towards building and meeting future needs. Budget Development criteria address cost increases and augmentations/enhancements relating to building the annual budget. Guiding principles looks at the College overall and establishes a framework when developing budget cuts.
 - c. All six items are of equal importance, not prioritized. Suggestion was made to change to alpha numbering rather than numerical to eliminate appearance of prioritized importance.
 - d. #1 - #4 are action items and #5 and #6 are statements. Suggestion was made to reword #5 and #6 to imply action. Change #5 to ‘An adequate reserve will be maintained to meet district obligations...’ Change #6 to “Maximum efforts will be made to retain permanent, regular employees”.
 - e. Change #1 to “All programs and services will be assessed for their viability, relevance, cost effectiveness and community need so that remaining programs and (delete ‘student’) support services will be of high quality and appropriately supported.”
 - f. Add ‘*and services*’ after “review programs” in #2.
 - g. Renumber #6 to #3, #5 to #4, #3 to #5, and #4 to #6. #5 and #6 align with #1 and #2. #3 and #4 are financial opportunities to achieve.
 - h. Change first sentence in the first paragraph to “...the College cannot continue to operate with the same number of class sections, programs and services that currently exist.” Delete “*and priorities*” in the last sentence of the first paragraph.
 - i. Change document title to “Guiding Principles for Planning & Budgeting Spring 2011.”

The next meeting is scheduled on March 3, 2011.

The meeting ended at 2:30 p.m.

	A	B	C	D	E
1	DRAFT--THESE ESTIMATES WILL CHANGE				
2	BUDGET REDUCTIONS (Fund 11)		\$7 million	\$10.9 million	\$17.5 million
3			Option # 1	Option # 2	Option # 3
4	March 3, 2011		18,005 FTES	17,285 FTES	16,005 FTES
5					
6	Section Reductions (@4.11 FTES per)		195	370	681
7					
8	Fund 15		0.800	0.800	0.800
9	Vacancy Savings (timing)		0.100	0.100	0.100
10	Health Insurance (timing)		0.110	0.110	0.110
11	Inglewood Center		0.100	0.100	0.100
12	Freeze 5 Mgmt. (incl. Assoc. Deans)		0.650	0.650	0.650
13	Utilities		0.080	0.080	0.080
14	Eliminate Printed Schedules		0.143	0.143	0.143
15	Eliminate Capital Expenditures		0.580	0.580	0.580
16	Section Reductions @ \$5,000 each		0.975	1.850	3.405
17	Freeze Faculty Positions @\$50,000 (net)		0.500	0.750	1.200
18	Freeze Classified Positions		0.420	0.630	1.190
19	Reduce Hrly. Class./Casual/Std.Wkr.		0.140	0.320	0.520
20	Reduce Non-Teaching Hourly		0.060	0.060	0.100
21	Reduce Travel/Conf.		0.121	0.166	0.221
22	Reduce Advertising		0.040	0.050	0.060
23	Reduce Pt-Time Parity to State Contrib.		0.441	0.441	0.441
24	SUB-TOTAL		5.260	6.830	9.700
25					
26	*Reduce Winter Session Ancillary Costs		X	X	X
27	*Eliminate Sabbaticals (net)		X	X	X
28	*Employee Share Health Care		X	X	X
29	*Freeze Step & Column		--	X	X
30	*Furloughs for All (@\$292,000 per day)		--	X	X
31	SUB-TOTAL		0.740	2.200	3.500
32					
33	Amount Provided by Reserve		1.000	1.870	4.300
34					
35	TOTAL		7.000	10.900	17.500
36					
37					
38	NOTE: * Items requiring negotiations				
39					
40	NOTES: to PBC March 3				
41	to College Council March 7				
42					
43					
44					

EL CAMINO COLLEGE

GUIDING PRINCIPLES for PLANNING & BUDGETING Spring 2011

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.
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.



**NOTES – COUNCIL OF DEANS
FEBRUARY 10, 2011**

Present: J. Anaya, F. Arce, C. Fitzsimons, A. Grigsby, C. Lee, T. Lew, G. Miranda,
B. Mulrooney, R. Natividad, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Shankweiler,
C. Smith, R. Smith, A. Spor, C. Vakil-Jessop, S. Warriar

I. INFORMATION

A. Notes of 1/27/11: Distributed with the following revision:

II.A. Budget Cuts: “Some of the ~~recommendations~~ **PBC items under consideration that were discussed are** as follows:”

B. ASO Update: C. Smith provided the following update:

- ASO received recycle bin for environmental friendly purposes.
- Purchased a projector for ASO meetings.
- Will host a “Mocktail” on March 17 for student involvement awareness.
- Seven students will attend the American Student Association of Community Colleges (ASACC) Conference – March 18-22, Washington, D.C.

C. PBC Update: D. Patel provided the following update from the last meeting on 2/3/11:

- J. Higdon provided a budget update. Best case scenario would be \$7 million cut and the worst scenario would be \$15 million cut.
- Discussed various options for revenue generation, cost cutting and cost saving.
- The employee feedback survey – would like parallel but separate surveys for Torrance and CEC.

D. Enrollment Management Update: A. Spor provided the following update:

- Discussed the LAO recommendation on prioritizing course enrollment.
- Focus on budget reductions.
- Looking at ways to tie together Human Development with reading and writing courses as a block for students. Goal is to begin as early as fall 2012 which would be offered to new students during registration.
- Increase student success and improve graduation rates.

II. DISCUSSION/ACTION

A. Principles of Budget Reductions: The twelve principles and priorities that the VPs put together were reviewed, including the guiding principles from the College of the Desert. The principles were derived from the budget guiding principles, Enrollment Management and CPEC principles. College Council and PBC will also review the principles. Some of the suggestions were:

- Begin principles by stating, “We cannot continue to offer the same number of programs, class sections and the same level of student support services. Therefore, these are the guiding principles:” (list principles after this statement)
- Add “Reductions will be achieved by assessing all programs and services for their viability, relevance, cost effectiveness and community need so that remaining programs and student support services will be of high quality and appropriately supported.”

- Add “Instructional programs and student support services that are currently for credit to seek opportunities to shift enrichment programs to a fee based model.”
- B. Drop for Non-Payment: The division deans will be sent a list of students that have been dropped for non-payment as of 2/8/11 for both campuses. Adds and drops are in one system for both campuses. If a student does not pay for registered classes at ECC and is enrolled in classes at CEC as well, the student will be dropped at both campuses.
- C. Classified New Hire Start Date: Employees that are board approved the day after the Board meeting does not allow sufficient time to process fingerprint and TB tests. Therefore, all new hires – full-time and part-time will start the first of the month following the Board meeting. Faculty are exempted. There are emergencies and exceptions to the deadline with the approval of the VP. Concern was expressed for non-cert, temporary classified, casual and student hires that work in service areas. It was noted that more flexibility is needed during critical times – the beginning of the fall and spring semester. VP Arce and Nishime will discuss this further with L. Solomita.
- D. ECC Accreditation Committee: Jean Shankweiler and Evelyn Uyemura will chair the ECC Accreditation Committee. The focus will be on the long-term progress report. The Accrediting Commission reported that the follow up report submitted by the College has resolved all recommendations.
- A. Spor asked Council members to review the 2012 program and area plans. The deadline to complete the plan was 1/31/11. 66% have completed the plan and 33% still uncompleted.

III. OTHER

- A. Low Enrollment Report: L. Alford prepared the low enrollment report. Classes that do not meet the low class count criteria will need to be cut so classes that are in demand can be added.
- B. Welcome Week: Volunteers are needed to help during welcome week. Student ambassadors will be in cap and gown to encourage students to file an intent to graduate.
- C. “We Love ECC Day”: In honor of the first day of school and Valentine’s Day, the Counseling division will host a reception. Staff and faculty are encouraged to wear red, pink, or white on that day.
- D. Flex Day Presentation: The flex day presentation was well received by faculty. There was a general interest in what colleagues are doing and the impact on students. It was suggested that other areas may want to present during flex day.
- E. CTE: The 2011-12 requests for proposals will be sent out this week. \$1.3 million was awarded last year. It was suggested to obtain new proposals that have not been allocated funds in past years.
- F. Chairs: Sample chairs are available in Purchasing for those placing an order.

IV. MEETING SCHEDULE

The next Council of Deans will meet on Thursday, February 24 from 8:30-10:00 a.m. in Lib 202.

PROGRAM REVIEW

Program Review is a self-study process to:

- recognize and acknowledge program/department performance
- assist in program/department improvement through self-reflection
- enhance student success by offering recommendations to improve their performance in program and student learning outcomes
- provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments

Revisions to the Program Review Process

- Response to ACCJC recommendations
- Stream-lined, more useful, process
- Shorter cycle (4 years)

Academic Program Review Committee

- Co-Chaired by the Academic Senate President and the Associate Dean of Academic Affairs
- Comprised of faculty members from divisions throughout campus.
- Assisted in the revision of the program review process
- Reviews and provides feedback on rough drafts

Program Review Template

The following is a listing of the primary sections in program review. In the future, program review will be entered directly into CurricuNET, much like we currently do with curriculum.

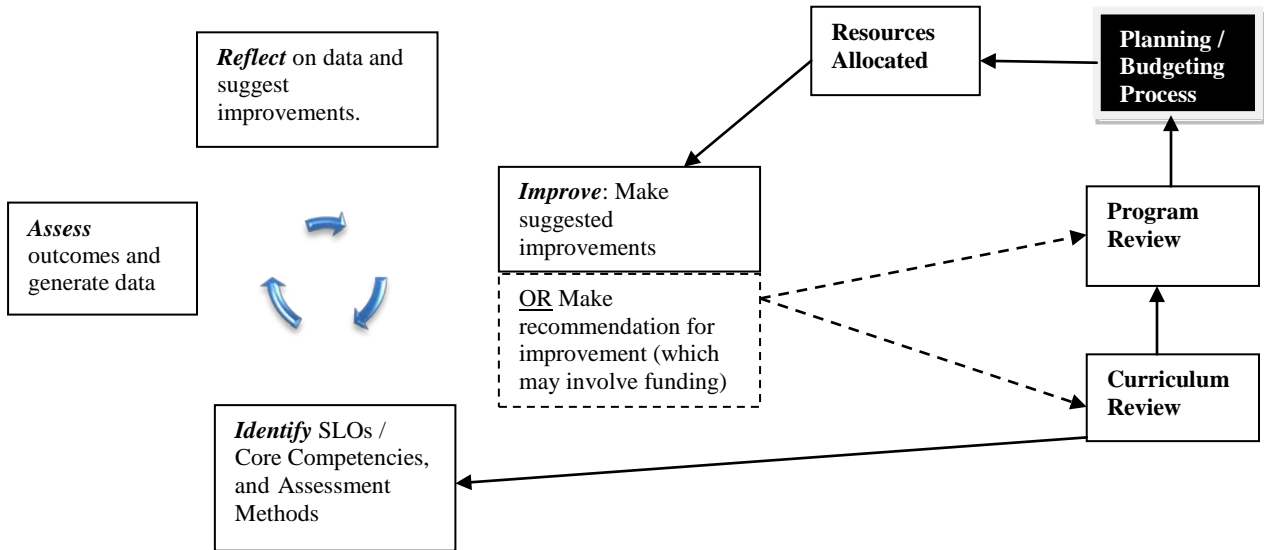
1. Overview of the Program/Department
2. Analysis of Institutional Research Data (include IR data charts)
3. Curriculum
4. Student Learning Outcomes (SLOs)
5. Facilities, Equipment, and Technology
6. Staffing
7. Direction and Vision
8. Prioritized Recommendations

Timeline

The process begins in early spring semester, when faculty attend an orientation and Institutional Research provides them with data regarding their program. Faculty write the draft during Spring. In fall, the Academic Program Review Committee members and its Co-Chairs read the drafts and provide suggestions. At the end of fall semester, the recommendations and requests for funds from each program review are placed in Plan Builder.

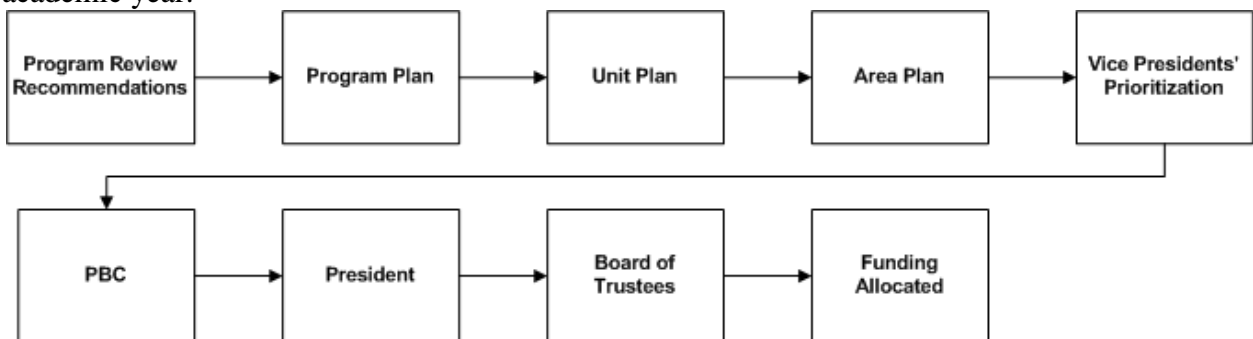
Excerpted from 2010-2011 El Camino College Planning Model

The Process for Course- and Program-Level SLOs and Core Competencies:



ANNUAL PLANNING (Plan Builder)

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to create plans and track progress made toward *goals* and *objectives* within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.



2011-12 Annual Unit Plan

Name of Unit: Academic Senate
Name of Area: Academic Affairs
Date Completed: 3/7/2011

Unit's Mission Statement

The mission of the Academic Senate of El Camino College is 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.

Unit's Characteristics, Performance and Trends

CHARACTERISTICS

The Academic Senate presents recommendations, which are normally accepted by the Board of Trustees, in 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.”

The El Camino College Academic Senate also facilitates communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

The Academic Senate consists of 49 faculty members from each division on campus, including 6 faculty members from the Compton Educational Center and 2 adjunct faculty members. Meetings are held on the first and third Tuesday of the month and are regularly attended by representatives from Academic Affairs, Student and Community Advancement, the Associated Students Organization, the El Camino College Federation of Teachers, Division Deans and Institutional Research.

The Academic Senate Executive Committee consists of a President and Vice Presidents of the Compton Educational Center; Educational Policies; Faculty Development; Finance and Special Projects; and Legislative Action. The Curriculum Chair and the Secretary also sit on the Executive Committee. Executive Committee members chair and organize the Faculty Development Committee, the Educational Policies Committee, and the College Curriculum Committee. The Senate President is a Co-Chair of the Academic Program Review Committee and the Faculty Hiring Prioritization Committee. In addition, Academic Senate representatives serve on a variety of campus-wide committees, including College Council, the Planning and Budgeting Committee and the Facilities Steering Committee, among others.

PERFORMANCE

The Academic Senate has served as a collegial consultative body, guiding campus policy and procedures in the 10+1 areas listed above.

The Academic Senate and ECC faculty have risen to the demands of accreditation by participating in compiling accreditation reports; writing Student Learning Outcomes and conducting assessment; bringing the college up-to-date in curriculum and program review; revising the academic program review process and timeline; revising the curriculum review process and timeline; developing and implementing CurricUNET; and providing membership and advice in the Planning and Budgeting Committee, College Council and Facilities Steering Committee. In addition, the Senate facilitates faculty development activities throughout the year and creates/revises Academic Policy and Academic Procedures. Finally, the ECC Academic Senate participates in and supports the statewide Academic Senate of California Community Colleges.

The following is a list of Senate Actions during the 2009-2010 school year:

Fall 2009

Date	Item: Senate action (status as of June 21, 2010)
Sep 15, 2009	Faculty Recognition: Recognition (completed; annual) Consider recommendation for department chairs: Solicit input (in progress)
Oct 6, 2009	Faculty Mentorships: Developed program (regular event) Program Discontinuance Policy: Research begins (in progress) Book Club: Malcolm Gladwell, "Outliers": Sponsoring (regular meetings)

Program Review Highlight: Learning Resource Unit: Information item (completed)
 Technology Plan (to be included in Educ. Master Plan): Reviewed (completed)
 Oct 20, 2009 Munch 'N' Mingle (Nov 8) for American Cancer Society: Co-sponsored (completed)
 PBC report re: adding students above class cap: Discussion (no action)
 BP 3430 - Harassment: Passed (adopted by Board)
 BP 5500; AP 5520 - Standards of Conduct: Passed (adopted by Board)
 Online education: discuss critical issues: Discussion (completed)
 Fee Payment proposal: Presentation (completed)
 Nov 3, 2009 Nominate First Year Experience for Exemplary Program: Passed
 Advanced Placement unit limitation and adopt statewide template for general education credit: Passed (to be included in catalog)
 BP & AP 4020: Program, Course, Curriculum Development: Passed (Board first reading 6/21/10)
 Faculty Dev't Plan ("You Want It, You Got It"): Developed Plan (completed)
 Distinguished Faculty Awards: Revised and approved FT award (completed); create PT award (under construction)
 BP 3750 - Copyright policy (1st reading): Discussed (passed 3/16/10); goes to College Council
 Nov 17, 2009 Program Review Highlight: Nursing: Information Item (completed)
 Online Education: Best Practices: Presentation (completed)
 Full-time Faculty prioritization: Announce results (completed)
 Business Program Review Highlight: Information item (completed)
 Dec 1, 2009 Department chair discussion: Discussion (in progress)
 Dec 15, 2009 BP & AP 4050 - Articulation: Passed (adopted by Board)
 BP & AP 4250 - Probation, Dismissal and Readmission: Passed (adopted by Board)

Spring 2010

Date	Item: Senate action (current status)
Mar 2, 2010	Information items: Discussion (completed)
Mar 16, 2010	Journalism Program Review Highlight: Information item (completed) Adopt 6th Core Competency - Information and Technology Literacy: Passed (completed)
Mar 27, 2010	Host Area C meeting of statewide senate: Host (completed) Book Club: Miles Corwin, And Still We Rise: Sponsoring (regular meetings)
Apr 1, 2010	Discuss potential vote by ASCCC of No Confidence in ACCJC: Discussion (completed)
Apr 6, 2010	Program Review timeline discussion: Discussion (completed)
Apr 20, 2010 (Held at CEC)	Discussion about ECC & ASCCC actions: Discussion (completed) Recommend informal CurricUNET training: Discussion (completed)

Discuss faculty leaders meeting with deans: Discussion (completed)

May 4, 2010
(Teleconference with CEC) BP3750 & AP3750 - Copyright: Passed (goes to College Council)
Annual Program Review update: First Reading (Pending)
Distance Education Guidelines - Best Practices: Information Item (completed)

May 18 &
June 1, 2010 BP 4100 & AP 4100 - Graduation Requirements for Degrees and Certificates: (Passed June 1, 2010)
Strategic Initiatives: Amended (adopted)
Analyzing Senate effectiveness: Survey (completed)
Students' required purchases for classes: Discussion (completed)
Faculty Hiring – alternate process explained: Review letter (completed)
President-elect, Chris Gold: Election (completed)
Resolution of Appreciation for Barbara Jaffe: Adopted (completed)
BP 5055 & AP 5055 - Enrollment Priority: Discussion (continuing)
Minimum Qualifications: Math faculty: 1st reading (pending)
AA/AS Degree recommendations: Information Item (completed)
Textbook recommendation for Course Outlines: Approved (to be implemented)

TRENDS:

Over the past 5 years, ECC faculty and the Academic Senate have been charged with additional professional and administrative duties related to accreditation demands in the areas of curriculum review; program review and annual plans; and Student Learning Outcomes and assessment. The surge of work required to reach compliance in curriculum and program review, has been supplemented even further by the work needed to revise the program review process and timeline; to establish new curriculum review procedures and timelines; and to create and implement the use of CurricUNET in the areas of curriculum, program review and SLOs. In addition, in order to be compliant with SB1440, faculty and the Academic Senate will need to assist in the statewide development of transfer model curriculum and in the local development of AA degrees for transfer.

Although the faculty and Senator workload has increased, compensation has been sporadic and insufficient. Much of this work has been accomplished by devoted, generous faculty willing to use their personal time to complete professional duties, while juggling classes. Although some of the increased professional duties were temporary, in particular catching up on curriculum and program review; many of these duties are on-going and require a sustained additional professional workload by faculty and Senators. Program review cycles have shortened to 4 years and faculty will be completing annual plans for Plan Builder. The curriculum review cycle has shortened to 6 years. Faculty are required to continually assess all course and program level SLOs every 4 years, while the college Assessment of Learning Committee will be conducting on-going assessments of the core competencies.

The Academic Senate does not have sufficient reassign time and compensation to fully and adequately meet its Title 5 obligations, putting the campus at risk of being out of compliance with this state law.

Unit's Strengths and Weaknesses

STRENGTHS

The Senate is comprised of capable and eager faculty members who are devoted to the college and student success. Senior faculty members provide expertise and long-range knowledge of campus procedures and policies; while new faculty members easily adapt to the emerging data-driven culture of education and administration.

WEAKNESSES

The Academic Senate does not have sufficient reassign time or compensation to fully and adequately complete the new professional duties that have become necessary to fulfill the 10+1 responsibilities of the Senate, putting the campus seriously at risk of being out of compliance with Title 5 (state law). The Senate must rely on the good nature of faculty members willing to commit their personal time to assist in Senate work. Although the Senate appreciates the work of supportive Administrators, the 10+1 areas are the purview of the Senate and faculty members should be given the necessary support to take the lead in these areas.

Understanding the swelling responsibilities of Senate leaders, while tackling their own increasing professional obligations as faculty members (curriculum and program review, SLOs, assessments), fewer qualified faculty members are willing to assume leadership roles. In addition, with a lack of resources, fewer faculty members are receiving the training and gaining the expertise needed to effectively lead. This is a particular problem in the area of Curriculum, where responsibilities have grown dramatically.

Unit's Opportunities and Challenges

OPPORTUNITIES

The revised and more transparent planning and budgeting process on campus allows for greater faculty input into the funding and development of their programs. The purpose of SLOs and assessments (an added burden to faculty time), is becoming clearer as faculty see the use of assessment results in program review and subsequently in planning and budgeting, through Plan Builder. This provides incentive for faculty to fully participate in SLOs, assessment and program review.

The introduction and use of CurricUNET modules for curriculum and SLOs/assessments is streamlining processes and making information easier to access, manipulate and use. The future introduction of the program review module and the corresponding use of a new standardized program review template will stream-line this process, while also making it more useful.

CHALLENGES

The spring 2010 Employee Campus Climate survey revealed low morale amongst faculty. Low faculty morale hinders faculty willingness to participate in essential processes on campus, including SLOs/assessment and program/curriculum review.

A real and perceived lack of collegial consultation on campus contributes to low faculty morale. ECC lacks Academic Policies and Procedures that ensure the primacy of the Academic Senate in the 10+1 areas, as required by Title 5. The Academic Senate, in addition, lacks a direct relationship with the Board and must work through intermediating groups and individuals, which may or may not bring Senate recommendations to the Board.

Evaluation of Unit's Performance

With inadequate resources, the Academic Senate is struggling to meet its Title 5 responsibilities. Through the efforts of devoted faculty who have donated their own time and/or worked with insufficient reassign time and small stipends, the Senate and faculty members have worked to help complete the tasks that have rewarded the college with the Winter 2011 letter from the ACCJC announcing that all the Recommendations have been resolved. Curriculum and program review are now on schedule with shorter timelines and revised processes. New templates require that program review be supplemented with extensive data, some of which is drawn from SLO assessments. In most divisions, nearly 100% of courses and programs have SLOs, and faculty members are well underway to assessing many of those SLOs. However, with low faculty morale and a lack of faculty willing to assume leadership positions in key areas, the college can no longer rely on volunteerism and good will to accomplish the vital work of the Senate in academic and professional areas.

Although the Academic Senate has met the requirements set by the ACCJC, other tasks have gone untended because of a lack of reassign time. The Senate is in need of a Handbook, containing training materials for new Senators and reference materials for existing Senators. In addition, the Academic Senate office files and paper work have not been organized since the early 1990s, making it difficult to find information. The Senate office also lacks a desktop computer on which to store files for future reference, and it lacks a functioning printer. Despite requests from the statewide Academic Senate, the ECC Senate website has not been updated for several years. Reassign time and/or

stipends must be allotted for completion of these tasks that are necessary for the effective continued operation of the Senate and for the training of future Senate leadership.

Unit's 3-5 Year Strategic Directions

Ensure that the Academic Senate has sufficient resources (reassign time and stipends) to fully complete its 10+1 obligations, without relying on faculty volunteerism, so that the campus is compliant with Title 5.

Ensure and demonstrate that ECC administration fully and appropriately participates in the collegial consultation process as required by Title 5 regulations.

Increase willing participation by faculty in SLOs, assessments and program review, by demonstrating that faculty concerns are responded to by Administration through the planning and budgeting process.

Organize past Senate documents (paper and electronic) and up-date the Senate Constitution to ease the transitions in Senate leadership.

Provide training for incoming Senators and future leadership.

Goal #1	Long term (2-5 years)	Status: in progress
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Increase campus awareness of the Academic Senate and its responsibilities and more clearly delineate the Senate's relationship with other groups on campus.

(Strategic Initiative C)

Evaluation of Goal

The Senate website will be updated and maintained.

The Senate/ECCFT joint agreement will be revised or reaffirmed.

The collegial consultation process will be reviewed, revised and in compliance with Title 5.

Objective #1.1	Status: in progress
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The Senate will work together with the ECC Federation of Teachers to revise or reaffirm the existing agreement which outlines their separate and overlapping responsibilities and establishes procedures for consultation and collaboration. The Senate will work with the Federation to revise agreement during the Spring/Fall 2011 semesters. The

agreement will be finalized and presented to the entire Senate for a vote in late Fall 2011.

Existing Resources

Existing reassign time provided to the President and Executive Committee of the Academic Senate will be sufficient to carry out this objective.

Objective #1.2

Status: in progress

To clarify the relationship between the Academic Senate and the Board of Trustees, the Academic Senate will revise Board Policy 4027, "Administration of Relations with the Academic Senate" (which was written and approved in 1972, and never revised) and will present it to College Council for consideration. BP4027 will be revised during Spring/Fall 2011 and presented to College Council in Fall 2011.

Existing Resources

Existing reassign time provided to the President and Executive Committee of the Academic Senate is sufficient to carry out this objective.

Objective #1.3

Status: in progress

In order to increase on- and off-campus awareness of the ECC Academic Senate, the Senate will update and maintain the Academic Senate website.

Existing Resources

The assistance of existing staff from Academic Affairs or Faculty Development. 8 hours per week during one semester or summer for the development/revision of the website. Thereafter, 5 hours per month for the maintenance of the website.

Resources Needed: Additional Technology

Technology Classification: Computer Hardware

Requested Amount: \$ 1277.37

Description:

Desktop computer (Campus Standard Micro Computer System - Dell OptiPlex 78)

Reason:

Update and revise the Senate website, conduct Academic Senate business and create an archive of Senate electronic documents.

Location: Academic Senate Office - Student Activities Center

New or Replacement: New Installation

Services Required: Electricity, Internet Access, College Network Access, Software Support, Hardware Support

Technology Classification: Computer Hardware

Requested Amount: \$ 228.99

Description:

HP Laser Jet P2035

Reason:

Conduct Senate business and create printed archives of Senate documents.

Location: Academic Senate Office - Student Activities Center

New or Replacement: Replace Existing

Services Required: Electricity, Hardware Support

Objective #1.4

Status: in progress

Review and revise the existing campus collegial consultation processes as explained in Board Policies to ensure that they comply with Title 5 regulations. Also, ensure that the Senate is fully consulted and takes a leadership role in the 10+1 areas. If the campus does not fully comply with Title 5 regulations regarding collegial consultation and the 10+1, the Senate will work together with College Council to develop a plan to bring us into compliance.

Existing Resources

Existing reassign time for the Senate President and Executive Committee are sufficient to carry out this objective.

Objective #1.5

Status: in progress

Cultivate a closer relationship with the Associated Student Organization by encouraging frequent and active participation by student representatives in Academic Senate meetings and have the Senate President and/or a VP attend an Associated Student Organization meeting 2 times per semester.

Existing Resources

The current reassign time provided to the Senate President and Senate VPs is sufficient to carry out this objective.

Goal #2

Short term (1 year)

Status: in progress

Provide educational training to Senators explaining the purview and role of the Senate, and increase the level of participation by Senators in committees, task-forces and the development of Senate goals and objectives.

Strategic Initiatives C and E

Evaluation of Goal

Members of the Academic Senate will understand the 10+1 responsibilities of the Senate and the role of the Senate within the wider Administration of the college.

Increased participation in Senate committees, particularly the Educational Policies Committee.

Objective #2.1

Status: in progress

Create a handbook for members of the Academic Senate that clearly explains the purpose and purview of the Academic Senate and outlines the duties and responsibilities of being a Senator. In addition, the handbook will contain reference materials, such as a listing of Academic Policies and Procedures.

Resources Needed: Additional Budget

Object Code: 4000 SUPPLIES AND MATERIALS

Required for How Long: 1 time

Requested Amount: \$ 500

Description:

\$500 to purchase binders, dividers, paper and other supplies needed to construct the binders and to create additional copies of the binders for future Senators.

Supporting Rationale

The current Senate office budget is minimal and used for necessary supplies through the year. One-time additional money would be required for the large purchase of binders, dividers, paper, etc.

Object Code: 5100 PERSONAL AND CONSULTANT SERVICES

Required for How Long: 1 time

Requested Amount: \$ 1500

Description:

Stipend for a member of the Academic Senate to develop an Academic Senate Handbook.

Supporting Rationale

Creation of the Academic Senate Handbook is a time consuming project that does not fall under any of the duties of the existing Senate leaders who receive reassign time, and none of the leaders has sufficient reassign time to work on the handbook.

Objective #2.2

Status: in progress

Conduct an Academic Senate retreat to

1. discuss the progress on existing goals and objectives
2. develop the 2012-13 Unit Plan
3. evaluate the processes for collegial consultation on campus.

Resources Needed: Additional Budget

Object Code: 5200 TRAVEL AND CONFERENCE EXPENSES

Required for How Long: 1 time

Requested Amount: \$ 1000

Description:

Cost of food, beverages and materials for Academic Senate retreat in Fall 2011.

Supporting Rationale

A retreat would allow the Academic Senate sufficient time to work together to develop a comprehensive unit plan and to review collegial consultation processes.

Objective #2.3

Status: in progress

Increase the level of involvement of the Executive Committee and members of the Academic Senate in the plenary sessions and Institutes offered by the Academic Senate for California Community Colleges, including sending 2 people to the Plenary session (the President plus one other rotating person to expand involvement and understanding of Senate functions); 2 people to the Curriculum Institute (the Curriculum Chair plus one other rotating person to train and create interest in future leadership); the President or President-Elect to the Faculty Leadership Institute.

Existing Resources

The existing Academic Senate conference budget of approximately \$3,000 will be used to partially fund this objective.

Resources Needed: Additional Budget

Object Code: 5200 TRAVEL AND CONFERENCE EXPENSES

Required for How Long: Ongoing

Requested Amount: \$ 2900

Description:

\$2,900 to supplement the existing conference budget.

Supporting Rationale

Additional conference attendance by leadership and rotating faculty will encourage a broader understanding of the Senate purpose and further involvement in Senate functions. A well informed Senate will encourage faculty involvement on campus, increase morale, and improve academic programs and curriculum.

Conference Budget

\$700 Fall plenary session (registration for 2)
\$2,000 Spring plenary session (travel, expenses and registration for 2)
\$2,000 Curriculum Institute (travel, expenses and registration for 2)
\$1,200 Faculty Leadership Institute

\$5,900 Total Requested Conference Budget
- 3,000 Existing Conference Budget
\$2,900 Requested additional conference budget

Goal #3 **Long term (2-5 years)** **Status:** in progress

Organize and create filing systems to archive past Academic Senate documents so that they can be more easily consulted and maintained, thereby creating a clearer record of past Senate actions and easing the transition between current and future Presidents and Executive Committees.

(Strategic Initiative E)

Evaluation of Goal

Past Academic Senate paperwork will be organized into filing cabinets and electronic documents will be stored in the Senate portal and on-back up CDs.

The Academic Senate Constitution will be researched and updated to reflect amendments in the past 10 years.

Objective #3.1 **Status:** in progress
Develop and use a filing system to organize past and current essential Academic Senate paper documents.

Existing Resources

The existing reassign time granted to the President and Executive Committee are sufficient to carry out this objective. The existing supplies budget is also sufficient for this objective.

Objective #3.2 **Status:** in progress
Organize, archive and create back-ups of essential Academic Senate electronic documents.

Resources Needed: Additional Technology

Technology Classification: Computer Hardware

Requested Amount: \$ 228.99

Description:

HP Laser Jet Printer P2035

Reason:

Conduct Senate business and create hard copies of important Senate documents.

Location: Academic Senate Office - Student Activities Center

New or Replacement: New Installation

Services Required: Electricity, Hardware Support

Technology Classification: Computer Hardware

Requested Amount: \$ 1277.37

Description:

Desktop computer (Campus Standard Micro Computer System - Dell OptiPlex 780)

Reason:

The computer will be used to conduct Academic Senate business and to create an archive of Senate electronic documents.

Location: Academic Senate Office (Student Activities Center)

New or Replacement: New Installation

Services Required: Electricity, Internet Access, College Network Access, Software Support, Hardware Support

Objective #3.3

Status: in progress

Set up Academic Senate Team Sites on the portal for the Senate and Senate committees, and demonstrate and encourage their use.

Existing Resources

Existing reassign time for the Executive Committee is sufficient to accomplish this objective.

Objective #3.4

Status: in progress

Update the Academic Senate constitution to include recent amendments and post it to the Senate website.

Existing Resources

There is sufficient reassign time given to the Senate President and Senate VPs to complete this objective.

Goal #4 Long term (2-5 years)

Status: in progress

To raise low faculty morale by providing evidence of successful collegial consultation on campus. Also, the Senate seeks to raise faculty morale in order to encourage the necessary faculty participation in essential processes on campus required by accreditation, including SLOs and assessments and program review.

(Strategic Initiatives C & E)

Evaluation of Goal

Upcoming faculty campus climate survey results will be reviewed for improved faculty morale.

Faculty morale will be discussed in the Academic Senate and compared to conversations in Fall 2010.

Review of Assessment of Learning Committee reports to determine whether there is less faculty resistance to SLOs and assessments.

Informal survey of faculty regarding the "usefulness" of SLOs and program review.

Objective #4.1

Status: in progress

Advocate for detailed minutes of College Council meetings as evidence of the collegial consultation process.

Existing Resources

Existing reassign time for Academic Senate leadership is sufficient to carry out this objective.

Objective #4.2

Status: in progress

Provide flex workshops informing faculty of the importance of SLO Assessment and program review in the planning and budgeting process on campus, including examples that trace the use of SLO assessment results in program review, through the planning and budgeting process, and ultimate funding. If possible, present these workshops in conjunction with administrators.

Existing Resources

Existing reassign time for Academic Senate leadership and flex time for faculty are sufficient to carry out this objective.

Goal #5 Long term (2-5 years)

Status: in progress

Increase the amount of reassign time granted to the Curriculum Chair to accurately reflect the amount of work required to effectively complete the job. And, provide opportunities to train potential leadership through attendance at the statewide Academic Senate Curriculum Institute.

(Strategic Initiative C & E)

Evaluation of Goal

The Curriculum Chair will receive whichever is larger: 50% reassign time or reassign time for two classes. The Curriculum Chair and one member of the College Curriculum Committee will attend the ASCCC Curriculum Institute each year.

Objective #5.1

Status: in progress

Research possible alternative leadership models that might better encourage faculty to assume leadership role in the Curriculum Committee and adjust the Curriculum Committee by-laws if necessary.

Existing Resources

Existing faculty reassign time is sufficient to complete this task.

Objective #5.2

Status: in progress

Send the Curriculum Chair and one member of the College Curriculum Committee to the Academic Senate of California Community Colleges Curriculum Institute each year.

Resources Needed: Additional Budget

Object Code: 5200 TRAVEL AND CONFERENCE EXPENSES

Required for How Long: Ongoing

Requested Amount: \$ 1000

Description:

Conference and travel costs for attendance at the ASCCC Curriculum Institute for one faculty member on the College Curriculum Committee.

Supporting Rationale

The Curriculum Committee needs to train faculty members in the College Curriculum Committee for leadership.

BP 4021**ACADEMIC PROGRAM VIABILITY, INTERVENTION, AND DISCONTINUANCE**

El Camino College has established its Academic Program Viability, Intervention, and Discontinuance Policy in accordance with Title 5, Section 51022. The policy establishes the criteria and standards required in the procedures for assessing program viability and for creating either a program intervention and improvement plan or a discontinuance plan.

Program discontinuance shall be considered only if, after most serious deliberation, and after all recommended intervention strategies have been attempted or implemented, a program is no longer viable.

This policy shall not be construed as a means to discontinue programs or as a threat to honest participation in an academic process such as program review. Academic Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among other sources of data, which will include both qualitative and quantitative indicators.

Should program intervention or discontinuance be necessary, any implementation plan shall be consistent with the contracts negotiated with the collective bargaining units.

Draft proposed on November 23, 2010

References:

Education Code 78016;

Title 5 Sections 51022 and 55130

AP 4021 Program Viability, Intervention, and Discontinuance Procedure

At El Camino College, the process of evaluating the need for intervention or discontinuance is a completely separate process from Program Review; *however, program review may be a factor that motivates the initiation of this process.* In addition, program intervention and improvement are distinct from considerations of discontinuance. Discontinuance is both academic and professional and is a matter for collective bargaining. The one objective of this procedure is to avoid discontinuance until reasonable and available measures have been reviewed and employed within the college's planning and budget processes.

I. Definition of a Program

An academic program is an organized collection of courses leading to a defined objective: basic skills development, a degree, a certificate, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). Examples include: pre-collegiate mathematics, history, and cosmetology. All programs undergo periodic program review to ensure they meet legal standards as outlined in Ed Code 78016; Title 5 51022 and 55130. If a non-academic program wishes to be considered under these procedures, a representative from the non-academic program can ask the Academic Senate, Academic Program Review Committee, or Vice-President Academic Affairs for this procedure to be applied.

II. Initiating a Program Viability, Intervention, or Discontinuance Process and Associated Indicators

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. The initiation of the discussion should be based on concerns about the qualitative and quantitative indicators mentioned below.

The Academic Senate and its committees, including the Curriculum Committee, shall have a fundamental and integral decision-making role in any and all discussions of program intervention or discontinuance, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic matters.

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution; core competencies and student learning outcomes; and access and equity for students. These indicators include, but are not limited to:

1. The alignment of course offerings with the needs of students in the program.
2. The impact of the program on student diversity at El Camino College.
3. How the quality of the program is perceived by students, articulating universities, local businesses and industries, advisory committees, and the community.

4. The ability of current students in the program to complete their degree or certificate or to transfer within a timeframe of six years. This includes maintaining the catalog rights of students.
5. The importance of the program to related El Camino College programs and curriculum.
6. The replication of non-core programs at other local institutions.

B. Quantitative Indicators

The list of quantitative indicators below may need to be reviewed to inform the discussion on program discontinuance. Multiple relevant productivity measurements must be considered and compared to the division or comparable programs elsewhere. The indicators include, but are not limited to:

1. The projected demand for the program in the future. This demand may be based on data from industry/discipline trends, the community, or changing student and professional demographics.
2. The persistence over time of students in the program.
3. State licensing/exam data, if applicable.
4. Enrollment trends and course offerings over multiple years.
5. Analysis of student demographics in the program compared to the student body.
6. Changes in enrollment due to a change in degree, graduation, transfer, or certificate requirements.
7. Availability of qualified personnel.
8. Retention or success rates of students over multiple years.
9. Number of degrees or certificates awarded by the program (where applicable) in the past six years.
10. Comparisons of our program with other successful programs in other California community colleges.

III. Program Viability Discussion Guidelines

A. Who participates in the discussion

1. Discussion of program intervention and discontinuance must include representatives of all parties potentially affected by the decision. These include faculty, staff, administrators, students, transfer institutions, the employing businesses and industries, and relevant members of the community. Interested students, including those currently enrolled in the program and those who may have either graduated from or are interested in enrolling in the program, must be included.

2. A subgroup of the discussion participants shall be formed and henceforth called the Academic Senate Subcommittee. It will be co-chaired by the Academic Senate President and Vice-President of Academic Affairs (or designees). Membership shall include a representative from Institutional Research, the program's dean, two Academic Senators, two representatives appointed by the bargaining units, the Associated Student Organization President (or designee), a current or past student in the program, and one or two representatives from the program under consideration. 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.

B. How discussions will be convened

1. Discussion of program intervention and discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate Subcommittee. The dates, times and locations of these meetings will be published at least two weeks in advance, using all reasonable means of college communications including print, email, and voicemail. Meeting schedules will be arranged to maximize participation.
2. A written record of all discussions will be kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with copies kept in the Office of Academic Affairs and in the Library.

C. What topics must be discussed

1. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited in written records.
2. Discussions will also include the impact of any decisions on students and personnel.

IV. Possible Outcomes of the Program Viability Discussion

Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy. There are three possible outcomes of the program viability discussion. A program may be recommended: to continue; to continue with a Program Intervention Plan; or to discontinue. Barring clear indicators of program obsolescence, it is expected that a Program Intervention Plan will be presented before initiating program discontinuance. A majority vote of the Academic Senate Subcommittee is required for either a recommendation to continue with a Program Intervention Plan or a recommendation to discontinue; without a majority, the recommendation will be to continue.

A. Recommendation to Continue

A program recommended to continue will do so when after full and open consideration, it is decided that it is in the best interest of the college, its students, and the larger community to do so. The basis for this recommendation will be documented in writing by the Academic Senate Subcommittee and forwarded to the Vice President of

Academic Affairs as information. No further action is required. Neither program intervention nor program discontinuance can be considered for at least two years after a recommendation to continue is documented.

B. Recommendation to Continue with a Program Intervention Plan

A program may be determined to be “at-risk” and recommended to continue with a Program Intervention Plan developed as specified below. The Program Intervention Plan shall include specific interventions designed to improve the viability, relevance and responsiveness of the program. A specific and realistic timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. The recommendations from the Program Intervention Plan should be addressed in a written report within one year after the Plan is given to the program. All interventions and timelines will be published in writing by the Academic Senate Subcommittee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. After the specified qualification period is completed, indicators will be updated and the program will be examined again through another program viability discussion.

C. Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that either the program falls outside the college’s mission or if the program is unable to successfully achieve or make substantial progress towards the department’s goals and objectives. To be considered for discontinuance, the program must also fail to achieve or make substantial progress towards achieving the goals and objectives outlined in the Program Intervention Plan within the timelines specified in that Plan. The basis for the recommendation to discontinue the program and a Discontinuance Plan will be co-written by the Vice President of Academic Affairs (or designee) and the Academic Senate Subcommittee.

V. Program Intervention Plan

The Program Intervention Plan will take steps to identify and then strengthen at-risk programs. These steps shall be followed before action on discontinuance is taken. These actions should constitute a plan developed jointly by the Academic Senate Subcommittee, discipline faculty and the Academic Senate. For occupational programs, the advisory committee should be intimately involved in the construction of this plan.

The following problems and some possible actions might be considered for inclusion in the Program Intervention Plan:

1. Growth/ enrollment problems:
 - a) Active recruitment of targeted populations
 - b) Cooperative ventures with local employers, transfer institutions, and/or other community college(s)
 - c) Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.)
 - d) Adjustment of course scheduling: times of day, short courses, frequency and number of sections.
 - e) Analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
 - f) Articulation of programs/courses: Tech Prep, etc., and a 4 year sequencing of offerings to ensure student ability to transition to subsequent levels
2. Retention/persistence/completion problems:
 - a) Faculty development in classroom techniques including, but not limited to addressing alternative learning styles, student course contracts, and classroom research
 - b) Mentorships between program participants and/or counterparts outside the program
 - c) Analysis of the curriculum to ensure alignment of course outcomes with next-course entry skills in sequences, if applicable
 - d) Analysis of curriculum to ensure alignment with current standards and content in the discipline/program.
 - e) Enhanced and/or integrated student support services: counseling, tutoring, financial aid, learning/study skills, child care, etc.
3. Analysis of program resources including:
 - a) Adequate faculty, both in numbers of full-time faculty and in their particular expertise (use of faculty development and/or sabbatical resources may be appropriate)
 - b) Sufficient physical resources including facilities, equipment, and supplies
 - c) Appropriate levels of outside support such as classified staff, administrative support, course offerings, library materials, and workplace learning opportunities.

Recommendations that require budgetary support stemming from the Program Intervention Plan will be given very high priority in the planning and budgeting process, so that the program has access to the tools it needs to improve.

VI. Discontinuance Plan

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that either the program falls outside the college's mission or

if the program is unable to successfully achieve or make substantial progress towards the department's goals and objectives. To be considered for discontinuance, the program must also fail to achieve or make substantial progress towards achieving the goals and objectives outlined in the Program Intervention Plan within the timelines specified in that Plan. Any recommendation for program discontinuance will include the following:

1. The criteria (qualitative and quantitative) used to arrive at the recommendation.
2. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff and community. The plan shall include:
 - a) An admittance policy for prospective students wishing to begin the program,
 - b) A registration policy for students not currently in the program who wish to enroll in courses in the program,
 - c) Mechanisms to maintain catalog rights,
 - d) An opportunity for students enrolled in the program to finish the program at ECC or, possibly, at other colleges (perhaps with those colleges offering courses at ECC) within six years or less; this plan shall include a publicized calendar of offerings from the beginning of discontinuance until the end of the discontinuance process,
 - e) Provisions for the facilities and associated maintenance,
 - f) A timeline to deactivate courses and adjust articulation agreements with other institutions.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.

The recommendation and discontinuance plan will be documented in writing by the Vice President of Academic Affairs, the college Superintendent/President and other appropriate administrators, ASO President and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval if deemed necessary. The Office of Academic Affairs has the primary responsibility to oversee the implementation of the discontinuance.

References:

Educational Code 78016
Title 5 Sections 51022, 55000, 55130

Draft proposed November 23, 2010

El Camino College and El Camino College Compton Center Online Student Survey

Dear Online Student:

Please take a few minutes to complete the following survey regarding your participation in online courses at El Camino College (ECC). Your responses will help ECC to evaluate online courses and services and to make improvements to our offerings in the future. **We appreciate your input!**

This is not a course or faculty evaluation. That process will take place later this term. Comments about specific courses or professors are not needed at this time.

1. Which of the following statements best describes you? (check all that apply)

- I am attending El Camino College Torrance campus
- I am attending El Camino College Compton Center
- I am attending another community college
- I am enrolled at a 4-year public university
- I am enrolled at a 4-year *private* university
- I am not attending any college

2. On average, how many hours do you work at a job each week?

- 1-10
- 11-20
- 21-30
- 31-40
- Over 40
- Not currently employed

3. What is your gender?

- Female
- Male
- Other or decline to state

4. What is your age group?

- Under 17
- 17 to 21
- 22 to 24
- 25 to 30
- 31 to 40
- 41 to 50

Over 50

5. What are your main reasons for taking a course online (vs. in-class)? (check all that apply)

Do not live within driving distance of campus
Coordinates better with work and/or family commitments
On-campus sections I wanted were full or not available
Prefer the online course format
Conflicts with on-campus classes
More convenient or flexible
The course was available only online
Other _____

6. If your current online course(s) was/were available only on campus, would you take it (or them)?

Yes
No
Maybe

7. How many courses have you previously taken online in your college experience?

None. This is my first course
1 to 2 courses
3 to 4 courses
5 or more courses

8. What is the likelihood that you will take more online classes?

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely
Not sure

9. In terms of the amount of time spent on a course, how would you compare an online course to an on-campus course?

Online course involves *more* work
Online course involves *less* work
About the same amount of work is required for each
No opinion

10. If you marked somewhat or very unlikely, for what reason would you not take other online classes?

Finished taking course work
Prefer the face-to-face classroom environment
Had trouble staying motivated in an online setting
Not enough interaction with the instructor
Not enough interaction with other students
Too many technical problems
Other _____

11. How interested would you be in getting a certificate or degree purely online?

Very interested
Somewhat interested
Probably not interested
Definitely not interested
Not sure

12. What subjects would you like to see offered more online by El Camino College or El Camino College Compton Center?

Accounting
Computer Information Systems
English
General education
Languages other than English
Math
Office software training
Real estate
Science
Writing or Reading
Other _____

13. What is the likelihood that you would take a hybrid course (weekly meetings on campus with online content/work time)?

Very likely
Somewhat likely
Probably not
Definitely not
Not sure

14. Please rank your preferred course environment, with 1 being your most favorite format and 3 being your least favorite format.

Online only (completely online except for orientation/some tests)

Hybrid (mix of online and on campus)

Face-to-face on campus only

15. Which of the following electronic devices do you use regularly? (check all that apply)

PC/desktop computer or Laptop

Cell phone for phone calls

Cell phone for text messaging

iPhone

Other Smartphone

MP3 Player

Portable Video Player (such as video iPod)

Tablet (such as iPad or Galaxy Tab)

E-Readers (such as Kindle or Nook)

DVD/CD recorder

Other _____

16. Which of the following websites do you access regularly? (check all that apply)

Amazon.com

Ask.com

Bing.com

Craigslist.com

eBay.com

Elcamino.edu – MyECC (Web portal)

Elcamino.edu – excluding MyECC

Facebook.com

Google.com

MSN.com

MySpace.com

Wikipedia.org

Yahoo.com

YouTube.com

Other _____

17. Which of the following activities do you feel *comfortable* doing on your own? (Check all that apply)

Navigating the web

Downloading data or text files

Downloading audio or video files

Uploading data or text files

Uploading audio or video files
Installing software
Creating/modifying websites
Transferring data via FTP
Handling routine computer problems
Seeking technical support

18. Before enrolling, did you communicate with (speak with or write to) someone about the advantages and disadvantages of taking an online course?

Yes
No

19. If so, with whom did you communicate?

Distance Education Office
ECC Counselor or advisor
Faculty
Friend or family
Other _____
Not applicable

20. What computer platform do you normally use?

PC
Mac
Both PC and Mac

21. What operating system (Windows, etc)

Windows 2000 or earlier
Windows XP
Windows 2007
Windows 2010
Mac system
Other _____

22. What web browser do you normally use?

Internet Explorer
Google Chrome
Mozilla Firefox
Opera
Safari

Other _____

23. Which course management system are you using in your course(s)? (check all that apply)

Blackboard
CourseCompass
Etudes
Instructor website
Quiz Lab
Other _____
Not sure

[Matrix question for each of the CMS above except Instructor website and Other.]

24. Please rate your course management system on the following:

Ease of use
Features
Technical support

(Scale: Excellent, Good, Average, Fair, Poor, Have not used)

25. What type of course orientation did you experience in your current or most recent course? (Check all that apply)

Faculty-led orientation online
Faculty-led orientation in a face-to-face class
Other type of course orientation
Did not participate in a course orientation
Don't remember

26. Please rate the helpfulness of the Distance Education Online Student Handbook in preparing you for an online course.

Very Helpful
Helpful
Neutral
Unhelpful
Very Unhelpful
Did not access the online handbook
Was not aware of a handbook

27. What technological tools would you like to see more of in your course(s). (check all that apply)

Links to other resources
Interactive web pages
Downloadable podcasts
Video
Other (Please specify _____)

28. How do you usually read the materials posted online for your class?

Print out materials
Paste or download materials into another software program to read off-line
Read on-screen
About equal with printing out materials and reading on-screen

29. What document format do you prefer?

Word document, any version
Word document (old “.doc” version)
PDF
RTF (rich text format)
Ability to download to my Kindle or other reading device
Other _____

30. Which student support services have you utilized online? (check all that apply)

Counseling (online or email)
Online catalog and/or databases
Online financial aid services
Online Reserves (ERES)
Other _____

31. Have you ever sought tutoring or academic advising for your online class(es) in the past?

[Matrix question: Yes, No at the top]

Academic Counseling
Tutoring

32. If online tutoring were made available (for example, getting help with your writing), how likely would you use the service?

[Matrix question: Scale at the top]

Very likely

Somewhat likely
Probably not
Definitely not
Not sure

Academic Advising
Tutoring

33. Where do you usually work on your online course?

On campus
At work
At home
In a public place with my own computer
In a public place with an available computer (e.g., public library)
It varies

34. In terms of the amount of time spent on the course, how would you compare an online course to an on-campus course?

Online course involves *more* work
Online course involves *less* work
About the same amount of work is required for each
No opinion

Please indicate your level of agreement with the following statement.

35. I learned or I am learning as well in an online course as I would have in a traditional classroom environment.

Completely agree
Somewhat Agree
Neutral
Somewhat Disagree
Completely disagree

36. In general, how effective is online teaching compared to face-to-face classroom teaching?

Online teaching is more effective
Online teaching is about as effective
Online teaching is less effective
I'm not really sure

37. Please share any additional comments about your online experience that you wish in the space below. (Limit: ### words)

Thank you!

EL CAMINO COLLEGE
2-YEAR FTES AND NUMBER OF SECTION COMPARISONS
(PROJECTED MODEL: SECTION REDUCTION AND FEE INCREASE)

2011-2012 Academic Year FTES Goal: 18,000

Academic Year-to-Year Comparison El Camino College	2010-2011 First Period Projected FTES	2011-2012 FTES Goals (Projected)	Change	% Change	2010-2011 Number of Sections	2011-2012 Number of Projected Sections	Change	% Change
Summer	1,649.73	975.32	-674.41	-41%	401	300	-101.00	-25%
Fall	8,477.83	8,057.00	-420.83	-5%	2,002	1,965	-37.00	-2%
Winter	594.49	115.00	-479.49	-81%	158	30	-128.00	-81%
Spring	8,403.27	8,000.00	-403.27	-5%	2,014	1,950	-64.00	-3%
Subtotal	19,125.32	17,147.32	-1,978.00	-10%	4,575	4,245	-330.00	-7%
Summer (Credit FTES Shift)	274.68	0.00	-274.68	0%				
Total	19,400.00	17,147.32	-2,252.68	-12%				

2011-2012 Academic Year FTES Goal: 18,000

Academic Year-to-Year Comparison El Camino College	2010-2011 First Period Projected FTES	2011-2012 FTES Goals (Projected)	Change	% Change	2010-2011 Number of Sections	2011-2012 Number of Projected Sections	Change	% Change
Summer	1,649.73	1,250.00	-399.73	-24%	401	300	-101.00	-25%
Fall	8,477.83	8,060.00	-417.83	-5%	2,002	1,965	-37.00	-2%
Winter	594.49	115.00	-479.49	-81%	158	30	-128.00	-81%
Spring	8,403.27	8,000.00	-403.27	-5%	2,014	1,950	-64.00	-3%
Subtotal	19,125.32	17,425.00	-1,700.32	-9%	4,575	4,245	-330.00	-7%
Summer (Credit FTES Shift)	0.00	0.00	0.00	0%				
Total	19,125.32	17,425.00	-1,700.32	-9%				

LEGISLATIVE ANALYST'S OFFICE - CCC Recommendations - 2011/12 Budget

Budget Issue	LAO Finding Or Recommendation (2/10-2/16/11)
Funding and flexibility for credit basic-skills instruction	Recommend the Legislature reduce the funding rate for credit basic-skills instruction to the same rate provided for noncredit basic skills, for state savings of about \$125 million in 2011-12. Provide more flexibility by permitting colleges to (1) hire basic-skills instructors possessing a bachelor's degree or higher, as well as to (2) contract out basic-skills instruction to a third party.
Categorical-program flexibility	Approve the Governor's 2011-12 budget proposal to extend categorical-program flexibility through 2014-15 (rather than through 2012-13 under current law), so as to provide colleges an opportunity to create a multi-year plan for allocating resources. Alternatively, enact legislation to allow colleges to use these categorical-program funds for any educational purpose (such as to offer additional course sections) through 2014-15.
Contracting out for noninstructional services	Recommend the Legislature ease restrictions on contracting out for noninstructional services.
Prioritizing course enrollment	Recommend the Legislature (1) adopt statewide registration priorities that maximize access for the CCC system's most-focused students under the Master Plan; (2) establish a 100-unit cap on the number of taxpayer-subsidized credits a CCC student may accumulate, for savings of up to \$175 million in 2011-12; and (3) eliminate state funding for repetition of physical education and other recreational classes, for savings of about \$60 million in 2011-12.
Enrollment fees	Approve the Governor's 2011-12 budget proposal to raise fees from \$26 per unit to \$36 per unit in order to leverage more federal funds to mitigate programmatic impacts on CCC services, while shielding financial needy students (who do not pay fees). Consider raising fees even higher than the Governor's proposed 2011-12 level (such as to \$40 per unit) to take fuller advantage of the effective federal subsidy of CCC programs.
50 percent law	Give districts more ability to hire faculty that provide direct support services to students by including expenditures on counselors and librarians as part of instructional costs. Alternatively, suspend the law.
Full-time faculty targets (75/25 law)	Suspend requirements on the number of full-time faculty that districts must employ.
Intercollegiate athletics	Eliminate state funding for CCC intercollegiate athletics, for savings of about \$55 million in 2011-12.

Achieving General Fund Savings at UC and CSU	Mitigate the impact of proposed budget reductions on UC's and CSU's educational missions by (1) achieving some of the savings in the current year, (2) providing direction to the segments as to how cuts should be accommodated, and (3) making certain policy decisions now for out-year savings.
Financial Aid Savings Options	Modify financial aid programs to better target resources and create GF savings. Options include eliminating non-need-based fee waivers (\$25 million), raising minimum GPA for Cal Grant eligibility from 2.0 to 2.5 (\$20 million), limiting Cal Grant competitive awards to stipends only (no fee coverage) (\$30 million), adjusting Cal Grant financial eligibility criteria (variable), reducing the amount of fee revenue redirected to campus aid programs (variable), and modifying CCC fee waiver program.

The 2011-12 Budget: Prioritizing Course Enrollment At the Community Colleges

MAC TAYLOR • LEGISLATIVE ANALYST • JANUARY 20, 2011

S *State Law Establishes “Open Access” Policy, Identifies Key CCC Missions.*

Under the state’s *Master Plan for Higher Education* and state law, the California Community Colleges (CCC) operate as open access institutions. That is, whereas only the top one-third of high-school graduates are eligible for admission to the state’s public universities, *all* persons 18 or older may attend a community college. (While CCC does not deny admission to students, there is no guarantee of access to a particular class.) Current law defines CCC’s core mission as providing academic and vocational instruction at the lower-division (freshman and sophomore) level. Under this mission, community colleges prepare students for transfer to four-year institutions and grant associate’s degrees and certificates. Other important statutory missions include providing opportunities for workers to update their job skills (such as by taking a computer class) and offering precollegiate basic skills instruction in English and mathematics.

State residents enroll at the community colleges for a variety of reasons. In 2009-10, almost one-half of CCC students indicated that they sought transfer to a four-year institution or to obtain an associate’s degree or certificate. About one-third of

students attended CCC for other purposes, such as learning English or taking recreational classes. (The remaining nearly one-fifth of students were “undecided.”)

Need to Rethink CCC Enrollment-Management Policies. In recent years, community college enrollment has been constrained by two major factors: (1) reductions in course-section offerings as a result of state budget cuts, and (2) strong demand for CCC services by adults seeking retraining and other skills at a time of weak state and national economic growth. The CCC system reports that many students—particularly first-time students—have not been able to enroll in the classes they need to progress toward their educational goals. Thus, in effect, CCC enrollments are currently being “rationed.” This access problem will become even more serious in 2011-12 to the extent that budget reductions further reduce enrollment slots.

Given limited resources, we believe that it is more important than ever for the state to target funds that best meet the state’s highest priorities for community college services. To accomplish this, we recommend the Legislature: (1) adopt statewide registration priorities that reflect the Master Plan’s primary objectives, (2) place a limit on the number of taxpayer-subsidized credit units that students

may earn, and (3) restrict the number of times that a student may repeat physical education and other classes at taxpayers' expense.

Statewide Registration Priorities

Campuses Have Wide Discretion Over Which Students May Register Early. Before each term begins, different groups of CCC students are permitted to register for classes at different times. Some students are given enrollment (registration) priority, which means that they have an opportunity to select their classes before "open registration" begins for the general student body. Students value priority enrollment because there is considerable competition for many classes, and these classes fill up quickly.

While colleges have considerable discretion in how they assign priority, current law singles out two groups of students. Specifically, colleges must give registration priority to current or former members of the military. Statute also requires colleges to assign a "low" enrollment priority to high-school students who are concurrently enrolled at a community college to "ensure that these students do not displace regularly admitted students." (We note that this statutory language is ambiguous, since, by definition, high-school students who are given priority are able to register before—and thus potentially displace—adult CCC students who do not have priority.)

Regulations adopted by the statewide Board of Governors give campuses wide discretion as to whether any other categories of students may be given priority registration. As a result, enrollment priorities vary across the state. In December 2010, the Chancellor's Office surveyed the CCC system's 112 colleges about their priorities. Each of the 76 colleges that responded to the survey indicated that they have a registration priority system. Virtually all colleges grant earliest registration to current and former members of the military,

students with disabilities, and participants in Extended Opportunity Programs and Services (a program designed for low-income, underprepared students who are attending CCC full-time). Other groups granted early registration by some campuses include athletes and students in the state's welfare program. Next, colleges usually assign relatively early priority to students who are continuing their studies at the particular college (that is, they enrolled in the preceding term). Typically, the more units that students have completed prior to the start of the term, the earlier their registration priority. (However, some colleges indicated they bump students who exceed a certain unit threshold—such as 90 or 100 units—to the lowest priority among continuing students.) In addition to units earned, a small number of colleges responding to the survey also take into account students' academic performance at CCC (such as grade point average) when assigning priority among continuing students.

Most first-time CCC students do not receive registration priority; instead, they must wait until open registration. A few colleges, however, administer an outreach program whereby recent high-school graduates who participate in pre-term assessment, orientation, counseling and other "matriculation" services receive an earlier registration appointment than new students who have not participated in the program.

Campus Policies Often Do Not Reflect Master Plan's Highest Priorities. On its surface, the priority accorded to continuing students by colleges may seem appropriate, as it gives students who are seemingly nearing completion of their educational goals "first call" on needed—but often difficult-to-obtain—classes. This approach, however, has several consequences that run counter to the Master Plan's intended goals. For example, continuing students may not necessarily be enrolled at CCC to acquire the skills they need to participate in the workforce or society (such as

technical or language skills); rather, they may be taking classes for purposes of personal enrichment. Other students with a large number of credits may state that their intent is to obtain a degree or transfer, but they are not making satisfactory progress toward that goal. Yet, because these types of students are typically granted a relatively high registration priority, they can squeeze out more-focused and higher-priority students who have not taken as many units.

Recommend Statewide Registration Priorities.

Given the state's likely need to further reduce course offerings in 2011-12, we recommend that the Legislature adopt statewide registration priorities that reflect the Master Plan's key goals and, to the greatest extent possible, maximize access for the state's highest-priority students. For example, we envision an approach that assigns the highest registration priority to continuing students who are fully matriculated—participated in assessment, orientation, and counseling, as well as completed an educational plan—and are making satisfactory progress toward their educational goals (for example, as defined in federal financial-aid rules).

Next-highest priority could be granted to new students—particularly recent high-school graduates—who have completed matriculation requirements and other key steps, such as applying for federal financial aid. Nonmatriculated new and continuing students, students with a declared goal of personal enrichment, and students who are not making satisfactory progress toward their goals would not be allowed to register for classes until open registration. (We believe it is reasonable to give colleges some flexibility to make individual determinations on a student's registration ranking to take into account extraordinary circumstances, such as the availability of counselors to see new students prior to the start of the academic year.) In developing these priorities, we also recommend the Legislature clarify whether its intent is to assign

priority to concurrently enrolled high-school students, or to require these students to wait until the end of open registration before they are able to register for CCC classes. Our recommendation would not result in state savings *per se*; rather it would help to ensure that state resources are first directed to the highest-priority students under the Master Plan.

Cap on State-Supported Instruction

Significant Number of CCC Students With High-Unit Counts. As noted earlier, the primary purpose of the CCC system, as established by the Master Plan, is to educate students who enroll to (1) earn credits for transfer to a four-year institution, (2) obtain an associate's degree or certificate, or (3) gain basic job or language skills. Students seeking to transfer or earn an associate's degree generally need 60 units of coursework. Students who wish to obtain technical training rather than an associate's degree generally need fewer than 60 units of credit. According to the Chancellor's Office, community colleges serve a considerable number of students who have already earned more than 60 units. In fact, in 2009-10, the system provided instruction to nearly 120,000 students (headcount) who had already earned 90 or more CCC units. Over 9,000 of these students had already accumulated 150 or more units. The state continues to subsidize these students' courses while other CCC students with little or no previous access to postsecondary education may be unable to find open courses.

Recommend Limit to State-Supported CCC Coursework. Given scarce state resources, we recommend the Legislature place a limit on the number of taxpayer-subsidized units that a student may earn at CCC. We believe a 100-unit threshold would provide a reasonable maximum for state funding purposes. A 100-unit cap would permit students 40 units (over one academic year) beyond

what is typically required to earn an associate's degree or credits for transfer. This threshold would allow students to earn some credit for coursework that is not applicable for a degree or transfer (such as precollegiate basic skills instruction in English or mathematics), as well as a "cushion" in case students need to take some additional classes as a result of changing their program or major.

Under our recommendation, students with more than 100 units would still be eligible to attend CCC. However, since a state subsidy would no longer be provided, the Legislature could authorize colleges to charge these students up to the full cost of instruction. Our recommendation would result in a CCC workload reduction of up to 38,000 full-time equivalent (FTE) students in 2011-12, for a savings to the state of as much as \$175 million.

Course Repetition

Regulations Allow Multiple Repeats of Certain Classes. Community college regulations generally allow students to retake academic or vocational classes up to two times in an effort to make up for substandard marks (such as an "F" or "no pass" designation). In such cases, districts receive apportionment payments (general-purpose monies) all three times from the state. For "activity classes," however, regulations allow districts to receive apportionment funding for up to four times (the initial enrollment plus three repeats) regardless of a student's grade. Regulations define activity classes to include physical education (such as aerobics and bowling), dancing, drawing and painting, and certain other visual or performing arts. For physical education, "repetition" is defined as when a student completes a class (such as "beginning yoga") and then either (1) reenrolls in the same class, or (2) enrolls in a similar class that is part of the same sequence (such as "intermediate yoga"). (For visual and performing arts, by contrast, repetition is counted only when a student reenrolls

in the same exact class.) Regulations place no limit on the number of times that districts may claim apportionments for a student repeating a *noncredit* activity class (such as ceramics and physical fitness for older adults).

Repetition of activity courses is fairly common. For example, according to the Chancellor's Office, in 2009-10 over 50,000 students (headcount) enrolled in the same credit physical education class that they had already taken and for which they received credit in a previous term. (The Chancellor's Office does not have data on the additional number of students who took a physical education class in 2009-10—such as "Weight Training 2"—after completing a similar-type class—such as "Weight Training 1"—in a previous term.)

Recommend Elimination of State Support for Repeats. Like virtually all types of CCC instruction, credit and noncredit activity classes can be of value to students. However, given limited resources and the Master Plan's priorities, we believe it is reasonable for the Legislature to limit the number of times that the state pays for students' enrollment in these classes. Under our recommendation, districts could claim apportionments the first time that students take an activity course. This would allow students to receive credit they may apply toward completion of their program. (For example, some four-year institutions such as California State University allow students to apply one CCC unit of physical education toward a bachelor's degree.)

We recommend that the Legislature eliminate state funding for any repeats of the same or similar (that is, part of the same sequence) activity class. (Our recommendation would exclude intercollegiate athletics and "adaptive" physical education classes, which are designed for individuals with physical disabilities, as well as students who are majoring in physical education or the fine arts.)

Colleges would be permitted to allow students to repeat these classes, though these enrollments could not be counted for purposes of calculating apportionments. Alternatively, colleges could provide opportunities for students to repeat these activities through CCC “community service” classes, which statute requires to be fully supported by student fees. The precise amount of savings generated by our recommendation is unknown. Based on available data from 2009-10, it appears that CCC’s workload could be reduced by an estimated 15,000 FTE students in 2011-12,

generating state savings of roughly \$60 million. (This estimate takes into account students with more than 100 units who repeated an activity class in 2009-10.)

Conclusion

This brief has identified ways the Legislature can better target limited CCC funds toward the Master Plan’s key missions. Taken together, our recommendations would (1) help increase opportunities for high-priority students (such as recent high-school graduates) to enroll in courses they

need to progress toward their educational goals, and (2) reduce funding for lower-priority enrollment by approximately 50,000 FTE students—for savings to the state of about \$235 million. Figure 1 summarizes our recommendations.

Figure 1
Summary of LAO Recommendations for the California Community Colleges (CCC)

- ✓ Adopt statewide CCC registration priorities that reflect the Master Plan’s top goals.
- ✓ Establish a 100-unit cap on the number of taxpayer-subsidized credits a CCC student may accumulate.
- ✓ Eliminate state funding for repetition of physical education and other recreational classes.

ECC Mission Statement

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Vision Statement

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

Statement of Philosophy

Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

STRATEGIC INITIATIVES for 2011-14

Strategic Initiative A

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

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative C

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative D

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

Strategic Initiative E

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

Strategic Initiative F

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

Strategic Initiative G

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

MODESO COMMUNITY COLLEGE: CRITERIA FOR PROPOSED REDUCTIONS

The proposed reductions that follow were based primarily on the following *decision-making criteria*:

- Centrality of the program or service to the District and College mission statements, with an emphasis on the following *core mission components*:
 - Transfer Education
 - Career-Technical Education
 - Basic Skills Acquisition

- Extent to which program or service duplicates services available elsewhere in the college, district, community or region

- Student access as measured by factors such as WSCH: FTEF ratios and fill rates

- Demonstrated contribution of program or service to student success (persistence, retention, program or course completion, transfer, degree or certificate completion)

- Currency of program offerings as evidenced by:
 - Active advisory committees populated by industry professionals (for CTE programs)
 - Recent curriculum committee approval of new courses and programs or course/program modifications designed to respond to changes in theory...

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.