Academic Senate of El Camino College 2012-2013

16007 Crenshaw Blvd., Torrance CA 90506-0002   (310)532-3670 x3254

Officers & Executive Committee

President	**Christina Gold**	Co-VPs Faculty Development	**Claudia Striepe & Moon Ichinaga**
VP Compton Educ'l Center	**Michael Odanaka**	VP Finance & Special Projects	**Lance Widman**
Curriculum Chair	**Jenny Simon**	VP Academic Technology	**Pete Marcoux**
VP Educational Policies	**Merriel Winfree**	Secretary	**Chris Jeffries**
		VP Instructional Effectiveness	**Janet Young**

Adjunct (1 yr term)
- **Nicholas Sean Bonness** 12
- **Kathryn Hall** 12

Behavior & Social Sciences
- **Janet Young** 12/13
- **Christina Gold** 13/14
- **Michelle Moen** 11/12
- **Lance Widman*** 13/14
- **Michael Wynne** 14/15

Business
- **Phillip Lau** 11/12
- **Jay Siddiqui*** 11/12
- **Gabriella Fernandez** 14/15

Compton Educational Center
- **Darwin Smith** 12/13
- **Chris Halligan** 12/13
- **Essie French-Preston** 12/13
- **Michael Odanaka** 13/14
- **Estina Pratt** 12/13

Counseling
- **Griselda Castro** 14/15
- **Chris Jeffries*** 14/15
- **Dexter Vaughn** 13/14

Fine Arts
- **Ali Ahmadpour** 14/15
- **Chris Wells*** 14/15
- **Russell McMillin** 14/15
- **Vince Palacios** 14/15
- **vacant**

Health Sci & Athletics/Nursing
- **Tom Hazell*** 13/14
- **Tom Hicks** 13/14
- **Mina Colunga** 12/13
- **Kim Baily** 13/14
- **vacant**

Humanities
- **Brent Issacs** 11/12
- **Peter Marcoux*** 11/12
- **Kate McLaughlin** 11/12
- **Barbara Jaffe** 14/15
- **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
- **Alice Martinez** 14/15
- **Eduardo Barajas** 13/14

Natural Sciences
- **Sara Di Fiori** 13/14
- **Miguel Jimenez*** 11/12
- **Pete Doucette** 12/13
- **vacant**
- **vacant**

Academic Affairs & SCA
- **Francisco Arce**
- **Karen Lam**
- **Jeanie Nishime**

Associated Students Org.
- **Simone Jackson**
- **Brooke Matson**

President/Superintendent
- **Thomas Fallo**

The Union   **Editor**

Division Personnel
- **Jean Shankweiler**
- **Don Goldberg**
- **Tom Lew**

Counseling   **Ken Key**

Ex-officio positions
ECCFT President
- **Sean Donnell**
- **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, for example 11/12 = 2011-2012.
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

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SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

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

FALL 2012		**SPRING 2013**	
September 6	Alondra Room (Canceled)	February 19	Alondra Room
September 18	Alondra Room	March 5	Alondra Room
October 2	Alondra Room	March 19	Alondra Room
October 16	Alondra Room	April 2	Alondra Room
November 6	Alondra Room	April 16	canceled
November 20	Alondra Room	May 7	Alondra Room
December 4	Alondra Room	May 21	Alondra Room
		June 4	Alondra Room

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

FALL 2012		**SPRING 2013**	
September 6	Board Room	Feb. 21	Board Room
September 20	Board Room	March 7	Board Room
October 4	Board Room	March 21	Board Room
October 18	Board Room	April 4	Board Room
November 1	Board Room	April 18	Board Room
November 15	Board Room	May 2	Board Room
December 6	Board Room	May 16	Board Room
		May 30	Board Room

AGENDA & TABLE OF CONTENTS

	B. BP 4255 Student Progress Early Alert and Referrals. This policy was written in 1995 and not revised since. It is no longer legally required, however, early alert is a good practice to encourage student success. It was recently approved by the Deans and the VPAA.	**28**
	C. BP/AP 4025 Philosophy for Associate Degree and General Education. This policy was adopted in 2002 and has not been revised since. It has been under revision and development for a year and a half. This version is primarily Title 5 language with revisions for smoother reading. The procedure is new. This policy/procedure was recently approved by the Deans and the VPAA.	**29-33**
	D. BP 4030 Academic Freedom. This is a revision to a policy that was written in 2006. It includes a statement recommended by the Association of American University Professors and the Academic Senate of California Community Colleges. This statement extends academic freedom to "matters related to professional duties and the functioning of the college," in addition to the protections for academic freedom in instruction, research and scholarship. This policy was recently approved by the Deans and the VPAA.	**34-38**
G. INFORMATION ITEMS – DISCUSSION	**A. "Making Decisions at El Camino College."** This document resulted from extensive conversations in College Council about collegial consultation, which were sparked by the Senate's passage of the Resolution of No Confidence in Collegial Consultation and the informational presentation by the ASCCC/CCLC in spring 2012. It was initially authored by a consultation task force that included the Academic Senate President. It has been carefully revised by College Council and is being presented here for faculty feedback.	**39-65**
	B. AP 5055 Enrollment Priorities. This does not fall within the 10+1 purview of the Senate and is being presented as an informational item. It is a response to Title 5 changes. The items that have sparked the most discussing are C and D on p. 2. They pertain to district designated priority groups and in district new students.	**66-70**

	C. Academic Program Review Committee Materials. The APRC has further refined the template to improve the quality of academic program reviews and to more carefully illustrate the links between assessment and program improvements and funding requests. The template has been supplemented with additional materials to assist faculty in writing their reviews. Please give feedback on the materials to Janet Young or Chris Gold.	**71-96**
	D. Employee Technology Survey. This survey will be conducted before the end of the semester. Please give feedback on the survey to Pete Marcoux and Irene Graff.	**97-106**
	E. BP/AP 4021 Program Discontinuance. This has been under revision and debate for several years. This is the latest version that is close to reaching a compromise over the extent to which a program will be given the opportunity for revitalization before discontinuance. Currently it is under review by the Deans and may come to the Senate for a first reading at our next meeting. This is an informational item only. Please send any comments to Merriel Winfree or Chris Gold.	**107-110**
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**		

Committees

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Kaysa Laureano-Ribas, Chris Mello, Janet Young	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon, Chair Mark Lipe, Chair Elect	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.	Moon Ichinaga, Claudia Striepe	2nd & 4th Tues	1:00-2:00	West. Library Basement

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jean Shankweiler	Matt Cheung			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vacant			
Campus Technology Comm	John Wagstaff	Pete Marcoux	March 14 & May 28	12:30-2;00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	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.	Francisco Arce	Christina Gold Chris Wells Kristie DiGregorio Juli Soden	2nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	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 that address issues of interest or concern to you.

ACADEMIC SENATE ATTENDANCE
2nd, April 2013

Name:	Initials
Adjunct (1year)	
Bonness, Nicholas Sean	
Hall, Kathryn	X
Behavioral & Social Sciences	
Gold, Christina	X
Moen, Michelle	X
Widman, Lance	X
Wynne, Michael	X
Young, Janet	X
Business	
Fernandez, Gabriella	X
Philip, S. Lau	X
Siddiqui, Jay	X
Counseling	
Castro, Griselda	X
Jeffries, Chris	X
Vaughn, Dexter	X
Fine Arts	
Ahmadphour, Ali	X
McMillin, Russell	
Palacios, Vince	
Wells, Chris	X
VACANT	
Health Sciences & Athletics	
Baily, Kim	X
Colunga, Mina	X
Hazell, Tom	
Hicks, Tom	
VACANT	
Humanities	
Isaacs, Brent	X
Jaffe, Barbara	X
Marcoux, Pete	X
McLaughlin, Kate	X
Simon, Jenny	X
Industry & Technology	
Gebert, Pat	X
Hoffmann, Ed	
MacPherson, Lee	X
Marston, Doug	X
Winfree, Merriel	X

Name:	Initials
Learning Resources Unit	
Ichinaga, Moon	X
Striepe, Claudia	X
Mathematical Sciences	
Barajas, Eduardo	X
Bateman, Michael	X
Hamza, Hamza	X
Martinez, Alice	EXC
Sheynshteyn, Arkadiy	X
Natural Sciences	
Doucette, Pete	X
DiFiori, Sara	X
Jimenez, Miguel	
VACANT	
VACANT	
Academic Affairs & SCA	
Arce, Francisco	X
Nishime, Jeanie	X
Lam, Karen	
Assoc. Students Org.	
Matson, Brooke	
Montague-Jackson, Simone	X
Compton Education Center	
French-Preston, Essie	
Halligan, Chris	
Odanak, Michael	X
Pratt, Estina	X
Smith, Darwin	
Ex-officio Positions	
Shadish, Elizabeth (ECCFT)	
Velasquez, Nina (ECCFT)	
VACANT (CEC-VP)	
Deans' Reps.; Guests/Other Officers:	
Graff, Irene	X
Pineda, Carolyn	X
Rapp, Virginia	X
Vakil, David	X

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

Academic Senate President Gold called the fourth Academic Senate meeting of the Spring 2013 semester to order on April 2, 2013 at 12:38pm. The meeting was held in the Alondra Room.

Approval of last Minutes:
[See pgs. 5-8 of packet] for minutes of the March 19, 2013 meeting. Michael Odanaka asked that under his report the credit for authoring the document titled "Programs at the Compton Center" go to David Vakil rather than himself since David was the primary author. This change was approved by the Senate.

OFFICER REPORTS

Academic Senate President's report – Christina Gold (CG)
CG reported that the College Council had cancelled one meeting, but otherwise the group has been working on "Making Decisions at El Camino College" and they are close to finishing.
CG asked that we look over the minutes of the Enrollment Management Committee that could be found on pages 9-10. The Committee has been looking at the new enrollment priorities and the new procedures have been brought to different venues such as Dean's Council and Ed Policies. The new Student Success Act has changed the registration priorities and now new in-district high school graduates who have completed assessment, orientation, and educational planning will be given a priority registration date even over continuing students. C. Jeffries noted that without counselors available in the summer this may be a problem, but J. Nishime stated that this process will be started in April when counselors are here. G. Castro remarked that she does orientations now throughout the summer especially for probation students.
CG asked for feedback on the new procedure being used for hiring committees in which letters of recommendation are no longer being asked for as part of the application process. There has been some concern regarding this new procedure especially among the Math faculty. The reasons Human Resources has given for this change are a) it is a workload issue and with over 20 positions being flown right now that could result in over 6000 letters being processed; b) these letters are usually only positive anyways; c) some good applicants might get disqualified if we required the letters of recommendation, but for some reason which could be no fault of their own, the letter was never received. CG added that reasons she can see why it would be important to keep them is a) they provide a personal sense of the candidate; and b) the committee can sometimes read between the lines of a letter to decide if it really is a stellar recommendation or not. Much discussion followed. M. Ichinaga said she was surprised that last fall when Staff Development was conducting the "Getting the Job" workshop they were told of this change in policy. MI felt that the letters should still be allowed and thought that they were only optional anyways. MI doesn't buy the workload issue and asked if references are still not required and the answer was yes. J. Simon suggested that maybe they ask for letters only from the applicants that they know they are going to interview. K. Hall stated that if it is listed as optional then most candidates are still going to get them and now that the applications are on the on-line system, that is a lot of work for the reviewers to read through all those letters. P. Doucette felt the letters were helpful on the last panel he was on and felt they were noticeably absent this year. Previously sometimes the letters were used to decide whether to interview someone or not.
CG brought up the fact that there really wasn't an Administrative Hiring Committee procedure or process currently in place. There is a question as to who appoints members to this committee. The Union currently has one appointee, but there are two other faculty on the committees and currently it isn't clarified as to who appoints those two. The contract states there is a policy, but in fact, there is only a draft policy available. This draft policy states that one member is appointed by the Union, one by the Senate and the third jointly by the Senate and the chair of the hiring committee. She asked if this policy should be prioritized. The selection of the Math dean's committee was done by Dr. Arce, but all the appointees were good, so it really wasn't an issue. A. Ahmadpour suggested that the chair get feedback

from the divisions and the departments and each department select one and then reduce it down to one with a vote by the entire division. E. Barajas stated that the Math Department has diabolic forces within the division that no matter what is decided there will still be grumblings, so there should be a process in place. P. Doucette feels there should be a policy in place before the president hiring committee, but it was noted that there is a Board policy for the president, just not for the vice presidents or the deans. C. Jeffries recommended if there is already a draft then it should just be completed and brought to a vote.

VP – Compton Educational Center report – Michael Odanaka (MO)
MO provided us with a handout which outlined the Division Reorganization at the Center and was written by Barbara Perez and Keith Curry. As most everyone knows, Dr. Curry was appointed as the permanent CEO of the Center which everyone is happy there is now finally a permanent person on board. The faculty leadership is pleased with the appointment and MO thanked Dr. Arce and Chris Wells for their service on the hiring committee. With this finalization of the division reorganization nothing has changed much from the original proposal even though there was some vocal disagreement and it was decided it was best to just move forward. B. Perez felt the changes addressed the needs of underprepared students. MO talked about the timeline for the SLO assessment and wasn't concerned about the assessments actually getting done, but rather if there will be meaningful dialogue needed to actually improve the courses being assessed.
MO announced that David Vakil has accepted the position of Dean of Instruction at the Moreno Valley campus starting May 1st. Dave addressed the Senate and said that it was a difficult decision to leave El Camino, but really gave credit to the Senate for his growth and how everyone should take advantage of the opportunities this body has to benefit students. CG expressed her appreciation towards David for being very innovative and creative in dealing with change. MO personally thanked David and expressed his concerns of what they will do without him and thanked him for his support in his position as Senate President.

Curriculum Committee report – Jenny Simon (JS)
No report.

VP – Educational Policies – Merriel Winfree (MW)
No report.

Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe (MI and CS)
MI referenced the minutes of the committee in the packet on pages 11-12. The committee is looking for new members and also a new co-vice president to start serving in Fall 13. It would be great to have new people and new ideas on the committee.

CG used this time to announce that there are a few VP positions open in the spring which includes Ed Policies, Finance, Secretary, Instructional Effectiveness and a president-elect since CG only has one more year left in her position as president.

VP- Finance – Lance Widman (LW)
LW expressed that he felt David Vakil was the best chairperson the PBC has ever had and credited him for being very creative.
LW asked people to read over the minutes of the PBC on pages 13-14 of the packet.
The following is a written report that LW provided to the secretary for the minutes: "As the dust has been settling in Sacramento regarding the Governor's proposed 2013-14 State Budget and exactly what the passage of Prop 30 will mean for K-12 and community colleges in the budget, PBC has been spending much of its time and energies on the planning and accreditation issues, as can be seen from these minutes. For example, the on-going discussions about the linkage of program review with annual

plans and the budget expenditures provided to carry out those plans based on program review. PBC is struggling with this topic to make sure that the message of our efforts is clear to accreditation.

The planning summit will be held on Friday, May 10th, invitations will be forthcoming. Please attend if your schedule allows.

pp. 15-16: The PBC Planning and Budgeting Calendar: March and April are extremely busy months for the VPs and PBC, as you can see. Prioritizing area plans, development of the tentative Budget for PBC review, presenting prioritized area plans to PBC and Cabinet, finalizing planning and budget assumptions, and reviewing the Tentative Budget prior to being submitted to the Board in June. Definitely a very full plate for all of us."

VP – Academic Technology – Pete Marcoux (PM)

The first technology conference was held on March 22nd and it was very successful. There were 96 people in attendance including the vendors. There were some technical problems such as the internet crashing when everyone logged into the Ipads, but all in all it was a very worthwhile event.

The Faculty Technology Survey will be available soon and there will be a final viewing of the survey at the next meeting on Tuesday, May 28th at 12:30pm in the Stadium Room. If anyone wants something specific included on the survey, please send those suggestions to either PM or Irene Graff.

VP – Instructional Effectiveness – Janet Young (JY)

JY directed us to pages 17-18 in the packet which is a letter from Chris Gold to Dr. Arce regarding revisions to the Academic Program Review template. As agreed upon, the CurricUNET program review module will no longer be used due to technical difficulties, but the old paper template used in 2011 will be utilized since it is felt it yielded higher quality program reviews with more detail and reflection. This will be facilitated by more detailed styles of questions and requiring programs to set standards and goals in student achievement. The template also enhances the Assessment and SLO section which allows for more detailed alignment between course, program and institutional learning outcomes which accreditation is looking for. The strategic initiatives will be incorporated in the prioritized list of recommendations for more seamless use of the program review recommendations in Plan Builder. The draft of the "Academic Program Review Materials" was compiled by C. Gold with advice from JY and Joshua Rosales of Institutional Research. The Academic Review committee will make final comments and approve it and it will then be sent on to the Senate for their approval. Program review orientations were held for faculty authors and deans on Thursday, March 14 and Friday, March 15.

JY gave us an update on SLO's and was pleased to announce that there has been progress. We will complete up to 97% of our assessments this spring and will get to 100% by the end of fall. Currently 100% of the divisions have SLO websites and alignment grids. The ACCJC recommends that assessments be accessible to the public which should include all SLO statements and reports for every course and programs. JY walked us through the website to find out where this information can be found. The program-level assessments are on the website and courses are highlighted that may have been linked to CurriCUNET to see the course SLO's. JY also recommended that a link to the site page be included in the college catalog and D. Vakil stated that he believes it can be found on page 2 of the catalog. JY said ILO's or Institutional Learning Outcomes are also available.

CG asked if the agenda could be reordered at this time to move BP/AP 4260 Prerequisites and Co-requisites above Special Committee Reports and being there was no objection this was done.

UNFINISHED BUSINESS

BP/AP 4260 Prerequisites and Co-requisites

Pgs. 26-35. This is the third reading with a correction to the collegial consultation language that puts it in alignment with an earlier Senate approved policy. C. Jeffries wondered if the reference to CurricUNET found on page 31 (6 of the procedure) should be included in the procedure since it is not known if this

will be product that will always be used on our campus. D. Marston agreed and it was decided to remove it from the procedure. P. Marcoux moved that both the policy and procedure with the slight change be approved, it was seconded by M. Winfree and the motion passed unanimously.

SPECIAL COMMITTEE REPORTS

Academic Senate Distance Education Task Force

The Academic Senate Distance Education Task Force Plan is outlined on pages 19-20 of the packet. The Task Force met on Friday, March 15th and identified problems to be resolved and clarified the role of the Task Force in regards to the Distance Education Advisory Committee (DEAC). It was decided that the Task Force will be advising the Senate. The main issue at hand is student contact and DEAC was asked for their recommendation for student contact based on the new requirements and this will be coming back to the Task Force in the near future. A "To Do List and Timeline" is outlined in the document through the end of the spring semester into the summer and where we should be by the fall. The Task Force is confident they are meeting authentication and contact requirements while maintaining instructional flexibility and optimal on-line learning. This will all be done through a process of cross-campus collegial consultation that creates more buy-in with the decision and further embeds accreditation into our campus conversations and processes.

Senate Work Group: Institutional Student Achievement Standards

Work group members and discussion can be found in the packet on pages 21-25. This group was formed out of concern that the standards were made without faculty input. The committee had to meet fast due to the quick turnaround for this report and there were some changes made which included modest lowering of retention and transfer standards. The work group expressed their appreciation for the openness to consult. M. Odanaka had some questions about the transfers as regards to students from the Center. I. Graff explained that the UC/CSU count all of the students the same, but internally there is quite a bit of overlap since pretty much all the students from the Center had to come to the Torrance campus at one time or other to take a class not offered at the Center.

ADJOURN

The meeting adjourned at 1:36pm.
CJ/ECCSpring13

DRAFT
EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 22, 2013

Present: Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Brooke Matson, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, and Virginia Rapp.

1. The following board policies and procedures have been approved by the Academic Senate, Curriculum Committee, Vice President- Academic Affairs, and Deans. These will be reviewed at College Council next week.
   a.   BP 4225 - Course Repetition
   b.   BP/AP 4260 - Prerequisites and Co-Requisites
2. BP/AP 4021 - Program Discontinuance revisions will be reviewed by the Deans and Dr. Arce. The most recent version will be reviewed at College Council next week.
3. BP 4030 - Academic Freedom revisions will be reviewed by the Deans and Dr. Arce.
4. BP/AP 4025 - Philosophy for Associate Degree and General Education revisions will be reviewed by Educational Policies Committee.
5. AP 5055 - Enrollment Priorities was distributed and will be reviewed at College Council next week.
6. "Making Decisions at El Camino College" draft was distributed and reviewed. Suggested edits will be made and the document will be sent out to College Council members before the next meeting.

Agenda for the April 29, 2013 Meeting:
1.   Minutes of April 22, 2012
2.   Tree Removal/Replacement Listing
3.   BP/AP 4021 - Program Discontinuance
4.   BP 4255 - Course Repetition
5.   BP/AP 4260 - Prerequisites and Co-Requisites
6.   AP 5055 - Enrollment Priorities
1.   Faculty Hiring Process
2.   "Making Decisions at El Camino College" Draft
3.   Administrative Hiring Procedures (May 2013)

College Council Goals 2012-13
1)   Finalize "Making Decisions at El Camino College" and distribute to all collegial consultation committees and college constituency groups.
2)   Determine which committees are considered Collegial Consultation Committees, identify to whom recommendations are made and appropriate follow-

up.

3)   Complete a review of all policies and procedures relating to Accreditation and revise if necessary.

4)   Develop a review cycle for all policies and procedures.

Policies Pending:

1.   BP 4255- Course Repetition - Distributed at CC on 4/23/12 & 4/30/12 .

2.   BP 3570 - Restricted Smoking Areas - Jo Ann Higdon revising.

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
MARCH 28, 2013

Present: J. Anaya, W. Garcia, E. Geraghty, C. Gold, D. Goldberg, I. Graff, A. Grigsby,
D. Hayden, D. Horton, T. Kyle, G. Miranda, W. Morris, B. Mulrooney, R. Murray,
J. Nishime, D. Patel, B. Perez, S. Rodriguez, J. Shankweiler, D. Shrader, R. Smith, J. Wagstaff

Other Guests: Nicholas Awakuni (ASO)

I. INFORMATION

A. Notes of 2/28/13: Distributed and revised as follows:
F. Announcements – STEM Workshops: **Counseling** faculty completed **the first of** five STEM workshops.

B. ASO Update: D. Horton provided an update:
- Six students attended a conference in Washington DC to discuss various issues on Financial Aid, Pell Grants, student loans.
- Senate will discuss enrollment priorities and the changes in the registration for summer and fall.

C. CEC Update: R. Murray provided an update:
- Special Trustee Henry announced the appointment of K. Curry as CEO.
- B. Perez announced the reorganization of the division next week.

D. PBC Update: D. Patel provided an update of the meeting on 3/21:
- I. Graff gave a presentation on institution standards.
- Reviewed the ACCJC pillar of rubrics regarding the performance of the College.
- The due date for program prioritization is due mid-November. VPs submit by March 31. Prioritization recommendations will be discussed at the April meeting.
- The Comprehensive Master Plan was discussed regarding its role in PBC.

E. Academic Senate Update: C. Gold provided an update of the meeting on 3/5:
- There will be a fourth reading on the BP/AP 4260 Prerequisites and Co-requisites.
- I. Graff and J. Nishime met with the Senate work group on Institutional Achievement Standards.
- The DE Task Force met and will inform faculty on two key issues: (1) accreditation and federal requirements for authentication and (2) faculty contact with students.

F. Announcements:
1. Welding Project: S. Rodriguez shared how a student incorporated a combination of five different processes in his welding project.
2. Northern Tour: R. Smith reported that 30 students will be going on a northern tour to UC Berkeley, Davis, and Santa Cruz during spring break.

1

3. <u>Honors Transfer Council</u>: J. Shankweiler reported 26 students attended the Honors Transfer Council of California Student Research Conference. One-third of the students presented a research poster and two-thirds presented on a research done in an honors class.
4. <u>Holocaust</u>: The library will host a Holocaust Remembrance Day On April 4. Volunteers will read names of some of the Holocaust victims beginning in the morning.

II. DISCUSSION/ACTION
A. Accreditation Program Standards
Institutional standards have been set and included in the accreditation annual report. The report will be submitted on March 28. There are new interpretations based on federal regulations for institutional standards. The College is required in the annual report to set and report institutional standards. A work group was set up to review the initial process to establish standards. Based on a meeting of the work group, the College lowered some of the standards due to higher than average performance course completion and retention rates in the last three years. In terms of the accreditation annual report, it was confirmed by J. Young and K. Laureano that the College is at 98% of program level assessment on the web for students to view.

III. MEETING SCHEDULE
The next Council of Deans will meet 4/25/13. The meeting on 4/11 is cancelled because of spring break.

2

Minutes of Educational Policies Meeting

March 26, 2013

Present: Merriel Winfree, Jean Shankweiler, Chris Gold

I. Discussion/Actions

A. **BP 4025 Philosophy for Associate Degree & General Education**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
     Board Policy has gone back to the deans for further revisions and simplicity. Deans are reviewing policies.
B. **BP 4030 Academic Freedom**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
     The Board Policy was reviewed, and editing changes were made to the second paragraph to number one. These changes will be presented to the Academic Senate.
C. **BP 4021 Program Discontinuance**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold
     Dr. Arce and Chris Gold will work on the policy.
D. **AP 5050 Enrollment Priorities**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
     The policy will be presented to the Academic Senate as an information item.
E. **AP/BP Prerequisites**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
     The policy will be presented at the next Academic Senate for First Reading on 4/2/13.
F. **BP/AP Credit by Examination**
   - Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
     The policy will be presented to Curriculum for input.

II. The meeting adjourned at 2:05 p.m.

III. Meeting Schedule:
   The next Educational Policies meeting will be on April 23, 2013 from 1:00-2:00 in SSC, Room 106.

Faculty Development Committee Meeting

Minutes of the Meeting Tuesday, April 23, 2013

Committee Members

Fazal Aasi (FA)	Compton Center	Moon Ichinaga (MI)	Learning Res.**
Florence Baker (FB)	BSS	Donna Manno (DM)	Staff Dev.
Rose Cerofeci (RC)	Humanities(EXC)	Margaret Steinberg (MS)	Natural Sci.
Kristie Daniel-DiGregorio (KD)	BSS	Claudia Striepe (CS)	Learning Res.**
Ross Durand (RD)	Ind/Tech	Evelyn Uyemura (EU)	Humanities
Briita Halonen (BH)	Humanities(EXC)	Sue Ellen Warren (SW)	Ind/Tech

**Committee Co-Chairs
Mr. Ali Ahmadapour (Fine Arts) joined the meeting as a guest.

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

Spring 2013 Meetings (1-2 p.m. in West Library Basement)
Feb. 26, March 12, March 26, April 23, May 14, May 28 (Tentative)

AGENDA ITEMS

Mr. Ahmadapour questioned whether the mission statement could be changed to be more reflective of intellectual endeavors. There followed discussion on whether mission statement changes would need to be approved by the Board or the Academic Senate. Mr. Ahmadapour will bring suggestions for a revised statement to the next meeting for discussion.

I) **Discussion: Participant Selection for Great Teachers Seminar in Santa Barbara, July 28 - August 2, 2013:** Staff Development will send out an email advertising the event and asking for interested participants. Participants must be available for the dates mentioned. The College will pay for all lodging and seminar fees. The FDC agreed to sponsor both full- and part –time faculty. The participants must come from ECC as the CEC has its own faculty development funds and can sponsor faculty from that campus. Last year 6 faculty attended. The campus tries to aim for a gender and discipline balance. There was discussion on the participants "sharing out" to the campus on their experiences, but this has not been done before as the Seminar was felt to be more of an experiential and internal process.

II) **Fall Flex Day Planning:** Both the Reading Apprenticeship and the "Completion by Design" workshops and presentations had struck the FDC as items that could be integrated into existing campus activities and programs. The FDC chairs and Donna Manno had met with Janet Young (VP Instructional Effectiveness) to

discuss this. Dr. Young noted that this might not be the best time to integrate any programs as the SLO endeavor on campus is in the process of undergoing some radical changes. Drs. Nishime and Arce, Janet Young Kaysa Laureano-Ribas, and Chris Mello had attended an SLO workshop at Pierce College to get additional training on SLOs. They recommended that David Marshall, who had conducted some of the training, be invited to the ECC campus for the Fall Flex day to be a keynote speaker and perhaps offer some afternoon workshops. The campus is also in the process of discontinuing CurricUNET for SLO purposes and is looking at 2 new products. Donna Manno felt that we would still be able to allow other faculty workshops and presentations on the afternoon of the Fall Flex day. The Staff Development office will put out a call for presentations. Dr. Young will be invited to the next FDC meeting to report back on developments and what they might mean for flex day activities.

Prof. Ahmadapour asked why the continual focus on accreditation, and committee members responded that ECC could face accreditation consequences if the college did not improve in this area. Prof. Warren noted that the faculty had made great strides and needed encouragement.

III) **Discussion: Need for FDC Meeting on May 28? :** The FDC will next meet on May 14th, in a different location yet to be announced. At that time we will decide on the May 28th meeting.

IV) **Upcoming Professional Development Activities:**
1. A CCC Confer free webinar on MOOC's and Student Success on April 30th from 10 – 11am.
2. 2013 Strengthening Student Success Conference, 3CSN sponsored, in San Francisco on October 9th and 10th.
3. On Course begins later this week, Thursday 25th in Costa Mesa, and ECC is sending 27 participants.
An email on the first two events will be sent out to the campus.

V) **OTHER:** Mr. Ahmadapour asked that a FDC Newsletter item be placed on the next agenda for discussion.

Cs/ECC2013

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 21, 2013

MEMBERS PRESENT

☐ Michael DeSanto – Campus Police   ☒ Dipte Patel – Academic Affairs
☐ Sean Donnell – ECCFT   ☒ Dawn Reid – Student & Community Adv.
☐ Alice Grigsby – Mgmt./Supervisors   ☐ Cheryl Shenefield – Administrative Services
☐ Derrick Moon – ASO   ☐ Gary Turner – ECCE
☒ Rory K. Natividad – Chair (non-voting)   ☒ Lance Widman – Academic Senate

Support: William Garcia, Irene Graff, Ken Key, Michael Le, Jeanie Nishime, John Wagstaff, Will Warren
Guests: Emily Rader

The meeting was called to order at 1:07 p.m.
Approval of March 7, 2013 Minutes
Revisions were made as follows:
1. Page 1, under Accreditation Achievement Standards, number 1, **Correct:** I. Graph **To:** I. Graff.
2. Page 1, under Program Plans, number 1b, **Correct:** suggest **To:** suggested.
The approved minutes will be posted to the web page.

Rory proposed a change of the agenda of the meeting of April 4. The agenda item of the Technology Plan will not be discussed. Further information will be presented at future time.

Institutional Standards – I. Graff
1. Information was distributed and reported on regarding the proposed mythology for ACCJC institutional set standards.
   Beginning this March we need to report on the following on an annual basis is:
   a. What our performance is and what our minimum standard for that performance is.
   b. Essentially what needs to be reported is: course success rate, retention rate, degree and certificate completions, and transfers.
2. The process of setting goals through a consultation process will include the planning summit on May 10. Setting standards for a number of sub groups will be worked on.
.
Rubric – ACCJC – I. Graff
1. A copy of the ACCJC Rubric for evaluating institutional effectiveness was distributed to the committee. This information shows where our institution needs to be and what the standards need to be for the accreditation visit for 2012. It was noted that there are three pillars of institutional effectiveness: program review, planning, and student outcomes.
   a. Program review – We need to be showing improvement in our institution based on the program review process.
   b. Planning – Must be sustainable. This process needs to be robust and meaningful to all participants. It is the goal to make this a holistic and comprehensive process.
   c. Student Outcomes – Assessments must be completed and discussed. We want to strive towards sustainability with SLOs. Work needs to be done towards accomplishing a 100% compliance rate with these outcomes.

1

Planning and Budget Calendar – R. Natividad
1. The planning calendar was presented with the revisions noted from the last meeting. The calendar was further discussed and other changes were made. The calendar will the new corrections will be moved to the website.

Comprehensive Master Plan – R. Natividad
1. It was noted that calendar changes will be updated due to the previous planning and budget calendar discussions.
2. The topics of placement of the annual plans and were briefly discussed.
3. Discussion ensued as to the information the committee reviewed up to pages 23. The committee was asked to review the document and give possible recommendations where warranted.

Adjournment – R. Natividad
The meeting adjourned at 2:15 p.m. The next meeting will be held **Thursday, April 18, at 1:00 p.m**., in Library 202.

RKN/lmo

2

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: April 18, 2013

MEMBERS PRESENT

☐ Michael DeSanto –   Campus Police
☐ Sean Donnell – ECCFT
☐ Alice Grigsby – Mgmt./Supervisors
☐ Derrick Moon – ASO
☒ Rory K. Natividad – Chair (non-voting)

☒ Dipte Patel – Academic Affairs
☒ Dawn Reid – Student & Community Adv.
☒ Cheryl Shenefield – Administrative Services
☐ Gary Turner – ECCE
☒ Lance Widman – Academic Senate

Support: Francisco Arce, Linda Beam, William Garcia, Irene Graff, Ken Key, Michael Le, Jeanie Nishime, Michael Trevis
Guests: Emily Rader

The meeting was called to order at 1:04 p.m.

Approval of April 4, 2013 Minutes
Revisions were made as follows:
1. Page 1, Institutional Standards, item 1, **Delete:** mythology, **Add:** methodologies.
2. Page 1, Institutional Standards, item 2, **Delete:** sub-groups, **Add:** variety of areas or programs.
3. Page 1, Rubric – ACCJC, item 1, **Delete:** 2012, **Add:** 2014.
4. Page 2, Planning and Budget Calendar, item 1, in the third sentence after calendar, **Delete:** will, **Add:** with.
5. Page 2, Comprehensive Master Plan, item 2, **Delete sentence. Add:** The need for annual discussion of the various area plans was discussed. Ensuring that the three goals identified in the matrix for evaluating effective institutions are met and that our institution is sustainable, identifies a solid starting point or focus for the committee. The connections between the plans and budgeting should be a routine roll of the committee. Review of annual items and ensure that the committee has discussion about essential items.

The approved minutes will be posted to the web page.

Planning Update – I. Graff
1. May 10 will be the Planning Summit and all the committee members were invited to attend. The summit will be held 8:15 a.m. – 2:30 p.m.
2. There will be five outcomes they will be looking for:
   a) Reaffirmation of the mission statement.
   b) Reaffirm our strategic initiatives.
   c) Setting institutional achievement goals.
   d) Develop other measures for strategic initiatives.
   e) Development a new visual representation for our planning model.
   It was also noted that hopefully the mission statement and strategic initiatives can be reaffirmed for the coming year.

ECC Planning Survey - I. Graff
1. The results of the PBC Planning survey from spring 2011 were distributed to the committee. These results were left over from when the prior chair was part of the PBC. It was thought that the committee may be interested in these results in case they may want to make changes to the planning cycle. Past minutes will be checked to see if this topic has already been previously presented and

1

discussed. The viability of the survey results was discussed. It was noted that a lot of good information was extracted from the survey. It was noted that Rory and Irene will put together an update on the statistics and will bring it back before the committee.

Accreditation Update / Calendar – J. Nishime
1. Updates were made to the calendar and were reflected on the committee handouts.
2. All the teams turned in their first draft, which were reviewed by the co-chairs with feedback given to the team chairs. The second draft is due at the end of this month.

Comprehensive Master Plan – R. Natividad
1. Tabled. The updated calendar will need to be inserted unto the new version.

Adjournment – R. Natividad
The meeting adjourned at 1:36 p.m. The next meeting will be held **Thursday, May 4 at 1:00 p.m**., in Library 202.

RKN/lmo

2

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
MARCH 14, 2013

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

Members Present: Dawn Charman, Gabriella Fernandez, Dwayne Hayden, Donna Manno, Pete Marcoux, Dave Murphy, David Pahl, Soshanna Potter, Howard Story, Francine Vasilomanolakis, Michael Wynne

Members Absent: Francis Baylen, Richard Ciampa, Lyn Clemons, Alice Grigsby, Noreth Men, Virginia Rapp, Sabra Sabio, Margaret Steinberg, Don Treat, John Wagstaff

Recorder: Laurie Linka

The Academic Technology Committee meeting was called to order at 12:38 p.m.

Conference Update
F. Vasilomanolakis reported that correspondence has been sent out and fliers have been distributed for the Technology Conference and Vendor Fair, scheduled for Friday, March 22, 2013. At this time, eleven vendors will be participating, and there will be three faculty presenters. Presently, the faculty sign-up total is not as high as anticipated; however, the committee members were encouraged to invite their division/department faculty to attend. P. Marcoux will send out an email with a link to register. Dr. Andrew Currah, Development Executive, Apple, Inc., was confirmed as the keynote speaker. The committee members were reminded that the vendors would be raffling off prizes.

At this time, new member David Pahl was introduced and welcomed to the committee.

Utelogy
 H. Story presented an update on Utelogy:
* The control system software has expanded in the last two years to add Social Sciences, MBA building and Distance Education training room
* The company is very reliable and anxious to help ECC
* They are frequently on campus, working with ITS
* Major benefit – statistical data in terms of utilization
* Faculty have become extremely dependent on technology
* Support is required – support and technology go hand in hand
* Natural Sciences was the first building to be renovated – technology is dated
* There are a few bugs left; overall, progress is good
* We need to be better at planning regarding changes in technology

Accreditation

In regards to the ACC process and STD 3C, P. Marcoux advised the committee that he had created a Google form to be sent to faculty to review / answer / return.

Faculty Survey
Irene Graff will present the results of the Student Technology Survey at the Technology Conference on Friday, March 22. The next phase will be the faculty survey. P. Marcoux requested the committee members to supply him with questions for the survey.

Other Business
S. Potter from Natural Sciences expressed her concern for the dated equipment in her division, which is over three years old. It was recommended that she re-request an I-Grant.

At this time, the discussion returned to the Technology Conference and Vendor Fair – what is the selling point to attract attendees?
- Cutting edge technology
- Raffles
- Time frame – do not have to attend the entire session
- Lunch

The meeting was adjourned at 1:13 p.m.

2

El Camino College Academic Senate Constitution

ARTICLE IV **Officers**

Section 1   Officers. The Senate shall elect from among its members:

1.1   President:

1.2   President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3   Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, Vice President of Academic Technology and Vice President of Educational Centers (an elected chair of an educational center council);

1.4   Secretary;

1.5   Other Officers, as deemed necessary.

1.6   Parliamentarian. The president may appoint people to serve in positions such as parliamentarian, sergeant-at-arms, and newsletter editor or others as deemed necessary;

1.7   Elected Officers. The elected officers shall be members of the Senate Executive Committee.

Section 2.   Election of Officers – See Bylaws Article IV.

Section 3.   Terms of Office

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

3.2   An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

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

3.4   If the president cannot or does not complete the term of office, the

president-elect shall serve as president. If there is no president-elect, the Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4.   Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations.*

4.1   Senate President: The president shall preside over meetings of the Senate as outlined in *Robert's Rules of Order*; chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the State Academic Senate for the California Community Colleges (ASCCC); and appoint a parliamentarian, newsletter editor and sergeant-at-arms, as deemed necessary.

4.2   President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, ASCCC Area C meetings and the plenary sessions, and the El Camino College Academic Senate Executive Committee meetings.

4.3   Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

    4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards and policies regarding student preparation and success.

    4.3.2 Vice President of Instructional Effectiveness shall monitor and report on actions of, shall represent the senate on, and shall be the senate's voting member for all of the following campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus wide committees devoted to faculty evaluation processes or procedures.

    4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and, handle special

projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs, shall investigate, monitor and propose policies for faculty professional development activities, and present proposals for use of faculty development funds to the Senate.

4.3.5 Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full senate.

4.3.6 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee and the Academic Technology Committee; report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle special projects as assigned by the senate president.

4.4   Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other senate matters; and maintain the list of all committees members, and see that the Senate website is updated.

4.5   Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

4.6   Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

4.7   Sergeant-at-Arms: Assist in preserving order as the president may direct.

BOARD POLICY 4255   **Student Progress Early Alert and Referrals**

The faculty of El Camino College, as a matter of professionalism, ~~and in compliance with California Law~~, is fully committed to fostering student educational progress *and success* through early, individualized feedback and follow-up.

Previous Board Policy: 6131.1

El Camino College
Adopted: 4/17/95
Renumbered: 5/16/05

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The college's associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill

general education and associate degree requirements meet the standards used in this policy.

Approved by the College Curriculum Committee: March 27, 2001
Approved by the Academic Senate: May 15, 2001

Reference:
Title 5, Section ~~55805~~ 55061
Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

Revision:
    Deans 3/22/13

AP 4025 **Philosophy and Criteria for Associate Degree and General Education**

Procedures for the selection of courses for the associate degree and general education requirements are located in the Curriculum Handbook, which is housed in the Office of Academic Affairs, division offices, and the College website.

References:
   Title 5, section 55061
   Accreditation Standard II.A.3

Submitted:
   Deans 3/22/13

El Camino College recognizes the importance of *educating* ~~the~~ individual*s who will serve* ~~to~~ the local, state, national, and international communities. *The college's associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.* ~~The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness. The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education and sufficient depth in a specific field of knowledge.~~

~~El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding. General education curriculum will enhance appreciation and understanding of the scientific method and the relationships between science and other human activities. It will also develop an understanding of methods of inquiry regarding human behavior, foster an appreciation of how societies and social groups operate, and develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.~~

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- *to think and to communicate clearly and effectively both orally and in writing;*
- *to use mathematics;*
- *to understand the modes of inquiry of the major disciplines;*
- *to be aware of other cultures and times;*
- *to achieve insights gained through experience in thinking about ethical problems;*
- *to develop the capacity for self-understanding; and*
- *to engage in lifelong learning.*

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the

college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

Approved by the College Curriculum Committee: March 27, 2001
Approved by the Academic Senate: May 15, 2001

Reference:
Title 5, Section ~~55805~~ 55061
Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

Revision:
    Deans 3/22/13

DRAFT   **DRAFT**
Board Policy 4030   **Academic Freedom**

The El Camino Community College District recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. ~~Academic freedom is essential to these purposes and applies to both teaching and research. Academic freedom is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning~~.

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the college. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

~~It~~ Academic freedom carries with it *correlative* responsibilities. ~~correlative with those rights.~~ Accordingly, a faculty member shall have the freedom *to examine all relevant ideas in teaching, research, scholarship and publication while recognizing the responsibility to be accurate, objective, respectful and fair to students. Faculty shall have the freedom to select pertinent course materials and to recommend library books, materials, media and online resources while ensuring they are relevant and appropriate to the course and discipline. In exercising academic freedom in professional duties, faculty shall be constructive and respectful.*

1. ~~To examine or endorse unpopular or controversial~~ all relevant ideas ~~including unpopular or controversial ones, either in classroom teaching or in discussions with students as is appropriate to the course content, or in academic research, scholarship, or publication. Faculty should~~ while recogniz~~e~~ing the responsibility to be accurate, objective and respectful of others. ~~Faculty~~They also ~~have the responsibility to grade students solely on the basis of evidence of knowledge of the material pertinent to the class and attainment of appropriate skills, or other generally accepted grading criteria, avoiding any bias generated by a student's political outlook, religious belief or other personal attributes.~~

2. ~~To select or recommend the selection of course instructional materials that may contain unpopular or controversial ideas, with the correlative responsibility that these materials are pertinent for the course.~~

> **Christina Gold 3/26/13 10:26 AM**
> **Comment [1]:** This statement is recommended by the American Association of University Professors for inclusion in faculty handbooks and academic freedom policies. It is endorsed by the Academic Senate of California Community Colleges. ASCCC resolution 13.03 fall 2010 "Academic Freedom: New Recommendations" http://www.asccc.org/resolutions/academic-freedom-new-recommendations.

> **Christina Gold 4/30/13 2:38 PM**
> **Comment [2]:** In Dean's Council on 4/25, it was recommended that the AAUP statement above provide the essence of the policy and that the list of 1-5 items be truncated into a shorter listing.

3. To speak or write as a citizen, provided that the faculty member recognizes the special professional obligations of an educator to be accurate, objective and respectful of others, and that the faculty member take care to avoid leaving the impression that he or she is speaking for the college or the district.

4. To select or recommend library books, materials, media and online resources representing a multiplicity of philosophies and points of view, relying on professional expertise to maintain appropriate depth and breadth of the collections.

5. To speak or write constructively on matters related to professional duties, college policies, and the functioning of the college.

A faculty member shall not be subject to any adverse action affecting his or her employment with the El Camino Community College District for exercising ~~any of the foregoing choices~~ *his/her academic freedom.*

Any related procedures for implementing this policy shall be developed by the Superintendent/President in collegial consultation with the Academic Senate, as defined in CCR § 53200.

~~The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval, procedures to assure that academic freedom policies are applied to all faculty members.~~

Board Policy 4030 supersedes Board Policy 4030.1 Teaching of Controversial Issues adopted by the Board on July 26, 1965.

Reference: Title 5, Section 51023
Accreditation Standard II.A.7
Agreement, El Camino College Federation of Teachers, Article ~~V~~5. El Camino College, 10/15/12 – 10/14/15
Adopted: 8/21/06
Ed Policies: 3/26/13

DRAFT **"CLEAN VERSION"** **DRAFT**
Board Policy 4030 **Academic Freedom**

The El Camino Community College District recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the college. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

Academic freedom carries with it correlative responsibilities. Accordingly, a faculty member shall have the freedom to examine all relevant ideas in teaching, research, scholarship and publication while recognizing the responsibility to be accurate, objective, respectful and fair to students. Faculty shall have the freedom to select pertinent course materials and to recommend library books, materials, media and online resources while ensuring they are relevant and appropriate to the course and discipline. In exercising academic freedom in professional duties, faculty shall be constructive and respectful.

A faculty member shall not be subject to any adverse action affecting his or her employment with the El Camino Community College District for exercising his/her academic freedom.

Any related procedures for implementing this policy shall be developed by the Superintendent/President in collegial consultation with the Academic Senate, as defined in CCR § 53200.

Board Policy 4030 supersedes Board Policy 4030.1 Teaching of Controversial Issues adopted by the Board on July 26, 1965.
References: Title 5, Section 51023
Accreditation Standard II.A.7
Agreement, El Camino College Federation of Teachers, Article V5. El Camino College, 10/15/12 – 10/14/15
Adopted: 8/21/06
Ed Policies: 3/26/13

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

RESOLUTION 13.03
ACADEMIC FREEDOM: NEW RECOMMENDATIONS

Fall 2010
Contact: Dianna Chiabotti, Napa Valley College, Executive Committee
Topic: General Concerns
Status: Completed

Whereas, In the Garcetti v. Caballos court decision of 2006, the U.S. Supreme Court majority ruled that when public employees such as faculty speak, "pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline";

Whereas, In response to the above case and the more recent cases of Hong v. Grant, Renken v. Gregory, and Gorum v. Sessions the American Association of University Professors (AAUP) created a subcommittee in 2006 for the purpose of "surveying the landscape of legal and professional protections for academic freedom at public colleges and universities"; and

Whereas, The AAUP's subcommittee has recommended three options of proposed policy language that may be incorporated in faculty handbooks as follows:

1. Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the University. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

2. Academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to address the larger community with regard to any matter of social, political, economic, or other interests, without institutional discipline or restraint, save in response to fundamental violation of professional ethics or statements that suggest disciplinary incompetence; or

3. Academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, and to address any matter of institutional policy or action whether or not as a member of an agency of

institutional governance. Professors should also have the freedom to speak to any matter of social, political, economic, or other interest to the larger community, subject to the academic standard of conduct applicable to each. (AAUP, 2010, pp. 87 -88)

Resolved, That the Academic Senate for California Community Colleges recommend that local senates review their current policy on academic freedom to determine if it is aligned with the latest AAUP perspective;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to refine and/or develop a policy on academic freedom that reflects the current AAUP perspective; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to include such a policy in faculty handbooks and board policies, and collaborate with unions to ensure that the rights delineated in such policies are protected.

See AAUP 2010 Document at: http://www.aaup.org/AAUP/protectvoice/actionitems/

Making Decisions at El Camino College, 2012-2016[1]

Table of Contents

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[1] The overall structure and some specific language in this document have been drawn from the following two sources: *Making Decisions at Orange Coast College, 2012-2014* (March 2012) and *Making Decisions at Moorpark College, 2008-2010.*

Section 1

Introduction – A Message from College Council

In an effort to improve our understanding of the collegial consultation process at El Camino College, a special Board of Trustees meeting was held on April 3, 2012. Representatives from the Community College League of California (CCLC) and the Academic Senate of California Community Colleges were invited to provide an informational session on collegial consultation to members of the college community and the Board of Trustees. Throughout the summer, College Council met to review the presentation and to engage in dialogue regarding collegial consultation at El Camino College. It was a catalyst for a candid discussion regarding our perspectives on how decisions are made at El Camino College.

A Task Force was charged to write *Making Decisions at El Camino College,* a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. *Making Decisions* also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.

Making Decisions at El Camino College was created as part of an effort by College Council to evaluate itself, to recommend improvements and to redesign processes to make decision-making efficient and effective. It is the result of collegial consultation between representatives of faculty, staff, students and administrators, and it has been presented to these groups for feedback. We believe that it represents the united voice of all campus constituents, and we are committed to adhering to its precepts.

It is our desire that this document will build the goodwill and trust that are essential for an effective consultation process.

Signatures of College Council members:

_____   _____
Thomas Fallo   Brooke Matson
El Camino College President   ASO President

_____   _____
Mike De Santo   Jeanie Nishime
POA   Vice President, Student & Community
                                              Advancement

_____   _____
Francisco Arce   David McPatchell
Vice President, Academic Affairs   Compton Center (2012-13)

_____   _____
Susan Pickens   Jo Ann Higdon
Confidential   Vice President, Administrative Services

_____   _____
Christina Gold   Luukia Smith
Academic Senate President   ECCE

_____   _____
Irene Graff   Linda Beam
Director, Research & Planning   Vice President, Human Resources

_____   _____
Estina Pratt   Julio Farias
Compton Center (2013-14)   AFT

Section 2
Collegial Consultation Philosophy Statement

El Camino College is committed to including staff, faculty, students and administrators in the development of recommendations that impact their constituent groups, as required by California state law and regulation. By including campus constituents in decision-making, "there is a greater understanding and acceptance of decisions, a greater commitment to their implementation, and an understanding of and commitment to the goals and objectives of the organization. Shared decision-making promotes trust, cooperation, a team identity, and coordination of efforts."[2] In addition, the decision-making process is strengthened by the unique talents and knowledge of each constituent group. In other words, our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement.

The following points describe the philosophy and practices El Camino College strives to attain during the decision-making process. While the main focus of this document relates to collegial consultation committees, our approach to decision-making could be applied to other College committees and processes.

Collegial Consultation

In a spirit of problem solving and with the goal of institutional improvement, collegial consultation committees come together to resolve issues and strategize for the future. When applicable, the decision-making process begins in consultation committees and the President makes a final decision or recommendation to the Board after fully considering the input of the consultation committee.

To ensure trust and goodwill, campus members engaged in collegial consultation must treat each other respectfully and recognize the unique perspectives, skills, and abilities of our colleagues and students. All committee members will be given the opportunity to speak and to express their constituent's point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success.

When consensus or majority opinion is reached, the committee's recommendation (including a full rationale for the recommendation) will be forwarded to the Superintendent/President by the committee chair. In the event that a recommendation of a consultation committee is not accepted, the Superintendent/President or his/her designee will provide a written response in a timely manner. Written responses demonstrate that the recommendation was carefully considered by administration and explains why another alternative was chosen. If appropriate, the Superintendent/President will forward his/her recommendation to the Board of Trustees whose decisions are final. All committee members will respect the final decision, regardless of whether or not they agree with the decision.

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[2] Community College League of California, *Trustee Handbook* (2012), p. 114.

That decision will not be revisited unless compelling fiscal, organizational, or educational reasons exist to do so.

Inclusiveness and Communication

Every constituency that will be affected by a collegial consultation committee recommendation is invited to participate in the process. With participation comes the responsibility to keep an open mind, respect differing opinions, strive for consensus, and support the final outcome. Consultation committee members act as conscientious representatives of their group and keep their colleagues informed.

The main vehicle for intra-campus communication is committee minutes which are posted on the web (http://www.elcamino.edu/cmte_minutes/display.asp). The website is used to document and make all committee materials accessible to the campus community. Currently, all committees have their Purpose Statement, membership, and minutes posted.

In addition, e-mails, Senate meetings, ASO meetings, division meetings and paper memos distributed in mail boxes are consistently used as additional vehicles of communication to keep the ECC community involved and updated.

Evidence and Planning

The College utilizes evidence to support decisions. Sources of evidence include institutional data, including those found in program review and planning documents; student learning outcomes and academic performance assessments; state and local demographic and economic trends; and a variety of educational research. Robust research data is made available to the college community via the Institutional Research & Planning web page (http://www.elcamino.edu/administration/ir/) among other sources. While many decisions must be made to ensure compliance with State and Federal policy and regulations, we strive to link our recommendations to existing evidence whenever possible.

All committee members are expected to review the evidence provided in advance of the meeting in order to contribute a well-informed, campus-wide point-of-view to the dialogue.

Student Success

We are united by our ultimate prioritization of El Camino College students and their success. Student opinions are invited and respected to ensure that they have a significant impact on the way El Camino College functions. All decisions, whether they involve facilities, academic programs, or student services, must be mindful of the impact on current and future students. We evaluate new policies, procedures, and processes in terms of promoting student success.

Section 3

The Role of Students, Administrators, Faculty and Staff

In the Decision-making Process

According to ECC Administrative Procedure (AP) 2510, "Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College Board of Trustees." The role and function of each constituent group is outlined below.

Role of Students

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Students have the right to participate in processes for jointly developing recommendations to the Board, especially those which have a significant impact on students. Decisions that have a significant impact on students include, but are not limited to:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Instructional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Any other policy or procedure that the Board determines has a significant impact on students

Except in emergency situations, the Board shall not take action on a matter that has significant impact on students until it has provided students a reasonable opportunity to participate in the formulation of the policy or procedure, or in the joint development of recommendations to the Board.

Role of Administrators

El Camino College's administrative staff includes senior administrators (vice presidents), deans, associate deans, and directors (classified managers). ECC's organizational charts highlight the general scope of responsibility for each position. As contributors to the collegial consultation process, administrators should:

1. Anticipate and plan for the future direction of college programs and services;
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives, and comprehensive planning;
3. Accept educational and fiscal accountability and responsibility for college programs and services;
4. Remain current on law and regulations governing community colleges;
5. Promote the interest of students and student success while considering the well being of employees;
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
7. Guide and collaborate with faculty and staff in developing, coordinating, and evaluating the college's programs and services;
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services;
9. Represent the interests of managers and supervisors while privileging the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

Role of Faculty

At El Camino College, faculty members play an integral role in the collegial consultation process contributing specialized knowledge of education and instruction. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the following areas:

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 the 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.[3]

At El Camino College, the Academic Senate works in mutual agreement with the Board of Trustees and its designees in the 10+1 areas listed above. This means that the Academic Senate and the designees of the Board of Trustees will work together in good faith to reach agreement on academic and professional matters. Our senate and board are typically able to easily reach agreement. However, Board Policy 2510, *Participation in Local Decision Making*, stipulates that "if the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board." If the Board and the Senate cannot agree, things remain status quo and no changes can be made. Only under exceptional and demonstrated conditions of substantial fiscal hardship or exposure to legal liability may the Board move forward with a change in the 10+1 areas without Academic Senate agreement.

For the purposes of collective bargaining, ECC faculty is represented by the El Camino College Federation of Teachers. The federation's purview includes salary, benefits and working conditions. There are some areas of overlap in responsibilities between the Academic Senate and the Federation. These two groups operate under a Memorandum of Understanding which explains how the groups will consult on these overlapping responsibilities.

Faculty members also sit on campus-wide consultation committees alongside students, classified staff and administrators. Faculty members who sit on consultation committees typically are appointed by either the Academic Senate or the Federation.

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[3]California Administrative Code, Title 5, Sub-Chapter 2, section 53200.

Role of Classified Staff

Classified staff members are valued for the critical role that they play in providing support to the other constituency groups (i.e., faculty, administration, and students). They are expected to have a strong voice in governance matters because of their unique perspectives, their experience, and their commitment to the overall success and well-being of the college. Classified staff participation in the collegial consultation process shall include the following:

1. Classified representation and participation on college committees;

2. Recognition of the need for all college constituencies to participate in the decision-making process;

3. Opportunities for classified staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on classified staff;

4. College encouragement and support of classified staff to participate in the collegial consultation process made possible by support from supervisors that allows and encourages classified participation by considering:
   a. Adjusting workloads, exercising flexibility and substitution when possible;
   b. Providing release time, compensatory time and/or overtime pay;

5. Classified committee members selected by El Camino Classified Employees (ECCE).

Role of Board of Trustees, Superintendent/President and Cabinet

In the Decision-Making Process

Role of the Board of Trustees (BoT)

The BoT of the El Camino Community College District are comprised of five individuals who represent the constituencies of five areas within the District. According to the Community College League Trustee Handbook,

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust… Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit… The most important board responsibility is to make good policy, which then provides guidance for college staff. (p. 24)

The Chief Executive Officer (CEO) is the only employee hired by the BoT. The CEO is responsible for preparing meeting agendas and for the recommendations that are brought to the BoT. Recommendations that require Board approval typically include changes to policy, curriculum, calendar, budget, and hiring. According to BP2510, the BoT designates the Vice President-Academic Affairs as the liaison to the Academic Senate for all academic and professional matters. The Board makes the final decision in those areas assigned to it by state and federal laws and regulations.

Role of Superintendent/President (President)

The President is the CEO of the District and is responsible to the Board for the implementation of its policies. The President is also responsible for assuring that the academic and student services programs are responsive to the needs of the community and meet all accreditation standards, for the fiscal integrity of the district, the hiring of all faculty and staff and for maintaining a positive relationship with the community. S/he determines which recommendations from consultation to accept, reject, or return for more discussion and information. Some recommendations from committees (whether consultation, advisory or operational) only require the President's approval to move forward. Other recommendations are brought forward to the BoT by the President for their approval.

Role of Cabinet

Cabinet is comprised of the vice presidents and designees appointed by the President and serves to advise him/her on operational and consultative matters. Recommendations arising from consultation are discussed by the vice presidents, data and information are reviewed and then the item is agendized by the vice presidents for Cabinet. Discussion ensues in Cabinet to ensure that the President is able to make an informed decision. In addition, operational issues in regards to accreditation, education and enrollment services, planning and budget, facilities, staffing, and the Compton Center are routinely discussed as part of the Cabinet agenda.

ECC Consultation, Operational and Advisory Committees

The decision-making process at El Camino College is grounded in respect for the roles and scope of authority of each of the college's constituencies. Groups that contribute recommendations to the decision-making processes are organized into three categories: consultation, advisory, and operational committees.

Collegial Consultation Committees

Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made.

Annually, chairs of consultation committees should perform the following:

1. Provide an orientation for members
2. Review the committee's purpose statement, purview and goals
3. Conduct a self evaluation to determine the committee's effectiveness
4. Review the *How Decision are Made at El Camino College* document

Purpose Statements

College Council
To make recommendations of a campus-wide nature to the Superintendent/President regarding the development of institutional planning and policy and to disseminate information to the constituents represented by the members.

Facilities Steering Committee
To provide Program Planning input, review and make recommendations for the Facilities plans, and disseminate information to constituents represented by the members.

Academic Senate
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. (Subcommittees that advise the Senate include the College Curriculum Committee, the Academic Technology Committee, the Faculty Development Committee, the Educational Policies Committee and ad hoc task forces.)

Planning & Budgeting Committee (PBC)

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Calendar Committee

To develop and recommend the El Camino Community College District School Year Calendar.

ECC Technology Committee

To coordinate all aspects of Information Technology throughout the campus.

Area and Division Councils

Area and Division Councils coordinate and fulfill operational, procedural and policy implementation at the college. The purpose of these committees is to provide an opportunity for faculty, staff, students, and managers to share information and to identify issues that require resolution.

Area Councils

Administrative Services

To solicit input from Administrative Services staff members that will assist in developing District policy and to disseminate information to constituents represented by the members.

Student & Community Advancement

To facilitate communication vertically and horizontally throughout the college to agreed upon constituencies.

Academic Affairs

To facilitate communication vertically and horizontally throughout the college to agreed upon constituencies.

Human Resources

To solicit input from staff of Human Resources that will assist in developing District policy and to disseminate information to all staff

Division Councils

All Division Councils solicit input and recommendations on issues of concern in that division. Each of the following areas has a Division Council:

- Behavioral and Social Sciences

- Business
- Campus Police Services
- Community Advancement
- Counseling
- Enrollment Services
- Humanities
- Industry and Technology
- Information Technology Services
- Learning Resources Unit
- Mathematical Sciences
- Natural Sciences
- Purchasing and Business Services

Advisory Committees

Advisory committees perform specific functions that benefit the college community or respond to issues of importance to college constituencies. Recommendations from these committees are made to the appropriate manager and, when applicable, brought to Cabinet by the area Vice President for consideration. Periodically, task forces or ad hoc committees are formed to address specific issues needing immediate resolution.

Council of Deans
To solicit input and recommendations on policy matters from Academic Affairs and Student & Community Advancement deans, directors and staff, from managers from other areas, and the Academic Senate and Associated Students through their designated liaisons, and to disseminate information to the campus.

Career Technical Education Act (CTEA)
To plan the usage of CTEA funds received from the Chancellor`s Office.

Distance Education Advisory Committee
The Distance Education Advisory Committee (DEAC) has responsibility for developing guidelines, policies, and procedures for distance education courses that comply with local, state and federal guidelines and regulations and recommending program goals. The objectives are to ensure commitment to quality assurance and continuous improvement of the distance education program.

Emergency Planning
To develop and implement hazard analysis and capability assessment, the District's Emergency Operations Plan, Emergency Operations Center, Emergency Training Exercises according to NIMS,

ICS and FEMA standards, and the Hazard Mitigation Plan required by the State in order to be prepared when a Disaster strikes.

Enrollment Management

To plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management.

Insurance Benefits

The Insurance Benefits Committee (formerly Health Benefits Committee) is responsible for the design and implementation of a health benefits package which is cost-effective and which provides quality benefits for El Camino College employees.

Parking and Traffic Advisory Council

To discuss issues related to parking and traffic and make recommendations to resolve matters and improve parking and traffic services

ECC Mission and Goals

MISSION STATEMENT

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

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

STRATEGIC INITIATIVES

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

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

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

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

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

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

Strategic Initiative G
Promote processes and policies that move the college toward sustainable, environmentally sensitive practices.

Consultation in ECC Planning and Budgeting Processes

The mission statement and strategic initiatives (institutional goals) guide our planning and budgeting processes. They are developed and evaluated through a process of collegial consultation. The mission and strategic initiatives are reaffirmed or revised on a five-year cycle, typically during the associated annual planning summit. In addition, the planning summit brings together stakeholders from ECC and Compton Center to evaluate the institution's progress on strategic initiatives and student achievement goals.
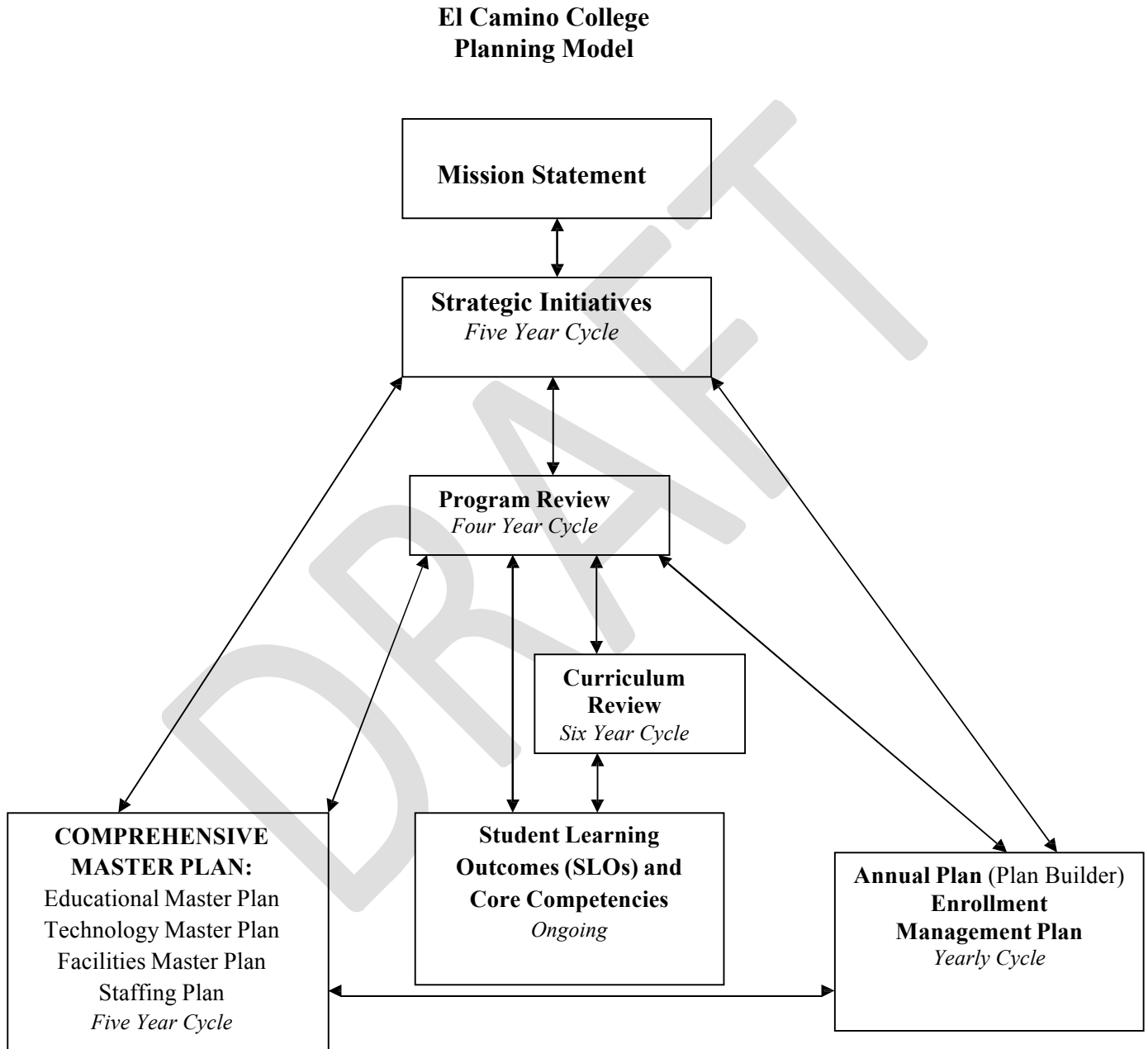
Consultation committees also provide input into the development of master plans, such as through Technology Committee and Facilities Steering Committee activities. The Educational Master Plan is developed by academic deans in consultation with the Academic Senate and academic divisions. The Comprehensive Master Plan, which encompasses the Technology, Facilities, and Educational Plans, is reviewed by Planning & Budgeting Committee (PBC) and disseminated to the entire campus community for feedback.

Finally, PBC, whose membership represents cross-campus constituencies, provides oversight in planning and budgeting. Among its many responsibilities, PBC ensures that budgetary decisions support the college mission and goals. Members of PBC also review the funding recommendations to affirm that the process for prioritization of requests follows the college's established planning procedures.

Planning Model and Calendar

Pending review at May 10th Planning Summit
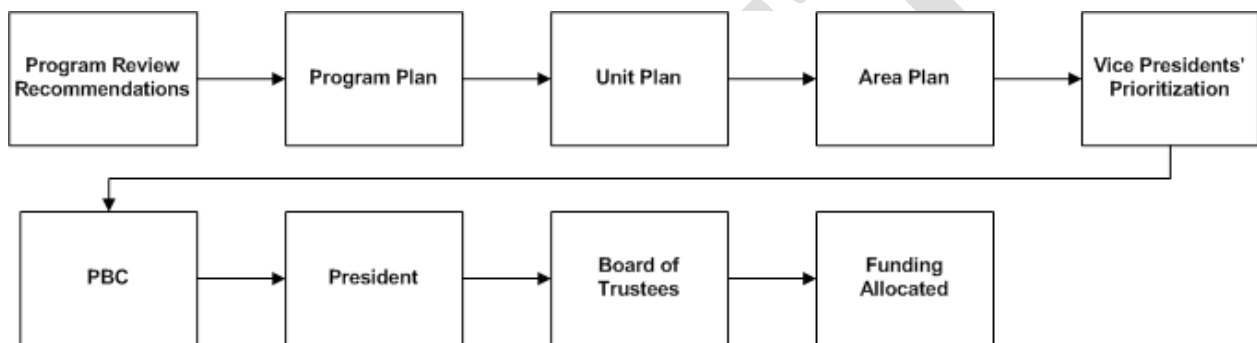
**El Camino College
Planning Model**

Mission Statement

Strategic Initiatives
Five Year Cycle

Program Review
Four Year Cycle

Curriculum
Review
Six Year Cycle

COMPREHENSIVE
MASTER PLAN:
Educational Master Plan
Technology Master Plan
Facilities Master Plan
Staffing Plan
Five Year Cycle

Student Learning
Outcomes (SLOs) and
Core Competencies
Ongoing

Annual Plan (Plan Builder)
Enrollment
Management Plan
Yearly Cycle

Planning components include institutional effectiveness measures that drive resource allocation.

ANNUAL PLANNING (Plan Builder)

http://ecc-webapps1.elcamino.edu/pb/ http://eccplan/compb/

The chart below illustrates the process it takes for a plan to become reality. Plan Builder is the name of the software used by the college for most planning purposes. The software is used to record plans and track their progress. The plan development cycle begins in September as departments begin developing their program plans and updating their planning objectives. Since 2011, the college's Strategic Initiatives are the goals used in all college plans. The process concludes in June when the Planning and Budgeting Committee (PBC) submits their endorsements for the President to consider. Plans can be executed without additional funding. However, if funding is required, it must follow the cycle outlined below.

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┌────────────────┐   ┌────────────┐   ┌────────────┐   ┌────────────┐   ┌──────────────┐
│ Program Review │ → │ Program    │ → │ Unit Plan  │ → │ Area Plan  │ → │ Vice         │
│ Recommendations│   │ Plan       │   │            │   │            │   │ Presidents'  │
│                │   │            │   │            │   │            │   │ Prioritization│
└────────────────┘   └────────────┘   └────────────┘   └────────────┘   └──────────────┘
        ┌──────────────────────────────────────────────────────────────────────┘
        ↓
┌────────────────┐   ┌────────────┐   ┌────────────┐   ┌──────────────┐
│ PBC            │ → │ President  │ → │ Board of   │ → │ Funding      │
│                │   │            │   │ Trustees   │   │ Allocated    │
└────────────────┘   └────────────┘   └────────────┘   └──────────────┘
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Plan Development Cycle

- Departments review and update key recommendations from their Program Reviews to create their Program Plan objectives.
- Division Deans review prioritized objectives from Program Plans and with their Division Councils to decide what to incorporate into the Unit Plan.
- Vice Presidents review the prioritized objectives from Unit Plans to create Area Plans.
- All of the Vice Presidents review priorities arising from their areas and collaborate to determine the institutions top priorities. These prioritized funding requests are then presented to the PBC for their consideration and endorsement.
- PBC reviews funding requests submitted by the Vice presidents for alignment with the college mission and strategic initiatives and forwards its endorsements to the President.
- Plans meeting presidential approval are forwarded to the Board of Trustees for final budget approval.

Planning and Budgeting Calendar

Dates	Activities	Responsible
September – November	1. Review and revise planning priorities. 2. Identify budget development assumptions.	1. PBC 2. Cabinet
November 15th	1. Submit Program plans for the next fiscal year.	1. Program faculty and managers
January - February	1. Determine preliminary revenue estimates 2. Begin assessment of key budget issues—including the funding of high priority planning initiatives	1. Vice President of Administrative Services 2. PBC
January 31st	1. Mid-year evaluation of current fiscal year program/unit/area plan objectives	1. Program faculty and managers
February 15th	1. Submit Unit plans for the next fiscal year.	1. Deans/Directors

March - April	1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF.
	2. Vice presidents jointly determine ongoing operational costs including:
	  1. Full-time salaries
	  2. Benefits, Utilities, GASB
	  3. Legal and contract obligations
	3. Develop Line Item Budgets for Operational Areas.
		1. VP Academic Affairs with Cabinet approval
		2. Vice President of Administrative Services and Cabinet for full-time positions
		
		3. Vice Presidents

March 31st	1. Vice President submittal of Area plans	1. Vice Presidents
April	1. Tentative budget information completed for PBC review.	1. Vice Presidents

April – second meeting	1. Prioritized Area plan recommendations for the next fiscal year presented to PBC and Cabinet. 2. Proposed tentative budget reviewed and discussed for recommendation. 3. Initial planning and budget assumptions finalized.	1. Vice Presidents 2. PBC 3. Cabinet
May	1. PBC submits recommended funding request to the President.	1. PBC
June	1. Tentative Budget is presented to the Board.	1. President
July 1st	1. Tentative Budget is rolled into active status (purchasing can begin).	1. Accounting
July 31st	1. Final evaluation of current year objectives entered into plans.	1. Program faculty, staff, and managers
July/August	1. Final revenue and expenditure adjustments made to budget.	1. PBC and Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Final Budget line item review with PBC.	1. President and PBC 2. Vice President Administrative Services
September	1. Final Budget submitted to Board. 2. PBC conducts annual evaluation.	1. President 2. PBC

Revised 04/18/13 rkn

Board Policy 2510   **Participation in Local Decision Making**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title V, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a "significant effect on students" include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

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The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:
Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students)
Replaces Board Policy 3605
El Camino College
Adopted: 7/15/02
Amended: 11/19/07

ADMINISTRATIVE
PROCEDURE 2510   **COLLEGIAL CONSULTATION**

I.   <u>Purpose</u>

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.

II.   <u>Statement</u>

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

   A. <u>Faculty</u>. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.
   B. <u>Classified, Confidential, Administrative</u>. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation committees, councils and task forces to College Council for review and/or information. This provides effective participation in the development of recommendations that ultimately may result in policy.
   C. <u>Students.</u> The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to the College Council. That representative has an equal standing with the representatives from other campus-wide constituencies.

   D. <u>Background</u>.

1.   Education Code Section 70902(b) (7) authorizes the Board of Governors to:

a. Ensure faculty, staff and students the right to participate effectively in district and college governance;

b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

2. Assembly Bill 1725 authorizes:

a. Responsibility for faculty members in duties that are incidental to their primary professional duties;

b. Faculty involvement in institutional governance and decision making;

c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.

3. Title 5 states the requirements for governing boards to:

a. Require effective participation of students and staff in development of recommendations to the governing board;

b. Consult collegially with the Academic Senate on academic and professional matters.

III. **Role and Functions of the College Council**

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

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

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

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

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

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

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

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

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

9. At all times focuses on students.

IV.   Membership and Process of College Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

V.   Collegial Consultation Groups

Collegial consultation groups shall include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to the College Council or to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The College Council is supported by three Area Councils – Academic Affairs, Student and Community Advancement, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations to the College Council for review.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation groups.

VI.   Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

VII.   Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Portal.

The College Council will review and evaluate its operations and all other committee, council and task force operations annually.

Taken to the Board for informational purposes on 6-24-02. Its previous number (801) has been changed to match the corresponding Board Policy 2510.

Administrative Procedure 5055 Enrollment Priorities
(Ninth Draft)

I. Registration Priorities

During registration periods, the following registration priority shall be followed:

A. Eligible students in Veterans and Foster Youth groups – See Tier One Students
B. Eligible students in DSPS and EOPS groups – See Tier Two Students
C. Eligible students in district designated groups – See Tier Three Students
D. Eligible in-district new students – See Tier Four Students
E. Eligible continuing students – See Tier Five Students
F. Eligible non-district new or returning students – See tier Six Students
G. Other new or returning students – See Tier Seven Students
H. Continuing students on probation for two consecutive terms – See Tier Eight Students
I. Continuing students with 100 or more earned units – See Tier Eight Students
J. Reinstated dismissed students – See Tier Eight Students
K. K-12 concurrently enrolled students – See Tier Nine Students

Students within a continuing student tier will be prioritized by units earned at or through El Camino College and/or the El Camino College Compton Center. The more units earned the higher the priority up to an earned unit limit of 99. Continuing students with the same earned unit value will be prioritized randomly.

Students within a new/returning student tier will be prioritized by the submission date of their application for admissions. New/returning students who applied on the same day will be prioritized randomly.

Eligible new students in Tiers One, Two, Three, Four and Six must have completed orientation, assessment, and developed student education plans. Students should contact Veterans' Services, Foster Youth, DSPS, or EOPS to receive information on qualifications for those programs and eligibility for priority enrollment.

A. Tier One Students – Veterans and Foster Youth
   1) Veterans
      Any qualified member or former member of the Armed Forces of the United States.

   2) Foster Youth
      Any student qualified to participate in the foster youth program.

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B. Tier Two Students – DSPS and EOPS
   1) Any student qualified to participate in and who receives services from DSPS.
   2) Any student qualified to participate in and enrolled into the EOPS program.

C. Tier Three Students – District Designated Priority Groups
   The student cohorts in Tier Three are members of a cohort approved by the El Camino College Board of Trustees to receive priority registration. For the purposes of priority enrollment these groups shall be treated equally. The approved cohorts are listed below and shall be updated as needed by the Director of Admissions & Records. If no cohorts are Board approved the word "none" shall be indicated.
   Cohort List Pending

D. Tier Four Students – Eligible In-District New Students
   1. Any eligible new (first time) in district student at El Camino College or the El Camino College Compton Center.
   2. Students in this Tier must meet the deadlines and requirements of the district.
   3. See the El Camino College Fact Book for in-district high schools.

E. Tier Five Students – Continuing Students
   1. Any continuing student at El Camino College or the El Camino College Compton Center not disqualified from receiving priority registration by other sections of this procedure.
   2. A continuing student is a student who continues enrollment at El Camino College or the El Camino College Compton Center without a break of enrollment of a primary term (fall or spring).

F. Tier Six Students – Other Eligible New/Returning Students
   1. Other eligible out-of-district new students
   2. Eligible returning students

G. Tier Seven Students – Have not participated in one or more of the required activities (orientation, assessment, development of an education plan) and in the timeframe determined by the district.

   1. Other "in district" students who have attended another college but are new to El Camino College
   2. Out of district new students
   3. Students returning to El Camino College after a break in enrollment

H. Tier Eight Students – On probation for two consecutive primary terms; have reached the 100 unit limit; or have been reinstated following dismissal. Students in this category shall be prioritized randomly.

1. Probation: Continuing students who are on academic or progress probation for two consecutive primary terms

2. 100 Unit Limit
   a) Continuing students who have earned one hundred (100) or more degree applicable semester units at El Camino College or the El Camino College Compton Center
   b) Exemptions from 100 unit limit: Units for non-degree applicable English as a Second Language or basic skills courses are exempted from the 100 unit limit.

3. Tier Eight Students – Reinstated from Dismissal
   a) Students who have been reinstated following dismissal. Students would have been dismissed for the following: academic dismissal, progress dismissal, or both academic and progress dismissal
   b) Dismissal does not include students who have been expelled or suspended.

I. Tier Nine Students - K-12 Concurrently Enrolled Students
In accordance with the California Education Code, concurrently enrolled students must be assigned low enrollment priority in order to ensure that these students do not displace regularly admitted students. Assignment of the registration appointment time for K-12 concurrently enrolled students is on a first come, first serve basis. Each K-12 concurrently enrolled student shall be assigned a registration appointment time based on the submission date of all required documents for admissions (application for admissions, K-12 concurrent enrollment form, and other documents required by law, regulation, and District policy). Failure of a K-12 student to apply and submit all required documents by the deadline specified by the college shall result in that K-12 student being denied admissions and subsequent registration for that term.

II. Registration Time Allowance

A. Scheduled Appointment Time
All students may register on or after their scheduled registration appointment time, but not before.

B. Failure of the Student to Meet Deadlines or Follow Policy and Procedure
All students must register by the published deadlines and in accordance with the policies and procedures of the District. If a student fails to meet these deadlines or to follow the District's policies and/or procedures, the student will not be allowed to register for the course. A student who attends and participates in a course without proper registration will neither receive credit nor a grade for that course and the backdating of registration will not

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be considered by the District unless the student can prove that he/she properly registered in a timely manner and it was a college error that caused the registration to fail.

A hold against a student (dean, fee, dismissal, etc.), a failure by the student to apply for admissions, a failure by the student to meet prerequisites or co-requisites, an unapproved course overload, a K-12 form or process not properly executed, an admissions hold (residency, AB 540, missing data, etc.) not resolved by the student in the manner and timeframe proscribed by the District shall not be considered to be college error. A student will not be allowed to enroll in a class if there is any time overlap with another class. A student may not be allowed to enroll in a class if the enrollment violates any of the repeat rules as set forth in Title 5 or in the El Camino College policy and procedure on repeats. Attending and participating in a course without registration, does not constitute college error.

III. District Designated Priority Cohorts

A. Cohorts or student groups not otherwise receiving priority registration may qualify for priority registration by meeting the criteria set forth in the guidelines established by the Enrollment Management Committee and approved by the Superintendent/President.

B. The automatic granting or loss of enrollment priorities for district cohorts by statute, regulation, or grant shall be covered in the guidelines.

IV. Appeal to Loss of Priority Enrollment for Probationary or Unit Load

A. A student may appeal priority enrollment on the following grounds:
   1) The student with a disability applied for, but did not receive reasonable accommodation in a timely manner.
   2) Extenuating Circumstances
      (a) A student may petition loss of priority enrollment for extenuating circumstances.
      (b) Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
      (c) Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.
      (d) Final decision on extenuating circumstances will be made by admissions and records.
   3) If significant academic improvement has been achieved by the student and the student has appealed in a timely manner.

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B. The burden of proof is on the student to show that grounds exist for an appeal to enrollment priority.

C. Process for an Appeal
   1) A student appealing an enrollment limitation on the grounds cited in this procedure must file a petition with the Admissions Office and provide documentation supporting the challenge.
   2) The petition will be considered within 10 business days by the Director of Admissions & Records or his/her designee.
   3) The student will be notified the decision rendered on the petition.

Reference: Title 5, Sections 51006, 58106, 58108
Adoption Date

First Draft: 02/14/13 – Submitted to the Enrollment Management Committee on February 14, 2013
Second Draft: 03/04/13 – Submitted to the Enrollment Management Committee on March 7, 2013
Third Draft: 03/11/13 – Submitted to the Education Policies Committee on March 12, 2013
Fourth Draft: 03/12/13 – Submitted to the Council of Deans on March 14, 2013
Fifth Draft: 03/22/13 – Submitted to Dr. Nishime and Dr. Arce on March 22, 2013
Sixth Draft: 03/29/13 - Submitted to Dr. Nishime on March 29, 2013
Seventh Draft: 04/02/13 – Submitted by Dr. Nishime on April 1, 2013
Eight Draft: 04/04/13 – Submitted to the Enrollment Management Committee on April 4, 2013
Ninth Draft: 04/08/13 – Submitted to Dr. Nishime on April 8, 2013

ACADEMIC PROGRAM REVIEW MATERIALS

2013

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PROGRAM REVIEW TEMPLATE

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

1. **Overview of the Program**
   a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
   b) Describe the degrees and/or certificates offered by the program.
   c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)
   d) Discuss the status of recommendations from your previous program review.

2. **Analysis of Research Data (include data provided by Institutional Research & Planning)**
   a) Provide and analyze the following statistics/data.
      1. Head count of students in the program
      2. Course grade distribution
      3. Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)
      4. Retention rates
      5. A comparison of success and retention rates in face-to-face classes with distance education classes
      6. Enrollment statistics with section and seat counts and fill rates
      7. Scheduling of courses (day vs. night, days offered, and sequence)
      8. Improvement rates (if applicable)
      9. Additional data compiled by faculty
   b) **List any related recommendations.**

3. **Curriculum**
Review and discuss the curriculum work done in the program during the past four years, including the following:
   a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
   b) Explain any course additions to current course offerings.
   c) Explain any course deletions and inactivations from current course offerings.
   d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)
   e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
      1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
      2. Are there any concerns regarding program courses and their articulation?
      3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should

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the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

    f) **List any related recommendations.**

4. <u>**Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**</u>
   a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
   b) Provide a timeline for course and program level SLO assessments.
   c) State the percent of course and program SLO statements that have been assessed.
   d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
   e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)
   f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
   g) **List any related recommendations.**

5. <u>**Facilities and Equipment**</u>
   a) Describe and assess the existing program facilities and equipment.
   b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
   c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
   d) **List any related recommendations.**

6. <u>**Technology and Software**</u>
   a) Describe and assess the adequacy and currency of the technology and software used by the program.
   b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
   c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
   d) **List any related recommendations.**

7. <u>**Staffing**</u>
   a) Describe the program's current staffing, including faculty, administration, and classified staff.
   b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
   c) **List any related recommendations.**

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8. **<u>Future Direction and Vision</u>**
    a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
    b) Explain the direction and vision of the program and how you plan to achieve it.
    c) **List any related recommendations.**

9. **<u>Prioritized Recommendations</u>**
    a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.
    b) Explain why the list is prioritized in this way.

Recommendations	Cost Estimate	Strategic Initiatives
1.		
2.		
3.		

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program?

2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

3. What is the district's need for the program?

4. What is the state's need for the program?

5. How does the program address needs that are not met by similar programs in the region?

6. Are the students satisfied with their preparation for employment?

7. Are the employers in the field satisfied with the level of preparation of our graduates?

8. What are the completion, success, and employment rates for the students?

9. What is the role of the advisory committee and what impact does it have on the program?

10. If there is a licensure exam for students to work in their field of study, please list the exam and the

    pass rate. If there are multiple licensure exams in the program, include them all.

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APPENDIX A
COLLEGE MISSION AND STRATEGIC INITIATIVES

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

STRATEGIC INITIATIVES for 2011-14

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

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

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

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

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

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

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

APPENDIX B: SLO RUBRIC
Accrediting Commission of California Junior Colleges

Levels of Implementation	. Characteristics of Institutional Effectiveness in Student Learning Outcomes
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision---making includes dialogue on the results of assessment and is purposefully directed toward aligning institution---wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine---tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine---tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

** SEE THE WORKSHEET ON THE FOLLOWING PAGE **

ACCJC SLO RUBRIC PROGRAM WORKSHEET

<u>Instructions</u>: Please use this worksheet to determine the level at which your program is operating on the ACCJC SLO Rubric. After filling out and reviewing this worksheet, determine the level that best describes your program.

<u>AWARENESS</u>
Which of the items below occur in your department? Check all that apply.

There is preliminary, investigative dialogue about student learning outcomes.

There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.

There is exploration of models, definitions, and issues taking place by a few people.

Pilot projects and efforts may be in progress.

The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

In this space provide examples or reasons for your choices.

<u>DEVELOPMENTAL</u>
Which of the items below occur in your department? Check all that apply

Program has established an institutional framework for definition of student learning outcomes.

Program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course and program.

Existing structures are supporting strategies for student learning outcomes definition and assessment.

Program faculty members have accepted responsibility for student learning outcomes implementation.

Appropriate resources are being allocated to support student learning outcomes and assessment.

Faculty and staff are fully engaged in student learning outcomes development.

In this space provide examples or reasons for your choices.

PROFICIENCY

Which of the items below occur in your department? Check all that apply.

Student learning outcomes and authentic assessment are in place for courses and programs.

There is widespread dialogue about the results of assessment and identification of gaps.

Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning practices to support and improve student learning.

Appropriate resources continue to be allocated and fine-tuned.

Faculty members provide clear goals and purposes of courses and programs to enrolled students.

In this space provide examples or reasons for your choices.

SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT

Which of the items below occur in your department? Check all that apply.

Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.

Dialogue about student learning is ongoing, pervasive, and robust.

Student learning improvement is a visible priority in the program.

Provide examples or reason or your choices.

In this space provide examples or reasons for your choices.

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APPENDIX C: PROGRAM REVIEW TEMPLATE GUIDE AND INSTRUCTIONS

General Advice: Don't assume that your audience knows what you do. This document is for your own reflection but it's also an overview for many people who have no idea about all the things your program does. Try to write the document for that audience.

1. *Use your program review to brag about your program and let the wider community know about the things you are doing.*
2. *Use your program review to discuss issues that prevent you from doing even more. Thoughtfully consider the challenges facing your program.*
3. *Use your program review to reflect for yourself on the direction of your program.*

Template	*Guide and Instructions*
1. Overview of the Program a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	*Overview of the Program* *If someone asked you about your program, what would you quickly tell them? Use this opportunity to do some bragging about things you do and for whom. You may also want to discuss the students (how many served, majors or general education, etc.).*
b) Describe the degrees and/or certificates offered by the program.	*Include the number of units or courses required to complete the program.*
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	
d) Discuss the status of recommendations from your previous program review.	*What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?*
2. Analysis of Institutional Research and Planning Data (include data provided by Institutional Research & Planning)	*Analysis of Institutional Research and Planning Data (include data provided by Institutional Research& Planning)* ***Instructions for accessing your program data***: 1. *Enter into the ECC Portal* 2. *From the tabs on the top right, select "Areas".* 3. *From the drop-down menu select "Institutional Effectiveness" and then*

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	"Program Review."
	4. *From the list on the left, under "Documents," select "Academic Affairs."*
	5. *Select "Program Review Datafile-ECC"*
	6. *An Excel spreadsheet will open up. It may take a while for this to open; it's a big document. This spreadsheet contains all the information for all the programs at ECC.*
	7. *Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.*
	8. *To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.*
	9. *In the drop-down menu at the top left of the page next to "Program," select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.*
	10. *You can print out the information for your program or you can cut-and-paste the information into a separate document so you don't have the huge, full document saved on your computer.*
a) Provide and <u>analyze</u> the following statistics/data.	
1. Head count of students in the program	
2. Course grade distribution	*Are there some courses that stand out in one way or another in terms of grades?*
3. Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	*Success is defined as a student completing the course with an A, B or C.* *Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program. Please explain changes to the proposed percentage.*
4. Retention rates	*Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop*

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	In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. SLO data can show that students who stay in courses do learn.
5. A comparison of success and retention rates in face-to-face classes with distance education classes	
6. Enrollment statistics with section and seat counts and fill rates	*Are sections over/under filled?*
7. Scheduling of courses (day vs. night, days offered, and sequence)	*Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses? Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.*
8. Improvement rates (if applicable)	*Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. Do students move through the sequence well?*
9. Additional data compiled by faculty	*The following websites contain rich data resources about your program and the college:* 1. *ECC Institutional Research and Planning http://www.elcamino.edu/administration/ir/* 2. *Chancellor's Office Data Mart http://datamart.cccco.edu* *Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.*
b) List any related recommendations.	*If the recommendation requires funding, provide a cost estimate.*
3. Curriculum Review and discuss the curriculum work done in the program during the past four years, including the following:	***Curriculum*** *CurricUNET is the ECC database for curriculum: http://www.curricunet.com/elcamino/ Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your password is "changeme".*

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a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	*For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:* http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp
b) Explain any course additions to current course offerings.	
c) Explain any course deletions and inactivations from current course offerings.	*Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being reactivated because they have not been offered in the past several years*
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)	
e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.	
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation?	***Articulation*** *refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at assist.org. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa* lsuekawa@elcamino.edu *or ext. 3517.* ***Transferable*** *means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.*
3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students	*Set a specific, realistic goal based on your data. Discuss any related factors that may impact student attainment.*

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receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.	
f) List any related recommendations.	*If the recommendation requires funding, provide a cost estimate.*
4. Assessment and Student Learning Outcomes (SLOs)	***Assessment and Student Learning Outcome (SLOs)*** *In this section, you will discuss the SLO process as well as assessment results. SLO results can be a good measure of learning, especially for those programs where success is low due to a large number of Ws.*
a. Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	*The SLO statements, alignment grids, and timelines are available on your division SLO page.* *http://www.elcamino.edu/academics/slo/DivisionSLOpage.asp*
b. Provide a timeline for your course and program level SLO assessments.	
c. State the percent of course and program SLO statements that have been assessed.	*Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee to find out the percentage of courses assessed in your program:* *http://www.elcamino.edu/academics/slo/alc.asp*
d. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.	*Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes. Assessment results can be found in the binders in your division office.*
e. Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)	*Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.*
f. Describe how you have improved your SLO process and engaged in dialogue about assessment results.	*Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via email, bulletin boards, or some form of update?*

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g. **List any related recommendations.**	*If the recommendation requires funding, provide a cost estimate.*
5. **Facilities and Equipment**	***Facilities and Equipment*** *Fully justify facilities and equipment needs and explain the impact that not receiving them will have on your program. Also think about how equipment and facilities can be consolidated or shared to satisfy needs.*
a. Describe and assess the existing program facilities and equipment. b. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. c. Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. d. **List any related recommendations.**	*Provide cost estimates in the table provided.*
6. Technology and Software	***Technology and Software*** *Justify technology and software needs by explaining the impact not receiving them will have on your program.*
a) Describe and assess the adequacy and currency of the technology and software used by the program. b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. d) **List any related recommendations.**	*When developing a list of technology and software needs, be sure to include the cost of maintenance and upgrades. Provide cost estimates.*
7. **Staffing**	***Staffing*** *Justify staffing needs by explaining the impact not*

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	receiving them will have on your program.
a) Describe the program's current staffing, including faculty, administration, and classified staff. b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals. **c) List any related recommendations.**	*Include the cost estimates for classified staff and faculty.*
8. **Direction and Vision** a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years? b) Explain the direction and vision of the program and how you plan to achieve it. **c) List any related recommendations.**	***Direction and Vision*** *What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?*
9. Prioritized Recommendations a. Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations. 	Recommendation	Cost	S.I.
---	---	---
1.		
2.		
3.		| b. Explain why the list is prioritized in this way.	***Prioritized Recommendations*** *All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.* *Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into Plan Builder, ECC's planning and budgeting software, and must have a cost and a link to a strategic initiative to be considered.*

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APPENDIX D: RUBRIC FOR PROGRAM REVIEW FEEDBACK

This rubric is used by the Academic Program Review Committee to provide feedback on program review drafts.

Section 1 – Overview of the Program

Does the overview succinctly describe the program and status of past recommendations? Yes No

Is the program aligned with the college mission and strategic initiatives?   Yes   No

General comments for section 1:

_____
_____
_____

Section 2 – Analysis of Institutional Research Data

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Head Count		
Course Grade Distribution		
Success Rates		
Retention Rates		

	How thoroughly are issues discussed in the data analysis?	Is data used to effectively and accurately support recommendations?
Distance Education (success and retention)		
Enrollment Statistics		
Scheduling		
Improvement Rates (if applicable)		
Additional Data		

Does the review set a standard for success and provide an explanation?   Yes   No

General comments for section 2:

_____
_____
_____
_____

Section 3 – Curriculum

Does the program have a timeline to review all courses on a 6-year cycle?   Yes   No

Does the review discuss degrees, certificates, and licensure exams? Does it set and discuss goals for these?   Yes   No

General comments for section 3:

_____
_____
_____
_____
_____
_____

Section 4 – Assessment and Student Learning Outcomes

Does the review provide the alignment of course SLOs, PLOs, and ILOs?   Yes   No

Does the program have a timeline for course and program SLO assessment?   Yes   No

Does the review state the % of course and program SLOs assessed?   Yes   No

Does the review explain how assessment results have led to changes in instruction, curriculum, and/or programs? Explain.

_____
_____
_____
_____
_____
_____

Does the review analyze the changes that were implemented as a result of assessment? Explain.

_____
_____
_____
_____
_____

Does the review state the level of the program on the ACCJC SLO rubric?   Yes   No

Does the level appear accurate?   Yes   No

Does the review explain how the program has refined and improved its SLOs and assessment process? Does the review explain how the program dialogues about SLO assessments?

General comments for section 4:

_____
_____
_____
_____
_____

Section 5: Facilities and Equipment

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes No

General comments for section 5:

_____
_____
_____
_____
_____

Section 6: Technology and Software

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes No

General comments for section 6:

_____
_____
_____
_____
_____

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Section 7: Staffing

Are the costs of the recommendation/s listed?   Yes   No

Is sufficient evidence provided to explain the need for the recommendation/s?   Yes   No

General comments for section 7:

_____
_____
_____
_____
_____

Section 8: Direction and Vision

Does the review explain relevant changes in the academic field/industry using evidence? Yes No

Does the review explain how those changes will impact the program? Yes   No

General comments for section 8:

_____
_____
_____
_____
_____

Section 9: Prioritized Recommendations

Is the list of recommendations prioritized?   Yes No

Is the prioritization explained?   Yes No

Are costs included for each recommendation, when necessary?   Yes   No

Is each recommendation linked to a strategic initiative?   Yes   No

Is each recommendation discussed and justified in a previous section of the review? Yes   No.

General comments for section 9:

_____
_____
_____
_____
_____

<u>CTE Supplemental Questions (if applicable)</u>

General Comments:

_____
_____
_____
_____
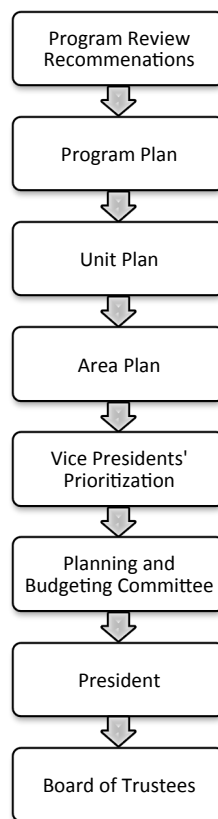_____
_____
_____
_____
_____
_____

APPENDIX E: WHY YOUR PROGRAM REVIEW MATTERS.

Academic program review is an opportunity for faculty to reflect on the successes and challenges of their academic program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success. In addition, program review provides a vital link between student learning in our classroom and the operation of the college through planning and budgeting. The funding requests in the recommendation of program review enter into the campus planning and budgeting process.

After considering a variety of quantitative and qualitative data, including SLO assessment results, program review identifies changes to improve student learning and success in the program and its courses. These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost.   Other times, faculty recommends changes to curriculum or degrees and certificates, which are proposed to the Division and College Curriculum Committees.

Inputs		**Outputs**
Institutional Research Data (success, retention, grade distribution, fill rates, etc.)		**Future Vision for your program.**
Curriculum (review, distance education, degrees, certificates, etc.)	Your Program Review	**Instructional Changes**
SLO and PLO Assessments (data and recommendations from assessment)		**Curriculum or Program Changes**
Operational Issues (facilities, equipment, technology, staffing)		**Operational Funding Requests** (facilities, equipment, technology, staffing)
Conditions in the Academic Field or Industry		**Prioritized List of Recommendations**

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In program review, recommendations that incur a cost are carefully prioritized and connected to one or more of the College's strategic initiatives. Program review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. The Vice President of Academic Affairs reviews the priorities in each of Unit Plans and determines the top priorities in the area, creating an Area Plan for academic affairs. All five Vice Presidents work together to consider and prioritize all the requests in the area plans to determine the College's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The funding requests are incorporated into the college budget and are forwarded to the President and the Board for their approval.

```
┌──────────────────────┐
│  Program Review      │
│  Recommenations      │
└──────────────────────┘
           ↓
┌──────────────────────┐
│    Program Plan      │
└──────────────────────┘
           ↓
┌──────────────────────┐
│     Unit Plan        │
└──────────────────────┘
           ↓
┌──────────────────────┐
│     Area Plan        │
└──────────────────────┘
           ↓
┌──────────────────────┐
│  Vice Presidents'    │
│  Prioritization      │
└──────────────────────┘
           ↓
┌──────────────────────┐
│   Planning and       │
│ Budgeting Committee  │
└──────────────────────┘
           ↓
┌──────────────────────┐
│     President        │
└──────────────────────┘
           ↓
┌──────────────────────┐
│  Board of Trustees   │
└──────────────────────┘
```

Example: Video cameras were purchased for Communication Studies students. Students reviewed videos of themselves comparing their initial speeches to their final speeches in the class. This assessment of their performance led to increased student learning.

APPENDIX F: CONTACTS AND HELP

WHO CAN HELP?

1. **The Academic Program Review Committee (APRC) and Its Co-Chairs.**
   - Janet Young, Co-Chair of APRC: x3613 – jyoung@elcamino.edu
   - Bob Klier, Co-Chair of APRC: x3928 – rklier@elcamino.edu
   - Chris Gold, APRC member, Behavioral and Social Sciences: x3751 – cgold@elcamino.edu
   - Chris Jeffries, APRC member, Counseling: x3531 – cjeffries@elcamino.edu
   - Judy Kasabian, APRC member, Mathematics: x3310 – jkasabian@elcamino.edu
   - Josh Rosales, APRC member, Institutional Research and Planning: x7402 jrosales@elcamino.edu
   - Chris Wells, APRC member, Fine Arts: x3723 – rwells@elcamino.edu

2. **Your Dean.**
   - Your Dean is a very helpful resource in providing additional information and guidance. Please share all drafts with your Dean.

3. **Institutional Research and Planning (IRP)**
   - IRP program review contact and APRC member – Josh Rosales: x7402 – jrosales@elcamino.edu
   - The IRP website contains a variety of useful reports and a link to a research request form if you would like to request more specific data for your program.
     http://www.elcamino.edu/administration/ir/

4. **Colleagues in Your Program**
   - Please work together with colleagues in your program. Some programs decide to assign portions of the template to different faculty members; other programs have one author who consults with their colleagues and receives feedback on drafts.

5. **Your Division SLO Facilitator**
   - Your division SLO facilitator can help you with section 4 of the template, "Assessments and Student Learning Outcomes."
   - Please consult your division office or the ALC website to find out who is your division SLO facilitator: http://www.elcamino.edu/academics/slo/contact.asp.

6. **Curriculum Representatives on the Division and College Curriculum Committees (DCC and CCC)**
   - For help with section 3 of the template, "Curriculum," please consult representatives on your DCC (consult your division office for DCC membership) or your division's representative on the CCC.
     http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp

WANT TO LEARN MORE ABOUT PROGRAM REVIEW?
   - "Program Review: Setting a Standard." The Academic Senate of California Community Colleges. http://asccc.org/sites/default/files/Program-review-spring09.pdf

APPENDIX G: PROGRAM REVIEW TIMELINE AND CHECKLIST

March 2013

☐ attend program review orientation and receive program data

March-June 2013

☐ write a rough draft, seeking input from division colleagues, including:

    ☐ the program faculty

    ☐ the division curriculum committee representative

    ☐ the division SLO facilitator

    ☐ the division Dean

June 2013 – September 2013

☐ revise the first draft according to feedback received from division colleagues.

September 13, 2013

☐ submit completed program review to the Academic Program Review Committee.

September 16, 2013 – December 6, 2013

☐ meet with Academic Program Review Committee Co-Chairs to discuss your review

☐ meet with the Academic Program Review Committee to discuss your review

December 13, 2013

☐ final drafts of program review submitted and posted

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Employee Technology Survey
DRAFT #2

1. Plan for technology needs
2. Plan for training needs
3. Inform educational practice

*1. Which of the following items do you own or would like to own?

Scale: I currently own, Don't own but would like to, Don't own and don't want to, Not sure

Desktop computer or PC
Laptop or Netbook
iPhone
Android phone
Other Smartphone
Cellphone (not a Smartphone)
E-Reader (such as Kindle or Nook)
iPad
Other tablet (not an iPad)
Printer
Scanner

*2. If you own a desktop or laptop, is it an Apple product (e.g., MacBook, iBook)?

Yes
No
Not applicable

*3. If you own or use a tablet, which kind is it?
iPad
Samsung Galaxy Tab
Kindle Fire
Other tablet
Not applicable

*4. In terms of technology use, how would you rate yourself on:

Skills (Scale: Can't turn on a computer – I'm a technical wizard)
(7 bubbles)
Interest (Scale: Keeping up with technology is a hassle – I like to know about the latest technology)
(7 bubbles)

*5. How often did you do the following, whether it was for work or personal purposes, in the past year? ***** Options will be broken into 2 lists *****
Scale: several times/day, once/day, few times/week, less often, don't use

Instant message (Gchat, Facebook chat, AIM, etc.)
Text message
E-mail
Use Twitter
Contribute to Wikis (Wikipedia, office wiki, or class team site, etc.)
Read Wikis (Wikipedia, office wiki, or class team site, etc.)
Contribute to blogs
Follow blogs
Read blogs (without following)
Download or stream web-based music
Download or stream web-based videos (YouTube, etc.)
Post videos to a video-sharing website (YouTube, etc.)
Use telephone-like communication over the Internet (Skype, Google Voice, etc.)
Watch podcasts or webcasts
Use Facebook
Use LinkedIn
Use other social networking websites (MySpace, Flixster, etc.)
Access MyECC – our internal portal (register for classes, check grades, degree audit)
Use MyEdu (former Pick-a-Prof to view grading patterns, ask questions, chat, etc.)
Recommend/share an article or information online by tagging/bookmarking/liking (Delicious, Digg, etc.)
Use photo-sharing websites (Flickr, Snapfish, Picasa, etc.)
Access Internet content via a TV (Apple TV, Roku)
Use online forums or bulletin boards
Participate in online chats, chat events, webinars

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

Navigating the web
Conducting research on the Internet
Downloading data or text files
Downloading audio or video files
Uploading data or text files
Uploading audio or video files
Installing software
Creating/modifying websites
Saving and retrieving files from "the Cloud" (Google Docs, Dropbox, etc.)
Handling routine computer problems
Seeking technical support

*7. In the past year, how often have you done the following, either for work or personal purposes?

Scale: several times/day, once/day, few times/week, less often, don't use

Use ECC's library website
Use spreadsheets (Excel, Numbers, etc.)
Use presentation software (PowerPoint, Keynote, etc.)
Use graphics software (Photoshop, Flash, etc.)
Use audio-creation software (Audacity, Garage Band, etc.)
Use video-creation software (Final Cut, iMovie, etc.)
Use word processors (Word, Pages, etc.)
Use simulations or play educational games
Use e-portfolios (digital collections of your work)
Use e-books or e-textbooks
Use free course content beyond ECC (Khan Academy, etc.)

*8. How likely would you seek instruction to improve your skills in the following areas?

Scale: very likely to very unlikely

Use ECC's library website
Use spreadsheets (Excel, Numbers, etc.)
Use presentation software (PowerPoint, Keynote, etc.)
Use graphics software (Photoshop, Flash, etc.)
Use audio-creation software (Audacity, Garage Band, etc.)
Use video-creation software (Final Cut, iMovie, etc.)
Use word processors (Word, Pages, etc.)
Use simulations or play educational games
Use e-portfolios
Use e-books or e-textbooks
Use free course content beyond ECC (Khan Academy, etc.)

*9. Which is your preferred mode of training to improve your technical skills)? (Check all that apply)

Face-to-face training in summer or between terms
Face-to-face training in fall or spring
Online training available any time
Blended training consisting of both online and face-to-face components
Handouts (print or online)
Other method (please specify: _____)

10. Please indicate rate your level of skill using the following Microsoft Office products:

(final question format to be determined but it will be based on something like this…)

Product	Beginner	Advanced beginner	Intermediate	Advanced
Word	Type and save with few modifications	Insert hyperlink	Incorporate styles	Mail merge and forms

Excel	Type in numbers; resize columns	Create formulas	Use sparklines	Create macros
PowerPoint	User standard templates	Add animation and transition	Embed videos	Use slide master
Outlook	Type, send, read messages	Send meeting requests	Assign tasks	Record using journal

11. How often do you log in to MyECC (ECC's "portal")?

Daily
Weekly
Monthly
Less than Monthly
Never

12. What do you use it for?

13. What do you like most/least about MyECC?

14. Overall, where does El Camino College fit on the following scale?

Low Tech to High Tech scale
(7 bubbles)

15. Please indicate your satisfaction with the availability of training in terms of technology at ECC?

Scale:
Very satisfied
Somewhat satisfied
Somewhat Unsatisfied
Very Unsatisfied
Neutral or Not sure
Not used

Datatel Colleague
Microsoft Office products
Using hardware (copiers, scanners, computers, etc)
Other software (please specify)
Hand-held devices (please specify)

16. If you indicated Very or Somewhat Unsatisfied in Q#??, what areas of training could be improved or increased?

17. What are your preferred times to attend trainings? (Mark all that apply)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunchtime					
Afternoon					
Evenings					

15. Comment section needed?

Employment Questions

A. Employee Group
Faculty
Staff
Student Employee
Manager/Administrator/Supervisor
Other

B. Location
El Camino College Compton Center
El Camino Main Campus (Torrance)
Other

C. Administrative Area
Academic Affairs
Administrative Services
Student and Community Advancement/Student Services
HR or President's Office
Other

D. Academic Division (If applicable)
Behavioral & Social Sciences
Business
Fine Arts
Health Sciences & Athletics
Humanities
Industry & Technology
Learning Resources
Mathematical Sciences
Natural Sciences
Other

E. Employment Status
Full Time
Part Time

Employee Technology Survey
SUPPLEMENTAL QUESTIONS FOR TEACHING FACULTY

FACULTY ONLY QUESTIONS

F1. What is your preferred way to communicate with students? (choose all that apply)

Course shell chat feature or message board
Email
Face-to-face
Social network like Facebook
Paper messages posted on office door
Phone calls
Postal Mail
Texting
Tweeting
Other

*F2. How often do students communicate with you using each method below?
Scale: Frequently, Sometimes, Rarely, Never

Email
Face-to-face
Mail/Note in someone's mailbox?
On a social network like Facebook
Phone calls
Text from my phone
Tweeting
Other

*F3. Do you actively encourage students to do/use any of the following for academic purposes (either for learning or communication)? (mark all that apply)

==*** To be broken into 2 lists ***==

Instant message (Gchat, Facebook chat, AIM, etc.)
Text message
E-mail
Twitter
Contribute to Wikis (Wikipedia, course wiki, etc.)
Read Wikis (Wikipedia, course wiki, etc.)
Contribute to blogs
Read blogs
Download or stream web-based music

Download or stream web-based videos (YouTube, etc.)
Post videos to a video-sharing website (YouTube, etc.)
Use telephone-like communication over the Internet (Skype, Google Voice, etc.)
Watch podcasts or webcasts
Use Facebook
Use LinkedIn
Use other social networking websites (MySpace, Flixster, etc.)

Access MyECC – our internal portal (register for classes, check grades, degree audit)

Use MyEdu (look up a professor's grading patterns, ask questions, chat, etc)
Recommend/share an article or information online by tagging/bookmarking/liking (Delicious, Digg, etc.)
Use photo-sharing websites (Flickr, Snapfish, Picasa, etc.)
Access Internet content via a TV (Apple TV, Roku)
Use online forums or bulletin boards
Use social studying sites (Cramster, CourseHero, etc.)
Participate in online chats, chat events, webinars

*F4. In your experience, does your use of technology in the classroom increase student engagement and interest in the subject material?

Yes
No
Not sure
I don't incorporate technology beyond lecture presentations

*F5. In the past year, which of the following items were used in class or on an assignment and how often? This could include devices provided by you or student's personal devices used outside of class.

Scale: Never, Once, a few times, many times

Smartphone
Cellphone (not a Smartphone)
Digital camera or digital video camera (not part of a phone)

mp3 player (other than iPod)
iPod

Desktop computer (in class/in lab)
Portable computer - laptop, netbook

iPad
Other tablet

E-Reader (such as Kindle or Nook)

Webcam
USB thumbdrive/portable HD
Scanner
Printer
Wi-Fi (such as on a laptop)
Document camera (or digital overhead projector)
Clickers or student response systems
LCD Projector (for example, connected to a computer)
Interactive whiteboard (for example, Smartboard)
Lecture capture (viewing previously recorded lectures online)

*F6. In the past year, how often have you asked your students to do the following for an assignment?

Scale: several times/day, once/day, few times/week, less often, don't use

Use ECC's library website
Use spreadsheets (Excel, Numbers, etc.)
Use presentation software (PowerPoint, Keynote, etc.)
Use graphics software (Photoshop, Flash, etc.)
Use audio-creation software (Audacity, Garage Band, etc.)
Use video-creation software (Final Cut, iMovie, etc.)
Use word processors (Word, Pages, etc.)
Use simulations or play educational games
Use e-portfolios (digital collections of your work)
Use e-books or e-textbooks
Use free course content beyond ECC (Khan Academy, etc.)

F7. What types of technology training would you like to see offered?

iDevice/Tablet training
Office 2010
Presentation software
Clickers
How to create videos
Faculty Web Page Development
How to use our CMS
Whiteboard Screencasting
Other (Please specify: _____)

F8. Please describe how you use Etudes course management system (check all that apply):

For my online or hybrid classes
For my face-to-face classes (class team site)
Not currently using Etudes
Have never used

F9. If you are not currently using or have never used Etudes, please explain why (check all that apply):

Technical issues with Etudes
Using a different course management system
Not interested in a course shell for face-to-face classes
Other (please specify: _____)

F10. If you use a class team site for your face-to-face classes, which features do you use?

F11. Do you use the ECC Gradebook feature?

Yes
No longer using
Never used

F12. If you are no longer using or have never used Gradebook, please indicate the reason:

<comment box>

F13. How are you using Turnitin? (Check all that aplly)

Check for plagiarism
Grade papers
Leave comments on student work
As a gradebook
For peer review
Other (please specify: _____)

F14. What are your practices for protecting intellectual property in your course use of online materials? (check all that apply)

Use open source materials
Provide URLs to students rather than printed handouts
Use personally-developed materials
Other (please specify:_____)
Not sure

F15. MyECC (portal) stores an increasing number of reports and instructional resources (e.g., best practices, teaching ideas) for faculty to reference.

F16a. Were you aware of these reports and resources?

Yes
No

F16b. Please indicate the likelihood that you would access these resources at least periodically in the future?

Very likely
Somewhat likely
Somewhat Unlikely
Very unlikely
Not sure

~~The purpose of~~ This program discontinuance policy ~~is to~~ provide*s* the Superintendent/President with a recommendation regarding the potential discontinuance of any of the college's instructional programs. A joint task force of faculty and administrators will establish the criteria and guidelines used to assess the instructional program and will develop a recommendation and related report. The task force will consider quantitative and qualitative data to determine whether a program is needed and successfully serving students, the college, and the community. The extent to which the program contributes effectively to the college mission, strategic initiatives, and master plan also will be considered.

If a program is discontinued, significantly reduced or restructured, the college will make appropriate arrangements for students enrolled in the program to complete their education in a timely manner and will consult with the *affected collective bargaining representatives.* ~~El Camino College Federation of Teachers and the El Camino Classified Employees union~~.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as defined in CCR § 53200.

References:
Education Code: Section 78016
Title 5, Sections 51022 and 55130
Accrediting Commission for Community and Junior Colleges Standard II.A.6.b.
Academic Senate for California Community Colleges, "Program Discontinuance," 2012.

Purpose of Administrative Procedure 4021
This administrative procedure provides principles and guidelines for the process of determining whether or not the college should discontinue an instructional program. The process may result in program discontinuation, revitalization, reduction, or restructuring.

Definition of a Program
An instructional program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Process for Program Discontinuance
Program discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. All related meetings will be open and public. Minutes will be taken at all meetings and posted, along with any related reports, on the ECC website.

To maintain the integrity of the academic program review process, program discontinuance will remain an entirely distinct process. The criteria used to evaluate programs will be fair and consistently applied.

Initiation of the Program Discontinuance Process
Program discontinuance may be initiated by the Vice President of Academic Affairs or by academic division faculty or deans. Once the Academic Senate and VPAA have been notified, a program evaluation task force will be formed.

The program discontinuance process may be initiated for a variety of reasons, including but not limited to:
1. Low enrollment trends
2. Poor term-to-term persistence
3. Labor market decline and low demand for the major
4. Insufficient Resources available to support the program

Program Evaluation Task Force Membership
A program evaluation task force shall be formed by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the Academic Senate President and Vice President of Academic Affairs (or their designees). The task force will include the program's dean, an additional administrator designated by the VPAA, a faculty member from the program under consideration designated by the Academic Senate, and one Academic Senator. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee. The committee may include additional members approved by both the President of the Academic Senate and the VPAA. If the program being considered is offered at the Compton Educational Center,

the VPAA and Academic Senate President will jointly select two CEC representatives to serve on the committee as well. If the evaluation involves a Career and Technical Education program, efforts will be made to appoint a CTE administrator and faculty to the committee.

Program Evaluation Process
1. The program evaluation task force will establish procedures, criteria, guidelines, and a timeline for the evaluation of the program.
2. It will collect data and conduct research necessary for an evaluation of the program's effectiveness in serving the community, the college, and its students.
3. It will publicly announce meetings and post minutes and reports on the ECC website.
4. Upon completion of its evaluation, the task force will produce a recommendation and a report of its findings.
5. A majority vote of the program evaluation task force is required for a recommendation.
6. The Academic Senate President and the Vice President of Academic Affairs will review the findings of the task force and will forward the recommendation and report to the Superintendent/President.
7. The Superintendent/President will convey the final recommendation to the Board of Trustee for action.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:
- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area;
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

For Career and Technical Education programs, advisory committees should be consulted when recommending discontinuance or devising an intervention plan.

Evaluation Plan Criteria
The following is a list of criteria, including qualitative and quantitative data, which the program evaluation task force may consider when developing an evaluation plan for a program.
- achievement of the program's goals and objectives
- the program's contribution to the college mission, strategic initiatives, and master plan
- previous intervention strategies
- student enrollment trends and projections
- success and retention rates
- degree, certificate and transfer rates
- the importance of the program to related ECC programs and curriculum and the possible impact of reduction or discontinuance on those related programs

- projected future demand for the program, based on data from industry/discipline trends, the community, or changing student and professional demographics
- student persistence in the program
- consideration of a possible disproportionate impact on student populations if program discontinuance occurred
- unnecessary replication of the program at other local institutions
- state licensing/exam data, if applicable
- changes in enrollment due to a change in degree, graduation, transfer, or certificate requirements
- availability of qualified faculty
- comparisons of the ECC program with successful programs in other California community colleges
- related job outlooks
- the availability of adequate facilities, equipment, and financial resources
- recommendations of career technical education regional consortia and of ECC CTE advisory committees
- the extent to which reasonable measure have been taken within the college's planning and budgeting process to ensure that the program remained viable.

Program Evaluation Task Force Recommendation and Report
The program evaluation task force may make one of three recommendations to the Vice President of Academic Affairs:
1. Continue the program.
2. Recommend to allow more time for the program faculty and dean to develop a plan for revitalization, reduction or restructuring within 30 days of the recommendation.
3. Discontinue the program at the end of the academic year.

The recommendation will be fully explained and accompanied by a report that provides the data and explanation of the decision. A revitalization plan must include a specific and realistic timeline and instructions for follow-up that will reconvene the committee for a second program evaluation. If a program fails to make substantial progress within one year towards achieving the goals of the revitalization plan, it will be recommended for discontinuation.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption.

References:
Education Code: Section 78016
Title 5, Sections 51022 and 55130
Accrediting Commission for Community and Junior Colleges Standard II.A.6.b.
Academic Senate for California Community Colleges, "Program Discontinuance," 2012.