



# Academic Senate of El Camino College 2013-2014

April 3, 2014

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

## Officers & Executive Committee

President	<b>Christina Gold</b>	VP Finance & Special Projects	<b>Lance Widman</b>
VP Compton Educ'l Center	<b>Michael Odanaka</b>	VP Academic Technology	<b>Pete Marcoux</b>
Curriculum Chair	<b>Mark Lipe</b>	Co-VPs Faculty Development	<b>Claudia Striepe</b>
VP Educational Policies	<b>Alice Martinez</b>		<b>Kristie Daniel-DiGregorio</b>
VP Instructional Effectiveness	<b>Karen Whitney</b>	Co-Presidents Elect	<b>Claudia Striepe and Chris Jeffries</b>
Secretary	<b>Chris Jeffries</b>		

<u>Adjunct</u>	(1 yr term)	<u>Health Sci &amp; Athletics/Nursing</u>	<u>Natural Sciences</u>
<b>vacant</b>		<b>Mark Lipe</b> 13/14	<b>Sara Di Fiori</b> 13/14
<b>vacant</b>		<b>Tom Hicks*</b> 13/14	<b>Miguel Jimenez*</b> 15/16
		<b>Mina Colunga</b> 15/16	<b>Anne Valle</b> 15/16
<u>Behavior &amp; Social Sciences</u>		<b>Kim Baily</b> 13/14	<b>vacant</b>
<b>vacant</b>	14/15	<b>Robert Uphoff</b> 14/15	<b>vacant</b>
<b>Christina Gold</b>	13/14		
<b>Kristie Daniel-DiGregorio</b>	14/15	<u>Humanities</u>	<u>Academic Affairs &amp; SCA</u>
<b>Lance Widman*</b>	13/14	<b>Rose Ann Cerofeci</b> 15/16	<b>Francisco Arce</b>
<b>Michael Wynne</b>	14/15	<b>Peter Marcoux*</b> 15/16	<b>Karen Lam</b>
		<b>Kate McLaughlin</b> 15/16	<b>Jeanie Nishime</b>
<u>Business</u>		<b>Barbara Jaffe</b> 14/15	<b>Robert Klier</b>
<b>Phillip Lau*</b>	15/16	<b>Ashley Gallagher</b> 15/16	<u>Associated Students Org.</u>
<b>Tim Miller</b>	15/16		<b>Stefan Ecklund</b>
<b>Josh Troesh</b>	15/16	<u>Industry &amp; Technology</u>	
		<b>Patty Gebert</b> 15/16	<u>President/Superintendent</u>
<u>Compton Educational Center</u>		<b>Ross Durand</b> 15/16	<b>Thomas Fallo</b>
<b>Estina Pratt</b>	14/15	<b>Mark Fields</b> 15/16	
<b>Chris Halligan</b>	14/15	<b>Tim Muckey</b> 15/16	<u>Division Personnel</u>
<b>Essie French-Preston</b>	14/15	<b>Merriel Winfree</b> 15/16	<b>Jean Shankweiler</b>
<b>Michael Odanaka*</b>	13/14	<b>Lee MacPherson*</b> 15/16	<b>Tom Lew</b>
<b>vacant</b>		<u>Learning Resource Unit</u>	
		<b>Moon Ichinaga</b> 13/14	<u>Faculty</u>
<u>Counseling</u>		<b>Claudia Striepe*</b> 13/14	<b>Ken Key</b>
<b>Griselda Castro</b>	14/15		<b>Tom Hazell</b>
<b>Chris Jeffries*</b>	14/15	<u>Mathematical Sciences</u>	<u>Ex-officio positions</u>
<b>Dexter Vaughn</b>	13/14	<b>Zachary Marks</b> 15/16	ECCFT President
		<b>Hamza Hamza</b> 13/14	<b>Sean Donnell</b>
<u>Fine Arts</u>		<b>Arkadiy Sheynshteyn</b> 13/14	<b>Nina Velasquez</b>
<b>Ali Ahmadpour</b>	14/15	<b>Alice Martinez</b> 14/15	Curriculum Chair
<b>Chris Wells*</b>	14/15	<b>Eduardo Barajas</b> 13/14	<b>Mark Lipe</b>
<b>Russell McMillin</b>	14/15		CEC Chair-Elect
<b>Vince Palacios</b>	14/15		<b>Paul Flor</b>
<b>Karen Whitney</b>	14/15		<u>Institutional Research</u>
			<b>Irene Graff</b>
			<b>Carolyn Pineda</b>

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

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



**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** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2013**

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

**SPRING 2014**

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

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

**FALL 2013**

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

**SPRING 2014**

January 23 (if needed)	Board Room
February 6	Board Room
February 21	Board Room
March 6	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER (12:30)</b>		
<b>B. APPROVAL OF MINUTES</b>	<b>A. Minutes – Feb. 18 and March 4, 2014</b>	<b>6-15</b>
<b>C. SPECIAL REPORTS</b>	<p><b>A. Student Success Showcase: Welding.</b> This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued. Renee Newell will make this meeting’s presentation on welding.</p> <p><b>B. Employee Campus Climate Survey 2013 Results.</b> Presentation of survey results by Institutional Research and Planning.</p>	<b>16-33</b>
<b>D. UNFINISHED BUSINESS</b>	<p><b>A. BP/AP 4021 Program Discontinuance.</b> This BP/AP is in the 10+1 purview of the Senate and requires two readings and a vote. This is a new policy/procedure that has been approved by the Educational Policies Committee, Deans Council and the VPAA. This draft contains revisions reflecting discussion at the Feb. 18, 2014 ECC Senate meeting. This is the second reading and the item may be voted on.</p> <p><b>B. Academic Program Review Materials Revision</b> These materials contain three new components: 1. A signature page, 2. The option to add a contrary opinion, and 3. A student satisfaction survey. This is a second reading and the item may be voted on.</p> <p><b>C. Compton Educational Center Faculty Council By-Laws.</b> The Compton Center faculty body has voted on and ratified these revisions. This is a second reading and the item may be voted on.</p> <p><b>D. Academic Senate – Vice President Officer Position Nominations and Election.</b> This is the second round of nominations and the election for VP of Instructional Effectiveness, VP of Finance and Special Projects; and VP of Academic Technology.</p>	<b>34-36</b>  <b>37-64</b>  <b>65-69</b>
<b>E. NEW BUSINESS</b>	<b>A. AP2510 Collegial Consultation.</b> This revision brings the language in AP2510 into alignment with “Making Decisions at El Camino College, 2012-2016.” BP 2510	<b>70-105</b>



# Academic Senate of El Camino College 2013-2014

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April 3, 2014

	<p>and “Making Decisions” are included in the packet for informational purposes. There are no recommended changes to BP 2510. This is a first reading of the revisions to AP 2510.</p> <p><b>B. BP 4027 Administration of Relations with the Academic Senate.</b> This 1972 Board Policy is outdated, has not been updated in 42 years, and is recommended for elimination. It has been superseded by BP/AP 2510 Collegial Consultation.</p>	<p><b>106-109</b></p>
<p><b>F. INFORMATION ITEMS – DISCUSSION</b></p>		
<p><b>G. OFFICER REPORTS</b></p>	<p><b>A. President – Christina Gold</b></p> <p><b>B. VP – Compton Education Center – Michael Odanaka</b></p> <p><b>C. Chair – Curriculum – Mark Lipe</b></p> <p><b>D. VP – Educational Policies – Alice Martinez</b></p> <p><b>E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio</b></p> <p><b>F. VP – Finance – Lance Widman</b></p> <p><b>G. VP – Academic Technology – Pete Marcoux</b>  <b>VP – Instructional Effectiveness – Karen Whitney</b></p>	<p style="text-align: center;">110-120</p> <p style="text-align: center;">121-122</p>
<p><b>H. Special Reports</b></p>	<p><b>I. Assessment of Learning Committee and SLOs Update – Karen Whitney</b></p> <p><b>J. ECC VP of Academic Affairs, Francisco Arce</b></p> <p><b>K. ECC VP of Student and Community Advancement, Jeanie Nishime</b></p>	
<p><b>L. FUTURE AGENDA ITEMS</b>  <b>M. PUBLIC COMMENT</b>  <b>N. ADJOURN</b></p>		



## 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.	Chris Mello, Kaysa Laureano, and Karen Whitney	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 <sup>rd</sup> Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Gold, Chris Jeffries, Claudia Mosqueda, Sara Blake		1-2:00	Library 202

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

# ACADEMIC SENATE ATTENDANCE

18<sup>th</sup>, February 2014

Name: Initials

**Adjunct (1year)**

Vacant

Vacant

**Behavioral & Social Sciences**

Daniel-DiGregorio, Kristie X

Gold, Christina X

Widman, Lance X

Wynne, Michael EXC

Vacant

**Business**

Lau, Phillip X

Miller, Tim X

Troesch, Josh X

**Counseling**

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter

**Fine Arts**

Ahmadphour, Ali X

McMillin, Russell X

Palacios, Vince X

Wells, Chris X

Whitney, Karen X

**Health Sciences & Athletics**

Baily, Kim

Colunga, Mina X

Hazell, Tom

Hicks, Tom

Uphoff, Robert EXC

**Humanities**

Cerofeci, Rose Ann X

Gallagher, Ashley X

Jaffe, Barbara X

Marcoux, Pete X

McLaughlin, Kate X

**Industry & Technology**

Durand, Ross X

Fields, Mark X

Gebert, Pat X

MacPherson, Lee X

Muckey, Tim X

Winfree, Merriel

Name: Initials

**Learning Resources Unit**

Ichinaga, Moon X

Striepe, Claudia X

**Mathematical Sciences**

Barajas, Eduardo X

Hamza, Hamza X

Marks, Zachary

Martinez, Alice EXC

Sheynshteyn, Arkadiy X

**Natural Sciences**

DiFiori, Sara EXC

Jimenez, Miguel X

Valle, Anne EXC

VACANT

VACANT

**Academic Affairs & SCA**

Arce, Francisco

Klier, Bob

Nishime, Jeanie

**Assoc. Students Org.**

Ecklund, Stefan

**Compton Education Center**

French-Preston, Essie

Halligan, Chris

Odanak, Michael X

Pratt, Estina

VACANT

**Ex-officio Positions**

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Evans, Jerome (CEC-VP)

Lipe, Mark (CCC Chair) X

**Deans' Reps.; Guests/Other Officers:**

Lew, Tom X

Pineda, Carolyn X

Shankweiler, Jean X

## ACADEMIC SENATE MINUTES

February 18, 2014

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

Academic Senate President Gold called the second Academic Senate meeting of the Spring 2014 semester to order on February 18, 2014 at 12:35pm. The meeting was held in the Alondra Room.

### Approval of last Minutes:

[See pgs. 6-11 of packet] for minutes of the February 4, 2014 meeting. There was a correction to the attendance sheet that was emailed in by Michael Wynne to say he was excused for the February 4<sup>th</sup> and 18<sup>th</sup> meetings due to activities for Black History Month.

M. Odanaka also had a correction to his Compton Educational Center report on page 8. When he was talking about the Center trying to obtain an exception for the 50/50 Law, the minutes should have read "..., they would owe the state \$500,000," and not \$3.5 million. He further went on to explain that it was the problem with the Cosmetology Department and not being able to claim FTES that could cost \$3.5 million. The minutes were changed to read, "There had been a problem with the Cosmetology Department and them not being able to claim some of their FTES that could cost them \$3.5 million! The problem came with the contracts being set up with beauty schools instead of individual instructors." P. Gebert added that she was involved with this issue at the beginning and even visited the school to make some recommendations which apparently were not followed.

C. Gold announced that she had flipped the agenda to have the reports last in order to get to business that had been postponed from the previous meeting, but since we did not have a quorum at this time, we would start with the reports first until we get a quorum.

### **OFFICER REPORTS**

#### **Academic Senate President's report – Christina Gold (CG) – pages 21-40**

CG turned our attention to pages 21-26 which included a letter from the ACCJC and also the Follow-up Visit Report which included the findings from the evaluation team (one member) of his visit on November 14, 2013. She was happy to report that we have been officially taken off warning by the ACCJC!

#### **VP – Compton Educational Center report – Michael Odanaka (MO)**

MO was happy to report that the District has withdrawn the request for exemption for the 50% law and instead the District and the Federation will work together to see where funds can be applied to meet the law's requirements. MO explained the 50% law indicates that 50% of a district's budget needs to go towards instruction. Unfortunately counselors and librarians are on the wrong side of this law and do not count towards the 50%

#### **Curriculum Committee report – Mark Lipe (ML)**

The packets includes minutes of the November 26, 2013 and December 3, 2013 College Curriculum meetings. He is happy to report that four new AA-T's have been approved and these include Anthropology, Music, Philosophy, and Spanish. HD 115 has also been approved which is a 3-unit career development course. The English Department is also offering a new experimental course titled English 50RWA which combines English 84 and English A to help shorten the path to transfer and graduation for students at the pre-collegiate basic skill level.

**VP – Educational Policies – Alice Martinez (AM)**

AM is out on a short medical leave, so CG gave the report. The minutes can be found on page 55 of the packet.

**Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)**

CS reported that 36 part-time faculty members have now signed up for Part II of “Getting the Job” series. The Book Club will be starting up again and will begin by reading Real Talk for Real Teachers: Advice for Teachers from Rookies to Veterans: “No Retreat, No Surrender!”

**VP- Finance – Lance Widman (LW)**

No report.

**VP – Academic Technology – Pete Marcoux (PM)**

The 2<sup>nd</sup> Annual Technology Conference and Vendor Fair is this Friday. Unfortunately Dell has declined to come to the conference. He still thinks it is going to be a great event and encouraged everyone to attend.

**SPECIAL COMMITTEE REPORTS**

**VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update –Karen Whitney (KW)**

No report.

**ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)**

FA and JN were not available since they both were at College Council.

**INFORMATION ITEMS-DISCUSSION**

**Student Success Showcase: Adaptive PE**

This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued.

Our second program to be highlighted is the Adapted Physical Education Department headed by Mark Lipe. This program works closely with the Special Resource Center (SRC) and Health, Sciences, and Athletics (HSA). It includes a self-paced exercise program which is personalized, has accessible equipment, and courses taught by credentialed instructors. The faculty include himself and Russell Serr, both full-time instructors and part-time instructor, Kathryn Cass, who teaches the adapted yoga class. There are six classes offered within the Adapted PE department: 1) PE 400 – Fitness; 2) PE 401 – Strength Training; 3) PE 404 – Cardiovascular Fitness; 4) PE 402 – Swimming; 5) PE 407 – Bowling; and 6) PE 409 – Yoga. A wide range of students are enrolled with various conditions and disabilities ranging from age 18 all the way up to 93. Student enrollment has gone down since 2007 and currently 157 students are being served by the program. Any age and disability is allowed in the program as long as the student can negotiate campus independently or with the aid of an attendant. They must be able to take care of their personal needs or have an attendant to assist them. Students enrolled in the Adaptive PE program are not affected by the new repeatability regulations and can take the class as often as they would like as long as they are progressing in their goals. Able bodied students can also take the class, but are only allowed to take once. M. Lipe emphasized that the program is not physical therapy and should not be used as such. The program really focuses on connecting and valuing their students by promoting communication among students by providing support groups, networking and referrals for the students in the program. PE 201, Introduction to Adapted PE, is a course offered in the PE Department in which the Adaptive PE program pulls students from to work in the labs. Many of these students are Allied Health majors who get extra points for their program admission requirements by taking PE 201. There are also



two class assistants per class to help in the classrooms along with volunteers who have been screened through HR. Each student has short-term and long-term goals. These goals could be to improve physical fitness, body composition and gross motor skills along with providing social interaction, networking and recreational opportunities. In addition, the program promotes self-advocacy. M. Lipe indicated that approximately 50% of the students in the program are here for personal health, but another 50% want to get a certificate, degree, or transfer. Title 5 allows for course repetition as long as they have a verified disability, are making measurable progress and their educational contract is up-to-date through the SRC. To be classified as a Title 5 repeatable class, at least 51% of the students in the class must have a measurable disability. The program has in the past supported a Future Disability Leader Association (FDLA) Club, but it is currently not active. October is recognized as Disability Awareness month. This program most definitely focuses on the six student-centered success factors especially in the areas of being nurtured and engaged. Many students and especially older adults are intimidated by the application and registration process, so the instructors often take those students directly into their offices to assist them through this process. The instructors have also been known to go up to Big Bear with them on skiing trips and assisting them in a 4 ½ mile wheelchair hike to the beach.

## **UNFINISHED BUSINESS**

### **BP/AP 3200 Accreditation (pages 12-14)**

This BP/AP falls partially within the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Educational Policies Committee and the VP of Student Services and campus Accreditation Liaison Officer. This is the second reading and the Senate may choose to vote. There are just a couple changes in the policy and the procedure is new. Faculty are included in the process and it also includes the creation of a College-Wide Accreditation Team. P. Marcoux moved to accept both the policy and the procedure and C. Wells seconded it. P. Marcoux asked if this was a boilerplate policy and procedure and the answer was yes to the policy, but the procedure was up to the discretion of the District. A. Ahmadpour asked if the creation of this committee just doesn't mean more work for the faculty and CG that it would be a standing committee and it will meet only to make sure our accreditation standards are up-to-date. There was a call for the vote and the motion passed unanimously with one abstention.

### **Senate President Election**

Claudia Striepe and Chris Jeffries names were nominated for the position of co-president of the Academic Senate. As there were no more nominations from the floor, a vote was taken and passed unanimously. They will be serving a two year term starting Fall 2014.

### **BP/AP 4021 Program Discontinuance (pages 15-17)**

This BP/AP falls fully in the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Deans' Council, VP or Academic Affairs, and the Educational Policies Committee. This is the first of two readings.

CG gave a little history about BP/AP 4021 which has been in development since about 2009. Tom Lew has been very instrumental in finally getting us what we have now. This procedure is required by law to be in place at least 6 months after the opening of the campus, so we are a little behind! It is a regrettable fact that sometimes programs do need to be discontinued, so it is imperative we have a policy and procedure in place. Luckily we have only had a few that have been discontinued in the last 10 years, but this new policy and procedure will ensure that it is data driven and purposeful. The important thing is that it puts us in a partnership with administration when dealing with discontinuing a program. CG provided us with a handout titled "Academic Senate of California Community Colleges, Program Discontinuance: A Faculty Perspective Revisited, 2012. She pointed out where in our policy and procedure various recommendations of this paper can be found. C. Wells asked if this BP and AP dealt with only academic programs because it seems like we would need one for student services too. P. Marcoux asked if we should go under the assumption that the discontinuing of a program is always

initiated by administration and CG said that no, the procedure allows for deans or faculty to initiate the process. One important point is that it cannot be part of program review. A. Ahmadpour noted that we have had discontinued programs and used the Culinary Program as an example. He feels it is very important that the Academic Senate be included in the decision to discontinue a program. C. Wells would like to see a better definition of a program. L. MacPherson wonders what triggers the initiation of the process. He understands that the task force will be looking at the data, but how does it all start? He feels if we are even looking at discontinuing a program than it becomes a snowball effect and before you know it, the program is discontinued. How can we be assured that the triggers that started the process are even the same ones being looked at by the task force? T. Lew replied by saying that we have to agree on the criteria and they are listed on page 2 (17 of the packet) of the procedure. C. Wells wonders how this procedure deals with de facto discontinuance or when the dean begins minimizing the offerings of the program. He feels this is not addressed and this can often be an arbitrary decision. CG felt that this is addressed in curriculum since courses are required to be offered in a certain timeframe. T. Lew said it is the right of the district as to which courses to offer. C. Wells would like to see a revitalization of a program before we decide to discontinue it. He recommends the steps be intervention, program viability and then discontinuance. CG noted that Title 5 only requires a discontinuance policy and procedure. C. Wells acknowledged that this policy and procedure is fine as far as discontinuance is concerned, but those other areas also need to be looked at. CG feels our program review process is so highly improved from the past since it is much more rigorous, data driven, and required every four years that the recovery of a program can be helped along in that process. L. MacPherson did agree that the recommendations that come out of the program review should address this and there have been lots of improvements with the current program review process. M. Lipe also noted that curriculum is addressed in the program reviews. CG pointed out that the task force recommendations will be presented in a report that explains the decision and provides the relevant data. J. Troesh feels the procedure just creates a mechanism to provide a recommendation and he is concerned with what "it" means in the procedure. T. Lew said he would work on this. C. Wells asked who develops a program creation program and M. Lipe said it is faculty driven and labor market supported. The Chancellor's office has a handbook that describes this process.

#### **ADJOURN**

The meeting adjourned at 1:57pm.  
CJ/ECCSpring14

# ACADEMIC SENATE ATTENDANCE

4<sup>th</sup>, March 2014

Name: Initials

## Adjunct (1year)

Vacant

Vacant

## Behavioral & Social Sciences

Daniel-DiGregorio, Kristie EXC

Gold, Christina X

Widman, Lance

Wynne, Michael X

Vacant

## Business

Lau, Phillip

Miller, Tim

Troesch, Josh

## Counseling

Castro, Griselda

Jeffries, Chris X

Vaughn, Dexter

## Fine Arts

Ahmadphour, Ali

McMillin, Russell EXC

Palacios, Vince

Wells, Chris

Whitney, Karen

## Health Sciences & Athletics

Baily, Kim

Colunga, Mina X

Hazell, Tom

Hicks, Tom

Uphoff, Robert EXC

## Humanities

Cerofeci, Rose Ann

Gallagher, Ashley

Jaffe, Barbara

Marcoux, Pete

McLaughlin, Kate

## Industry & Technology

Durand, Ross

Fields, Mark

Gebert, Pat

MacPherson, Lee

Muckey, Tim

Winfree, Merriel

Name: Initials

## Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

## Mathematical Sciences

Barajas, Eduardo

Hamza, Hamza

Marks, Jachary

Martinez, Alice

Sheynshteyn, Arkadiy

## Natural Sciences

DiFiori, Sara EXC

Jimenez, Miguel

Valle, Anne X

VACANT

VACANT

## Academic Affairs & SCA

Arce, Francisco

Klier, Bob

Nishime, Jeanie X

## Assoc. Students Org.

Ecklund, Stefan

## Compton Education Center

French-Preston, Essie

Halligan, Chris

Odanak, Michael

Pratt, Estina X

VACANT

## Ex-officio Positions

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Evans, Jerome (CEC-VP)

Lipe, Mark (CCC Chair)

## Deans' Reps.; Guests/Other Officers:

Grigsby, Alice X

Perez, Barbara X

Several faculty from the Math Division at the Compton Center were also in attendance.

## ACADEMIC SENATE MINUTES

March 4, 2014

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

Academic Senate President Gold called the third Academic Senate meeting of the Spring 2014 semester to order on March 4, 2014 at 12:35pm. The meeting was held in the Board Room at the Compton Educational Center.

### Approval of last Minutes:

Since there was not a quorum at the meeting due to the location being changed to the Compton Center and not all the Torrance faculty could make it, the approval of the minutes was put on hold until the next meeting.

### **OFFICER REPORTS**

All the reports were not given since not all of the officers could be in attendance. There was also a change in the order of the agenda.

### **SPECIAL COMMITTEE REPORTS**

#### **ECC VP of Compton Center – Barbara Perez (BP)**

BP welcomed all to the Center and talked about recent improvements on the campus. There is almost 100% lighting throughout the campus during the evenings. This is the first time in 10 years the campus has been lit up. The Library/Student Success Building will open up the week after spring break and the grand opening is scheduled for Wednesday, April 15<sup>th</sup> at 2pm. The Allied Health building which closed in 2007 is being demolished and the start of the new building will begin next month. It will mirror the 4<sup>th</sup> floor Allied Health facilities in the MBA building on the main campus.

The Center is working on the eligibility requirements for accreditation which started with the formation of a steering committee in 2012. All sub-committees have now been formed. The Center has partially met the SLO requirements. Finance, Institutional Effectiveness, Institutional Planning, and Program Review Committees have all been included in the planning. The last report showed that the Center had not met all the standards. There have been successful audits in the last two years, so the Center should be financially secure. The Program Review has been somewhat sluggish, but they now have a template that is being used, so that should move the process along. Comparable accreditation standard committees were formed at the Center during the main campus' self-evaluation. There were some hard feelings on the campus by some who felt their additions did not get into the report, but BP feels we now have a backbone for what will go into the Center's own self-evaluation. Now the Center will have to look to see if they have met the standards on their own. They will create action plans to be used in meeting the standards. One area which cannot be on its own now is curriculum since the Center is now using all of ECC's curriculum which often leaves the faculty feeling they do not own the curriculum. The first step is for the Center to become its own "college" within the ECC District and then the move towards eligibility for accreditation which will take about eight years. Keith Curry, the current CEO will become the provost when eligibility is submitted by the end of 2014. The ACCJC has been notified that this is going to be happening. They are working on producing a document by July which they will share with the Board of Trustees on each campus to start the eligibility process. Bob Klier will help draft this document.

The Center has recently had four new hires and plans on hiring 9 new positions. They are also working on beefing up the CTE programs.

## **INFORMATION ITEMS – DISCUSSION**

### **Student Success Showcase: Accelerated Math – Lars Kjeseth and Susan Taylor (LK and ST)**

This agenda item was taken out of order since Susan and Lars had to attend a department meeting on campus. This showcase highlights six ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued.

LK started by giving a history of the accelerated math program at ECC. In Fall 2011, two new developmental math courses were introduced to enhance our current program. These included Math 37 which is a Basic Accelerated Mathematics (BAM) class and Math 67 which is a General Education Algebra (GEA) class. The need for these classes became apparent when studying completion rates of students who started in developmental math classes and eventually passed a transfer level math. Overall, only 41% of our students complete their developmental math classes after two years and only 10% actually completed a transfer-level math class after two years. If a student started all the way down in our first remedial Math 12 class, only 7% of those students completed the developmental math sequence after two years and only 1% completed a transfer-level math class! The question became how they could complete this in less time. Math 37 was designed to serve all students and basically combines Math 12, 23 and 40 and with different passing levels, allows students to enroll in either Math 67 or Math 80. The GEA (67) class is suitable for most general education transfer-level math courses while the Math 80 is more designed for STEM majors. After just two years of a cohort for the BAM classes there was an increase to 46% who had completed the developmental math sequence and 6% who had completed a transfer-level math class. After one and half years, the GEA completion rate was 66% for developmental courses and 14% for transfer-level courses. The question came up as to how this was achieved and ST stated that the content and pedagogy was changed for these courses. In addition these students started as a cohort which helped enrich the experience. A Compton Center faculty member asked if this could work without a computer lab or the tutoring component. LK said that ideally the labs and tutors are needed to provide support and daily connection for the students, but it can be made to work wherever it needs to be. When looking at the six Student Success Factors, the program specifically promotes the feeling of being nurtured. Both BAM and GEA use a number of methods that help students feel cared about, including counselor intervention and frequent one-on-one consultations with instructors. BAM and GEA students engage with real-life, data-driven, and authentic examples that highlight the investigative nature of quantitative analysis. BAM and GEA students feel connected to each other through classroom group work and SI sessions. BAM and GEA honor students' past experiences by allowing students to leverage their prior knowledge more efficiently. LK pointed out that many students have exhausted their three chances to take Math 12 or 23, so BAM is a great alternative. BAM and GEA have reshaped the Developmental Mathematics program, so that it serves all students, but it really isn't ideal for students aiming for the calculus sequence. ST pointed out that this program works on the affective domain and focuses on time management and goal setting. The program is heavily computer based, so the student should be familiar with how to turn a computer on and use a mouse. No program can be designed to work for everyone, but this is proving to be effective for many students. Currently there are nine sections of BAM being offered and six of GEO.

### **Academic Senate President's report – Christina Gold (CG) – pages 11-20**

CG turned our attention to page 12 of the packet and the minutes of the College Council meeting on February 24<sup>th</sup>. The Spring 2013 Employee Campus Climate Survey results were presented to the deans, PBC, and to Senate. CG said there were no real surprises, but it was not as good as she would have hoped. The biggest area of concern was communication. Focus groups are being developed to address the issues brought up in the survey.

Pages 16-18 include the notes of the Student Success Advisory Committee meeting. Irene Graff had presented a report of the degrees and certificates awarded by both the main campus and the Center. ECC showed an increase in degrees being awarded by 78% over the last five years and a 36% increase in certificates over the same time period. At the Center, there was an 88% increase in degrees and a 49%

increase in certificates. The Advisory group has looked at the automatic awarding of degrees, but after a working group formed and discussed this option, it was decided not to award degrees like this at this time.

**VP – Compton Educational Center report – Michael Odanaka (MO)**

No report.

**Curriculum Committee report – Mark Lipe (ML)**

The minutes of the CCC for January 28<sup>th</sup> and February 11<sup>th</sup> can be found in the packet. They are mostly doing course review right now.

**VP – Educational Policies – Alice Martinez (AM)**

AM is still out on a short medical leave, but the minutes of the Ed Policies Committee can be found on page 32 of the packet. They will next be looking at collegial consultation.

**Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)**

CS turned our attention to the minutes of the Faculty Development Committee meeting found on pages 33-34. Thirty-three adjuncts attended the Getting the Job Series Part 2: The Interview last Friday.

KD is working with Katie Gleason in the Foundation Office on getting a monetary prize for the adjunct winners. The prize could be as high as \$500.

There have been no Etudes training this semester because Francine has gone and a replacement hasn't been hired.

**VP- Finance – Lance Widman (LW)**

LW forwarded these notes. Minutes of the PBC can be found on pages 35-36. 1) Dartboard Projection: What is humorously referred to as a "projection" or an "estimate" is in fact a total shot in the dark as it relates to the Governor's May Revision for 2014-15 much less the 5-year Budget Assumptions. Pick a number, any number. 2) Enrollment Report: The goal for 2014-15 is 4% growth rather than 3% on the assumption that other districts in the state will not reach their enrollment caps to qualify for growth, thus hopefully leaving extra money for those districts such as ECC that do. If that is not the case, ECC should still get 3% growth funding. 3) Board of Governor's Fee Waiver (BOGFW): Please read this carefully. The regulations going into effect in Fall 2016 have the potential significant downside impact on ECC enrollment (loss thereof). Remediation plans are currently under discussion to hopefully reduce that possibility. M. Colunga asked if we had met 3% and J. Nishime replied that we have not, but have been borrowing from summer and we are growing this summer in order to make it up. C. Jeffries asked how if we can't even hit 3% can we expect to reach 4% growth and J. Nishime said it is just a goal.

**VP – Academic Technology – Pete Marcoux (PM)**

No report.

**SPECIAL COMMITTEE REPORTS**

**VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update –Karen Whitney (KW)**

The Academic Program Review Committee (APRC) completed the training of the faculty completing program reviews for the fall last week. This year there will only be nine program reviews submitted. We have added a student survey to the template. A survey was also sent to faculty who participated in program review last year.

All SLOs and assessments have been entered into TracDat, so now we will know what is due each semester. The Fall assessments experienced some software technical problems, but the reports and data are very well written thanks to faculty who have worked so hard. M. Colunga asked where we were with SLOs and assessments before we were on warning and where we are now that we are off warning. J. Nishime said the accreditation draft has been posted and we have made great progress. The final will be

sent to the Board in June, bound in July and sent to the ACCJC at the end of September or early October. JN said that faculty has done a great job and all nine recommendations have been resolved. CG would like to send particular parts of the self-accreditation report to individual people.

**ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)**

JN reported on the implementation of the Student Success Act and where we are as a college. W. Garcia asked how it jives with Prop 209 being that we cannot give preferential treatment based on race or ethnicity. There definitely could be a disproportionate impact and it indeed is an interesting dilemma. L. Bean reinforced that we cannot give preferential treatment. C. Wells asked if the Prop 209 dilemma was being discussed anywhere else. CG noted that the federal government does the same thing and we need to follow. She also noted that the BOGW is a state-aid.

**UNFINISHED BUSINESS**

None

**NEW BUSINESS**

**Academic Senate – Vice President Officer Position Nominations**

The following officer positions are currently open: Faculty Development Co-VP, Institutional Effectiveness, Finance, and Technology.

CG will also be appointing a new secretary for one year to replace Chris Jeffries as she steps in as Senate Co-President.

**Academic Program Review Materials Revisions – pages 39-66**

These materials contain three substantial revisions: 1) The addition of a signature page, 2) The addition of the possibility to add a contrary opinion, and 3) The inclusion of a student satisfaction survey. This is a first reading of these changes. Page 41 includes the Analysis of Student Feedback. This is a new section and is still in draft form. The APRC is currently working on this, but it is proving to be very friendly. Page 42 includes Dissenting Opinions. This too is a new area and it avoids holdups in the program review when faculty do not agree or the dean doesn't agree with the review. Page 66 is the Review Sheet which includes a check off that they have been consulted. This doesn't mean they have to agree. This will be brought back to the next Senate meeting for a 2<sup>nd</sup> reading and possible vote.

**Minimum Qualifications – Sociology – pages 67-76**

The Sociology Program is requesting that we adjust our local minimum qualifications to mirror the state minimum qualifications of "Master's in sociology OR the equivalent." Our local ECC minimum qualifications are printed in the packet for your information. The requested change is as follows: "Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent. The program feels the current minimum qualifications are too restrictive. There are other programs such as Art History, Political Science, and Ethnic Studies that have similar issues. Barb Perez is currently working on this for us.

**ADJOURN**

The meeting adjourned at 2:01pm.

CJ/ECCSpring14

# Employee Campus Climate Survey



## Spring 2013 Survey Results

Institutional Research and Planning  
January 2014

El Camino College created and disseminated a survey to all employees during the spring of 2013. This document provides outcomes and analysis of the results of that survey and compares results to the employee survey conducted in 2010.



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## Highlights

- The survey respondent demographics were representative of the campus. However, the number of women respondents is about 13% higher than the actual college population.
- Opinion questions were grouped into six themes, or factors. Each factor was considered important by employees.
- Agreement on each factor was lower than for average importance ratings. The only highly rated factor was El Camino College's fulfillment of its mission. The rest were closer to neutral.
- Two factors, though close to neutral, were rated negatively. These are Communication and Planning.
- Eighty-one percent of the opinion items which were carried over from the 2010 survey were rated considerably lower in 2013.
- No major differences in opinions were given based on employment status (full-time/part-time), gender, or sexual orientation. There were a few differences in opinion based on employee group (classification) and ethnicity. Notable differences on specific items are noted in the narrative for each section below.

## Introduction

El Camino College (ECC) administered an opinion survey to all faculty and staff in spring 2010 to gauge general opinions about five topics: Campus Mission, Campus Climate, Communication, Student Service, and Relations between El Camino College and Compton Center. The questions were developed at ECC and Compton Center, combining questions from 2001 and 2006 surveys with several new items. Both the 2006 and 2010 surveys asked ECC employees to rate statements under each topic by both level of agreement with a statement as well as level of importance for the related subject.

For 2013, a factor analysis of the 2010 survey identified six themes: Campus Work Environment, Communication, Service to Students, Employee Inclusion, Mission, and Planning. The 2013 survey was administered during the Spring 2013 semester to all employees of El Camino College. The survey instrument included nine background questions and 36 opinion questions. While most questions were kept the same to maintain continuity, some questions were removed on the basis of the factor analysis. In response to AB 620, the survey included two additional background questions for sexual identity and gender expression as well.

A copy of the survey is provided in [Appendix A](#) of this report. A separate report containing Compton Center responses is available.

The survey was distributed to all employees via two modes: online and scannable paper form where Internet access was inconvenient. The survey was distributed to the entire employee population of 1,281. A total of 436 surveys were returned (mostly online) for a total response rate of 34%. The margin of error in responses is  $\pm 3.8$  percentage points (with 95% certainty).

This report summarizes the results from the spring 2013 survey including the mean, or average, rating for each item, graphical displays and the item frequencies (response tallies—see [Appendix C](#)). A glossary of statistical terms is provided in [Appendix B](#). Specific comments from the survey are in a separate document.

## Background Information

The faculty and staff survey began with a set of nine background questions. These were employee group (employment type), division location, length of employment, employment status (full time/part time), frequency of ECC email use, and gender/ethnicity. These items are summarized below.

The Employee Group item (Table A below) shows the percentage of responses submitted by each employee group. There were an almost equal number of responses from faculty and staff. Five people declined to select a classification. Figure 1 shows

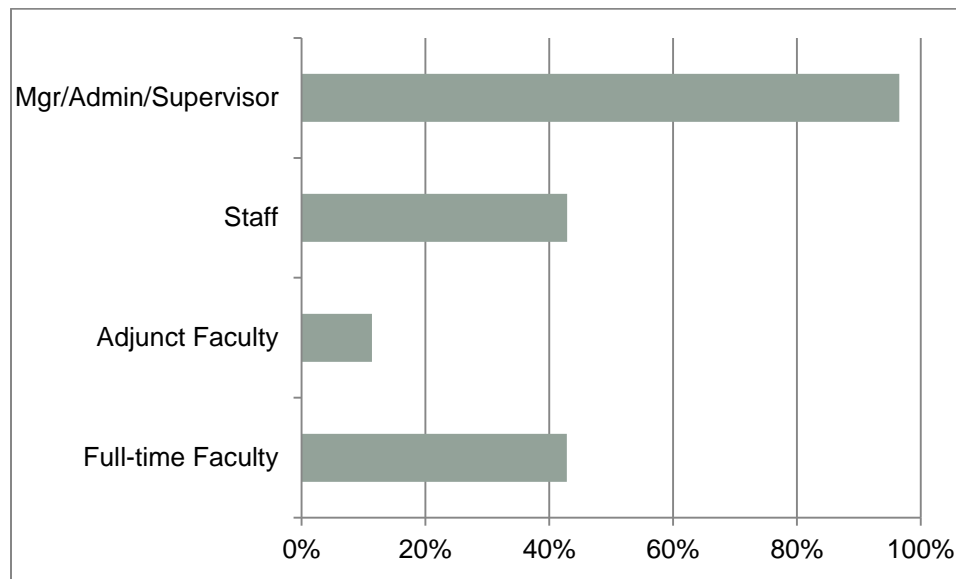
the response rate for each employee group. Almost 100% of the administrators responded. Full-time faculty and staff each responded at close to 43%. Only eleven percent of the adjunct faculty responded. The distributions for Area and Division (Table B and Table C) are also provided below; no comparison percentages are provided. The large numbers of “N/A (No Answer)” for these items is due to the fact that respondents were guided either towards B or C depending on their employee group.

“Valid %” in the tables below represents the percentage of people who selected a response and excludes people who abstained from responding to the question.

**TABLE A: EMPLOYEE GROUP**

	n	%	Valid %
Faculty	197	45.2	45.7%
Manager/Administrator/Supervisor	57	13.1	13.2%
Staff	177	40.6	41.1%
N/A	5	1.1	
Total	436	100.0	

**FIGURE 1: EMPLOYEE GROUP RESPONSE RATE**



**TABLE B: ADMINISTRATIVE AREA**

	n	%	Valid %
Academic Affairs	125	28.7	35.1%
Administrative Services Student and Community Advancement	59	13.5	16.6%
Other	72	16.5	20.2%
N/A	100	22.9	28.1%
Total	436	100.0	

**TABLE C: ACADEMIC DIVISION**

	n	%	Valid %
Behavioral & Social Sciences	22	5.0	6.9%
Business	18	4.1	5.6%
Fine Arts	31	7.1	9.7%
Health Sciences & Athletics	44	10.1	13.8%
Humanities	42	9.6	13.2%
Industry & Technology	23	5.3	7.2%
Learning Resources	18	4.1	5.6%
Mathematical Sciences	29	6.7	9.1%
Natural Sciences	15	3.4	4.7%
Other	77	17.7	24.1%
N/A	117	26.8	
Total	436	100.0	

Three quarters of the responses came from employees who had been with El Camino College for five or more years. Eighty percent of the respondents were also full-time employees. The full-time employee group is over-represented in the survey results. As stated earlier, part-time faculty are under-represented.

**TABLE D: YEARS EMPLOYED**

	n	%	Valid %
Less than 1 year	22	5.0	5.1%
1 to 5 years	82	18.8	19.1%
More than 5 but less than 16 years	183	42.0	42.7%
16 years or more	142	32.6	33.1%
N/A	7	1.6	
Total	436	100	

**TABLE E: EMPLOYEE STATUS**

	n	%	Valid %
Full-Time	340	78.0	80.2%
Part-Time	84	19.3	19.8%
N/A	12	2.8	
Total	436	100	

**TABLE F: HOW OFTEN DO YOU CHECK ECC EMAIL?**

	n	%	Valid %
Daily	400	91.7	93.0%
Every two weeks or less often	2	0.5	0.5%
Never or don't have one	4	0.9	0.9%
Rarely	4	0.9	0.9%
Weekly	20	4.6	4.7%
N/A	6	1.4	
Every two weeks or less often	436	100	

Women are over-represented in this survey. Females make up 57% of the employee population but make up 69% of the people who answered the survey. The college does not currently collect data on sexual orientation but six percent of respondents identified as LGBT with 12% indicating they are unsure. At this point it is unclear if they are unsure about their identity or the terminology used in the question<sup>1</sup>. Ethnically and racially, the respondents closely match the population of employees at El Camino College.

<sup>1</sup> LGBT is an abbreviation of Lesbian, Gay, Bisexual or Transgender.

**TABLE G: WHAT IS YOUR GENDER IDENTITY?**

	n	%	Valid %
Female	301	69.0	70.5%
Male	124	28.4	29.0%
Other	2	0.5	0.5%
N/A	9	2.1	
Total	436	100	

**TABLE H: DO YOU IDENTIFY AS LGBT?**

	n	%	Valid %
Yes	25	5.7	6.1%
No	336	77.1	82.0%
Not sure	49	11.2	12.0%
N/A	26	6.0	
Total	436	100	

**TABLE I: RACE/ETHNICITY**

	n	%	Valid %	Employee Distribution
African-American/African	36	8.3	8.4%	162 (12.7%)
American Indian/Alaskan Native	2	0.5	0.5%	2 (0.2%)
Asian-American/Asian or Filipino	50	11.5	11.7%	202 (15.8%)
Decline to state	48	11.0	11.2%	26 (2.0%)
Latino	61	14.0	14.3%	216 (16.9%)
More than one race or ethnicity	13	3.0	3.0%	3 (0.2%)
Other	15	3.4	3.5%	0 (0%)
Pacific Islander or Hawaiian Native	4	0.9	0.9%	12 (0.9%)
White	199	45.6	46.5%	658 (51.4%)
N/A	8	1.8		
Total	436	100		

## Opinion Responses

This section provides statistical summaries for each of the six identified climate factors. Each summary provides the count (n) and mean or average rating (see Glossary in Appendix B) on both importance of and level of agreement with each statement. The



scale for all items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree, with 0=N/A. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies for each item can be found in Appendix C.

The difference between the agreement mean rating and a hypothetical neutral response (2.50) is provided in the column labeled “Mean - Neutral.” Negative numbers indicate that there was more disagreement with the statement. Statistically significant differences from the neutral response of 2.50 are indicated with one or more stars (\*).

The difference column for the mean rating and a neutral response is not shown for Importance. Mean importance ratings on many items were statistically significant and positive, indicating ECC employees found the topics on the survey, on average, Important or Very Important.

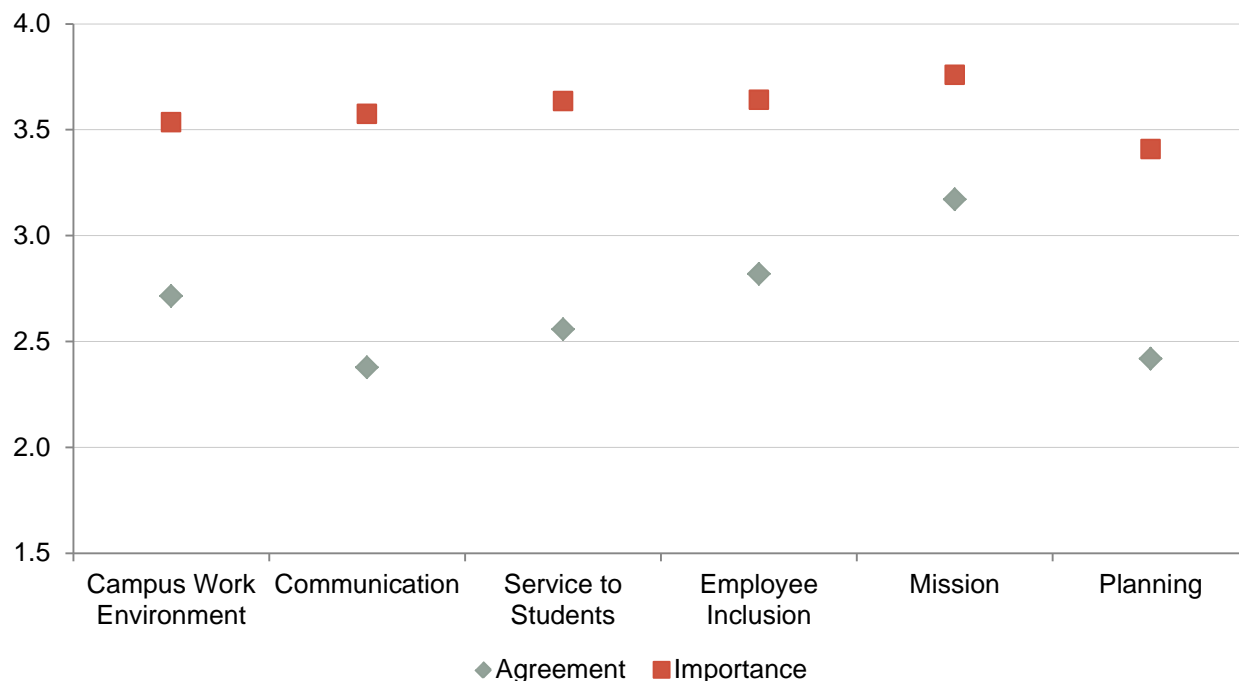
Most questions on the survey were carried over from the 2010 survey. Where applicable, the “mean-neutral” rating from 2010 is also included for comparison purposes.

### Factor Summary

Using the 2010 administration of the Employee Climate Survey, six factors, or themes were identified based on patterns of responses. These themes are **Campus Work Environment, Communication, Service to Students, Employee Inclusion, Mission, and Planning**. Figure 2 below illustrates the average importance and agreement values given to each factor based on employee responses. A neutral value of 2.5 is used and the extent to which the ratings average is above or below this value indicates how positively or negatively the statement was viewed. Each factor was considered important to employees. Agreement with the statements was much lower than for importance ratings and most of the averages hover near the neutral value. Two factors, communication and college direction, have below neutral averages. The highest rated factor is how employees feel El Camino College is fulfilling its mission. The ratings for agreement and importance for each item by factor can be seen in the next section of this report.

Statistical significance refers to the likelihood that the results seen are due to chance. Smaller *p-values* indicate greater significance which gives us greater confidence that the results reflect what is happening in the population.  $p < .05$  means we are 95% sure the results are not due to chance. However, with a large enough sample size, results will often be significant. What is more important here is the magnitude of the differences seen between employee opinions and the neutral opinion. See Appendix B for more information.

**FIGURE 2: CLIMATE FACTOR AVERAGES**



### **Campus Work Environment**

Campus Work Environment consists of survey items related to the job and interactions with colleagues. This is the largest climate factor in terms of the number of survey questions related to it. All of the questions in this factor were considered important indicators; however there was much lower agreement with how well El Camino College is satisfying each question. The questions with the highest levels of agreement were items 4, 26, and 35. People felt that ECC “is planning for the future,” employees use services to “support student achievement and learning,” and were satisfied with the level of diversity at the college.

There were three prompts which received neutral responses. These include, “a climate for innovation and change” on campus, program improvement based on an evaluation process, and meaningful feedback for employee performance (items 9, 10, and 12).

There are two items that had a negative agreement. Employees were less willing to say that all employees “contribute to meeting [ECC’s] mission” and that management “lead by example” (Items 5 and 18). Item 5 was a major shift as it was positively rated in the 2010 employee survey, while item 18 was neutral in 2010.

**FACTOR 1: WORK ENVIRONMENT**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
3. ECC promotes a common language that supports and reinforces the college mission.	349	3.44	395	2.79	0.29	***	0.17
4. El Camino College is planning for the future.	363	3.69	417	3.00	0.50	***	0.66
5. All members of ECC contribute to meeting its mission.	357	3.60	409	2.38	-0.12	**	0.16
9. A climate for innovation and change is present on campus.	364	3.51	413	2.54	0.04		0.20
10. Improvements are made to most programs and services following an evaluation process.	365	3.51	383	2.45	-0.05		0.12
11. Employees take pride in working for ECC.	376	3.58	412	2.78	0.28	***	0.65
12. Employees at ECC are given meaningful feedback concerning their performance.	373	3.55	407	2.54	0.04		0.24
16. I have access to the training that can help me improve my job skills.	370	3.53	406	2.86	0.36	***	0.56
17. The College is a welcoming environment for faculty and staff.	372	3.57	414	2.72	0.22	***	0.50
18. Supervisors, managers and administrators lead by example.	367	3.63	402	2.24	-0.26	***	0.03
24. Faculty and staff treat each other with respect when services are requested.	370	3.61	415	2.92	0.42	***	0.63
26. I take advantage of the College's programs and services used to support student achievement and student learning.	314	3.43	339	3.01	0.51	***	0.56
27. Faculty, staff, and managers engage in dialogue regarding planning, program review and SLO processes.	341	3.40	376	2.80	0.30	***	NA
35. I am satisfied with my campus experience/environment regarding diversity at this college?	358	3.45	406	2.95	0.45	***	NA

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

Faculty and staff had negative agreement with the statement that management “lead by example” (item 18) while managers gave it a neutral rating. African-American employees are neutral in terms of satisfaction with “campus experience regarding diversity” (item 35) while White, Latino, and Asian-American employees showed agreement with this statement. Other items in this factor demonstrated no difference in opinion based on employee status, gender, or sexual orientation.

### Communication

Communication on campus is lacking, according to the employee survey. There were six questions on the survey which related to this factor. The two positively rated statements indicate employees feel they can “talk to management about concerns” and college publications help to “understand the campus and its concerns” (items 23 and 21).

“ECC disseminates information in a timely manner” (item 20) was rated neutral.

Three items were rated negatively. These are “senior management effectively address challenges facing ECC” (item 15), “ECC communicates openly with employees” (item 19) and even though individuals feel they can talk to management about their concerns, many feel that their colleagues cannot (item 22). Item 15 was positively rated in the 2010 survey.

#### **FACTOR 2: COMMUNICATION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
15. Senior management effectively addresses the challenges facing ECC.	372	3.67	404	2.14	-0.36	***	0.08
19. ECC communicates openly with employees at all levels.	372	3.65	410	2.11	-0.39	***	-0.03
20. ECC disseminates information in a timely manner.	368	3.57	410	2.43	-0.07		0.24
21. Reading College publications helps me to understand the campus and its concerns.	357	3.27	399	2.79	0.29	***	0.51
22. The majority of our employees feel that they can talk to management about their concerns.	370	3.63	401	2.16	-0.34	***	-0.03
23. I feel that I can talk to management about my concerns.	366	3.66	409	2.63	0.13	**	0.43

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

Faculty and staff had negative agreement with the statements that management “effectively address challenges” (item 15) and “ECC communicates openly” (item 19) while managers gave both neutral ratings. Faculty and staff also showed a difference in agreement with management about the ability to voice concerns (item 23) giving that item a neutral rating while management showed positive agreement.

### Service to Students

Six items measured service to students. Employees feel ECC is “a welcoming environment” (item 29) and that employees “value the needs of students” (item 32).

Two items showed neutral agreement. One was the adequacy of services to students (item 31). Another neutral rating was given to item 34 (“services to students are better than they were 5 years ago”).

Employees had negative agreement with the notion that the college has “done all it can to improve processes for students” and they don’t feel services to students are sufficient regardless of time or day of enrollment (items 30 and 33).

### FACTOR 3: SERVICE TO STUDENTS

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
29. ECC is a welcoming environment for students.	362	3.72	403	3.04	0.54	***	0.71
30. The college has done all it can to improve processes for students.	353	3.65	386	2.20	-0.30	***	0.04
31. Services provided to students on campus are adequate.	353	3.64	390	2.57	0.07	*	0.36
32. The needs of students are valued by College employees.	360	3.65	402	2.86	0.36	***	0.57
33. Services to students are sufficient regardless of the day of the week or time of day.	348	3.56	385	2.21	-0.29	***	-0.11
34. Services to students are better than they were 5 years ago.	319	3.58	320	2.45	-0.05		0.16

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

There is only one item in this factor that shows a demographic difference in opinions. Latino and Asian-American/Asian or Filipino employees are neutral about whether services are sufficient regardless of day or time (item 33), while White and African-American employees display negative agreement.

## Employee Inclusion

The employee inclusion factor contains five questions about the extent to which employees feel like they are part of the campus community. There was a high level of agreement with three of the five statements. Employees feel they understand how they help the college achieve its mission (item 6). They feel ECC strives to provide a safe environment (item 7). They also agree with the statement that the college is respectful of religious, ethnic, and other differences (item 8).

There was neutral agreement with the level to which ECC embraces teamwork (item 13). Employees showed strong disagreement with the statement that morale is high on campus (item 14).

### **FACTOR 4: EMPLOYEE INCLUSION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
6. I understand my role in helping the college achieve its mission.	356	3.62	421	3.39	0.89	***	NA
7. The College has made a good effort to provide a safe campus environment.	361	3.75	417	3.14	0.64	***	0.65
8. The campus climate is respectful of religious, ethnic, and other differences.	360	3.65	412	3.17	0.67	***	0.84
13. ECC embraces a spirit of teamwork.	369	3.54	409	2.43	-0.07		0.18
14. Morale on campus is high among employees.	377	3.65	416	1.96	-0.54	***	-0.12

\* Difference is statistically significant at the .05 level ( $p < .05$ ). See appendix B.

\*\* Difference is statistically significant at the .01 level ( $p < .01$ ).

\*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

## Mission

Employees generally believe ECC is fulfilling its mission. Both parts of the college mission statement received positive responses from employees (items 1 and 2).

### FACTOR 5: MISSION

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean -Neut
	n	Mean	n	Mean			
1. ECC ensures the educational success of students in our diverse community.	363	3.74	417	3.09	0.59	***	0.61
2. ECC offers quality, comprehensive educational programs and services.	363	3.78	421	3.25	0.75	***	0.90

\* Difference is statistically significant at the .05 level ( $p < .05$ ). See appendix B.

\*\* Difference is statistically significant at the .01 level ( $p < .01$ ).

\*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

### Planning

Employees were neutral in terms of their understanding of “how college funds are budgeted” (item 25). They had a slightly negative agreement that their input is used to make “meaningful changes” in college practices (item 28). This factor was the only one in which there was no real difference between employee opinions in 2010 and 2013.

### FACTOR 6: PLANNING

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean -Neut
	n	Mean	n	Mean			
25. I understand how college funds are budgeted.	364	3.37	401	2.50	0.00		0.03
28. My input has translated into meaningful changes in policy, practices or other administrative changes.	335	3.44	363	2.34	-0.16	**	-0.11

\* Difference is statistically significant at the .05 level ( $p < .05$ ). See appendix B.

\*\* Difference is statistically significant at the .01 level ( $p < .01$ ).

\*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Item 28 showed a difference in agreement among racial/ethnic groups. African-American and White employees disagreed with the statement that their input translates into meaningful changes. Asian employees were neutral while Latino employees somewhat agreed with the statement.

### Importance/Agreement Matrix

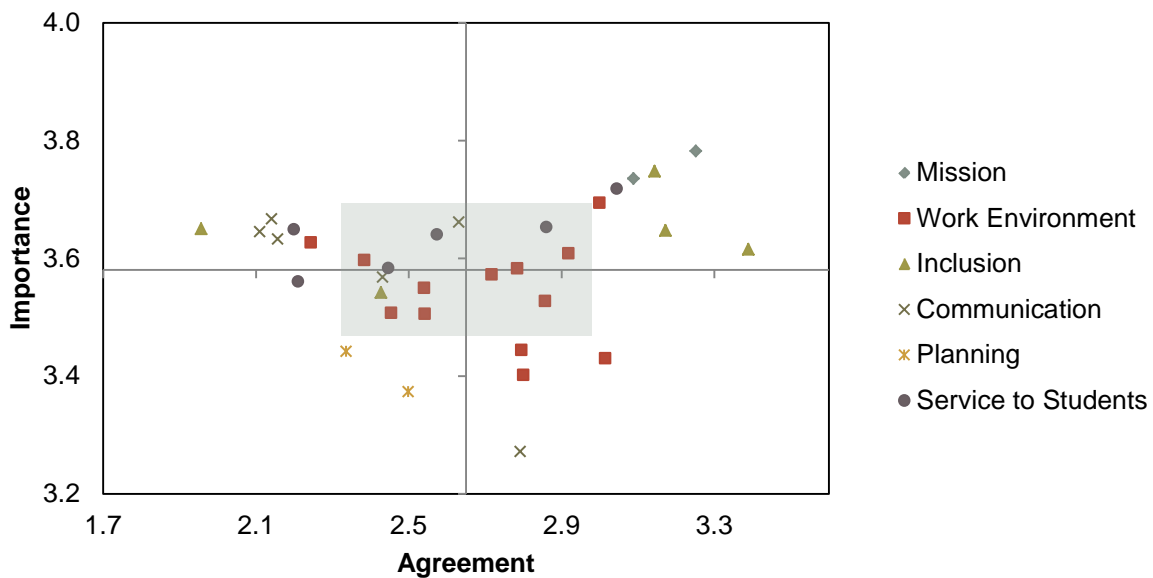
The Importance/Agreement matrix below displays both the importance and agreement ratings on the same plot, with Importance on the vertical axis and Agreement on the horizontal axis. The gridlines are set relative to the mean scores of all items so that the

point where the two axes cross represents the estimated mean score for importance and for agreement.

The upper left quadrant represents statements of higher importance but low agreement, indicating areas that merit addressing. The upper right quadrant represents statements of high importance and high agreement indicating areas that can be showcased from an employee/staff perspective. The shaded rectangle represents one standard deviation above and below the mean for importance and agreement. Those points inside the shaded region are within one standard deviation for both measures. Those that are outside the shaded region could be within one standard deviation on one measure but not the other.

Even though some items appear below the central line on importance, it should be noted that all items are considered “important.” On the other hand, the mean for “agreement” is only slightly higher than the neutral value of 2.5.

**FIGURE 3: IMPORTANCE/AGREEMENT MATRIX-OPINION ITEMS**



### Conclusion

The 2013 campus climate survey helps to shed light on the attitudes employees have about their association with El Camino College. The six factors, or groupings of questions, provide insight into how employees view an aggregate theme. Viewing the individual questions allows for more specific insight.



Employees did not view El Camino College's Communication and Planning favorably. The perception of service to the college mission, the work environment, and employee inclusion in the campus community remain relatively high. But several of the individual items were rated lower than they were in the past indicating a general decline in employee outlook. Twenty-six of the 35 items had rating averages decline of 0.15 or greater when compared to the 2010 employee survey.

In addition to selecting levels of agreement and importance on the scalable opinion items of the survey, faculty and staff also had several opportunities to provide written comments. One comment area was available to mention the best aspects of El Camino College and another for areas of suggested improvement. These comments will be published in a separate report.

In general there were no significant differences in opinion between different demographic groups. The factor that does demonstrate a difference is "Communication" where half of the items are rated lower by faculty and staff than by management.

## BP 4021

## Program Discontinuance

The purpose of this program discontinuance policy is to provide the Superintendent/President with a *process to determine whether or not an educational program should be discontinued*. ~~recommendation to discontinue any of the college's educational programs, in accordance with Title 5, Section 51022. The process through which the recommendation is developed will be determined by a~~ A joint task force of faculty and administrators ~~that~~ *will be established to develop the process, the* criteria and guidelines that will be applied to ~~assessing~~ *evaluating* the educational program. The task force, in its process of evaluation, will consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

### References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

**Purpose of Administrative Procedure 4021**

This administrative procedure provides general principles and guidelines for the process of determining whether or not the college should discontinue an educational program.

**Definition of an Educational Program**

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

**Process for Discontinuance**

Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees). Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee. The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. If the program being considered is offered at the Compton Educational Center, an administrator designated by the Compton Center Vice President and a Compton Center faculty member appointed by the President of the CCCD Academic Senate shall be invited to serve on the committee as well. ~~The deans and faculty members serving on the task force should not be affiliated with the program under review~~ *may not serve on the task force but may be invited to provide relevant information.*

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

~~The task force may further determine the need for a program based on f~~ Factors such as the following *may initiate this program discontinuance process and may be used by the task force in its deliberation:*

- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or ECC advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

### **Recommendation to Discontinue**

A recommendation to discontinue a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards ~~the~~ *its* goals and objectives ~~established for it~~. The recommendation will be presented in a report that explains the decision and provides the relevant data.

The task force will forward its report to the Superintendent/President, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

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

### References:

Educational Code 78016

Title 5, Sections 51022, 55000, 55130

# ACADEMIC PROGRAM REVIEW MATERIALS - DRAFT

2014

**This draft must be reviewed and approved by the Academic Senate. Final version of this document will be made available upon Academic Senate approval.**

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## PROGRAM REVIEW TEMPLATE

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

### **1. Overview of the Program**

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

### **2. Analysis of Research Data (include data provided by Institutional Research & Planning)**

Provide and analyze the following statistics/data.

- a) Head count of students in the program
- b) Course grade distribution
- c) Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)
- d) Retention rates
- e) A comparison of success and retention rates in face-to-face classes with distance education classes
- f) Enrollment statistics with section and seat counts and fill rates
- g) Scheduling of courses (day vs. night, days offered, and sequence)
- h) Improvement rates (if applicable)
- i) Additional data compiled by faculty
- j) List any related recommendations.**

### **3. Curriculum**

Review and discuss the curriculum work done in the program during the past four years, including the following:

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

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

**f) List any related recommendations.**

**4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**

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

**5. Analysis of Student Feedback**

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of relevant surveys.
- b) Discuss the implications of the survey results for the program.
- c) **List any related recommendations.**

**6. Facilities and Equipment**

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

**7. Technology and Software**

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

8. **Staffing**

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

9. **Future Direction and Vision**

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

10. **Prioritized Recommendations**

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

<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Strategic Initiatives</b>
1.		
2.		
3.		

**NOTE:** *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*



## CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

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

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

1. How strong is the occupational demand for the program?
2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?
3. What is the district's need for the program?
4. What is the state's need for the program?
5. How does the program address needs that are not met by similar programs in the region?
6. Are the students satisfied with their preparation for employment?
7. Are the employers in the field satisfied with the level of preparation of our graduates?
8. What are the completion, success, and employment rates for the students?
9. What is the role of the advisory committee and what impact does it have on the program?
10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

**APPENDIX A**  
**COLLEGE MISSION AND STRATEGIC INITIATIVES**

**ECC MISSION STATEMENT:**

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

**STRATEGIC INITIATIVES for 2011-14**

**Strategic Initiative A**

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

**Strategic Initiative B**

Strengthen quality educational and support services to promote student success.

**Strategic Initiative C**

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

**Strategic Initiative D**

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

**Strategic Initiative E**

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

**Strategic Initiative F**

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

**Strategic Initiative G**

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

**APPENDIX B: SLO RUBRIC**  
Accrediting Commission of California Junior Colleges

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes
Awareness	<ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>
Development	<ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul>
Proficiency	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</li> <li>• There is widespread institutional dialogue about the results of assessment and identification of gaps.</li> <li>• Decision---making includes dialogue on the results of assessment and is purposefully directed toward aligning institution---wide practices to support and improve student learning.</li> <li>• Appropriate resources continue to be allocated and fine---tuned.</li> <li>• Comprehensive assessment reports exist and are completed and updated on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation of student learning outcomes processes.</li> <li>• Evaluation and fine---tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>

\*\* SEE THE WORKSHEET ON THE FOLLOWING PAGE \*\*

## ACCJC SLO RUBRIC PROGRAM WORKSHEET

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

### AWARENESS

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

- There is preliminary, investigative dialogue about student learning outcomes.
- There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.
- There is exploration of models, definitions, and issues taking place by a few people.
- Pilot projects and efforts may be in progress.
- The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

In this space provide examples or reasons for your choices.

### DEVELOPMENTAL

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

- Program has established an institutional framework for definition of student learning outcomes.
- Program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course and program.
- Existing structures are supporting strategies for student learning outcomes definition and assessment.
- Program faculty members have accepted responsibility for student learning outcomes implementation.
- Appropriate resources are being allocated to support student learning outcomes and assessment.
- Faculty and staff are fully engaged in student learning outcomes development.

In this space provide examples or reasons for your choices.

**PROFICIENCY**

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

- Student learning outcomes and authentic assessment are in place for courses and programs.
- There is widespread dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning practices to support and improve student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Faculty members provide clear goals and purposes of courses and programs to enrolled students.

In this space provide examples or reasons for your choices.

**SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT**

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

- Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive, and robust.
- Student learning improvement is a visible priority in the program.

Provide examples or reason or your choices.

In this space provide examples or reasons for your choices.

## APPENDIX C: PROGRAM REVIEW TEMPLATE GUIDE AND INSTRUCTIONS

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

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

Template	Guide and Instructions
<p><b>1. <u>Overview of the Program</u></b></p> <p>a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.</p> <p>b) Describe the degrees and/or certificates offered by the program.</p> <p>c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)</p> <p>d) Discuss the status of recommendations from your previous program review.</p>	<p><b><u>Overview of the Program</u></b></p> <p><i>If someone asked you about your program, what would you quickly tell them? Use this opportunity to do some bragging about things you do and for whom. You may also want to discuss the students (how many served, majors or general education, etc.).</i></p> <p><i>Include the number of units or courses required to complete the program.</i></p> <p><i>What happened with the requests you had before? Are they completed, active, on hold, abandoned? How did any action or inaction on the past recommendations impact your program?</i></p>
<p><b>2. <u>Analysis of Institutional Research and Planning Data (include data provided by Institutional Research &amp; Planning)</u></b></p>	<p><b><u>Analysis of Institutional Research and Planning Data (include data provided by Institutional Research &amp; Planning)</u></b></p> <p><b><i>Instructions for accessing your program data:</i></b></p> <ol style="list-style-type: none"> <li>1. Enter into the ECC Portal</li> <li>2. From the tabs on the top right, select "Areas".</li> <li>3. From the drop-down menu select "Institutional Effectiveness" and then</li> </ol>

<p>Provide and <u>analyze</u> the following statistics/data.</p> <p>a) Head count of students in the program</p> <p>b) Course grade distribution</p> <p>c) Success rates (Discuss your program’s rates in light of the college’s success rate standard. Set a standard for your program.)</p> <p>d) Retention rates</p>	<p><i>“Program Review.”</i></p> <ol style="list-style-type: none"> <li>4. <i>From the list on the left, under “Documents,” select “Academic Affairs.”</i></li> <li>5. <i>Select “Program Review Datafile-ECC”</i></li> <li>6. <i>An Excel spreadsheet will open up. It may take a while for this to open; it’s a big document. This spreadsheet contains all the information for all the programs at ECC.</i></li> <li>7. <i>Please read the first page carefully. It explains that the information is on separate pages accessible through the tabs at the bottom of the page titled Academics, Demographics, and Enrollment Trends.</i></li> <li>8. <i>To reach the information for your program, select the Academics tab at the bottom of the Excel spreadsheet.</i></li> <li>9. <i>In the drop-down menu at the top left of the page next to “Program,” select your program. The information for your program will automatically fill all three pages – Academics, Demographics, and Enrollment Trends.</i></li> <li>10. <i>You can print out the information for your program or you can cut-and-paste the information into a separate document so you don’t have the huge, full document saved on your computer.</i></li> </ol> <p><i>Are there some courses that stand out in one way or another in terms of grades?</i></p> <p><i>Success is defined as a student completing the course with an A, B or C.</i></p> <p><i>Institutional Research and Planning will provide programs with a proposed percentage for their success standards and a rationale for that number. In addition, faculty will be given topics for discussion and consideration as they finalize the standards for their program. Please explain changes to the proposed percentage.</i></p> <p><i>Retention is defined as the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who did not withdraw or drop</i></p>
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<p>e) A comparison of success and retention rates in face-to-face classes with distance education classes</p> <p>f) Enrollment statistics with section and seat counts and fill rates</p> <p>g) Scheduling of courses (day vs. night, days offered, and sequence)</p> <p>h) Improvement rates (if applicable)</p> <p>i) Additional data compiled by faculty</p> <p>j) <b>List any related recommendations.</b></p>	<p><i>In discussing success and retention rates, consider using SLO assessment data as a complement, especially in cases where success is low due to large numbers of drops. SLO data can show that students who stay in courses do learn.</i></p> <p><i>Are sections over/under filled?</i></p> <p><i>Are the times and frequencies that courses are scheduled fulfilling the need or demand for the courses? Daytime classes begin weekdays before 4:30 pm. Night classes begin after 4:30 pm. Classes are weekend if they include a Saturday or Sunday meeting time and unknown if there is no set time as in Distance Ed or Work Experience.</i></p> <p><i>Improvement rates, sometimes called persistence, measure the progress of students through a sequence of courses. Do students move through the sequence well?</i></p> <p><i>The following websites contain rich data resources about your program and the college:</i></p> <ol style="list-style-type: none"> <li>1. <i>ECC Institutional Research and Planning</i> <a href="http://www.elcamino.edu/administration/ir/">http://www.elcamino.edu/administration/ir/</a></li> <li>2. <i>Chancellor's Office Data Mart</i> <a href="http://datamart.cccco.edu">http://datamart.cccco.edu</a></li> </ol> <p><i>Additional data may include survey data, test scores, career placement, etc. Requests for specific data collection can be made at the Institutional Research and Planning website, or by speaking with IRP staff. If you have any questions about data or its collection, please contact IRP.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>3. Curriculum</b></p> <p>Review and discuss the curriculum work done in the program during the past four years, including the following:</p>	<p><b><u>Curriculum</u></b></p> <p><i>CurricUNET is the ECC database for curriculum: <a href="http://www.curricunet.com/elcamino/">http://www.curricunet.com/elcamino/</a> Your login is the first portion of your ECC email address before the @, for instance "jdoe". If you have not used CurricUNET or changed the password, your</i></p>



<p>a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.</p> <p>b) Explain any course additions to current course offerings.</p> <p>c) Explain any course deletions and inactivations from current course offerings.</p> <p>d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)</p> <p>e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.</p> <ol style="list-style-type: none"> <li>1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?</li> <li>2. Are there any concerns regarding program courses and their articulation?</li> </ol> <p>3. How many students earn degrees and/or certificates in your program? Do students take licensure</p>	<p>password is "changeme".</p> <p><i>For curriculum questions and timelines, consult your department's representative to the Division Curriculum Committee or your division representative to the College Curriculum Committee:</i>  <a href="http://www.elcamino.edu/academics/cc/s5cccommittee.asp">http://www.elcamino.edu/academics/cc/s5cccommittee.asp</a></p> <p><i>Course deletions permanently eliminate a course, whereas inactivations put a course "on hold." An inactivated course does not appear in the college catalogue but can be relatively easily reactivated through the curriculum process. It is much easier to reactivate a course than to create a new one. Some courses are currently being reactivated because they have not been offered in the past several years</i></p> <p><i><b>Articulation</b> refers to an official agreement between ECC and other institutions. If a course has been "articulated" it means that the institution acknowledges that the course is equivalent to the course offered on their campus and agrees to accept it in lieu of their course. Information about articulation agreements can be found at <a href="http://assist.org">assist.org</a>. To discuss articulation issues or to develop an articulation agreement with another campus, contact our Articulation Officer, Lori Suekawa <a href="mailto:lsuekawa@elcamino.edu">lsuekawa@elcamino.edu</a> or ext. 3517. <b>Transferable</b> means that an institution will accept a course as elective credit but does not guarantee course-to-course credit.</i></p> <p><i>Set a specific, realistic goal based on your data. Discuss any related factors that may impact student</i></p>
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<p>exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.</p> <p><b>f) List any related recommendations.</b></p>	<p><i>attainment.</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>4. <u>Assessment and Student Learning Outcomes (SLOs)</u></b></p> <p>a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.</p> <p>b) Provide a timeline for your course and program level SLO assessments.</p> <p>c) State the percent of course and program SLO statements that have been assessed.</p> <p>d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.</p> <p>e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)</p> <p>f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.</p>	<p><b><u>Assessment and Student Learning Outcome (SLOs)</u></b></p> <p><i>In this section, you will discuss the SLO process as well as assessment results. SLO results can be a good measure of learning, especially for those programs where success is low due to a large number of Ws.</i></p> <p><i>The SLO statements, alignment grids, and timelines are available on your division SLO page and from your SLO facilitator.</i></p> <p><i>Consult your division SLO facilitator or division representative to the college-wide Assessment of Learning Committee to find out the percentage of courses assessed in your program:</i>  <a href="http://www.elcamino.edu/academics/slo/alc.asp">http://www.elcamino.edu/academics/slo/alc.asp</a></p> <p><i>Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes. Assessment results can be found in the binders in your division office.</i></p> <p><i>Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.</i></p> <p><i>Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via</i></p>

<p><b>g) List any related recommendations.</b></p>	<p><i>email, bulletin boards, or some form of update?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>5. <u>Analysis of Student Feedback</u></b></p> <p>Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.</p> <p>a) Describe the results of relevant student feedback.</p> <p>b) Discuss the implications of the survey results for the program.</p> <p>c) <b>List any related recommendations.</b></p>	<p><i>How were surveys distributed and what was the response rate? Are there any noteworthy patterns of student feedback? Analyze areas where student perceive the program is performing well and areas where students perceive the program could use improvement. Attach survey report from IRP as an appendix</i></p> <p><i>Does the student feedback correlate with any of your findings in other program review areas (Curriculum, Facilities, etc.)? Are students asking for courses, services, or other items which require additional resources?</i></p> <p><i>If the recommendation requires funding, provide a cost estimate.</i></p>
<p><b>6. <u>Facilities and Equipment</u></b></p> <p>a) Describe and assess the existing program facilities and equipment.</p> <p>b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>d) <b>List any related recommendations.</b></p>	<p><b><u>Facilities and Equipment</u></b></p> <p><i>Fully justify facilities and equipment needs and explain the impact that not receiving them will have on your program. Also think about how equipment and facilities can be consolidated or shared to satisfy needs.</i></p> <p><i>Provide cost estimates in the table provided.</i></p>

<p><b>7. <u>Technology and Software</u></b></p> <p>a) Describe and assess the adequacy and currency of the technology and software used by the program.</p> <p>b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p>c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.</p> <p><b>d) List any related recommendations.</b></p>	<p><b><u>Technology and Software</u></b>  <i>Justify technology and software needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>When developing a list of technology and software needs, be sure to include the cost of maintenance and upgrades. Provide cost estimates.</i></p>
<p><b>8. <u>Staffing</u></b></p> <p>a) Describe the program's current staffing, including faculty, administration, and classified staff.</p> <p>b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.</p> <p><b>c) List any related recommendations.</b></p>	<p><b><u>Staffing</u></b>  <i>Justify staffing needs by explaining the impact not receiving them will have on your program.</i></p> <p><i>Include the cost estimates for classified staff and faculty.</i></p>
<p><b>9. <u>Direction and Vision</u></b></p> <p>a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?</p> <p>b) Explain the direction and vision of the program and how you plan to achieve it.</p> <p><b>c) List any related recommendations.</b></p>	<p><b><u>Direction and Vision</u></b></p> <p><i>What do you envision as in ideal future direction for your program? What is the future of your program and how do you hope to get there?</i></p>

**10. Prioritized Recommendations**

- a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

<b>Recommendation</b>	<b>Cost</b>	<b>S.I.</b>
1.		
2.		
3.		

- b) Explain why the list is prioritized in this way.

**Prioritized Recommendations**

*All the prioritized recommendations appearing in this list should be discussed and justified earlier in the review.*

*Be sure to include the cost estimates for pertinent recommendations. The recommendations that carry a cost will be entered into Plan Builder, ECC's planning and budgeting software, and must have a cost and a link to a strategic initiative to be considered.*

**APPENDIX D: RUBRIC FOR PROGRAM REVIEW FEEDBACK**

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

**Section 1 – Overview of the Program**

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

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

General comments for section 1:

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**Section 2 – Analysis of Institutional Research Data**

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

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

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

General comments for section 2:

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**Section 3 – Curriculum**

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

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

General comments for section 3:

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**Section 4 – Assessment and Student Learning Outcomes**

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

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

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

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

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

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



Does the level appear accurate? Yes No

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

General comments for section 4:

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**Section 5: Analysis of Student Feedback**

Does the review provide feedback results from IRP and accurately describe the results of student feedback? Yes No

Does the review connect student feedback to possible actions and/or resources needed by the program? Yes No

General comments for section 5:

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**Section 6: Facilities and Equipment**

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

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

General comments for section 6:

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**Section 7: Technology and Software**

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

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

General comments for section 7:

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**Section 8: Staffing**

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

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

General comments for section 8:

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**Section 9: Direction and Vision**

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

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

General comments for section 9:

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**Section 10: Prioritized Recommendations**

Is the list of recommendations prioritized? Yes No

Is the prioritization explained? Yes No

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

Is each recommendation linked to a strategic initiative? Yes No

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

General comments for section 10:

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**CTE Supplemental Questions (if applicable)**

General Comments:

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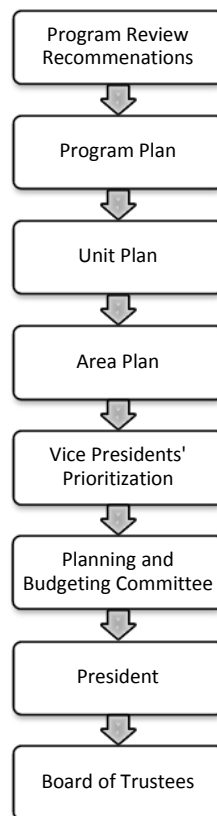
**APPENDIX E: WHY YOUR PROGRAM REVIEW MATTERS.**

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

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

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

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



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

## **APPENDIX F: CONTACTS AND HELP**

### **WHO CAN HELP?**

#### **1. The Academic Program Review Committee (APRC) and Its Co-Chairs.**

- Karen Whitney Co-Chair of APRC, Fine Arts: x3613 – [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)
- Bob Klier, Co-Chair of APRC, Associate Dean Academic Affairs: x3928 – [rklier@elcamino.edu](mailto:rklier@elcamino.edu)
- Chris Gold, APRC member, Behavioral and Social Sciences: x3751 – [cgold@elcamino.edu](mailto:cgold@elcamino.edu)
- Chris Jeffries, APRC member, Counseling: x3531 – [cjeffries@elcamino.edu](mailto:cjeffries@elcamino.edu)
- Judy Kasabian, APRC member, Mathematics: x3310 – [jkasabian@elcamino.edu](mailto:jkasabian@elcamino.edu)
- Wanda Morris, APRC member, Compton Center: x2702 - [wmorris@elcamino.edu](mailto:wmorris@elcamino.edu)
- Carolyn Pineda, APRC member, Institutional Research and Planning: x6402 - [cpineda@elcamino.edu](mailto:cpineda@elcamino.edu)
- Ambika Silva, APRC member, Mathematics: x3212 - [asilva@elcamino.edu](mailto:asilva@elcamino.edu)
- Chris Wells, APRC member, Fine Arts: x3723 – [rwells@elcamino.edu](mailto:rwells@elcamino.edu)

#### **2. Your Dean.**

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

#### **3. Institutional Research and Planning (IRP)**

- IRP program review contact and APRC member – Carolyn Pineda – [cpineda@elcamino.edu](mailto:cpineda@elcamino.edu)
- The IRP website contains a variety of useful reports and a link to a research request form if you would like to request more specific data for your program.  
<http://www.elcamino.edu/administration/ir/>

#### **4. Colleagues in Your Program**

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

#### **5. Your Division SLO Facilitator**

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

#### **6. Curriculum Representatives on the Division and College Curriculum Committees (DCC and CCC)**

- For help with section 3 of the template, “Curriculum,” please consult representatives on your DCC (consult your division office for DCC membership) or your division’s representative on the CCC.  
<http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp>

### **WANT TO LEARN MORE ABOUT PROGRAM REVIEW?**

- “Program Review: Setting a Standard.” The Academic Senate of California Community Colleges. <http://asccc.org/sites/default/files/Program-review-spring09.pdf>

## **APPENDIX G: PROGRAM REVIEW TIMELINE AND CHECKLIST**

### **February - March 2014**

- Attend program review orientation and receive program data.

### **March - June 2014**

- Write a rough draft, seeking input from program and division colleagues, including:
  - program faculty
  - division curriculum committee representative
  - division SLO facilitator
  - division Dean and, if applicable, Associate Dean
- Submit all data requests to IRP by May 30, 2014. IRP may not be able to fulfill data requests submitted after this date.

### **June – September 2014**

- Revise the first draft according to feedback received from division colleagues.
- Present revised draft to program and division colleagues. Collect verification of review from colleagues.

### **September 19, 2014**

- Responsible Faculty Member submits completed program review to the Academic Program Review Committee (APRC) co-chairs ([rklier@elcamino.edu](mailto:rklier@elcamino.edu) & [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)) and division Dean.
- If applicable, responsible Faculty Member submits completed CTE 2-year reviews to the APRC co-chairs ([rklier@elcamino.edu](mailto:rklier@elcamino.edu) & [kwhitney@elcamino.edu](mailto:kwhitney@elcamino.edu)) and division Dean.

### **September 25, 2014 – November 20, 2014**

- If needed, meet with APRC Co-Chairs to discuss your program review prior to APRC session.
- Meet with the APRC to discuss your program review.

### **December 19, 2014**

- Final drafts of program review submitted and posted.

**APPENDIX H: PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET**

- 1. Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.**

Program: \_\_\_\_\_

\_\_\_\_\_  
Division Curriculum Committee Representative

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
SLO Facilitator

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
Division Associate Dean (if applicable)

\_\_\_\_\_  
Date Review Completed

\_\_\_\_\_  
Division Dean

\_\_\_\_\_  
Date Review Completed

- 2. Indicate below when the program review was presented at a program/division meeting.**

\_\_\_\_\_  
Type of Meeting (Program/Division)

\_\_\_\_\_  
Date of Meeting



# PROPOSED REVISIONS TO CEC FACULTY COUNCIL BY-LAWS

## Article IV: Composition

Current:

- a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect Divisional, Non-Divisional, and Members at-large.

Proposed:

- a. **The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect Discipline Group and At-Large Council Members.**

[Note: The change to “discipline group” is designed to provide stability of membership whatever the division structure or academic organization may be at a given time. ]

### Section 2. Organization

Current:

- a. There shall be two Council Members from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Vice President of the Compton Center and ratified in contract.

Proposed:

- a. **There shall be 2 Council Members from each Discipline Group having 8 or more full-time faculty members and 1 Council Member from Discipline Groups having less than 8 faculty members. For the purposes of the Academic Senate and Faculty Council the term Discipline Group is used to refer to the following faculty groupings:**

1. Social Sciences.....Administration of Justice, Anthropology, Art, Dance, History, and the Arts Economics, Ethnic Studies, Human Development, Music, Political Science, Psychology, Sociology, Women’s Studies.
2. Humanities.....ESL, English, Foreign Languages, Humanities, Speech, Philosophy, Theater
3. Allied Health.....Childhood Education, Nursing, Nutrition, Fashion
4. Counseling.....Counseling and Human Development (including CTE, EOPS, DSPPS, Transfer, Financial Aid, FYE and District)
5. CTE & Business.....Air Conditioning, Auto Collision, Auto Technology, Business, CIS, Machine Tool, Office Administration, Welding.
6. Library & LRC.....Librarians and Learning Resource Faculty.
7. Math.....Mathematics
8. Physical & Biological....Anatomy, Astronomy, Biology, Chemistry, Geology, Sciences Microbiology, Physics, Physiology

**If additional disciplines are added that have a full-time faculty member the Faculty Council shall assign it to the appropriate Discipline Group**

Current:

- b. There shall be one Council Member from each group of teaching and non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.

**Proposed:**

**(delete Section 2b.)**

Current:

- d. Council Members representing divisions, teaching and non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured or at least in their third contract year.

**Proposed:**

- d. Council Members representing a Discipline Group and the Faculty-at-Large shall be tenured or entering their third contract year.**

[Note: Only change is in use of Discipline Group terminology and clarification of third year language.]

**Proposed:**

- e. In the event that the position cannot be filled by a faculty member entering their third year or higher it may be filled by a 2<sup>nd</sup> year faculty member.**

## **Article V: Election**

Current:

Section 1. Divisional and Non-divisional Representatives

Proposed:

**Section 1. Discipline Groupings**

Current:

- a. Each division and non-divisional faculty group shall be responsible for the election in April 2011 of representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term.

**Proposed:**

- a. The Faculty Council will conduct elections each year in April for those representatives whose terms are expiring and the elected Members shall assume their responsibilities at the last regular General Meeting in May. If a Discipline Group has two seats open, the two individuals receiving the most votes will be elected. These Council Members will serve a three year term**

[Explanatory Note: A special election will be held in April 2014 with the following guidelines: One third of the representatives will be elected to serve for one year at which time these seats will be elected for a normal 3 year term. One third of the representatives will be elected for a 2 year term at which time these seats will be elected for a normal 3 year term. One third of the representatives will be elected for a normal 3 year term. Length of initial term will be determined by a random drawing.]

[Note: The Council (Nominations & Elections committee) will conduct these elections not the Divisions. Following the April 2014 elections approximately one third of the Council members will be elected each year.]

Current:

- b. When a division's or non-divisional group's representative has been elected Chairperson or Chairperson-Elect of the Faculty Council, that division or group shall be invited to elect a replacement Council Member, whose term of office shall coincide with the term of the newly elected Chairperson or Chairperson-Elect.

**Proposed:**

- b. When a Discipline Group's representative or an At-large representative has been elected Chairperson of the Faculty Council, the Nominations/Elections Committee shall conduct a special nomination and election process to replace that representative, whose term shall coincide with the term of the newly elected Chairperson. If a representative is elected to an office (other than Chairperson) at the end of their second year the term of their office will be extended by one year.**

[Note: The Chairperson-elect will continue to represent his/her area until assuming the Chair. The replacement will serve for the full term of the individual selected to be Chair.]

## **Section 2. Members-at-Large**

Current:

- c. Council Members-at large shall be elected for three-year terms in April 2011 and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.

**Proposed:**

- c. The Faculty Council will conduct elections each year in April and the elected Members shall assume their responsibilities at the last regular General Meeting in May. The two individuals receiving the most votes will be elected. These Council Members will serve a three year term. (subject to the procedures for staggering the terms set forth in Article V, Section 1.a. explanatory note for April 2014 elections)**

## **Section 3. Adjunct Council Members**

Current:

- c. Adjunct Council Members shall be elected for a three year term in April 2011 and shall assume their responsibilities at the last regular General Meeting in May.

**Proposed:**

- c. The Faculty Council will conduct elections every year in April, starting in April, 2014, and the elected Members shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term. The two individuals receiving the most votes will be elected. (subject to the procedures for staggering the terms set forth in Article V, Section 1.a. explanatory note for April 2014 elections)**

## Article VI: Officers

### Section 1.

#### Current:

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

#### Proposed:

- a. **The Faculty Council shall choose its Chairperson, Vice Chairperson, Chairperson-Elect and Secretary from among the members of the Faculty Council. The Vice Chairperson, Secretary, and Chairperson-elect must be tenured or starting their 4th year. The Chairperson must be a tenured faculty member.**
- b. **The Chairperson-elect position is filled at the end of the Chairperson's first year. If the Vice-Chairperson assumes this position, a special election will be held to fill the Vice-Chairperson's position.**
- c. **The Curriculum Representative/Chairperson is appointed by the Executive Committee in consultation with relevant institutional committees and notification of appropriate academic administrators. The Curriculum Representative/Chairperson must be a full-time faculty member and becomes a voting member of the Faculty Council, Executive Committee and El Camino Academic Senate.**

**[Note: All officers except the Chairperson must be tenured or entering their 4<sup>th</sup> year. This change allows for a progression from Senate (3<sup>rd</sup> year) to Executive Committee (4<sup>th</sup> year) to Chairperson (tenured). The Curriculum representative/Chairperson does not need to be a member of the Faculty Council prior to their appointment. This individual will serve as one of the representatives to the El Camino Curriculum Committee and as the Chairperson for the Center's Curriculum Committee when it is formed.]**

- d. **Proposed: In the event that the Vice Chairperson or Secretary positions cannot be filled by a 4<sup>th</sup> year or tenured faculty member it may be filled by a 3<sup>rd</sup> year faculty member.**

**[Allows position to be filled by 3<sup>rd</sup> year faculty member if no tenured or 4th year faculty member wants to serve.]**

### Section 4.

#### Current:

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

#### Proposed:

- a. **The term of office shall be for two years, with the exception of the Chairperson-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time.**
- b. **Vice-chairperson, Secretary and Curriculum representative/Chairperson are limited to 3 consecutive terms (6 years).**
- c. **Chairperson is limited to two successive terms (4 years).**

## Article VIII: Committees

### Section 1.

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

Current:

1. Curriculum. This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee.

### Proposed:

1. Curriculum advisory committee. The advisory committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the El Camino College Curriculum Committee through the Faculty Council's Curriculum Representative to the El Camino College Curriculum Committee. The advisory committee will be chaired by the Faculty Council Curriculum representative. As the Center moves forward in the accreditation process, the advisory committee shall take the necessary steps to become an operational Curriculum Committee that will meet the requirements for accreditation.

[Note: This change is intended to prepare us for eventual accreditation as an autonomous College with faculty oversight of the curriculum.]

### 1.5.14

November 19, 2013      Recommended by the CEC Faculty Council  
March 7, 2014        Ratified by CEC faculty

I. Purpose

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

Christina Gold 3/31/14 5:35 AM  
**Comment [1]:** College Council does not take a leadership role in ALL items. For instance, PBC takes a leadership role in making recommendations regarding Planning and Budgeting.

II. Statement

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

Christina Gold 3/31/14 5:33 AM  
**Comment [2]:** This statement is redundant. It appears in paragraph A below.

A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

~~B. Classified, Confidential, Administrative.~~ The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation and advisory committees, councils and task forces to College Council for review and/or information through the appropriate Vice President. This provides effective participation in the development of recommendations that ultimately may result in policy.

Christina Gold 3/31/14 5:36 AM  
**Comment [3]:** The changes in B & C bring this into alignment with "Making Decisions at El Camino College."

C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to ~~the College Council~~ all consultative committees. That representative has an equal standing with the representatives from other campus-wide constituencies.

D. Background.

1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:
  - a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
  - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

2. Assembly Bill 1725 authorizes:

- a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
- b. Faculty involvement in institutional governance and decision making;
- c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.

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

- a. Require effective participation of students and staff in development of recommendations to the governing board;
- b. Consult collegially with the Academic Senate on academic and professional matters.

III. Role and Functions of the College Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations. Through representatives from campus constituencies, the College Council:

1. Reviews recommendations from standing, ad hoc and collegial consultation committees as appropriate. ~~designated as Collegial Consultation committees;~~

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

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

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

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

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

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

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

9. At all times focuses on students.

IV. Membership and Process of College Council

Christina Gold 3/31/14 5:37 AM

**Comment [4]:** This more accurately reflects the broad range of topics reviewed by College Council.

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The ~~three~~ four vice presidents complete the College Council and have one vote among them. The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

#### V. Collegial Consultation Groups

Collegial consultation groups shall include the College Council, Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, Calendar Committee, ECC Technology Committee, and Facilities Steering Committee. ~~and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process.~~ Collegial consultation groups are created ~~and organized~~ Administrative Procedure 2510 Collegial Consultation Page 4 to make recommendations to the Superintendent/President College Council or to decide issues within their purview. The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. ~~and shares those recommendations with the College Council.~~ The Planning and Budgeting Committee makes recommendations on all planning and budgeting issues. The Calendar Committee recommends the El Camino Community College District School Year Calendar. ECC Technology Committee coordinates all aspects of information technology through the campus. Facilities Steering Committee reviews and makes recommendations for the facilities plans. The College Council is supported by ~~three~~ four Area Councils – Academic Affairs, Student and Community Advancement, Human Resources, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees. ~~The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations to the College Council for review.~~ From time-to-time other committees or task forces may be created by the President and designated as collegial consultation or advisory groups.

Christina Gold 3/31/14 5:39 AM  
**Comment [5]:** The changes in this section updates committee information to include the current functioning of committees as described in "Making Decisions."

#### VI. Committee Appointments

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



VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes. A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Portal. ~~The College Council~~ All collegial consultation committees will review and evaluate ~~its~~ their operations ~~and all other committee, council and task force operations~~ annually.

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

Nov. 2013 draft from College Council – Jeanie Nishime

Christina Gold 3/31/14 5:41 AM  
**Comment [6]:** An update required by "Making Decisions,"

## **Board Policy 2510**

## **Participation in Local Decision Making**

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

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

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

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

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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

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

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

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

**Staff** (Title 5, Section 51023.5)

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

**Students** (Title 5, Section 51023.7)

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

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

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;

7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

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

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

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

**Reference:**

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,  
(Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07



# Making Decisions at El Camino College

2012-2016





*Making Decisions at El Camino College, 2012-2016<sup>1</sup>*

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

*Section 1*

**Introduction – A Message from College Council**

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

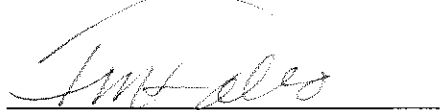
A Task Force was charged to write *Making Decisions at El Camino College*, a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. *Making Decisions* also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

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

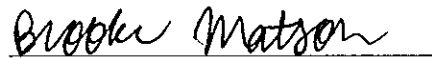
It is our desire that this document will build the goodwill and trust that are essential for an effective consultation process.



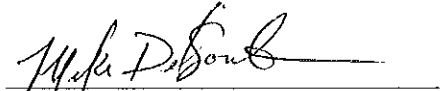
Signatures of College Council members:



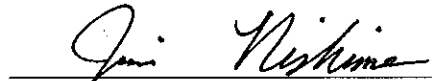
Thomas Fallo  
El Camino College President



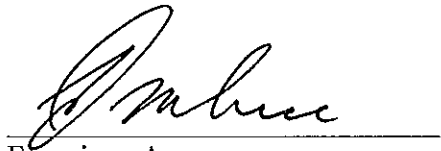
Brooke Matson  
ASO President



Mike De Santo  
POA



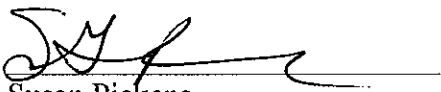
Jeanie Nishime  
Vice President, Student & Community  
Advancement



Francisco Arce  
Vice President, Academic Affairs



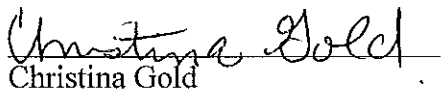
David McPatchell  
Compton Center (2012-13)



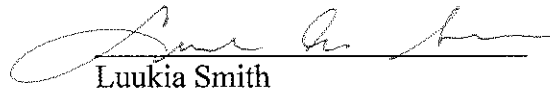
Susan Pickens  
Confidential



Jo Ann Higdon  
Vice President, Administrative Services



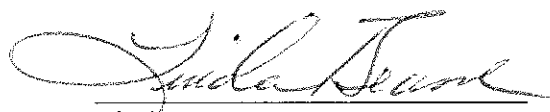
Christina Gold  
Academic Senate President



Luukia Smith  
ECCE




Irene Graff  
Director, Research & Planning



Linda Beam  
Vice President, Human Resources



Estina Pratt  
Compton Center (2013-14)



Julio Farias  
AFT

## *Section 2*

### **Collegial Consultation Philosophy Statement**

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

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

#### **Collegial Consultation**

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

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

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

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<sup>2</sup> Community College League of California, *Trustee Handbook* (2012), p. 114.

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

### **Inclusiveness and Communication**

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

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

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

### **Evidence and Planning**

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

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

### **Student Success**

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

### *Section 3*

## **The Role of Students, Faculty, Staff, and Administrators**

### **In the Decision-making Process**

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

#### **Role of Students**

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Student committee members are selected by the Associated Students Organization.

Students have the right to participate in processes for jointly developing recommendations to the Board, especially those which have a significant impact on students. Decisions that have a significant impact on students include, but are not limited to:

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

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

## **Role of Faculty**

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and college governance structures as related to faculty roles;
7. Faculty roles and involvement in the accreditation process, including self-evaluation 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.<sup>3</sup>

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

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

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<sup>3</sup>California Administrative Code, Title 5, Sub-Chapter 2, section 53200.

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

### **Role of Staff**

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

1. Staff representation and participation on college committees;
2. Recognition of the need for all college constituencies to participate in the decision-making process;
3. Opportunities for staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff;
4. College encouragement and support of staff to participate in the collegial consultation process made possible by support from supervisors that allows and encourages staff participation by considering:
  - a. Adjusting workloads, exercising flexibility and substitution when possible;
  - b. Providing release time, compensatory time and/or overtime pay;
5. Classified committee members selected by El Camino Classified Employees (ECCE); Police representatives selected by the POA.

### **Role of Administrators**

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

1. Anticipate and plan for the future direction of college programs and services;
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives, and comprehensive planning;
3. Accept educational and fiscal accountability and responsibility for college programs and services;
4. Remain current on law and regulations governing community colleges;

5. Promote the interest of students and student success while considering the well being of employees;
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
7. Guide and collaborate with faculty and staff in developing, coordinating, and evaluating the college's programs and services;
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services;
9. Represent the interests of managers and supervisors while privileging the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

## *Section 4*

### **Role of Board of Trustees, Superintendent/President and Cabinet** **In the Decision-Making Process**

#### **Role of the Board of Trustees** (BoT)

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

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

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

#### **Role of Superintendent/President** (President)

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

#### **Role of Cabinet**

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



*Section 5*

**ECC Consultation, Operational and Advisory Committees**

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

**Collegial Consultation Committees**

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

Annually, chairs of consultation committees should perform the following:

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

**Purpose Statements**

**College Council**

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

**Facilities Steering Committee**

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

**Academic Senate**

To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college. (Subcommittees that advise the Senate include the College Curriculum Committee, the Academic Technology Committee, the Faculty Development Committee, the Educational Policies Committee and ad hoc task forces.)

### **Planning & Budgeting Committee (PBC)**

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

### **Calendar Committee**

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

### **ECC Technology Committee**

To coordinate all aspects of Information Technology throughout the campus.

## **Area and Division Councils**

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

### **Area Councils**

#### **Administrative Services**

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

#### **Student & Community Advancement**

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

#### **Academic Affairs**

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

#### **Human Resources**

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

### **Division Councils**

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

- Behavioral and Social Sciences
- Business

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

### **Advisory Committees**

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

#### **Council of Deans**

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

#### **Career Technical Education Act (CTEA)**

To plan the usage of CTEA funds received from the Chancellor`s Office.

#### **Distance Education Advisory Committee**

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

#### **Emergency Planning**

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

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

**Enrollment Management**

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

**Insurance Benefits**

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

**Parking and Traffic Advisory Council**

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

*Section 6*

**ECC Mission and Goals**

**MISSION STATEMENT**

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

[http://www.elcamino.edu/administration/ir/docs/planning/ECC\\_strategicplan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf)

**STRATEGIC INITIATIVES**

**Strategic Initiative A**

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

**Strategic Initiative B**

Strengthen quality educational and support services to promote student success.

**Strategic Initiative C**

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

**Strategic Initiative D**

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

**Strategic Initiative E**

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

**Strategic Initiative F**

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

**Strategic Initiative G**

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

*Section 7*

**Consultation in ECC Planning and Budgeting Processes**

The mission statement and strategic initiatives (institutional goals) guide our planning and budgeting processes. They are developed and evaluated through a process of collegial consultation. The mission and strategic initiatives are reaffirmed or revised on a five-year cycle, typically during the associated annual planning summit. In addition, the planning summit brings together stakeholders from ECC and Compton Center to evaluate the institution's progress on strategic initiatives and student achievement goals.

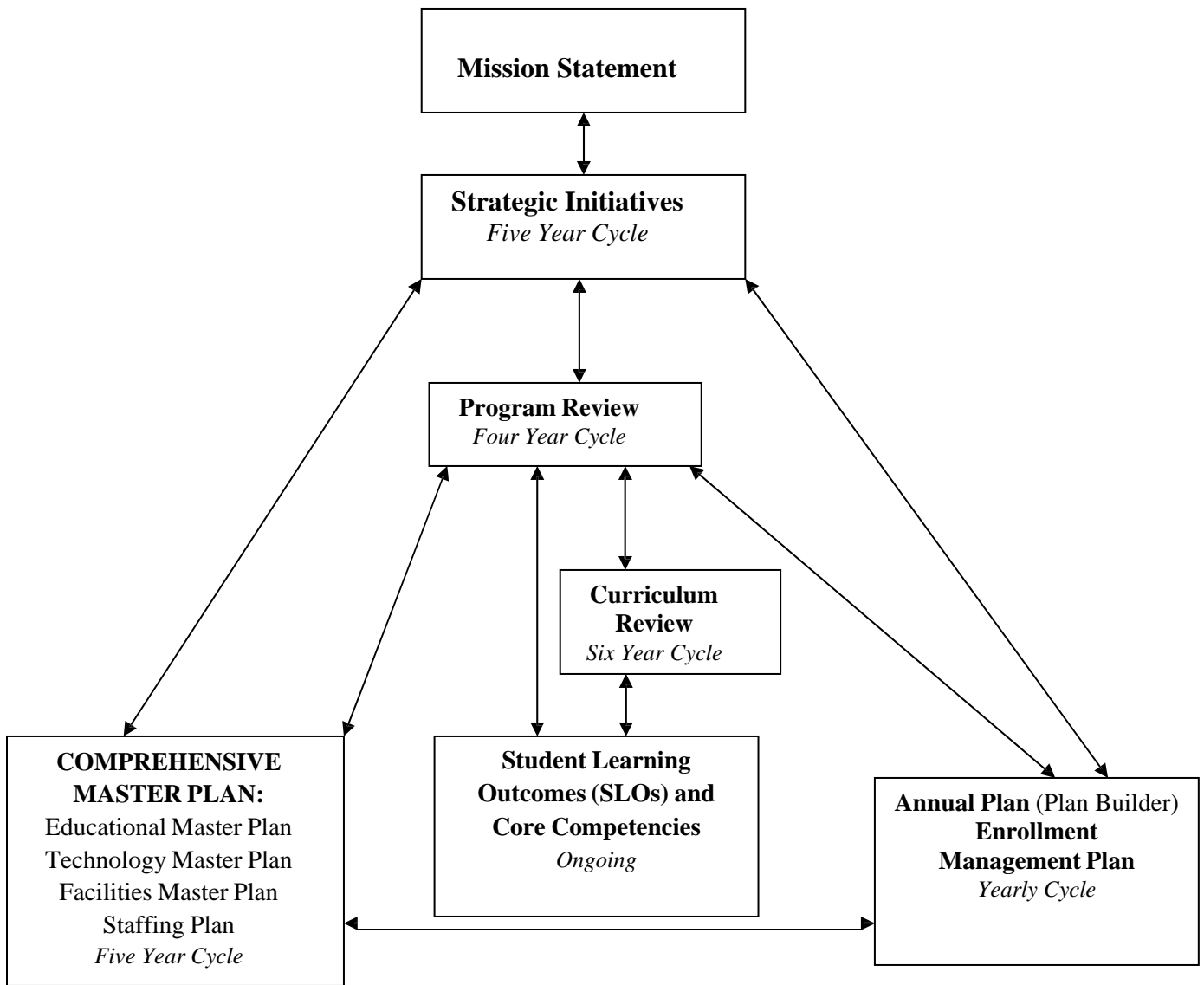
Consultation committees also provide input into the development of master plans, such as through Technology Committee and Facilities Steering Committee activities. The Educational Master Plan is developed by academic deans in consultation with the Academic Senate and academic divisions. The Comprehensive Master Plan, which encompasses the Technology, Facilities, and Educational Plans, is reviewed by Planning & Budgeting Committee (PBC) and disseminated to the entire campus community for feedback.

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

Section 8

**Planning Model and Calendar**

**El Camino College  
Planning Model – 2010-2013 \***

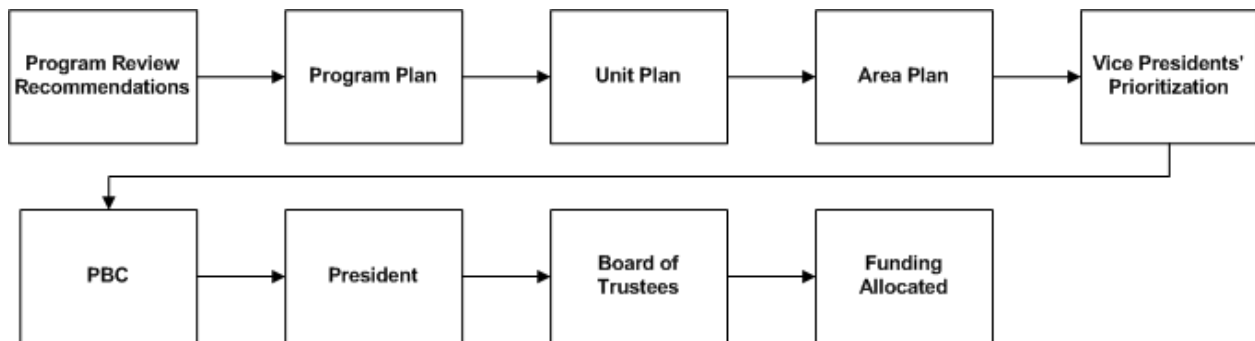


\*As this document went to press, the Planning Model was undergoing revision. The model development and consultation process is estimated to be completed in early fall 2013. The revision is expected to be a new visual representation of current planning processes and will be published on the [Institutional Research & Planning webpage](#).

## ANNUAL PLANNING (Plan Builder)

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

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



### Plan Development Cycle

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



## Planning and Budgeting Calendar

Dates	Activities	Responsible
September – November	<ol style="list-style-type: none"> <li>1. Review and revise planning priorities.</li> <li>2. Identify budget development assumptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC</li> <li>2. Cabinet</li> </ol>
November 15 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Submit Program plans for the next fiscal year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program faculty and managers</li> </ol>
January - February	<ol style="list-style-type: none"> <li>1. Determine preliminary revenue estimates</li> <li>2. Begin assessment of key budget issues— including the funding of high priority planning initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice President of Administrative Services</li> <li>2. PBC</li> </ol>
January 31 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Mid-year evaluation of current fiscal year program/unit/area plan objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Program faculty and managers</li> </ol>
February 15 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Submit Unit plans for the next fiscal year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deans/Directors</li> </ol>
March - April	<ol style="list-style-type: none"> <li>1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF.</li> <li>2. Vice presidents jointly determine ongoing operational costs including:               <ol style="list-style-type: none"> <li>1. Full-time salaries</li> <li>2. Benefits, Utilities, GASB</li> <li>3. Legal and contract obligations</li> </ol> </li> <li>3. Develop Line Item Budgets for Operational Areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. VP Academic Affairs with Cabinet approval</li> <li>2. Vice President of Administrative Services and Cabinet for full-time positions</li> <li>3. Vice Presidents</li> </ol>
March 31 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Vice President submittal of Area plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Presidents</li> </ol>
April	<ol style="list-style-type: none"> <li>1. Tentative budget information completed for PBC review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Presidents</li> </ol>

April – second meeting	<ol style="list-style-type: none"> <li>1. Prioritized Area plan recommendations for the next fiscal year presented to PBC and Cabinet.</li> <li>2. Proposed tentative budget reviewed and discussed for recommendation.</li> <li>3. Initial planning and budget assumptions finalized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vice Presidents</li> <li>2. PBC</li> <li>3. Cabinet</li> </ol>
May	<ol style="list-style-type: none"> <li>1. PBC submits recommended funding request to the President.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC</li> </ol>
June	<ol style="list-style-type: none"> <li>1. Tentative Budget is presented to the Board.</li> </ol>	<ol style="list-style-type: none"> <li>1. President</li> </ol>
July 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Tentative Budget is rolled into active status (purchasing can begin).</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> </ol>
July 31 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Final evaluation of current year objectives entered into plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program faculty, staff, and managers</li> </ol>
July/August	<ol style="list-style-type: none"> <li>1. Final revenue and expenditure adjustments made to budget.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC and Cabinet</li> </ol>
August	<ol style="list-style-type: none"> <li>1. Review and discussion of the final budget assumptions by the President with the PBC</li> <li>2. Final Budget line item review with PBC.</li> </ol>	<ol style="list-style-type: none"> <li>1. President and PBC</li> <li>2. Vice President Administrative Services</li> </ol>
September	<ol style="list-style-type: none"> <li>1. Final Budget submitted to Board.</li> <li>2. PBC conducts annual evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. President</li> <li>2. PBC</li> </ol>

Revised 04/18/13 rkn

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

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

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

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

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

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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

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

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

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

**Staff** (Title 5, Section 51023.5)

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

**Students** (Title 5, Section 51023.7)

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

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

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and

10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

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

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

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

Reference:

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07

**ADMINISTRATIVE  
PROCEDURE 2510**

**COLLEGIAL CONSULTATION**

**I. Purpose**

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

**II. Statement**

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

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

D. Background.

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

- a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
  - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
2. Assembly Bill 1725 authorizes:
- a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
  - b. Faculty involvement in institutional governance and decision making;
  - c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.
3. Title 5 states the requirements for governing boards to:
- a. Require effective participation of students and staff in development of recommendations to the governing board;
  - b. Consult collegially with the Academic Senate on academic and professional matters.

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

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

Through representatives from campus constituencies, the College Council:

- 1. Reviews recommendations from committees designated as Collegial Consultation committees;
- 2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
- 3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;

4. Focuses on broad issues, not day-to-day administration of the College;
5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
6. Supports and abides by areas governed by collective bargaining agreements;
7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;
8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

#### **IV. Membership and Process of College Council**

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

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

#### **V. Collegial Consultation Groups**

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

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



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

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

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

## **VI. Committee Appointments**

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

## **VII. Communication**

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

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

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

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

*This policy was created in 1972 and has not be revised since. It is out of date and proposed for elimination . It is superceded by BP2510 Collegial Consultation and many of the tenets are also covered in "Making Decisions at El Camino College, 2012-2016." Comments in italics are by the Senate President.*

## **BOARD POLICY 4027 Administration of Relations with the Academic Senate**

### **I. Purpose and Definitions**

- A. The purpose of this policy is to implement the provisions of Subchapter 2, Section 53200, et seq. of the California Administrative Code, Title V, which reads as follows:

*Policies and procedures no longer include the text of Title 5. Generally, policies and procedures simply say that we abide by Title 5 so that we don't have to revise them every time Title 5 changes. Title 5 subsections are also now referenced at the end.*

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**EDUCATION**

**TITLE 5**

(Register 70, No. 16—4-18-70)

### **SUBCHAPTER 2. ACADEMIC SENATES**

53200. Definitions. For the purpose of this subchapter

- (a) "Faculty" means those certificated persons who teach full time in a Community College or other full-time certificated persons who do not perform any services for the college that require an administrative or supervisory credential.
- (b) "Academic senate" and "faculty council" means an organization formed in accordance with the provisions of this subchapter whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. NOTE: Authority cited for Chapter 1, Subchapter 2: Sections 193, 197 and 22650, Education Code.

53201. Academic Senate or Faculty Council. In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters, an academic senate or faculty council may be established.

53202. Formation; Procedures; Membership. The following procedures shall be used to establish an academic senate or faculty council:

- (a) The faculty of a Community College shall decide by secret ballot to have an academic senate or faculty council.
- (b) The governing board of the district maintaining that Community College shall establish the academic senate or faculty council by authorizing the faculty to:
- 1) Fix and amend by vote of the faculty the composition, structure, and procedures of the academic senate or faculty council.
  - 2) Select, in accordance with accepted democratic election procedures, the members of the academic senate or faculty council.

**4027 Administration of Relations with the Academic Senate Page 2**

53203. Powers. After consultation with the administration of its Community College, the academic senate or faculty council may present its written views and recommendations to the governing board. The governing board shall consider and respond to such views and recommendations.

53204. "Meet and Confer." Upon the request of the academic senate or faculty council and subject to Chapter 9 (commencing with Sections 54950) Part 1, Division 2, Title 5 of the Government Code relating to public meetings when applicable, the governing board or such board members or administrative officers as it may designate shall meet and confer with representatives of the academic senate or faculty council with respect to recommendations made or proposed to be made by the senate or council. The designation of board member or administrative officers as provided herein shall not preclude the representatives of an academic senate or a faculty council from meeting with, or appearing before, the governing board with respect to the views, recommendations, or proposals of the senate or council at a regular or special meeting of the board.

53205. Duties assigned by Administration and Governing Board. An academic senate or faculty council may assume such responsibilities and perform such functions as may be requested of it by the administration of its Community College or the governing board of the district maintaining its Community College.

*B. This statement establishing respectful consultation is not included in BP/AP 2510 but a similar intention is found throughout the "Making Decisions" document that outlines consultation on our campus.*

B. All discussions, conferences, and other communications shall be carried on in an atmosphere of respect and courtesy characteristic of the offices held by the Academic Senate members, the Administrative Officers, and the classified and supervisory staff of the El Camino Community College District.

II. Principles of District Operation

The Governing Board is by law officially responsible for the final determination of all policy matters for the District and cannot relinquish or delegate that responsibility to others.

A. Nothing in this policy shall be construed to preclude the normal day-to-day communication necessary for the operation of an effective educational program.

B. Nothing in this policy shall be construed to withhold from any individual employee the rights and privileges he may possess as an individual citizen or employee. Further, these rules shall not prevent an individual employee from

4027 Administration of Relations with the Academic Senate Page 3

presenting his views on his own behalf to the Administration or the Governing Board.

- C. Nothing in this policy shall limit the right of the Governing Board, the Superintendent or his representatives to meet and discuss matters of individual or group concern with any individual employee or any group of such employees.

III. Responsibilities of the Academic Senate

- A. The Academic Senate operates within the framework of El Camino College to suggest, help formulate, revise, and carry out District policies.
- B. The Senate shall represent the faculty and help facilitate meaningful communication among faculty, Administration, and Board.
- C. The Academic Senate assumes the responsibility to participate in the identification, improvement, and evaluation of the educational standards and practices of the institution.
- D. The Senate will seriously consider and promptly respond to any assignments made by the Board of Trustees or the Administration.
- E. In addition to the regular academic year, the Senate will provide responsible leadership for the purposes of liaison with the Administration and Board of Trustees during at least the six weeks summer session each year.

*These statements aren't necessary and don't describe the full, expanded responsibilities of the Senate since AB1725 passed. For instance, it doesn't include the 10+1.*

*We have bi-monthly meetings between the Senate Exec/ Pres. and the VPAA and VPSCA. I don't think this is in writing anywhere else but I'm not sure it needs to be.*

*This statement seems to imply that the Senate President would attend Cabinet meetings. They are VERY long legally I'm not sure it would be possible with the number of Human Resources and legal issues that are discussed.*

IV. Rights of the Academic Senate

- A. Monthly during the academic year, and when the need arises, representatives of the Administration, including the President's Cabinet, shall meet with the Senate Executive Committee to discuss all issues of interest to either or both groups. The President-Superintendent of the college and the Senate President, or their designees, shall serve as chairmen of these meetings during alternate semesters.
- B. The President of the Academic Senate or his designee shall attend meetings of the President's Committee, and the President of the college or his designee shall attend meetings of the Academic Council. Additionally, Senate representatives and Administration representatives shall attend such other meetings as are agreed upon annually at the first meeting of the joint Senate-Administration Committee.

*This second sentence requires admin to attend Senate meetings. This occurs as the VPAA, VPSCA, a rotating Dean and Institutional Research reps attend our meetings. But, I don't think it is in writing anywhere else. And, I don't think it necessarily needs to be in writing.*

**BP2510 contains 4027 Administration of Relations with the Academic Senate Page 4**

*the first part of the statement in C. but not the second part. I'm not sure this is needed except as a reminder to everyone that the Senate can communicate directly with the Board and does not need to always go through the liaison. A direct relationship between the Board and the Senate is outlined in Title 5.*

- C. The Vice President-Instruction shall have a special responsibility to provide administrative liaison with the Senate, but he shall not be the only channel for cooperation and communication.
- D. The Senate shall be provided with adequate facilities and budget as determined by the Board of Trustees in order that it may carry out the functions assigned to it.
- E. Senate responsibilities will be considered by the Deans of Instruction when developing teaching schedules for officers of the Academic Senate.

Previous Board Policy Number: 4139  
El Camino College  
Adopted: 8/7/72  
Renumbered: 5/16/05

*D and E do not appear in BP/AP2510. Also, reassign time for Senate leaders is not in our contract (as it is on many other campuses). There haven't been any changes to reassign time for a long time, but this is something to talk about. D is required by Title 5.*

EL CAMINO COLLEGE  
Office of the President  
**Minutes of the College Council Meeting – March 3, 2014**

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Irene Graff, Jo Ann Higdon, David Mc Patchell, Derrick Moon, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith.

**Team Reports**

a. Jeanie Nishime

ECC's Draft 2014 Institutional Self-Study in Support of Reaffirmation of Accreditation Report is posted on the web. We are also working on our AAJC Annual Report. New questions on the report address job placement rates for CTE (Career-Technical Education) degrees and CTE licensure passage rates.

b. Estina Pratt

The move in to the new Learning Resource Center will occur during spring break.

c. Irene Graff

The AAJC Annual Report includes additional questions about best practice and institutional set standards. We have to set individual standards by program and also explain the standards we chose. The Planning Summit is on April 25, 2014.

d. Chris Gold

The Academic Senate meets at the Compton Center tomorrow. Items on the agenda include discussions of minimum qualifications, Accreditation, and nominations for Vice President.

e. Jo Ann Higdon

Most construction projects are on schedule. The stadium has been delayed slightly due to the rain. The STEM furniture delivery is delayed. We received our First Principal Apportionment (P1) which had a deficit of 4.4% (approximately \$4 million) for our college.

f. Francisco Arce

The summer and fall schedules are completed. An additional 50 sections were added to fall.

g. Linda Beam

H.R. is working on more than 20 faculty recruitments at this time. There are a number of classified vacancies. An outside TB testing vendor processed 99 employees. There will be testing again next week.

h. Derrick Moon

Eleven ECC student representatives are in Sacramento for the "March in March" today. Students will attend another conference in Washington, DC next week.

i. Ann Garten

Current promotions include priority registration and summer/fall semesters. A media preference survey is being conducted at the Compton Center. The new ECC home page will be launched this week.

j. Thomas Fallo

Social media is growing and every student carries a smart phone. We need to discuss the growing technology and where we are going with it. Graduation is on Friday, May 16<sup>th</sup>. Jeanie will have a year-end event calendar to present to Board members this month. ECC received an increase in base funding.

EL CAMINO COLLEGE  
Office of the President  
**Minutes of the College Council Meeting – March 17, 2014**

Present: Francisco Arce, Linda Beam, Thomas Fallo, William Garcia, Ann Garten, Chris Gold, Jo Ann Higdon, Susan Pickens, Luukia Smith.

1. The March 17, 2014 Board agenda was reviewed.
  - a. The Board meeting will be held in the East Dining room.
  - b. Item #7 on page 46 will be withdrawn.
  - c. There will be a readout following Closed Session.
2. A Facilities Steering Committee meeting will be scheduled.

**Agenda – March 24, 2014:**

1. Minutes
  2. Facilities Steering Committee Meeting (April 14 – 1 p.m. ?)
  3. Campus civility
- 

EL CAMINO COLLEGE  
Office of the President  
**Minutes of the College Council Meeting – March 10, 2014**

Present: Francisco Arce, Julio Farias, Chris Gold, Jo Ann Higdon, David Mc Patchell, Jeanie Nishime, Susan Pickens.

1. The following Board Policies will be taken to the Board this month for deletion.
  - a. BP 5025 (Foreign Students – Visa)
  - b. BP 5505 (Minimum Academic Standards and Service Limitations for Student Participation in Student Government, Campus Committees and Student Clubs)
  - c. BP 5506 (El Camino College Student Rights and Responsibilities)
  - d. BP 5555 (Guest Speakers)
  - e. BP 5800 (Removing Pupils from School During School Hours)
2. BP 5405.1 (Student Political Organizations) is recommended for deletion. Jeanie will present to ASO for their review.

**Agenda – March 17, 2014:**

1. Minutes
2. Board Agenda Review

EL CAMINO COLLEGE  
Office of the President  
**Minutes of the College Council Meeting – March 24, 2014**

Present: Jose Anaya, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Arturo Hernandez, Jo Ann Higdon, David Mc Patchell, Derrick Moon, Susan Pickens, Luukia Smith.

1. Facilities Steering Committee will meet April 14, 2014 at 1 p.m. in the Board room.

2. Team Reports

a. David Mc Patchell

The Grand Opening for the Compton Center Library – Student Success Center is on April 15, 2014 (2 p.m. ceremony, 2:45 p.m. reception and tours).

b. Jo Ann Higdon

We have received notice that the IRS will be auditing the Los Angeles County Tax and Revenue Anticipation Notes (TRAN) that we participated in. Proposals for leasing the Child Development Center are due this week.

c. Derrick Moon

Students attended the National Student Advocacy Conference (March 15-18, 2014) in Washington, D.C. Conference topics included Pell Grants and student loan interest rates.

d. Arturo Hernandez

The STEM Center Grand Opening will be April 8, 2014.

e. Chris Gold

The Academic Senate meeting has been changed to April 3, 2014. Items on the agenda include BP & AP 4021 (Program Discontinuance) and AP 2510 (Collegial Consultation). Irene Graff will present the ECC Employee Campus Climate Survey results.

f. Linda Beam

Dave Snowden's memorial service is April 1, 2014 (12 – 1 p.m.). The Classified Service Awards ceremony is April 1, 2014 (1:30 – 2:30 p.m.). An outside TB testing vendor processed 150 employees. There will be another TB testing in April or May.

g. Thomas Fallo

It is predicted that the California State Budget will be on time this year. There are no big community college issues in this budget. Francisco Rodriguez will be the new chancellor of the Los Angeles Community College District as of June 1, 2014.

**Agenda – March 31, 2014:**

1. Minutes
2. Campus civility

College Council 2013-14 Goals:

1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.





NOTES – COUNCIL OF DEANS  
March 13, 2014

Present: C. Fitzsimons, W. Garcia, E. Geraghty, C. Gold, A. Grigsby, D. Hayden, A. Hernandez, O. Hyacinth, B. Klier, T. Lew, G. Miranda, B. Mulrooney, R. Natividad, J. Nishime, T. Pao, D. Patel, V. Rapp, J. Shankweiler, J. Sims, R. Smith, J. Wagstaff

**I. INFORMATION**

A. Notes of 2/27/14: Distributed and reviewed with the following revisions:

I. C. “Ten students will attend the “March to March” in Sacramento and meet with Senate representative on ~~3/10/14~~ 3/3/14.

III.D. “Need to promote the second session on the ECC website that classes begin ~~3/28/14~~ 3/22/14.”

B. CEC Update: No update provided.

C. PBC Update: D. Patel provided an update:

- District received P1 (apportionment). Shortfall is at \$4.1 million.
- 18,470 FTES for 2013-14.
- K. Gleason from the Foundation Office spoke on audit and annual report. She provided an overview of the Foundation regarding how funds are raised and the use of funds. The Foundation receives \$1 million annually.
- The next meeting will be on April 3.

D. ASO Update: Jasir Soomro provided an update:

- The activity fee was passed. It will be implemented in spring 2015. The fee will be \$10 per semester for fall and spring. J. Nishime, R. Cobb and R. Butler will meet to develop procedures. Funds will be distributed in three accounts: Auxiliary, ASO, and reserves. Students will have the option to “opt out” of the fee.

**II. DISCUSSION/ACTION**

Nursing Program: The Nursing Program withdrew from the Accrediting Commission for Education in Nursing (ACEN) as of 3/10/14. The systematic evaluation plan was the major component of withdrawing. The program will look to remedy the issues to meet the standards. When this is done, the College plans on reapplying for ACEN. The program is still Board of Registered Nursing (BRN) approved. Students still graduate from a BRN approved program and will be able to obtain employment or continue education through the Bachelor of Science in Nursing (BSN) program. Students who graduate this year would not have ACEN accreditation. If students continue their education and graduate from a BSN program, they would have ACEN accreditation.

It is a two year process to be accredited. The College will strive to meet standards and re-apply in October 2014. Standards 1, 2, and 6 are the focus although all six standards will be addressed at that time to get accredited. The main concern is students cannot

work in federal hospitals if they do not go on further for higher education. As long as the College is ACEN approved, students will have that certification. The College is BRN approved which is standard in community colleges, still serving students and has no bearing on the ACCJC accreditation.

The goal is to move forward to correct and re-apply for ACEN accreditation.

- A. ACCCA Conference: D. Hayden, J. Nishime, and R. Smith attended the ACCCA Conference. Highlights of the conference were shared: Student Success Initiative, QE<sup>2</sup>, Common Core, and Administrative Learning Outcomes. Keynote session included CalSTRS crisis and the Ripple Effect.

Legislation on horizon:

- i. SB 1425 – retro of awarding degrees.
  - ii. SB 965 – stability funds for San Francisco Community College.
  - iii. AB 6111 – long term funding for CalSTRs.
  - iv. AB 1220 – STRs clean-up bill.
- B. Higher One Debit Cards: Higher One acquired Sallie Mae in May 2013. The debit card will be used by students for District federal aid beginning Fall 2014. Higher One will post information on its charges. It offers three methods: (1) debit card, (2) check, or (3) direct deposit. Higher One will install a hotline phone outside Financial Aid Office so students that have questions can contact the company during business hours. It was presented to the student senators last week and will be presented at PBC next month.
- C. 2014 Annual Report: The report is completed and due to ACCJC at the end of the month. The report covered general information, student achievement data, student learning outcomes and assessment, and substantive change items. One correction under substantive change items regarding the number of submitted substantive change requests in 2011-12: 0. A change requests was not submitted during that year.
- D. Announcements  
March Madness: Division of Counseling and Student Services is hosting “*March Madness*” for incoming freshmen.

55 students signed up for workshops. Counseling assisted students through the process of testing, priority registration and begin basic skills.

Counselors held a retreat on Student Success. They reviewed and discussed areas in academic services and voted on the top five categories.

Students on second semester probation and those with 100+ units lose priority registration. A petition was sent out to students who completed 100+ units as of Fall 2013. Over 300 students received the notice at ECC. The form is also available in Admissions. Foster youth are exempt from this ruling. The Chancellor’s Office has not indicated other groups that may be exempted.

Final Grade Submission: Final grade submission is due seven days after the end of the semester. The MIS report is due 30 days after the end of the semester.



**EL CAMINO COLLEGE**  
**STUDENT SUCCESS ADVISORY COMMITTEE MEETING**  
**DATE: February 27, 2014**

Present: M. Abbani, F. Arce, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, C. Gold, I. Graff, J. Holiday, C. Jeffries, S. Kunisaki, C. Mosqueda, I. Reyes, J. Shankweiler, J. Sims

Other Guests: Kim Nguyen, Cheryl Shenefield

The meeting began at 1:04 p.m.

## **I. INFORMATION**

### **A. Notes of February 13, 104: Distributed and reviewed.**

1. Corrections: (Page 2, B1.) "...to discuss brainstorming results 'on' (change to 'for') the student success plan once the template is adopted."
2. I. Graff and F. Arce will review and clarify the notes on page 2, section B1 and bring to the next meeting.

### **B. Announcements**

1. ITS is updating assessment testing contacts in the database. Trying to meet the March 30<sup>th</sup> deadline putting in priority registration flags for initial orientation and education plan contacts.
2. Counseling task force is working with Outreach to implement assessment, orientation and education plans. Planning a "March Madness" event, bringing large groups on campus (including a Saturday group) for orientation and education plans. Counseling is working on new, separate online orientations for ECC and Compton Center.
3. At the Joint Fiscal Services and Financial Aid meeting, discussed how students are not reading instructions and not paying attention to deadlines. Students are informed of major deadlines in student orientations. The use of Twitter and Facebook to announce early registration was recommended. It is a student's responsibility to remain informed. Based on technology surveys, students want to be contacted proactively by the College through texting and Facebook. Texting ideas were discussed – faculty should not have to use their personal phones to text announcements to students. Need to decide which main communication tool to use. Are students being used in focus group discussions on communication?
4. Very energetic cohort of thirty-two new faculty attended On-Course training. Faculty Development Committee may use mini-presentations on strategies used by new faculty in the classroom as a springboard for flex day and workshops.

## **II. DISCUSSION/ACTION**

### **A. Automatic Granting of Degrees – W. Garcia**

1. A subcommittee with representatives from both campuses met earlier this month to discuss automatic granting of degrees. The summary of the meeting covers a general overview and lists potential pros (11) and cons (10). Major concern of the subcommittee - is this the right time to implement this? The subcommittee recommended not implementing this now but possibly in the near future.
2. Discussion took place on other approaches.
  - i. Suggestion was made to contact and encourage students to receive their degrees/certificates. Dramatic growth (48%) in the number of degrees/certificates due to the proactive measures in contacting students created by the Graduation Initiative. The Graduation Initiative grant ends in two years and is not renewable,

but there is may be another opportunity to write another grant starting this fall. FYE experienced increased growth after adopting Graduation Initiative's practices for graduation and degrees. One major issue with automatic granting of degrees is that once financial aid students apply for a degree from a high unit major such as Nursing, they will be subject to going through the appeal process. Better to inform students about the risks of automatically granting degrees/certificates and offer an opt-out option.

- ii. The cons seemed to be related to institutional issues i.e. lack of staffing.
  - iii. Consider launching a pilot program.
  - iv. Graduation Initiative provided funding for additional evaluators. Part of the Graduation Initiative's success is due to having a full-time evaluator. A&R and ITS need additional funding/resources. Compton Center students are evaluated by ECC evaluators.
  - v. The Vice Presidents need to continue to review the process for awarding degrees in Admissions & Records and in ITS to ensure staffing is sized correctly.
  - vi. Assuming resources are sufficient in A&R and ITS, the recommendation was made for every faculty and staff to change focus from transfer to promoting degrees.
  - vii. Maybe ECC has too many degrees and certificates and curriculum/programs need to be reorganized or restructured. There is not enough demand for some degrees and certificates. Decrease to a fewer strong degrees and certificates students may need to transfer or gain employment. On the other hand, having more degrees offer more options for students. Need to continue this conversation with faculty.
3. The subcommittee recommended holding off automatically awarding degrees and certificates at this time. The VPs will continue to assess staffing needs for processing degrees and certificates.

#### B. Outreach Report – R. Dreizler

1. Email blasts about changes to the application process, general timeline and priority registration were sent to high school contacts (approximately 500 counselors and administrators) and prospective students (approximately 7,000) early October 2013. There were 51 application or ECC general presentations at the local high schools.
2. 638 tests and orientations have been administered so far by the Outreach office. 3,800 students have tested on campus since November 1, 2013. 36 testing/orientation sessions have been completed or are scheduled.
3. The students who tested and received orientation through Outreach will be entered into Datatel starting tomorrow. Since students are having problems with the current online orientation, students who are assessed through Outreach will receive an orientation immediately following. F. Arce recommended that W. Garcia and R. Smith discuss the orientation process.
4. 11 new adjunct counselors have been assigned to local high schools. Outreach's services of assessment, orientation (abbreviated) and education plan given to 20 El Segundo High School students will be the model process for the future.
5. Regular outreach presence is offered, but only five campuses have scheduled time.

#### C. Success Factors – I. Graff

1. Kim Nguyen, part-time Compton Center research associate, authored the Student Success Brainstorming Session report. Student success redefined recommended that each college create a team to relate college's own work to six factors: Directed, Focused, Nurtured, Engaged, Connected, and Valued. The next step is to select factor(s). Where is the greatest

interest and ideas to get started? Categorize work we're already doing and will do. Think about outcomes and how to measure them.

2. Will discuss at the next meeting and identify which factor to start with and implement. Committee members were asked to read the handout before the next meeting.

### **III. NEXT MEETING**

The next Enrollment Management meeting will be held on March 13, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 1:52 p.m.



## Student Success and Support Program Plan (Credit Students)

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**2014-15**

District: \_\_\_\_\_  
College: \_\_\_\_\_

**Report Due Postmarked by  
Friday, October 17, 2014**

**Email report to:**  
[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

and

**Mail report with original signatures to:**  
Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

## Instructions for Completion of the College Student Success and Support Program Plan

### INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students<sup>1</sup>. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

### INSTRUCTIONS AND GUIDELINES

***Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.***

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to [ccsssp@cccoco.edu](mailto:ccsssp@cccoco.edu) with the name of the college and “SSSP Credit Program Plan” in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

<sup>2</sup> A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

<sup>3</sup> The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

## **GENERAL INSTRUCTIONS**

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment
    - iii. Counseling, Advising, and Other Education Planning Services
    - iv. Follow-up for At-Risk Students
  - b. Related Direct Program Services
    - i. Institutional Research
    - ii. SSSP Technology
  - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
  - Exemption Policy
  - Appeal Policies
  - Prerequisite Procedures
  - Professional Development
  - Coordination with Student Equity and Other Planning Efforts
  - Coordination in Multi-College Districts
- IV. Attachments



**Faculty Development Committee Meeting**  
**Minutes for Tuesday, 25<sup>th</sup> March 2014, in Library West Basement**

**Committee Members**

<b><u>Name</u></b>	<b><u>Abbreviation</u></b>	<b><u>Division</u></b>
Florence Baker (present)	(FB)	Behavioral and Social Sciences
Dustin Black (present)	(DB)	Behavioral and Social Sciences (ECC & Compton)
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio** (present)	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Donna Manno (present)	(DM)	Professional Development
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Claudia Striepe** (present)	(CS)	Learning Resources
Evelyn Uyemura (present)	(EU)	Humanities

\*\*Committee Co-Chairs

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

**Spring 2014 Meetings:** January 28<sup>th</sup>, February 11<sup>th</sup> & 25<sup>th</sup>, March 25<sup>th</sup>, April 8<sup>th</sup> & 22<sup>nd</sup>.

The meeting was called to order at 1:20. (The start time for the meeting was delayed to accommodate the Solidarity March organized by the Union.)

**AGENDA**

- **Compton College Membership – Welcome.** Dustin Black (History) was welcomed to the FDC team. The team expressed delight at having recruited a colleague who is so involved in Torrance and at the Compton Center. In addition to having been recognized as Compton’s Outstanding Adjunct Faculty, (DB) completed the Faculty Inquiry Partnership Program and continues to be involved in the Honors Transfer Program, First Year Experience and Alpha Sigma Gamma Honors Society.
- **Getting the Job Workshop Series: The Interview – Follow-up Report.** (CS) reported that turnout for the event was very strong (approximately 30 faculty), despite the inclement weather on the day of the event. Feedback indicated that the event was valuable and appreciated. Mock interviews, an innovation for this year’s workshop, were well-received. Surveys included useful comments and suggestions for next year, for example, having more divisions represented and more time for questions in the mock interviews. (BH) and (RC) were recognized for their ongoing support of the program and for serving on the panel for both workshops this year. The team presented them with cards to express their gratitude and appreciation for their time and effort.
- **Ongoing projects**
  - **Academic Rank – Progress.** (DM) and the co-chairs will meet with Human Resources to discuss logistics for monitoring faculty members’ progress through the ranks. The outcomes of that meeting, as well as the results of a review of comparable programs at other colleges will be presented at a future meeting.

- **Outstanding Adjunct Award – Fundraising effort.** (KDD) presented a draft for the fundraising appeal, along with spreadsheets explaining a variety of strategies for raising \$14,000 to provide a \$1,000 award in perpetuity. The team provided a number of suggestions:
  - Create a perpetual plaque listing the names of all recipients, posted in public space in the library. (In addition the team suggested that the plaque for full-time Distinguished Faculty be moved from the president’s office to a more public location.)
  - Note that all donations are tax-deductible.
  - Explain more clearly the anonymous, outside donor’s contribution.
  - Given the generosity of the campus community, provide a range of possible donations and encourage donors to help meet the goal this year.
  - The team discussed whether donors would be encouraged to make one-time or ongoing donations (or a combination of the two).
  - Appeal to the Board of Trustees and to new faculty who may be especially empathic to the challenges faced by adjunct faculty.
- **Fall Flex Day Planning.** (DM) reported that Dr. Arce requested more information about the proposal to facilitate discussion groups, focused on the Six Success Factors, in lieu of having a keynote speaker. The team will develop learning objectives for Fall Flex and plan to dedicate the next meeting to discussion of Fall Flex.
- **OTHER:** (DM) reported that at the next FDC meeting, the TLC will be occupied. (CS) will investigate moving the meeting to Library 202.
- Meeting was adjourned at 2:00.
- **KDD 3.25.14**