Academic Senate of El Camino College 2011-2012

16007 Crenshaw Boulevard
Torrance, CA 90506-0001   (310) 532-3670 x3254

Officers & Executive Committee

President	**Christina Gold**	Co-VPs Faculty Development	**Briita Halonen & Moon Ichinaga**
VP Compton Educ'l Center	**Saul Panski**	VP Finance and Special Projects	**Lance Widman**
Curriculum Chair	**Jenny Simon**	VP Legislative Action	**Chris Wells**
VP Educational Policies	**Merriel Winfree**	Secretary	**Claudia Striepe**

Senate Mailing List

Adjunct (1 yr term)
Sue Ellen Warren	11
Leah Pate	11

Behavior & Social Sciences
Randy Firestone	11/12
Christina Gold	13/14
Michelle Moen	11/12
Lance Widman*	13/14
Michael Wynne	11/12

Business
Phillip Lau	11/12
Jay Siddiqui*	11/12
_____ (vacant)	

Compton Educational Center (1 yr term)
Jerome Evans	11/12
Chris Halligan	11/12
Tom Norton	11/12
Michael Odanaka	11/12
Saul Panski	11/12
Estina Pratt	11/12

Counseling
Cristina Pajo*	11/12
Sabra Sabio	13/14
Dexter Vaughn	13/14

Fine Arts
Ali Ahmadpour	11/12
Randall Bloomberg	11/12
Mark Crossman	11/12
Patrick Schulz	11/12
Chris Wells*	11/12

Health Sci & Athletics/Nursing
Tom Hazell*	13/14
_____	
Mina Colunga	12/13
_____ **(vacant)**	
_____ **(vacant)**	

Humanities
Brent Isaacs	11/12
Peter Marcoux*	11/12
Kate McLaughlin	11/12
Briita Halonen	11/12
Jenny Simon	11/12

Industry & Technology
Patty Gebert	12/13
Harold Hofmann	12/13
Lee Macpherson	12/13
Douglas Marston*	12/13
Merriel Winfree	12/13

Learning Resource Unit
Moon Ichinaga	13/14
Claudia Striepe*	13/14

Mathematical Sciences
Michael Bateman	12/13
Hamza Hamza	13/14
Arkadiy Sheynshteyn	13/14
Susan Taylor*	11/12
_____ **(vacant)**	

Natural Sciences
Chuck Herzig*	11/12
Miguel Jimenez	11/12
Teresa Palos	13/14
Pete Doucette	12/13
_____**(vacant)**	

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime
Claudia Lee

Associated Students Org.
Rebekka Asher
Jasmine Hormati
Cindy Valdez

President/Superintendent
Thomas Fallo

The Union   **Editor**

Division Personnel
Jean Shankweiler
Don Goldberg
Tom Lew

Counseling   **Ken Key**

Ex-officio positions
ECCFT President
Elizabeth Shadish
Nina Velasquez

Curriculum Chair
Jenny Simon

Institutional Research
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")

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)

FALL 2011		SPRING 2012	
September 6	Alondra Room	February 21	Alondra Room
September 20	Alondra Room	March 6	Alondra Room
October 4	Alondra Room	March 20	Alondra Room
October 18	Alondra Room	April 3	Compton Board Room
November 1	Alondra Room	April 17	Alondra Room
November 15	Alondra Room	May 1	Alondra Room
December 6	Alondra Room	May 15	Alondra Room
		June 5	Alondra Room

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

FALL 2011		SPRING 2012	
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

	C. Discussion of Senate Functioning	
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**		

Academic Senate of El Camino College 2011-2012

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Committees

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Jenny Simon, Kelly Holt, Kaysa Laureano-Ribas, Claudia Lee	2nd & 4th Mon.	2:30-4:00	Library 202
Academic Program Review Comm.	Claudia Lee, Christina Gold			
Compton Academic Senate	Saul Panski	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2nd & 4th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Briita Halonen, Moon Ichinaga	2nd & 4th Tues	1:00-2:00	West. Library Basement

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Evelyn Uyemura, Jean Shankweiler	Christina Gold			
Board of Trustees	Bill Beverly	Christina Gold	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Kelly Holt / Chris Jeffries			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold / Chris Wells	2nd Thurs	1-2:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4th Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman	1st & 3rd Thurs.	1-2:30	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings addressing issues of interest or concern.

ACADEMIC SENATE MINUTES
November 18th , 2008

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

Behavioral & Social Sciences
Brown, Maria
Widman, Lance   X
Wynne, Michael   X

Business
Halamka, Dagmar
Saddiqui, Junaid

Counseling
Beley, Kate   X
Gallucci, Linda   X
Jackson, Brenda   X

Fine Arts
Ahmadpour, Ali   X
Davidson, Jason   X
Wells, Chris   X
Crossman, Mark   X
Berney, Daniel   X
Jeremy Estrella

Health Sciences & Athletics
Hazell, Tom
Orton, Tory/Victoria (sharing)   X
Stanbury, Corey
McGinley, Pat
Moon, Mary (sharing)

Humanities
Hong, Lyman   X
Marcoux, Pete   X
Uyemura, Evelyn   X
Kline, Matt   X
Adrienne Sharp   exc

Industry & Technology
Gebert, Pat
Hofmann, Ed   X

MacPherson, Lee   X
Marston, Doug   X
Rodriguez, George

Learning Resources Unit
Striepe, Claudia   X
Robles, Vince (sharing)   X
Ichinaga, Moon (sharing)   X

Mathematical Sciences
Scott, Greg
Glucksman, Marc   X
Boerger, John
Fry, Greg
Yun, Paul

Natural Sciences
Cowell, Chas   X
Herzig, Chuck   exc
Palos Teresa   X
Vakil, David   X

Adjunct Faculty
Kate McLaughlin   X
Owens, Annette

ECC CEC Members
Panski, Saul
Pratt, Estina   X
Smith, Darwin
Evans, Jerome
Norton, Tom

Guests and/Other Officers: Quajuana Chapman, Joe Udeochu (ASO Rep), Barbara Perez, Barbara Jaffe, Chris Jeffries (Counseling)

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

The seventh Academic Senate meeting of the Fall 2008 semester was called to order at 12:35pm.

Approval of last Minutes:
The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were approved.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
PM reported on the **Senate Plenary** session. A few Senate members attended the Los Angeles meeting. The talk was mainly about Accreditation and SLO's. El Camino will be getting the Accreditation recommendations in January 2009. PM heard Bill Scroggins (formerly of ECC now at the College of the Sequoias) talk on "CEO Myths". PM found these amusing and included some in the AS packet [pp. 10-11 of packet]
College Council discussed the **budget**. The college is looking at "tough times. **150 sections will be cut** as part of a larger plan to trim costs for the anticipated $5million cut to the budget. Dr. Arce noted that the college had undergone a lot of unfunded growth. Registration starts today and Dr. Arce felt it would be unfair to let students register for classes that would be cut later, so the decision to cut was made early. Mr. Crossman wondered whether the college would stop advertising its courses to draw students. Dr. Arce felt advertisement and promotion should continue as the college still had to pay back Summer, and there is still a deficit in our apportionment. Dr. Arce noted it looked good to stay on a growth pattern, and so we would continue to attract students. The college had lost FTES since 2005, and is now in recovery mode. Deans will be looking at which classes are not well attended, which classes are experimental, and general student need, when deciding which classes to cut. Mr. Widman asked whether High School classes would be cut back, and Dr. Arce noted that the school offerings would be cut back a little. ECC may have grown too quickly in the high schools, and some methodologies need to be re-evaluated. Dr. Arce said for instance, college classes were embedded in the regular school day, whereas perhaps the classes should only be offered in the "zero hour" or after school to clearly differentiate between high school and college classes. Mr. Widman also asked about Distance Education classes, and Dr. Arce replied growth has been very rapid in this area as well, and that while the Division Deans have shifted classes to the online format, the budget to fund these classes has not moved over to the Distance Education program, so the Distance Education Program is working with deficit funding. Also retention for Distance Education classes is lower than for face-to-face classes. However, no arbitrary cuts will be made, there will be careful deliberation. Dr. Gallucci encouraged faculty to remind students to get their applications for the Cal. State schools in early as they are going to be cutting as well. The Cal. State schools at this

time are really targeting Freshmen for cuts, not transfer students, but transfers are only being accepted for Fall, not Spring.

The Faculty Identification Meeting was held last week, and the chosen positions and rankings will be announced after the Senate meeting today. The 2008 Faculty Obligation number is 339, and so we may have 10 slots filled.

The Board of Trustees Meeting last night focused on creating goals.

Lastly, PM reported that an article from Dr. Jaffe, titled **"An Examination of the Integrity of the Syllabus"** is included as an addendum to the end of the Senate packet. This will be a future topic of discussion with relation to SLO's.

Compton Education Center report - Saul Panski (SP)/Estina Pratt (EP)

[pp14-16 of packet].EP spoke for SP who was unable to be present. The main topic of Friday's meeting with the Provost was the budget. EP reported no lay-offs would happen at this time, and the Compton campus was "not too badly off".

Curriculum Committee report – Janet Young (JY)

[pp. 17-24 of packet] JY reported that the Curriculum Committee had **reviewed and approved 69 proposals** from the Business, Humanities, Behavioral and Social Sciences, and Industry and Technology, including 42 Cooperative Career Work Experience courses. JY noted that all CCWE courses now meet Title V regulations.

There will probably be an Accreditation finding with regards to the Six Year Review and the cycle not being met. The Committee discussed the matter and the CC Chair elect, Lars Kjeseth will be holding meetings to discuss ways of **streamlining the review process** whilst still maintaining the integrity of the curriculum.

A **CurricUNET** meeting is scheduled for Friday.

JY also attended the Academic Senate Plenary , including some sessions on Title V. The Senate is considering a resolution to change Title V to include a definition of the A.A. and A.S. degrees. Title V currently only names an Associates Degree.

Educational Policies Committee report – Evelyn Uyemura (EU)

EU reported that the Committee continues to work on **BP 4225 Course Repetition Policy**. The Committee hopes to finish with the Policy this year. The Committee will meet this Thursday.

Faculty Development – Dave Vakil (DV)

DV reported that he had also attended the **Academic Senate Plenary**. He noted that it was an eye-opening experience to hear what other colleges are going through. El Camino comes out well. DV echoed PM's remarks about the general discussions on Accreditation and SLO's at the session. DV wondered whether the Spring Flex session would focus on Basic Skills or SLO's. A decision on the Flex program is still pending.

DV reported that the Committee had discussed the **Distinguished Faculty Award** as applying to Librarians and Counselors, and had decided to change the wording from "effective class teaching" to "outstanding contribution to student success", so that librarians and counselors could be eligible. The Committee also looked at overhauling the nomination process for the award. Mr. Robles asked whether students could nominate a faculty member for the award. DV said he was not sure and would have to check.

Legislative Action – Chris Wells (CW)

CW asked whether the college is in compliance with the 61 minute hour issue. Dr. Perez noted that the college is looking at this issue. It will affect the college and we want to be ready.

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

[pp. 25-26 of packet] Minutes for the 10/16 **Council of Deans** meeting. No items of particular import noted. PM noted the item on the bus passes, and Dr. Nishime reported that they had been given the green light to move ahead on this pilot project. Cabinet has made a commitment for 18 weeks of the Spring semester for unlimited rides on the Metro system, with talk of a $10 to $15 charge.

[pp. 27-29 of packet] Minutes for the 10/16 **PBC meeting**. LW urged members to look at the10/2 minutes, item #3, for a discussion of the impact of exceeding allocated budgets for Fall '08 enrollment growth on the Spring '09 schedule of classes, i.e., offer fewer sections in the Spring that have a higher fill rate for classes offered. Also discussed was the State Budget Update, the Comprehensive Master Plan, and PBC responsibilities as identified in the Final Budget.

[p. 30 of packet] LW drew attention to the diagram of the **ECC Planning Model**, still being discussed by the Council of Deans and PBC.

LW went on to note that this budget crisis was very serious and would be "demanding of our talents".

ASO Representative Report - Joe Udeochu (JU)

JU noted that the ASO had been discussing the impact of the budget cuts and possible tuition increases on students. Some students may have to work more to afford school.

Bookstore. Pete Marcoux (PM)

PM wondered how many Senate members knew of the Bookstore's Online Bookstore webpage at http://elcamino.collegestoreonline.com/ Students can use the site to order books online and keep track of their orders.

Only three Senate members knew of the page/service. PM said it was the college's "best kept secret."

UNFINISHED BUSINESS

SLO Model Presentation. Dr. Barbara Jaffe

[pg. 31 of packet] Dr. Jaffe shared a draft SLO model which would seamlessly connect SLO's with curriculum and help institutionalize SLO's. The Campus SLO Committee, which would include an Academic Senate representative, would have the Program Review Committee (with an added SLO faculty representative) and the Division SLO Committees report to it once a month. Each department would have its own SLO Committee which would report up to the Division SLO Committees. The mission is to make the institution more accountable and help make the SLO's more part of the fabric of the college. The model also tries to make SLO's part of the Program Review process. Mr. Wells asked whether Program Review should not be kept separate. Dr. Jaffe said that

all the major processes should have a more unified approach. Dr. Jaffe noted that this Draft document is just an isolated piece of a larger plan. Ms. Striepe asked about the role of the current Assessment of Learning Committee and Dr. Jaffe noted that the ALC would be absorbed into the Campus SLO Committee.

Mr. Crossman noted that Mr. Donnel had sent out a resolution from the Academic Senate Plenary discussing the use of SLO's in faculty evaluations and that the focus on SLO's should be in the teaching area, not the evaluation area. Dr. Perez noted that SLO's are a component of the faculty evaluation re: contract. But it was only in the self evaluation, and is meant to show faculty's "personal journey" with SLO's. Dr. Gallucci noted that this had also been a topic of concern at the recent Assessment of Learning Committee meeting, and that there had been some confusion. It was felt that the faculty should know exactly what the contract states. Another question was whether the evaluation forms had changed. Dr. Perez said that they had changed, but only some Divisions were using the new forms due to a communication breakdown. The question was raised as to whether the forms are online. Dr. Perez said they were not online at the present time, as these had never been "official forms" and that the situation would be remedied in the Spring. Mr. Vakil noted that the Standard does not limit evaluation of SLO's to faculty and therefore it should be incorporated inot ALL evaluations. Dr. Perez said she would look into it. Mr. Crossman asked for a clarification re: SLO's on the evaluation forms, and Dr. Perez noted that there was no SLO checkbox on the evaluation forms as the SLO's are only meant to be part of a faculty member's self evaluation.

<u>Vice President Nominations/Elections.</u>
. Nominations were taken for the positions of:
- VP- Compton Center – Saul Panski
- VP-Educational Policies – Chris Wells, Chris Jeffries
- VP-Faculty Development – Matt Kline
- VP-Finance – Lance Widman
- VP-Legislative Action (position in question)
- Secretary – Claudia Striepe

No new names were forthcoming. Mr. Ahmadapour asked why the voting was not anonymous. PM said where there were a number of candidates, the voting WAS by secret ballot rather than by a show of hands, as in the case of the VP Educational Policies.

For the position of VP Faculty Development, as there were no other nominations a motion was made to forgo the election and Mr. Kline was congratulated on his appointment.

For the position VP Finance, as there were no other nominations a motion was made to forgo the election and Mr. Widman was congratulated on his appointment.

For the position of Secretary, as there were no other nominations a motion was made to forgo the election and Ms. Striepe was congratulated on her appointment.

For the position VP Legislative action, there was a request to have a constitutional amendment to do away with the position.

For the position of VP Educational Policies, there were two nominations: Mr. Chris Wells and Ms. Chris Jeffries. Ms. Uyemura noted that Ms. Jeffries had been an active member of the Committee, but that the Constitution mandates that the officers must be a member of the Academic Senate. Ms. Jeffries replied that her Division HAD recently

elected her to the Senate as a replacement for Dr. Gallucci. Both candidates than spoke briefly. Ms. Jeffries said she has long been a strong advocate for students. Mr. Wells noted that he had also been on the Education Policies Committee for a time. Current VP Ms. Uyemura acted at the election chair for this position and distributed ballots to the Academic Senate members for voting. The ballots were counted. Ms. Jeffries won the election and was named the new VP Educational Policies.

Mr. Ahmadapour asked whether future elections could be secret, as he felt it was healthier. PM said he could make a motion to have this considered.

Constitutional Change.
[pp.32-33 of packet] This was the second reading of an amendment to the Constitution that would a) eliminate the position of VP Legislative Action, and b) replace it with the position of VP Instructional Effectiveness. This would have to be ratified by the faculty at large. Mr. Wells proposed accomplishing this in two motions. Mr. Vakil seconded the idea. The idea was proposal was put to the floor and all voted in favor of having two motions.

The first motion, to add the position of VP Instructional Effectiveness, was put by Mr. Wells, seconded by Mr. Vakil to add the position of VP Instructional Effectiveness and delete the language in Article IV 4.3.1 of the Constitution. There was no discussion and all voted in favor.
The second motion, to delete the position of VP Legislative Action, was put by Mr. Wells and seconded by Ms. Beley. Discussion followed. The question was put as to when the position would become effective. The answer was that it would not be effective immediately, but probably in Fall 2009. All voted in favor.

BP & AP 4300 Field Trips
[pp 34-41 of packet and new handout] This was the first reading of the Policy and Procedures. Dr. Nishime handed out a new policy sheet. Dr. Nishime said that the intent is to leave the authorization of field trips in the hands of the Superintendent/President rather than having to go to the Board each time. It would be preferable to have this as an administrative function. The Procedure remains as written except for some minor tweaks. The language is from the CCLC with the exception of paragraph 2, which may be tweaked. Mr. Vakil read a statement from Mr. Herzig (excused) stating that he was happy with the new policy and thanking Dr. Nishime for her work on this issue. Dr. Nishime noted that there may be some contention re: certification for driving 12 passenger vans. The wording may be altered to safeguard insurance rates. Send concerns and comments to Dr. Nishime or PM via email. The Senate will vote on the Policy at the next meeting. PM noted that we will need a quorum to vote, so please attend the meeting.

Minimum Qualifications:
[pg. 42 of packet] Dr. Perez discussed the list. Dr. Perez hopes to take this forward with corrections and amendments sent to her. Dr. Grogan has sent some amendments for the Real Estate area. These amendments will show in the document for the next reading. There were no further corrections and comments. Please send concerns/suggestions to Dr. Perez via email.

The first reading will be at the next meeting, and voting will be held at the December 4th meeting. The goal is to get the minimum qualifications set in time for January hiring.

Faculty Hires Identification List.
PM shared the top 10 ranked positions. Chemistry, Nursing, Auto Collision, Mathematics, LRC Faculty Coordinator, Journalism, Counselor – Financial Aid, CIS, English, Music – Guitar, Baseball Coach.

The meeting adjourned at 1:55pm

CS/ecc2008

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 19, 2011

Present: Francisco Arce, Rebekka Asher, Thomas Fallo, Ann Garten, Irene Graff, Chris Gold, David Mc Patchell, Jeanie Nishime, Dipte Patel, Susan Pickens, Gary Robertson, Elizabeth Shadish, Lynn Solomita, Arvid Spor, and Mike Trevis.

1. The report on Degrees and Certificates With One or Fewer Awards was presented by Irene Graff. It was noted that we have 74 degrees, 95 certificates and 84 certificates of achievement. Students can run a degree audit from the portal.
2. AP & BP 4055 – Academic Accommodations for Students with Disabilities were reviewed and are ready to go to the Board in October.
3. The College Council survey will go out Tuesday or Wednesday of this week. We will review the survey and then set our goals.
4. Designated Smoking Areas – we are waiting for follow-up from Bob Gann with our suggestions. We will try and get an update for the next meeting.
5. College Council Goal discussion:
   a. It might be more meaningful if we there were less goals. Having one or two might help us be more focused.
   b. We have a new set of Strategic Initiatives and we could use one or two of them as goals. It was noted that Initiatives three and five are more measureable.
   c. We need to always be aware of Accreditation. We could have a quarterly or semi-annual report at College Council.
6. Accreditation Mid-Term Report – We are changing Recommendation six that has to do with the Compton Center fiscal side. We are confident that we will have a budget for the Compton Center by October 18th when this report is submitted. The draft report is on the web and on the portal. Any comments are to be sent to Jean Shankweiler or Evelyn Uyemura by September 28, 2011. According to the Accrediting Commission in order for Compton to become an independent college it has to be a college within the El Camino College District first and the Board has to be ready to receive it. The Compton Community College District Board of Trustees is advisory only.

Agenda for the September 26, 2011 Meeting:
1. Minutes of September 19, 2011
2. Designated Smoking Areas
3. Set College Council Goals for 2011-2012

College Council Goals 2010-2011
1. Continue to improve internal college communications.
2. Increase the amount of recognition for work well done.
3. Continue to incorporate evidence-based decision making when evidence is available.
4. Communicate accreditation eligibility issues facing the College throughout the year.

5. Support, review, and discuss results of a Student Campus Climate survey.
6. Define and discuss the issue of employee morale and student satisfaction at both locations. Support initiatives to improve employee morale and student satisfaction as defined by campus discussions.
7. Complete 10 + 1 policies and accompanying procedures.
8. Continue to build a sense of community.

   a) Policies Completed:
      1. BP & AP 3750 - Use of Copyrighted Materials, adopted 9/8/11
      2. BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10
      3. AP & BP 4055 – Academic Accommodations for Students with Disabilities, going to October 2011 Board meeting
      4. BP & AP 4100-Graduation Requirements for Degrees &Certificates, adopted 07/19/10
      5. BP & AP 5055 – Enrollment Priorities - adopted 5/16/11
      6. BP 6160 – El Camino Community College District E-Mail, Internet & Network Use, adopted 9/8/11
      7. BP 7310 – Nepotism – adopted 5/16/11
   b) Policies Pending:
      1. BP 2350 – Speakers , first reading on April 18, 2011 (pulled)
      2. BP & AP 4021 – Program Viability, Intervention and Discontinuance
      3. BP & AP 4231 – Grade Change, first reading 08/15/11 (pulled)
      4. BP 5025 – Foreign Student (Visa) – Deletion

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 26, 2011

Present: Francisco Arce, Rebekka Asher, Thomas Fallo, Ann Garten, Irene Graff, David Mc Patchell, Jeanie Nishime, Dipte Patel, Susan Pickens, Lynn Solomita, Arvid Spor, Gary Turner, and Mike Trevis.

1. Designated Smoking Areas – Rocky Bonura and Bob Gann suggest banning smoking because of enforcement issues. ASO also supports a ban. The Council of Deans request banning smoking from food service areas. A preponderance of managers did support a ban. President Fallo will take a recommendation to the Board to ban smoking on campus. The Compton Center will be surveyed on this issue.

2. College Council Evaluation Results for 2010-2011 were reviewed. It was noted that College Council seldom votes. In the past there were comment sections for each question. Comment sections were not included in this survey.

3. 2011-2012 College Council Goal Discussion
    a. Lynn Solomita: Current goal six is not working and if kept, should be broken up into two goals or more clearly define it.
    b. Chris Gold:
        i. Recommend fewer goals so that College Council can focus on specific areas.
        ii. Schedule time during the meetings to discuss cross-campus approaches to reaching goals and to discuss progress in meeting goals.
        iii. From the Senate perspective, the most important potential goal of College Council for this year would be a combination of existing goals two and eight: "Encourage transparent, open cross-campus communication to instill trust and effective cooperation and collaboration."
        iv. Focus goals on the roles and functions of College Council, as stated in AP2510, specifically on cross-campus communication and collaboration on behalf of the College mission and students.
    c. Irene Graff:
        i. Recommend fewer goals and a scheduled time to review goals. Recommend scheduling one meeting per quarter to discuss goals.
        ii. In place of Team Reports have critical announcements from each area. These announcements should be relevant to group discussion.
        iii. Recommend a goal aligned with Strategic Initiative G.
        iv. Link our goals to Strategic Initiatives (SI's) (listed below):
            A. Enhance teaching to support student learning using a variety of instructional methods and services.
            B. Strengthen quality educational and support services to promote student success.
            C. Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

           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.

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

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

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

      d. Jeanie Nishime: Recommend SI C as a goal.

      e. Francisco Arce:

         i. It would be difficult to measure the outcome if SI C were a goal. SI's should be supporting a goal not linked to goals.

         ii. The role of College Council goes up and down and has a lot of flexibility. College Council collaborates on many things. Coordinating constituent group contributions is important.

      f. Thomas Fallo:

         i. Recommend SI C as a goal.

         ii. Keep goal seven "Complete 10 + 1 policies and accompanying procedures."

         iii. Recommend scheduling one meeting per quarter to discuss goals.

         iv. Extensive minutes will be prepared for next week to assist in setting goals.

         v. Team reports were as a result of goal one "Continue to improve internal college communications." They also give people the opportunity to share. Team reports will not be given next week.

4. Jeanie will bring back a report on the effectiveness of the changes made to counseling appointment practices.

5. Chancellor Scott is scheduled to be at the Compton Center tomorrow.

Agenda for the October 3, 2011 Meeting:

      1. Minutes of September 26, 2011

      1. Set College Council Goals for 2011-2012

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.

College Council Evaluation 2010-2011

N = 9

1. Reviews recommendations from committees designated as Collegial Consultation committees.

Response	Frequency	Percent	Mean: 4.00
Very well	4	44.44	
Moderately well	3	33.33	
Neutral	0	0.00	
Not very well	2	22.22	
Not addressed at all	0	0.00	

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies.

Response	Frequency	Percent	Mean: 4.33
Very well	5	55.56	
Moderately well	2	22.22	
Neutral	2	22.22	
Not very well	0	0.00	
Not addressed at all	0	0.00	

3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities.

Response	Frequency	Percent	Mean: 4.44
Very well	5	55.56	
Moderately well	3	33.33	
Neutral	1	11.11	
Not very well	0	0.00	
Not addressed at all	0	0.00	

4. Focuses on broad issues, not day-to-day administration of the College.

Response	Frequency	Percent	Mean: 4.00
Very well	3	33.33	
Moderately well	4	44.44	
Neutral	1	11.11	
Not very well	1	11.11	
Not addressed at all	0	0.00	

5. Operates on a consensus-building basis or a majority vote in an advisory capacity.

Response	Frequency	Percent	Mean: 3.67
Very well	3	33.33	
Moderately well	3	33.33	
Neutral	0	0.00	
Not very well	3	33.33	
Not addressed at all	0	0.00	

6. Supports and abides by areas governed by collective bargaining agreements.

Response	Frequency	Percent	Mean: 4.00
Very well	3	33.33	
Moderately well	3	33.33	
Neutral	3	33.33	
Not very well	0	0.00	
Not addressed at all	0	0.00	

7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate.

Response	Frequency	Percent	Mean: 4.00
Very well	3	33.33	
Moderately well	3	33.33	
Neutral	3	33.33	
Not very well	0	0.00	
Not addressed at all	0	0.00	

8. Ensures that major recommendations of the College are consistent with the educational mission of the College.

Response	Frequency	Percent	Mean: 3.78
Very well	3	33.33	
Moderately well	4	44.44	
Neutral	0	0.00	
Not very well	1	11.11	
Not addressed at all	1	11.11	

9. Primarily focuses on students.

Response	Frequency	Percent	Mean: 3.00
Very well	0	0.00	
Moderately well	3	33.33	
Neutral	3	33.33	
Not very well	3	33.33	
Not addressed at all	0	0.00	

1. Continue to improve internal college communications.

Response	Frequency	Percent	Mean: 2.44
Completed	2	22.22	
Mostly completed	2	22.22	
Partially completed	3	33.33	
Not started	2	22.22	

2. Increase the amount of recognition for work well done.

Response	Frequency	Percent	Mean: 2.14
Completed	2	28.57	
Mostly completed	0	0.00	
Partially completed	2	28.57	
Not started	3	42.86	

3. Continue to incorporate evidence-based decision making when evidence is available.

Response	Frequency	Percent	Mean: 3.33
Completed	4	44.44	
Mostly completed	4	44.44	
Partially completed	1	11.11	
Not started	0	0.00	

4. Communicate accreditation eligibility issues facing the College throughout the year.

Response	Frequency	Percent	Mean: 3.22
Completed	4	44.44	
Mostly completed	3	33.33	
Partially completed	2	22.22	
Not started	0	0.00	

5. Support, review, and discuss results of a Student Campus Climate survey.

Response	Frequency	Percent	Mean: 3.22
Completed	5	55.56	
Mostly completed	1	11.11	
Partially completed	3	33.33	
Not started	0	0.00	

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.

Response	Frequency	Percent	Mean: 1.89
Completed	1	11.11	
Mostly completed	2	22.22	
Partially completed	1	11.11	
Not started	5	55.56	

7. Complete 10 + 1 policies and accompanying procedures.

Response	Frequency	Percent	Mean: 2.78
Completed	0	0.00	
Mostly completed	7	77.78	
Partially completed	2	22.22	
Not started	0	0.00	

8. Continue to build a sense of community.

Response	Frequency	Percent	Mean: 2.44
Completed	2	22.22	
Mostly completed	2	22.22	
Partially completed	3	33.33	
Not started	2	22.22	

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
SEPTEMBER 8, 2011

Present: J. Anaya, F. Arce, S. Dever, C. Fitzsimons, C. Gold, E. Geraghty, D. Goldberg, A. Grigsby, D. Hayden, J. Hormati, T. Kyle, C. Lee, T. Lew, G. Miranda, B. Mulrooney, R. Murray, R. Natividad, J. Nishime, V. O'Guynn, D. Patel, V. Rapp, S. Rodriguez, G. Sequeira, J. Shankweiler, R. Smith, A. Spor, D. Vakil, C. Vakil-Jessop, J. Wagstaff

Other Guests: J. Casper, L. Solomita

I. INFORMATION

A. <u>Notes of 8/18/11</u>: Distributed with the following revision:
IIE. BP 4045- Textbooks: Faculty must adhere to the course ~~out~~ **outline** of record when selecting textbooks.

B. <u>CEC Update</u>: R. Murray provided an update:
- Classes are full.
- Welcome Day BBQ held on 9/7.
- *AddCode* sticker process is going well.

C. <u>PBC Update</u>: D. Patel provided an update on the last meeting:
- The final budget as recommended by PBC will be discussed at the Board meeting on 9/8. All members of PBC with the exception of two approved the budget at the meeting.

D. <u>Academic Senate Update</u>: C. Gold provided an update:
- The two main topics discussed at the last meeting were (1) budget and (2) partnership with CEC.
- A. Garten discussed the partnership and provided a time to answer questions.

E. <u>ASO Update</u>: J. Hormati provided an update:
- ASO representatives attended a two-day leadership retreat.
- ASO representatives participated in Welcome Week and assisted students.
- The Sustainability Committee will focus on promoting and educating sustainability and "going green".

F. <u>Prerequisite Check</u>:
A group met to discuss prerequisite checks. It was discovered that it was a master course file issue that Curriculum will follow up on. D. Snowden will keep a tally of any issues during the add period. A follow-up meeting is scheduled for 9/22.

1

II. **DISCUSSION/ACTION**

    A. <u>Wait List</u>: It was noted that changes would need to be made on the wait list process. There is more pressure for wait list to work with an increase of classes being cancelled. Some issues to review:

    -- Students that have been inadvertently dropped.

    -- The names on the wait list were different on paper as it appeared online for some faculty in Humanities.

    -- Student eligibility to enroll in a course is not checked when students are added from the wait list. Students do not find out that prerequisite(s) have not been met until he/she attempts to pay for the class with the add sticker. It was suggested if the prerequisite check can be performed prior to students being placed on the wait list.

    -- Time conflicts between classes are not checked if students is on multiple waitlist.

    -- If a class is cancelled, can those students be placed higher on the priority over a wait list?

    -- If time conflict is allowed on the wait list, provide an automated message to inform the student there is a time conflict with a more detailed explanation. Currently, students are informed there is a problem with no explanation.

    J. Wagstaff, G. Sequiera, B. Mulrooney, D. Snowden, D. Vakil and two ITS reps will meet to decide how to proceed with the wait list. It was suggested that a student representative may be helpful to include in the meeting.

    B. <u>Health Fee Increase</u>:   The Chancellor's office recommended that health fees increase by $1 beginning spring 2012. If the increase is implemented, it will be $18 per semester. CEC students that pay the fee can use the health center services at ECC.

    C. <u>Board Policies</u>: A list of board policies that will be reviewed this year by Student & Community Advancement and Academic Affairs. It was suggested that personnel from CEC also be included. R. Murray will follow up with B. Perez. The board policies/administrative procedures with leads listed:

    BP 4055 – Academic Accommodations for Students with a Disability: D. Patel

    BP 4225 – Course Repetition: C. Fitzsimons, R. Natividad, S. Rodriguez, B. Mulrooney

    BP 4250 – Probation, Dismissal and Readmittance: S. Rodriguez, R. Smith, R. Natividad, J. Shankweiler

    B 4255 – Student Progress Early Alert and Referrals: R. Smith, C. Fitzsimons, R. Natividad

    BP 4260 – Prerequisites: T. Lew, D. Goldberg, J. Shankweiler

    AP 4105 – Distance Education: A. Grigsby

    BP 5010 (Admission & Concurrent Enrollment) is currently under review. Once changes are made, it will be reviewed by the Council of Deans. When AP 5012 (International Students) is approved, it will cancel BP 5025 (Foreign Students-Visa).

    D. <u>BP 4231 – Volunteer Policy</u>: L. Solomita distributed information on the Volunteer Policy. Volunteers are used in different capacities on campus. The policy and procedure for many years has been that volunteers may not start without prior approval of Human Resources. For the past several years, each volunteer must be live scan (fingerprinted). There have been incidents in which volunteers have started prior to HR approval. A recent incident involved two volunteers who were not board approved for an event which resulted in serious injuries. Volunteers who are not board approved are not covered by Worker's Compensation which then goes to liability insurance which is costly to the

2

College. The volunteer form and live scan must be completed. HR will inform the division when it is completed. Some scenarios that were discussed:

-- Graduate students on campus for an internship must be live scanned since they are working with students.

-- There is a senior agency that was approved by the board to provide volunteers in the library. A. Grigsby will follow up that volunteers have been live scanned.

-- ASO volunteers that help with various events are exempted if they are current students.

-- Volunteer counselors on internships must be live scanned.

-- Classified employees who volunteer (i.e. basketball team) does not need to be live scanned since he/she has already been cleared. (NOTE: Volunteers cannot do classified work.)

-- The College will not accept live scan results of another agency.

-- A caretaker that assist a student (i.e. disabled student) must be live scanned. If the caretaker is ill and sends a sub, it is permissible for a one-day substitute. It is suggested to document and inform HR. If the person is on campus on a regular basis, he/she must be live scanned.

Requirements at ECC would be the same as CEC. R. Murray will follow up with Rachelle Sasser on the CEC procedure. Any other questions or concerns should be forwarded to VP Solomita.

III. **OTHER**
   A. ASO Representative: Jasmine Hormati was introduced as the ASO representative for Council of Deans.
   B. Art Gallery: The Art Gallery reception will be held on 9/8. The art work of Carson Gladson will be displayed.
   C. Orientation Workshops: F. Arce is planning six orientation workshops on various subjects. Members of the Council of Deans are invited to attend.
   D. Future Agenda Items:
   - There was concern about skateboards on the rise. It was suggested that more signage may need to be posted. F. Arce will discuss with Chief Trevis.
   - Ban smoking – a proposal was reviewed at College Council and rejected. Facilities planned to bring another recommendation forward. J. Nishime will follow up.

IV. MEETING SCHEDULE
   The next Council of Deans will meet on September 22 from 8:30-10:00 a.m. in Adm 131.

3

Institutional Research BRIEF

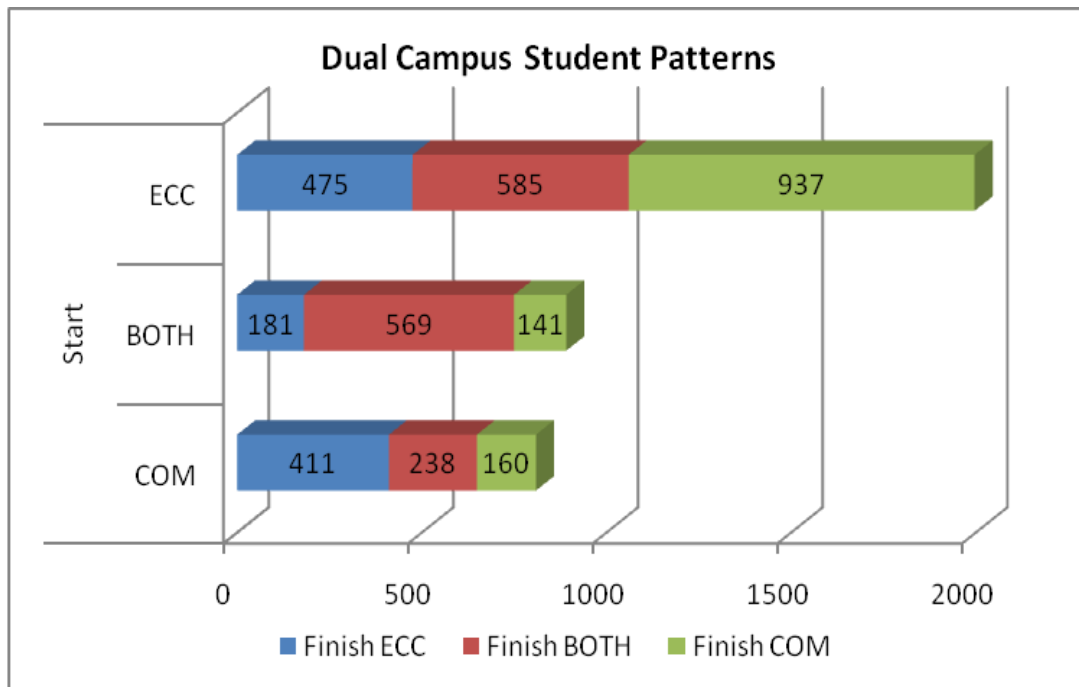**Crossover Enrollment: El Camino College and the El Camino-Compton Center 2006 to 2010**

This brief highlights crossover enrollment between El Camino College and the Compton Center in order to address the perception that students are moving between campuses to fulfill their educational needs. Simultaneous (enrolled at both campuses in the same term) enrollment is provided for the terms Summer 06 through Fall 10. Data for students who leave one campus to attend the other is provided for the terms Summer 08 through Fall 10.

The number of students who enroll at both campuses in the same term has been increasing since Summer 06. The majority of the growth has been seen in the major terms as indicated by the increase in simultaneous enrolled students in every fall and spring term. The number of simultaneous enrollments skyrocketed from 77 students during the Fall 06 term to 1,293 in Fall 10. This accounts for almost 15% of the Compton student body in Fall 10. A comparison of similar terms shows a steady growth in the number of students each year. The only decline is found in the Winter 09 to Winter 10 enrollment when sections were reduced.

Simultaneous Enrollments

Revised

September 7, 2011
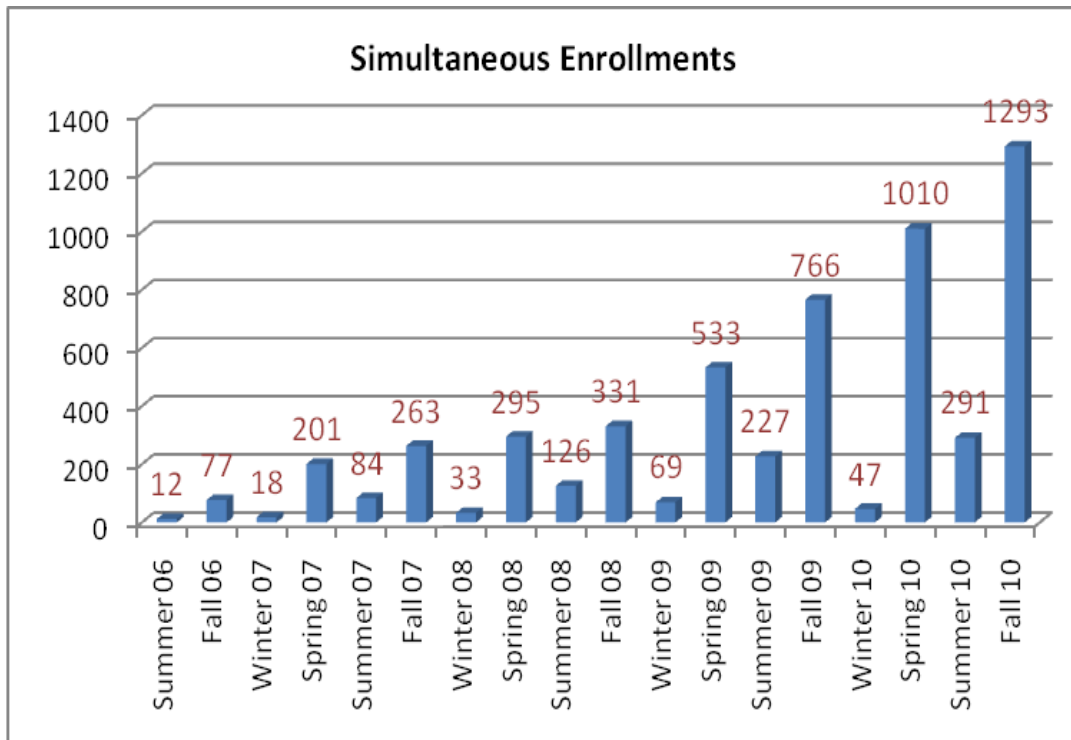
There were 3,697 first time students who utilized both campuses between Summer 08 and Fall 10, not necessarily in the same term. Nearly half of all students who began at one campus enrolled in their last term exclusively at the other. These 1,348 students can be considered "transfer" students after leaving one school to attend the other. While more than half of the students who used both campuses began exclusively at El Camino, less than a third finished exclusively on that campus suggesting that El Camino may be feeding some of Compton's growth. Likewise, the percentage of students utilizing both campuses who began at both locations was 24%, but 38% used both campuses in their most recent term.

Dual Campus Student Patterns

Start	Finish ECC	Finish BOTH	Finish COM
ECC	475	585	937
BOTH	181	569	141
COM	411	238	160

Revised

September 7, 2011

El Camino College – Office of the President
Facilities Steering Committee
September 12, 2011

Present: Francisco Arce, Rebekka Asher, Rocky Bonura, Tom Brown, Thomas Fallo, Ann Garten, Chris Gold, Irene Graff, Bruce Hoerning, Jo Ann Higdon, Tom Lew, Jeanie Nishime, Dipte Patel, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

1. Future Meeting Dates: November 7, 2011 (2 p.m.); February 6, 2012 (2 p.m.); and May 7, 2012 (2 p.m.). All meetings will be held in the Board Room.
2. Campus Standards will be reviewed at the November 7, 2011 meeting. The topic of single-use restrooms was discussed.
3. There is still a desire to extend our bond.
4. Facilities Master Plan Report September 2011
   a. Projects in Design & Pre-Design
i. Science Technology Engineering and Math (STEM) Center – The scope of this project is to convert the lower level of the Natural Science Building to support the program requirements of STEM.
      1. Budget – The estimated project cost is $2,700,000. It is anticipated Measure E will fund the entire project cost. Currently $446,000 is budgeted in Measure E. The balance is expected to be funded from excess budget in other Measure E projects, primarily the Social Sciences Modernization.
      2. Schedule – The project's architectural firm, HMC Architects, is currently producing design development drawings.
         a. Design 04/20/11-10/17/11
         b. DSA Review 10/18/11-03/15/12
         c. Bidding 03/16/12-05/21/12
         d. Construction 06/01/12-12/31/12
         e. Occupancy Spring 2013
      3. Notes: The STEM Center will be a major focus of our fundraising for this year.
ii. Shops Building Replacement – The scope of this project is to construct a new building to house the Air Conditioning/Refrigeration, Auto Collision/Painting, Automotive Technology and Welding Programs of the Industry and Technology Division. Site improvements to the adjacent area are also included.
      1. Design – The project architectural firm, tBP, completed design development drawings. A cost estimate and constructability review of the drawings performed by Lend Lease indicates the project is within budget.

On August 23rd, representatives of the College and project architects met with Division of the State Architect's (DSA) staff for a pre-submittal meeting. Items discussed included project overview, fire and life safety, access compliance, structural safety and project schedule. The discussion was productive and confirmed the design team's approach is in line with and DSA expectations.

2. Budget – The total project budget is $31.9 million.
3. Schedule
   a. Design 09/01/10-12/16/11
   b. DSA Review 12/19/11-08/17/12
   c. Bidding 08/20/12-11/30/12
   d. Construction 12/03/12-03/07/14
   e. Occupancy Fall 2014
4. Notes: The Shops Building will be located on the North field.

iii. Industry & Technology Building Modernization (formerly Math & Computer Science) – The scope of this project is to perform a complete building systems modernization and reconfiguration of internal space to accommodate the needs of the Industry and Technology Division Programs designated to occupy the area. Some programs outside of this division will also occupy portions of the renovated building. Included in this group are the Cisco Lab and the Information Technology Services Division.

1. Design – HPI, the project architect, submitted schematic design documents. Building users and responsible project managers reviewed, provided comments and approved the design documents. HPI also updated the drawings to incorporate suggested changes to the building exterior.

   In August, representatives of the College and the project architects met with Division of the State Architect's (DSA) staff for a pre-submittal meeting. Items discussed included project overview, fire and safety, access compliance, structural safety and project schedule. The discussion was productive and confirmed the design teams' approach is in line with DSA expectations.

2. Budget – The total project budget is $36, 942,427.
3. Schedule
   a. Design 01/21/11-12/16/11
   b. DSA Review 01/02/12-09/01/12
   c. Bidding 09/02/12-12/17/12
   d. Construction 01/03/13-06/30/14
   e. Occupancy Fall 2014

iv. Athletic and Fitness Complex Project – The scope of this project is the construction of a new stadium incorporating a running track and field for both football

and soccer. Various support facilities such as a field house will also be included in this venue. A separate practice field will also be constructed.

1. Design – The project architectural firm, LPA is scheduled to submit schematic design documents on September 9th. College acceptance and comments should occur by September 16th. A pre-submittal meeting with DSA will take place in latter September.
2. Budget – The total project budget is $42,223, 638. A cost estimate will be performed on the schematic design documents.
3. Schedule – The project will be implemented in two phases. The first phase will construct the new practice field. The intention is to construct the field prior to starting the Shops building construction on the North Field.
   a. Design 01/28/11-12/16/11
   b. DSA Review 01/03/12-08/31/12
   c. Bidding

i. Phase 1 04/01/12-06/16/12
ii. Phase 2 09/01/12-01/20/13

   d. Construction

i. Phase 1 07/01/12-12/31/12
ii. Phase 2 02/01/13-05/15/14

v. Parking Lot Lighting/Security Upgrade – The scope of this project consists of four elements; (1) upgrading of parking lot lighting to current lighting standards, (2) installation of additional pole mounted security cameras, (3) installation of new emergency phones, and (4) bulb replacement of existing walkway lighting.

1. Design – Construction documents are complete.
2. Budget – The total project budget is $3,000,000.
3. Schedule
   a. Design 10/01/10-06/30/11
   b. Bidding 09/15/11-12/19/11
   c. Construction 01/15/12-07/31/12
4. Notes: 35 security cameras will be installed. All current emergency phones will be replaced and three or four new ones will be installed.

b. Projects in Construction

i. Restroom Accessibility Renovations – This project will improve the accessibility, functionality, and appearance of selected restrooms on campus. The project consists of two phases. At its January 2011 meeting, the Board of Trustees approved awarding the bid in the amount of $1,247,000, to the low bidder, Pacwest Construction.
Upon completion of the first phase, the College elected to terminate the construction contract due to unsatisfactory performance by the

contractor. The termination agreement will be finalized pending agreement of the final amount due the contractor.

      1. Budget – The budget for this project is $2,000,000.
      2. Schedule – At this time the dates of Phase 2 construction are not determined.

ii. Electrical & Data Conversion – The scope of this project is to connect all the campus buildings to the new electrical substation and provide for an expanded data network with redundant capacity. A recommendation to award the bid to the low bidder, HPS Mechanical, was approved at the October 18, 2010 Board of Trustees Meeting. The bid amount is $7,289,053.

      1. Budget – $11,610,000
      2. Schedule
         a. Construction – 11/18/10-03/30/12
      3. Notes: We have backup generators to get out of buildings in emergencies.

iii. Bookstore Renovation – The scope of this project is to upgrade the building infrastructure, improve accessibility, and convert a portion of the Cafeteria to house Fiscal Services, Business Services, the Print and Copy Centers, and other components of the Public Information Office. Also included is the renovation of the Bookstore Office area.

      1. Budget – The project budget is $7,700,000. A detailed breakdown of the budget is shown in the June 2009 Facilities Master Plan.
      2. Schedule – The project is substantially complete and the building is occupied. Final acceptance is pending correction of damaged work.

        The project's contractor drilled into the building's pre-stressed concrete beams at locations prohibited in the construction documents. An investigation was conducted to determine if the drilling compromised the beams. Final test results indicate one beam will require strengthening. Structural engineers have completed plans to strengthen the beam.

        Discussions with the contractor are ongoing to develop a work plan and schedule to accomplish the repair. The contractor is responsible for the costs associated with this issue.

      3. Phase 2 – Due to the need for DSA review of the plans for the additional elevator and the Buyback/Cashiering area, it is planned to bid and construct the work in a separate phase of construction.

iv. Math Business Allied Health Building (MBA) – The scope of this project is the construction of a new building at the site of the existing Business Building. The building will be a four-story structure, approximately 105,000 square feet in size. Also included are landscape and hardscape improvements to the area surrounding the new building. The Math and

Business Divisions will occupy the new building along with the Nursing, Respiratory Therapy, and Radiological Technology Programs. The construction of the project's landscape and hardscape improvements extends beyond the current construction fencing and will temporarily disrupt pedestrian and vehicle circulation and parking adjacent to the project.

1. Budget – The previously estimated total project budget has been reduced to $36,900,000 due to the bid award being substantially lower than estimated. A detailed budget for this project is shown in the December 2010 Facilities Master Plan Report.
2. Schedule – The scheduled construction period is 04/02/10-10/31/11. The contractor is requesting an extension of the completion date to December 2011. The responsible project managers consider the December date as overly optimistic and a more realistic estimate is March 2012.
3. Notes: Faculty Offices will be the same as in the Humanities Building. The pedestrian walkway south of the Administration Building should be opened by the end of October 2011. The grand opening is planned for fall 2012.

v. Social Sciences Building – The scope of this project is the renovation and modernization of the existing Social Sciences Building. Additional classroom space will be obtained by increasing the building's efficiency ratio of assignable square feet to gross square feet.

1. Budget – The $5,600,000 funding for this project is jointly provided by the State and Measure E. Due to the restrictions on the State's cash flow, there is a slight possibility reimbursements will be delayed.
2. Schedule – construction is complete and a Grand Opening event was held on August 15th at 3:30 p.m.
3. Notes: Additional bookshelves will be provided for faculty offices.

vi. Other Projects

1. Baseball Field Improvements – The scope of this project is to make fencing, paving and bleacher improvements.
   a. Budget - $235,000. The work is funded from the Measure E Equipment Fund. The low bid amount is $198,178.
   b. Schedule – the construction period is July 15, 2011 to September 15, 2011.
   c. Notes – The budget amount includes engineering fees. There are some minor change orders.
2. Marsee Auditorium Logo – The scope of this project is the installation of a large El Camino College logo on the east facing side of the Marsee Auditorium.
   a. Budget - $40,000.

b. Installation – January 2012.
3. Construction Technology Dust Collection System Replacement – The scope of this project is the replacement and expansion of the existing dust collection system. Also, electricity will be installed for new roll up doors. Plans are prepared and submitted to DSA.

vii. Future Projects – The 2010 Facilities Master Plan includes funding for two additional major building projects, a new Student Services Center and a new parking structure. These projects are scheduled to be constructed in sequence after the completion of the Industry and Technology Modernization Project.

The following recommendations are made to advance the planning process for the projects.

1. It is recommended the scopes of these projects be reviewed and agreed upon by Cabinet.
2. After review of the scope for the Student Services, it is recommended the College negotiate with the architect firm, WWCOT to provide design services. WWCOT is the firm previously selected for the project at another site on campus.
3. After review of the scope of the new parking structure, it is recommended the College negotiate with the architectural firm, International Parking Design (IPD) to provide design services. IPD designed the Lot H Parking Structure and performed satisfactorily.

El Camino College
Enrollment Growth and Academic Course Performance
Traditional vs. Distance Education Courses, Spring 2011

This study chronicles the recent growth of online course offerings and enrollments at El Camino College (ECC) and compares academic performance in these courses with their traditional classroom counterparts. Whereas past studies have focused on Fall offerings, this study compares Spring terms. Like terms (spring to spring rather than fall to spring) are used because scheduling patterns and faculty course loads are more likely to follow similar patterns. This gives a better indication of the growth or change in Distance Education (DE).

Student Demographics

Before discussing the academic performance of students in DE courses, it is important to know who these students are. Figure 1 below shows the basic demographic data for the 2,120 students who enrolled in a DE course during the Spring 2011 term. Distance Education students are largely female. More than 2 out of 3 DE students are women. Most of the students are enrolled in less than 12 units for the term. In terms of age and ethnicity, DE students are very similar to the overall student population of El Camino College. The major races/ethnicities are all within a few percentage points of the campus population. Over 50% of those enrolled in DE courses are in the typical college going age range of 18 to 24 years. Another 32% are between 25 and 39 years old. For the most part, DE students represent the same population as campus students with the exception of Gender. The demographic data presented show one semester but similar results can be seen over time.

Figure 1: Student Demographics
Online Classes- Spring 2011

| Gender	Percent
Female	68.2%
Ethnicity	
Black	21.2%
Asian	16.5%
Latino	31.0%
White	21.7%
Enrollment Status	
Full-Time	37.2%
Age Group	
<18	0.8%
18-20	28.8%
21-24	27.3%
25-29	17.3%
30-39	15.1%
40-49	7.8%
50+	2.8%

ENROLLMENT GROWTH

The demand for distance education offerings led to an increase in departments, courses, and sections offered which peaked in Spring 2009. During this term, 86 sections accounted for 3,314 DE enrollments. This includes online, hybrid, and telecourses (no longer offered). In the last two years, the number of sections and the number of seats filled have decreased. This is likely due to the economy and a decreased budget since the average number of seats per section have continued to rise, suggesting that the demand remains. However, the decrease means there were 600 fewer DE enrollments and 129 fewer FTES during Spring 2011 than in Spring 2009.

Figure 2: Course, Section and Enrollment Growth
Online Classes- Spring 2007 to Spring 2011

	SP 2007	SP 2008	SP 2009	SP 2010	SP 2011
Departments	18	25	26	25	25
Courses	41	50	60	44	44
Sections	57	74	86	68	66
Seats	1,918	2,926	3,314	2,800	2,742
Avg Sec. Size	34	40	39	41	42
Online FTES	261	383	453	342	324

Figure 3: Department, Course, and Section Trends
Online Courses-Spring 2007 to Spring 2011
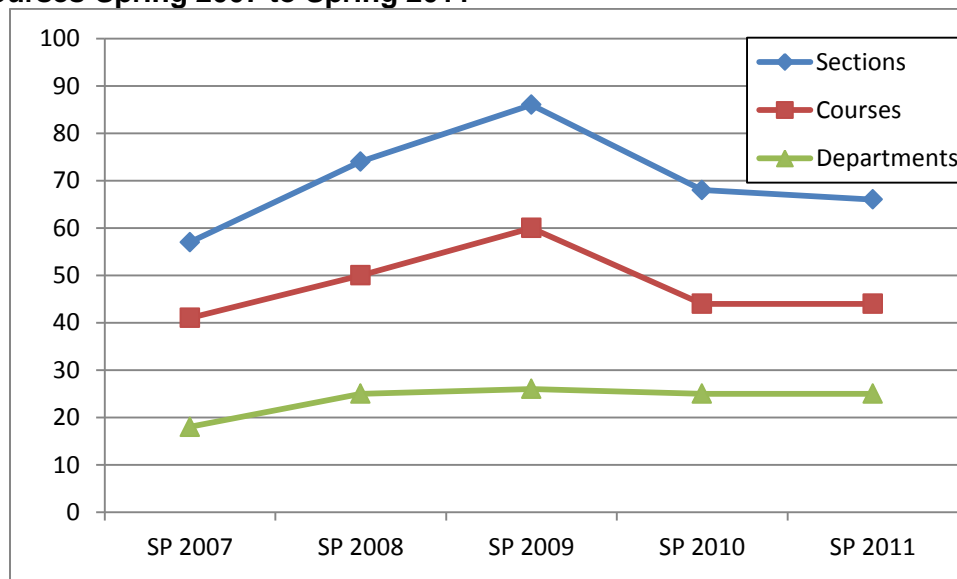
Source: CCC Chancellor's Office

COURSE OFFERINGS

The following table shows all online courses offered Spring 2011, ordered by department and course. Section and census date seat counts are included. The majority of online courses are UC and/or CSU transferable.

**Figure 4: Online Course Offerings**
Spring 2011

Course	Course Title	Sections	Seats	Transferable
AJ-100	Intro to Admin of Justice	1	47	Yes
ANAT-30	Essentls Anatomy/Physiol	1	42	Yes
ANTH-1	Intro to Physical Anthropology	1	49	Yes
ANTH-2	Intro Cultural Anthropology	1	49	Yes
ART-1	Art/Visual Cultr in Modrn Life	1	42	Yes
ART-2	Hist West:prehist-Gothic	1	53	Yes
BUS-15	Business Mathematics	1	32	No
BUS-19	Principles Retail Management	1	36	Yes
BUS-1A	Financial Accounting	2	56	Yes
BUS-1B	Managerial Accounting	1	25	Yes
CADD-31ABCD	Orientation to CATIA	1	15	Yes
CDEV-103	Child Growth and Development	1	56	Yes
CDEV-104	The Home, School, Community	1	64	Yes
CDEV-108	The Preschool Child	1	47	Yes
CDEV-131	Suprvsing/Mentorng Adults	1	25	Yes
CDEV-150	Survey Children Special Needs	1	46	Yes
CH-1	Persnl/Communty Health Issues	4	223	Yes
CIS-13	Intro-Comptr Info System	2	84	Yes
CIS-142	Implmnt/Admin Ntwrk Cisco 3	1	30	No
CIS-30	Introduction to eCommerce	1	39	No
DANC-1	Dance Appreciation	2	97	Yes
ECON-1	Principls of Econ - Macroecon	1	47	Yes
ENGL-1A	Reading and Composition	4	119	Yes
ENGL-1C	Critical Thinking/Comp	2	62	Yes
ENGL-27	Children's Literature	1	38	Yes
ENGL-84	Developmental Reading/Writing	2	72	No
HIST-102	U.S. History - 1877-Present	2	80	Yes
HIST-140	History of Early Civilizations	1	37	Yes
HUMA-1	An Introduction to the Humanities	1	39	Yes
JOUR-12	Mass Media and Society	1	38	Yes
LAW-4	Legal Environmnt Business	1	42	Yes
MATH-150	Elemntry Statistcs W/Probablty	1	45	Yes
MATH-40	Elementary Algebra	2	74	No
MATH-73	Intermediate Algebra Gen Ed	2	77	No
MUSI-11	Music Appreciation-Survey	2	90	Yes
NFOO-11	Nutrition	1	53	Yes
OCEA-10	Intro to Oceanography	1	31	Yes
PHIL-3	Ethics and Society	1	32	Yes
PHIL-7	Philosophy of Religion	1	36	Yes
POLI-1	Governments US/Calif	4	185	Yes
PSYC-16	Lifespan Development	1	54	Yes
PSYC-5	General Psychology	4	202	Yes
SOCI-101	Introduction to Sociology	2	101	Yes
THEA-1	Intro to the Theatre	1	31	Yes

ACADEMIC PERFORMANCE

This section addresses the academic performance of students in online courses. Metrics for assessing academic performance include the success and retention rates of students taking distance education courses. First, success and retention comparisons for the entire El Camino College distance education program are compared with the overall state rates. Next, success rates are compared for courses which are offered in both traditional and distance modes. These side by side comparisons have been clustered by academic division and disaggregated by course.

Figure 5 illustrates the comparison between local success and retention rates with those of the state for all distance education offerings. The California Community College Chancellor's Office defines success rates as the percentage of students who receive a grade of A, B, C, or P. Retention rates are the percentage of students who stayed in the course until the end, thus did not receive a notation of DR or W. Figure 5 shows the success rates for distance education in the state have remained steady at just under 60%. The success rates for ECC have been increasing over the years, increasing by 10 points within the last five years and now stand on par with state rates. The same can be said for retention rates. The state rate has been consistently around 78%. The ECC rate has risen from 67.5% to 76.8% within the last five years.

Figure 5: Success and Retention Rates for Online Courses
Local vs Statewide- Spring 2007 to Spring 2011
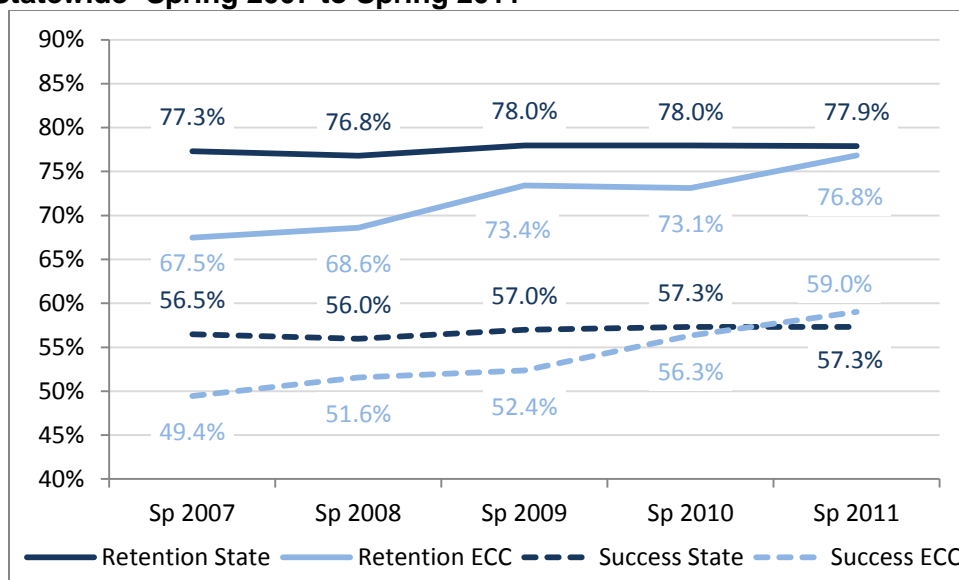
As a whole, there does not appear to be much difference in the outcomes for online and traditional courses although there are some noticeable differences in outcomes for individual courses which are taught both online and on campus. Overall, online success rates were about 6 points lower than traditional classroom, while online retention was 5 points lower. Figure 6 examines students' academic performance in online vs. traditional classes in terms of successful course completion (success rate) and retention in the course. The difference in rates is found in the columns at the right where negative differences indicate traditional courses are performing better and bold shaded numbers show courses where online sections have better outcomes.

Even though the overall difference is not great, examination of the chart shows some very large differences in outcomes for certain classes, departments, or divisions. For example, students taking the CDEV courses online were roughly 20% less successful than their traditional counterparts. Whereas almost 80% of the traditional students successfully completed the course, fewer than 60% of the DE students did so. Further examination would need to occur in order to investigate commonalities in the courses with large differences in outcomes. On the surface, there does not seem to be any links. General survey courses in the Fine Arts division seem to be similarly structured yet the students in the online sections were 20% more successful in Art-1 and Musi-11 than the traditional students. But students in Danc-1 and Thea-1 were less successful in online sections. The courses found in the Natural Sciences division exhibit online success rates that are less than half of the traditional rates. They also display some very low online retention rates. Industry and Technology division also has technical courses with high retention rates but their success rates vary from 33 to 81%. The math courses, on the other hand would seem to be as technical as the science courses, yet online sections have higher retention and success rates than the traditional sections. It could be argued that math, being offered in the hybrid format performs better because it offers a blend of hybrid and traditional qualities, but Bus-1A and Bus1-B are also offered as hybrid sections and have success rates around 50% and are lower than the traditional sections. Graphic representations of the success rate comparisons for each course are available in Appendix A.

Figure 6: Student Success and Retention Rates by Course
Online vs. Traditional Sections- Spring 2011

Course	Traditional			Online			Difference	
	Total	Successful	Retained	Total	Successful	Retained	Successful	Retained
Behavioral and Social Sciences								
ANTH-1	422	60.4%	80.6%	49	53.1%	77.6%	-7.4%	-3.0%
ANTH-2	329	66.9%	86.6%	49	61.2%	83.7%	-5.6%	-3.0%
CDEV-103	371	79.2%	89.5%	56	55.4%	80.4%	-23.9%	-9.1%
CDEV-104	98	77.6%	87.8%	64	57.8%	90.6%	-19.7%	2.9%
ECON-1	402	66.4%	79.9%	47	80.9%	89.4%	14.4%	9.5%
HIST-102	519	72.6%	89.0%	80	62.5%	87.5%	-10.1%	-1.5%
HIST-140	255	71.8%	88.2%	37	62.2%	83.8%	-9.6%	-4.5%
PHIL-3	232	57.3%	69.4%	32	37.5%	50.0%	-19.8%	-19.4%
PHIL-7	39	48.7%	56.4%	36	36.1%	63.9%	-12.6%	7.5%
POLI-1	946	64.1%	83.3%	185	66.5%	85.4%	2.4%	2.1%
PSYC-16	51	64.7%	76.5%	54	83.3%	94.4%	18.6%	18.0%
PSYC-5	1,096	65.6%	84.5%	202	45.0%	71.3%	-20.6%	-13.2%
SOCI-101	772	76.4%	85.5%	101	63.4%	76.2%	-13.1%	-9.3%
Business								
BUS-1A	553	58.0%	73.2%	56	51.8%	55.4%	-6.3%	-17.9%
BUS-1B	243	71.2%	81.9%	25	56.0%	80.0%	-15.2%	-1.9%
CIS-13	811	63.5%	78.3%	84	52.4%	69.0%	-11.1%	-9.3%
LAW-4	46	65.2%	84.8%	42	59.5%	76.2%	-5.7%	-8.6%
Fine Arts								
ART-1	638	63.8%	82.8%	42	85.7%	85.7%	21.9%	3.0%
ART-2	156	75.6%	92.3%	53	69.8%	75.5%	-5.8%	-16.8%
DANC-1	337	72.7%	85.5%	97	53.6%	71.1%	-19.1%	-14.3%
MUSI-11	444	52.7%	79.3%	90	72.2%	86.7%	19.5%	7.4%

Course	Traditional			Online			Difference	
	Total	Successful	Retained	Total	Successful	Retained	Successful	Retained
THEA-1	83	74.7%	86.7%	31	61.3%	77.4%	-13.4%	-9.3%
Health and Physical Science								
CH-1	1,214	70.5%	84.8%	223	58.7%	81.6%	-11.8%	-3.2%
Humanities								
ENGL-1A	2,196	64.3%	78.6%	119	53.8%	71.4%	-10.6%	-7.2%
ENGL-1C	1,317	75.5%	85.3%	62	54.8%	61.3%	-20.6%	-24.0%
ENGL-27	29	55.2%	75.9%	38	52.6%	68.4%	-2.5%	-7.4%
ENGL-84	960	57.5%	81.3%	72	37.5%	50.0%	-20.0%	-31.3%
HUMA-1	36	61.1%	77.8%	39	64.1%	69.2%	3.0%	-8.5%
JOUR-12	80	73.8%	88.8%	38	55.3%	78.9%	-18.5%	-9.8%
Industry and Technology								
AJ-100	149	68.5%	89.9%	47	55.3%	80.9%	-13.1%	-9.1%
CADD-31ABCD	44	84.1%	93.2%	15	33.3%	80.0%	-50.8%	-13.2%
NFOO-11	230	82.6%	88.3%	53	81.1%	88.7%	-1.5%	0.4%
Mathematical Sciences								
MATH-150	699	54.2%	75.1%	45	68.9%	84.4%	14.7%	9.3%
MATH-40	1,128	53.4%	76.2%	74	56.8%	70.3%	3.4%	-5.9%
MATH-73	1,374	47.1%	70.2%	77	58.4%	77.9%	11.4%	7.7%
Natural Sciences								
ANAT-30	152	65.1%	72.4%	42	28.6%	45.2%	-36.6%	-27.1%
OCEA-10	279	73.5%	85.7%	31	32.3%	58.1%	-41.2%	-27.6%

In order to make a comparison of the academic rigor of online courses in comparison with traditional courses, improvement rates are commonly used. If a student completes one level of a sequence and then completes the next level of the sequence with a passing grade, it is considered *improvement*. The presumption is the lower course in the sequence should prepare a student for success in the next level of the sequence. If the academic rigor of online courses is comparable to the academic rigor of traditional courses, there should be little difference in the success rates for the second course when comparing outcomes based on whether the first course was taken online or on campus.

Since not every course must be followed by another, only courses that serve as prerequisites have been tracked. However, because students are not required to take the follow-up course, students who did enrolled in the follow-up course for the first time during the Spring 11 term were reverse tracked to determine whether the prerequisite course was taken online. Ten of these courses had students enroll in the subsequent course during the Spring 2011 term. The success rates for these courses have been calculated based on the mode in which the prerequisite course was taken. A comparison of these rates is found in Figure 7 below.

The number of students in the Spring 2011 term who took their prerequisite course online is too small to make any definitive statements but some of the trends are worth investigation. For instance, despite the evidence which shows low success rates for online sections of Psyc-5, Engl-1A, and Engl-84 when compared to sections taught traditionally, students who passed these courses through either mode complete the next level course at comparably high rates. Conversely, despite the higher success rates in DE math sections compared to those taught on

campus, student success rates decrease drastically at the next level course when the prerequisite is taken through Distance Education.

Figure 7: Improvement Rates by Prerequisite Course
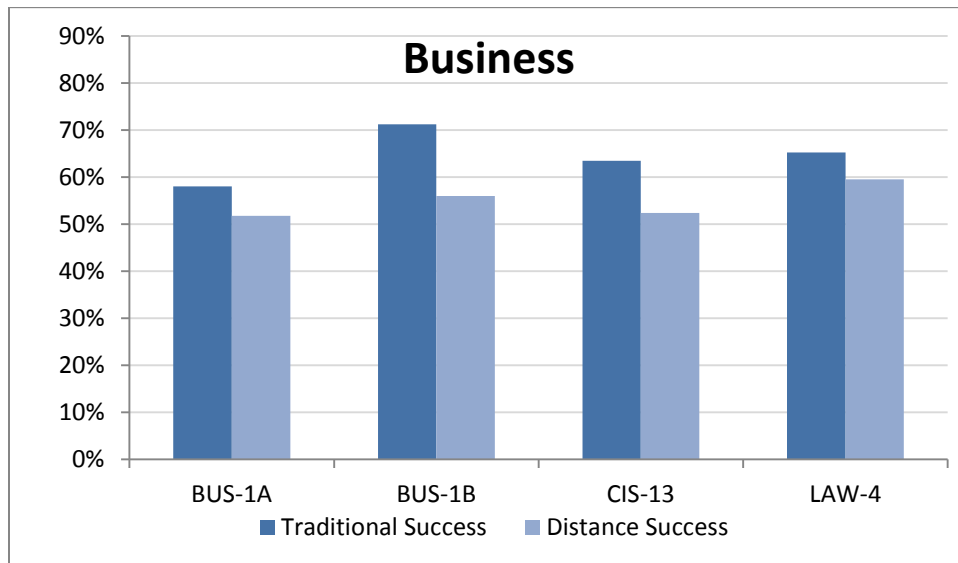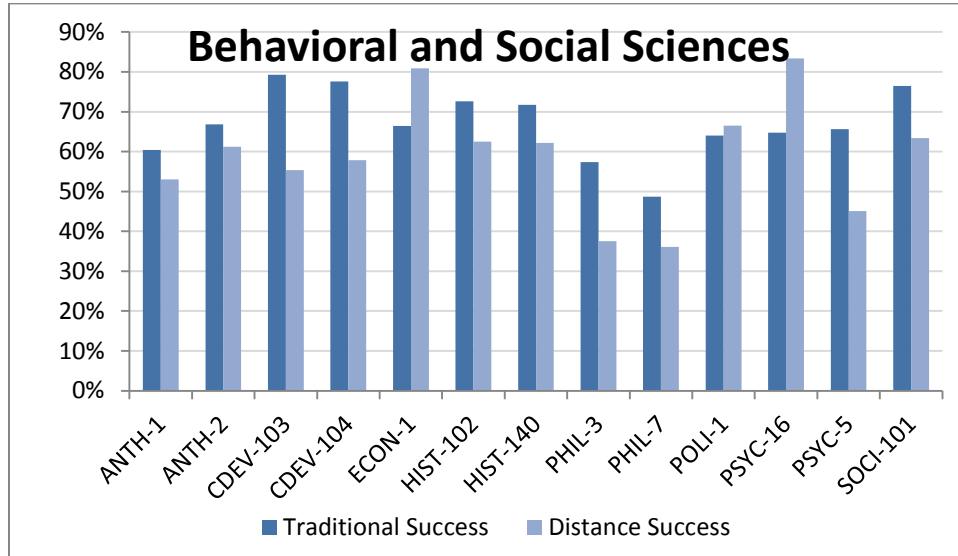**Online vs. Traditional Courses (Selected Courses)**
Spring 2011

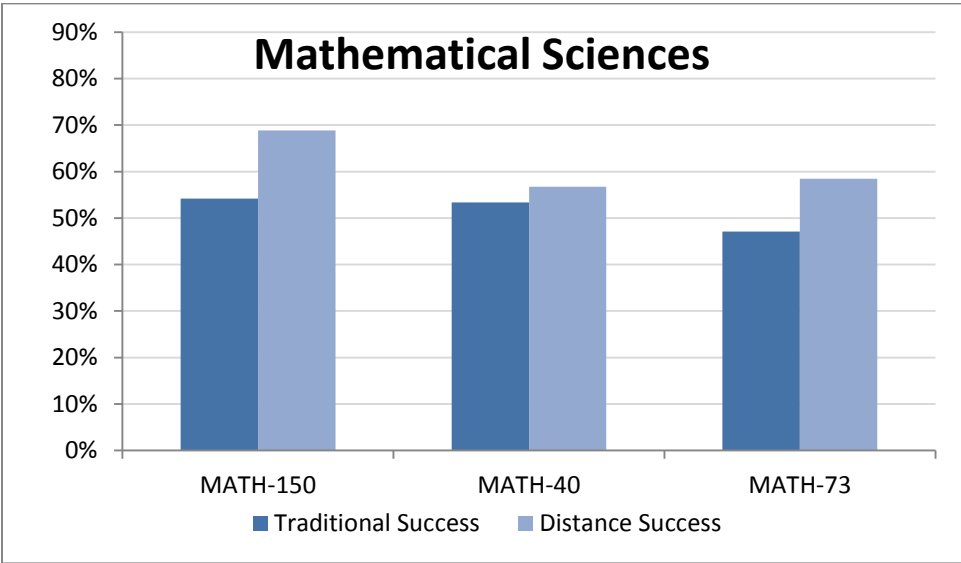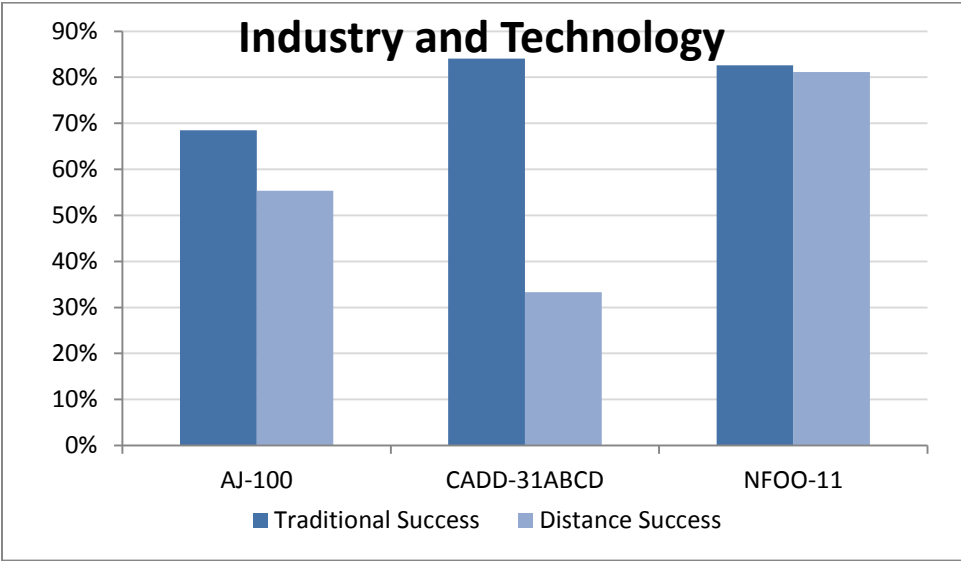| Prerequisite Course	Traditional		Distance Education	
	N	%	N	%
BUS-1A	208	73.6%	8	87.5%
CADD-31ABCD	6	50.0%	4	100.0%
CDEV-103	90	88.9%	9	100.0%
CIS-13	33	69.7%	3	100.0%
ECON-1	162	83.3%	7	57.1%
ENGL-1A	1,433	75.4%	22	72.7%
ENGL-84	626	71.1%	20	80.0%
MATH-40	512	53.7%	11	18.2%
MATH-73	416	53.6%	11	36.4%
PSYC-5	142	73.9%	17	70.6%
Total	3,635	69.6%	112	68.8%

CONCLUSION

Distance Education offerings have experienced a decline in the last two years after peaking in 2009, however enrollments remain strong. Overall, the success and retention rates for online offerings have continued to rise and were on par with state distant education rates for Spring 2011. There are some courses where the outcomes are much lower in online sections compared to on campus sections. In these instances, divisions might want to review the course material as well as the online resources and presentation to see if they are compatible with positive online implementation. In instances where they are not, online instruction may need to be revised or abandoned altogether. Likewise, it is important these classes properly prepare students for the next level. When taking all courses which have a prerequisite offered online, there seems to be no real difference in success in a course based on how the prerequisite was taken. However, some differences occur in the outcomes of specific courses when compared based on how the prerequisite was taken. It might be necessary to review these course sections to ensure students are receiving the proper preparation needed to succeed in future courses.

Appendix A: Divisional Success Rate Comparison for Distance Education and Traditional Sections- Spring 2011

This is a graphic representation of the success rates found in Figure 5.

Fine Arts

Traditional Success | Distance Success

Health Sciences and Athletics

Traditional Success | Distance Success

Humanities

Traditional Success | Distance Success

Industry and Technology

Mathematical Sciences

Natural Sciences
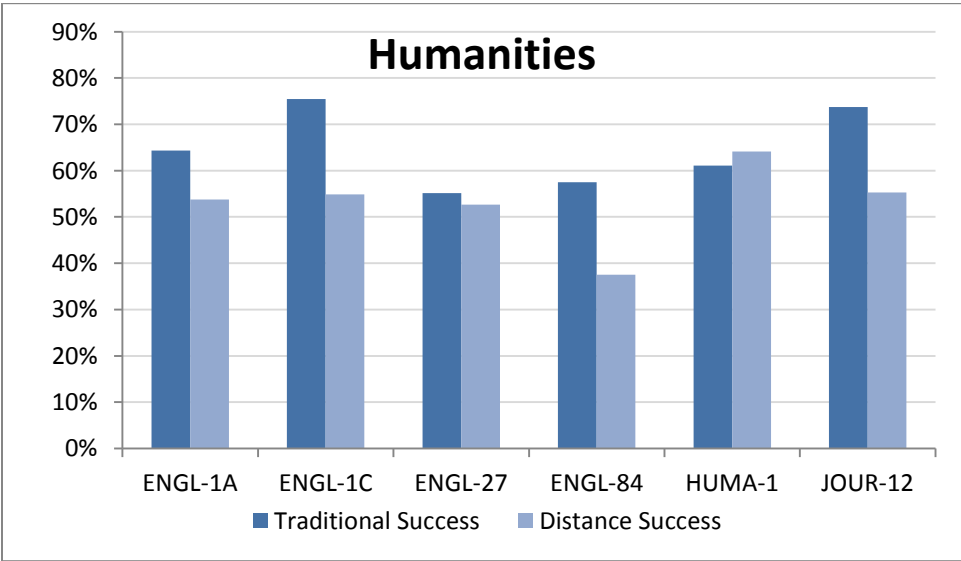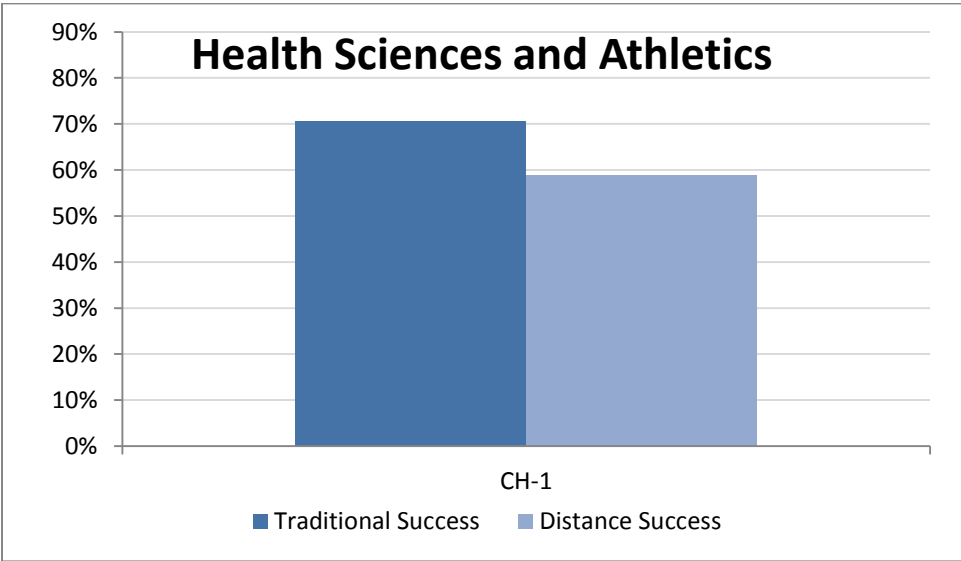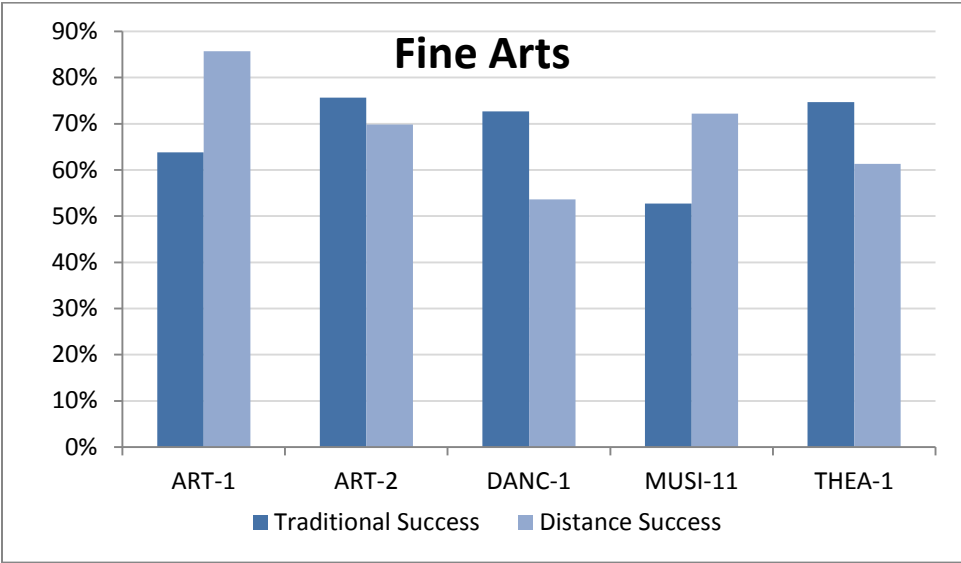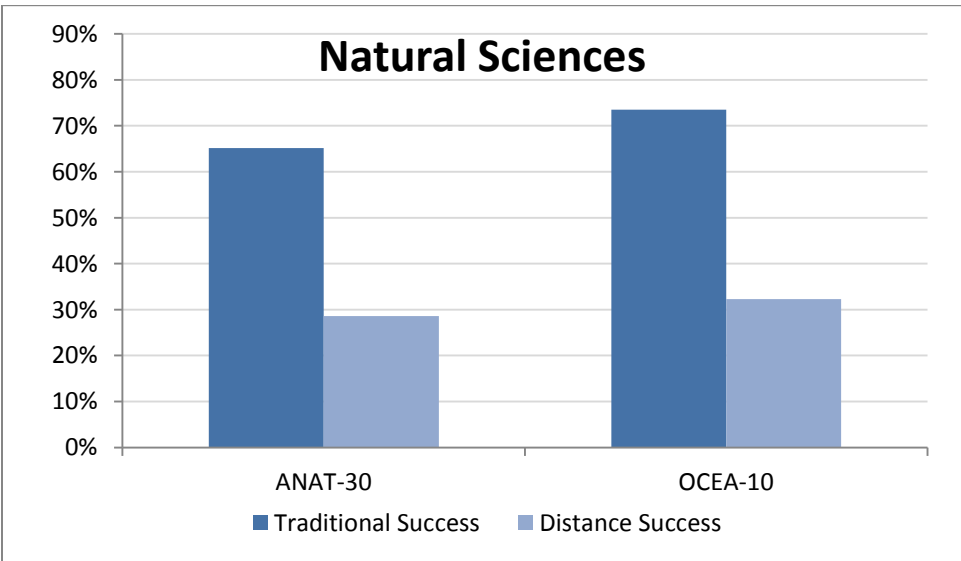
Online teaching's disconnect

A virtual teacher has virtues, but nothing can replace the classroom experience

By John Villasenor
Copyright © 2011, Los Angeles Times
September 28, 2011

To the long list of threats to the quality of an American university education, we can now add another: the rush into online instruction. Universities across the country are under increasing pressure to offer more of their courses over the Internet. The University of California, where I teach, has started offering for-credit online undergraduate courses this year.

In theory, moving online is a win-win for all involved. Students receive instruction at the locations of their choosing, courses become more accessible to working students who can eliminate the overhead of commuting to class, cash-strapped universities broaden their reach and revenue base, and professors can earn extra compensation for putting their courses online.

But amid the enthusiasm for all that is gained, it is also important to look at what is lost when the classroom experience is piped through the Internet and delivered on a screen. The Internet is very efficient at conveying words and images from one place to another. But good university teaching is much more than that.

Teaching in the truest sense is what occurs when a committed instructor gets in a room with a group of equally committed students and engages them in an interactive, probing and challenging treatment of a subject. A good lecture or seminar has its foundation in words but gains its texture and flow from countless other subtle cues and interactions in the classroom. These include the body language of the students that an alert instructor will observe and use in modulating the pace and content of the discussion, the pauses and inflections in student questions that would escape capture by a microphone, and the dynamism that occurs because each student, sitting among different neighbors at a unique location in the room, experiences and engages with the class slightly differently.

A course is also made effective by the unscripted interactions that occur as students gather before and after the class, and by the simple fact that the physical act of getting to class requires at least some investment of time and energy. In short, attending a well-run class in person is immersive and engaging in a way that far exceeds anything that consumer technology can possibly hope to deliver now or in the foreseeable future.

I'll admit that there's a certain attraction to the idea of moving to Maui and teaching all my classes from the comfort of a video camera-equipped home office. In fact, on a small number of occasions over the years, I have lectured by live videoconference when an unavoidable business trip left me the choice between teaching by videoconference or not at all. Each time I do this I am struck by the near miracle of reaching across time zones and miles to see and hear my students in a sunlit classroom in California. I speak and write on the board; they take notes and ask questions. Business as usual.

But when the lecture ends, a button is pushed, and jarringly I am suddenly somewhere else — a campus in the evening on the East Coast, or a nearly empty building near midnight somewhere in Europe. And I always feel a pang of guilt because I know, and my students know, that a class taught by videoconference is a distant second choice to the here-and-now presence of a lecture, properly delivered, by a real person standing in front of them.

The national trend toward online university instruction has been bolstered by a Department of Education-funded report that analyzed nearly 100 studies and concluded that online instruction, in the words of the report's lead author, "actually tends to be better than conventional instruction."

Depending on how narrowly one defines "better," that may be true. Under certain conditions it undoubtedly is true — for example, for the working student who cannot travel to class and for whom online education opens a whole new world of previously inaccessible options. For these students, universities can and should work to create appropriate frameworks and programs to use online instruction to broaden their reach.

But policymakers, university teachers and administrators should acknowledge that scientific studies and budget pressures notwithstanding, something is lost when the classroom experience becomes virtual. As we strive to educate our university students in an increasingly competitive global economic climate, among the many costly and complex measures that are on the table for improving their educational experience, here's one that is refreshingly simple: Show up.

Instructors owe it to their students to be there in the classroom, and students owe it to themselves — and to the rest of us — to do their best to be there as well.

John Villasenor is a professor of electrical engineering at UCLA and a nonresident senior fellow at the Brookings Institution.
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February 22, 2010

Combating Myths About Distance Education

By Todd Gilman

In addition to my day job as an academic librarian at Yale University, I have been teaching online courses for several library schools since 2002. I have taught courses on reference, online searching, children's literature, U.S. government documents (finding them, that is, not creating them), and book and library history—all on a part-time, adjunct basis. I've even taught a few online courses on writing or research skills for undergraduates.

I enjoy the work and feel confident that I have helped students become better readers, writers, future librarians, curators, and researchers. Yet every time I speak with faculty colleagues who have only taught what distance educators call "face to face" or "on ground" courses, I get the same bewildered responses: "I've never understood this whole online teaching thing" or "So do you teach via e-mail?" or "Is that like a correspondence course?"

Hidden beneath the surface of such seemingly innocuous comments and questions is a little jab, which, if put into words, would go something like this: "You're not a *real* college teacher, are you? If you were, you'd be interacting with students in a bricks-and-mortar classroom like I do."

No doubt that attitude owes, in part, to the bad press emanating from investigations into certain online "colleges" that have turned out to be little more than diploma mills. But the attitude also seems to be connected to the very idea of online teaching, as though no real college-level content could be delivered or absorbed without face-to-face interaction between teacher and students. That myopic notion even extends, in some cases, to administrators of the programs themselves: One department I have taught for at a big state university does not even acknowledge its online instructors as members of the faculty on its Web page. In the department's eyes, I am, like Pinocchio, not a "real boy."

I'll be the first to admit that online delivery of undergraduate or graduate course work is not always a wonderful teaching and learning experience for everyone. But then, neither is face-to-face delivery. The method of delivery itself is not *ipso facto* a blessing or a curse. That's because any classroom, whether it's the face-to-face, online-only, or hybrid variety, is only as good as the people in it. If both teachers and students are prepared, responsive, and engaged, things run remarkably well. But if the instructor is teaching at too low or too high a level, or if the students

are underprepared for the work—or, heaven forbid, if both are the case—problems will arise whether the course is face-to-face or online.

That said, online education does have its particular challenges. That's why there's no guarantee that a great classroom instructor will make an equally great (or even adequate) online instructor. By contrast, in my experience, good students in a traditional classroom also make good online students because the key to online learning is initiative and a strong sense of responsibility, qualities that all really good students seem to have. I would also guess that many instructors who are good online are also good in a traditional classroom. That's because part of what makes instructors good in the first place is their sensitivity to how different learning environments can affect the quality of the course, and a concomitant ability to make adjustments based on that sensitivity.

Why might a good classroom instructor have trouble making the transition to online instruction?

Any number of possible factors could affect the quality of instruction online, including skills as seemingly trivial as speed and accuracy in typing and a good proofreader's eye. But the crucial factors in online instruction are organization and, related to that, course design or presentation of material.

Organization and course design. What student hasn't sat in a face-to-face course in which the syllabus gets adjusted on a daily basis as the professor, realizing that he was overly ambitious, is forced to acknowledge that he is not covering the material according to the original plan?

That's all well and good in a traditional classroom: Most students come to class, so the instructor can just announce any adjustments to the next day's schedule. He or she might also grant a deadline extension on the spot, since students can't be expected to hand in their essays on Shakespeare if the instructor is still back on Chaucer.

But online, changing the schedule of what is to be covered and altering assignment deadlines can cause chaos. Say you get behind in the content and decide to extend the deadline for a paper assignment. Inevitably, some students will overlook the announcement you post on the course Web site. They will go ahead and write the paper without the benefit of the instructor's lectures or class discussions and hand it in on the original deadline. When they get it back with a less-than-stellar grade and a note from the instructor explaining that many of their errors could have

been avoided by reading the lecture and participating in discussion, they will complain that they didn't know they could have had more time because you, the instructor, didn't stick to the original posted schedule. And you didn't go back through your course Web site and change all the deadlines affected because you knew you risked creating another problem: Would everyone understand that they were now looking at the new due dates and not the old?

The online learning environment can be much less forgiving, for instructors as well as students. That's why it is crucial to be organized when you teach online.

That's also why you need good course design. Without it, your students can easily overlook important components of the course like the schedule of readings and assignment due dates. Because students are mostly silent online (unless you hold real-time meetings, as some instructors do), neither of you may know what they've missed until it's too late.

My advice on course design is to keep it clean, simple, and straightforward. Most of all, post deadlines in as many places as possible on your course Web site: on the syllabus, on the schedule, on the calendar, in the grade book, and under the assignments and readings tabs if you have them.

Best practices. Beyond those basics, what makes for good online courses? Surely the answer varies from discipline to discipline.

But let me begin with two crucial distinctions. The first is that undergraduate courses should be run differently from graduate courses, just as they are in a traditional classroom. While many face-to-face undergraduate courses involve lots of lecturing, many graduate courses do not. The same should hold true for online courses.

The second distinction is that students have to be up to the challenge of learning online, meaning that there is a level of maturity required that is less necessary in a physical classroom.

When undergraduates take courses in a traditional classroom, they can skip class or the reading (or both), and sit passively like baby birds awaiting a worm from Mother, thereby forcing the instructor to do the heavy lifting required to make the course engaging. And as long as students show up at least some of the time, take and pass the tests and quizzes, and turn in their papers, they usually do fine. Trust me, I was a face-to-face instructor (and before that, a student) for long enough to be thoroughly familiar with the panoply of tricks that can be used to thwart full

participation in class, or anything like mastery of the course material while still receiving a decent grade.

By contrast, when undergraduates take good courses online, they are required to be full partners in their learning process. That's because "attendance and participation" means not simply warming a seat in a classroom but logging on to the course site, posting a thoughtful and informed comment to the current discussion on the discussion board within a specified time frame, and getting graded on the quality of that comment.

Can you imagine a course in a traditional classroom in which every student participates in every discussion and gets graded specifically for his or her comments? I can't.

Another feature of quality online courses—both undergraduate and graduate—is good course-management software that instructors use to design highly functional, easy-to-navigate virtual classrooms. (It helps if instructors have expert and responsive support from information-technology administrators at their college or university.)

Over the years I have had to use much of the available courseware out there: eCollege, WebCT, WebCT Vista, Blackboard, Blackboard Vista, Angel, Sakai, and a host of programs developed in house by various universities. As much as they have evolved, they are still not all created equal.

Some are easy to use for both instructors and students; others not so much. To cite just one typical problem: The fewer clicks required to reach the course content you're after, the better; that saves time and frustration. Yet much of the software out there is not built to minimize clicks but to ensure that the instructor has maximum flexibility when designing a course.

I guess it's a trade-off, because courseware built that way inevitably adds clicks and headaches for all users. In some courseware these days, after you log on, you may have to click seven times before you reach the grade book and are actually reading a student's paper. Ditto with reading students' comments posted to the discussion board. That's too many clicks. So if you have a choice, use good courseware.

Finally, be friendly and welcoming, just as you would in a traditional classroom. Make yourself available to students as much as possible via cellphone, e-mail, or even instant messaging. That does not mean 24/7, even if some students will hope it does. But if students think you are unavailable to them or unapproachable, they will like you and your course much less.

In a future column I'll examine the difference between assignments that work especially well online versus those better suited to face-to-face courses. I'll also offer advice about how to give instructions to students that are specific enough to cut down on your having to answer the same questions repeatedly while also empowering students to help themselves. Meanwhile, as you begin to imagine yourself becoming an online instructor, it might be helpful to think of your new role, not as that of the sage on the stage, but the guide on the side.

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