



Academic Senate of El Camino College 2011-2012

16007 Crenshaw Boulevard
Torrance, CA 90506-0001

(310) 532-3670 x3254

Sept. 20, 2011

Officers & Executive Committee

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

Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Sue Ellen Warren	11	Tom Hazell* 13/14	Chuck Herzig* 11/12
Leah Pate	11	_____	Miguel Jimenez 11/12
		Mina Colunga 12/13	Teresa Palos 13/14
<u>Behavior & Social Sciences</u>		_____ (vacant)	Pete Doucette 12/13
Randy Firestone	11/12	_____ (vacant)	_____ (vacant)
Christina Gold	13/14		
Michelle Moen	11/12	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	Brent Isaacs 11/12	Francisco Arce
Michael Wynne	11/12	Peter Marcoux* 11/12	Karen Lam
		Kate McLaughlin 11/12	Jeanie Nishime
<u>Business</u>		Briita Halonen 11/12	Claudia Lee
Phillip Lau	11/12	Jenny Simon 11/12	
Jay Siddiqui*	11/12		<u>Associated Students Org.</u>
_____ (vacant)			Rebekka Asher
		<u>Industry & Technology</u>	Jasmine Hormati
<u>Compton Educational Center</u>	(1 yr term)	Patty Gebert 12/13	
Jerome Evans	11/12	Harold Hofmann 12/13	<u>President/Superintendent</u>
Chris Halligan	11/12	Lee Macpherson 12/13	Thomas Fallo
Tom Norton	11/12	Douglas Marston* 12/13	
Michael Odanaka	11/12	Merriel Winfree 12/13	<u>The Union</u> Editor
Saul Panski	11/12		
Estina Pratt	11/12	<u>Learning Resource Unit</u>	<u>Division Personnel</u>
<u>Counseling</u>		Moon Ichinaga 13/14	Jean Shankweiler
Cristina Pajo*	11/12	Claudia Striepe* 13/14	Don Goldberg
Sabra Sabio	13/14		Tom Lew
Dexter Vaughn	13/14	<u>Mathematical Sciences</u>	
		Michael Bateman 12/13	<u>Counseling</u> Ken Key
<u>Fine Arts</u>		Hamza Hamza 13/14	
Ali Ahmadpour	11/12	Arkadiy Sheynshteyn 13/14	<u>Ex-officio positions</u>
Randall Bloomberg	11/12	Susan Taylor* 11/12	ECCFT President
Mark Crossman	11/12	_____ (vacant)	Elizabeth Shadish
Patrick Schulz	11/12		Nina Velasquez
Chris Wells*	11/12		Curriculum Chair
			Jenny Simon
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

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

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



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	Compton Board Room
November 1	Alondra Room	April 17	Alondra Room
November 15	Alondra Room	May 1	Alondra Room
December 6	Alondra Room	May 15	Alondra Room
		June 5	Alondra Room

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

<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 19	Board Room
December 9	Board Room	June 2	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		5-13
C. OFFICER REPORTS	A. President B. VP – Compton Center C. Chair – Curriculum D. VP – Educational Policies E. Co-VPs – Faculty Development F. VP – Finance G. VP – Legislative Action	14-24 25 16-28 29-35
D. SPECIAL COMMITTEE REPORTS	A. The Transfer Model Curriculum and SB1440: What are they? What will faculty need to do? Jenny Simon and Quajuana Chapman	36-43
E. UNFINISHED BUSINESS		
F. NEW BUSINESS		
G. INFORMATION ITEMS – DISCUSSION	A. Recommendations Regarding Plagiarism B. Follow-up on CSULB Local Service Areas and the Impact on ECC Transfers C. “FTES and Section Comparison”	44-48 49 handout
H. FUTURE AGENDA ITEMS		
I. PUBLIC COMMENT		
J. ADJOURN		



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Sept. 20, 2011

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	Evelyn Uyemura, Jean Shankweiler	Christina Gold			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Kelly Holt Chris Jeffries			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold Chris Wells	2 nd Thurs	1-2:30	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	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 addressing issues of interest or concern.

ACADEMIC SENATE ATTENDANCE & MINUTES
6th September 2011

Adjunct Faculty

Sue Ellen Warren X
Leah Pate X

Behavioral & Social Sciences

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

Business

Siddiqui, Junaid X
Lau, Philip S X
VACANT

Counseling

Jackson, Brenda
Pajo, Christina X
Sabio, Sabra X
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 X
Colunga, Mina X
VACANT
VACANT
VACANT

Humanities

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

Industry & Technology

Gebert, Pat X

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

Learning Resources Unit

Striepe, Claudia X
Ichinaga, Moon X

Mathematical Sciences

Bateman, Michael X
Hamza Hamza X
Sheynshteyn, Arkadiy X
Taylor, Susan X
VACANT

Natural Sciences

Doucette, Pete
Herzig, Chuck
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 X
Pratt, Estina X
Halligan, Chris
Odanaka, Michael X

Assoc. Students Org.

Asher, Rebekka
VACANT

Ex- Officio Positions

Shadish, Elizabeth X

Guests, Dean's Rep, Visitors:
Jean Shenkweiler (Dean's Rep),
Carolyn Pineda, Irene Graff,

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

The first Academic Senate meeting of the Fall 2011 semester was called to order by Academic Senate President Gold at 12:35pm

Dr. Gold asked for quick introductions due to the presence of many new Senators.

Approval of last Minutes:

[See pp 5-10 of packet] Mr. Widman, seconded by Mr. Wells, called to approve the minutes of the 7th June Academic Senate meeting. The minutes were approved. Dr. Gold asked that, if there were no objections, we would approve the minutes at each meeting after discussion and with (or without) amendments, but would forgo a vote unless there is an objection. If there is an objection, we would have a vote. Dr. Gold will say, "If there is no objection we will approve the minutes/approve the minutes as amended." This was agreed to.

REPORTS OF OFFICERS

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

[See pp 12 - 15 of packet]

- CG noted that there are quite a few Senate vacancies.
 - 1 in Business
 - 3 in Health Sciences and Athletics / Nursing
 - 1 in Math
 - 2 in Natural Sciences

Senators are elected to three year terms, and senior senators take charge of elections for new senators in their Divisions. CG reminded all that the By Laws had been amended to allow for on-line elections, and that she could help interested parties set up a Survey Monkey election.

- CG also noted vacancies on college committees, as below.
 - Enrollment Management
 - Sustainability Committee

The full Committees list is available on pg. 4 of packet, please email CG with inaccuracies and changes. Please email CG if interested in serving on the committees.

- There are no minutes from the last College Council meeting, but CG reported that the Council talked over the Board agenda and discussed the budget.
- Board meetings were held over the summer and CG presented a chart of the actions and accomplishments of the Academic Senate [see pg 11 of packet] CG also sent an informational letter to the Board re: the Study Abroad program [see pg 15 of packet] Dr. Shadish thanked CG for drafting the letter.

VP Compton Center - Saul Panski (SP)

SP reported that we had all seen the 10 new (5 + 5) Compton faculty presented at Flex Day, and that Compton classes were full, so that things seem well, but then mentioned the disagreement at high levels concerning the MOU and budget issues - -the details of which SP is not privy to.

SP noted that the Academic Senate at Compton feel a commitment to the ECC/CEC partnership and want to see it continue and have communicated this sentiment to as many people as possible. The Compton Academic Senate has asked Special Trustee Dr. Genethia Hudley-Hayes to address the Compton faculty on Thursday, and has asked her to address the matter of ECC's concerns re: the budget. SP noted that the announcement of "the disagreement" announced by Dr. Fallo on Flex Day was as much of a surprise to CEC as ECC, as no-one knew anything was amiss. Compton faculty is confused and worried as to the issues and consequences. Compton faculty have also asked

Chancellor Scott to come and meet with them to explain what the State would do in no agreement between the parties can be reached, and he has agreed to appear on September 27th.

Curriculum Committee – Jenny Simon (JS)

No report

VP Educational Policies Committee – Merriel Winfree (MW)

No report

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

No report.

VP Legal – Chris Wells (CW)

No report.

VP Finance and Special Projects – Lance Widman (LW)

[see pp 16-33 of packet] LW reported on the last few Planning and Budgeting Committee meetings.

- pp. 16-18, June 14 PBC Minutes: 2011-2012 Tentative Budget review.
- pp. 19-21, July 7 PBC Minutes: 2011-2012 The Tentative Budget review continued, including discussion of several concerns raised by LW email as part of that review. The concerns include listing of savings in the Blue Book which is to go to the Trustees this Thursday. LW feels the PBC is not the venue for negotiable items, and thus the list of savings items does not belong in the Blue Book. LW also raised the issue of the unexplained discrepancy between quoted Reserves/Ending Balance and the actual figures. LW asked for an explanation of the very significant difference in numbers.
- pp. 22-24, August 4 PBC Minutes: 2011-2012 Tentative Budget review, and a report presentation of a 2-year comparison of FTES and class sections offered, which delivered some good information..
- pp. 25-27, Written response by VP Higdon to 4 recommendations made by PBC to Pres. Fallo:
 - 1. Reduce the General Fund contribution to the Workers' Comp. Fund by \$200,000. Rejected.
 - 2. Reduce the General Fund contribution to the Dental Fund by \$500,000. Accepted, but instead of going into the contingency fund as recommended, all \$500,000 was dedicated to the Child Development Center, Language Academy, and the Parking funds. Net "savings"? Zero.
 - 3. Any unexpended Fund 15 monies should not be transferred to GASB. Rejected.
 - 4. The \$900,000 in the 2011-2012 Tentative Budget for GASB to be moved into contingency fund. Rejected.
- pp. 28-31, August 18 PBC Minutes: LW suggested that these are THE Minutes to focus on, as they feature Pres. Fallo's presentation/discussion of the proposed 2011-2012 Final Budget.
- pp. 32-33, AS statement concerning budget ending balances (reserves) over several years, still under discussion by PBC.

LW reminded the Senate that the budget drives everything we do.

Mr. Wells asked if the Blue Book was going to the Board on Thursday. LW said yes, and said all were welcome to come to the meeting to express concerns.

Mr. wells had a further query regarding pg 17 of packet #12 mention of the Academic Senate.

LW answered that the statement had been inaccurate and thus was removed, but the issue may be revisited later.

LW then referred the Senators to the handout headed Fund14, noting that ECC receives \$4 million from the Sate. \$1million goes to Fund 14, dedicated to covering ECC costs related to

administering the partnership [see pg. 75 of the Blue Book]. \$3million goes to Fund 15, a “no strings attached” fund [see pg 12 of packets or pg 76 of Blue Book] and has been used to backfill categorical programs cut by the State.

LW amended the \$4million figure to \$4 and ½ million, noting that the Compton Educational Center also gives ECC an additional ½ million. No accounting on these sums is available as that is not required by the partnership and thus no one has details on how the monies are being spent. If the partnership were not to continue ECC would be facing an economic hit.

Ms. Taylor asked if it would be appropriate to send a resolution to the Board on the matter. LW felt it would be better to await further developments, noting that the PBC had tried to get details on the issue.

Mr. Ahmadapour asked to have Ms. Shadish speak as he felt there is a correlation between negotiations and the budget.

SPECIAL COMMITTEE AND OTHER REPORTS

ECC FEDERATION OF TEACHERS – Elizabeth Shadish (ES)

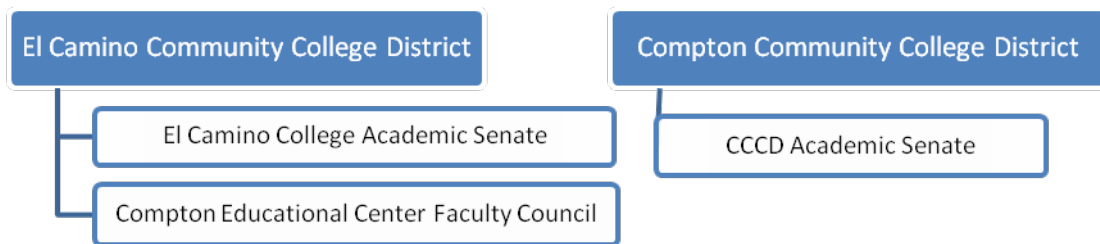
ES agreed that financial issues are a large sticking point in the negotiations. The negotiations have experienced a lot of refusals of proposals, especially in the health benefits area where the District seems to want some take-aways. ES reported that negotiations are at impasse, mediation has failed and the process is now in the fact-finding stage. The negotiating team is using the help of the CFT (California Federation of Teachers). There is to be a meeting on October 5th and ES and Mr. D. Brown will be presenting the issues. ES mentioned that the Federation would like to formalize its relationship with the Academic Senate. Mr. Widman and Mr. D’Amico had crafted the original agreement but it needs updating.

ES mentioned that Mr. Firestone had wanted to make an announcement, but was not present to do so.

Mr. Ahmadapour asked whether a general meeting could be called to discuss issues as he feels we are not hearing enough about the negotiations. ES said she would try and set up such a meeting.

SPECIAL BUSINESS

ECC/CEC PARTNERSHIP



CG asked that the discussion be limited as Irene Graf of Institutional Research had an informational item to address.

CG noted as background that the El Camino Community College District has an Academic Senate and that the Compton Educational Center has a CEC Faculty Council that attends the ECC Academic Senate meetings. The Compton Community College District also has an Academic Senate for that District. [See slide above]

Timeline of the Current Situation:

[See packet]

p. 34 CCCD Academic Senate Resolution calling for careful planning and budgeting processes and transparency / collegial consultation.

p. 35-36 CCCD Senate draft letter to the Chancellor - -Mr. Panski reported that this draft was never sent.

p. 37-38 CCCD finalized letter to the Chancellor - -this letter was sent.

p. 39 Letter from Fallo to CEC faculty describing developments. Mr. Panski said that this letter was given to CEC faculty on the Fall semester Flex Day.

- p. 40 Draft letter from ECC Academic Senate to President Fallo and Special Trustee Hudley-Hayes detailing all the work already done and calling for the perpetuation of the partnership.

Handout – Funds 14 & 15 from proposed 2011-12 Budget

CG noted that the Compton Senate had acted proactively in this matter and felt the ECC Academic Senate should follow suit.

Ann Garten was present to speak on behalf of Dr. Fallo, and shared Dr. Fallo's regrets that he could not be at the meeting. Ms. Garten drew attention to the letter [see pg. 39 of packet] from President Fallo to the Compton Educational Center faculty of August 25th, noting that the agreement mentioned in the 2nd paragraph of the letter refers to the agreement that is available on the College web page. Ms. Garten mentioned meetings and discussions with Mr. Thomas Henry who had authored AB 318 as a possible participant in future negotiations. Dr. Fallo raised objections based on certain budget issues, and these have been expanded to include some structural issues. It was felt that with the benefit of time and experience AB 318 could need some updating. President Fallo asked that the faculty continue to focus on student success.

CG opened the floor to discussion and questions.

Mr. Wells asked why the accreditation report had made no mention of these issues. Mr. Panski replied that the Accreditation report had recently been edited to add these concerns. Dr. Nishime noted that the accreditation report had at first been written on the conservative side to safeguard ECC accreditation, but Dr. Fallo had now advised to be more open about issues.

Ms. Taylor asked about the clause "remain until the transfer is successfully completed". Mr. Panski said there was a discrepancy between AB318 and the MOU. The MOU had included an "escape clause" that would allow ECC to walk away. AB 318 did not have this provision included, and states that a partner must be found. This would be legally binding. CEC finds this comforting, but is not sure in another partner can easily be found and so is in favour of the existing partners working it out and coming to an amicable resolution. A new MOU is being worked on, but no one has seen any details as yet.

Ms. Garten assured all that no students would be left hanging, and the President Fallo felt the situation was optimistic.

Mr. Wells asked about the timeline. Mr. Marcoux noted it would be 90 days as stipulated. Ms. Garten clarified that the Chancellor would have 90 days to come to a resolution, and then any processes would begin.

Ms. Colunga noted that some letters were dated from June and asked why we had to wait until Flex Day in August to hear about the issue. Ms. Garten replied that there had been hopes that the Chancellor could resolve the problems early.

Ms. Bailey felt that the Senate could not respond meaningfully as we did not clearly know what the issues were.

Mr. Widman agreed, noting however the last paragraph of the Draft letter [see pg.35 of packet] implied that it was largely budget issues, but that there was no real listing of the issues. Mr. Panski mentioned that the increased fees and the failure of the budget to meet the 50% law might be issues as well. The Compton PBC also had concerns with these issues.

Mr. Odanaka noted that the Draft letter was, in the opinion of many, better than the letter that was eventually sent, and felt it would be helpful for the ECC Academic Senate to send a letter of concern and support to Chancellor Scott. Mr. Scott is a key person to bridge the gap.

Ms. Taylor asked if 50% is not spent on the classes, what is the amount?

Mr. Panski noted it was closer to 46%, but these were figures for 2011-2012. No figures for 2010-2011 were available as yet. Mr. Panski said that Compton consistently failed to make the 50% law, always claiming extenuating circumstances.

Mr. Crossman noted that President Fallo had not come to the Academic Senate and run these issues by us nor asked for our support. Mr. Crossman felt it important to keep this history in mind as being part of a consistent lack of transparency. Mr. Crossman noted that as we are only working from conjecture, there seemed little point in drafting a Resolution.

Mr. Marcoux had a question about legal fees. Mr. Panski noted that these would be reduced this year, noting that the current Special Trustee had used certain of the funds.

Mr. Ahmadapour said he heard a lack of shared governance and asked why we did not share funds for legal fees, or get a clear reckoning of how much money is spent on legal fees. He asked if he was the only angry senate member to feel this way?

Mr. Wells said that Compton was a true community college with active local support, and asked if these outside groups and influences were impacting the decisions.

Mr. Panski said that the concerned Citizens activists were critical of the current Special Trustee and were expected to be voicing their opinions soon, but that the Special Trustee also had powerful political connections and could be expected to use them.

Dr. Arce noted that personnel matters are confidential and that is why President Fallo has been so cautious. He noted that the Administration must move carefully and cautioned against moving too quickly. Dr. Arce noted that the Administration has hopes of a resolution and asked for patience.

Mr. Widman made a move to approve the letter as an emergency item.

Dr. Nishime said that she felt a letter might undermine President Fallo's leverage, so she advised against it.

Ms. Taylor said that if Dr. Fallo were more transparent we might be persuaded to take a different strategy, but we were not in the know.

Ms. Garten noted that the issues were not ones of personality, but rather budget and structural issues, and that a new agreement was needed. It was hoped Mr. Henry would be an objective third party to structure a new agreement. Ms. Taylor agreed with that analysis, but felt a letter would not undermine President Fallo's position.

CG said that she had written the letter, and noted she had been thinking of President Fallo's advice to focus on student success and felt the purview of the Academic Senate was exactly that - -Academics., and noted we have seen problems in that area. CG continued to say that a lot of professional effort has been put into the partnership and that the partnership was showing some gains. The letter supports these gains.

Mr. Wells felt that the matter was deserving of more attention than the time allowed. He felt we should call a special meeting and not rush matters. Mr. Ahmadapour and Mr. Crossman agreed that more talk was needed.

Mr. Widman said that the purview of the Academic Senate is academics, and that he felt there were no problems in urging reconciliation.

Ms. Taylor asked of the possible consequences of delaying sending the letter. It was noted we would then miss the September 13th deadline. Ms. Colunga asked how much more information on the issues we would get if we delayed?

Dr. Arce noted that negotiations are delicate at State level and repeated that president Fallo was being careful. Dr. Arce noted that President Fallo would be appreciative of the verbalized support given by the Academic Senate, and he believed we are on the right path to resolve the issue.

A motion was made to approve the letter as written. A vote was taken and the ayes took the majority. Senate president Gold thanked Ann Garten and Dr. Arce for their contributions.

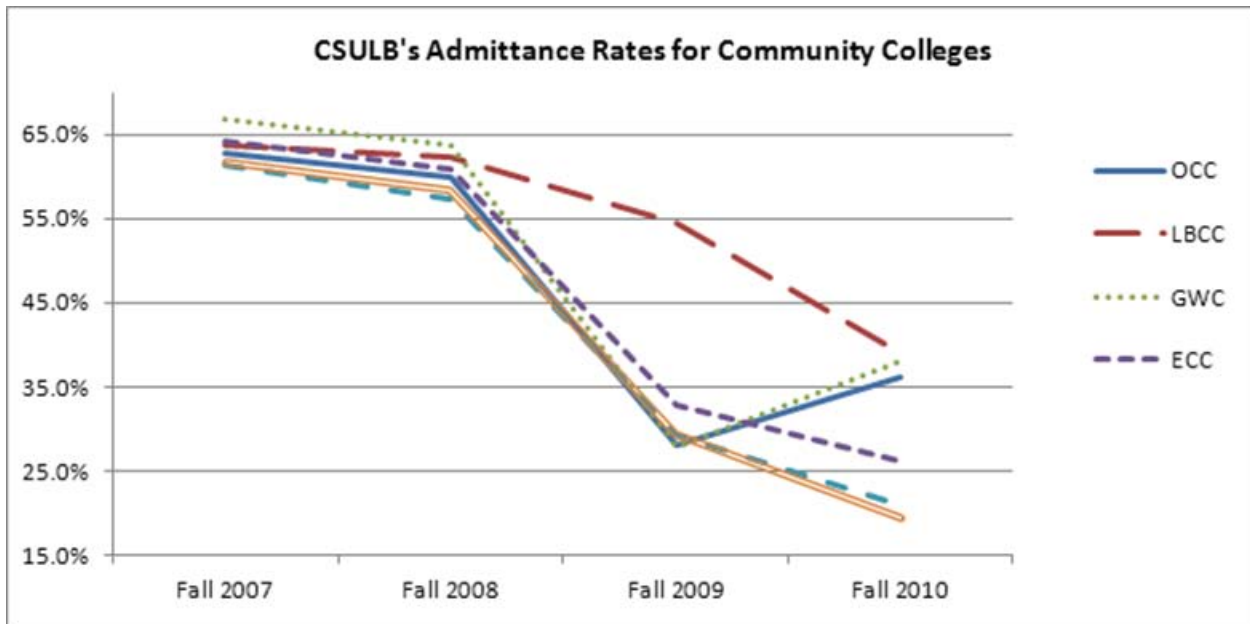
INFORMATIONAL ITEMS FOR FUTURE MEETINGS

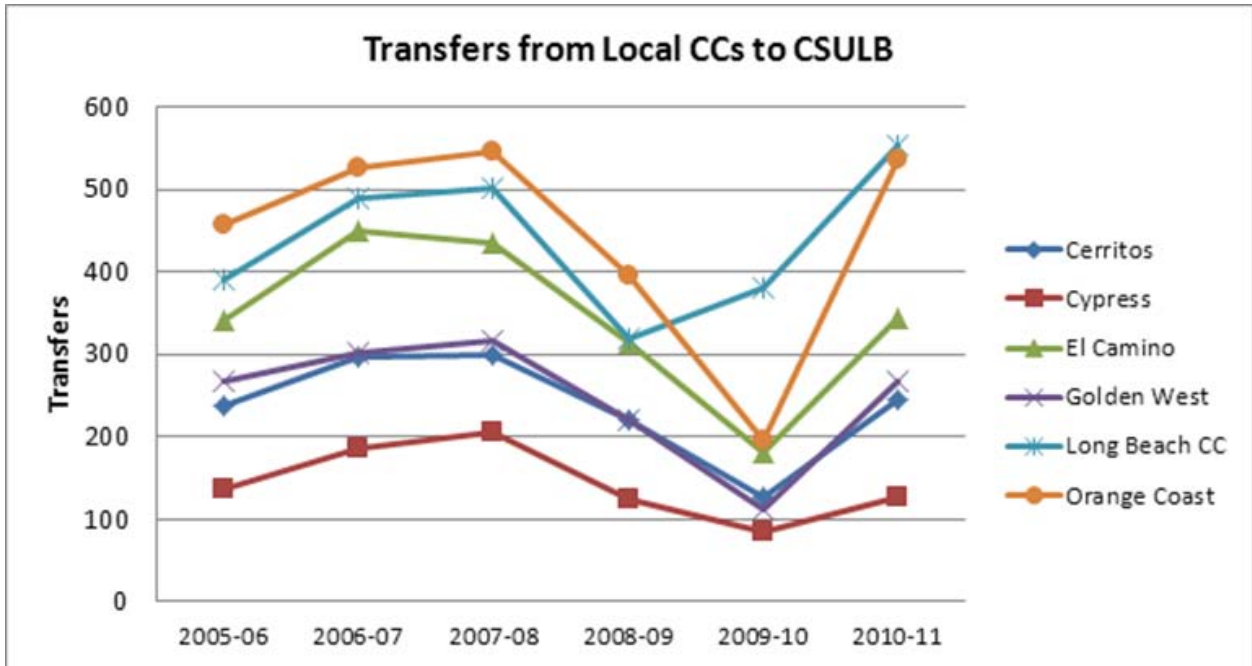
Irene Graff was scheduled to speak, but time did not permit and she graciously agreed to return at Dr. Gold's request. Attached for future information are the slides Ms. Graff will address.

CSULB Local Service Areas

Impact on ECC Transfers

- p. 41 Updated comparison of local transfers to CSULB
- p. 42-43 Listing of ECC transfers to CSU and UCs (note the increase of transfers to UCs at ECC)
- p. 44-50 Letters to and from CSU Chancellor Reed asking for and denying ECC local service area status.





PUBLIC COMMENT

None

ADJOURN

The meeting adjourned at 2:01pm.

Cs/ecc2011

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 8, 2011

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

1. Board Agenda

- a. The Board meeting will be held in the Haag Recital Hall today at 4 p.m.
- b. Trustee Brown needs to leave at 6:30 p.m.
- c. Jeanie will make a slide presentation on financial aid.
- d. Public Hearing and Adoption for the 2011-2012 El Camino Community College District – the public can speak during this time. Budget books will be available for the audience.
- e. Page 99 item E, change order – a letter of explanation from Jo Ann was included in the Board letter and is posted on the web.
- f. Page 40, Accreditation Midterm Report – paragraphs one and two will be edited. The Compton Community College District budget release date will be changed.
- g. Page 93, PO for United States Treasury – this is the cost of having a TRANS.
- h. Page 112, item 11 – when an employee resigns and becomes a Temporary Employee they are classified at Step A.
- i. Page 113, item 13 – this was a one week assignment primarily to answer phones.
- j. Budget Book, page 23 – the JPA dollar amount is not listed here but is posted on page 67.

Agenda for the September 12, 2011 Meeting:

1. Minutes of September 8, 2011
2. Team Reports
3. Report on Programs with no Degrees or Certificates
4. Designated Smoking Areas (Not ready)

College Council Goals 2010-2011

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

Policies Completed:

- 1) BP & AP 3750 Use of Copyrighted Materials, adopted 9/8/11
- 2) BP 4020-Program, Curriculum, and Course Development, adopted 07/19/10
- 3) BP & AP 4100-Graduation Requirements for Degrees and Certificates, adopted 07/19/10
- 4) BP & AP 5055 – Enrollment Priorities - adopted 5/16/11
- 5) BP 6160 – El Camino Community College District E-Mail, Internet & Network Use, adopted 9/8/11
- 6) BP 7310 – Nepotism – adopted 5/16/11

Policies Pending:

- 1) BP 2350 – Speakers , first reading on April 18, 2011 (pulled)
 - 2) BP & AP 4021 – Program Viability, Intervention and Discontinuance
 - 3) AP & BP 4055 – Academic Accommodations for Students with Disabilities
 - 4) BP & AP 4231 – Grade Change, first reading 08/15/11 (pulled)
 - 5) BP 5025 – Foreign Student (Visa) – Deletion
-

Additional Notes on College Council Meeting – 9/8/11

Christina Gold

These additional notes are an effort to supplement the information provided in the College Council minutes. They will pertain only to issues related to the Academic Senate and do not thoroughly cover all discussions.

- I) **Faculty Hires for 2011-12.** The college is hoping to hire roughly 20 full-time positions this year. This should compensate for the greatly reduced number of hires last year (5) and help us maintain our Faculty Obligation Number. President Fallo hopes to eventually have the college at 5 positions above the FON. Academic Affairs is initiating the process that is used to determine which positions will be hired. Academic Affairs works in conjunction with the Senate in this process.
- II) **Compton Community College District Budget.** With the recent installation of Tom Henry as the Interim CCCD Special Trustee, the Compton budget adoption date has been pushed back so that major improvements can be implemented.

College Council Notes – 9/12/11

Christina Gold

The College Council minutes were not yet available at the time the Senate packet was compiled. These notes are not comprehensive, but describe information of relevance and interest to the Academic Senate.

I) President Fallo – Comments on CEC.

As of Sept. 12 the Interim Special Trustee Tom Henry has been officially installed into office and has begun working. He is meeting with faculty and staff at CEC on Thursday, Sept. 15. The installation of Tom Henry cures President Fallo's concerns with the CEC and the partnership. Tom Henry is working on a new MOU for the partnership but it is not ready for review yet.

II) 2011/12 Schedules / FTES

Spring and Winter FTES have been cut further. Spring is brought down to 17,800 which is a 400 FTES decline (2.15%). In terms of sections, this means that they have been reduced from 1910 to 1850. Winter has been further reduced from 75 sections to 50 sections. President Fallo asserted that Spring will not be cut any further.

III) Fee Increase

The fee increase for students from \$36 to \$46 will not take effect in spring. It has been delayed until Summer.

IV) Financial Aid

As per Jeanie Nishime, Financial Aid applications have increased 25% this year.

V) New Associate Deans

Three new Associate Deans have been hired: Elise Anne Geraghty, Humanities; Diane Hayden, Fine Arts; and ? .

VI) Cal State Long Beach Local Service Areas

President Fallo has met with the CCC Chancellor Reed and relevant politicians to discuss the issue. This process will take some time, but he is drawing attention to the problem.



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

MEDIA STATEMENT

September 8, 2011

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

Mobile E-mail: pmarlatt@comcast.net

California Community Colleges Chancellor Jack Scott Praises Legislature for Delaying Student Fee Increase until Summer 2012 if Mid-year Budget Cuts are Necessary

SACRAMENTO, Calif. – The California Community Colleges Chancellor Jack Scott today issued a statement about the California Legislature's decision to delay implementation of a mid-year student fee increase to summer 2012 if state revenues fall more than \$1 billion below projections and trigger cuts are executed. The increase from \$36 to \$46 per unit was originally proposed for the spring 2012 term:

"I congratulate the Legislature for passing this bill (ABx1 32) that defers until summer a \$10 per unit fee increase in the event that mid-year budget cuts are deemed necessary. Without this change, colleges likely would have to implement the fee increase with only a couple of weeks' notice, and administrators would be placed in the untenable position of trying to collect higher fees from students who had already completed registration for spring classes. This bill, if signed by the governor, gives colleges and students adequate time to prepare for increased fees if they become necessary."

The [California Community Colleges](#) is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.6 million students each year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

###

NOTE: Please see attached budget fact sheet and graph on enrollment demand.



POTENTIAL 2011-12 MID-YEAR BUDGET REDUCTIONS

- If by December 15, 2011, state revenues fall more than \$1 billion below projections the community colleges will be cut by an additional \$30 million.
- If the shortfall is more than \$2 billion, community colleges will suffer a \$102 million cut.
- Either budget shortfall would result in a \$10 per unit fee increase from \$36 to \$46.

IMPACT OF GOV. BROWN'S 2011-12 BUDGET TO THE CALIFORNIA COMMUNITY COLLEGES

- 6.8% budget reduction (\$400 million). This cut translates into approximately 200,000 students losing access to classes.
- \$10 fee increase, effective fall 2010, raised student fees from \$26 per credit unit to \$36 (38.5% increase).
- The \$10 per unit fee increase is anticipated to generate approximately \$110 million for the colleges to support an additional 50,000 students.
- More than \$129 million of the system's funding was deferred which will increase the cumulative total of delayed state payments to \$961 million, or roughly 17% of the system's annual funding.
- The community college system is currently being funded for 2.5 million students but enrollment demand is so high, in 2011-12 it is estimated up to 670,000 students seeking a community college education will not be served.

IMPACT OF BUDGET CUTS TO COMMUNITY COLLEGE STUDENTS

- When implementing budget cuts, community college CEOs have been directed by state chancellor Jack Scott to retain courses that lead to job retraining, degrees, certificates, transfer, and that help increase basic English and math skills
- If a 2011-12 budget shortfall occurs and the per unit fees are increased to \$46 in the summer 2012, this would mean a 77% increase in student fees within a 1 year period.
- Under the current \$36 per credit unit fee, full-time students enrolled in 15 units pay approximately \$1,080 per academic year.

PRIORITIES AND EFFICIENCIES

- The California Community Colleges is the most cost-effective system of education in California. While the state revenue needed to support one community college full-time student is slightly more than \$5,000 per year, that same student costs approximately \$7,500 in the K-12 system and \$20,000 and \$11,000, respectively, at UC and CSU.
- The community colleges have looked at every corner of the system to come up with efficiencies. Tactics implemented include course reductions, debt restructuring, administrative consolidations, energy savings programs, IT efficiencies, increased class sizes, reduced student services programs, furloughs, additional online instruction, increased industry partnerships and transfer coordination with the UC and CSU. The system is exhausting all options to free up additional funds and many college reserves are low.

CALIFORNIA HAS BEEN DIVESTING IN HIGHER EDUCATION FOR THE PAST 15 YEARS

Enrollment at the California Community Colleges has grown 44% in the last 15 years, yet per student funding in 2009-10 (adjusted for inflation) was lower than it was in 1995-96.

- The demand for a community college education is continuing to outstrip resources. The California Community Colleges would have naturally grown by at least 5.5% in 2009-10. But instead, decreased funding caused the system to shrink by 4.8%.
- In the 2009-10 academic year, the system sustained \$520 million in budget cuts which equated to 8% of its overall budget. It is estimated that approximately 140,000 students were turned away from community college campuses in 2009-10 due to course reductions.
- For fall 2009, course sections were cut by 6.3% and enrollment dropped by 0.2% over fall 2008. While total headcount declined by only 0.2%, the system's first-time community college student enrollments decreased by 12% indicating that the hardest hit by budget reductions are recent high school graduates and displaced workers because they do not have priority registration.
- For fall 2011, course sections have been reduced by 5%.

ECONOMIC BENEFITS OF HIGHER EDUCATION

- If just 2% more of Californians earned associate degrees and 1% more earned a bachelor's degree, our state's economy would grow by \$20 billion, state and local tax revenue would increase by \$1.2 billion a year and 174,000 new jobs would be created.
- The economic return on investment in California's higher education infrastructure is a win-win for the state and its taxpayers. For every \$1 California spends on higher education, it receives \$3 in return.
- The California Community Colleges is the largest provider of workforce training in the state and nation.

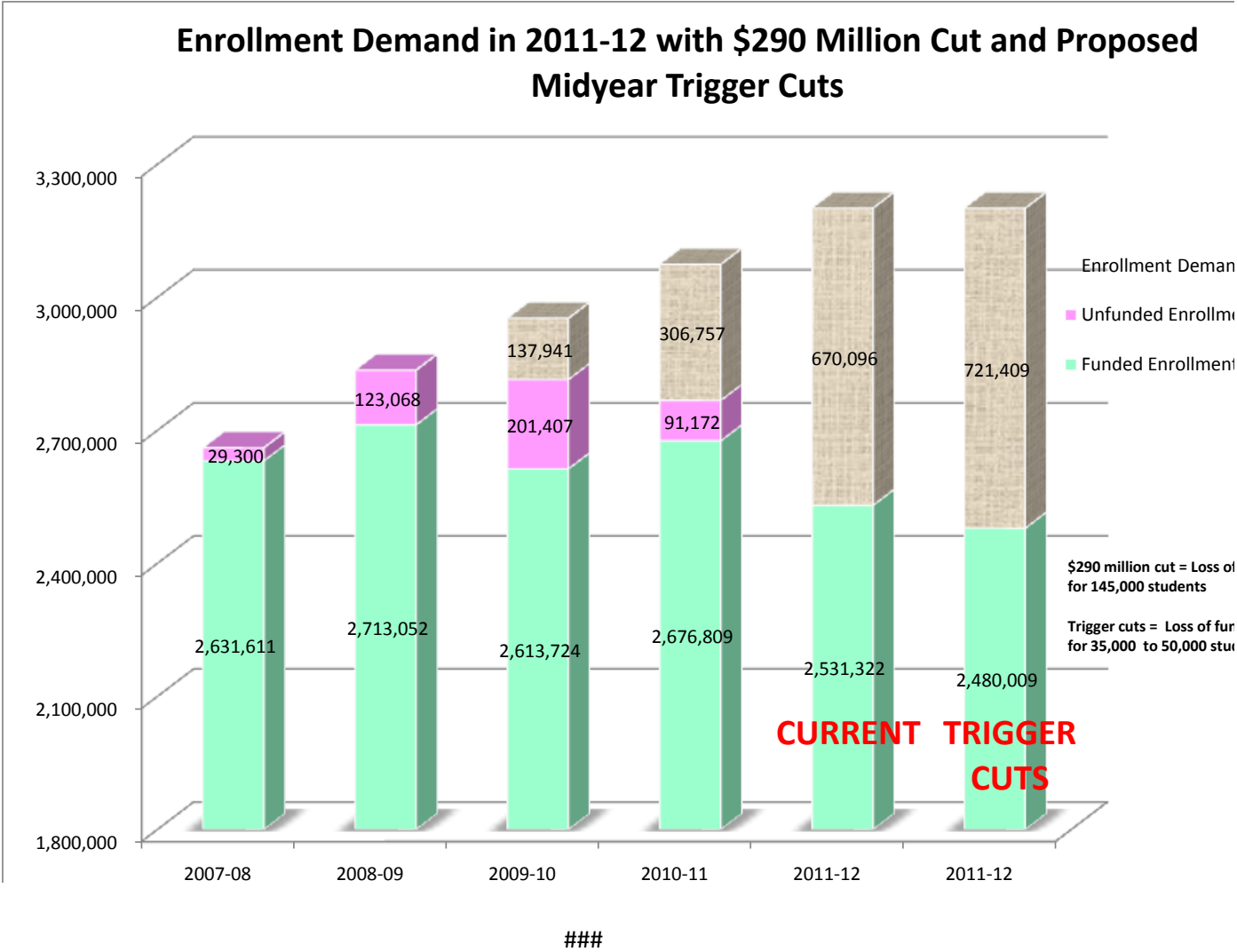
WORKFORCE SKILLS GAP

- Undergraduate demand for the three public systems of higher education in California is expected to grow by 387,000 students by 2019. To accommodate the increase it will take \$1.5 billion more in revenue.
- If current funding trends persist, the Public Policy Institute of California estimates by 2025 California will face a shortage of 1 million college degree and certificate holders needed to fuel its workforce.
- Approximately 55% of CSU and 30% of UC bachelor's degree recipients started at the California Community Colleges.
- With baby boomers retiring as the best educated and most skilled workforce in U.S. history, labor experts are concerned that California will lack workers with the critical aptitude needed to replace them.

TOP 10 REASONS WHY COMMUNITY COLLEGES ARE A WISE INVESTMENT

- 70% of California's higher education students are enrolled in a community college
- 25% of community college students nationwide are enrolled in the California Community Colleges
- 49% of California jobs offer middle skill wages, annual incomes of \$48,000-\$75,000
- 70% of nurses in California are educated in the community colleges
- 80% of firefighters, law enforcement officers and emergency medical technicians are credentialed at community colleges
- 55% of CSU baccalaureates awarded in 2007 started as community college students
- 30% of UC baccalaureates awarded in 2007 started as community college students

- 48% of UC bachelor’s degrees in science, technology, engineering and mathematics are earned by community college transfer students
- 75% of California’s GI Bill veterans attend a community college
- Every \$1 invested in higher education results in a \$3 increase in state revenues



Board Policy 4025

Philosophy for Associate Degree & General Education

El Camino College recognizes the importance of the individual to the local, state, national, and international communities. The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness. The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education and sufficient depth in a specific field of knowledge.

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

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section 55805

Replaces Board Policy 6121

El Camino College

Policy

Adopted: 4/15/02

**EL CAMINO COLLEGE
COUNCIL OF THE ACADEMIC SENATE & FEDERATION OF TEACHERS**

An agreement between the El Camino College
Federation of Teachers and Academic Senate
respecting the implementation of AB 1725
shared governance mandates

1. The Federation of Teachers is the exclusive bargaining agent for certificated faculty members.
2. The Academic Senate is chartered to provide the faculty with a formal and effective procedure for participating in the formation of District policies on academic and professional matters.
3. Title 5, California Code of Regulations, Section 53200, et seq., indicates a minimum of ten (10) specific areas of academic and professional matters in which the Academic Senate shall consult collegially with the Board of Trustees or their designee. The primary function of the Academic Senate is to participate in the development of policies regarding these specific areas and/or other areas that have been mutually agreed upon.
4. Many of the academic and professional matters identified in Title 5 are also within the jurisdiction of the current collective bargaining Agreement between the Federation and the District.
5. In those areas of academic and professional matters which appear to be both within the jurisdiction of the Academic Senate as per Title 5 and within the jurisdiction of the Federation as per the contract, both organizations agree to consult with one another prior to submitting any proposals.
6. Title 5 provides that nothing contained therein shall be construed to detract from any negotiated agreement between collective bargaining representatives and District Governing Board.
7. It is the stated intent of Title 5, Section 53204, that all parties will respect agreements between the Academic Senate and the Federation as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate pursuant to Title 5.
8. The Academic Senate of El Camino College and The Federation of Teachers desire to enter this Agreement in order to avoid future misunderstandings and to clarify their respective roles relating to the implementation of AB 1725 Shared Governance mandates contained in Title 5.

The Federation of Teachers and the Academic Senate of El Camino College agree to the following:

- A. The Federation agrees that the President of the Academic Senate or designee shall serve as a member-at-large on the Federation's Contract Writing Committee. Whoever serves must be a member in good standing of the Federation. A copy of the final negotiating package adopted by the Federation's Executive Committee shall be provided to the President of the Academic Senate.
- B. The Presidents of the Academic Senate and the Federation shall consult collaboratively prior to making appointments to campus wide committees, whether those appointments are within the exclusive jurisdiction of either organization or shared by both.
- C. The Executive Committees of the Senate and Federation shall meet jointly at least once each semester to discuss matters of mutual interest and concern.
- D. It is the intent of the parties that changes to this Agreement shall be arrived at through a process of collaborative discussions. Modifications shall be subject to the approval of the Academic Senate Council and the Federation's Executive Committee.

President,
Academic Senate

President,
Federation of Teachers

Date

June 17, 2011

Dr. Jack Scott, Chancellor
California Community Colleges
1102 Q Street, 4th Floor
Sacramento, CA 95811

Dr. Genethia Hudley-Hayes, Special Trustee
Compton Community College District
1111 E. Artesia Boulevard
Compton, CA 90221

Dear Chancellor Scott and Special Trustee Hudley Hayes:

Please accept this letter as formal notice pursuant to Section 30 of the Master Agreement between the El Camino Community College District, the Compton Community College District and the Board of Governors of the California Community Colleges. The structure of the partnership is no longer viable, highlighted by the lack of a coordinated planning process and its resultant impact on the budget.

Revisions to the current year budget without concurrence between the Special Trustee and the Superintendent/President violate the Agreement. The 2011-12 proposed budget for the Compton District continues this unacceptable process.

As outlined in Section 30 of the Master Agreement, since there is no concurrence between the Special Trustee and the Superintendent/President, El Camino was deemed to have given notice of termination of the Agreement on the dates the Compton District budget revisions were adopted.

The El Camino Community College District is appreciative of the leadership the Chancellor has provided on behalf of the Board of Governors. Although we do not concur on all issues and agreements, El Camino College accepts your decisions in these matters.

El Camino College will continue to provide full support to students for continued student success at the El Camino College Compton Community Educational Center. El Camino College also pledges full cooperation for and efficient and effective transition of the Compton Community Educational Center.

Sincerely,

Thomas M. Fallo
Superintendent/President

C: ECCCD Board of Trustees
Dr. Barbara Beno
Mr. Thomas Henry

Minutes for Ed Policies meeting 9/13/11

Members Present: Merriel Winfree, Chris Gold, Chris Jefferies, Holly Schumacher, Jean Shankweiler

Guests Present: None

Meeting Convened: 1:00

Meeting Adjourn: 1:45

- 1) Each member introduced themselves to the committee.
- 2) Next the committee members discussed:
 - a) **BP/AP 4321 – Grade Change** - Jean will intervene and work with Don Goldberg to get legal opinions and researched information from him.
 - b) **BP/AP 4225 – Repeatability** – Waiting on a draft from Bill Mulrooney, Ed Policy will follow-up later.
 - c) **BP/AP 4021 – Program Discontinuance** – Lars Kjeseth will be available to work on a draft after September 23rd, with Tom Lew and Gloria Miranda. Ed Policy will follow-up later.
 - d) **BP 4250 – Academic Probation** - Jean Shankweiler, Regina Smith, Stephanie Rodriguez and Rory _____ are in the process of spelling out probation 1 and 2 dismissals procedures.
 - e) **BP 4025 – Philosophy for Associate Degree & General Education** – Ed Policy will take a look at our next meeting, (9/27/11), and get information from Virginia Rapp who last worked on it with a task force.
 - f) **BP 4255 – Student Progress and Early Alert & Referrals** - The last draft was in 1995, Regina Smith and Rory _____ are currently working on it.
 - g) **BP/AP 5000 – Admission; Student Records; Veterans** – Bill Mulrooney is working on it.
 - h) **BP/AP 3750 – Use of Copyrighted Materials** – Passed, September 9, 2011.
 - i) **BP/AP 6160 – District Computer and Network Use Policy** – Passed, September 9, 2011.

Faculty Development Committee Meeting MINUTES

Tuesday, September 13, 2011

Committee Members:

Fazal Aasi (FA) - P	Compton Center	Moon Ichinaga (MI) Co-Chair - P	Learning Res.
Rose Cerofeci (RC) - P	Humanities	Donna Manno (DM)- P	Staff Dev.
Kristie Daniel-DiGregorio (KD)-P	BSS	Cristina Pajo (CP) - P	Counseling
Briita Halonen (BH) Co-Chair-P	Humanities	Margaret Steinberg (MS) - A	Nat. Sciences
Linda Ho (LH)-P	Math	Mercedes Thompson (MT)- P	Humanities
		Rachel Williams (RW) - A	Humanities

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

Spring 2011 Meetings (in West Library Basement)

September 13 and 27, October 11 and 25, November 8 and 22

AGENDA

- I. Welcome Back/ Reintroductions
 - A. Members listed above have been confirmed as FDC members for this semester.
- II. Member Recruitment
 - A. BH indicated that additional members are needed, especially from the following divisions: BSS, BUS, FA, HSA and Industry/Technology, in order for the Committee to be more representative of the entire faculty.
 - B. MI will send an e-mail note to the deans of these divisions to elicit recommendations.
 - C. Sue Warren is not available this semester to represent Adjunct Faculty, so a new representative should be recruited. LH will seek out potential candidates in the Math division.
- III. Overview of Planned Fall Projects
 - A. Core Competency workshops (Sept.-Nov.)
 1. BH explained original plan to roll out a series of three workshops in response to J. Simon's report on the results of assessment for Communication and Comprehension core competency (FDC 5/10/11 meeting).
 2. Change was made over the summer, so that the first workshop (an explanation of placement tests, required vs. recommended pre-requisites, what's taught at the various levels of English classes) was delivered on Flex Day.
 3. Still need to determine at the next FDC meeting whether to offer the first workshop again, or just proceed with the second workshop (available resources on the teaching/evaluating writing for non-writing teachers) and third workshop (multidisciplinary discussion of common standards with which to judge student work).

B. “California Reads” Program, a Project of the California Council for the Humanities

1. MI reported that Alice Grigsby, Learning Resources Unit Director, is seeking FDC co-sponsorship with the Library of ECC participation in this statewide reading and discussion program focusing on the theme of democracy.
2. The tentative plan for ECC participation is comprised of three elements.
 - a. ECC Library display this semester of an associated traveling exhibit on the history of civil liberties in California and a campus-wide promotional campaign to encourage reading and discussion activities;
 - b. Purchase near the end of the semester of multiple copies of the five books selected by the Council to support class/campus activities;
 - c. Hosting a spring 2012 campus presentation by an author of one of the five books.
3. Co-sponsorship would involve FDC help with promotion and funding.
4. KD suggested that Child Development, FYE, and FIPP instructors might be particularly interested in integrating the “California Reads” program into their activities.
5. FA indicated that the CEC might be interested in participating, and he will discuss the program with the Compton librarians and other CEC groups.
6. MT recommended that the Deans be contacted regarding their interest and the possible participation of their divisions.
7. General interest was expressed in co-sponsoring the program with the ECC Library, but more specific details will need to be provided, particularly as to the costs involved.

C. Webinars (on-going)

1. Subscription expires 11/15/11.
2. Very positive feedback for webinars on the Flex forms.
3. New subscription will cost \$1395 for six webinars.
4. FA asked if the webinar availability notices have also been sent to the CEC. DM responded affirmatively—she has access to the CEC listservs.
5. DM will e-mail another announcement about the webinars, possibly adopting MT’s recommendation that the announcement include short descriptions of each webinar.
6. BH will preview the “Writing Across the Curriculum” webinar and bring back a recommendation to the FDC as to whether it merits a “live” discussion and should be incorporated into the Core Competency workshops or be a standalone workshop.

D. Teaching for Success Quick Courses (on-going subscription)

1. DM distributed copies of the latest guide to online Quick Courses which deal with the higher education teaching skills fundamental to success and are created by an individual, Jack Schrader.
2. Last year’s discounted Staff Development subscription has now expired. DM would like to order a new subscription at a cost of \$995.
3. Currently, there appears to be no way to determine past faculty usage.
4. BH asked DM to send FDC members a link to the Quick Courses again, and the members agreed to review and vote by e-mail as to whether to subscribe again or not.

E. Outstanding Adjunct Award (Oct-Nov.)

1. Last year, nominations trickled in slowly. There were eventually nine nominees.
2. We need to start advertising. There was consensus to use campus-wide e-mail, send flyers to the divisions, and talk to the Deans.
3. This award, like the Outstanding Faculty Award, is sponsored by the ECC Academic Senate and does not include the CEC.
4. CP pointed out that there was some feedback received last year about the need to re-examine the award rubric.

F. “Getting the Job” Workshop (late November)

1. The “Application” Workshop that is part of the “Getting the Job” series is planned for the afternoon of Friday, November 18 in the Alondra Room. The “Interview” Workshop will be scheduled in the spring.

G. Book Club (on-going)

1. Allison Carr (Humanities) is continuing as the discussion leader of the Faculty Book Club. The book, *Teach with Your Strengths*, by Rosanne Liesveld and Jo Ann Miller, is the fall 2011 selection. Purchase of book copies for participants is funded by Faculty Development.

H. Spring Flex Day Prep (on-going)

1. Training for online Flex self-reporting may be the focus of the spring Flex Day.

I. Faculty Learning Center (on-going)

1. BH asked members to think about how to best use the recently partitioned space for faculty development in the Library’s West Basement. “Smart Classroom” technology and seating for 40 people are available. The original purpose is to be able to hold faculty and staff workshops/ discussions in the space.

IV. Budget

There was insufficient time to discuss the status of the budget. This will be deferred to the next meeting.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 25, 2011

MEMBERS PRESENT

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

OTHERS ATTENDING: Francisco Arce, Janice Ely, Chris Gold, Alice Grigsby, Luis Mancia, Jeanie Nishime, Emily Rader, Lynn Solomita

Handouts: 2011-2012 Final Budget

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

2011-2011 Final Budget – J. Higdon, J. Ely

1. No changes were made to the numbers presented at last week's meeting. Changed how GASB fund 17 was presented (page 23). 2010-2011 *Actual General Fund* is the \$1.2 million contribution from fund 11 and *Other Funds* is the \$1.9 million contribution from funds 14 and 15. The 2011-2012 contribution to GASB is budgeted at \$900,000.
2. Page 1, funds 14 and 15 have beginning balances to cover the one-time equipment and furniture purchases approved but not completed in 2010-2011.
3. Pages 1 and 2: Summary of all funds. *Fund 12 General Restricted* includes 'sub-funds.' Will review these funds in more detail; concerned there may be negative balances in some of these accounts (i.e. parking fund). Total budget is just under \$500 million. The operating budget is the unrestricted general fund 11 (around \$100 million). \$ 1 million is budgeted for Fund 14 Compton-related activities. *Fund 15 Special Programs Fund* is the state-provided fund used to backfill categorical programs and for GASB. *Student Financial Aid Fund 74* has grown dramatically over the past ten years. Workers' Comp fund balance approximately \$300,000. ECC is belongs to a self-insured Joint Powers Authorities (JPA) that also belongs to a self-insured JPA. The Child Development Center is working on business modifications to avoid necessitating additional funding from the District. Property & Liability Self-Insurance: 64% of California community colleges belong to State-Wide Association of Community Colleges (SWACC). *Dental Self-Insurance* – decreased fund reserve with one-time transfer of funds to help other programs in need of funds (i.e. Child Development Center, Parking Fund, and Language Academy-ECLA). Fund 17 is the ECC portion of *Post Employment Benefits* fund; the other portion is held by a JPA. *Capital Outlay* interfund transfer of \$60,000 is from parking fund for paving and restriping parking lots. The *Bookstore* fund is Fund 51 (was Fund 31 in the past).
4. Pages 3 and 4: *Revenue for general fund unrestricted. ARRA and other federal revenue (8190)* – revenue dropped considerably due to ending the federal stimulus package. Principal apportionment based on expectation that the State will deficit the unrestricted general fund by \$8.575 million. Enrollment Fees staying high due to increased fees and FTES capped at a much lower rate. 2011-2012 is based on 18,187 FTES. Page 4, h): out-of-country tuition decreased from \$190 to \$183 per unit based on State formula recalculated every January; the college uses

the State recommended number. *Indirect Cost Rate Income* (889x) - Indirect cost allowance used for contracts (budgeted \$200,000). Internal auditor's focus will be on grants and contracts being charged the maximum amount; money will go to the unrestricted general fund for this purpose. (8850) *Rentals and Leases* account budgeted roughly on actual revenue received in 2010-2011. This account will increase this year due to filming/rental income.

- a. Correction: Page 4, change (8980) 'Transfer from Special *Projects* Fund' to 'Transfer from Special *Programs* Fund.' Correction not in time for final printing.
5. Pages 5 and 6: *Unrestricted General Fund* – the College's operating fund. Salaries make up 84%-85% of the total budget, which makes cash flow and ability to make payroll important. *Contract for Personal Services* (5100) includes Paramedic and Fire Academy Programs budget – portion of contracts are rolled into salary accounts at the end of the year as allowed by code. Ending balance is budgeted to be \$16.3 million, but expect actual to be \$3 million higher as discussed in numerous meetings.
6. Pages 7 and 8: *Revenue for restricted general fund*. Why are *Incoming Transfers* 8895 and 8980 (page 8) separated out from the rest of the revenue? Because they are transfers and not revenue. \$100,000 from 8895 for 2010-2011 was from the *Dental Fund* to the Language Academy (ECLA). Total balance and revenue more or less staying even the past three years due to increased transfers-in last year. Often do not have final allocation from the State at this time of the year, so these numbers are rolled-over and change often as the year goes on. DSPS did not receive their first allocation until the January of the following year.
7. Pages 9 and 10: *Expenditures charged to general fund restricted*. Some are roll-overs at this early stage. Concerned some Fund 12 'sub funds' are running negative numbers. Page 10, *Net Ending Balance/Reserves* expected to be about \$1.9 million. Funds are designated for special programs and cannot be transferred into the general unrestricted fund. Restricted funds are more challenging when grant funds are received so late. Have to up-front monies often before funding is received.
8. Page 11: *Compton-Related Fund 14*. \$160,000 beginning balance is designated for oversight of the infrastructure for services at Compton (institutional trans-campus pipeline). \$1 million revenue. *Other Schedule, Teaching* (1300) is for summer session and part-time faculty.
9. Page 12: *Special Programs Fund 15*. Beginning balance of \$530,402 for 2011-2012 is for equipment/furniture purchases approved last year, but not yet processed through the purchasing system. The \$3 million contribution from general fund comes from the Chancellor's Office. Most of the salaries and benefits are for backfill of categorical programs and special student services programs. Funding for library books decreased from \$100,000 to \$50,000. Interfund transfer of \$1.7 million (\$900,000 to GASB and \$800,000 to Fund 11 backfill). \$630,402 for *Equipment* (6400) includes division allocations (\$530,402) and *Emergency Equipment Replacement/Repair* (\$100,000).
 - a. Last June, President Fallo sent the Chancellor's Office notice of El Camino's intent to withdraw from the partnership with Compton. The Chancellor's office has until September 15th to correct deficiencies perceived by El Camino or to agree to the withdrawal from the partnership, effective December 13, 2011. If the partnership ends, El Camino may not receive half of the \$4.5 million from Funds 14 and 15 this year and all of the \$4.5 million next year. If we're receiving \$4.5 million for the partnership, what are we spending? Identified \$1 million of expenses, but we cannot identify how much is actually spent on Compton (i.e. ITS, Student Services, Facilities, Research and Planning, Academic Affairs, etc). Compton-related expenses are for oversight of Compton and provide the Compton community with having an accredited facility. The Agreement with Compton and AB318 establishes the amount the college receives from the Chancellor's Office for Compton-related work.
10. Pages 75 and 76: breakdown of expenses and programs for Funds 14 and 15, relates to pages 11 and 12.

11. Page 13: *Student Financial Aid*. Increased dramatically over the past few years. Board of Governor's tuition fee waiver under attack – students can receive fee waivers regardless of GPA, hours, etc. Fee waivers are netted against the enrollment fees in Fund 11 on page 4. Students do not receive cash; tuition for classes is waived. Qualification for fee waivers is based on income and expenses.
12. Page 14: *Workers' Compensation* Fund: \$263,447 balance. PBC recommended decreasing this balance by \$200,000. Declined recommendation because the fund is self-insured and expecting an increasing risk of layoffs in other districts which could increase accident claims (risk rate based on other districts). El Camino College is part of a JPA that is also part of a JPA. It only takes one serious injury to wipe out the entire account.
13. Will continue with the Child Development Fund at the next meeting and decide on a recommendation. As requested, budget assumptions will be emailed to committee members before the next meeting.

The next meeting is scheduled on September 1, 2011.

The meeting ended at 1:56 p.m.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 1, 2011

MEMBERS PRESENT

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

OTHERS ATTENDING: Francisco Arce, Janice Ely, Alice Grigsby, Jo Ann Higdon, Luis Mancia, Jeanie Nishime, Emily Rader, Michael Trevis, John Wagstaff

Handouts: Statewide Academic Senate Recommendations Regarding Reserves

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

ASO Director of Finance, Kenji Tomoda, was introduced.

Approval of August 18, 2011 Minutes

Corrections:

1. Page 1, #2d: Change “*Student*” Services to “*School*” Services.
2. Page 4, #14: Change ‘*GASB 5*’ to *FASB 5*. Financial Accounting Standards Board (FASB) 5 refers to accounting standards for contingent liabilities.

Comments:

1. Page 3, iv: it is unacceptable, not sad, to have negotiable items in the budget – not the proper venue for discussing negotiable items and should not have been in the budget.
2. Page 3, #2, last sentence: memo from J. Higdon indicated the reserves would probably increase by another \$3 million, approaching \$19-\$20 million. The budgeted amount would be \$16.3 million, but the actual would be projected to be approximately \$3 million more.

2011-2012 Final Budget: J. Higdon, J. Ely

1. Pages 15 and 16: Child Development Fund. 2010-2011 started with a negative beginning balance. \$425,000 was transferred from the general fund to bring back to positive balance. Positive ending balance of \$103,344 for 2010-2011. Will transfer \$225,000 from general fund and project a positive ending balance of \$128,454 at the end of 2011-12.
 - a. Have discussions taken place on what can be done differently other than transferring more money from the general fund? Working on problem, but will not be able to erase \$300,000 deficit even if goal of 112 students enrolled for the year was met. The Center lost state and local revenue. The Center is not designed as an instructional center – would have to remodel to accommodate that function. Looking at all options – no quick solution.
2. Pages 17 and 18: Capital Outlay Projects Fund. \$2 million received from the State for the Social Science building. As expenditures occur, claims are submitted to the State for reimbursement. Primary expenditures are in the building category. \$60,000 Interfund Transfer-Parking Funds restricted (8980) is used for resurfacing and restriping parking lots. This is not money collected

from parking permits, but an amount determined several years ago. Capital Outlay Fee-non-residents (8885) are fees collected from foreign and non-resident students for construction projects. The College is allowed to charge more, but wants to remain competitive with surrounding community colleges. The remaining \$263,307 from the Social Science building remodel is for the remaining expenditures.

3. Pages 19 and 20: General Obligation Bond Fund. \$1 million in interest will decrease as balance decreases. Will likely sell future bond issue of \$180 million. Final Budget 2011-2012 column actually shows remaining bond amounts for 2011-2014.
4. Pages 21 and 22: Property and Liability Self-Insurance Fund and Dental Self-Insurance Fund. Contribution from General Fund (8899) to the Property and Liability Fund: \$1,733,334 transferred to cover lawsuit. \$900,000 is the standard contribution. \$500,000 interfund transfer from the Dental Fund to the Child Development Center (\$200,000), Language Academy (\$100,000), and Parking Services (\$200,000) in 2010-2011 to increase their balance. No transfers planned for 2011-2012.
5. Page 23: Post Employment Benefits Fund or GASB.
6. Page 24: Bookstore Fund.
7. Page 25: Associated Students Fund and Page 26: Auxiliary Services Fund. Associated Students supported by fundraising and auxiliary funds. Director of Student Development requested \$40,000 transfer to the Associated Students Fund from Auxiliary Services in 2011-2012, to allow students to have more activities. Why has the cost of the Union (student newspaper) expenditures increased? Don't know why budgeted at that amount next year, but may be anticipating the cost of hiring an ad manager. Able to continue activities due to Bookstore contribution of \$276,000 to the Auxiliary Fund every year. Any further discussions on whether some expenditures belong under instructional program rather than auxiliary services? Continuing to review but many expenses are not instructional in nature.
8. Page 43: Five-Year Capital Construction Plan 2013-2017. Shows plans for bond money and other capital outlay funds. The *Social Science Remodel for Efficiency* is the project just completed. Page 70: Scheduled Maintenance Plan 2011-2012 through 2015-2016 shows facilities projects.
9. Projection of FTES Requirements (page 74) – Fall-Spring FTES numbers include the Winter Intersession. 18,187 FTES does not include any potential additional mid-year cuts. A 2.3% reduction is a loss of 400+ FTES.
10. Pages 75 and 76: Funds 14 and 15 is dependent upon the partnership with Compton. President Fallo gave notice on June 15th to the Chancellor's Office of ECC's intent to dissolve the partnership with Compton. The Chancellor has until September 13th to respond. Funds 14 and 15 would be eliminated if the partnership were to end. Issues with the Center include consulting and legal services expenditures and the Center not meeting the 50% law requirement.
 - a. Request was made to see the letter President Fallo sent to the Chancellor's Office – looking for the basis for the President's request to terminate the partnership. J. Higdon will ask President Fallo. The letter was provided to Chancellor Scott and Special Trustee Hudley-Hays. Why was this not announced early on? The intent was to resolve the issues first before making it public and not intended to be kept a secret. The desire to keep the partnership hasn't changed. Representatives from the Chancellor's Office visited the Compton Center last Monday.
 - b. Comment: "Maybe Compton's budget issues are a symptom not the cause." The Compton budget has been major issue discussed at Compton PBC meetings since June.
 - c. Is there a plan or have there been discussions on what will happen to expenses not tied to Compton if the partnership were dissolved? Will PBC begin talks on how programs (categorical) will be funded if the partnership were dissolved? The Chancellor has until September 13th to respond. Don't know how long the transition would take if the

- partnership were dissolved. Could be as early as the last day of the fall semester or later. December 15th is date when possible automatic triggers (budget cuts) could take place.
- d. Concern voiced about Compton data reported to the State. Will continue for brief period of time, then split out when Data Mart takes over.
 - e. If Funds 14 and 15 end, what are the plans? ECC may be entitled to half the funding if decision is effective as early as December 15th. Many items funded from Fund 14 would no longer be applicable. May need to use reserves to cover items funded from Fund 15. The hope is that the partnership will continue and Compton will become an accredited institution.

Statewide Academic Senate Recommendations Regarding Reserves Discussion (L. Widman):

1. Statewide Academic Senate's concern over pattern of 'routine over budgeting.' Would like to table this for discussion and receive a more systematic explanation about the large gap between budgeted and actual numbers. How can negotiable items appear as a means of decreasing the budget when reserves keep increasing?
2. This committee was told several times that the ending balance would be \$3-\$4 million higher, which is how governmental accounting and budgeting works (conservative in budgeting income and savings from budgeting). Ending balance is available if Compton partnership ended and for cash flow issues – may not receive income from the State until October of next year. May not be able to book the entire State income this current year. FASB states you can only book accounts receivable from the State that is collectable within 60 to 90 days. This could be more than a \$1 million issue for the District. Cash flow is a concern with 84%-85% of the budget for salaries/benefits and with utilities and insurance bills to be paid on a timely basis. Programs spend all year long but grant funds are not received until the year is almost over. Comment: doesn't make sense to have cash flow problems and put money away where we can't access it. The concern is for the legal obligation to our employees and to have GASB fully funded for better bond rating saving taxpayers between \$4.8 and \$8 million on our next bond issue. Comment: we have not seen bond rating figures. J. Higdon offered to share the bond rating email from Rod Carter.
3. Is there a more conservative approach to spending? Difficult to explain to the Senate the consistent \$6 million - \$7 million difference between the budgeted and actual reserves. Need more systematic discussion why this happens. Discussed this particular issue three times in PBC and went through this account item by item on Projected Ending Balances Fund 11 document dated May 23, 2011.
4. Other point raised by the State Academic Senate is the growth in the size of reserves over time. Payroll would not be met if current reserves were only \$5 million right now. 6% must be set aside for contingencies. Reserves would be used if short on cash to meet payroll. Potential cuts could continue for next 3-4 years which is another reason to build cash reserves to cover contingencies. What amount needs to be in reserves for the administration to be comfortable? Depends on the State's economic stability; the higher the instability, more is needed for the District to feel comfortable. Comment: every year expect to pull from the reserves, but the size of the reserves increases. Still appears the College is not using money from reserves as anticipated in the last few years, so why keep this amount? Possible budget cuts are expected to decrease the reserves by \$4 million. J. Ely will create document to identify the differences between the budgeted and actual amounts and will bring to PBC sometime in October.
5. Comment: understand Administration's rationale about contribution to GASB, but the recommendation to take \$500,000 from the Dental Fund reserve that was supposed to be set aside for contingencies is gone and the recommendation to take \$200,000 from Workers' Comp reserve will not happen and we have to deal with turning away students – priorities should be for the students and not the taxpayers. Directive that came from the Chancellor's Office stated that if reserves are used to add classes, districts will run the risk of showing Department of Finance and

legislature that they can educate more people for less money. Comment was made that this is offensive because we should find innovative ways to educate with less and not be so concerned with maintaining status quo. Should be looking at ways to absorb costs if the Compton partnership ended. Having a good reserve allows the College the flexibility to backfill categorical programs and to support the Child Development Center. So far, there have been no layoffs, no furloughs. The College has been hiring when other colleges have been laying off employees. Employees are asked to do more with less – cost of living has increased and employees are asked to pay for health benefits while watching the reserves grow. This is not the place to discuss negotiations.

6. Final budget was reviewed and concerns were expressed. The following is the PBC vote to endorse the final budget - no representative for students (K. Tomoda left meeting earlier) and faculty union:
 - For: five
 - Against: two
7. A. Spor will send President Fallo the endorsement voting results and concerns discussed the last three weeks.

The next meeting is scheduled on September 15, 2011.

The meeting ended at 2:30 p.m.

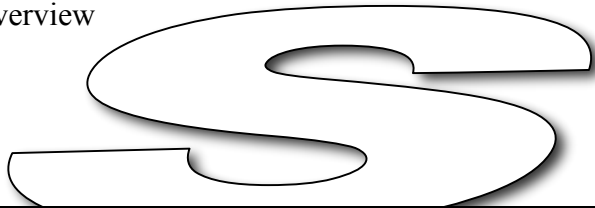
General TMC Overview

Each Transfer Model Curriculum (TMC) represents a faculty-developed structure for establishing the major component of a California community college (CCC) degree. According to Title 5, and reflected in the language of Senate Bill 1440 (“SB 1440”, Padilla, 2010) and the implementing California Education Code (CEC) §66746, a CCC degree has a major or ‘area of emphasis’ consisting of a minimum of 18 semester units. TMCs are being developed as a means of facilitating a statewide response to SB 1440, legislation that mandates that all 112 CCCs offer “associate degrees for transfer”. Draft TMCs are developed by intersegmental faculty (CCC and CSU, primarily) and then made available for vetting at www.c-id.net. Once a TMC is finalized, CCC faculty have the option of developing degrees that align with the TMC. Degrees that align with a TMC will reflect statewide faculty dialogue regarding appropriate preparation for a given major and will benefit from a streamlined approval process at the CCC Chancellor’s Office. Students who complete degrees that conform to the SB 1440 structure will benefit from admission preferences and other guarantees at the CSU upon transfer. More information on the TMC process, and SB 1440 more generally, can be found at www.c-id.net and www.asccc.org.

TMCs are being developed within the infrastructure of C-ID (Course Identification Numbering System, www.c-id.net). C-ID is in the process of developing descriptors for courses that commonly transfer and then assigning “supranumbers” to CCC courses that match these intersegmentally-developed descriptors as a means of simplifying student movement within and between the segments of higher education in California. C-ID descriptors are also being used to describe the courses that compose a TMC. This does not mean that all courses within a TMC or a TMC-aligned degree must have a C-ID designation, but it does mean that the courses within the TMC should be comparable to the indicated C-ID descriptor. C-ID’s process for convening intersegmental faculty for the purpose of discussing curriculum provides a perfect venue for the discussion of TMC. When intersegmental faculty discipline groups meet to determine and review course descriptors, the development of a TMC was easily incorporated into the discussion.

In the development and review of any TMC it is important to remember that CEC §66476 mandates the development of degrees that both prepare a student for transfer *and* stand on their own as AA or AS degrees – students are completing a degree, not merely preparing for transfer. Each TMC consists of a required “core” and typically an additional list or lists of courses with varying flexibility that allows for the creation of degrees locally that are informed by intersegmental faculty dialogue and statewide CSU requirements. In the process of developing TMCs faculty were encouraged to consider and incorporate opportunities for “double-counting” by taking advantage of including courses within the TMC that are not only appropriate for the major, but general education courses and/or CSU graduation requirements. It is expected that CCCs will develop degrees that continue to best serve the CSUs to which their students transfer, within the parameters of the TMC. SB 1440 explicitly states that “A community college district is encouraged to consider the local articulation agreements and other work between the respective faculties from the affected community college and California State University campuses in implementing the requirements of this section.” Unless otherwise indicated by the discipline, a TMC-aligned degree need not include all indicated and available course options – a given CCC may choose to be more restrictive in the options it permits, due to local preferences, local university expectations, and/or existing course offerings.

The sample below illustrates the relationship between a TMC and potential CCC majors. Each sample degree shares the same core. Beyond that, the TMC permits the local CCC faculty to determine what best meets the needs of their students within the parameters defined by the TMC. It should be noted that not all courses must be in the discipline. In the example below, the degree *could* consist solely of math courses – but it need not. In addition, where the TMC outlines a lengthy list of options, the local CCC may offer a variety of options – or may limit student options as deemed appropriate. In developing a TMC-aligned degree the major component of the degree must be a minimum of 18 semester units. It may exceed 18, but must be designed such that it can be completed within 60 units. Without double-counting, a student would typically accumulate at least 57 units when working towards a degree with a major of 18 units (39 units for CSU GE breadth + 18 units in the major). In math, a TMC-aligned degree could have a major consisting of 24 units, presuming the double-counting of 3 units to fill CSU GE Area B4.

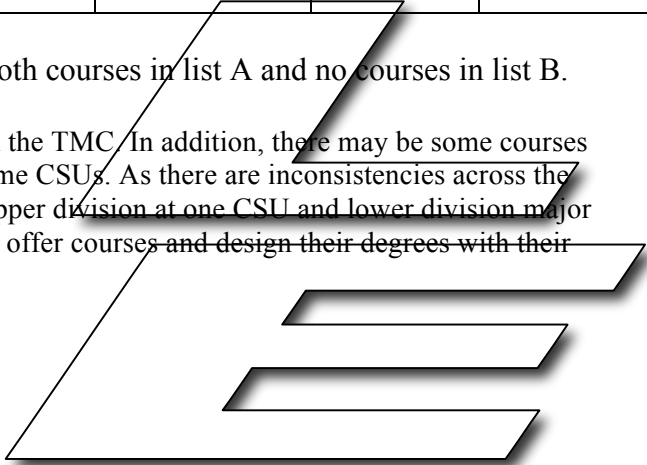


**DRAFT Math Transfer Model Curriculum
Sample TMC-Aligned Degrees**

Math Transfer Model Curriculum	Associate in Science Degree in Math for Transfer			
	CCC A	CCC B	CCC C	CCC D
Title (units)				
“Core” Courses: (minimum of 12 units)				
Required:				
Calculus I (4)	X	X	X	X
Calculus II (4)	X	X	X	X
Calculus III (4)	X	X	X	X
TMC-aligned degrees must include a minimum of 6 units from below with at least 3 units from Group A				
A. Provides Depth of understanding in subject major (0-6 units)				
		*Students select one of:		
Differential Equations (3)	X	X	X	X
Linear Algebra (3)	X	X		
B. Expands application of discipline (0-3 units)				
		Students select a minimum of 3 units from below:		
Discrete Math (3)		X	X	
Physics (Physics majors course) (4)		X	X	
Mathematical Computing Systems (1)		X		X
Computer programming course (3)		X		X
Proof (3)		X		
Statistics (3)		X		
TOTAL UNITS				

*If CCC B desired, it could permit students to select both courses in list A and no courses in list B.

It is not expected that every CCC would offer all courses in the TMC. In addition, there may be some courses that appear in a TMC that are deemed upper division by some CSUs. As there are inconsistencies across the CSUs, this is unavoidable. There may be courses that are upper division at one CSU and lower division major preparation at another. CCCs are encouraged to continue to offer courses and design their degrees with their local CSUs in mind.



SB 1440 Implementation Frequently Asked Questions (FAQ) #1

1. What are the key provisions of the bill?

Senate Bill 1440 (Padilla), which was signed by the governor on September 29, 2010, requires prompt action by the California community colleges (CCCs) as it specifies the composition of these new associate degrees that will be available to students by the 2011-2012 academic year. It also requires action by the California State University (CSU) as it prepares to accept students who complete what the bill calls “associate degrees for transfer.” The following summarizes the key provisions of the bill:

- a. **Establishes requirements for the “associate degree for transfer”** (“a CCC district shall develop and grant associate degrees for transfer”)
 - i. To earn an “associate degree for transfer” a student must complete 60 semester units or 90 quarter units that are eligible for transfer to the CSU including:
 1. IGETC or CSU GE Breadth
 2. at least 18 units, as defined by the CCC, in a major or area of emphasis
 - ii. No additional local graduation requirements may be required
- b. **If a student completes an “associate degree for transfer” with a minimum GPA of 2.0**
 - i. “The CSU shall guarantee admission with junior status”
 - ii. “Admission to the CSU, as provided under this article, does not guarantee admission for specific majors or campuses”
 - iii. “The CSU shall grant a student priority admission to his or her local CSU campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the CSU campus to which the student is admitted”
- c. **Once a student completes an “associate degree for transfer” and is at the CSU**
 - i. “The CSU may require a student transferring pursuant to this article to take additional courses at the CSU ***so long as the student is not required to take any more than 60 additional semester units or 90 quarter units*** at the CSU for majors requiring 120 semester units or 180 quarter units.”
 - ii. The CSU shall not require students transferring pursuant to this article to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

Please find the complete bill at:

http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1401-1450/sb_1440_bill_20100830_enrolled.pdf

2. What are the requirements in SB 1440 for designing new transfer associate degrees?

Degrees must consist of 60 semester units or 90 quarter units in courses that are eligible for transfer to the California State University, including both of the following:

- The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
- A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

A community college district shall not impose any local curriculum requirements in addition to the requirements above, including any local college or district requirements. However, remedial noncollegiate level coursework shall not be counted as part of the 60 units, given that they are not transferrable. The standards for associate degrees are still in place and defined in Title 5, Section 55063.

A student must obtain a grade point average of at least 2.0 to earn the associate degree for transfer.

3. What are some topics that have not yet been resolved----that will require direction from the SB 1440 committee?

- How will “similar majors” be defined?
- What will “local CSU campus” mean?
- What are the details of the priority admissions process?
- What are the “high unit” majors?
- How will high unit majors be handled?
- How will campus and major impaction be handled without additional course requirements?

4. What is the plan at the state level for implementing these new SB 1440 degrees statewide?

Because the content of degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) is taking the lead on coordinating a statewide response to SB 1440. Rather than all 112 colleges developing 112 different degrees in each transfer major, the Academic Senate is, with the strong support of the Chancellor’s Office, recommending a concerted, statewide response in the form of a transfer model curriculum (TMC). The TMC will define the major component of a degree and will consist of a common “core” for the major of at least 6 units and then delineate options that colleges can select from as they design a degree that meets local needs. The goal is to effectively establish common major preparation while also allowing for some local flexibility. In this way, students will know what is expected in each major, and CSU faculty can be confident that incoming transfer students who receive priority admission have a certain minimum level of preparation for the major. While SB 1440 places control of the degree solely in the hands of community college districts, it is in the best interest of students that the legislation be implemented in such a way that it simplifies the transfer process.

These are the steps implementation will follow:

- a. Intersegmental discipline groups are being convened (using the processes already in place for the C-ID course numbering initiative) to draft a transfer model curriculum (TMC) of at least 18 units for each major. Eleven disciplines were convened in early October and an additional three have TMCs in development.
- b. TMC’s will be vetted online at www.c-id.net, to receive feedback from discipline faculty from both the CCC and CSU.
- c. Once a TMC is proposed by a C-ID intersegmental discipline group and approved by the Academic Senate’s SB 1440 Curriculum Work Group and then by the CCC Chancellor’s Office, colleges will be notified that it is now available for local adoption.
- d. Colleges are urged to establish a fast-track approval process through their curriculum committee and local board. The Academic Senate will provide suggestions for ways to speed up the local processes and will also meet with trustees and administrators at various statewide conferences to encourage their support of fast-track approvals. Colleges that adopt the model curriculum will have a fast-track approval process in the Chancellor’s Office as well.

5. What is the list of degrees that will be included in the first phase of implementation?

At the time of this FAQ, there are a number of Transfer Model Curricula that are in the process of being drafted (see list below) and are being or soon will be vetted. All faculty are encouraged to visit <http://www.c-id.net/listserv.html> to sign up for their discipline listserv to remain informed regarding any progress made in their discipline. It is anticipated that most of the disciplines on this list will have a TMC available for local adoption by January. Early in 2011 approximately ten more disciplines will be convened. More information regarding TMCs is available at <http://www.c-id.net/degreereview.html>

TMC’s in the process of being drafted include:

1. Art History
2. Biology

3. Chemistry
4. Communication Studies
5. Criminal Justice/Administration of Justice
6. Early Childhood Education
7. Geology
8. Kinesiology
9. Math
10. Physics
11. Psychology
12. Sociology
13. Theatre

Disciplines scheduled to be convened in spring include:

1. Accounting
2. Economics
3. Political Science

6. How will this plan benefit our students, colleges and universities?

There are several benefits to having a concerted plan for implementation of 1440.

- a. Many students attend multiple colleges; a statewide approach will help minimize the chances of them taking excess units and simplify their understanding of the courses they need to take.
- b. A statewide approach will increase the confidence of CSU faculty that our students are well prepared for upper division.
- c. CCCs will be provided with a fast-track approval process to assist them in the establishment of new degrees.

7. But the timeline is so fast - how can we have new degrees in place by fall 2011?

The law does not say that all associate degrees for transfer need to be in place by fall. It says in section 6746 (a) "Commencing with the fall term of the 2011–12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a CSU baccalaureate program when the student meets both of the following requirements..." In other words, it speaks to the CSU having to deem students who have completed an "associate degree for transfer" eligible for transfer and clearly indicates an expectation that the CCCs will have such degrees in place by 2011. This is interpreted to mean that as long as colleges have some degrees in place for fall, community colleges will be in compliance. The goal is to get as many associate degrees created and available as soon as possible.

8. What should colleges begin to do now?

Colleges should:

- Encourage faculty, counselors, and Articulation Officers to participate in TMC review. All faculty in a transfer discipline, Articulation Officers, and other faculty who work with transfer students are urged to go to www.c-id.net and sign up for their discipline listserv. Draft TMCs will then be distributed through the listservs for local discipline discussion and input.
- Initiate discussion that includes Curriculum Committees, instructional administrators, CEOs and Trustees about establishing fast-track degree adoption procedures.
- Encourage counselors, public information officers and others to be informed about implementation of the SB 1440 associate degrees for transfer so that students, parents and communities can be informed.

9. Will we have to change all the degrees at our college? How will this legislation impact existing associate degree programs?

No, colleges do not have to stop granting existing degrees. The new transfer degree is an *additional* option for students who plan to transfer to the CSU and want the guarantees it offers. Each college will need to determine whether existing degrees that have been designated for transfer should be modified to meet the SB 1440 requirements or retained to serve students who will not benefit from the SB 1440 degrees. Colleges can expect to receive additional guidance regarding transition issues as the new degrees are brought on line and communication tools are developed for working with students and the public to understand the new degrees.

10. What will happen with high unit programs?

The legislation specifically excludes “high unit” majors from the unit limits it imposes. The SB 1440 Implementation and Oversight Committee has agreed to discuss in the future whether an SB 1440 approach can be applied to high unit majors. In the meantime, the CSU Chancellor’s Office has agreed to provide a list of current high-unit majors and has stated the list will not be expanded in response to this legislation.

11. What will the effect of the new law be on CTE degrees?

For the CTE degrees that are intended for students to go directly into the workplace, this new law does not affect them. For the CTE disciplines that routinely are developed for students who transfer to CSU, we recommend the discipline faculty participate in the development of their TMC and consider adopting it when it becomes available. Disciplines that are only offered at only a few colleges/universities may not need to develop a TMC.

12. SB 1440 requires degrees to have 18 units in a major or area of emphasis; what about majors that do not have 18 units of major preparation course work?

The “major” component of a degree need not consist solely of courses in the major. The faculty who have worked thus far on developing Transfer Model Curricula have been asked to consider the courses that prepare a student for transfer and are appropriate for an associate degree that can stand on its own – courses both inside and outside of the discipline. Faculty members have also been encouraged to identify “double-counting” opportunities – where a given course can count for both the major and general education. As the Transfer Model Curriculum is intended to prepare a student for transfer to *any* CSU *and* consist of coursework appropriate for an associate degree in the discipline, it may be the case it in some disciplines that the new degree will include more major preparation courses than are currently required by the CSU to which a college’s students generally transfer. However, the contents of an associate degree for transfer will define what is required for major preparation in the future and current CSU requirements that are not included in the new degrees will probably cease to be relevant.

13. What is the difference between an associate degree before the bill and after the bill?

The requirements for community college associate degrees are defined in title 5, section 55063. The degrees created by SB 1440 are consistent with those requirements but have additional criteria and afford students specific guarantees for transfer to the CSU system.

14. Will the Chancellor’s Office offer a “fast track” process for degree approval? How will the office expedite the many degree changes across the system?

Yes, once a Transfer Model Curriculum has been approved, the Chancellor’s Office will offer, for colleges that choose to develop associate degrees consistent with the model, a modification of the process for approving conjoint programs described in the *Program and Course Approval*

Handbook, 3rd Edition (March 2009), p. 16-17. The process may require a new form, or modification of an existing form, that will be submitted through the CCC Curriculum Inventory. Detailed instructions will be distributed as soon as they are finalized.

15. Can a college continue to require a local course requirement, if fulfillment of the requirement can be completed via a number of CSU GE courses?

No, SB 1440 is explicit that a college cannot add on local requirements outside of the IGETC or CSU GE requirements and the 18 units required in a major or area of emphasis. Note that the law ONLY applies to the new transfer degrees. Existing associate degrees may retain the local GE and local graduation requirements.

16. What about double-counting?

In developing the TMCs, double-counting is encouraged as permitted in Title 5, section 55063. "Double-counting" refers to the use of a course to fulfill both a general education and a major requirement. For example, statistics is a course that is commonly a component of a variety of majors and typically satisfies the quantitative reasoning general education requirement. The Academic Senate approved a fall 2010 resolution to urge districts to allow double-counting for these degrees as one approach to avoiding the accumulation of additional units as a student completes a degree and prepares for transfer. In addition, this should help students who change majors or want to keep their options open.

17. Will associate degrees requiring 19 or more units of a major/area of emphasis be acceptable?

Yes. The law and existing regulations specify a minimum of 18 units in a major or area of emphasis, not a maximum. For example, double-counting units for the major and GE can permit the major to have a higher unit requirement, as long as the associate degree does not require more than 60 units.

18. This legislation guarantees admission to a program or major that is similar to the student's community college major or area of emphasis, as determined by the CSU admitting campus. How will "similar" be determined?

This is one of the areas that will be worked out in the SB 1440 Implementation and Oversight committee, which began its deliberations on Nov 2, 2010.

19. How will the implementation team help to inform college personnel about the new law?

As of the end of November, ten presentations have been made and many more are planned in the coming months, including to such groups as the Academic Senate, the CIOs, the Consultation Council, CEOs, CCCAOE, trustees, CSSOs and others. In addition, the Academic Senate has offered webinars and will conduct more in the coming months. Both the Chancellor's Office and Academic Senate will continue to disseminate information as there are developments.

20. Is this legislation going to supersede Title 5 regulations, where community colleges are required to offer 18-unit majors? Can new majors have fewer units?

No, Title 5 regulations are still in effect. All new (and existing) associate degrees must include a minimum of 18 units in a major or area of emphasis. The legislation was designed to be consistent with current policy and is not in conflict with existing Title 5 regulations.

SB 1440

Task List for Discipline Faculty

- View the Transfer Model Curriculum (TMC) Information on the [C-ID](#) website
- Use the TMC template to align existing courses in order to create a new AA-T or AS-T (STEM and CTE)
[TMC Word Templates](#) (Chancellor's Office Credit Program and Course Approval - [Applications and Forms](#))
- Only courses allowed by the template can be included in the degree requirements (the degree should parallel as closely as possible to the template and should include lower division major preparation as per www.assist.org)
- Follow local processes for obtaining approval
- Ask for assistance from articulation officer, transfer center director, and/or counselors if you have additional questions
- Continue to participate in [C-ID](#) process to make suggestions and comments for the degrees and/or descriptors

Additional Local Tasks

1. Contact [Quajuana Chapman](#), Curriculum Advisor or [Lori Suekawa](#), Articulation Officer if you are unable to locate the TMC template for your discipline, or if you have questions about the TMC
2. Begin and/or continue dialogue with discipline faculty about transfer degrees
3. Contact Quajuana to discuss and complete development criteria for Chancellor's Office program approval
4. Submit the transfer degree to the Division Curriculum Committee for review/approval
5. Submit the transfer degree to the College Curriculum Committee for review/approval
6. Quajuana will forward the locally approved Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) and supporting documentation to the Chancellor's Office for approval

ACADEMIC HONESTY

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty.

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

STANDARDS OF CONDUCT

Conduct at El Camino College must conform to the laws of the State of California, District policies, and campus rules and regulations. The El Camino College faculty, staff, and administration are dedicated to maintaining a positive learning environment. Optimal standards for behavior are essential to the maintenance of a quality college environment. These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules, and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action. Disciplinary actions as noted in Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

The following misconduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

I. DISHONESTY

- a. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty including but not limited to:
 - i. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
 - ii. Copying from another student or former student or allowing another student to copy from one's work.
 - iii. Allowing another individual to assume one's identity or assuming the identity of another individual.

- iv. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
 - v. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
 - vi. Obtaining or copying exams or test questions when prohibited by the instructor.
 - vii. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
 - viii. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor.
 - ix. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
 - x. Any other action which is not an honest reflection of a student's own academic work.
- b. Other forms of dishonesty, including but not limited to forgery or attempted forgery of any academic record; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
 - c. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

II. DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT AND EXPRESSION

- a. Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, college personnel.
- b. Any acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm.
- c. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.
- d. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, other college property, or while attending any college-sponsored event, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

- e. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its community service functions or to authorized activities held off campus. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios and roller skates
- f. Failure to comply with the directions of a member of the college certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

III. DRUGS, ALCOHOL AND SMOKING

- a. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Sections 11053-11058 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- b. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.

IV. THEFT, ROBBERY AND DAMAGE

- a. Committing or attempting to commit robbery or extortion.
- b. Causing or attempting to cause damage to District property at any location or to private property on campus.
- c. Stealing or attempting to steal District property at any location or private property on campus, or knowingly receiving stolen District property at any location or private property on campus.
- d. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals on campus.

V. HARRASSMENT AND THREATENING/VIOLENT BEHAVIOR

- a. Causing, attempting to cause, or threatening to cause physical injury to another person including but not limited to: assault, battery, sex crimes including sexual assault or rape.
- b. Committing sexual harassment as defined by law or by District policies and procedures.
- c. Engaging in harassing, hazing, or injurious behavior for any reason or discriminatory behavior based on race, sex, (i.e., gender) sexual orientation, religion, age, national origin, disability, or any other status protected by law.

- d. Willful misconduct which results in injury or death to a student or to college personnel.

VI. WEAPONS AND MISUSE OF FACILITIES

- a. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from the appropriate State agency and a District employee, which is concurred in by the college president.
- b. Unauthorized entry to or use of college facilities, equipment or supplies.

VII. MISCELLANEOUS

- a. Persistent or habitual serious misconduct where other means of correction have failed to bring about proper conduct.
- b. The commission of any act constituting a crime under California law, on campus or any district-owned property or at any college-sponsored event.

References:

Education Code Sections 66300, 66301, 76033

Accreditation Standard II.A.7.b

El Camino College

Adopted: 9/7/78

Amended: 8/21/89, 6/22/92, 5/16/94, 12/21/09

Renumbered: 5/16/05

DISCIPLINARY ACTION

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items C-1 and 5 below), the Director of Student Development or his or her designee (see items C-1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item C8 below).

A. Consequences for Academic Dishonesty

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which academic dishonesty occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development or his or her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

B. Notify Campus Police

Misconduct as noted in BP 5500 sections II, III, IV, V and VI should be brought to the immediate attention of the Campus Police or local police department/security force (for courses taught off campus). This does not preclude a staff member from calling Campus Police for any other misconduct that warrants such action. Campus Police are to be called immediately and a police report will be written with notice to the Director of Student Development, or his or her designee.

C. Discipline

The following types of disciplinary action may be taken or pursued by the college:

1. Warning - A verbal or written notice, given to the student by a faculty member, the Director of Student Development, or his or her designee, or any college manager or delegated authority that continuation or repetition of the specified conduct may be cause for other disciplinary action. A copy of such action shall be sent to the Director of Student Development or his or her designee and placed in the student file.

**El Camino College
Comparative Transfer Trends to California State University Long Beach
2005-06 to 2010-11**

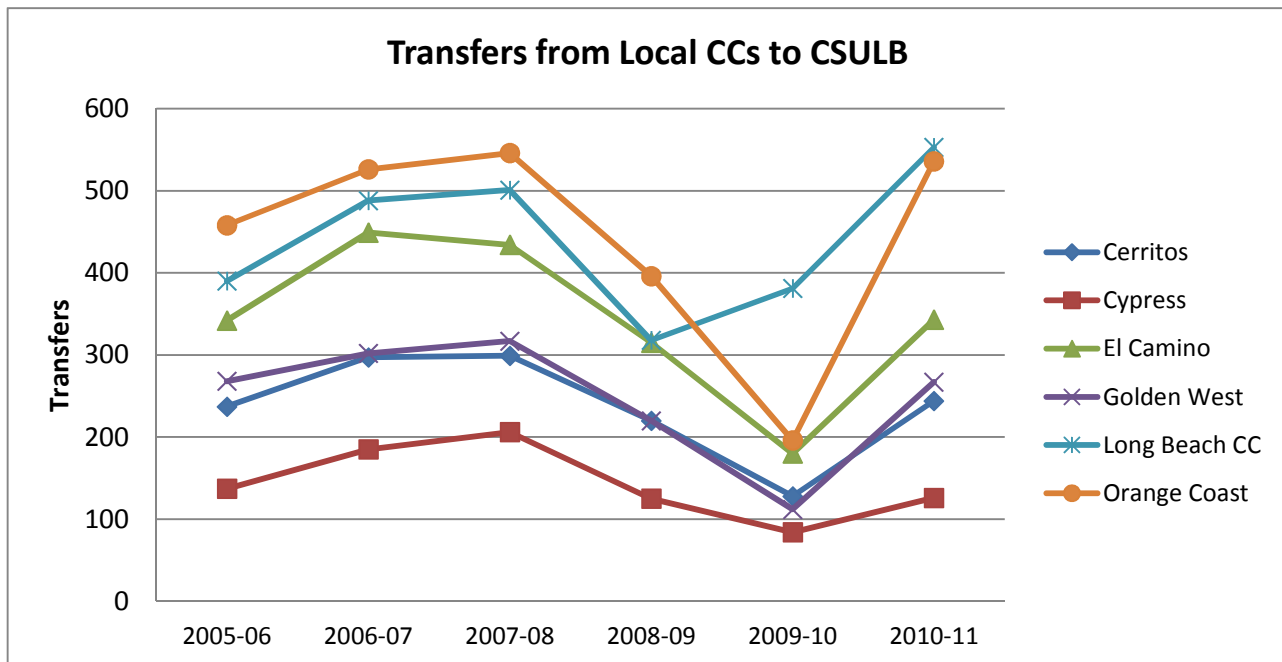
Table 1: Transfers to CSU-Long Beach from Local Community Colleges (5 years) *

Transfer Year:	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Cerritos	237	297	299	220	128	244
Cypress	137	185	206	125	84	126
El Camino	342	449	434	315	180	343
Golden West	268	302	317	220	112	267
Long Beach CC	390	488	501	318	381	553
Orange Coast	458	526	546	396	196	536

Table 2: One-Year Percentage Change in Transfers and Five-Year Change

Transfer Year:	2006-07	2007-08	2008-09	2009-10	2010-11 5-Yr Change
Cerritos	25%	1%	-26%	-42%	91%
Cypress	35%	11%	-39%	-33%	50%
El Camino	31%	-3%	-27%	-43%	91%
Golden West	13%	5%	-31%	-49%	138%
Long Beach CC	25%	3%	-37%	20%	42%
Orange Coast	15%	4%	-27%	-51%	173%

*Enrollment counts rebounded across the system due to Federal stimulus money supporting spring admissions.



Source: California Postsecondary Education Commission (CPEC), retrieved 12/14/2010.

Source of 2010-11 figures CSU Chancellor's Office, retrieved 8/30/2011.