



Academic Senate of El Camino College 2011-2012

May 29, 2012

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

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Moon Ichinaga
VP Compton Educ'l Center	Michael Odanaka	VP Finance & Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Academic Technology	Pete Marcoux
	Mark Lipe	Secretary	Claudia Striepe
VP Educational Policies	Merriel Winfree	VP Instructional Effectiveness	Kelly Holt

Adjunct

(1 yr term)

Nicholas Sean Bonness	12
Kathryn Hall	12

Behavior & Social Sciences

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

Business

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

Compton Educational Center

Darwin Smith	12/13
Chris Halligan	12/13
Tom Norton	12/13
Saul Panski	11/12
Estina Pratt	12/13

Counseling

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

Fine Arts

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

Health Sci & Athletics/Nursing

Tom Hazell*	13/14
Kelly Holt	13/14
Mina Colunga	12/13

Kim Baily	13/14
Tom Hicks (spring only)	13/14

Humanities

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

Industry & Technology

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

Learning Resource Unit

Moon Ichinaga	13/14
Claudia Striepe*	13/14

Mathematical Sciences

Michael Bateman	12/13
Hamza Hamza	13/14
Arkadiy Sheynshteyn	13/14
Susan Taylor*	11/12
Eduardo Barajas	13/14

Natural Sciences

(vacant)	
Miguel Jimenez	11/12
Teresa Palos*	13/14
Pete Doucette	12/13
(vacant)	

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Claudia Lee

Associated Students Org.

Rebekka Asher
Brooke Matson

President/Superintendent

Thomas Fallo

The Union

Editor

Division Personnel

Jean Shankweiler
Don Goldberg
Tom Lew
Ken Key

Counseling

Ex-officio positions

ECCFT President
Elizabeth Shadish
Nina Velasquez
Curriculum Chair
Jenny Simon
CEC VP Elect
Michael Odanaka
Institutional Research
Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, or example 11/12 = 2011-2012.

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



SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

<u>FALL 2011</u>		<u>SPRING 2012</u>	
September 6	Alondra Room	February 21	Alondra Room
September 20	Alondra Room	March 6	Alondra Room
October 4	Alondra Room	March 20	Alondra Room
October 18	Alondra Room	April 3	Alondra Room
November 1	Alondra Room	April 17	Alondra Room
November 15	Alondra Room	May 1	Compton Educational Center
December 6	Alondra Room	May 15	Alondra Room
		June 5	Alondra Room

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

<u>FALL 2011</u>		<u>SPRING 2012</u>	
September 9	Board Room	March 3	Board Room
September 23	Board Room	March 17	Board Room
October 7	Board Room	April 7	Board Room
October 21	Board Room	April 21	Board Room
November 4	Board Room	May 5	Board Room
November 18	Board Room	May 15	Board Room
December 9	Board Room	May 29	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:45)		
B. APPROVAL OF MINUTES		6-15
C. OFFICER REPORTS	<p>A. President – Christina Gold</p> <p>B. VP – Compton Education Center – Michael Odanaka</p> <p>C. Chair – Curriculum – Mark Lipe (Interim)</p> <p>D. VP – Educational Policies – Merriel Winfree</p> <p>E. Co-VPs – Faculty Development – Briita Halonen and Moon Ichinaga</p> <p>F. VP – Finance – Lance Widman</p> <p>G. VP – Academic Technology – Pete Marcoux</p> <p>H. VP – Instructional Effectiveness – Kelly Holt</p>	<p>16-30 86-99</p> <p>31-34</p> <p>35-36</p> <p>37</p> <p>38-50</p>
D. SPECIAL COMMITTEE REPORTS	<p>A. ARCC Report – Irene Graff</p> <p>B. ECC Hall/Wall of Fame – Ed Martinez (1-1:15)</p>	51-69
E. UNFINISHED BUSINESS	<p>A. Board Policy 4225 Course Repetition – This policy was passed by the Senate on April 3 along with the related procedure. The procedure was seen by the Board of Trustees as an information item at their May 21st meeting. In College Council on April 30, the policy was returned to the Senate by the College President and VPAA with an objection to the addition of the language “mutual agreement.” The Educational Policies Committee considered the suggested revised language in the version in this packet and it is being brought back to the Senate for discussion/vote.</p> <p>B. AP 4105 Distance Education (second reading). On April 23 this administrative procedure was sent forward from the Educational Policies Committee for a first reading by the Senate. At the first reading on May 1, a couple changes were suggested. They are indicated in comment bubbles on the draft.</p> <p>C. BP/AP 4250 Probation, Dismissal and Readmission</p>	<p>70-71</p> <p>72-73</p> <p>74-85</p>



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	<p>(second reading). On April 23 this was sent forward from the Educational Policies Committee for a first reading by the Senate. First reading of the Senate occurred on May 1, 2012.</p>	
F. NEW BUSINESS		
G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		



Committees

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

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Kelly Holt Christina Gold			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold David McPatchell	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold Chris Wells Sara Blake Cynthia Mosqueda Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 th Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman Emily Rader (alt)	1 st & 3 rd 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 & MINUTES
15th May 2012

Adjunct Faculty

Hall, Kathy
Bonness, Nicholas Sean

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid X
Lau, Philip S. X
VACANT

Counseling

Pajo, Christina X
Sabio, Sabra
Vaughn, Dexter X
Key, Ken

Fine Arts

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

Health Sciences & Athletics

Hazell, Tom
Colunga, Mina X
Baily, Kim
Holt, Kelly X

Humanities

Isaacs, Brent
Marcoux, Pete X
McLaughlin, Kate X
Halonen, Briita X
Simon, Jenny (ON LEAVE)

Industry & Technology

Gebert, Pat
Hofmann, Ed X
MacPherson, Lee X
Winfree, Merriel X
Marston, Doug

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

Barajas, Eduardo X
Bateman, Michael X
Hamza Hamza X
Sheynshteyn, Arkadiy X
Taylor, Susan X

Natural Sciences

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

Academic Affairs & SCA

Arce, Francisco X
Nishime, Jeanie X
Lee, Claudia
Lam, Karen

ECC CEC Members

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

Assoc. Students Org.

Asher, Rebekka
Valdez, Cindy

Ex- Officio Positions

Elizabeth Shadish

Guests, Dean's Rep, Visitors:

Diana Hayden, Carolyn Pinedo, Irene Graff,
Michelle Pilati, Karen Holtz, Bill Mulrooney,
Cynthia Mosqueda

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

The seventh Academic Senate meeting of the Spring 2012 semester was called to order by Academic Senate President Gold at 12:37pm.

Approval of last Minutes:

[See pp.6-12 of packet] Minutes of the May 1st meeting held at the Compton Center. One correction to the minutes was noted pg.8 VP Compton Education Center – “The CEC has hired a new CEO” should read “The CEC has hired a new CBO”. The minutes of the May 1st meeting were approved as amended.

Mr. Marcoux asked if the Senate would consider changing the last meeting of the semester from the 5th June to 29th May. AS President Gold asked if there were any objections? Ms. Taylor noted she had a conflict. It was put to the vote and the majority voted to agree to the change to have the last meeting of the semester on May 29th.

REPORTS OF OFFICERS

AS President Gold noted that, due to the full agenda, the meeting would hold off on the Officer Reports. The reports are in the packet on the pages noted below.

Academic Senate President’s report – Christina Gold (henceforth CG)

[See pp13 – 17 of packet] plus CG provided a summary handout of her report.

CG reported that the Resolution of No Confidence in the Implementation of the Collegial Consultation Process at the El Camino College, Torrance Campus, will be presented to the Board of Trustees as an informational item at the May 21st meeting. The meeting is to be held Monday May 21st at 4:00pm in the Board Room. CG urged Senators to attend as the matter would need faculty support and testimony. Mr. Ahmadapour requested CG ask to have the meeting in a larger venue to accommodate more people. CG said she would judge by the RSVPs whether a larger space would be needed and make that request if necessary.

CG reported that 2 upcoming College Council meetings - Monday, May 21st, 12-2:00, Admin. 131, and Monday, June 4th, 12-2:00, Admin. 131 - will feature a review and discussion of the collegial consultation presentation. CG urged senators to attend, noting that these were open, public meetings.

VP Compton Education Center – Saul Panski (SP)

No report

Curriculum Committee – Jenny Simon (JS)

[See packet pp18-20]

VP Educational Policies Committee – Merriel Winfree (MW)

[See packet pg.21].

VP Faculty Development Committee –Briita Halonen (BH) (Co-VP) and Moon Ichinaga (MI) (Co-VP)

[See pp 22-23 of packet]

VP Finance – Lance Widman (LW)

[See pp. 24-25 of packet] May 3 PBC Minutes. included discussion of 2012-13 Tentative Budget/Cash Flow Issues, p.24, note #7: It is not just the cuts in funding from the State that is

causing so much grief, but also the deferrals in delivering the funding that should be coming our way, thus “Cash Flow Issues.”

VP Academic Technology Committee – Pete Marcoux (PM)

No report.

VP Instructional Effectiveness – Kelly Holt (KH)

No report.

SPECIAL COMMITTEE REPORTS

CG noted that we had the pleasure of hearing from two representatives from statewide organizations in this segment.

Michelle Pilati, President - Academic Senate for California Community Colleges

Ms. Pilate noted that there was not much to report. The May revise has been released, and the Governor predicts that the proposed tax increase will pass, and so all future planning will be based on this. The ASCCC is watching proposals to consolidated catagorical and throw out funding. The Chancellor’s office states that, if the tax proposals pass, this money must be used for services.

Ms. Pilati noted that there are two Bills the ASCCC is watching, but there is no real information on these items yet. The first is Bill 1062, concerned with the Student Success Recommendations that has seen some changes, and the other is Bill 1456. The ASCCC is pushing for changes here and the important part to watch is the area concerned with Title V changes.

In the legislature, some Bills have died already, but other items to watch include:

- the text-book initiatives,
- Bill 1550 - increasing fees - the ASCCC will write a letter opposing this action, and Ms. Pilati noted this Bill has already been modified, so they are awaiting more developments.

Mr. Wells asked about repeatability and exemptions for athletics and forensics students. Ms. Pilati replied that she had no information on that specific issue but urged Mr. Wells to write in with his concerns.

Ms. Pratt asked about librarians and the student success recommendations, noting that librarians had not been mentioned in the recommendations. Ms. Pilati noted she was not sure, but that the ASCCC always considered librarians when talking of student support. Ms. Pratt noted that counselors featured prominently, but there was no mention of librarians.

Cynthia Mosqueda, Governor at Large, Board of Governors - Faculty Association of California Community Colleges.

Dr. Mosqueda noted she is also active with the First Year Experience Program at El Camino College. She reported that the FACCC is sponsoring AB 1741. She and Senator Fong had testified on this recently. AB 1741 seeks to increase the student:counselor ratio, restore categorical funding, and provide office hours for part time faculty. Dr. Mosqueda asked FACCC members to go to the website to support the issue. She reported that the FACCC is also worried that the Student Success Bill cannot be funded.

MyEDU – Presentation from Bill Mulrooney, Karen Holtz, and Cynthia Mosqueda

CG noted that Mr. Mulrooney had recently been honored with the Robert Distinguished Service Award at the 35th Annual CACCRAO Conference in Sacramento.

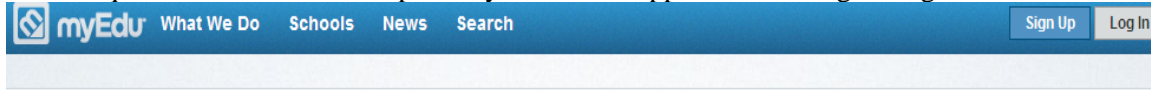
Mr. Mulrooney noted that a MyEDU steering Committee had been formed and they were inviting others to sit on the steering committee as they want to get the widest input and expand the membership. MyEDU will work with CCCApply and ETrain California and others and the plan is to integrate these organizations and meet certain student success recommendations.

Ms. Holtz reported that faculty emails had brought to light two concerns ; that of student reviews, and that of the grade distribution data, and that these areas have been tweaked in response, and these tweaks will come into effect next month. As to reviews – previously students could rate instructors on a 1-5 scale,

now only positive reviews will appear and teachers will have the ability to remove even these. As to the grade distribution data – instructors can remove individual grades and just leave the “big picture” grades. Concerns had also been expressed re: student privacy, and Ms. Holtz assured the Senate that MyEDU is NOT selling student data or spamming students. The programs costs are met via allowing recruiting platforms on the site where entities can recruit for interns.

Ms. Holtz noted that data is collected directly from institutions and online college schedules and time stamped. Information is refreshed constantly.

Dr. Mosqueda had been asked to pilot MyEDU and stepped the meeting through some slides.



Join MyEdu - 100% Free

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Learn at your best

Balance your workload and learn from the most inspiring professors at the most convenient times.



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[Learn More](#)



First name

Last name

Email

Password

Password confirm

I have read and agree to the [MyEdu Terms of Use and Privacy Policy](#).

[Sign Up](#)

[Connect](#)

I am already a member. [Login](#)

It is easy to set up an account with email and password.

One can post announcements.

Students can note all their classes and populate their schedules – and this allows counselors to see the schedules and advise students, and students can share their schedules with their classmates. The pages can also be linked to Facebook and other social networks. It is user friendly.

Manage Semesters

Spring 2012
ECC

Add Course | Add Event

Name

Day
 U M T W R
 F S

Start End

SCHEDULED

SOCI 104

It maps things out for students and gives a timeline, showing progress towards their graduation goal in a visual format. Summaries of courses can be printed out.

Fall 2011		
El Camino College-Compton Center		
Course	Credits	Grade
POLI 1	3.000	3.0
ASTR 20	3.000	3.0
FAID 1	3.000	3.0
Add course		
9 credits / 3.0 GPA		

Spring 2012		
El Camino College		
Course	Credits	Grade
SOCI 104	3.000	P
Add course		
El Camino College-Compton Center		
Course	Credits	Grade
POLI 1	3.000	-
Add course		
6 credits		

Junior 2010 - 2011 [Add Semester](#)

11 courses / 33 cr

Fall 2010		
El Camino College		
Course	Credits	Grade
ENGL 1A	4.000	3.0
MUSI 11	3.000	3.0
SOCI 104	3.000	4.0

Winter Intersession 2011		
El Camino College		
Course	Credits	Grade
PE 300ABCD	1.000	3.0
Add course		
1 credit / 3.0 GPA		

Timeline

Summary

cynthia mosqueda (Edit)

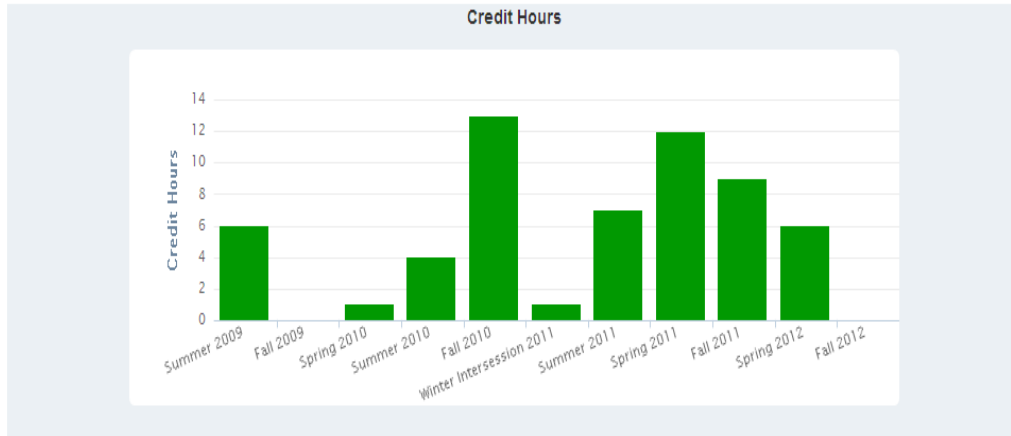
El Camino College-Compton Center

El Camino College

Total Courses **21**

Total Credits **59**

Courses Completed **95%**



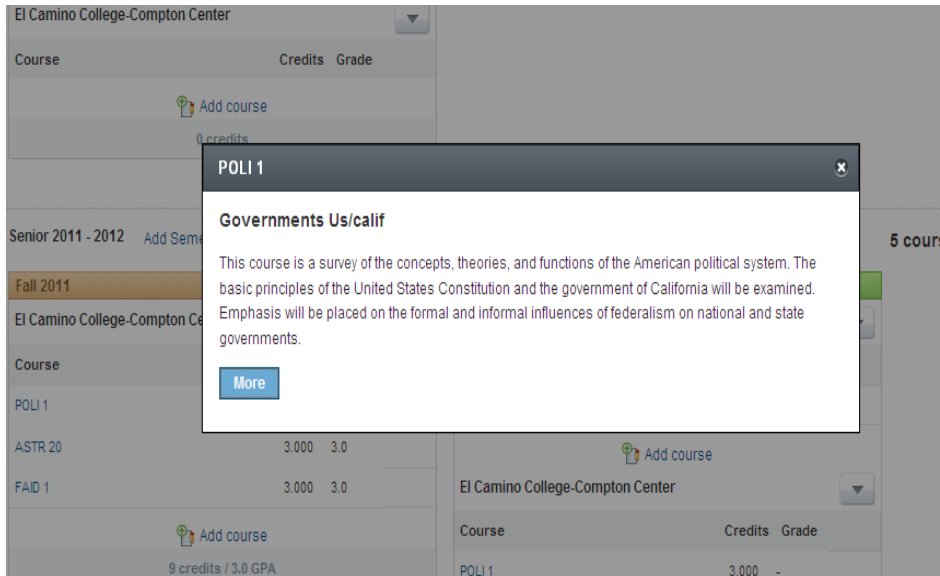
TIP: Hover over a course to edit it or move it to another semester.

Timeline

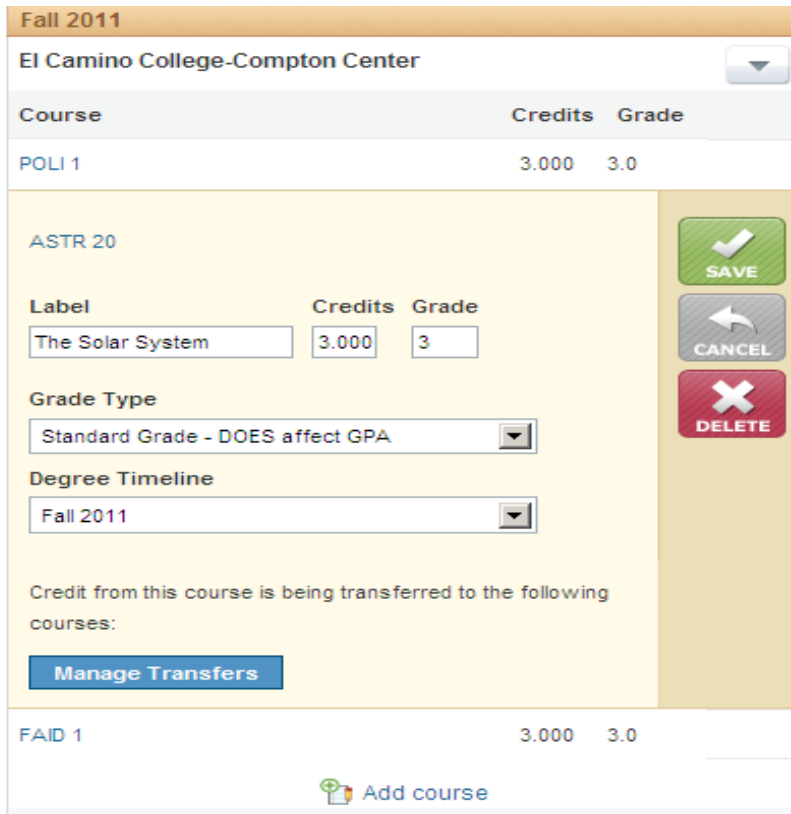
Summary

Total Credit Hours **59** Total Courses **21**

Department	Course Name	Credit Hours	Semester
Biology	BIOL 10: Fundamentals of Biology	4	2011 Summer
Contemporary Health	CH 1: Persnl/Community Health Issues	3	2010 Summer
English	ENGL 1A: Reading and Composition	4	2010 Fall
English	ENGL 1C: Critical Thinking/Comp	3	2011 Spring
Music	MUSI 11: Music Appreciation-Survey	3	2010 Fall
Physical Education	PE 1ABCD: Body Conditioning/Physical Ftnss	1	2010 Spring
Physical Education	PE 256ABCD: Yoga for Health and Fitness	1	2011 Spring
Physical Education	PE 300ABCD: Aerobic Fitness	1	2011 Winter Intersession
Physical Education	PE 54ABCD: Weight Training	1	2010 Summer
Sociology	SOCI 101: Introduction to Sociology	3	2011 Summer
Sociology	SOCI 104: Social Problems	3	2012 Spring
Sociology	SOCI 104: Social Problems	3	2010 Fall



Summaries of courses, taken from the schedule, can be inserted for information.



The system notes a description of the individual classes.

The program charts 2 GPAs – ECC’s GPA and the transferrable GPA – universities only look at the transferrable GPA.

Questions were invited from the floor.

Ms. Winfree asked if there were workshops for students. Dr. Mosqueda replied in the affirmative, but noted that many staff and students had figured it out on their own as it was user-friendly. Mr. Mulrooney noted that this had been a small pilot, and it was hoped to expand it slowly to include other groups like the International students or Veterans.

Mr. Wells asked if the program was able to generate a 6 semester education plan, could we pull out important classes to help enrollment management. Ms. Holtz said, yes, that could be done upon request. Mr. Marcoux noted the program sounded like a mix of “Rate-My-Professor”, Facebook, and similar programs. He asked if students were rating professors, and Dr. Mosqueda noted that so far this had not been used a lot. , noting that students have been looking to see how their grades compare with grades in similar classes.

Mr. Marcoux noted it seemed more useful for support services, and not so useful for teaching faculty. Ms. Holtz noted that faculty can use the system to communicate with students, and note grades. Mr. Crossman had a questions about the grade distribution function, and Ms. Holtz noted that instructors could turn that feature off. Some instructors like the feature, so discussion needs to occur with the Steering Committee. Mr. Mulrooney agreed, noting that that would be a decision made at the Committee level and would be a valid concern for consideration. Ms. Halonen asked about the benefits of the system to faculty apart form being able to communicate with students, and Ms. Holtz noted that it enabled faculty to be part of the larger conversations. To log just go to myedu.com. Mr. Wells asked why not develop that system in-house, and Mr. Mulrooney noted the system is free to faculty and students, plus being a system-wide tool and can link to CCCApply, ETran and other systems. Ms. Taylor asked wheter the grade distribution information is available to students. Ms. Graff noted that the information is NOT available to students and is currently on the portal only, though this information release is being planned for. Mr. Marcoux noted he would bring it up at the later Technology Committee meeting. Ms. Preatt asked if the system had global access, and Ms. Holtz said yes, one could see different campuses and see if/where the student was co-enrolled. Ms. Pilati asked whether, if it had metadata, the system could be linked into degree audit, and Ms. Holtz noted that that was the direction they were moving in. CG suggested that the Academic Senate might create a group to explore the system and findings could be passed on to the Steering Committee.

Fine Arts Division –Resolution of No Confidence in the Dean.

[See pg. 26 of packet] CG noted that a vote was recently taken in the Fine Arts Division, and this information was requested to be presented to the Academic Senate for informational purposes. CG noted that this was a sensitive topic and asked that comments be kept respectful, and the specific purview of the Senate be kept in mind.

Mr. Berney of Fine Arts presented the Resolution, noting the ballot that had been presented to the Fine Arts faculty and noting the results of the votes – 16 in favor of No Confidence, 4 against and 7 abstentions. Mr. Berney noted that there were 3 possible courses of action:

1. To ask for the Dean’s resignation.
2. To implement mediation – either internal ECC mediation, or external mediation, noting that President Fall and the Dean were agreeable to this.
3. To hold informal conferences with the members involved, with a later vote to see if the issues had been resolved.

Mr. Berney noted that the Dean had only been made aware of the ballot results today and had not had a chance to formulate a response, but, as noted, is open to mediation. These proceedings were based on a set of meetings with the Dean, administrators, and faculty.

Mr. Ahmadapour noted that there is a lot of politics in the Fine Arts Division, and that the Dean had not received good evaluations.

Dr. Arce expressed surprise and disappointment that the Senate was giving consideration to the matter, as he felt this was not the forum for this sensitive issue. He noted that there is an evaluation process that should be followed.

CG noted that the Senate was not considering the matter, but hearing it as an information item request, as some of the issues fall under the 10+1 umbrella.

Mr. Crossman wondered why previously poor evaluations had not triggered probationary status.

Fine Arts adjunct Mr. Bonness noted that this was the first time he was hearing of the matter.

Dr. Nishime noted that evaluations are NOT public matters, and so full transparency did not come into the question, noting that there were consequences for poor evaluations, but these consequences were not necessarily made public.

Dr. Arce noted he felt insulted that this discussion was happening, noting that the Dean was facing a variety of fiscal, personnel, and academic issues, and had the full support of the President and VPAA. Mr. Crossman suggested that perhaps the other opinions in the Fine Arts Division should also be considered.

CG noted that gossip could be more harmful than being transparent about the matter, and Dr. Arce repeated that evaluations are private.

Due to some vehement responses, CG had to ask that comments be kept respectful.

Mr. Widman noted that he had worked in conflict resolution, and felt that the issue was not the evaluations per se, but miscommunication, and felt that mediation could be effective and healing, and move the discussion out of the public forum into a confidential setting. Dr. Arce noted this was desirable but could not happen quickly as the process had to be followed.

CG noted that this had been an informational item presented to the Senate and not Senate endorsed. CG asked that Mr. Berney return at a later date to inform the Senate of progress.

Ms. Velasquez noted that Dr. Simon, Ms. Velasquez, and Ms. Solomita had met with the Dean 1 ½ years ago and all had agreed to forums to “clear the air”, but then the Dean had not followed through with the forums. Ms. Velasquez agreed that communication seemed to be the main issue.

Academic Senate President Gold noted that the rest of the agenda would need to be tabled and reminded all that the next Senate meeting had been moved up to 29th May

UNFINISHED BUSINESS

- Board Policy 4225 Course Repetition, pp. 27-28
- AP4105 Distance Education (second reading), pp. 29-30
- BP/AP 4250 Probation, Dismissal and Readmission (second reading), pp. 31-42

Information Items/Discussion

- CSU Local Area Admissions

FUTURE AGENDA ITEMS

PUBLIC COMMENT

Ms. Halonen reminded all of the Thursday showing in the Marsee Auditorium of “A Farewell to Manzanar”. Ms. Halonen noted there were flyers at the door, and that flex credit would be available to faculty who attended the screening.

ADJOURN

The meeting adjourned at 2:00pm.

CS/ECC2012

May 25, 2012

Dear Academic Senators,

I want to thank you for the hard work and commitment you have shown the Academic Senate, your students and the college throughout this school year. I also want to personally thank many of you for agreeing to serve on committees and task forces when asked. I know these requests involve a significant time commitment and your efforts are certainly appreciated.

The guidance, knowledge and support of the Senate Executive Committee continually reminds me that Senate leadership does not and should not rest in one person. The Senate Executive Committee of Merriel Winfree, Jenny Simon, Moon Ichinaga, Claudia Striepe, Lance Widman, Briita Halonen, Saul Panski, Pete Marcoux, Kelly Holt and Chris Wells provide a wealth of wisdom and an inspiring commitment to student learning and professionalism that sets the bar very high for the rest of us. It was an honor to work with them this year, and I have learned so much from each of them.

We have a big year ahead of us in 2012-13 as we will develop more AA degrees for transfer; maintain a quick schedule of course review; complete 17 program reviews in fall alone; continue to work to repair our collegial consultation system; and begin implementing the mission changing directives of the Student Success Task Force Recommendations.

For now, rest up and have a terrific summer. I look forward to seeing you in the fall.

Chris Gold

Chris Gold

EL CAMINO COLLEGE

***N=400 Likely Voters
February 19-21, 2012***

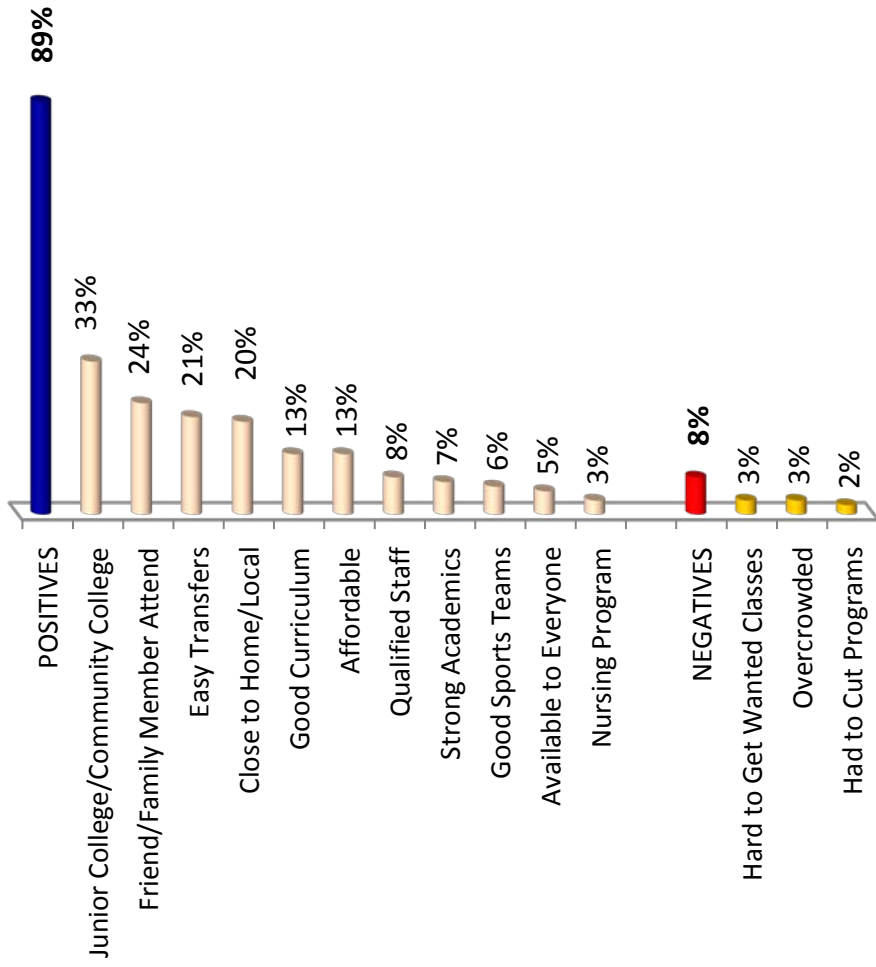
Stephen M. Kinney • Partner

GCCQ PUBLIC OPINION STRATEGIES



When asked what they knew or had heard about El Camino College, the responses of voters were overwhelmingly positive.

What do you know about El Camino College? That is, what stands out most to you about the college? PROBE AND CLARIFY What else do you know about El Camino College or associate with El Camino College?



Sampling of Verbatim Responses

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Not in Labor Force PARTY REGISTRATION: Dem CITY: Hawthorne AGE: 45 ETHNICITY: Black EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: Mostly Dems HOUSEHOLD INCOME: < \$20,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself EL CAMINO COLLEGE IMAGE: Str Fav INITIAL BALLOT: Def Favor

I attended there, it's easier to get into a university from El Camino. They get you ready for a university academically, they council you and work with you.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: Dem CITY: Redondo Beach AGE: 47 ETHNICITY: White EDUCATION LEVEL: Grad/Prof CHILDREN AT HOME?: Yes HOME STATUS: Own PARTY LOYALTY: Mostly Dems HOUSEHOLD INCOME: >\$100,000 UNION HOME: Teacher COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, A Family or Friend EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: Prob Opp

It's a good stepping stone to apply for a four year.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: GOP CITY: Torrance AGE: 26 ETHNICITY: Asian, Other EDUCATION LEVEL: Coll Grad CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: More GOP HOUSEHOLD INCOME: \$40,000 - \$60,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: DK

The ease of getting classes and the high transfer rate. I like the classes there, they accommodated my time schedule when I went there a couple semesters.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: GOP CITY: Lawndale AGE: 40 ETHNICITY: Latino, from Mexico EDUCATION LEVEL: Grad/Prof CHILDREN AT HOME?: Yes HOME STATUS: Own PARTY LOYALTY: Mostly GOP HOUSEHOLD INCOME: >\$100,000 UNION HOME: Public Employee COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself, Yes, A Family or Friend EL CAMINO COLLEGE IMAGE: Str Fav INITIAL BALLOT: DK

It's an affordable school to get your classes before going to a four year college. It serves the community and allows students to complete their general education classes. You can get an associate degree, you can become a nurse.

Sampling of Verbatim Responses

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: GOP CITY: Redondo Beach AGE: 23 ETHNICITY: Black EDUCATION LEVEL: Coll Grad CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: Indep, Person HOUSEHOLD INCOME: \$40,000 - \$60,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: Prob Opp

A lot of people transferred to universities from there. It's a junior college.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: GOP CITY: Torrance AGE: 21 ETHNICITY: White EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: More GOP HOUSEHOLD INCOME: >\$100,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, A Family or Friend EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: Def Favor

It's a good institution for people who can't pay for college yet and have to go somewhere else to make that jump. It has a good nursing and firefighting school, I've had friends; they've gone there.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Male/Employed PARTY REGISTRATION: Dem CITY: El Segundo AGE: 31 ETHNICITY: White EDUCATION LEVEL: Coll Grad CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: Mostly Dems HOUSEHOLD INCOME: \$80,000 \$100,000 UNION HOME: Labor, Teacher COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself EL CAMINO COLLEGE IMAGE: Str Fav INITIAL BALLOT: Def Favor

Ease of access, reasonable amount they charge for the units you have to get. The lower division stuff, what you would charge at SC or Dominguez, you'd end up paying a lot more for a class you'd have to take at both places. It was easy to access, quality education and at a fairer price than I think I would get at most four year universities.

20

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Employed PARTY REGISTRATION: GOP CITY: Hawthorne AGE: 20 ETHNICITY: Latino, from Mexico EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: Yes HOME STATUS: DK/Ref PARTY LOYALTY: Mostly Dems HOUSEHOLD INCOME: Ref UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO EXPERIENCE?: Yes, Myself, Yes, A Family or Friend EL CAMINO COLLEGE IMAGE: Str Fav INITIAL BALLOT: Prob Opp

That it's a really good transferrable school. Really good professors.

Sampling of Verbatim Responses

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Employed PARTY REGISTRATION: Dem CITY: Hawthorne AGE: 41 ETHNICITY: Black EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: Mostly Dems HOUSEHOLD INCOME: \$20,000 \$40,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO COLLEGE IMAGE: Str Unfav INITIAL BALLOT: DK

The lousy parking, I wanted to check in but there was lousy parking. I was thinking wow, why would I go here if they can't even accommodate me. They have a lousy nursing program and their books are too high.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Employed PARTY REGISTRATION: GOP CITY: Torrance AGE: 38 ETHNICITY: White EDUCATION LEVEL: Grad/Prof CHILDREN AT HOME?: Yes HOME STATUS: Own PARTY LOYALTY: More GOP HOUSEHOLD INCOME: >\$100,000 UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO COLLEGE IMAGE: Smwt Unfav INITIAL BALLOT: DK

It's difficult to get classes, I'm assuming lack of funding.

S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Ret PARTY REGISTRATION: DTS CITY: Hawthorne AGE: 65 ETHNICITY: White EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: No HOME STATUS: Own PARTY LOYALTY: Indep, Person HOUSEHOLD INCOME: Ref UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: DK

Long lines, overcrowded classes and teachers not really interested in the people they're teaching. I don't know what else. It's just a community college. A lot of high school drop outs go there.

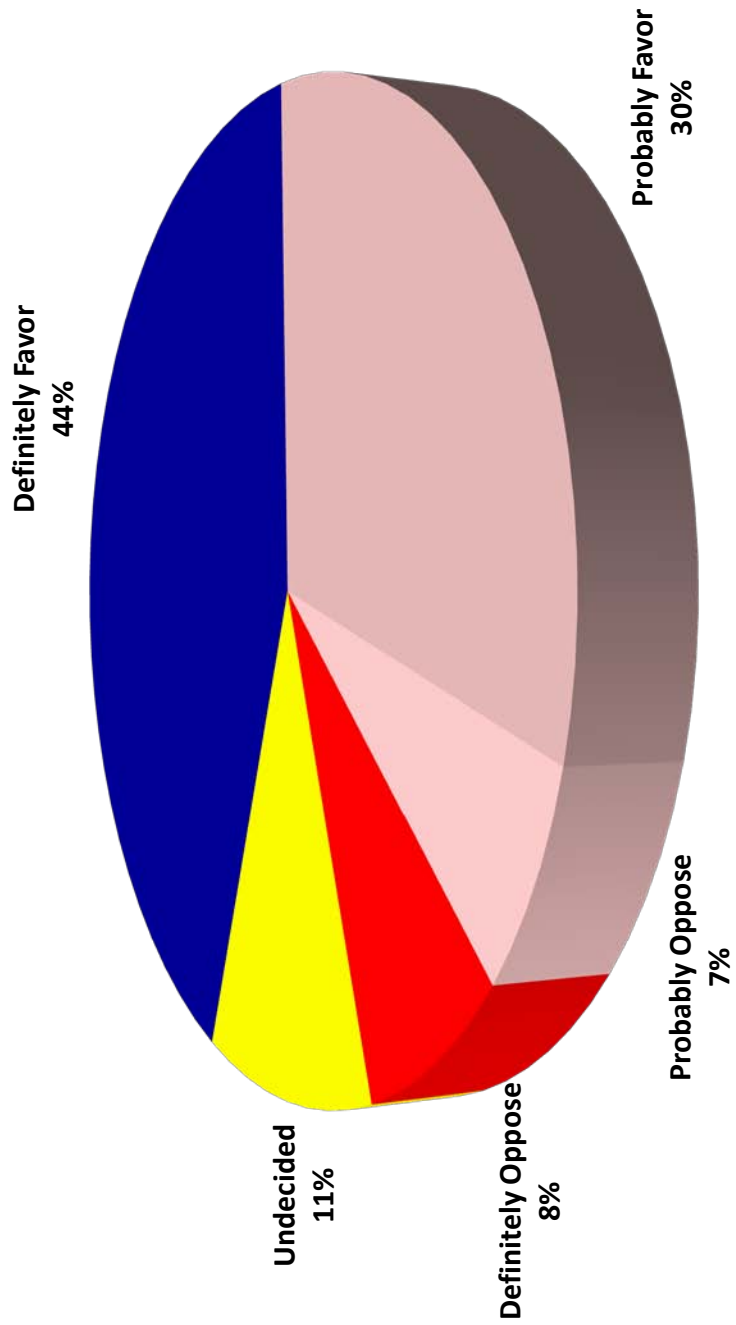
S/R/H EL CAMINO COLLEGE: Yes, A Lot GENDER: Female/Ret PARTY REGISTRATION: DTS CITY: Redondo Beach AGE: 80 ETHNICITY: White EDUCATION LEVEL: Some Coll CHILDREN AT HOME?: No HOME STATUS: Rent PARTY LOYALTY: Indep, Person HOUSEHOLD INCOME: Ref UNION HOME: No COMMUNITY COLLEGE EXPERIENCE?: Yes EL CAMINO COLLEGE IMAGE: Smwt Fav INITIAL BALLOT: Def Favor

It could have more teachers and more classes. I don't know much except that my daughters gone back there to get some credits. So she's doing fine except that they don't seem to have enough teachers.

Voters in the district have an overwhelmingly positive opinion when first asked about the bond extension measure for El Camino College (74% favor and 15% oppose). Further, the forty-four percent (44%) definite support level means that the measure has a solid base of supporters who will not be easily moved by any negative advertising produced by the measure's opponents.

Total Favor 74%
Total Oppose 15%

As you may or may not know, the El Camino College District is considering the possibility of extending a bond measure to continue to provide modern and safe facilities for the education of its students. Would you FAVOR or OPPOSE extending the existing bond measure for El Camino College?



EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting May 21, 2012

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

1. **Collegial Consultation Presentation:** Part one of the Collegial Consultation Presentation was viewed and discussed. Part two will be viewed on June 4, 2012 from 12-2 p.m. in Adm 131.
2. The El Camino Community College District Accountability for the Community Colleges Report was distributed.
3. **College Council Schedule** (meetings at 1 p.m. in Adm 127 unless otherwise noted):
 - June 4, 2012 (Collegial Consultation Presentation), 12- 2 p.m. Adm 131
 - June 11, 2012
 - June 18, 2012 (Board Agenda Review)
 - July 16, 2012 (Board Agenda Review)
 - August 20, 2012 (Board Agenda Review)
 - September 4, 2012 (Board Agenda Review)

Agenda for the June 4, 2012 Meeting:

1. Minutes of May 21, 2012
2. Collegial Consultation Presentation – Part two (Adm 131)
3. College Council Behavior Guidelines
4. College Council Goal Review

2011-2012 College Council Goals

1. Practice consistent and timely internal college communications through the use of two-way discussion within College Council and between Council members and their constituents where appropriate.
2. Evaluate new policies, procedures, and processes in terms of promoting student success.
3. Consider environmental impacts during policy, procedure, and process discussions in support of movement toward a more sustainable campus.
4. Complete a minimum of ten policies and accompanying procedures.

College Council Goal/Survey timeline:

1. Quarterly Goal Review: December 2011, March 2012, June 2012, September 2012
2. 2011-2012 College Council Survey: September 2012
3. Develop 2012-13 College Council Goals: October 2012



NOTES – COUNCIL OF DEANS
MAY 10, 2012

Present: J. Anaya, F. Arce, C. Fitzsimons, E. Geraghty, D. Goldberg, A. Grigsby, D. Hayden, J. Hormati, T. Kyle, C. Lee, T. Lew, G. Miranda, W. Morris, R. Murray, R. Natividad, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, G. Sequeira, J. Shankweiler, D. Shrader, A. Spor, D. Vakil

Other Guests: L. Alford, E. Nieto

I. INFORMATION

A. Notes of 3/22/12: Distributed and reviewed.

Update on AP 5011 – Admission & Concurrent Enrollment – an assessment is done by a faculty member in the designated discipline to determine if a student is highly gifted. For the appeal or denial process, the VP/SCA would determine for **procedural issues only**. The VP/SCA is not responsible in determining if student is highly gifted.

B. CEC Update: R. Murray provided an update:

- Planning goal and education master plan was held on May 8.
- Nursing Pinning Ceremony will be held on June 5.
- Job fair on May 30 from 8:00-12:00 p.m. 8:00-10:00 am – Aerospace Fasteners; 10:00-12:00 – general population
- A blood drive will be held on May 15-16.
- Academic Awards Tea Ceremony will be held on May 20.

C. PBC Update: D. Patel provided an update from the last meeting on May 3:

- The 2012-13 tentative budget was not complete. It will be discussed at the meeting on May 10.
- There will be a request to the Board to approve two TRAN (Tax Revenue Anticipation Note) - \$10 million – July 2012; and another for \$25-\$30 million to assist with cash flow due to deferral and payment schedules/fees.
- VP Higdon reviewed report on proposed general obligation bond issuance.
- List of existing, funded, unfunded and modernization facility projects were reviewed.

D. Academic Senate Update:

No update provided.

E. ASO Update: J. Hormati provided an update:

- Elections were held week of May 7. J. Hormati was elected student trustee.
- Academic Awards Ceremony will be held on May 16.
- Earth week was held May 7-10. There were two green bag lunch presentations, “Global Climate Change” and “Rideshare/Bike to ECC.”
- Brain cancer awareness event was held week of May 7.

II. DISCUSSION/ACTION

- A. Policy on Institutional Integrity and Ethics: The College received a letter from the Accrediting Commission for a special report to detail the event and actions taken in the faculty grade fraud issue. B. Beno requested a follow-up phone call with K. Curry, J. Nishime and B. Beno. The Accrediting Commission is requiring that the College provide (mandatory) integrity and ethical training for all faculty. The Accrediting Commission must be contacted immediately for (1) threats to academic integrity; (2) suspect involvement with international students (i.e. visa fraud).
- B. Repeat & W Petition: The student petition form for repeat due to substandard grades or excessive “Ws” was revised. The same rules remain. Students may repeat a class for a third time if he/she received a substandard grade or W. A student who received a passing grade may enroll in a course if the lapse of time has been a minimum of 36 months.

III. OTHER

- A. Prerequisite to English IA: When new and continuing students register for English 1A, a screen pops up that states “constituency redirect” and are unable to register. This occurs frequently and if the student is able to receive assistance on the chat line, it can be resolved quickly. Students enrolling in English 1A must go to A&R to register if they cannot access the chat line. W. Warren (ITS) has been contacted about the problem. E. Nieto will provide documentation to the VPs.
- B. Award: Bill Mulrooney received the highest honor possible from the California Association of Community College Registrars and Admissions Officers (CACCRAO). It was a distinguished service award at the annual CACCRAO Conference in Sacramento.
- C. Schedule of Classes: The schedule of classes for fall 2012 will be posted online on May 11. Printed schedule will be available two weeks after that. There was a delay in the schedule of classes due to errors made.
- D. Fine Arts Events: End of year student presentation: (1) Art Department open house with student displays in art gallery. Entertainment will be guitar ensemble. Reception will be May 18 from 6:00-9:00 p.m. (2) A performance by the music students will be held in the Recital Hall on May 18 from 7:00-9:00 p.m.
- E. Scholarship Awards Ceremony: Over \$600,000 will be awarded to 400 students at the Scholarship Awards Ceremony on May 10 at 5 pm.
- F. Orientation Workshop: An orientation workshop will be held on May 10 to cover four components: student discipline, grievances, student and staff diversity, and campus police.

IV. MEETING SCHEDULE

The next Council of Deans will meet on May 24 from 8:30-10:00 a.m. in Adm 131.

**Fall 2012 Program Review
Final Discussion Schedule
ADM 127
1:00-1:45**

Day	Date	Program	Division	Author
1 Thursday	September 6, 2012	Kinesiology Wellness/Fitness	HS&A	Gene Engle
2 Tuesday	September 11, 2012	Kinesiology Theory	HS&A	Nate Fernley
3 Thursday	September 13, 2012	Sign Language/Interpreter Training	HS&A	Sandra Bartiromo; Susan Marron
4 Tuesday	September 18, 2012	Welding	I&T	Renee Newell
5 Thursday	September 20, 2012	Kinesiology Athletics	HS&A	Dean Lofgren
6 Tuesday	September 25, 2012	Sociology	BSS	Stacey Allen
7 Thursday	September 27, 2012	Art	Fine Arts	Irene Mori; Randall Bloomberg
8 Tuesday	October 2, 2012	Anthropology	BSS	Rodolfo Otero; Angela Mannen
9 Thursday	October 4, 2012	Cosmetology	I&T	Pat Gebert
10 Thursday	October 11, 2012	Business	BUS	Ollie Hadley
11 Thursday	October 18, 2012	CADD	I&T	Doug Glenn
12 Thursday	October 25, 2012	Political Science	BSS	Eduardo Munoz; Laurie Houske
13 Thursday	November 1, 2012	English	HUM	Sara Blake
14 Thursday	November 8, 2012	Horticulture	NS	Ron LaFond
15 Thursday	November 15, 2012	Math - Developmental	Math	Art Martinez
16 Thursday	November 29, 2012	Recreation	HS&A	David Bacon; Tom Hazell
17 Thursday	December 6, 2012	Photography	Fine Arts	Darilyn Rowan

El Camino College, Employee Campus Climate Survey 2010

Mean Survey Scores by Group

Executive Summary

The Employee Campus Climate Survey was administered at El Camino College in Spring 2010. The survey asked employees to rate their agreement with a variety of statements about College Mission, Campus Climate, Communication, Student Service and Relations between Compton Center/Torrance. In addition, employees completed a series of demographic and employment questions.

How did Responses Differ by Employee Group?

In order to determine if there are any notable differences in responses for each sub-group of respondents, a mean score comparison was conducted for a variety of demographic and employment questions. Mean scores are based on a scale of 4=Strongly Agree, 3=Somewhat Agree, 2=Somewhat Disagree, 1=Strongly Disagree. A mean score greater than 2.50 suggests that employees (or an employee group) had more agreement than disagreement on the item.

The following tables display these mean score comparisons by category and employee subgroup for 4 questions: Employee Group, Administrative Area, Employee Status (full-time/part-time), and Years of Employment. In addition, campus climate questions were grouped by gender and ethnicity. Agreement items (agree/disagree) were tested to determine if the differences in mean scores among groups were statistically significant.¹ The attached tables list all mean scores for each group and survey item. Survey items with the largest *statistically significant* differences (≥ 0.4 spread) or with generally low agreement are summarized below.

Employee Group

Survey respondents indicated whether they were faculty, staff, manager/administrator/supervisor, or student employee. Only the first three groups were analyzed. College Mission questions with significant differences by employee group include familiarity with the mission (1) and “ECC ensures student success” (3). The Staff group was least familiar with the mission.

In terms of Campus Climate, items with the largest differences include “senior management effectively addresses challenges” (18), “I feel part of a wider ECC community” (19), and “managers lead by example” (22). This section included an item on campus morale. Although differences among groups were not large, all groups scored below the mid-point, with staff rating this item the lowest.

Regarding Communication, large-difference items include “employees can talk to management about concerns” (26), “I understand how college funds are budgeted” (29), “I have access to program information for students” (30), and “I feel left out of the process” (32). Note that #32 is a negatively-scaled item—employees who do not feel left out will have lower average scores. Staff scored the highest on this item suggesting a slight majority may feel left out.

¹ Those items with one or more stars (*) in the “Sig” column indicate that we are very certain that a difference would hold if every employee completed the survey. The magnitude, or size, of the difference may not be the same but a difference of some kind would very likely remain. Other differences may be too close to call for this survey sample.

Administrative Area

Differences among the major Administrative Areas were found on 12 of the 44 items. All of the lowest scores were in either Student and Community Advancement (8 low scores) and Academic Affairs (4 low scores). Four of the differences from lowest to highest were greater than 0.4. Of these, average responses from Student and Community Advancement staff and faculty were the lowest for “ECC shares a common language” (5), “Climate allows for innovation” (11), and “ECC has done all it can to improve processes” (35). Academic Affairs responses also scored low on this last item.

Employment Status

Comparisons were conducted based on full-time vs. part-time status. A separate breakdown was also created for Faculty only. A separate analysis was not possible for staff since the part-time count was very small. Overall, a total of 20 items showed differences by employment status. Full-time employees tallied the lowest average scores with larger than 0.4 disparities on 4 items: “Campus morale is high” (17), “Employees can talk to management about concerns” (26), “ECC has done all it can to improve processes” (35), and “[Compton] partnership has been good for Torrance” (42). Part-timers lodged the lowest score in terms of understanding “how College funds are budgeted” (29).

Among faculty only, 20 differences were found by employment status. Of these, nine had differences greater than 0.4. Lowest scores were found mostly among full-time faculty with the exception of familiarity with the mission (1) and partnership has been good for the center. In all, a total of 13 items showed more disagreement than agreement among full-time faculty, although there was less agreement on feeling “left out of the process” (32).

Years Employed at ECC

Respondents were asked how many years they have been employed at ECC to determine whether there are differences in opinions based on years of service. Thirty-two of the 44 items were different among the age groupings. With the exception of “familiar with the College mission” (1) – lowest for very new employees – all average scores were lowest in the 16+ years of service category. The largest disparities (around 1-point difference) were found on “managers lead by example” (22), “ECC communicates openly” (23), “student services are better than 5 years ago” (40), and “partnership has been good for Torrance” (42).

Gender

There were no statistically significant differences in mean scores between female and male employees, with the exception of item 20, “Access to training for job improvement” where the mean rating for men was slightly lower than for women.

Ethnicity

Ethnic groups were compared on items associated with Campus Climate questions. Three items showed statistically significant differences among some groups. With respect to ECC values diversity in the workforce (8), responses from White employees formed a significantly higher mean score than African-American employees on both agreement and rating of importance. But both agreement

scores were on the positive side and both importance scores were very high. Item 10 (Campus climate respects differences) showed that White employees had more agreement than Asian-American employees. Finally, regarding item 39 (Ethnic mix of faculty reflects student diversity), both Latino and White employees had average ratings higher than African-American employees.

A Word about Importance

Although only the agreement questions were statistically tested, it is valuable to examine importance levels along with agreement ratings for each item. For example, a rating that scored low in agreement may have also scored relatively low on importance, so it may not be as critical to address as other issues. Please refer to the Agreement/Importance matrix (p. 17) in the main Employee Campus Climate Survey report for a cross-analysis of both agreement and importance.

Technical Notes

Comparison of group means for agreement was tested using Analysis of Variance (ANOVA). Groups with very small sample sizes or those that were not identifiable (e.g., “decline to state” categories) were excluded from this analysis. Agreement items with one, two or three stars indicate those with a statistically significant difference at the $p<.05$, $p<.01$, and $p<.001$ levels, respectively.

Mean Scores by Group

Employment Status FACULTY ONLY	<i>Agreement</i>			<i>Importance</i>	
	Full Time	Part Time	Sig	Full Time	Part Time
<i>Counts: Full Time= 163 Part Time=102</i>					
1. Familiar with mission	3.52	3.11	***	3.30	3.25
2. ECC fulfills mission	3.03	3.23	*	3.69	3.73
3. ECC ensures success	2.94	3.11		3.83	3.78
4. ECC offers quality programs and services	3.43	3.41		3.90	3.84
5. ECC shares common language	2.58	2.71		3.56	3.45
6. ECC is planning for the future	3.08	3.19		3.80	3.80
7. All contribute to mission	2.57	2.70		3.67	3.52
8. ECC values diversity in the workforce	3.36	3.28		3.50	3.46
9. ECC provides a safe environment	3.18	3.08		3.93	3.87
10. Campus climate respects difference	3.42	3.30		3.72	3.54
11. Climate allows innovation	2.48	2.97	***	3.64	3.57
12. Appreciation events bring campus together	2.55	2.81	*	3.05	3.20
13. Improvements are made following evaluation	2.49	2.89		3.62	3.56
14. Employees take pride in working for ECC	3.23	3.21		3.64	3.61
15. Meaningful feedback provided	2.68	2.97	*	3.65	3.66
16. ECC embraces a teamwork spirit	2.62	2.84		3.55	3.63
17. Campus morale is high among employees	2.30	2.71	***	3.74	3.72
18. Senior mgmt effectively address challenges	2.39	2.70	*	3.77	3.70
19. I feel part of a wider ECC community	2.89	2.71		3.34	3.47
20. Access to training for job improvement	3.17	3.08		3.62	3.62
21. ECC is welcoming for employees	2.99	3.00		3.70	3.62
22. Managers lead by example	2.42	2.82	**	3.73	3.65
23. ECC communicates openly	2.30	2.76	***	3.82	3.75
24. ECC disseminates timely information	2.72	2.96	*	3.72	3.69
25. College publications helps understand campus	2.95	3.07		3.31	3.42
26. Employees can talk to mgmt about concerns	2.45	2.83	**	3.79	3.74
27. I can talk to management about concerns	2.97	2.99		3.82	3.73
28. Employees respectful when services are needed	3.29	3.29		3.81	3.82
29. I understand how college funds are budgeted	2.46	2.20	*	3.46	3.36
30. Access to program information for students	3.20	3.02		3.55	3.58
31. Leadership encourages review and SLO process	2.97	2.99		3.28	3.34
32. Feel left out of the process	2.18	2.46	*	3.25	3.33
33. My input is translated into meaningful changes	2.31	2.49		3.31	3.44
34. ECC is welcoming to students	3.12	3.37	**	3.91	3.87
35. ECC has done all it can to improve processes	2.30	2.89	***	3.83	3.80
36. Student Services are adequate	2.65	3.04	***	3.86	3.76
37. Employees value student needs	2.95	3.15		3.82	3.76
38. Student services are sufficient at all times/day	2.08	2.70	***	3.69	3.67
39. Ethnic mix of faculty reflects student diversity	2.66	2.79		3.06	3.15
40. Student Services are better from 5 years ago	2.33	3.04		3.65	3.68
41. Partnership has been good for the center	3.43	3.09	**	3.48	3.46
42. Partnership has been good for Torrance campus	2.35	2.75	**	3.31	3.29
43. I get along well with the Center colleagues	3.38	3.32		3.33	3.39
44. I am treated like an equal by Center colleagues	3.51	3.12	*	3.51	3.42

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



May 22, 2012

To: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents

From: Jack Scott, Chancellor *Jack Scott*

Subject: Associate Degrees for Transfer

I am pleased to announce excellent progress in the approval of associate degrees for transfer under Senate Bill 1440 (Padilla), the Student Transfer Achievement Reform Act. All 112 California community colleges have received Chancellor's Office approval for at least two associate degrees for transfer and several colleges have many more. At this time, a total of 347 associate degrees for transfer (AA-T and AS-T degrees) have been approved, statewide. In addition, many colleges currently have more degrees moving through the local approval process. For the most recent listing of approved AA-T and AS-T degrees, visit [What's New on the Academic Affairs](#).

We have been able to accomplish this great progress as a system in large part due to the leadership of the Academic Senate for California Community Colleges and the Academic Senate of the California State University. Working together, the two Senates developed Transfer Model Curricula (TMC) to provide curricular frameworks for college degrees in each of the most popular transfer majors. Because TMCs have been developed at the system-level by California Community Colleges (CCC) and California State University (CSU) faculty, they offer colleges a helpful structure to use as they work to develop AA-T and AS-T degrees.

Benefits of the AA-T and AS-T Degrees

AA-T and AS-T degrees offer tremendous benefits to our students desiring transfer to CSU. Most importantly, these new degrees provide clear, statewide curricular pathways that students can follow as they pursue transfer to any CSU campus. Upon completion of these degrees, students will be guaranteed admission to a CSU campus with junior standing. While not guaranteed admission to their campus of choice, students will be given priority consideration for admission to their local CSU campus and to any CSU campus that offers a program that has been designated as "similar" by CSU. Once enrolled at CSU, students will be able to complete a Bachelor of Arts or Science degree with no more than 60 additional units. Given these benefits, it is clear that these degrees represent a vast improvement in how California's systems of public higher education serve our students.

I also want to draw your attention to recent changes in admissions policies at the CSU which have significantly increased the importance of these degrees to our students and colleges. As a result of deep cuts in state funding, CSU has severely restricted admissions for the Spring 2013 term and will only be admitting California community college transfer students possessing AA-T and AS-T degrees. As long as tight state budgets persist, the degrees for transfer may be the only option available for our students attempting to transfer to CSU. This reality significantly elevates the need for our colleges to increase the number of AA-T and AS-T degrees offered.

Next Steps in Implementation

Transfer Model Curriculum Development. The Academic Senate for California Community Colleges has collaborated with the Academic Senate for the California State University to develop statewide TMCs in the most popular majors completed by students who transfer to CSU. To date, the approved TMC majors include: Administration of Justice, Art History, Journalism, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, Geography, Geology, History, Kinesiology, Mathematics, Music, Physics, Political Science, Psychology, Sociology, Studio Arts, and Theatre Arts. Faculty representing additional majors will be working to develop TMCs in additional majors such as Chemistry, Computer Science, Anthropology, Spanish, Philosophy, TV/Radio/Film, and Social Work. The CCC and CSU Academic Senates have committed to having TMCs published in 25 disciplines by September 2012.

Degree Development and Approval. As we look ahead, it is critical that colleges continue to develop AA-T and AS-T degrees in all majors in which their students seek to transfer in order to ensure that community college students have a broad range of viable transfer pathways to CSU campuses across the state. To spur progress toward this objective, the California Community Colleges Board of Governors has adopted a goal of each college having AA-T and AS-T degrees approved by Fall of 2013 in 80 percent of the majors they offer in which there is a TMC and in 100 percent by Fall of 2014. While this goal is ambitious, it is imperative that we move rapidly to help more students move efficiently through our two systems because too many students are being shut out by California's current budget situation.

It is important to note that the CSU system has also set concrete goals for further implementation of SB 1440 in the next year. Among these is the goal that, by the end of Spring 2012, each CSU campus will provide a degree pathway in every major it offers for which there is a TMC. This will be accomplished by each CSU campus declaring at least one of its degrees to be "similar" to the TMC in each major it offers for which there is a TMC.

I encourage your continued attention to ensure that your institution is on track to make these new transfer degrees available to your students. I know that some colleges will be working on curriculum development over the summer. Many more will launch curriculum development in the Fall. As you move forward in this work, I ask for your full engagement to make sure that we realize the tremendous potential of the new AA-T and AS-T degrees to help our transfer-bound students succeed in achieving their educational goals.

cc: Chief Student Services Officers

COURSE REVIEW

Based on the current active course count, the college must review approximately 200 courses each year to maintain a six-year review cycle. The academic divisions and the CCC planned to review/complete approximately 212 courses this year.

As of mid-May, we completed 186 course reviews with an additional 30 plus courses still under review at the time. We are expected to reach our course review goal by the end of the semester.

2011-2012 COURSE REVIEW				
DIVISION	COURSE COUNT	% OF TOTAL COURSES	MINIMUM NUMBER OF COURSES TO BE REVIEWED EACH SEMESTER	MINIMUM NUMBER OF COURSES TO BE REVIEWED EACH ACADEMIC YEAR
BSSC	149	11.705%	12	25
BUSI	104	8.170%	9	17
FINE	242	19.010%	20	40
HEAL	210	16.496%	17	35
HUMA	152	11.940%	13	25
ITEC	284	22.310%	24	47
MATH	43	3.378%	4	7
NSCI	89	6.991%	7	15
TOTALS	1,273	100.00%	106	212

EL CAMINO TRANSFER MODEL CURRICULUM (TMC)

There are 19 finalized TMCs available for California Community Colleges to develop associate degrees for transfer. The El Camino College Curriculum Committee (CCC) has approved a total of 8 transfer degrees:

- 2 transfer degrees have been approved by the Chancellor's Office
- 2 transfer degrees are being prepared to submit to the Chancellor's Office now
- 4 transfer degrees will be presented on the June 18th board agenda

The CCC will review/approve approximately 10 more transfer degrees during the fall 2012 semester.

NO.	TRANSFER DEGREES (AA-T or AS-T)	ECC STATUS	TO CCC	CCC APPROVED	BOARD APPROVED	TO CO	CHANC. OFFICE APPROVED	EXPECTED TO BE OFFERED
1	Administration of Justice AS-T	TMC Complete	5/8/12	5/8/12	Pending 6/18/12	June 2012		Spring 2013
2	Art History AA-T	In Progress	Fall 2012					Fall 2013
3	Business Administration AS-T	In Progress	Fall 2012					Fall 2013
4	Communication Studies AA-T	TMC Complete	10/25/11	10/25/11	11/28/11	✓	✓	Fall 2012
5	Early Childhood Education AA-T	TMC Complete	Fall 2012					Fall 2013
6	Elementary Education AS-T	In Progress	n/a					Fall 2013
7	English AA-T	TMC Complete	Fall 2012					Spring 2013
8	Geography	In Progress	Fall 2012					Fall 2013
9	Geology AS-T	TMC Complete	2/28/12	2/28/12	3/12/12	June 2012		Spring 2013
10	History AA-T	In Progress	Fall 2012					Fall 2013
11	Kinesiology AA-T	TMC Complete	5/22/12	5/22/12	Pending 6/18/12	July 2012		Spring 2013
12	Mathematics AS-T	TMC Complete	5/22/12	5/22/12	Pending 6/18/12	July 2012		Spring 2013
13	Music AA-T	In Progress	Fall 2012					Fall 2013
14	Physics AS-T	TMC Complete	5/22/12	5/22/12	Pending 6/18/12	June 2012		Spring 2013
15	Political Science AA-T	In Progress	Fall 2012					Fall 2013
16	Psychology AA-T	TMC Complete	11/22/11	11/22/11	1/17/12	May 2012		Spring 2013
17	Sociology AA-T	TMC Complete	11/22/11	11/22/11	1/17/12	✓	✓	Fall 2012
18	Studio Art AA-T	In Progress	Fall 2012					Fall 2013
19	Theatre Arts AA-T	TMC Complete	Fall 2012					Fall 2013

Faculty Development Committee Meeting

MINUTES

Tuesday, May 22, 2012

Committee Members:

(Awaiting new member)	Compton Center	Moon Ichinaga (Co-Chair)-P	Learning Resources
Florence Baker - P	BSS	Donna Manno - P	Staff Development
Rose Cerofeci - P	Humanities	Cristina Pajo - P	Counseling
Kristie Daniel-DiGregorio-P	BSS	Russell Reece - P	Adjunct Rep/Math
Ross Durand - P	Ind/Tech	Margaret Steinberg - A	Natural Sciences
Briita Halonen (Co-Chair)-P	Humanities	Mercedes Thompson - A	Humanities
Linda Ho - A	Math	Evelyn Uyemura - P	Humanities
		Sue Ellen Warren - P	Ind/Tech

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

Spring 2012 Meetings (1-2 p.m. in West Library Basement)

February 28, March 13, March 27, April 24, May 8 & May 22

AGENDA

- I) Upcoming Diversity Conference—Idania Reyes, Graduation Initiative Director
 - A. planned for the fall: Friday, September 28, 8 am – 3:30 pm.
 - B. Co-sponsored by the FACC, it will focus on student success and varying kinds of diversity within the learning community, including ethnicity, LGBT, first-generation, and low-income
 - C. Perks: The Graduation Initiative will pay the registration for the first 80-100 faculty who sign up, and it will count towards Flex credit.
 - D. IR is requesting help with publicity from the FDC:
 1. Flyers in Flex folders in August
 2. E-mail from the committee to the listserv in the fall
 3. The registration link will be up by the first week of June.
 - E. There was also some discussion of previous problems with the acoustics in the E. Dining Rm and suggestions for IR.

- II) Updates
 - A. Planning for Fall Flex Day Core Competency Break-Out Sessions
 - a. Great response from faculty already
 - b. Tentative sign-ups: A) Evelyn Uyemura & Stephanie Schwartz, B) Kathy Hall & Diana Crossman, C) Judith Crozier (?), D) Jason Suarez (?), E or F) Fazal Aasi?
 - c. We do want to have a brief meeting sometime before Flex Day to assure that all facilitators are on the same page. DM suggested having it before the semester is up so that facilitators can plan over the summer.
 - B. Parking Aware for Outstanding Adjunct Faculty Award Recipient
 - a. MI: Dr. Arce has indicated that he will not approve any parking space award due to the loss of 400 spaces as a result of upcoming parking structure repairs.

(Apparently, this means that work on the guidelines for the parking spot approval process will not continue.)

- b. Discussion of some other meaningful award:
 - i. Fund the recipient to attend Great Teachers Seminar (if they want to go)
 - ii. Leather resume folio with “El Camino College Outstanding Adjunct” embossed on the cover for future interviews
 - iii. A perpetual plaque on campus
- C. May 17, free campus showing of “Farewell to Manzanar” movie in Marsee Auditorium was well-received: 125 attendees (and most stayed until the end)
- D. Flex Credit (DM)
 - a. What committees should get Flex? In the past, it has only been campus-wide committees that require winter or summer hours.
 - b. However, we’ve received a request from the campus-wide Program Review Committee which has seventeen 1-hour meetings during the semester in addition to reading all of the meeting materials beforehand.
 - c. The FDC agreed that this amount of meetings is in such an excess of the normal faculty obligation that it certainly warrants 8 hours of Flex credit
- E. FIPP follow-up (KDD)
 - a. FIPP was originally planned to be institutionalized via faculty “fellows.” As such, they’ve submitted an iGrant to get stipends for faculty who would like to take on a leadership role in this.
 - b. Interested faculty would need to take OnCourse II (in the summer). From that group, they are hoping for about ten fellows to be leaders on campus.
 - c. However, we won’t know about the grant until Flex day...

III) Research on Part-Time Faculty/Report on Past Climate Survey—Irene Graff, Institutional Research

- A. IG presented the disaggregated findings from the spring 2010 campus climate survey (full-time compared to adjunct responses). Most were similar.
- B. Our purpose was not as much to gauge part-time faculty morale (since we already know it’s low), but rather to determine what kinds of professional development opportunities could help raise it. We discussed conducting a Fall Needs Assessment Survey with a particular emphasis on seeking part-time feedback.
- C. We also discussed evening and Fri/Sat workshops to enable adjunct attendance.

ACADEMIC TECHNOLOGY

From: Marcoux, Peter
Sent: Fri 5/11/2012 9:22 AM
To: Gold, Christina
Subject: Academic Technology Committee

At our meeting yesterday, we created four objectives:

1. Work with IR to create a student survey to gauge their technology use to help us create a plan for tech use to be launched the third or fourth week of fall 2012 semester.
2. Co-host with ITS and staff development a breakout session on flex day fall 2012 to dialogue about present and future technology use on campus.
3. Co-host with ITS and staff development a Technology Showcase in the fifth or sixth week of fall of 2012 with outside vendors to demonstrate cutting edge classroom technology.
4. Co-host with ITS and staff development a Technology Summit in the second half of the fall 2012 semester to create a plan for tech use at ECC.

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English | Humanities 321K
El Camino College
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<http://www.elcamino.edu/faculty/pmarcoux>



**ACCREDITING
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for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
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NORVAL WELLSFRY

April 5, 2012

Memo to: Chief Executive Officers and Accreditation
Liaison Officers

From:

Barbara Beno, Ph.D.

Subject:

2012-13 Institutional Reports on Institutional Status
on Student Learning Outcomes and Assessment of
Learning

A few years ago, this office informed you that the Commission expected institutions to demonstrate they were implementing the (2002) Accreditation Standards that deal with student learning outcomes by showing the institution to be at the Proficiency Level on the ACCJC's Rubric on Institutional Effectiveness, Part III, by fall 2012. On February 24, 2012, I wrote to inform you that the Commission would be conducting a special assessment of institutional status with respect to implementation of the standards about student learning outcomes during the 2012-13 academic calendar year; included was information about whether your institution's report was due October 15, 2012 or March 15, 2013.

Attached please find the *College Status Report on Student Learning Outcomes Implementation* to be used for completing the college report. The report form is also being sent to you in electronic form so that you can easily download and use it. Instructions appear on the form itself. You will find the report a useful document for assessing your own institution's progress in meeting Standards and you should keep it in the college's accreditation library for use in future institutional self-evaluation work.

The Commission will receive a summary report on institutional performance based on fall 2012 reports at its January, 2013 meeting, and a second summary report on institutional performance based on spring 2013 reports at its June meeting. The Commission may use an institution's report to take action to require follow-up for purposes of assuring institutional compliance with Accreditation Standards.

Please contact our offices if you have any questions about this report by calling Vice President Krista Johns or sending an email to kjohns@accjc.org. Of course, as always, please feel free to contact me as well at bbeno@accjc.org.

BAB/mjb



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NORVAL WELLSFRY

July 2011

Memo to: ACCJC Member Institutions

From: Barbara Beno, President *Barbara Beno*

Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education*.

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution’s quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement.¹ Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

¹ The ACCJC’s Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	<p align="center">Characteristics of Institutional Effectiveness in Planning</p> <p align="center"><i>(Sample institutional behaviors)</i></p>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name:

Name and Title of Individual Completing Report:

Telephone Number and E-mail Address:

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO:

Signature: _____
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): _____
- b. Number of college courses with defined Student Learning Outcomes: _____
Percentage of total: _____
- c. Number of college courses with ongoing assessment of learning outcomes: _____
Percentage of total: _____

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): _____
- b. Number of college programs with defined Student Learning Outcomes: _____;
Percentage of total: _____
- c. Number of college programs with ongoing assessment of learning outcomes: _____;
Percentage of total: _____

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): _____
- b. Number of student learning and support activities with defined Student Learning Outcomes: _____; Percentage of total: _____
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: _____; Percentage of total: _____

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: _____
- b. Number of institutional learning outcomes with ongoing assessment: _____

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Accrediting Commission for Community and Junior Colleges (ACCJC)

10 Commercial Blvd., Suite 204, Novato, CA 94949

Telephone: 415-506-0234 ♦ FAX: 415-506-0238 ♦ E-mail: accjc@accjc.org

El Camino SLO Summary	Courses		Programs		*As of 5/23/2012
	%	#	%	#	
SLO Statements	98.74%	1093			
Academic Affairs			100.00%	62	
Student Services			100.00%	28	
SLO Assessments	41.64%	461			
Academic Affairs			87.10%	54	
Student Services			14.52%	9	
Total		1107		86	
Courses Assessed by Division					
Division	#	%	Total		
BSSC	49	38.58%	127		
BUSI	20	22.47%	89		
FINE	85	37.78%	225		
HEAL	94	49.47%	190		
HUMA	49	37.69%	130		
ITEC	74	31.22%	237		
MATH	33	86.84%	38		
NSCI	57	80.28%	71		
TOTAL	461	41.64%	1107		
Courses Assessed by Subject					
Division	Subjects	#	%	Total	
Industry and Technology	ACR	8	72.73%	11	
Industry and Technology	ACRP	4	26.67%	15	
Industry and Technology	AJ	12	52.17%	23	
Natural Sciences	ANAT	2	100.00%	2	
Behavioral and Social Sciences	ANTH	6	46.15%	13	
Natural Sciences	APHY	1	50.00%	2	
Industry and Technology	ARCH	0	0	12	
Fine Arts	ART	17	29.82%	57	
Humanities	AS	3	25.00%	12	
Natural Sciences	ASTR	3	75.00%	4	
Behavioral and Social Sciences	ASTU	0	0	1	
Industry and Technology	ATEC	0	0	20	
Natural Sciences	BIOL	9	75.00%	12	
Business	BUS	4	9.52%	42	
Industry and Technology	CADD	3	33.33%	9	
Behavioral and Social Sciences	CDEV	9	27.27%	33	
Health Sciences and Athletics	CH	1	50.00%	2	
Natural Sciences	CHEM	7	87.50%	8	
Humanities	CHIN	1	20.00%	5	
Business	CIS	5	25.00%	20	
Fine Arts	COMS	2	13.33%	15	
Industry and Technology	COSM	11	91.67%	12	

Mathematical Sciences	CSCI	6	75.00%	8
Industry and Technology	CTEC	2	13.33%	15
Fine Arts	DANC	16	48.48%	33
Industry and Technology	ECHE	5	31.25%	16
Behavioral and Social Sciences	ECON	0	0	3
Health Sciences and Athletics	EDEV	11	78.57%	14
Behavioral and Social Sciences	EDUC	1	50.00%	2
Humanities	ENGL	22	51.16%	43
Mathematical Sciences	ENGR	2	100.00%	2
Humanities	ESL	10	55.56%	18
Behavioral and Social Sciences	ESTU	0	0	2
Industry and Technology	ETEC	1	6.67%	15
Health Sciences and Athletics	FAID	0	0	1
Industry and Technology	FASH	5	22.73%	22
Fine Arts	FILM	2	13.33%	15
Humanities	FREN	1	11.11%	9
Industry and Technology	FTEC	18	50.00%	36
Natural Sciences	GEOG	8	100.00%	8
Natural Sciences	GEOL	10	100.00%	10
Humanities	GERM	1	20.00%	5
Behavioral and Social Sciences	GLST	0	0	1
Behavioral and Social Sciences	HDEV	2	40.00%	5
Behavioral and Social Sciences	HIST	8	28.57%	28
Natural Sciences	HORT	6	66.67%	9
Natural Sciences	HSCI	0	0	1
Humanities	HUMA	1	100.00%	1
Humanities	ITAL	1	20.00%	5
Humanities	JAPA	0	0	7
Humanities	JOUR	6	54.55%	11
Business	LAW	1	7.69%	13
Humanities	LIBR	0	0	2
Mathematical Sciences	MATH	25	89.29%	28
Health Sciences and Athletics	MEDT	1	50.00%	2
Natural Sciences	MICR	0	0	1
Industry and Technology	MTEC	0	0	5
Industry and Technology	MTT	2	13.33%	15
Fine Arts	MUSI	39	52.70%	74
Health Sciences and Athletics	NURS	10	38.46%	26
Natural Sciences	OCEA	1	100.00%	1
Business	PARA	1	100.00%	1
Health Sciences and Athletics	PE	38	40.86%	93
Behavioral and Social Sciences	PHIL	5	50.00%	10
Fine Arts	PHOT	6	46.15%	13
Natural Sciences	PHYO	1	100.00%	1

Natural Sciences	PHYS	9	81.82%	11
Behavioral and Social Sciences	POLI	6	85.71%	7
Natural Sciences	PSCI	0	0	1
Behavioral and Social Sciences	PSYC	6	46.15%	13
Health Sciences and Athletics	RC	10	50.00%	20
Business	RE	9	75.00%	12
Health Sciences and Athletics	RECR	3	100.00%	3
Health Sciences and Athletics	RTEC	5	33.33%	15
Health Sciences and Athletics	SLAN	15	100.00%	15
Behavioral and Social Sciences	SOCI	5	62.50%	8
Humanities	SPAN	3	27.27%	11
Business	SUPV	0	0	1
Fine Arts	THEA	3	16.67%	18
Humanities	TUTR	0	0	1
Industry and Technology	WELD	1	14.29%	7
Behavioral and Social Sciences	WSTU	1	100.00%	1
TOTAL		461	41.76	1104
Programs Assessed by Division				
Division	#	%	Total	
BSSC	9	100.00%	9	
BUSI	3	75.00%	4	
FINE	7	100.00%	7	
HEAL	9	100.00%	9	
HUMA	5	100.00%	5	
ITEC	9	60.00%	15	
MATH	6	100.00%	6	
NSCI	6	85.71%	7	
TOTAL	54	85.71	62	

El Camino Community College District

Accountability for the Community Colleges (ARCC)

Meeting of the Board of Trustees
May 21, 2012

Irene Graff, Director, Institutional Research

Focus On Results

California Community Colleges
Chancellor's Office

Accountability
Reporting for the
California Community
Colleges

A Report to the Legislature,
Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)



Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
*Technology, Research, and
Information Systems*

March 31, 2012

What is ARCC?

- California Community College accountability report for academic performance (AB 1417) since 2007
- Meaningful measures with fair assessment and comparison
- Two parts:
 - Systemwide Performance Indicators
 - College Level Indicators
- This handout features highlights from the *Systemwide Performance Indicators*
- *College Level Indicators* are provided in a separate document



Baccalaureate Students Who Attended a California Community College (CCC)

43% of CSU and UC graduates started at a California Community College.

...but this proportion has shrunk in recent years.

Year Graduated From CSU or UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS (CSU & UC)	110,990	112,474	115,548	117,309	120,274	124,666
Total Who Attended CCC	50,248	50,611	52,825	53,238	53,124	54,090
CSU and UC Percent	45.3%	45.0%	45.7%	45.4%	44.2%	43.4%

CCC Transfers to Baccalaureate Granting (4-Year) Institutions

Number of CCC Students Who Transferred to 4-Year Institutions: **112,327**

This may reflect a temporary bump due to Federal stimulus support to CSUs in Spring 2011.

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976
ISP Transfers	19,433	19,338	19,996	20,919	23,812	20,428
OOS Transfers	12,670	13,089	13,909	15,338	17,478	18,964

42% of 2005-06 Students Transferred to Baccalaureate Granting Institutions by 2010-11.

Vocational Degrees & Certificates

Number of Vocational Degrees and Certificates awarded at CCCs: **66,122**

Table 11: "Top 25" Vocational Programs in 2010-2011, by Volume of Total Awards

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2010-2011	AA/AS Degrees 2010-2011	All Certificates (Credit) 2010-2011
1	Nursing	8,077	5,869	2,208
2	Child Development/Early Care and Education	6,222	1,859	4,363
3	Administration of Justice	5,412	2,431	2,981
4	Business Administration	3,500	3,010	490
5	Accounting	3,027	1,287	1,740
6	Fire Technology	2,910	1,095	1,815
7	Automotive Technology	2,689	312	2,377
8	Human Services	1,753	564	1,189
9	Business and Commerce, General	1,644	1,459	185
10	Business Management	1,596	894	702
11	Nutrition, Foods, and Culinary Arts	1,563	271	1,292
12	Emergency Medical Services	1,540	4	1,536
13	Office Technology/Office Computer Applications	1,474	435	1,039
14	Cosmetology and Barbering	1,453	113	1,340
15	Construction Crafts Technology	1,011	147	864
16	Paralegal	1,003	432	571
17	Medical Assisting	978	233	745
18	Dental Occupations	898	382	516
19	Electronics and Electric Technology	889	235	654
20	Manufacturing and Industrial Technology	869	164	705
21	Digital Media	719	261	458
22	Computer Infrastructure and Support	716	238	478
23	Environmental Control Technology	620	110	510
24	Radiologic Technology	618	444	174
25	Computer Information Systems	538	298	240

Wages for Students Attaining Vocational Award

98%

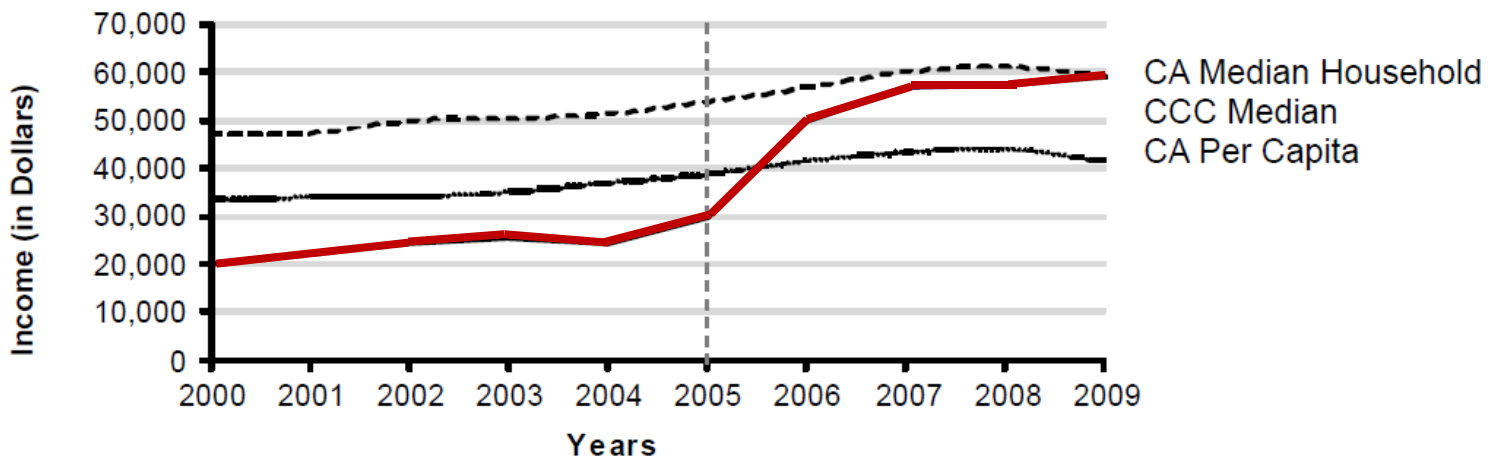
Increase in Median Income of CCC Award Recipients 4 years after Graduation

Two-Thirds of Gains Seen First Year after Graduation:

Figure 6c:

Wages for Student Attaining Award in 2005-2006

(Page 20)



Participation Rate at California Community Colleges

83

Adults Participate in CCCs per 1,000 Population.

...but CCC participation has declined in recent years.

Table 14:

Systemwide Participation Rate Per 1,000 Population

(Page 23)

	2008-2009	2009-2010	2010-2011
Systemwide Participation Rate	89.7	84.6	82.8

Introduction, page 1

Compton Center, page 4

El Camino College (Torrance), page 10

Focus On Results



California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
Technology, Research, and Information Systems

March 31, 2012

ARCC 2012 Report: An Introduction to the College Level Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

The following section of the 2012 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have “College of the…” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B. In the current draft, Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Groups.

College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Career Development and College Preparation).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCCO Data Mart for the 2012 report; prior ARCC report demographics came from the Chancellor’s Office MIS
10. Summary of the college’s peer groups for each indicator

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the most recent academic years; however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010-11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	58.6%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.10 for each college explicitly enable analysts to evaluate a college in an equitable manner.

A Note About the Student Progress and Achievement Rate in the 2012 Report

Student Progress and Achievement Rate (SPAR) outcomes include transfer to a baccalaureate granting institution, which is determined by a student level data match with CSU, UC and National Student Clearinghouse (NSC). The NSC match captures the in-state (ISP) and out-of-state transfers (OOS) and the match traditionally takes place in the spring and fall. The fall match was not complete at the time MIS extracted the data for the report.

ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	25.8%	30.0%	25.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	54.3%	56.5%	57.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	55.4%	49.1%	55.9%



ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	64.5%	63.7%	62.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	46.7%	48.3%	52.2%

Table 1.5:
Improvement Rates for
ESL and Credit Basic
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	24.1%	20.0%	66.7%
Basic Skills Improvement Rate	42.3%	57.0%	54.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.7:
Annual Unduplicated
Headcount and Full-Time
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	10,060	12,902	16,203
Full-Time Equivalent Students (FTES)	5,000	5,303	6,626

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.3%	27.0%	29.3 %
20 - 24	27.5%	30.9%	32.5 %
25 - 49	37.7%	37.9%	34.5 %
Over 49	5.3%	4.1%	3.6 %
Unknown	0.1%	.%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.9%	62.8%	62.5%
Male	36.9%	37.1%	37.4%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	49.5%	46.3%	41.7%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	3.0%	4.2%	5.1%
Filipino	2.0%	2.9%	3.2%
Hispanic	35.6%	33.8%	37.6%
Pacific Islander	1.7%	1.3%	1.2%
Two or More Races	.%	1.8%	2.7%
Unknown/Non-Respondent	5.0%	5.2%	2.8%
White Non-Hispanic	3.0%	4.3%	5.4%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	25.0	43.3	25.0	54.8	A6
B	Percent of Students Who Earned at Least 30 Units	57.0	70.9	57.0	78.8	B3
C	Persistence Rate	55.9	61.2	35.8	72.0	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.6	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.2	52.2	46.7	57.2	E6
F	Improvement Rate for Credit Basic Skills Courses	54.6	52.8	32.6	67.3	F1
G	Improvement Rate for Credit ESL Courses	66.7	51.4	24.1	70.2	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2012 Report: College Level Indicators

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

El Camino College has provided a variety of educational opportunities at Compton Community Educational Center (CEC) since August 2006. CEC serves a population of primarily Latino and African-American communities from Carson, Compton, Lynwood, Paramount, and surrounding areas. Enrollment has increased dramatically, with a 61% increase in student headcount over the past two years.

The Student Progress and Achievement Rate and the percent of students earning at least 30 units have remained constant. These rates still involve cohorts of students who began college before the partnership but remain higher than earlier cohorts, suggesting that students are returning to CEC or other institutions to complete their education.

The performance indicator that showed the most improvement was the Persistence rate. In response to lower than average persistence in previous years, a special effort was established to encourage continuing students to register and apply for financial aid early and to stay on track to achieve their goals.

The Basic Skills Improvement Rate is above the peer group average. A much higher percentage of students in the most recent cohort of basic skills reading, writing and math showed successful progress to higher levels. In Spring 2011, CEC hired five new full-time faculty members who all focus on Basic Skills instruction. This expertise should promote additional success in basic skills courses.

The ESL Improvement Rate showed a dramatic increase, but involves extremely small numbers of students due to a unique population of ESL students who are predominantly non-credit students (and are thus excluded from the rate). Therefore, the rate is not a valid measure of institutional quality at this time. Nonetheless, CEC is expanding the credit ESL program to better serve community needs with proactive steps such as encouraging non-credit students to take the placement exam for credit courses, as appropriate.

During this period, CEC expanded its faculty development opportunities, with more than 50 participants in a collaborative partnership program and ongoing workshops for faculty teaching basic skills courses. Many faculty members are more knowledgeable than before about basic skills, more innovative in teaching, and share a passion for facilitating student learning and engagement. In addition, academic support services such as tutoring and learning communities have begun to help students succeed.

Many student services initiatives are also underway, including proactive promotion of graduation and transfer through one-to-one counseling, university tours, and weekly workshops. Already, graduation counts are up and more students are transferring.

Overall, Compton Educational Center performance rates have shown improvement. Although three of CEC's performance rates remain the peer group lows of the seven ARCC indicators, two of these involve cohorts that began before the former Compton College's accreditation was revoked, and therefore less accurately reflect the performance and progress of current students.

The results from the 2012 ARCC performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. With the guidance of the Student Success Task Force recommendations and student support initiatives, this trend should continue and improve in the years to come.



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.8%	50.4%	50.0%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	67.7%	69.4%	71.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	78.5%	76.5%	75.7%



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.5%	74.3%	72.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	57.6%	57.8%

Table 1.5:
Improvement Rates for
ESL and Credit Basic
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.4%	64.4%	60.9%
Basic Skills Improvement Rate	51.1%	62.7%	63.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.7:
Annual Unduplicated
Headcount and Full-Time
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	41,700	39,753	35,416
Full-Time Equivalent Students (FTES)	20,472	20,533	19,491

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.8%	32.5%	30.0 %
20 - 24	31.5%	33.0%	35.3 %
25 - 49	30.0%	29.5%	29.7 %
Over 49	5.7%	5.0%	5.0 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.6%	53.1%	52.1%
Male	46.4%	46.9%	47.8%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	19.3%	18.2%	18.5%
American Indian/Alaskan Native	0.5%	0.3%	0.3%
Asian	14.1%	13.8%	13.1%
Filipino	4.0%	3.8%	3.7%
Hispanic	31.8%	34.1%	38.2%
Pacific Islander	1.0%	0.9%	0.7%
Two or More Races	.%	2.1%	2.9%
Unknown/Non-Respondent	10.1%	8.3%	4.9%
White Non-Hispanic	19.2%	18.6%	17.8%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.0	49.9	38.0	60.5	A1
B	Percent of Students Who Earned at Least 30 Units	71.5	76.0	70.8	85.9	B4
C	Persistence Rate	75.7	71.0	57.3	80.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.8	63.0	57.3	68.7	E5
F	Improvement Rate for Credit Basic Skills Courses	63.2	52.8	32.6	67.3	F1
G	Improvement Rate for Credit ESL Courses	60.9	57.9	40.8	69.2	G5

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2012 Report: College Level Indicators

El Camino College

El Camino Community College District

College Self-Assessment

El Camino College (ECC) serves a large and diverse population of students at both El Camino College in Torrance and at ECC Compton Center. The College's service area is diverse and vibrant with a growing Latino community, reflected in ECC's status as a Hispanic-serving institution.

ECC provides comprehensive educational opportunities, serving both career-oriented and transfer students with a broad array of majors, many in career and technical education. ECC prepares many students for careers and transfer—a record 1,399 students graduated with associate degrees and at least 1,500 transferred to selected California public universities last year. ECC ranks ninth in UC transfers; and although ECC ranks eighth at CSUs, rankings were consistently higher in the past, suggesting negative effects of Local Service Area preferences.

Among the ARCC indicators, ECC performed better than previous years on three measures and was stable on a fourth. These include Student Progress and Achievement Rate, Students Who Earned 30+ Units, and Basic Skills Success and Improvement Rates. These increases occurred during a period of enrollment contraction, suggesting the strong influence of recent educational planning initiatives (described below).

ECC is above the peer average on three of seven measures, and near the average on a fourth. These include Student Progress and Achievement Rate, Basic Skills Successful Course Completion, and the Improvement Rates in ESL and Basic Skills. While Persistence is a consistently strong measure for ECC, the rate dropped for a second year in a row, likely due to further enrollment cuts required by recent budget restrictions. Performance has been especially strong in Basic Skills Success and Improvement. This growth follows the implementation of initiatives to promote basic skills success, including intrusive counseling to encourage student persistence, a robust Writing Center to build foundational skills, and expanded professional development to adopt new instructional approaches that work.

Research shows that students with educational plans and those familiar with career pathways are more likely to succeed. This year, more ECC students created educational plans and learned about careers before taking classes because of programs focused on these outcomes. This helps to ensure they are on the right path at the beginning. Reducing exit points also matters, and ECC has begun offering accelerated math and English courses in response. These courses offer the opportunity to work through developmental coursework rapidly and enroll in transfer-level math and English within two or three semesters regardless of starting preparation.

More than \$11 million in new and continuing grant funding help support these efforts in lean times, including the Title V Graduation Initiative, which promotes graduation and transfer; the Title III STEM Project, which encourages enrollment and success in Science, Technology, Engineering and Mathematics; and the Career Pathways Project. These projects especially target Latinos and other underrepresented minorities.

Over the past few years, El Camino College has supported broad initiatives and bold interventions that assist students in meeting their educational goals, particularly in STEM fields. With adequate support, ARCC rates are expected to improve gradually over time as these initiatives affect more students.



Board Policy 4225

Course Repetition

The president or designee will have the authority to develop and implement policy and procedures with regards to repeatable and non-repeatable courses within the district. Such policies and procedures will be developed ~~in mutual agreement with the Academic Senate and~~ in accordance with state, federal and/or district regulations.

Comment [t1]: This is redundant here. It is repeated in the final paragraph.

Students may repeat a non-repeatable course in which they have received a substandard grade (D, F, NP or NC) or Withdrawal (W) only once before college intervention. After college intervention, if a student received another substandard grade or Withdrawal (W) the student may repeat the non-repeatable course for a second repeat or (third attempt).

Repeatable courses, such as activity courses, may be repeated per the education code and the district policy.

For repeatable and non-repeatable courses, the new grade and credit will be substituted for the prior grade and credit in computing the grade point average (GPA) for a maximum of two times alleviations. and the The permanent academic record will be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Specific exceptions to the above policies are detailed in administrative procedures.

This policy supersedes the section of BP 4220 (Standards of Scholarships) dealing with Course Repetition.

Choice #1: Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200.

Choice #2: Procedures for implementing the policy will be developed ~~with collegial consultation with the Academic Senate, as defined in mutual agreement with the Academic Senate, as defined in CCR § 53200.~~

Comment [t2]: Choice #1: Ask that the original language from this policy be maintained. It is a reminder to consult with the Senate. BP2510 establishes mutual agreement as the overarching method of collegial consultation for all our policies and procedures. It doesn't need to be repeated in each policy. If it is included in some policies and not others, it might imply that we are moving towards establishing different methods for different polices.

Comment [t3]: Choice #2: Insist on using the phrase "in mutual agreement" because it is accurate and reassures the Senate that administration will engage in the appropriate consultation. This phrase has already been rejected by the VPAA and College President.

Reference Title 5, Sections 55761-55765, 55040, 55041, 55042, 55253, 55024 (A)(11) and 56029

Originally Adopted: 7/17/06

Revised draft: Spring 2012

First reading in the Senate – March 20, 2012

Passed the Senate – April 3, 2012

Returned to Senate by VPAA – April 30, 2012

Notes: Returned by the VPAA with the recommendation to remove the statement “in mutual agreement with the Academic Senate” from the first paragraph. At College Council (4/30/12), President Fallo and Dr. Arce stated their desire to remove this statement for the following reasons:

1. They disagree with the intention to include this statement in all policies in the 4000 series.
2. BP2510 establishes mutual agreement as our overarching collegial consultation method for all our policies and procedures, so it is redundant to also state it in individual policies.
3. If this statement is included, other groups may want their participation in the collegial consultation process included as well.
4. The statement repeats the information provided in the final paragraph.

Notes: During Senate discussion on May 1, 2012, it was determined that the phrase “in mutual agreement” should remain in this policy and be included in future policies because it is an accurate statement that serves as a reminder to Administration and a reassurance to faculty that the Senate will be appropriately consulted. The Senate discussion indicated that concerns about redundancy are less important clarifying the consultation process.

AP 4105

Distance Education

References:

Title 5 Sections 55200 et. Seq.:

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17.

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Affairs or his designee, *in consultation with the Distance Education Advisory Committee or other appropriate campus committee*, shall utilize one or more of the following acceptable procedures for verifying a student's identity:

- secure credentialing/login and password system
- proctored examinations
- ~~Other New~~ *or other* technologies and practices ~~may also be utilized to verify that are effective in verifying student identification.~~

The Vice President of Academic Affairs or his designee, *in consultation with the Distance Education Advisory Committee or other appropriate campus committee*, shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program,

Comment [t1]: The phrase was added after Senate discussion on 5/1/12 in order to clarify that DEAC, in particular, should be consulted. The phrase "or other appropriate committee" is still included and allows for flexibility if DEAC disbands or changes name. In that case, the policy would not need to be revised. On 4/24/12 the Educational Policies Committee added the statement regarding consultation to ensure that the decision about how to verify a student's identity is informed by faculty who teach on-line.

Comment [t2]: This phrase was added after Senate discussion on 5/1/12 in order to clarify whether one or all three of the procedures would be used.

Comment [t3]: On 4/24/12 the Educational Policies Committee changed this to the wording used in the CCLC template which is more accurate

Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- **Instructor Contact:** Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- **Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline

References:

Title 5 Sections 55200 et seq.;

Draft: Spring 2012

Educational Policies Committee: April 24, 2012 (revisions made)

Senate First Reading: May 1, 2012 (revisions made)

Senate Second Reading: May 29, 2012

Board Policy 4250

Probation Dismissal and Readmission

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving *educational and career* goals.

~~1. Placement on Academic Probation~~

~~A student who has attempted at least 12 semester units, as shown by the academic record, will be placed on Academic Probation when the grade point average for total units attempted at El Camino College is less than 2.0.~~

~~2. Removal from Academic Probation~~

~~A student will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.~~

~~3. Placement on Progress Probation~~

~~A student who has enrolled in 12 or more semester units as shown by the official academic record will be placed on Progress Probation if entries of "W," "I," "NC" and/or "NP" account for 50% or more of the total units attempted. Courses dropped prior to the "No Notation" deadline are not considered "units attempted" and do not receive entries as "W" "I," or "NC/NP."~~

~~4. Removal from Progress Probation~~

~~A student will be removed from Progress Probation when the percentage of entries of "W," "I," "NC" and/or "NP" drops below 50% of the total units attempted.~~

~~5. Dismissal Because of Academic Probation~~

~~A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than 2.0 in all graded credit units attempted in each of three consecutive semesters. However, if a student achieves a 2.0 or higher during the most recent regular (Fall, Spring) semester while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks (i.e. Winter, Summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.~~

[1-5 above are being deleted and replaced with the text below]

Probation

A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

A student ~~who is~~ placed on probation may submit an appeal in accordance with procedures to be established by the *Superintendent/President or designee*.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

~~6. Dismissal Because of Progress Probation~~

~~A student on Progress Probation will be dismissed if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC and/or "NP" remains at or above 50% for three consecutive semesters. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.~~

~~7. Appeal of Probation or Dismissal~~

~~A student who believes that there are extenuating circumstances that warrant an exception to the probation and dismissal standards set forth in this policy may submit a written appeal in compliance with administrative procedures.~~

[6-7 above are being deleted and replaced with the text below]

Dismissal

A student ~~who is~~ on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than ~~1.75~~ 2.0 in all units attempted in each of three consecutive semesters.

A student who is on academic probation and earns a semester grade point average of 2.0 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

A student ~~who is~~ on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled, and for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. ~~Dismissal may be postponed and the student continued on probation if the student [state the District's established criteria, such as evidence of extenuating circumstances or shows significant improvement in academic achievement].~~ *A student with extenuating circumstances related to the probation and dismissal standards policy may submit a written appeal in compliance with administrative procedures (see AP 4250 #9).*

~~8. Readmission Following Dismissal~~

~~A student who has been dismissed may return after sitting out at least one 16 week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of “W,” “I,” and “NC/NP” entries is below 50%.~~

[8 above is being deleted and replaced with the text below]

Readmission

~~A student who has been dismissed may request reinstatement [conditions of reinstatement are up to the District; suggest passage of time (e.g., one semester) or appeal that indicates extenuating circumstances have changed].~~

Readmission ~~may~~ will be granted, ~~denied, or postponed~~ according to criteria contained in administrative procedures.

The Superintendent/President or designee, in mutual agreement with the Academic Senate, shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Comment [t2]: 4/24/12 This statement was added by the Educational Policies Committee to clarify the collegial consultation process.

Revised 8/07

Draft 5 031412 – (Based on CCLC; Education Code Section 70902(b) (3);

Title 5 Sections 55030-55034

Reference: Ed. Code Section 70902 (b) (3)

Title 5, Section 55031, 55032, 55033, 55034

BP 4250 replaces the relevant portions of BP 4220.

El Camino College

Adopted: 7/20/09

Amended: 2/16/10

~~9/9/11~~ Draft 3/26/12

4/24/12 Educational Policies Committee

5/1/12 Academic Senate – first reading

5/29/12 Academic Senate – second reading

Administrative Procedure 4250

Probation, Disqualification and Dismissal and Readmission

[Original AP moved from Board Policy to Administrative Procedure below 1-5]

1. A student ~~who is~~ placed on Academic or Progress Probation or who is dismissed from the college will be *notified in writing* and will be informed of college support services available.
- ~~2. A student who is on Academic or Progress Probation is limited to no more than 12 units in any semester of 16 weeks or more, and no more than 4 units in any session *an intersession* shorter less than 16 weeks (i.e. winter or summer session).~~
3. A student ~~who is~~ on Academic or Progress Probation or who is returning to El Camino College after ~~having been~~ being dismissed is advised to see a counselor before registering for subsequent semesters.
4. ~~The~~ A student has the right to appeal dismissal.
 - a. The student must file the written petition of appeal with the ~~Admissions~~ Counseling Office within the time limit noted on the dismissal ~~letter~~ notification. If the student fails to file a ~~written~~ *reinstatement* petition within the specified period, the student waives all future rights to appeal the dismissal and must sit out that semester.
 - b. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.
 - c. Petitions will be reviewed by the Reinstatement Committee. The student will be notified of the *Reinstatement* Committee's action in a timely manner.
 - d. ~~The~~ A student may appeal the *Reinstatement* Committee's decision in writing to the Dean of Counseling *and Student Services* within 21 days of the date of notification. The decision of the Dean of Counseling *and Student Services* is final.
5. A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of "W," "I," and "NC/NP" entries are below 50%. A student who withdraws from *El Camino College* voluntarily while on probation will be readmitted in the same status (*i.e., Academic or Progress Probation*) that existed at the time of withdrawal.

[Text below has been added to the original AP 4250]

Academic Probation

1. Placement on Academic Probation - Level 1
Students who have attempted at least 12 semester units shall be placed on Academic Probation -Level 1 when the grade point average falls below 2.0 in all graded units at El Camino College. A notation will be placed on their transcripts.
2. Placement on Academic Probation - Level 2
Students currently on Probation Level 1, who have attempted more than 12 semester units, shall be placed on Academic Probation Level 2 the following semester if the grade point average falls remains below 2.0 in all graded units. A hold will be placed on the student's registration and a notation *will be* placed on their transcripts.
3. Removal of Registration Hold
After completing intervention with the Counseling office, students on Academic Probation 2 will have their registration hold removed but will remain on Academic Probation Level 2. The Counseling office, while authorizing removal of the hold, may limit a student's registration.
- 3-4. Removal from Academic Probation
Students will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

Progress Probation

- 4-5. Placement on Progress Probation -Level 1
Students enrolled in 12 or more semester units shall be placed on Progress Probation Level-1 if entries of "W," "I," "NC" and/or "NP" reaches or exceeds 50% of total units attempted. Courses dropped prior to the "No Notation" deadline are not considered "units attempted."
- 5-6. Placement on Progress Probation - Level 2
Students *currently Progress Probation Level 1*, who have attempted more than 12 semester units shall be placed on Progress Probation Level 2 ~~when~~ *the following semester* if the percentage of all units attempted with entries of "W," "I," or "NC" and/or "NP" remains or exceeds 50% of *total* units attempted. A hold will be placed on their registration and a notation on the transcript.
7. Removal of Registration Hold
After completing intervention with the Counseling office, students on Progress Probation 2 will have their registration hold removed but will remain on Progress Probation Level

2.The Counseling office, while authorizing removal of the hold, may limit a student's registration.

6-8. Removal from Progress Probation and Limitations

Students will be removed from Progress Probation when the percentage of entries of "W," "I," "NC," and/or "NP" falls below 50% of the total units attempted.

Dismissal

7-9. Academic Dismissal and Progress Dismissal

Students on Academic Probation will be dismissed if the cumulative grade point average is below 2.0 in all graded credit units attempted within the following three enrolled semesters. ~~A semester in which the student does not take any courses will not be counted.~~

If a student while on *Academic* probation achieves a 2.0 or higher during the most recent regular 16 week session ~~semester~~ (fall, spring) during their third semester on academic probation, *but whose overall grade point average remains below 2.0* their *Academic* probation status ~~probation~~ will continue, however *the* student will not be subject to dismissal.

An intersession ~~Terms shorter~~ less than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted. ~~as a semester.~~

8-10. Progress Dismissal

A student on Progress Probation will be ~~placed on~~ dismissed ~~during~~ their third semester of Progress Probation if the percentage of entries of "W", "I", "NC" or "NP" remains or exceeds 50% of their total units attempted.

Terms shorter than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted. ~~as a semester.~~

9-11. Appeal of Probation or Dismissal

~~A student with extenuating circumstances related to the probation and dismissal standards policy may submit a written appeal in compliance with administrative procedures.~~

A student with extenuating circumstances related to dismissal standards may submit a Reinstatement Petition in accordance with administrative procedures. Students whose Reinstatement Petition is approved will be allowed to enroll the following term subject to limitations, will remain on probation, and may again become subject to dismissal.

Readmission

10-12. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16-week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of “W,” “I,” and “NC/NP” entries are below 50%.

~~11.12.~~ Intervention

Students on Progress Probation 2 and Academic Probation 2 will have a registration hold placed until they complete mandatory intervention with the Counseling Office. After completing the mandatory intervention, the registration hold will be removed, but the student will remain on the same Academic or Progress Probation level.

Reference: Ed. Code Section 70902 (b) (3)
Title 5, Section 55031, 55032, 55033, 55034
BP 4250 replaces the relevant portions of BP 4220.
El Camino College
Adopted: 7/20/09
Amended: 2/16/10
~~9/16/11 Draft~~ ~~2/22/12 Draft~~ ~~3/6/12 Draft~~ ~~3/14/12~~
Draft 3/26/12
4/24/12 Educational Policies Committee
5/1/12 Academic Senate first reading
5/29/12 Academic Senate second reading

Board Policy 4250

Probation Dismissal and Readmission

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving educational and career goals.

Probation

A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

A student placed on probation may submit an appeal in accordance with procedures to be established by the Superintendent/President or designee.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC," and "NP" drops below 50 percent.

Dismissal

A student ~~who is~~ on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters.

A student who is on academic probation and earns a semester grade point average of 2.0 or better shall not be dismissed as long as this minimum semester grade point average is maintained.

A student on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled, and for which entries of "W," "I," "NC," and "NP" are recorded in at least three consecutive semesters reaches or exceeds 50 percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. A student with extenuating circumstances related to the probation and dismissal standards policy may submit a written appeal in compliance with administrative procedures (see AP 4250 #9).

Readmission

Readmission will be granted according to criteria contained in administrative procedures.

The Superintendent/President or designee, in mutual agreement with the Academic Senate, shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Revised 8/07

Draft 5 031412 – (Based on CCLC; Education Code Section 70902(b) (3);
Title 5 Sections 55030-55034

Reference: Ed. Code Section 70902 (b) (3)
Title 5, Section 55031, 55032, 55033, 55034
BP 4250 replaces the relevant portions of BP 4220.
El Camino College
Adopted: 7/20/09
Amended: 2/16/10
~~9/9/11~~ Draft 3/26/12
4/24/12 Educational Policies Committee
5/1/12 Academic Senate – first reading
5/29/12 Academic Senate – second reading

Administrative Procedure 4250

Probation, Dismissal and Readmission

1. A student placed on Academic or Progress Probation or who is dismissed from the college will be notified and informed of college support services available.
2. A student on Academic or Progress Probation or who is returning to El Camino College after having been being dismissed is advised to see a counselor before registering for subsequent semesters.
3. A student has the right to appeal dismissal.
 - a. The student must file the written petition of appeal with the Counseling Office within the time limit noted on the dismissal notification. If the student fails to file a reinstatement petition within the specified period, the student waives all future rights to appeal the dismissal and must sit out that semester.
 - b. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.
 - c. Petitions will be reviewed by the Reinstatement Committee. The student will be notified of the Reinstatement Committee's action in a timely manner.
 - d. A student may appeal the Reinstatement Committee's decision in writing to the Dean of Counseling and Student Services within 21 days of the date of notification. The decision of the Dean of Counseling and Student Services is final.
5. A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of "W," "I," and "NC/NP" entries are below 50%. A student who withdraws from El Camino College voluntarily while on probation will be readmitted in the same status (i.e., Academic or Progress Probation) that existed at the time of withdrawal.

Academic Probation

1. Placement on Academic Probation - Level 1
Students who have attempted at least 12 semester units shall be placed on Academic Probation -Level 1 when the grade point average falls below 2.0 in all graded units at El Camino College. A notation will be placed on their transcripts.
2. Placement on Academic Probation - Level 2
Students currently on Probation Level 1, who have attempted more than 12 semester units, shall be placed on Academic Probation Level 2 the following semester if the grade point average remains below 2.0 in all graded units. A hold will be placed on the

student's registration and a notation will be placed on their transcripts.

3. Removal of Registration Hold

After completing intervention with the Counseling office, students on Academic Probation 2 will have their registration hold removed but will remain on Academic Probation Level 2. The Counseling office, while authorizing removal of the hold, may limit a student's registration.

4. Removal from Academic Probation

Students will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

Progress Probation

5. Placement on Progress Probation –Level 1

Students enrolled in 12 or more semester units shall be placed on Progress Probation Level-1 if entries of "W," "I," "NC" and/or "NP" reaches or exceeds 50% of total units attempted. Courses dropped prior to the "No Notation" deadline are not considered "units attempted."

6. Placement on Progress Probation - Level 2

Students currently Progress Probation Level 1, who have attempted more than 12 semester units shall be placed on Progress Probation Level 2 the following semester if the percentage of all units attempted with entries of "W," "I," or "NC" and/or "NP" remains or exceeds 50% of total units attempted. A hold will be placed on their registration and a notation on the transcript.

7. Removal of Registration Hold

After completing intervention with the Counseling office, students on Progress Probation 2 will have their registration hold removed but will remain on Progress Probation Level 2. The Counseling office, while authorizing removal of the hold, may limit a student's registration.

8. Removal from Progress Probation

Students will be removed from Progress Probation when the percentage of entries of "W," "I," "NC," and/or "NP" falls below 50% of the total units attempted.

Dismissal

9. Academic Dismissal

Students on Academic Probation will be dismissed if the cumulative grade point average is below 2.0 in all graded credit units attempted within the following three enrolled semesters.

If a student while on Academic probation achieves a 2.0 or higher during the most recent regular 16 week session (fall, spring) during their third semester on academic probation, but whose overall grade point average remains below 2.0 their Academic probation status will continue, however the student will not be subject to dismissal.

An intersession less than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted.

10. Progress Dismissal

A student on Progress Probation will be dismissed their third semester of Progress Probation if the percentage of entries of “W”, “I”, “NC” or “NP” remains or exceeds 50% of their total units attempted.

Terms shorter than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted.

11. Appeal of Dismissal

A student with extenuating circumstances related to dismissal standards may submit a Reinstatement Petition in accordance with administrative procedures. Students whose Reinstatement Petition is approved will be allowed to enroll the following term subject to limitations, will remain on probation, and may again become subject to dismissal.

Readmission

12. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16-week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of “W,” “I,” and “NC/NP” entries are below 50%.

12. Intervention

Students on Progress Probation 2 and Academic Probation 2 will have a registration hold placed until they complete mandatory intervention with the Counseling Office. After completing the mandatory intervention, the registration hold will be removed, but the student will remain on the same Academic or Progress Probation level.

Reference: Ed. Code Section 70902 (b) (3)

Title 5, Section 55031, 55032, 55033, 55034

BP 4250 replaces the relevant portions of BP 4220.

El Camino College

Adopted: 7/20/09

Amended: 2/16/10




~~9/16/11 Draft~~ ~~2/22/12 Draft~~ ~~3/6/12~~ ~~Draft 3/14/12~~

Draft 3/26/12




4/24/12 Educational Policies Committee

5/1/12 Academic Senate first reading / 5/29/12 Academic Senate second reading








1. I understand the 10+1 purview of the Academic Senate.

		Response Percent	Response Count
True		60.0%	12
Partially true		35.0%	7
False		5.0%	1
		answered question	20
		skipped question	0


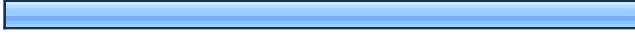

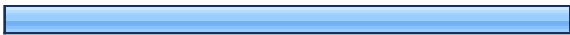




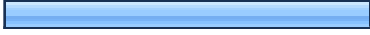
2. How much of the Senate packet do you typically read?

		Response Percent	Response Count
All of it		25.0%	5
Most of it		25.0%	5
Bits and pieces		50.0%	10
None of it		0.0%	0
		answered question	20
		skipped question	0




3. Which parts of the Senate packet do you find most useful? (You may pick multiple items.)

		Response Percent	Response Count
College Council Minutes		60.0%	12
Planning and Budgeting Committee Minutes		70.0%	14
Other Committee Minutes (Educational Policies, Faculty Development, etc.)		55.0%	11
Policies and Procedures		60.0%	12
Informational items regarding statewide developments and legislation		65.0%	13
Informational items regarding ECC (ie ARCC results, Core Competency survey results, etc.)		40.0%	8
Other (please specify)		10.0%	2
		answered question	20
		skipped question	0



4. What are the most important functions of the Senate? (You may pick multiple items)

		Response Percent	Response Count
Communication with the faculty body		80.0%	16
Examining academic issues (i.e. grading policies, repeatability policies, etc.)		95.0%	19
Examining professional issues (i.e. faculty development, program review processes, etc.)		80.0%	16
Ensuring the collegial consultation process		85.0%	17
Participating in the statewide Academic Senate		25.0%	5
Liaising with administration		60.0%	12
Voting on ECC Board policies and procedures		50.0%	10
Faculty development		30.0%	6
Providing representatives to campus-wide committees (ie. Planning and Budgeting, Facilities, etc.)		55.0%	11
Other (please specify)		0.0%	0
		answered question	20
		skipped question	0

5. Would you consider serving in a Senate officer position?

		Response Percent	Response Count
Yes		36.8%	7
Maybe		21.1%	4
No		42.1%	8
	If not, why not?		7
	answered question		19
	skipped question		1

6. Is the Senate addressing the right issues?

		Response Percent	Response Count
All of the time		15.8%	3
Most of the time		84.2%	16
Some of the time		0.0%	0
None of the time		0.0%	0
	answered question		19
	skipped question		1

7. What sorts of topics should the Senate prioritize? Are there any topics the Senate should not include on its agendas?

	Response Count
	5
answered question	5
skipped question	15

8. Are the Senate meetings productive?

		Response Percent	Response Count
All of the time		36.8%	7
Some of the time		63.2%	12
None of the time		0.0%	0
answered question			19
skipped question			1




9. How can we make our meetings more productive?

	Response Count
	6
answered question	6
skipped question	14




10. In your opinion, what can the ECC Senate do to be more effective?

	Response Count
	4
answered question	4
skipped question	16

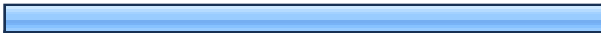

11. How would you grade the collegial consultation process at ECC, Torrance Campus?

		Response Percent	Response Count
A - Excellent		0.0%	0
B - Good		0.0%	0
C - Sufficient		10.0%	2
D - Deeply Flawed		60.0%	12
F - Dysfunctional		30.0%	6
answered question			20
skipped question			0



12. How did you vote on the Resolution of No Confidence in the Implementation of the Collegial Consultation at ECC, Torrance campus?

		Response Percent	Response Count
Yes		73.7%	14
Abstain		10.5%	2
I was absent from the Senate that day.		15.8%	3
answered question			19
skipped question			1

13. If you were to vote today on the Resolution of No Confidence in the Implementation of Collegial Consultation, how would you vote?

		Response Percent	Response Count
Yes (support)		90.0%	18
No (oppose)		0.0%	0
Abstain		10.0%	2
answered question			20
skipped question			0

14. Currently there is some contention between faculty and administration. In your opinion, to what extent is this contention related to difficult union negotiations over the past year and to the imposed contract?

		Response Percent	Response Count
Entirely		0.0%	0
Mostly		35.0%	7
Marginally		65.0%	13
Not at all		0.0%	0
What other factors may be contributing to this contention?			10
answered question			20
skipped question			0

15. Describe the role that you think Administrators should play in the Academic Senate meetings. For instance, should they be more or less involved, have a formal opportunity to make reports, etc.

**Response
Count**

16

answered question

16

skipped question

4

16. Do you feel comfortable expressing your opinions during Senate meetings? Explain.

**Response
Count**

15

answered question

15

skipped question

5

Q3. Which parts of the Senate packet do you find most useful? (You may pick multiple items.)

1	Sometimes the packet is too large and overwhelming to fully comprehend, especially as a somewhat new senator.	May 21, 2012 1:07 PM
2	Agenda	May 21, 2012 11:54 AM

Q5. Would you consider serving in a Senate officer position?

1	not enough experience	May 26, 2012 9:51 AM
2	Not enough time for that....	May 21, 2012 3:44 PM
3	It is too intimidating and seems to take a lot of time.	May 21, 2012 1:07 PM
4	Not enough time	May 21, 2012 1:06 PM
5	not interested	May 21, 2012 12:36 PM
6	I would like to devote more time/energy to my department and students.	May 21, 2012 11:27 AM
7	I love and want to teach, not do administrative work.	May 21, 2012 11:10 AM

Q7. What sorts of topics should the Senate prioritize? Are there any topics the Senate should not include on its agendas?

1	Academic issues, student success	May 26, 2012 5:01 PM
2	Items that affect the largest groups or do the most good to improve student success.	May 21, 2012 5:45 PM
3	If you look at the 10 + 1 in the order specified (in the packets), the priority is as follows: 5, 4, 2, 1, and the others in no particular order. Criticisms about or gripes regarding one topic or another seem to take a significant amount of time.	May 21, 2012 3:44 PM
4	routine reports could be written and do not need to be oral saving some time during the meeting. we need more time for discussion when voting on policies involving intricate details.	May 21, 2012 1:06 PM
5	No argument with current format of meeting, packet or agenda.	May 21, 2012 12:36 PM

Q9. How can we make our meetings more productive?

1	I think discussions that are held can become gripe sessions and this needs to be minimized. There needs to be room for input that will yield a decision or productive follow-up. I would like to see more of a goal oriented approach with the question of "what do we want to accomplish with the discourse?"	May 21, 2012 3:44 PM
2	see number 7 above. also, if there is a vote to be taken, alert the members ahead of time so that if they don't have time to read everything they can focus their attention on items to be voted on.	May 21, 2012 1:06 PM
3	Limit Ali's rants... I fear that even when we as Senators agree with him, his tone is so reactionary and emotional that it undermines our directive.	May 21, 2012 12:45 PM
4	I actually think that there should be a little more discussion at times. We also need to hear from all senators. Too often it is the same individuals who speak.	May 21, 2012 11:55 AM
5	Shut down people who behave inappropriately.	May 21, 2012 11:25 AM
6	Have an actual voice in the college governance	May 21, 2012 11:10 AM

Q10. In your opinion, what can the ECC Senate do to be more effective?

1	Communicate with and involve faculty members campus-wide in a more productive way. For example, we speak of the administration's flaws in collegial consultation yet faculty members campus-wide were not able to vote on the Resolution of No Confidence. Shouldn't we model the behavior we want to see the administration exhibit?	May 21, 2012 3:44 PM
2	work more closely with the AFT on issues of overlap. Also would it be possible to engage the members more by including on each senate agenda an item from a particular division - maybe a report from the division or assign the division to address some senate issue from the perspective of that division - and then rotate through the divisions? humanities one meeting; natural sciences the next, etc.?	May 21, 2012 1:06 PM
3	Get more campus-wide faculty awareness, participation, and support.	May 21, 2012 12:45 PM
4	Notbe afraid to directly address, demand more answers from the VPs in attendance.	May 21, 2012 11:10 AM

Q14. Currently there is some contention between faculty and administration. In your opinion, to what extent is this contention related to difficult union negotiations over the past year and to the imposed contract?

1	Parking and large administrative salaries	May 26, 2012 9:51 AM
2	President Fallo's lack of respect for faculty	May 21, 2012 3:51 PM
3	Problematic communication. It seems we don't listen to each other very well.	May 21, 2012 3:44 PM
4	The thought that they get high salaries AND significant salary increases while they expect faculty to do more, take less, cut classes for students, etc. is a point of frustration for me. It seems unethical to me. I do not feel supported by the administration at all. It would be nice if they showed a bit of "good will" towards us now and then.	May 21, 2012 1:07 PM
5	long-term resisitance to genuine shared governeance on the part of the administration	May 21, 2012 1:06 PM
6	lack of transparency in administrative decision-making, making committees feel impotent	May 21, 2012 12:45 PM
7	Some 10+1 items are also in our Contract, can be confusing.	May 21, 2012 12:36 PM
8	Many recent years of arbitrary decisionaking by administrators, but particularly the managerial style of V.P. Arce. Also, the lawsuits that have been filed against the College have revealed many weakness of the college administration and has led to a lack of respect.	May 21, 2012 12:17 PM
9	administration that does not listen	May 21, 2012 11:25 AM
10	A lack of honesty and transparency from admin about its goals,	May 21, 2012 11:10 AM

Q15. Describe the role that you think Administrators should play in the Academic Senate meetings. For instance, should they be more or less involved, have a formal opportunity to make reports, etc.

1	Provide information	May 26, 2012 5:01 PM
2	Should actively participate	May 26, 2012 9:51 AM
3	They should be able to address the group as needed as time is available on the agenda.	May 21, 2012 5:45 PM
4	More involved	May 21, 2012 4:56 PM
5	They could have more involvement if they were more than just puppets for President Fallo. As it is, they are probably serving the correct function of taking notes for him.	May 21, 2012 3:51 PM
6	They should be able to make reports and answer questions directed to them in the meetings. Open lines of communication are incredibly important.	May 21, 2012 3:44 PM
7	I'm not sure.	May 21, 2012 1:07 PM
8	formal reports or communication - yes. open and transparent. however, just as with other reports, the president or senate board should be able to decide whether and oral report is needed or a written report is sufficient.	May 21, 2012 1:06 PM
9	A formal report might be nice... something a bit more participatory. As it stands right now, it feels like they are there as watchdogs/policement... which certainly doesn't feel collegial.	May 21, 2012 12:45 PM
10	Available as a resource for clarifying and giving context to a topic.	May 21, 2012 12:36 PM
11	have formal opportunity	May 21, 2012 12:36 PM
12	Senate meetings are primarily forums for faculty communication and discussion. Administrators should be present, if only to hear the opinions of faculty. Sometimes they can help in our discussions of policies and procedures.	May 21, 2012 12:17 PM
13	Administrators should have opportunity to make reports.	May 21, 2012 11:55 AM
14	Make a brief report	May 21, 2012 11:44 AM
15	They should listen.	May 21, 2012 11:25 AM
16	They should make reports, field questions, and be there only part of the time unless faculty representation through senate is allowed at all president and vp level meetings and in every meeting/briefing from president or proxy to board members.	May 21, 2012 11:10 AM

Q16. Do you feel comfortable expressing your opinions during Senate meetings? Explain.

1	yes, I think everyone can speak if they wish	May 26, 2012 5:01 PM
2	Yes, I feel great support from faculty to share ideas or concerns if I feel they are helpful to the project or topic.	May 21, 2012 5:45 PM
3	Yes, viewpoints are welcome and input is encouraged.	May 21, 2012 4:56 PM
4	Yes, especially when the rest of the senators finally realize that the administration really does not want to improve the atmosphere at El Camino	May 21, 2012 3:51 PM
5	I am more comfortable one-on-one but that is just the way I work. It is conceivable that other folks may be intimidated by some fairly strong personalities.	May 21, 2012 3:44 PM
6	I do not feel comfortable expressing my ideas at this point because I don't feel I have enough experience and/or knowledge to do so.	May 21, 2012 1:07 PM
7	yes. i can't imagine any repercussions from speaking my mind!	May 21, 2012 1:06 PM
8	Most of the time, I do. However, as a more junior senator, sometimes I don't jump into discussion for fear I am not knowledgeable enough on the topic.	May 21, 2012 12:45 PM
9	Yup.	May 21, 2012 12:36 PM
10	yes	May 21, 2012 12:36 PM
11	Generally yes.	May 21, 2012 12:17 PM
12	Yes.	May 21, 2012 11:55 AM
13	Not always. There are some opinionated people.	May 21, 2012 11:44 AM
14	yes	May 21, 2012 11:25 AM
15	Not entirely due to the VP presence.	May 21, 2012 11:10 AM