



# Academic Senate of El Camino College 2011-2012

Feb. 21, 2012

16007 Crenshaw Boulevard

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

## Officers & Executive Committee

President	<b>Christina Gold</b>	Co-VPs Faculty Development	<b>Briita Halonen &amp; Moon Ichinaga</b>
VP Compton Educ'l Center	<b>Saul Panski</b>	VP Finance and Special Projects	<b>Lance Widman</b>
Curriculum Chair	<b>Jenny Simon</b>	VP Academic Technology	<b>Pete Marcoux</b>
VP Educational Policies	<b>Merriel Winfree</b>	Secretary	<b>Claudia Striepe</b>
		VP Instructional Effectiveness	

## Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci &amp; Athletics/Nursing</u>	<u>Natural Sciences</u>
vacant	12	<b>Tom Hazell*</b> 13/14	<b>Chuck Herzig</b> 11/12
vacant	12	<b>Kelly Holt</b> 13/14	<b>Miguel Jimenez</b> 11/12
		<b>Mina Colunga</b> 12/13	<b>Teresa Palos*</b> 13/14
<u>Behavior &amp; Social Sciences</u>		<b>Kim Baily</b> 13/14	<b>Pete Doucette</b> 12/13
<b>Randy Firestone</b>	11/12	_____ (vacant) 13/14	_____ (vacant)
<b>Christina Gold</b>	13/14		
<b>Michelle Moen</b>	11/12	<u>Humanities</u>	<u>Academic Affairs &amp; SCA</u>
<b>Lance Widman*</b>	13/14	<b>Brent Isaacs</b> 11/12	<b>Francisco Arce</b>
<b>Michael Wynne</b>	11/12	<b>Peter Marcoux*</b> 11/12	<b>Karen Lam</b>
<u>Business</u>		<b>Kate McLaughlin</b> 11/12	<b>Jeanie Nishime</b>
<b>Phillip Lau</b>	11/12	<b>Briita Halonen</b> 11/12	<b>Claudia Lee</b>
<b>Jay Siddiqui*</b>	11/12	<b>Jenny Simon</b> 11/12	<u>Associated Students Org.</u>
_____ (vacant)			<b>Rebekka Asher</b>
		<u>Industry &amp; Technology</u>	<b>Cindy Valdez</b>
<u>Compton Educational Center</u>		<b>Patty Gebert</b> 12/13	<u>President/Superintendent</u>
<b>Darwin Smith</b>	12/13	<b>Harold Hofmann</b> 12/13	<b>Thomas Fallo</b>
<b>Chris Halligan</b>	12/13	<b>Lee Macpherson</b> 12/13	
<b>Tom Norton</b>	12/13	<b>Douglas Marston*</b> 12/13	<u>The Union</u> <b>Editor</b>
<b>Saul Panski</b>	11/12	<b>Merriel Winfree</b> 12/13	
<b>Estina Pratt</b>	12/13		<u>Division Personnel</u>
<u>Counseling</u>		<u>Learning Resource Unit</u>	<b>Jean Shankweiler</b>
<b>Cristina Pajo*</b>	11/12	<b>Moon Ichinaga</b> 13/14	<b>Don Goldberg</b>
<b>Sabra Sabio</b>	13/14	<b>Claudia Striepe*</b> 13/14	<b>Tom Lew</b>
<b>Dexter Vaughn</b>	13/14		<u>Counseling</u> <b>Ken Key</b>
<u>Fine Arts</u>		<u>Mathematical Sciences</u>	<u>Ex-officio positions</u>
<b>Ali Ahmadpour</b>	11/12	<b>Michael Bateman</b> 12/13	ECCFT President
<b>Randall Bloomberg</b>	11/12	<b>Hamza Hamza</b> 13/14	<b>Elizabeth Shadish</b>
<b>Mark Crossman</b>	11/12	<b>Arkadiy Sheynshteyn</b> 13/14	<b>Nina Velasquez</b>
<b>Patrick Schulz</b>	11/12	<b>Susan Taylor*</b> 11/12	Curriculum Chair
<b>Chris Wells*</b>	11/12	_____ (vacant)	<b>Jenny Simon</b>
			CEC VP Elect
			<b>Michael Odanaka</b>
			<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, or example 11/12 = 2011-2012.



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

**SENATE'S PURPOSE (from the Senate Constitution)**

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2011**

September 6	Alondra Room
September 20	Alondra Room
October 4	Alondra Room
October 18	Alondra Room
November 1	Alondra Room
November 15	Alondra Room
December 6	Alondra Room

**SPRING 2012**

February 21	Alondra Room
March 6	Alondra Room
March 20	Alondra Room
April 3	Compton Board Room
April 17	Alondra Room
May 1	Alondra Room
May 15	Alondra Room
June 5	Alondra Room

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

**FALL 2011**

September 9	Board Room
September 23	Board Room
October 7	Board Room
October 21	Board Room
November 4	Board Room
November 18	Board Room
December 9	Board Room

**SPRING 2012**

March 3	Board Room
March 17	Board Room
April 7	Board Room
April 21	Board Room
May 5	Board Room
May 19	Board Room
June 2	Board Room



**AGENDA & TABLE OF CONTENTS**

		<b>Pages</b>
<b>A. CALL TO ORDER (12:30)</b>		
<b>B. APPROVAL OF MINUTES</b>		<b>6-12</b>
<b>C. OFFICER REPORTS</b>	<ul style="list-style-type: none"> <li><b>A. President</b></li> <li><b>B. VP – Compton Education Center</b></li> <li><b>C. Chair – Curriculum</b></li> <li><b>D. VP – Educational Policies</b></li> <li><b>E. Co-VPs – Faculty Development</b></li> <li><b>F. VP – Finance</b></li> <li><b>G. VP – Academic Technology</b></li> <li><b>H. VP – Instructional Effectiveness</b></li> </ul>	<b>14-19</b>
<b>D. SPECIAL COMMITTEE REPORTS</b>	<ul style="list-style-type: none"> <li><b>A. Calendar Committee Report</b></li> <li><b>B. ECCFT Report</b></li> <li><b>C. Accreditation Report</b></li> <li><b>D. Registration Priorities Committee</b></li> <li><b>E. Enrollment Management – Student Success Task Force Recommendations</b></li> </ul>	<p><b>Handout</b></p> <p><b>20-26</b></p> <p><b>27-37</b></p>
<b>E. UNFINISHED BUSINESS</b>	<ul style="list-style-type: none"> <li><b>A. BP/AP 4025 Philosophy for Associate Degree and General Education (second reading)</b> Explanation: This policy was referred back to Ed Policies for a reconsideration of language regarding the President’s development of policies. Three choices of language are provided for discussion.</li> </ul>	<b>38-42</b>



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<b>B. NEW BUSINESS</b>	<b>A. Nominations</b> 1. Adjunct Senators 2. Senate President 3. Co-VP Faculty Development  <b>B. Resolution of Appreciation and Nomination for the ASCCC Stanback-Stroud Diversity Award – Jason Suarez</b>  <b>C. Resolution of No Confidence in the Implementation of the Collegial Consultation Process at El Camino College</b>	<b>43-45</b>
<b>C. INFORMATION ITEMS – DISCUSSION</b>		
<b>D. FUTURE AGENDA ITEMS</b> <b>E. PUBLIC COMMENT</b> <b>F. ADJOURN</b>		



## Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Jenny Simon, Kelly Holt, Kaysa Laureano-Ribas, Claudia Lee	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Library 202
Academic Program Review Comm.	Claudia Lee, Christina Gold			
Compton Academic Senate	Saul Panski	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Briita Halonen, Moon Ichinaga	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	Christina Gold			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 <sup>rd</sup> Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Kelly Holt Chris Jeffries			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold David McPatchell	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold Chris Wells Sara Blake Cynthia Mosqueda	2 <sup>nd</sup> Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 <sup>th</sup> Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman Emily Rader (alt)	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs.	1-2:30	Library 202

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

ACADEMIC SENATE ATTENDANCE & MINUTES  
6<sup>th</sup> December 2011

**Adjunct Faculty**

Sue Ellen Warren X  
Leah Pate

**Behavioral & Social Sciences**

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

**Business**

Siddiqui, Junaid X  
Lau, Philip S X  
VACANT

**Counseling**

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

**Fine Arts**

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

**Health Sciences & Athletics**

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

**Humanities**

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

**Industry & Technology**

Gebert, Pat X  
Hofmann, Ed X  
MacPherson, Lee X

Winfree, Merriel  
Marston, Doug

**Learning Resources Unit**

Striepe, Claudia X  
Ichinaga, Moon X

**Mathematical Sciences**

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

**Natural Sciences**

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

**Academic Affairs & SCA**

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

**ECC CEC Members**

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

**Assoc. Students Org.**

Asher, Rebekka  
Valdez, Cindy

**Ex- Officio Positions**

Shadish, Elizabeth  
**Guests, Dean's Rep, Visitors:**  
Carolyn Pineda, Arvid Spor

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

The seventh Academic Senate meeting of the Fall 2011 semester was called to order by Academic Senate President Gold at 12:33pm.

Approval of last Minutes:

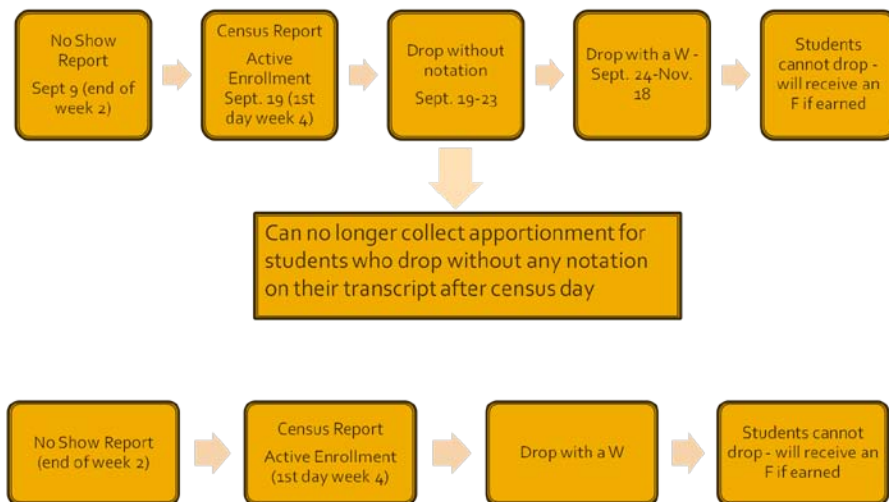
[See pp.6-10 of packet]The minutes of the November 15<sup>th</sup> meeting were approved as written. Dr. Arce had questions about minutes of the executive board and President Gold asked that the question be held for the appropriate section of the agenda.

AS President Gold asked for a motion to allow the Senate President to reorder the agenda for the efficient operation of the meeting. The motion was made by Mr. Wells and seconded by Mr. Crossman.

**REPORTS OF OFFICERS**

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

- [See pg 11 of packet]CG reported on discussion at the **college council meeting of November 28<sup>th</sup>**. The meeting mainly revolved around reviewing the Board meeting agenda for the BOT meeting of the same evening. CG noted that the minutes were brief and so she had appended some of her own notes concerning three issues re: the recent fact-finding report. CG had asked why cost-saving could be used as a reason to set forth a proposal while the entire report was based on the premise that the District is NOT claiming an inability to pay. CG reported that this question had not been answered. CG had asked whether the fact-finder’s use of comparables was not too simplistic an approach, and had been told that this was standard procedure. Dr. Fallo also stated that he would remind the Board of their option to “cherry-pick” items from the fact-finders report to support or oppose.
- CG also reported on two **changes to apportionment** that may have a negative impact. Firstly, Distance Education classes are to receive smaller apportionment than face-to-face classes. CG will share more details on this as they come in. Secondly, it appears the college will not get apportionment for students who drop without a notation on their transcript, or for student who drop after the census report without a W. Faculty must notify students that after the census period they must drop with a W. This process is sent to begin in Summer 2012. Dr. Spor reminded all that census week is the 3<sup>rd</sup> week of any semester.



**VP Legislative Action – Chris Wells (CW)**

No report.

**VP Compton Education Center - Saul Panski (SP)**

No report.

**Curriculum Committee – Jenny Simon (JS)**

No report.

**VP Educational Policies Committee – Merriel Winfree (MW)**

[See pg.12 of packet for minutes of the November 22<sup>nd</sup> meeting] MW had to attend another meeting, so CG reported on her behalf, giving an update on AP 4260 – Prerequisites and Co-Requisites. It seems that the Senate and the Curriculum Committee agree with the deans' recommendation to ease some prerequisites, and so the Deans will proceed with the planning process.

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

[See pp 13- 14 of packet for minutes of November 29th meeting]

MI reported that the Committee and panel had made a decision on the **Outstanding Adjunct Award** and that the presentation would take place a little later in the meeting.

MI noted that the **Jeanne Houston presentation** had been a success, drawing upwards of 250 attendees, mainly students. The presentation was also taped, for use in classrooms next semester.

The **Getting the Job workshop series, Part 2** “The Interview Process” will be held February 24<sup>th</sup> 12:30 – 2:00pm. If anyone is interested in presenting at this workshop, please contact the Faculty Development committee.

**Planning for Spring Flex day**, MI noted that Dr. Gold and a Compton representative might be giving an educational presentation on the mission and activities of the Academic Senate.

Mr. Widman asked if any presentations similar to the Houston presentation were being planned. MI said negotiations were underway to get one of the other authors of the selected books to speak, but noted that an older “made for TV” film on “Farewell to Manzanar” had recently been made available on DVD and ASO might sponsor a showing. Mr. Widman recommended going to any similar presentations.

**VP Finance and Special Projects – Lance Widman (LW)**

[See pp 15-16 of packet for minutes of the PBC meeting of November 3<sup>rd</sup>]

LW asked senators to please note the following items:

-First paragraph, Academic Senate, faculty and classified union representatives have withdrawn their active participation from the PBC for the reasons including the current collegial consultation status on the campus. LW noted a Federation meeting taking place at 1pm today that would be discussing other job action possibilities.

- P. 15, “Exceptions,” #2, with the recalculation of State revenues due 12/15, the situation gets more grim by the day, with the very strong possibility of mid-year cuts, increased student fees (\$46) next summer, and/or a much larger State budget deficit for 2012-13 (word on the street is that it already exceeds \$13 billion). LW said to look out for the aforementioned report on December 15<sup>th</sup>.

**SPECIAL COMMITTEE REPORTS**

**OUTSTANDING ADJUNCT FACULTY AWARD PRESENTATION**

MI announced that Josephine Moore is the recipient of the 2011 Award. MI presented Ms. Moore with a plaque in honor of her dedication to students, her being the sole instructor of Medical Terminology 1, which is a prerequisite for many other courses in health services, and for her service in many other areas



on campus. Ms. Moore accepted the award, saying many of her memories and experiences were tied to El Camino, and that she loved teaching here.

## **NEW BUSINESS**

### **Resolution of Appreciation: Chris Wells**

Mr. Wells accepted a plaque in appreciation of his past work as VP Legislative action and his work on program review.

**Whereas**, Chris Wells served as the Vice President of Legislative Action, providing outstanding, in-depth information and guidance to the Senate in a way that only a true political aficionado could; and

**Whereas**, he has benefited faculty and programs throughout campus with his sage advice and service on the Academic Program Review Committee; and

**Whereas**, he provides an incredible amount of “behind the scenes” support as an active member of the Senate Executive Committee; and

**Whereas**, he can find data and documents that pertain to nearly any campus issue within an incredibly short span of time;

**Resolved**, that the Academic Senate whole-heartedly appreciates the dedicated service Chris Wells has provided to the faculty, students and college as the Vice President of Legislative Action and as a member of the Academic Program Review Committee.

### **Resolution of Appreciation: Evelyn Uyemura**

Ms. Uyemura was on hand to accept the plaque in appreciation of her work on the Accreditation Committee and thanked the Senate, noting that she was no longer going to be involved in campus accreditation work.

**Whereas**, Evelyn Uyemura has served as an outstanding Faculty Co-Chair of the Accreditation Committee; and

**Whereas**, she has also served as an informed editor of the follow-up accreditation reports, which satisfied all of the ACCJC recommendations from the 2008 accreditation visit; and

**Whereas**, she has served the Senate as a diligent and careful Vice President of Educational Policies; and

**Whereas**, her strong sense of balance and fair judgment provides a trusted voice to faculty and benefits the entire campus community;

**Resolved**, that the Academic Senate expresses its deep appreciation for Evelyn Uyemura’s excellent service in the areas of accreditation, educational policies and general faculty leadership.

## **UNFINISHED BUSINESS**

### **Elections:**

The faculty-at-large approved the creation of two new VP positions in Academic Technology and Instructional Effectiveness. There were single nominations for the two positions and the Senate voted unanimously to elect the nominees to the positions.

Mr. P. Marcoux - VP Technology.

Ms. K. Holt - VP Instructional Effectiveness.

## **SPECIAL COMMITTEE REPORTS**

### **Calendar Committee Report**

[See pp17-20 of packet for minutes of the November 17<sup>th</sup> meeting]CG reported that a 2 year calendar will be presented to the Board of trustees at their next meeting on Monday December 12<sup>th</sup> at 4pm. The 2012/13 includes a Winter session so as to allow students to plan ahead and adjust their educational plans, and the 2013/14 calendar will not include a Winter session. CG noted that the Calendar Committee voted almost unanimously against the proposed 2013/14 calendar with no Winter session. Mr. Widman asked whether the meeting was then just a forum to announce a decision already made? Cg said that was a fair assessment. Mr. Widman asked whether CG’s recommendations regarding standards relating to students

success had been taken into account before the decision had been made. CG replied that although some data had been presented, it was hard to tell.

Ms. Holt said that there was data available showing that students taking Winter classes after a Fall semester are more successful than students jumping straight into Summer classes. Mr. Wells opined that it seemed that academic data is being ignored.

Mr. Crossman noted that it seemed there was no room for error, and students would have to adjust ed. plans, but the college is cutting the counselor hours. He noted that these issues are joined. Mr. Widman made a request that the Senate consider withdrawing from the Calendar Committee and College Council.

### **ECCFT Report**

CG noted that the ECCFT meeting scheduled for today had been cancelled, and thus the report as well.

### **Academic Program Review Committee Report**

[See pp 21-26 of packet] It was reported that all Program Reviews are now on the same cycle. The cycle will begin in late Fall, and by the end of Spring the coordinators will push the information out to colleagues for comment. In the next Fall the coordinators will meet with the Program Review Committee for the review. It was noted that the CurricUNET PR module should help streamline Program Review as all needed information should be at one's fingertips via links to SLO's, etc.

[A timeline of the Program Review cycle is on pg.25-26 of packet]

Mr. Wells and Mr. Ahmadapour asked whether faculty participation was optional. CG said yes, but it was up to the chosen faculty author to do the work as the process is faculty driven.

### **"Occupy ECC" Report**

There were no objections to CG's request to allow representatives of the "Occupy ECC" movement to have 2 minutes of time to address the Senate.

Student organizer Robert said that the campus theatre had been packed for meetings, showing strong interest in campus issues. He said that there was a loss of confidence in the campus administration, President and Board, and asked how long we were going to stand back and allow this state of affairs to continue. He said there would be a rally on Thursday November 8<sup>th</sup> at 11am on the library lawn.

Student organizer Danny said the movement was empowering students to speak up and disseminate information and get their voices heard. He noted that the movement was here to stay and would be at every event where decisions were made. He noted that might have to be at ECC for 5 years as he could not get the classes needed in a timely fashion, so students are being affected by the decisions, but are waking up and are encouraged by the similar state and national movements. He noted that the students are sick and tired at the current state of affairs.

## **UNFINISHED BUSINESS**

### **Two Resolutions in Support of Student Success.**

[See pp 27-38 of packet]CG also noted that there are corrections to the "Counseling Fact Sheet"

These resolutions were passed by emergency vote via the internet, as allowed by our Constitution, and were presented to the Board on Monday, November 28<sup>th</sup>.

Dr. Arce asked whether having an executive Board meeting and vote violated the Brown Act, which requires open meetings. Dr. Arce noted that the Academic Senate is bound by that and the information from that meeting was not shared by the whole campus.

CG said that at the Senate meeting of the 15<sup>th</sup> November the body had discussed whether we wanted to provide feedback to the Board, and had agreed to do so but were unsure of the date of the next Board meeting. By the time it was revealed that the Board was to meet on November 28<sup>th</sup>, time was short. CG further noted that according to the Brown Act if the executive committee meets and draws up a resolution it CAN go to vote, and as per our Constitution this can be done online. CG asked that, if Dr. Arce found anything inappropriate in the proceedings, he notify CG in writing so that she can respond.

Dr. Arce responded that he would, but wanted the minutes of that meeting.

CG noted the results of that vote appear on pp34-38 of packet.

Mr. Wells called for a motion to reaffirm the preamble and resolutions here in the public forum. Mr. Wells made the motion, and Ms. S. Taylor seconded the motion. The vote was unanimously in favor.

CG noted that the preamble and resolutions were presented to the Board of Trustees via email for their consideration.

Mr. Ahmadapour noted that the Trustees had remained mute on this and asked what the responsibilities of the Trustees are to the community.

Cg said the Trustees are not obliged to give feedback to the public. Mr. Ahmadapour asked if there were minutes of their meetings.

CG said not, and that the trustees withdrew for reflection and consultation. Mr. Spor affirmed that the trustees' reflections were in closed session. Mr. Crossman felt it is a problem that the Senate is held to the Brown Act while most campus decisions are made behind closed doors.

## **INFORMATION ITEMS – DISCUSSION**

### **Vote of No Confidence**

CG said that she had been asked to put this on the agenda, and that this was purely a discussion item as there was, as yet, not text for a first reading. However, CH noted some informational items for the discussion were to be found on pp 44-69 of the packet, and asked that these materials be read before we next revisit the issue.

CG outlined a possible timeline scenario of collecting facts and conducting discussion now and during Winter and then authoring a resolution, if that was the decision. Then the first reading could be on February 21<sup>st</sup>, and the second reading on March 6<sup>th</sup>. CG noted that this might seem long, but would provide plenty of time for reflection and for other alternate options like completing the College Consultation Report, consulting with the Chancellor's office, meetings with the Board of Trustee members and other administrators, and seeking outside assistance from neutral teams like the joint ASCCC/CCLC team.

CG then opened the floor for discussion and comment.

Mr. Wells reminded all that for outside neutral teams to come onto campus, outside assistance must be agreed to by both the Senate and the Administration jointly.

Mr. Crossman noted that this had been tried before and vetoed.

Dr. Baily asked why the Administration had refused. CG said that the trigger had been the rewriting of the Collegial Consultation Policy, but she was unsure as to the exact reason for the refusal.

Mr. Crossman said that the proposed options were not mutually exclusive. A No Confidence resolution would be a last resort, but it there is a management philosophy currently that we are at odds with, for instance cutting counselors but hiring more VPs. Mr. Crossman felt this was a Union AND Senate issue, and it is the Senate's purview to look at the impact of these things on students. He noted a difference in vision. Mr. Crossman noted that on shared governance the issue was not merely one of input and control, but the test came when we weighed how many times we got concessions when we disagreed on issues with the administration. He felt we had never had an outcome that went our way. He felt the administration could not doctor or hide a vote of No Confidence.

Ms. Taylor asked what consultation with the Chancellor's office would mean.

CG said she would have to look into this further, but thought they would offer legal opinions and advice.

Ms. Taylor said she was in favor of exploring all the options and sharing the burden of writing and other tasks. She proposed a small taskforce to be ready to go with information for the February 21<sup>st</sup> meeting, and to write a resolution of No Confidence. Mr. Crossman agreed to help with the taskforce.

Mr. Widman asked if there was anyone who felt we should not do this.

Mr. Ahmadapour noted that we have had many discussions like this. He felt the changes had been occurring for years and that we should not prolong the situation.

Ms. Ichinaga felt that the Senate should think more strategically, and wondered if this was the right time to explore ALL the options, leaving the Senate with no options in hand if the strategy did not work. Ms. Ichinaga favored a more graded approach.

Mr. Crossman disagreed, stating that we wanted it known that we have a bad situation here and that we want a more open management structure, even if it will be tough for a while.

Ms. Taylor said that while she favored starting on all the options, she agreed we should have a game plan thought out.

Ms. Colunga said that some of the options had already been tried, like talking to the Board members and some administrators, and it seemed clear that they do not agree with us. Ms. Colunga asked for clarification on option one, the College Consultation Report. CG explained, and Mr. Wells suggested putting the points in the form of a Fact Sheet. Cg agreed this might be easier.

CG reminded the Senate that the Union and the Academic Senate should be kept separate, and so we should think about what we want to accomplish. We should not be trying to convince the administration and Board at this stage, but be listening to their opinions. We have invited them to our meetings, but they have not responded.

Ms Ichinaga noted again that if we pursued all the options, and if they failed, where would we go from there? It was her opinion that we should try them in turn, and prepare for a resolution of No Confidence when we can state that we have exhausted all reasonable measures.

Mr. Firestone said that we should look at other districts that have used a vote of No Confidence and see what the results were, especially if those schools were in our area.

Mr. Crossman noted that ECC had done this 20 years ago and the action had led to the removal of the college President.

Ms. Jeffries said that she had come to be on record as thanking the Senate for their support on the Counseling and Calendar issues.

Mr. Ahmadapour said we did not have to examine the issues, we are in an age of “Occupy”, and there was much student support. He urged the Senate not to lose this opportunity. He felt we had been humiliated and should take action and be political.

Mr. Crossman agreed, saying past history at ECC did not support slow action as their philosophy is entrenched.

Ms. Ichinaga noted that administration is sensitive to public opinion and relations.

Mr. Crossman agreed, but felt the faculty would not get much support from the public.

Mr. Widman agreed to help CG with option one – the Consultation report, and with preparation of the others, noting that he had been on the Federation when President Schauerman had retired within a year of the No Confidence vote.

CG said she would work on something over the Winter and would be asking for help.

Ms. Colunga noted that this is for our students and felt we could also do more to educated high schoolers and high school counselors in the area.

CG said we must bear the Brown Act in mind as we progress and confirmed that Mr. Crossman and Ms. Taylor would be the nucleus of a taskforce.

Mr. Panski felt the Senate should clarify who/what the No Confidence resolution would apply to.

CG said this would have to be another discussion. Ms. Colunga was in favor of making it general at this stage, then being more specific as we found out more information.

Ms. Taylor said she had assumed it would be in the college president.

CG noted again that we must think about what we hope to achieve, and now, who to name in the resolution/s.

## **PUBLIC COMMENT**

None.

## **ADJOURN**

CG thanked the Senate for participation and hard work on behalf of our students and the college. The meeting adjourned at 2:01pm. CS/ECC2011



## EL CAMINO COLLEGE

## Office of the President

Minutes of the College Council Meeting December 12, 2011

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

1. Board Agenda

1. Hawthorne Police Chief Robert Fager will make a presentation to our Police Department.
  2. There will be an oath of office for three Board members.
  3. Item IX, Other Item – Consideration of Bids and District’s Options – Infrastructure Project – Compton Community College District may be delayed after the closed session.
  4. Page 17, Item B – Local Service Area Policy (California State University Long Beach) is an informational item. It was noted that enrollment is down and they might lower their GPA requirements.
  5. Page 29, Item A – Budget Augmentation – Fiscal Year 2011-12. It was noted that this is for a financial aid overpayment. Further information on this item is included in the supplemental materials sent with the Board letter.
  6. Supplemental Board Materials included a memo from Dr. Nishime regarding Fall 2011 F-1 Visa Agents/Student Contact Report. It was noted that this is for contact through outside agents.
2. Assistance to Assure Effective Participation in District and College Governance (A Joint Program of the Academic Senate and Community College League) was discussed.

Agenda for the January 17, 2012 Meeting:

1. Minutes of December 12, 2011
2. Board Agenda
3. BP 4231 (Grade Change)
4. Smoking area amenities – Bob Gann
5. Joint ASCCC / CCLC Team visit
6. College Council Goal Review



**NOTES – COUNCIL OF DEANS  
DECEMBER 8, 2011**

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

**I. INFORMATION**

A. Notes of 11/10/11: Distributed.

Revisions: CEC Update: Interim ~~Chief Business Officer~~ **Business Manager** is Babs Atane.

DR Notations: Effective Summer 2012, students will have until the end of the second week to drop classes without a notation.

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

- Mini job fair for machine tool technology on 12/8.
- Faculty and staff appreciation breakfast will be held on 12/9.
- The Nursing Pinning Ceremony will be held on 12/15.
- Winter enrollment 90% full. Spring 2012 enrollment is 40% full.
- There are 6-12 faculty members that will be retiring.

C. PBC Update: D. Patel provided an update of the last meeting on 12/1:

- VP Hidgon participated in a regional meeting in the Chancellor's Office regarding trigger 2 cuts and how it would impact the community colleges.
- A decision for the various lawsuits in litigation against the state is anticipated by 1/15/12.
- PBC agenda suggestions for the future: environmental economical forecast/scan to better frame the task of the PBC, 5 year forecast such as STRS/PERS/healthcare trends, actuarial study reviewed every two years, master plan update in Spring, accreditation self-study in March 2012, energy costs savings in late spring, interfund transfers, audit report and journal entries and foundation Igrants.
- Title V – money to the federal government financial aid that may have been disbursed to students who dropped their classes before the term. There was a \$100,000 transfer which included payment for CEC students which was billed back to the Center.

D. Classified Update: C. Vakil-Jessop provided an update:

Classified employees voted on a new contract. The vote was ratified and will be on the December board agenda. Members votes yes = 122; no = 28.

E. Academic Senate Update: C. Gold was unable to attend the meeting and provided an update via email to Council members.

- F. ASO Update: J. Hormati provided an update:  
Final madness will be held in the East Lounge of the Activities Center at 9 pm–1 am.  
Computer lab will be open from 9 pm–11 pm.
- G. Orientation Workshops: A list of the remaining orientation workshops was distributed to Council members. T. Lew will present on Administrative Regulations (California Ed Code and Title 5) on 12/8.

## II. DISCUSSION/ACTION

- A. Course Repetition: Board Policy 4225 & Procedure – Course Repetition was distributed in draft form. It will need to be reviewed by the various constituents, including Board approval. It will be necessary that Title 5 regulations be in compliance by summer 2012. It was noted that the President/Superintendent has the authority to develop procedures for course repetition. It was recommended that a broad statement be included to avoid making frequent changes to the policy. Other discussion points:
1. The term repeat will be changed to “attempts” to avoid confusion with student repeats, repeatability courses. B. Mulrooney will seek legal counsel regarding unclear questions about the procedure.
  2. A student cannot retake the same course under these circumstances: (1) after three Ws; (2) two substandard grades and one W; or (3) two Ws and one substandard grade. In addition, the College cannot collect apportionment under these circumstances.
  3. The College does not have a lapse of time procedure. It is determined by the deans of each division. The College will need some language or guidance from the deans regarding this issue since it varies by discipline. Once this issue is resolved, a workshop will be done with administrative assistants, counselors, and evaluators.
  4. The timeline needs to be finalized for the policy and procedure by early spring. Information must be published before registering students for summer and fall 2012 as requested by the Chancellor’s Office. It was suggested to have the final submission before the first Academic Senate meeting in spring 2012. Within the next eight weeks, F. Arce recommends having the (1) procedure finalized; (2) do data testing; and (3) get faculty members involved.
  5. Post degree grade alleviation –grade repetition to alleviate a grade after a degree is posted is not allowed. Since ECC based all course work in the issuance of a degree or certificate, the alleviation of a grade through lapse of time could have a detrimental effect on that degree or certificate.
- B. Division Office Hours 12/19-22: Regular office hours will remain during the week of 12/19-22. Division offices must stay open during the last week of the semester. The College will remain open for the general public.
- C. ACCJC Evaluation Team: Council members are invited to submit an application if they wish to serve on an accreditation team. VPs will review application and verify it coincides with roles that the Accrediting Commission set forth.

## IV. MEETING SCHEDULE

The next Council of Deans will meet on January 12 from 8:30-10:00 a.m. in Adm 131.





**NOTES – COUNCIL OF DEANS**  
**JANUARY 12, 2012**

Present: J. Anaya, F. Arce, C. Gold, S. Dever, E. Geraghty, D. Goldberg, A. Grigsby, D. Hayden, J. Hormati, T. Kyle, C. Lee, T. Lew, G. Miranda, W. Morris, B. Mulrooney, R. Murray, R. Natividad, D. Patel, B. Perez, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader, R. Smith, A. Spor, C. Vakil-Jessop

**I. INFORMATION**

A. Notes of 12/8/11: Distributed.

Revisions: Title ~~V~~ **IV** – money to the federal government financial aid that may have been disbursed to students who dropped their classes before the term.

Classified employees voted on a new contract. The ~~vote~~ **contract** was ratified and will be on the December board agenda.

Update: Course Repetition – R. Natividad reported procedure will be done the second or third week of January 2012. It will need to be included in the new catalog.

ACCJC Evaluation team – only one application has been received to serve on an accreditation team.

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

- Approximately 50-75 new and continuing students attended the Financial Aid event.
- Enrollment is 99.6% full.
- R. Murray will be responsible for the Math and Science Division.
- Mini job fair for machine tool technology resulted in six students being hired.
- Nine faculty members will retire as of 6/30/12.
- Faculty and staff appreciation breakfast was a success.
- Welding – four students were hired for a project at LAX and students received their certification.

C. PBC Update: D. Patel provided an update of the last meeting on 12/15:

- Budget – trigger 2 was pulled. The amount of reductions is not known at this time. More information will be available regarding the budget at upcoming meetings.
- The next PBC meeting will be 1/12/12.
- VP Higdon will bring the audit findings to the next meeting.
- The tobacco issued is settled. Other lawsuits are still in litigation.

It is projected 18,000-18,200 FTES for the 2011-12 academic year. A more accurate figure will be available at first census.

The student retention rate is increasing. Students are better prepared and there is heightened awareness of success and retention at the College and nationwide.

A concern on the final audit report was apportionment in Fire and Emergency Technology 150. Enrollment limitation is current employment as a paid, volunteer, or auxiliary personnel of fire service. Apportionment was disallowed. This has raised awareness in other courses where enrollment is restricted and the apportionment model is not in compliance in regulations.

## II. DISCUSSION/ACTION

A. Field Trip Policy: Discussion was held with R. Bonura and Keenan representative, Toni Murlless:

1. There was some concern about alternate class site activities and what paperwork is necessary. Some faculty have provided a sign-in for students.
2. There is no reference to forms in the procedure/board policy. It was suggested to include in the procedure what forms are needed for faculty and students once it is revised.
3. Students that provide transportation for other students on a field trip will need to pass and complete the college driver's training.
4. AP 4300 (Field Trips and Excursions) was part of the risk management procedure some years ago. It was noted that it may belong back in the 7000 series since it involves insurance and risk.
5. AP 4300 states the SCA must approve and coordinate athletic activities. Offsite events (i.e. football games) has been approved by T. Barbone and R. Natividad. R. Natividad will check what other schools are doing and work with R. Bonura for clarification.
6. Nursing students are automatically covered when they are at clinical sites for class. ECC provides certificates from Keenan and Associates. A contract is board approved each year for clinical sites.
7. For nursing students that have opportunities to volunteer at health fair, it is suggested to find out what agreement is made with the facility to cover the students.
8. For students attending an offsite facility for classroom observations (i.e. Wiseburn District), an agreement and outline insurance policy needs to be in place.
9. For interpreters attending deaf events as part of the curriculum and course credit, it is the responsibility of the offsite location. ECC does not need a contract to cover liability.
10. If students wish to provide their own transportation to attend a field trip for university tours to UCs, CSUs, and private colleges, a volunteer transportation form must be completed.
11. It varies by division how long forms are kept on file as some offices keep them as long as ten years.
12. Classified employees cannot attend a field trip as the sole supervisor. Classified employees cannot supervise; therefore, a certificated employee must attend the event.
13. Students attending an optional or extra credit activity for a class must complete a volunteer transportation form. The College is in no way responsible or assume any liability.
14. Clarification is needed for faculty perspective on excursions, field trips, or alternate class sites. It was suggested to have a simple check list approach or combine forms into one such as medical and transportation. Provide in-service discussion for faculty at the division meeting.

Once the field trip procedure is reviewed with Keenan & Associates, R. Bonura will meet again with the Council of Deans for clarification.

- B. Rosters: Rosters are printed after census date for the winter intersession. Instructors can print temporary rosters in advance for the fall and spring semester.

### **III. OTHER**

#### A. Enrollment Patterns/Trends for Spring 2012

- 93% of target; 7,786 FTES for Spring; and classes are full.
- Deans are advising students that are turned away from classes in the following ways: (1) show up at the first day of classes; (2) watch wait list daily; (3) look at other schools for course offerings especially if the student need the class to graduate soon. (4) encourage students to express their concern to public officials (ASO has plans for this).
- When a student enrolls in a specific course, there is a way to look up a student's prerequisite(s) for a specific course. A report is available on Datatel that shows if a student meets prerequisite, prerequisite is pending, or if he/she failed the prerequisite. Once it is known that the College is checking, students will be more cautious. This can be done with any course but may take awhile to run the list.

- B. Payment System: B. Mulrooney indicated that a new payment system will be implemented on March 17-18. B. Mulrooney will check if other systems will be down during that time. (**NOTE:** Datatel Colleague, MyECC portal, Web/Advisor link, and the Web UI will be unavailable 3/17-18. There should be no impact on eTudes or the computer labs at El Camino and Compton Center. Students will not be able to add a late start short-term class, drop a class, or make a payment. Instructors will not be able to drop students, grade forecast, or conduct other roster related business for those two days.)

### **IV. MEETING SCHEDULE**

The next Council of Deans will meet on January 26 from 8:30-10:00 a.m. in Adm 131.



ADMISSIONS & RECORDS  
MEMORANDUM

TO: El Camino College Cabinet  
FROM: William Mulrooney  
DATE: January 30, 2012  
RE: Registration Priorities

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The Registration Priorities Committee (RPC) was composed of six members representing five constituencies. They are listed in Table 1, Committee Member Representation below.

Table 1 – Committee Member Representation

COMMITTEE MEMBER	TITLE	REPRESENTING
Josh Casper & Jasmine Hormati	Student Trustee and ASO Vice-President respectively	Students
Christina Gold	Academic Senate President	Faculty
William Mulrooney	Director, Admissions & Records	El Camino College Managers
Gerald Sequeira	Director, Admissions & Records, El Camino College Compton Center	Compton Center
Luukia Smith	El Camino Classified Employees President	Classified Employees

Note: Josh Casper and Jasmine Hormati had one vote between the two of them.

The RPC developed a Student Group Application for Priority Registration. Within that application the RPC asked initially for Student Group Information and Student Group Demographic Information. Within the demographic section we asked the following questions:

1. How many students have participated in the Student Group for each of the last five years?
2. What are the criteria to be in the Student Group?
3. What is the benefit of the Student Group to the college?

The bulk of the information sought was in Section II Criteria. In this section six questions were asked:

1. What are the extra-curricular or co-curricular activities required for the Student Group. How many dedicated hours outside of the classroom are required of students in this Student Group?
2. Explain the challenges faced by students in this group if priority registration is not granted. Would participation in the extra-curricular or co-curricular activities be compromised? If so, how?
3. What alternatives or options are available to the Student Group in lieu of priority registration? Can you change when you meet? Can you have designated classes?
4. List other California Community Colleges that provide for priority registration for similar Student Groups.
5. Are there federal or state laws or regulations that require students in the Student Group to maintain full-time registration status? If so, please cite them.
6. Is there anything you would like to add about the student group and its need for priority registration that has not been asked or addressed?

The RPC received applications for priority registration from ten student groups. They were in alphabetical order: Associated Students, Athletics, First Year Experience, Forensics Team, Honors Transfer Program, International Student Program, Journalism Majors, MESA, Puente, and Project Success.

The RPC met on Wednesday, January 18, 2012 to discuss each student group application packet and to cast votes. Prior to that meeting, the RPC had decided via email consultation that any student group receiving a 5-0 vote for either a recommendation to approve or deny would not be asked to present before the committee. A student group receiving a 4-1 vote would be asked to present only if the voter in the minority requested a presentation. All split votes of 3-2, 2-3, 2-2-1 or at least two undecided voters would necessitate a presentation. At the conclusion of the deliberations on January 18, the RPC voted to grant without

need for presentation the following groups: Associated Students, Athletics, Honors Transfer Program, and the International Student Program. The RPC also decided to deny without presentation: Journalism Majors, MESA, and Puente. Three groups were asked to present before the RPC: First Year Experience, Forensics Team, and Project Success.

The vote after the first round of voting was:

STUDENT GROUP	YES	NO	UNDECIDED	ABSTAIN OR PASS
Associated Students	4	0	0	1
Athletics	5	0	0	0
First Year Experience	0	0	5	0
Forensics Team	0	0	5	0
Honors Transfer Program	5	0	0	0
International Student Program	4	0	0	1
Journalism Majors	0	5	0	0
MESA	0	5	0	0
Puente	0	5	0	0
Project Success	0	0	5	0

Note: both the Associate Students and the International Student Program had abstentions. The student representatives abstained on the Associated Students vote and Bill Mulrooney abstained on the International Student vote.

After the presentations of Wednesday, January 25 the RPC voted to approve the applications of First Year Experience, Forensics, and Project Success. The final vote was as follows:

Registration Priorities Recommendations  
 January 31, 2012  
 Page 4 of 7

STUDENT GROUP	YES	NO	UNDECIDED	ABSTAIN OR PASS
Associated Students	4	0	0	1
Athletics	5	0	0	0
First Year Experience	4	0	1	0
Forensics Team	5	0	0	0
Honors Transfer Program	5	0	0	0
International Student Program	4	0	0	1
Journalism Majors	0	5	0	0
MESA	0	5	0	0
Puente	0	5	0	0
Project Success	5	0	0	0

Members of the RPC recognize that it has recommended for approval seven groups and that there is a potential for two appeals to Cabinet: Puente, and MESA. However, we believe we can accommodate the needs of these programs and their students with a consolidation of the student groups into registration cohorts. These registration cohorts can be established as overlays in Datatel Colleague reducing the number of district designated registration groups to three. At the same time, the student groups would maintain their program identities. The proposed district designated registration cohorts are: 1) Learning Communities and Cohort Classes, 2) Extra- or Co-Curricular Programs, and 3) Programs with Federal Mandates of Full-time Enrollment. A fourth group, Mandated Programs, can be set up separately with the programs required by the California Education Code, the California Code of Regulations, or Federal grant in this registration cohort.

If Cabinet adopts this strategy, the composition of the registration cohorts can conceivably be as follows:

#### Mandatory Programs

- Disabled Student Services Program
- Extended Opportunity Program
- Foster Youth
- Veterans
- Federal Grants Requiring Priority Registration

#### Learning Communities and Cohort Classes

- First Year Experience
- Honors Transfer Program
- Project Success
- MESA (if appeal is approved)
- Puente (if appeal is approved)

#### Extra- or Co-Curricular Programs

- Athletics
- Associated Students
- Forensic Team

#### Full Time Enrollment Mandate

- International Student Program

Learning Communities and Cohort Classes need priority registration in order to maintain the integrity of the programs. For instance, courses for the Honors Transfer Program and Project Success are open to general enrollment and may be filled by other groups with priority enrollment or the general student population before students in those programs had a chance to enroll.

The groups in the Extra- or Co-Curricular Programs need priority registration because the high number of hours devoted to participation in the program tightly restricts the students' schedules, making it difficult to enroll in the classes they need without priority enrollment. The Forensics Team has both a tight schedule and must be enrolled in specific classes. Due to curriculum changes, those required classes have a large number of lab hours, further restricting team-members' schedules



The RPC discussed the long standing El Camino College tradition of offering early registration to employees of the district. The committee unanimously agreed that this tradition should be maintained. This would not be a blanket application of priority or early status for all employees. It would provide those employees who request early registration to be granted a day and time early in the registration process. The assignment of an early registration appointment for an employee would not be granted prior to the state mandated groups. Instead, it would either follow those groups or the district designated groups.

The RPC also recommends that the priority registration granted to members of the military and recent veterans pursuant to SB 272, SB 361, SB813, and contained in California Education Code 66025.8 be expanded. The eligible military groups contained in the October 25, 2011 memorandum from California Community College Vice-Chancellor Linda Michalowski are as follows:

- 1) Current members of the armed forces;
- 2) Former members of the armed forces for any enrollment period that begins within four years of their date of separation from state or federal active duty;
- 3) Former students called to active duty during a period of enrollment; and
- 4) Current members or former members of the State Military Reserve.

The expansion of priority registration would be for members of the military beyond the four year timeframe with no time limit. This would allow for veterans who separated more than four years ago (from Iraq, Afghanistan, Dessert Storm, Vietnam, or any other conflict or time period) to receive priority registration. This is fully allowable provided Board approval is granted under California Code of Regulations Section 58108. This is affirmed on page two, paragraph one of Vice-Chancellor Michalowski's memorandum in which she states:

“Additionally, colleges are reminded that while state law establishes specific enrollment priorities, a local community college trustee board has the authority under Title 5 section 58108 to establish a priority system that is consistent with all applicable state laws and that may include expanded enrollment priorities to meet local needs.”

However, the district would continue to adhere to the last sentence in California Education Code Section 66025.8 (a) which states:

“A former member of the Armed Forces of the United States or the State Military Reserve who received a dishonorable discharge or a bad conduct discharge is not eligible for priority registration for enrollment pursuant to this section.”

**Student Success Task Force Draft Recommendations**

**Increase College and Career Readiness**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
1.1	Community colleges will collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards	Doing so would reduce the number of students needing remediation, help ensure that students who graduate from high school meeting 12th grade-level standards are ready for college-level work, and encourage more students to achieve those standards by clearly defining college and career expectations.

**Strengthen Support for Entering Students**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
2.1	Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.	The centralized assessment must be diagnostic to ensure placement into appropriate coursework and to inform local academic senates as they design appropriate curriculum. It should also include an assessment of “college knowledge” and the extent to which a student understands and exhibits key academic behaviors and habits of mind necessary for success in college.
2.2	Require all incoming community college students to: participate in diagnostic assessment and orientation and develop an education plan.	Requires amendments to Title 5 to require participation in assessment/orientation/ed planning and to establish more explicit criteria for exempting students from participation
2.3	Community colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.	A common application to college; an electronic transcript; an online BOG fee waiver form; an education planning module; an electronic library resource and library catalog; a career exploration module; a job placement module; a textbook purchasing module; and a transfer advisement module.
2.4	Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.	<ul style="list-style-type: none"> <li>● Amend Title 5 section 55521 to allow for students to be placed in a noncredit student success course or other support activity.</li> <li>● Require students to participate in a student success support intervention if assessment results demonstrate a need.</li> </ul>

2.5	Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end of their third term in order to maintain enrollment priority.	Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term and to define “program of study” as a certificate, degree or transfer objective in a specific occupational area or major.
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**Incentivize Successful Student Behaviors**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
3.1	The community colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.	<p>Highest enrollment priority should be provided for:</p> <ul style="list-style-type: none"> <li>• Continuing students in good standing who are making progress toward a certificate, degree, transfer or career advancement objective</li> <li>• First-time students who participate in orientation and assessment and develop an informed education plan that includes courses or other approaches to begin addressing any basic skills deficiencies in their first year</li> </ul> <p>Continuing students should lose enrollment priority if they:</p> <ul style="list-style-type: none"> <li>• Do not follow their original or a revised education plan</li> <li>• Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) or Progress Probation (failure to successfully complete at least 50 percent of their classes)</li> <li>• Fail to declare a program of study by the end of their third term</li> <li>• Accrue 100 units, not including Basic Skills and ESL courses.</li> </ul>
3.2	Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements, as specified below: A) Require students receiving a BOG Fee Waiver to identify a degree, certificate, transfer, or career advancement goal. B) Require students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal. C) Limit the number of units covered under a	<p>Amend Education Code section 76300(g) and Title 5 section 58612 or 58620 to add eligibility criteria.</p> <ul style="list-style-type: none"> <li>• Build in a series of active interventions to ensure that students facing difficulties do not lose financial aid eligibility.</li> <li>• Ensure that students failing to make progress have the ability to appeal.</li> <li>• Ensure that financial aid offices retain capacity to administer this recommendation regardless of the number of fee waivers granted on a particular campus.</li> </ul>

	BOG Fee Waiver to 110 units.	
3.3	Community colleges will provide students the opportunity to consider the benefits of full-time enrollment.	No statutory or regulatory changes are needed. This can be accomplished by dissemination of best practices for financial aid packaging and deployment of existing resources.
3.4	Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.	Colleges need to be able to offer students an array of courses, laboratories, and other approaches to skill improvement. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction and intensive basic skills courses.

**Align Course Offering to Meet Student Needs**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
4.1	Community Colleges will use aggregated data from students' programs of study, along with state and local data, including enrollment trends, and labor market demand to develop course schedules and determine course offerings.	<p>Highest priority for course offerings shall be given to credit and noncredit courses that advance students' academic progress in the areas of basic skills, ESL, CTE, and degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.</p> <ul style="list-style-type: none"> <li>• Amend statute and Title 5 as needed to explicitly allow colleges to enroll community service students without receiving credit in otherwise state supported credit classes, where there is excess capacity in those classes.</li> <li>• Amend statute and Title 5 regulations to specify that apportionments may only be claimed for courses that support student education plans.</li> </ul>

**Improve the Education of Basic Skills Students**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
5.1	Community colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.	<p>The task force believes that the community college system must foster more effective basic skills instruction on a large scale. We cannot simply place students into classes that use the same mode of instructional delivery that failed to work for them in high school.</p> <ul style="list-style-type: none"> <li>• Authorize the reallocation of Basic Skills Initiative (BSI) dollars in the annual Budget Act.</li> <li>• Amend Title 5 regulations to remove the requirement that supplemental instruction, with regards to basic skills support, be tied to a specific course. This would explicitly enable the use of supplemental instruction for the benefit of basic skills students.</li> </ul>
5.2	The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs for adults for courses in English as a Second Language (ESL).	The community colleges, with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness.

**Revitalize and Re-Envision Professional Development**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
6.1	Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.	On-going professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development, institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement.

6.2	Community colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.	<ul style="list-style-type: none"> <li>• Amend statute and Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to align the use of professional development with state objectives by encouraging colleges to link mandatory professional development activities to a set of statewide objectives and then measure movement towards those objectives.</li> <li>• Amend Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to recommend specific professional development purposes for flex day(s).</li> <li>• Amend Title 5 regulations to ensure that professional development is equally focused on part-time faculty.</li> </ul>
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**Enable Efficient Statewide Leadership & Increase Coordination among Colleges**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
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7.1	The state should develop and support a strong community college system office with commensurate authority, appropriate staffing, and adequate resources to provide leadership, oversight, technical assistance and dissemination of best practices. Further, the state should grant the Community Colleges Chancellor's Office the authority to implement policy, consistent with state law.	<ul style="list-style-type: none"> <li>• Amend statute to grant the Board of Governor's authority to appoint vice chancellors.</li> <li>• Amend statute (Education Code 70901.5) to allow the Chancellor's Office to promulgate Title 5 regulations without obtaining approval from Department of Finance.</li> </ul>
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7.2	<p>In collaboration with the Chancellor’s Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner (consistent with Recommendation 7.3).</p>	<ul style="list-style-type: none"> <li>● The Chancellor’s Office, in consultation with the internal and external stakeholders, will establish an overarching series of goals, with districts and individual colleges prioritizing these goals and establishing strategies that address local considerations.</li> <li>● In order to measure and direct attention to addressing persistent equity gaps, these goals will include sub-goals by race/ethnicity.</li> <li>● The Chancellor’s Office will implement robust accountability reporting (via a publicly understandable “scorecard” per recommendation 7.3), which will include progress made on intermediate measures of student success as well as ultimate outcomes. Starting from the ARCC data, implementation of this recommendation will focus on which additional data elements are needed to support the goal setting function as well as which data elements can be retired to offset the new reporting requirements.</li> </ul>
7.3	<p>Implement a student success scorecard.</p>	<p>In order to increase both public and institutional attention on student success, the California Community Colleges will implement a new accountability tool that would present key student success metrics in a clear and concise manner. These scorecards will be posted at the state and local levels to help focus the attention of educational leaders and the public on student performance. This new scorecard would be built on the existing Accountability Reporting for Community Colleges (ARCC). The key difference is that the new scorecard would present a distilled subset of data in a brief format that will help to focus attention on the system’s current student success efforts.</p>
7.4	<p>The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.</p>	<ul style="list-style-type: none"> <li>● Secure a commitment from the education segments for the development of a longitudinal K-20/wage data warehouse and the creation of an educational research resource.</li> <li>● Chancellor’s Office, together with the other education segments and the labor agency, should procure one-time funding (including grant and philanthropic funding) for database development.</li> </ul>



**Align Resources with Student Success Recommendations**

<b>Ranking</b>	<b>Description</b>	<b>Comments</b>
8.1	Encourage categorical program streamlining and cooperation.	<p>The Task Force believes that the current approach results in organizational silos that are inefficient create unnecessary barriers for students... To address these issues, the Task Force recommends that:</p> <ul style="list-style-type: none"> <li>● State leaders (including the Legislature and Board of Governors) review the administration and reporting requirements of the various categorical programs and streamline them where needed.</li> <li>● Colleges and programs strive to break down programmatic silos and voluntarily collaborate in an effort to improve the success of students.</li> </ul>
8.2	Invest in a student support initiative.	<ul style="list-style-type: none"> <li>● The Student Support Initiative would rename and encompass the current Matriculation program thus elevating the prominence of the program.</li> <li>● Beginning with the 2012-13 State Budget, the first priority for new monies appropriated to the system would be to augment the Student Support Initiative.</li> <li>● These funds would be directed to community college districts to make strategic local investments in activities and programs that are necessary to promote student success, including but not limited to implementing diagnostic assessments, orientation, and education planning.</li> <li>● Receipt of these funds by a district would be conditioned on the district developing and submitting to the Chancellor's Office local student success plans that are consistent with state and local district goal setting and address student equity impacts. Plans will identify specific strategies and investments over a multi-year period.</li> <li>● Further, as a condition of receiving Student Support Initiative funds, districts would be required to implement the common assessment</li> </ul>
8.3	Encourage innovation and flexibility in the delivery of basic skills instruction.	<p>Allow a college...to pilot innovative ways of delivering basic skills instruction that would be supported by regular FTES funding.</p> <ul style="list-style-type: none"> <li>● Amend statute and the annual Budget Act to provide the Chancellor's Office with the authority to allocate funding to colleges to implement innovative basic skills pilots.</li> <li>● Colleges participating in this alternative funding model would be eligible for</li> </ul>

exemption from the attendance rules that are contained in the regular FTES funding model.



## Implementation of Student Success Task Force Recommendations

	Statute	Regs	Budget	State Admin. Policy	Local Best Practice	2012 Legislative Action
1.1 Common core standards for college and career readiness				X		
2.1 Common centralized diagnostic assessments	X		X			Budget item
<b>2.2 Diagnostic assessment, orientation, &amp; educational plan</b>	X	X				Statutory change
2.3 Technology applications to better guide students			X			Budget item
2.4 Support resources for students lacking college readiness		X				
2.5 Declare a program of study		X				
3.1 System-wide enrollment priorities		X				
<b>3.2 Board of Governors fee waiver requirements</b>	X	X				Statutory change
3.3 Promote benefits of full-time attendance					X	
3.4 Begin addressing Basic Skills deficiencies in first year		X				
4.1 Base course offerings & schedules on student needs	X	X	X			Budget/BB language
5.1 Alternative basic skills curriculum		X	X	X		BB Language
5.2 Statewide strategy for Non-Credit & Adult Education in CA						
6.1 Enhanced professional development opportunities						
6.2 Improved use of professional development resources	X	X	X			Budget/BB language
<b>7.1 Stronger community college system office</b>	X		X	X		Statutory change
7.2. State and local student success goals				X		
7.3 Accountability score card		X		X		
7.4 Longitudinal student record system			X	X		Budget Item
8.1 Categorical program streamlining and cooperation				X		
<b>8.2 Invest in Student Support Initiative</b>	X	X	X			Budget/BB language
8.3 Alternative Basic Skills funding model		X	X			BB Language

**ASCCC Positions on SSTF Recommendations**  
**2/8/2012**

**This is not intended to be a comprehensive list of ASCCC positions, but rather a list of points to advocate for as the SSTF recommendations are implemented.**

**SSTF 1.1** Community Colleges will collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards.

- **While the language of the recommendation is unclear, it is presumed to mean that the CCCs should work with K-12 to facilitate an increase in K-12 standards such that they are consistent with definitions of college-ready as determined by the colleges alone or the colleges in collaboration with K-12.**

**SSTF 2.1** Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.

- **ASCCC maintains the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures, supports the establishment of a centralized standard assessment as an option provided there is a local determination of cut scores for placement, and encourages local academic senates to support selection of this assessment option for local use.**

**SSTF 2.2** Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.

- **Support a common diagnostic assessment, but not incentivizing the use of an interim common assessment. (Reject using interim common assessment prior to development of diagnostic assessment.)**
- **Rather than requesting or incentivizing local colleges to adopt an interim common assessment ask colleges to accept scores from other colleges with local placement. (Accomplishes a component of SSTF goals without encouraging movement to an interim assessment; consistent with resolution 18.06, F03 that encouraged colleges to find a way to use the assessment scores of other colleges.)**
- **Deadline for students to develop an education plan - alter from terms to units - or permit colleges to select whether terms or units makes more sense.**
- **Express the need to define "education plan" and, specifically, distinguish between an education plan and a degree audit system.**
- **Assert that only counselors have the expertise to develop an education plan.**

**SSTF 2.3** Community colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.

- **Faculty involvement (especially counseling faculty) in the selection of any technology is critical.**
- **Develop technology plans that add to the counseling relationship rather than detract from it.**

**SSTF 2.4** Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.

- **ASCCC supports local senates encouraging students who benefit to take a student success course their first semester provided additional resources are allocated (FA10 13.05)**
- **Necessary to define “intervention”.**

**SSTF 2.5** Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.

- **The term “program of study” needs to be discarded or clearly defined.**
- **“Intervene” needs to be defined.**
- **Students should be asked to declare their educational goal after either a minimum number of terms or completion of a minimum number of units.**

**SSTF 3.1** The Community Colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

- **ASCCC opposes this recommendation until it has been determined that the proposed enrollment priorities will not have a negative disproportionate impact.**
- **F11 13.14 Earned-Unit Limitations for Registration Priority Concerns: “urge colleges and policy-makers to ensure that community college students who are legitimately engaged in programs or coursework appropriate to the California community college mission are able to maintain registration priority without undue burden”.**
- **Need to define “educational objective”.**

**SSTF 3.2** Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements, as specified below. (A) Require students receiving a BOG Fee Waiver to identify a degree, certificate, transfer, or career advancement goal. (B) Require

students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal. (C) Limit the number of units covered under a BOG Fee Waiver to 110 units.

- **ASCCC has concerns about this recommendation. It is critical that there are appropriate protections in place. Interventions must be proactive, planned, and well-defined to prevent the potential disproportionate impact of any changes. (F11 7.05 Implementation of Potential Board of Governors Waiver Change: “prior to deeming students ineligible to receive a Board of Governors fee waiver the college will implement an intervention plan to allow the student to meet satisfactory progress standards within a reasonable time.” Colleges should have an intervention plan & sufficient funding for intervention.)**
- **Requirement that a student declare a goal can not be implemented until such time as all students are receiving matriculation services in a timely manner.**

**SSTF 3.4** Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.

- **Best addressed through implementation of prerequisites.**

**SSTF 4.1** Highest priority for course offerings shall be given to credit and noncredit courses that advance students’ academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.

- **ASCCC supports the March 2005 Board of Governors’ noncredit funding proposal (i.e. CDCP noncredit areas should be funded at a higher rate than they currently are).**

**SSTF 5.2** The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs of adults for courses in English as a second language (ESL.)

- **Colleges should, when possible, engage in efforts to reach out to their feeder high schools to facilitate HS student attainment of college-level skills.**
- **Advocate for funding CDCP at level it was suppose to be funded at.**

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- Content Knowledge
- Critical, Creative, and Analytical Thinking
- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, how societies and social groups operate, and world arts and cultures

**[OPTION ONE]**

The President/Superintendant shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate and College Curriculum Committee involvement.

**[OPTION TWO]**

The President/Superindant shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy. These procedures are developed through a collegial consultation process between the Academic Senate and the designee of the President/Superintendent, the Vice President of Academic Affairs.

**Comment [t1]:** At the first reading of BP4025, the Senate asked that the Educational Policies Committee reconsider this language used to describe President/Superintendent's participation in policy development that appears in many of the Board Policies in the 4000 series. In addition to this one, two other options have been presented for consideration. Senators expressed concern that this language is not an accurate description of what actually occurs in the development of the procedures and that it does not acknowledge the requirement for collegial consultation and participation by the Senate in the development and revision of policies in the 4000 series.

**[OPTION THREE]**

Procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy will be created through a collegial consultation process of mutual agreement between the Academic Senate and the designees of the Board.

References:

Title 5 Section 55061

Accreditation Standard II.A.3

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**[OPTION THREE]**

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**Deleted:** The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness.

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**Deleted:** develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding

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**Deleted:** develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.

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consultation process of mutual agreement between the Academic Senate and the designees of the Board.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section ~~55805~~ 55061

Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

**AP4025**

## **Philosophy for Associate Degree & General Education**

The programs of El Camino Community College (ECC) are consistent with the institutional mission, purposes, demographics and economics of our community. The processes for program review shall be included in the Curriculum Handbook.

The philosophy for Associate Degree and General Education shall be published in the College Catalog. In addition, each Associate Degree offered by the College shall be published in the College Catalog with an explanation of the purpose of the degrees and their requirements. Each degree will contain a pattern of general education and major courses. Through patterns of learning, student will develop capabilities and insights, including the ECC core competencies of content knowledge; critical, creative, and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy.

General Education is designed to introduce students to the variety of means through which people comprehend the world. Students who earn their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. They must also be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

Courses approved by the Curriculum Committee for inclusion into the general education requirements shall be evaluated by the Curriculum Committee as meeting this philosophy.

### References:

Title 5, Section 55061  
Accreditation Standard II.A.3

### Notes:

Began with meeting of Christina Gold, Merriel Winfree, Leah Pate and Claudia Striepe Oct. 12, 2011 Discussed by Educational Policies Committee. Edited and sent on to the Senate.

Nov. 1, 2011 First reading of the Senate  
Dec. 6 2011 Second reading of the Senate

**Comment [t1]:** This is a new Administrative Procedure. According to the CCLC template, this procedure is legally required and local practice should be inserted. ECC does not currently have an AP4025.

**Comment [t2]:** According to the CCLC template, this statement is required.

**Comment [t3]:** This statement from the CCLC template references the Board of Governors associate degree policy.

**Resolution of No Confidence in the Implementation of the Collegial Consultation Process  
at El Camino College**

El Camino College Academic Senate  
Spring 2012

**Whereas**, shared governance is deeply rooted in American higher education and provides for the most effective and efficient operation of a college by delegating “academic decisions to the faculty and administrative decisions to the administration, leaving the governing board to focus on public policy and accountability;”<sup>1</sup> and

**Whereas**, California state laws and regulations contained within the Education Code and Title 5 require collegial consultation and grant primary responsibility over academic and professional matters to faculty through Academic Senates; and

**Whereas**, ECC Board Policy 2510 states 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”; and,

**Whereas**, although the infrastructure of collegial consultation exists at ECC (including the necessary policies, procedures and committees), its operation does not effectively honor faculty primacy in academic and professional matters and is hindered by poor communication and a lack of transparency in decision-making by administrative leadership; and,

**Whereas**, the ECC President, the Vice President of Academic Affairs and the President of the Board of Trustees have demonstrated a disregard for faculty expertise, leading to a routine prioritization of administrative concerns over academic ones, thereby jeopardizing the advancement of the college academic mission; and,

**Whereas**, the ECC President has blocked the Academic Senate attempt to improve the collegial consultation process by requesting problem-solving, technical assistance from a neutral, joint Community College League of California and Academic Senate of California Community Colleges task force.

**RESOLVED**, the ECC faculty and the ECC Academic Senate have no confidence in the implementation of the collegial consultation process and shared governance at El Camino College; and,

**RESOLVED**, the ECC Academic Senate will continue to seek solutions to repair the collegial consultation process and requests that the ECC Board of Trustees direct its designees to join our effort by participating in the joint CCLC / ASCCC advisory assistance service.

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<sup>1</sup> James Duderstadt, “Governing the Twenty-First Century University,” in William G. Tierney, *Competing Conceptions of Academic Governance*,” 2004, p. 140. This definition is rooted in the historic *Statement on Government of Colleges and Universities* (commonly called the “Joint Statement” of the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Colleges and Universities (2006).

## So, You're Thinking about a Vote of No Confidence: 10+ Questions to Ask

Academic Senate of California Community Colleges  
*Rostrum*. October 2003

**Author:** Jane Patton, Area B Representative

Has your local senate considered taking a vote of no confidence on an administrator? At some colleges, there have been ongoing issues with long-standing administrators. At other colleges, new problems have arisen as a result of the budgetary constraints in the last year. At times of fiscal hardship, typically there are more instances in which local senates find their rights and responsibilities have been curtailed, so the discussions about a no-confidence vote have increased. For example, it is easier and faster for some administrators to make decisions alone about budget processes or curricular offerings and bypass a college's normal shared-governance processes. Before local senates decide to take a no-confidence vote on an administrator to their local board of trustees, senate members must carefully consider the justification and potential effects of such a vote. Below are some questions to stimulate local senate discussions about whether or not to take such an important vote of no confidence.

1. What is your goal or purpose? What do you want accomplished by this vote? Consider whether or not you expect a specific action to be taken after the vote. From whom do you expect an action and by when? How will you know when the action is completed? After a vote is taken, what will occur during the next six months or year?

2. What might be the overall results of such a vote? Sometimes the effects are right on target; sometimes there can be unexpected consequences. Effects may be immediate, or it may take time to see a change. Explore all the pros/cons; examine the advantages and disadvantages of any proposed action. Consider how different groups may react: other administrators, trustees, staff, the community, etc.

3. Are your concerns about academic issues (as opposed to union issues)? Refer to the 10+1 areas of local senate responsibilities, to other areas of responsibility in the law, as well as to local board policies that are relevant in your situation.

4. Are the issues compelling enough? Have other avenues of recourse been exhausted? Keep in mind that the Board of Trustees hired this administrator and therefore will be inclined to support him or her. A vote of no confidence probably should be done as a last resort.

5. Is it best to take a vote as the senate? As the union? Both? A vote of all faculty, if you have a representative senate? You could do all or any of these and the sequence could be varied. What are the pros and cons of each choice? What's the union-senate relationship? Are the bodies in accord? In opposition? Will the action of one group divide the faculty or unite them?

6. In a multi-college district, consider the ramifications of one college's unilateral action. Should discussions or a vote be conducted by your district senate, if you have one? What consultation has occurred with the other colleges' senates?

7. Discuss the issues widely across the campus, and consider first adopting a resolution laying out the concerns and calling for a vote. Where is there resistance? Have you explored the opposition's perspective? Might they be right? You could do a temperature check in advance of a vote, to see where people stand. Is there widespread concern or buy-in? Will the faculty as a whole support the senate?

8. What is the perspective of the classified staff? What's their position? Should you work with them, either formally or informally? Can you incorporate their concerns into a statement of your own, demonstrating the administrator's failure, for example, to adhere to principles of participatory governance?

9. Are all discussions professional and focused on issues and behaviors and not on personalities?

10. Who else would be affected by a vote? Will other relationships the faculty have be damaged? How will the community react?

A primary role of the local academic senate in the case of a "no confidence" vote is the same as its role the rest of the time: ensuring that the laws, regulations and policies established by the state and by local boards relative to the senate are upheld. When those are violated, the local senate needs to take action, making certain its own actions are above reproach.