



Academic Senate of El Camino College 2010-2011

October 5, 2010

AC152, 16007 Crenshaw Boulevard
Torrance, CA 90506-0001 (310) 532-3670 x3254
www.elcamino.edu/academics/academicssenate/

Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Briita Halonen & Cristina Pajo
VP Compton Educ'l Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
_____ (vacant)		Tom Hazell* 10	Chuck Herzig 11/12
_____ (vacant)		Tom Hicks 10	Miguel Jimenez 11/12
		Mina Colunga 12/13	Teresa Palos* 10/11
<u>Behavior & Social Sciences</u>		Pat McGinley 12/13	Pete Doucette 12/13
Randy Firestone 11/12		Kathleen Rosales 11/12	_____ (vacant)
Christina Gold 10/11			
Michelle Moen 11/12		<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman* 10/11		Brent Isaacs 11/12	Quajuana Chapman
Michael Wynne 11/12		Peter Marcoux 11/12	Dr. Francisco Arce
		Kate McLaughlin 11/12	Dr. Jeanie Nishime
<u>Business</u>		Briita Halonen 11/12	Claudia Lee
Phillip Lau 11/12		Jenny Simon 11/12	<u>Associated Students Org.</u>
Jay Siddiqui* 11/12			Jessica Lopez
Kurt Hull 12/13		<u>Industry & Technology</u>	Dalal Budri
		Patty Gebert 12/13	
<u>Compton Educational Center</u>	(1 yr term)	Harold Hofmann 12/13	<u>President/Superintendent</u>
Jerome Evans 10/11		Lee Macpherson 12/13	Dr. Thomas Fallo
Chris Halligan 10/11		Douglas Marston* 12/13	
Tom Norton 10/11		Merriel Winfree 12/13	<u>The Union</u> Editor
Saul Panski 10/11			
Estina Pratt 10/11		<u>Learning Resource Unit</u>	<u>Division Personnel</u>
		Moon Ichinaga 10/11	Jean Shankweiler
<u>Counseling</u>		Claudia Striepe* 10/11	Don Goldberg
Cristina Pajo 11/12			Tom Lew
Brenda Jackson* 10/11		<u>Mathematical Sciences</u>	
Chris Jeffries 10/11		Michael Bateman 12/13	<u>Counseling</u> Ken Key
		John Boerger 10/11	<u>Ex-officio positions</u>
<u>Fine Arts</u>		Greg Fry 10/11	ECCFT President
Ali Ahmadpour 11/12		Susan Taylor 11/12	Elizabeth Shadish
Randall Bloomberg 11/12		Paul Yun* 10/11	Nina Velasquez
Mark Crossman 11/12			Curriculum Chair
Patrick Schulz 11/12			Lars Kjeseth
Chris Wells* 11/12			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

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

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



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SENATE'S PURPOSE (from the Senate Constitution)

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

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

<u>FALL 2010</u>		<u>SPRING 2011</u>	
September 7	DE Conference Room	March 1	Alondra Room
September 21	DE Conference Room	March 15	Alondra Room
October 5	Alondra Room	April 5	Alondra Room
October 19	Alondra Room	April 19	Compton Board Room
November 2	DE Conference Room	May 3	Alondra Room
November 16	Alondra Room	May 17	Alondra Room
December 7	Alondra Room	June 7	Alondra Room

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

<u>FALL 2010</u>		<u>SPRING 2011</u>	
September 9	Board Room	March 3	Board Room
September 23	Board Room	March 17	Board Room
October 7	Board Room	April 7	Board Room
October 21	Board Room	April 21	Board Room
November 4	Board Room	May 5	Board Room
November 18	Board Room	May 19	Board Room
December 9	Board Room	June 2	Board Room



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Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>Senate</u>				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON ACADEMIC SENATE	Saul Panski	Thursdays	1:00-2:00	CEC Board
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries	2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor	1 st & 3 rd Thurs.	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Briita Halonen	2 nd & 4 th Tues	1:00 – 1:50	West Lib. Basement
CALENDAR	Jeanie Nishime	Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<u>Campus</u>				
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	Ray Gen	3 rd Mon	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN’S COUNCIL	Francisco Arce	Thursdays	9:00-10:30	Library 202
CAMPUS TECHNOLOGY	.			
ENROLLMENT MANAGEMENT	Arvid Spor	1 st & 3 rd Thurs	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
21st September 2010

Adjunct Faculty

vacant

Behavioral & Social Sciences

<u>Firestone, Randy</u>	<u>X</u>
<u>Gold, Christina</u>	<u>X</u>
<u>Moen, Michelle</u>	<u>X</u>
<u>Widman, Lance</u>	<u>X</u>
<u>Wynne, Michael</u>	<u>X</u>

Business

<u>Siddiqui, Junaid</u>	<u>X</u>
<u>Lau, Philip S</u>	<u>X</u>
<u>Hull, Kurt</u>	<u>X</u>

Counseling

<u>Jackson, Brenda</u>	<u>X</u>
<u>Jeffries, Chris</u>	<u>X</u>
<u>Pajo, Christina</u>	<u>X</u>

Fine Arts

<u>Ahmadpour, Ali</u>	<u>X</u>
<u>Bloomberg, Randall</u>	<u>X</u>
<u>Crossman, Mark</u>	
<u>Schultz, Patrick</u>	<u>X</u>
<u>Wells, Chris</u>	<u>X</u>

Health Sciences & Athletics

<u>Hazell, Tom</u>	<u>X</u>
<u>McGinley, Pat</u>	<u>X</u>
<u>Rosales, Kathleen</u>	
<u>Colunga, Mina</u>	<u>X</u>
<u>Hicks, Tom</u>	<u>X</u>

Humanities

<u>Isaacs, Brent</u>	<u>X</u>
<u>Marcoux, Pete</u>	<u>X</u>
<u>McLaughlin, Kate</u>	<u>X</u>
<u>Halonen, Briita</u>	<u>X</u>
<u>Simon, Jenny</u>	<u>X</u>

Industry & Technology

<u>Gebert, Pat</u>	<u>X</u>
<u>Hofmann, Ed</u>	<u>X</u>
<u>MacPherson, Lee</u>	<u>X</u>
<u>Winfrey, Merriel</u>	<u>X</u>
<u>Marston, Doug</u>	

Learning Resources Unit

<u>Striepe, Claudia</u>	<u>X</u>
<u>Ichinaga, Moon</u>	<u>X</u>

Mathematical Sciences

<u>Bateman, Michael</u>	<u>X</u>
<u>Boerger, John</u>	<u>X</u>
<u>Fry, Greg</u>	<u>X</u>
<u>Taylor, Susan</u>	<u>X</u>
<u>Yun, Paul</u>	<u>EXC</u>

Natural Sciences

<u>Doucette, Pete</u>	<u>X</u>
<u>Herzig, Chuck</u>	<u>X</u>
<u>Jimenez, Miguel</u>	<u>X</u>
<u>Palos Teresa</u>	<u>X</u>

vacant

Academic Affairs & SCA

<u>Chapman, Quajuana</u>	
<u>Arce, Francisco</u>	<u>X</u>
<u>Nishime, Jeanie</u>	<u>X</u>
<u>Lee, Claudia</u>	<u>X</u>

ECC CEC Members

<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	<u>X</u>
<u>Panski, Saul</u>	<u>EXC</u>
<u>Pratt, Estina</u>	
<u>Halligan, Chris</u>	

Assoc. Students Org.

<u>Casper, Joshua</u>	
<u>Safazada, Ana</u>	
<u>Stokes, Philip</u>	
<u>Begonia Guereca</u>	

Ex- Officio Positions

<u>Shadish, Elizabeth</u>	
<u>Kjeseth, Lars</u>	<u>EXC</u>

Guests, Dean's Rep, Visitors:

Stephanie Rodriguez (Deans' Rep), Carolyn Pineda,

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

The second Academic Senate meeting of the Fall 2010 semester was called to order by Academic Senate President Gold at 12:35pm.

Approval of last Minutes:

The minutes [pp.5 -9 of packet] from the September 7th Academic Senate meeting were reviewed. Ms Jeffries noted a typo (**1:30 or 2:00pm**) on pg 8 and asked that it be amended to read **1:00 to 2:00pm**.

The minutes were approved as amended.

CG asked if the Senate had any objection to approving the minutes as written or as amended without a formal vote from this time on. There was no objection to this suggestion.

REPORTS OF OFFICERS

President's report – Christina Gold (henceforth CG)

CG noted that she wanted to **leave more time for discussion**.

CG noted that the minutes for the last College Council meeting [see pp. 10-11 of packet] show there is a need and desire for **more discussion on student success issues**.

CG has included [see pp. 18- 21 of packet] **attachments to emails received on the ACCJC**. These are follow- ups t last Spring's discussion re: complaints about the ACCJC and proposed vote of no confidence in the ACCJC.

CG said that Mr. Story had set up a desk at the back of the room for the senators to inspect. These are under consideration for use as **classroom teacher workstations**. One advantage of the desks is that they can move up and down, making them wheelchair friendly, and more comfortable for taller persons. Please examine the desk after the meeting and give feedback to CG or Mr. Story.

CG reported that faculty representatives are urgently needed for the Student Grievance Hearing Committee, and that the Compton campus is looking for ECC faculty to serve on their Faculty Evaluation Committees. Faculty will be compensated for time spent on the Compton Evaluation Committees. CG passed a sign-up sheet around, and added a verbal request for Educational Policy Committee members.

VP Compton Center - Saul Panski (SP)

No report. Excused.

VP Educational policies – Chris Jeffries (CJ)

CJ made another plea for more faculty to join the Ed Policies Committee. CJ noted that the Ed, noting that no one had joined after the last request. The Ed. Policies committee is dedicated to students, and next meets next Tuesday in Room 106 at 1:00pm.

VP Faculty Development – Christina Gold (CG) (Co- VP) and Briita Halonen (BH) (Co-VP)

No report. See Unfinished Business item: Outstanding Adjunct Faculty Award.

VP Finance and Special Projects – Lance Widman (LW)

Excused. Per LW notes:

[See pp. 12-15 of packet] for the **8/26 PBC Minutes**: A very lengthy and detailed review, page by page, of the proposed 2010-11 Final Budget. If you have a copy, you can also follow the

information provided to the PBC and have a much clearer understanding of the 2010-11 game plan (budget) for ECC.

[See pp. 16-17 of packet] for the **9/2 PBC Minutes**: Following further discussion of the proposed 2010-11 Final Budget, the PBC endorsed it unanimously and sent it to Pres. Fallo for Board action.

VP Legal – Chris Wells (CW)

CW reported that there is no action at present - but there is plenty under discussion that could impact colleges, for instance the proposed DREAM Act.

Curriculum Committee – Lars Kjeseth (LK)

No report. Excused.

REPORTS OF SPECIAL COMMITTEES

Assessment of Learning Committee – Jenny Simon (JS)

[see pg. 24 of packet] for a copy of an email already sent out to the campus re: the first Core Competency Assessment Summit. This will address the first core competency – Communication and Comprehension.

[See pp. 25-31 of packet] for the first draft of the data that was collected, provided courtesy of Irene Graff and IR. More data is being collected.

JS reported that more than 400 students were surveyed and some specific courses were targeted based on the Spring Flex Day mapping. Grade information was also collected. Several types of data have been collected for analysis and discussion at the Summit. The Summit will be held on Thursday Oct. 14th and Friday Oct 15th and the content will be repeated. There will be a few faculty presentations and then a presentation of the survey and grade data, followed by discussion. JS encouraged all faculty to attend, noting that 2 hours of flex credit will be available to attendees.

[see pp. 32-35 of packet] for the original Core Competency Assessment Plan.

Report on Deans' Council – Moon Ichinaga (MI)

[see pp. 35-36 of packet] for a summary of the minutes of the September 10th meeting.

MI reported that the most important item was the report and discussion/feedback on the “Drop for Non- Payment” issue and how that had worked out. Dr. Nishime said that the drop process had been a little rough and that most student complaints involved the financial aid process. There was also discussion about the role of the student email accounts, and the issue of students’ not checking the email to keep abreast of their status, and so being dropped. Student resistance to using the campus email was noted, and possible solutions, including outsourcing the email, are being investigated by Mr. Wagstaff.

Ms. Taylor asked whether numbers on dropped students are available. Dr. Nishime said the numbers were in the region of 1,700 at ECC and 400 at the CEC, which translates to under 500 FTES for ECC and a little higher for the CEC.

Ms. Colunga asked if there had been any negative reactions from students re: being dropped. Dr. Nishime said the main complaints had involved the Financial Aid processes and that the Financial Aid department was now reviewing their processes and trying to increase the process speed, which have taken 6-8 weeks in the past. They are also investigating outsourcing and have been quoted processing times of 2 weeks. The campus is also trying to make it clear to students that they must apply before the deadline dates.

A question was asked about students that have been dropped via Active Enrollment, still appearing as Waitlisted. Mr. Mulrooney was not sure why that was the case.

Mr. Wells asked if the dropped students had been readmitted, and Dr. Nishime replied that she did not know.

Ms. Colunga asked if students who were added after being waitlisted were notified via email. Dr. Nishime said yes, if they checked their ECC email they would know.

Ms. Jeffries asked if the ECC email could be transferred to Facebook, and also felt it would be a good idea for faculty to regularly remind their students to check their ECC email.

Ms. Ichinaga noted a misspelling of Mr. Rory Natividad's name for correction, and Ms. Jeffries also noted a correction to the full Division title of Health Sciences and Athletics.

UNFINISHED BUSINESS

Outstanding Adjunct Faculty Award. Christina Gold (CG) Co-VP Faculty Development with Briita Halonen (BH)

CG introduced BH as Co-VP of the Faculty Development Committee.

[seep. 37-40 of packet] for background, criteria and instructions related to the award.

CG hoped that the Senate would agree to offer the award. The recipient of the award would receive a plaque, a reserved parking spot for one year, and would be honored at an Academic Senate meeting.

The award is modeled on the ECC full time faculty award, which in turn is modeled on the State Hayward award. A motion was made for the Senate to offer the award, and there was unanimous approval.

CG said the Committee would work on this right away.

NEW BUSINESS

Informational Items:

Attendance Accounting - -Bill Mulrooney (BM)

As regards No Show and Active Enrollment reporting, BM reported an improvement in the number of faculty completing the reports. 85% at ECC and 66% at the CEC completed the No Show report. 57% at ECC and 62% at the CEC completed the Active Enrollment report. There is room for improvement in both areas.

The No Show report is critical as the college must legally indicate numbers to collect apportionment.

The Census (or Active Enrollment) report is also important and BM noted that we have only one week remaining to complete this report. BM said that Dean Goldberg (Math) had suggested combining the reports, and BM agreed with the concept, but this would have to be worked out with ITS. Both reports would then be done during the Census week, and the information taken out as needed. 100% participation would be essential.

Again the question of waitlisted students appearing on the Active Enrollment lists was raised, and BM said he was working on the issue with ITS, but that a solution might take time. These reports are essential for state audits and for tracking target groups like veterans or international students.

Mr. Wells and Mr. Marston agreed it would probably be a good idea to combine the reports, but Mr. Marston noted that the current online site is not easy to use and that the entry process could use improvement.

BM noted that as the faculty are the end users, specific suggestions for improvement should be given to ITS to work with to get a product all are happy with. Ms. Jackson agreed that faculty should be specific about exactly what they wanted changed.

Mr. Ahmadpour agreed there are many issues to discuss with ITS and asked if the ITS department was ever evaluated, and if not a committee should be set up for that purpose. A question was raised about whether ITS completed a Program Review.

Dr. Nishime suggested that some concerns could be brought to the Campus Technology Committee and noted that the systems are a little at the mercy of Datatel. ITS reports that as ECC did not buy the entire Datatel package, it does not always interface well with new updates and patches.

Dr. Arce asked for specific problem details, and Mr. Wells said that one example would be the process of getting to specific reports and having to log in and out to get to specific reporting areas. Dr. Arce said it might be helpful to see this in action and asked for volunteers to work with him, BM and Mr. Wagstaff.

Dr. Arce noted that he had not used the system in a while and needed to understand the problems. Mr. Marcoux agreed to work with Dr. Arce, and noted that he was also on the Campus Technology Committee and could also raise the issues in that venue. CG thanked Mr. Marcoux.

Ms. Jeffries also suggested that a user group be created to meet with ITS in a computer lab and explore issues.

Mr. Ahmadapour asked if “outsiders” could attend the Campus Technology Committee meetings. Mr. Marcoux said yes, the meetings are open to all, and the next meeting was set for next Wednesday at 2pm in the ITS conference room.

The general feeling was that it would be a good idea to combine the No Show and Active Enrollment reports.

BM reported being stunned at the low number of late adds at ECC, a few more were reported at the CEC.

Mr. Marston also invited Dr. Arce to visit him in classroom TA106 and he would show him his problems with the system.

Discussion: Faculty Morale

CG noted that certain issues keep coming up, and that she constantly fields questions on these issues, so she would like to hear Academic senate opinion on the issues.

As shown by Ms. Graff’s presentation at the last Academic Senate meeting of the campus Climate survey data, faculty/staff morale has gone down. The data revealed that only 42% of faculty/staff at the Compton education Center believed that morale is high, and the data revealed similar figures for ECC.

CG asked that the discussion focus on three questions:

How do you think faculty defined “morale” as they took the survey?

Why do you think morale is so low at ECC and CEC?

What can be done to improve faculty morale?

How do you think faculty defined “morale” as they took the survey?

A number of different definitions and interpretations of the term were proffered:

Being appreciated, job satisfaction, attitude to work, total faculty morale vs individual morale, own perception vs group/Division/campus perception, personal job vs “where the ship is headed”, whether our input on committees/teams was valued. Other factors playing into the moral issues are: a sense of fairness, the fact that while we may not have experienced furloughs – we have lost colleagues due to reduced hours etc., and the general state of education in California. It was felt that this question was too open-ended.

Mr. Ahmadapour also felt that the Senate should be reflecting upon how the campus mirrors what is happening in the world in general and felt that we are too apolitical on this campus and would like this issue to be a future agenda item for further discussion.

Dr. Nishime asked whether the morale statistics had been sorted to reflect managers, faculty, and classified staff separately? They had, and morale seemed lowest amongst the classified staff.

A Question was raised as to whether we had morale figures for the period before the Compton partnership, as there were still some resentments or issues to do with the perceptions on being compensated for extra work.

Why do you think morale is so low at ECC and CEC?

Suggestions here included:

low sense of empowerment, having managers lead by example, we are living in an age of uncertainty and uncertainty lowers morale, budget issues, little things like parking frustrations adding up, more faculty input needed in decision making, ECC is a microcosm of a larger society and people want change – but to get change we would have to get more political, perception of no shared governance.

On the issue of shared governance, it was remarked that BP 4027 had not been updated since

1972. It appeared that this delay was due to an inability to reach agreement on terminology. Dr. Arce noted that BP 4027 had, in fact, been superseded by BP2510 in 1990, and further updated during Mr. Marcoux's tenure as academic senate president.

What can be done to improve faculty morale?

Suggestions included getting people more involved on committees, and noting that morale problems were not exclusive to the ECC/CEC campuses. CG noted that the issue was worth discussing to explore and understand the factors and for getting ideas to raise spirits at the campuses.

Mr. Isaacs noted that the campus climate survey questions were poorly worded, to judge by the widely differing interpretations and responses. The questions should be more specific and direct and then the answers could be evaluated properly. The questions should be on specific issues and categories.

Discussion: Student Success

CG decided to table this discussion for another time.

Discussion: Winter Session/Academic Calendar

As per Ms. Graff's review of the data from the Winter Session survey at the last meeting, it seems that at ECC 40% of faculty/staff vote to eliminate the winter session, and at the CEC 33% of faculty/staff vote to eliminate the Winter Session. Yet at ECC 79% , and at the CEC 80% of students enroll in a Winter session class, and at both campuses 55% of students vote to keep the Winter Session.

CG invited Mr. Holliday of the Honors Transfer Program to speak to the Senate on the topic. Mr. Holliday noted that he was also representing Ms. Oda Omori who could not be present.

Mr. Holliday said he was concerned that the student transfer rates were not being taken into account. Mr. Holliday had polled the Honors students and 85% were against changing Winter. Mr. Holliday reported that the EC schools will not accept students unless all requirements are completed by Spring, so Winter is essential for getting these requirements done in time. To eliminate the Winter session would unfairly disadvantage students. The same situation applies for the CSU system. Honors students take Winter, Summer Winter classes to finish requirements in two years. Mr. Holliday distributed a handout.

It had also been noted that success and retention were higher in winter. It was also felt that some of the survey questions had been poorly worded. For instance was it a yes/no choice to eliminate winter or a yes/no choice with reference to a summer session. Mr. Holliday noted that Summer helps bring students in (recruitment) while winter helps get them out (transfer and completion)

Dr. Nishime asked whether Math and Science classes are offered in Winter. It seems not, although last year they were. Dr. Arce said this needed to be put in context – there are no math/science lab classes in winter. Dr. Nishime said that the summer /winter issues would also be a topic for discussion at the next calendar Committee meeting next Tuesday.

CG asked whether this issue should be brought back to Senate for further discussion, and Senate agreed. It was suggested that Ms. Graff also be invited back to provide more clarification.

AGENDA ITEMS FOR FUTURE MEETINGS

None

PUBLIC COMMENT

None

ADJOURN

The meeting adjourned at 1:47pm

Cs/ecc2010

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 20, 2010

Present: Francisco Arce, Thomas Fallo, Bob Gann, Christina Gold, Irene Graff, Jessica Lopez, Jeanie Nishime, Susan Pickens, Gary Robertson, Elizabeth Shadish, Lynn Solomita, and Arvid Spor.

1. College Council Goals 2010-2011 – first draft.
 1. Continue to improve internal college communications.
 2. Increase the amount of recognition for work well done.
 - a) There was a suggestion to have a College Council recognition.
 3. Continue to incorporate evidence-based decision making when evidence is available.
 4. Communicate accreditation eligibility issues facing the Center throughout the year.
 5. Support, review, and discuss results of a Student Campus Climate survey.
 6. Define and discuss the issue of “morale” of both employees and students at both locations. Support initiatives to improve morale as defined by campus discussions.
 - a) The Academic Senate will have a discussion on morale.
 - b) Institutional Research will conduct focus groups.
 7. Complete 10 + 1 policies and accompanying procedures.
 8. Continue to build a sense of community.
2. Other goal discussions.
 1. Build a kinder, friendlier campus that demonstrates an attitude of respect and helpfulness to students.
 - a) Information will be gathered from the Student Climate Survey to see if we need to add this as a goal. The questions on the survey that address student services are as follows:
 1. ECC is a welcoming environment for students.
 2. Services provided to students at the Torrance campus are adequate.
 3. The needs of students are valued by ECC employees.
 4. Services to students are sufficient regardless of the day of the week or time of day.
 5. The ethnic mix of the faculty and staff reflects the diversity of the student body.
 6. If I could start my college experience over, I would select El Camino College again.

- b) Make student success the impetus for all we do. There was some discussion about adding this as a goal. No decision was made.
3. Board Policy and Administrative Procedures – 5055 Enrollment Priorities were distributed. College Council will discuss next week.

Agenda for the September 27, 2010 Meeting:

1. Minutes of September 20, 2010
2. Board Policy – 5055 Enrollment Priorities
3. Administrative Procedures – 5055 Enrollment Priorities
4. College Council Goals 2010-2011
5. Team Reports
6. Student Parking Report



MEDIA STATEMENT

September 29, 2010

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

Mobile E-mail: PMarlatt@comcast.net

California Community Colleges Chancellor Jack Scott Reacts to Gov. Schwarzenegger Signing Historic Community College Transfer Bill

SACRAMENTO, Calif. – California Community Colleges Chancellor Jack Scott today issued the following statement in response to Gov. Schwarzenegger signing the community college transfer bill:

“SB 1440 puts the needs of California’s community college students first. I want to applaud Gov. Schwarzenegger for signing this bill and Sen. Alex Padilla for authoring it. This law is going to make a real difference for students. The current process is too complicated. It’s easy for students to get frustrated, confused and waste time when the requirements change. Chancellor Reed and I have talked about this initiative for years – as far back as when I was in the legislature. Today is a proud moment for both of us.”

Background:

Gov. Schwarzenegger today signed the historic Student Transfer Achievement Reform Act, [Senate Bill 1440](#). The initiative will simplify the transfer process between the California Community Colleges and California State University systems, increasing efficiency and generating approximately \$160 million annually in cost savings. The savings will be used to provide access to roughly 40,000 additional community college students and nearly 14,000 California State University students each year.

The bill, authored by [Sen. Alex Padilla](#) (D-Pacoima), was co-sponsored by the California Community Colleges and strongly supported by its chancellor, [Jack Scott](#), and California State University Chancellor [Charles Reed](#).

When courses do not transfer from a community college to a four-year institution, students lose valuable time and money while taxpayers waste a significant amount of resources. SB 1440, for the first time in California history, promises community college students who complete an associate degree designated for transfer a clear and guaranteed pathway for admission to the California State University system at junior status.

- more -

According to a report from the California Legislative Analyst’s Office, community college students transferring to a California State University graduated with an average of 162 units when the minimum requirement is 120 units. A recent study by the California Community Colleges Chancellor’s Office finds roughly 50,000 community college students transfer annually to the California State University system. They do so with an average of 80 semester units when only 60 semester units are required. Similarly, when these students arrive at the California State University, they take excess units to make up for courses that did not transfer from their community college.

Preparing students to transfer to a four-year university is a core mission of the California Community Colleges. The Public Policy Institute of California (PPIC) projects the state will face a shortage of a million bachelor’s degree holders for the workforce by 2025. PPIC also states that, in conjunction with gradually increasing college attendance rates and California State University graduation rates, increasing transfer rates by 20 percent in the next 15 years will close that one million degree gap dramatically.

Data from the California State University demonstrates that community college transfer students perform as well as, or better than, native four-year university students. These transfer students also more closely mirror California’s demographics and increase diversity at four year institutions.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.76 million students per year. Community colleges supply workforce training and basic skills education and prepare students for transfer to four-year institutions. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

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**“The Shape of Things to Come”
ECC Technology Plan
2009-2014**

Previous technology plans sought to understand the technologies that institutions of higher learning were bringing to their campuses. These technologies included the low cost personal computer, the internet, email, and web browsing. Discussions about them centered upon their impact on teaching, learning and administrative services.

This technology plan deals with the new technologies students are bringing with them into the classroom. It also anticipates the emergence of environmentally friendly technologies that are more cost efficient and able to yield greater returns on investments. It looks ahead to a technology infrastructure that is not yet reality but will be by the end of this plan period. This new infrastructure will be characterized by virtual technologies and cloud computing that will support affordable, highly customizable work environments that will exist almost entirely in cyber space.

The focus of this plan is deploying new technologies that can enhance learning for student access and success, strengthen global college perspectives, link all members of the college community, and provide resources in a climate of drastically lower fiscal resources. The theme of the next five years is to deploy technology solutions that will help the district maintain critical services in a climate of budget reductions and cutbacks where staff will likely be called upon to do more with less.

Over the next five years, El Camino Students and staff will experience many new trends including the following:

1. We will migrate from dedicated PC workstations and file servers to virtual technology, a trend that will reduce costs, make it easier to keep technology current, and expand the size of the college’s “green” footprint.
2. Classrooms will become smarter through the deployment of technologies that can monitor student performance and schedule preventive intervention.
3. El Camino College’s 3rd generation portal will link students to online services in a matrix that provides easy and productive access to the appropriate mix of technologies.
4. Remote management, student tracking, and online inventorying technologies will help maximize the utilization of the district’s academic technologies by providing better information about the who is using facilities, when, where, what they are doing, and for how long.
5. Middleware tools such as Datatel’s “DataOrchestrator Operational Data Store” will help decision makers extract data from Colleague to Microsoft Excel and Access where it can easily be converted to useful information.

6. Web 2.2 will enable students to create social networks of interdependencies for themselves as they discuss and complete subject matter assignments with others, some of whom will be strangers to the faculty.
7. The features and functions of the new telephone system and portal will converge to create a system of unified communication that will encourage group collaboration and information exchange.



**El Camino College
Technology Plan
2009-2014**

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TECHNOLOGY PLAN OVERVIEW

El Camino College, like all institutions of higher education, faces the immense challenge of incorporating technology in the classroom and in the workplace. Certain facts are evident:

1. The most important use of technology at ECC is its contribution to teaching and learning.
2. All academic, administrative and student support functions of the college are increasingly dependent on very complex computer networking and data systems that interconnect departments across the District, the District with the state and federal governments, and the College with higher education institutions across the country and throughout the world.
3. Technology change is rapid and ongoing, with computing power doubling every 18 months, the price of computer processing power dropping 30% per year, and voice, image, multimedia, and data becoming increasingly interrelated in a digital world.
4. Community colleges serve as a primary source of high-tech training whose graduates help to offset the increasing shortage of skilled employees in the workplace.
5. El Camino College must continue to upgrade its buildings and cable infrastructure campus to meet the demands of 21st century technology.

The above statements are as true today as they were when this plan was first developed in 1997.

Technology planning is an ongoing process of five year strategic plans and annual tactical plans. The current plan is a refined update of the preceding:

1. Long-term Academic Technology Plan (1995 Academic Technology Committee),
2. Information Systems Technology Plan (1995 MIS Advisory Committee),
3. El Camino College Technology Plan (1997 College Technology Committee).
4. El Camino College Technology Plan (2004-2007 College Technology Committee), and
5. El Camino College Technology Plan Revision 2007-2008 (College Technology Committee).

These Technology Plans utilized input from campus committees, forums, Chancellor's Office guidelines and recommendations, Information Technology Services (ITS) management and staff, Comsol Corporation (networking consultants) Cisco and AT&T. The previous plans addressed seven major areas; data systems and networking, equipment and software, technology training, staffing, distance education, facilities, and funding.

Many of the concerns that were articulated in these plans have been resolved during the last 15 years including:

1. Upgraded Datatel Colleague hardware and software to meet the requirement of Release 18 of Colleague (2007).
2. Replaced all the non-Cisco data switches and migrated the campus to a uniform, high speed data backbone (2007).

3. Replaced the Centrex/ISDN telephone system with a Cisco Solutions IP Telephony telephone system. The new technology has lowered the district's monthly telephone bill by two-thirds (2008).
4. Launched the online student portal which quickly grew from 150,000 logons to over 500,000 two years later. During peak periods of registration, the portal recorded 1,000 logons per hour. There is not an hour of the day or day of the week when there is no one logged on (2005).
5. Migrated an enormous amount of student services and hundreds of thousands of transactions to the online environment, including admissions, registration, adding and dropping classes, financial aid, fee payments, parking permits, student ed. plans and late adds (2005-2009).
6. Deployed antivirus and spam filter technology along with firewalls and intrusion detection devices to shield users from malicious attacks and unwanted email. Spam filters have increased the amount of blocked email from 30% of inbound email in 2005 to over 80% today (2005).
7. Deployed remote management technology is keeping PC systems current and protected. Help desk staff are transitioning from taking messages and issuing trouble tickets to resolving 80% of the issues while the user is on the phone (2008).
8. Migrated sensitive data from PC hard drives to secure Storage Area Network (SAN) drives that are backed up nightly and stored off-campus in special vault facilities located off the fault line (2007-2009).
9. Began reducing the district's carbon footprint by deploying virtual desktop PCs and servers (2008-2009).

Changing demands and new technology have created new needs and priorities. Cost effective use of technology is essential if the College is to continue to provide quality, comprehensive educational opportunities to the community. This updated plan will serve to guide, assist and promote the use of technology throughout the District.

The El Camino College Technology Plan was developed under the leadership of the College Technology Committee with input from its subcommittee, the Academic Technology Committee. The trends and projections and forecasts summarized in the Educational Plan were reviewed and considered as input to the Technology Plan. Also, several of the Planning Agendas in the Educational Plan specifically relate to technology. The Technology Plan provides a technological vision for the College along with principles to guide and prioritize the plan, an assessment of issues to be addressed, and recommendations for resolving these issues.

TECHNOLOGY DEFINITION

In this plan, the term technology refers to the use of hardware, software, and processes that support educational and informational technology. It also describes the equipment necessary for the integration of voice, video, data and multimedia production and presentation in teaching, learning, and managing the educational process. Technology includes, but is not limited to computer labs, media classrooms, distance learning facilities, satellite information retrieval, desktop video conferencing, records archiving, local and wide area media distribution and retrieval, Internet use, and communication via

email and voice mail. The plan focuses on the use of computers and computer peripherals, local and wide area communication networks, local and long distance digital databases, and on-line information systems.

TECHNOLOGY VISION STATEMENT

ECC will stand at the forefront of community colleges in utilizing technology to provide students with the greatest opportunity for achieving their educational goals; faculty with the resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction.

GENERAL PLANNING PRINCIPLES

In 1997 the College Technology Committee and the Academic Technology Committee reviewed technology principles from other institutions to formulate guiding principles for El Camino College. The committees discussed, reformulated, and edited the principles to form general planning principles, project prioritization principles, and project design principles to meet the needs of El C amino College. These principles continue to be useful.

1. The most important use of technology is teaching and learning.
2. Funding should be available for purchasing academic hardware and software to utilize the latest technology for instructional and non-instructional support environments.
3. Faculty, students, and staff should have easy, well-supported electronic access to data and information necessary to perform their functions, regardless of their location.
4. The College will use proven technologies in innovative ways to further its mission.
5. Technological applications should provide increased efficiency and effectiveness while maintaining or improving the quality of support functions.
6. Technological applications should be planned, developed, shared and implemented for multiple locations.
7. A balance should be maintained between investing in entry-level technology and advanced technology.
8. Technology products, services, and projects should be measured and supported based upon their ability to benefit strategic objectives.

Technology Project Prioritization Principles

In prioritizing technology projects, preference will be given to:

1. projects with clearly defined benefits for the faculty/student learning and teaching environment;
2. initiatives that facilitate collaboration among programs/departments for the design, implementation and the use of common applications;

3. initiatives meeting common objectives, yet capitalizing on local autonomy and using local strengths;
4. projects that further faculty, student, and staff technological literacy;
5. projects that generate new revenue or reduce costs;
6. projects that promote security and facilitate compliance with regulatory mandates, and;
7. projects that free up resources.

Project Design Principles

1. Data should be collected once, electronically, as close to its point of origin as possible.
2. New applications should be easier to use than the manual or automated systems they replace.
3. The need for clerical or manual intervention should be minimized with the adoption of new applications.

ISSUES

1. Security and Disaster Recovery Planning
2. Dealing with New Trends
3. Linking Technology Planning to Budgeting
4. Keeping Technology Current
5. Rationalizing Growth
6. Managing Technology Change and Innovation
7. Reducing Costs
8. Academic Technology
9. Staffing
10. Training

These issues can be subsumed into four broad areas; enhance learning for student access and success, strengthen global college perspectives, link all members of the college community, and provide resources.

Enhance Learning for Student Access and Success

In previous versions of this plan the planners envisioned students as struggling to make academically productive sense of the options that existed in the internet and the computing devices provided them. In this world the smart classroom was a luxury reserved for the most technically advanced faculty, and online student services must be preceded by rigorous planning and training. Today, the smart classroom is ubiquitous. Our students are connecting themselves to distributed computing and social networks that incorporate personalized services with grouped interaction. Moreover, 99% of them are

using the internet to access nearly all of the services they stood in line for a mere four years ago. The challenge now is keeping up with demand.

Smart Classroom Technology

El Camino College began constructing “smart” classrooms in the late 1990s. These rooms had internet connections, ceiling mounted video projectors, a computerized lectern with remote controls, video playback devices, document cameras, and audio amplified sound. Initially, individual academic divisions purchased the equipment from categorical funds. Later, when the district began constructing new buildings and renovating other spaces, it scheduled smart technology for installation in all new and renovated lecture classrooms. Today there are an estimated 160 smart classrooms in service with more planned. The new Math Business, Health Science building will have 60 smart classrooms and another 27 plus are articulated in the 2009-2010 round of academic program reviews. The faculty has accepted this technology with verve and gusto. Unfortunately, the district is not replacing the retirees trained to maintain and repair this equipment. Moreover, the transfer of Technology Services from the Library to Information Technology Services left some media repair services in the library while other services went over to Information Technology Services. The result has been confusion and frustration caused by the difficulty of resolving service issues.

Emerging Technologies and Pedagogies.

Institutions of higher learning are being confronted by a technology change far different in origin and scope than anything previously experienced. Traditionally, educators have been the ones bringing technology changes and opportunities to their students. This was true of such innovations as the low cost, personal computer, email, the internet, and web browsers. The impact of these technologies on the interaction of students and faculty with each other and with the subject matter being studied was the central concern of the last decade. Integrating technology into the curriculum, constructing and deploying the technology infrastructure to support the new curriculum, increasing the technical literacy of the students and the faculty are all issues that have been intensely contemplated and discussed.

Web 2.2 is completely new. It is upon us now, and it is the students who are bringing it with them into the classroom. Web 2.2 is connecting users to distributed computing and social networking that incorporates personalized services with grouped human interaction. This technology, along with virtualization, is giving rise to the mobile student with the potential to alter profoundly the instructional interaction of students and faculty. For the first time in history students themselves are using web-based internet tools such as Facebook to create social structures consisting of nodes (individuals or organizations) that are tied to each other by one or more specific types of interdependency; in this case the need to discuss and complete subject matter related assignments. These nodes might consist of other students in the class, but they can also include other individuals or acquaintances including content experts, none of whom are known to the instructor teaching the course. The outcome could be as perplexing and threatening to academic integrity as it is fascinating and exciting.

Ensure Student Access and Success

Over the last five years, El Camino College has migrated an enormous number of student services from traditional, “stand-in-line” student services areas to the institution’s online web and portal sites. MyECC, the student online portal went live in fall 2005 and experienced 150,000 student logons that first semester. Four semesters later the number had jumped to over 500,000 logons. Hundreds of thousands of transactions have moved online. There is no longer any “live” alternative to applying to become a student and registering for classes. Many other student services have been migrated including financial aid services, adding and dropping classes, running degree audits, constructing student education plans, and interacting with faculty and counselors. Faculty are now responsible for uploading their grades electronically and entering “no shows” (students who registered but failed to show up for class) into Colleague. In summer 2009, the district will launch a next generation student portal. Among its many new features and functions, the portal will provide faculty and students work space for all the course sections in which students are registered. The student’s class schedule will automatically populate his or her outlook calendar and display it on the home page each time the student logs in. With no available safety net the concern is to make online services so fool proof that all parties have easy and productive access to the appropriate mix of technologies.

Strengthen Global College Perspectives

Doing the right things well at minimum cost should be the underpinning of a system’s approach to understanding how interrelated actions affect the well-being of the institution and its ability to serve students. Decisions about the allocation, purchase, use, and support of technology for academic and administrative activities should be coordinated in a single technology entity with a district-wide perspective.

Sustain a Culture of Evidence

According to a recent EDUCAUSE report, a college education is now one of the most important and expensive investments for American families. In what may be a reaction, higher education institutions are being confronted with heightened expectations and a demand for accountability indicative of diminishing trust that education leaders can deliver. In response there has been a proliferation of federal, state, accreditation, and trustee reporting requirements resulting in reports that can be overwhelming, confusing, disconnected and misleading. The rigid nature of the reporting requirements leaves colleges little room to develop a meaningful and effective accountability system. The demand for accountability is forcing institutions to focus on how course management systems (CMSs), e-portfolios, and emerging learning outcomes systems can be used for college, department, and program-level assessment. El Camino College is engaged in an ongoing dialogue to develop a set of learning outcomes. It will need better data systems that do more than just count things, such as computers and books. The College needs data systems that actually measure learning outcomes. Information Technology will either be directly involved in the planning or indirectly impacted by the decisions.¹

¹ EDUCAUSE Quarterly, Number 3 2007, pp. 16

Improve Campus Security

Recent events on the main campus and in the communities El Camino serves have heightened the need to increase security and security awareness throughout the campus. The district is increasingly anxious to deploy a sophisticated, multifaceted, security apparatus capable of both preventing crime and assisting in apprehending the perpetrators. The district is not alone. On July 29, 2008 the College Opportunity and Affordability Act of 2008 passed the Congress and was signed into law two weeks later. The new act compels universities and colleges to use “state-of-the-art” methods and technologies to improve campus security and be prepared in the event a student goes missing. On February 3, 2009, Congress passed the Campus Safety Act of 2009 (H.R. 748). The bill authorizes the establishment of a National Center for Campus Public Safety which will be administered by the Director of the Office of Community Oriented Policing (COPS). The bill authorizes the center to distribute COPS grants to institutions of higher education and nonprofit institutions to provide campus public safety agencies with training and education, foster research to strengthen the safety and security of institutions of higher learning, and coordinate campus safety information. Finally, the bill requires the Center to report annually to Congress and the Attorney General on activities conducted during the previous twelve months.

Reduce Operating Costs

For the last 15 years El Camino has struggled to manage the growth of its technology infrastructure to a level that remains within the scope of the district’s fiscal resources. Except for the 2000-01 and 2006-07 budgets the district has failed.² Obviously there is a need to seek other ways to bring the technology infrastructure within manageable proportions. Again, the district is not alone. All large institutions are seeking ways to make technology affordable while providing necessary services. In 2007 Information Technology Services began investigating virtual technologies. Initially, the focus was on remote management tools that could compensate for the district’s inability to fill staff vacancies. It soon became obvious that virtual technology could provide the same features and functions as physical technologies but at a fraction of the cost. Ultimately a greener less carbon based footprint became just as important as the other benefits.

Security Planning and Disaster Recovery

The college should draft a disaster recovery plan that explains how to treat service disruptions from minor system failures to the loss of the entire infrastructure. The document should include information about the recovery team, who they are, how that can be reached, where they meet, and what they do. It should also include sections that describe system restart procedures including system passwords, maintenance hardware and software contracts and vendor contact information, and information for renting hardware systems for rapid recovery. The document should be stored at two secure locations on campus and at least one location off campus.

² El Camino College Accreditation Self Study Report, Spring 2002; Standard Four, p. 62.

El Camino College 2008 Institutional Self-Study in support of Reaffirmation of Accreditation, Fall 2008, Standard IIIC, p.169.

The security plan should cover network and host vulnerability assessment, security architecture design, network and host security implementation, virus and intrusion detection, incident handling and forensics and encryption. The plan should balance the need for security with an open, collaborative networking environment. To be effective, security practices cannot rely completely on technological solutions. Policies are required to define clearly faculty and staff responsibilities related to student data and the security of their workstations. The planning process should involve the owners of the primary data systems as well as faculty and staff leaders so as to create a broad base of consensus for the outcome.

Link All Members of the College Community

In 2008 El Camino College migrated to a new IP Telephony (Voice over IP) telephone system. A few months later, ITS launched a new SharePoint portal that will replace the technology currently driving the district's MyECC portal. At the same time the district launched a pilot project to migrate the district's document imaging users to Hershey Solutions Inc. The new system integrates scanned document files with other information formats including MS Office documents, email, faxes, and information contained in the Datatel Colleague database. These technologies have the potential to alter fundamentally the way students, faculty, and staff communicate and work collaboratively. However, a culture shift must occur in the district's work flow for this initiative to be successful.

Improve Communication

In its past self studies and technology plans, the district has acknowledged the need to improve communication with and among its faculty, students, and staff. The administrative offices charged with the task of providing the college community with access to essential information and communiqués utilize a variety of print and non-print channels. Some information is available on the school's public web site. Other information is located on MyECC, the internal portal site. Yet more information is stored in the legacy ERP system. In summer 2008 El Camino cutover to a new IP Telephony telephone system which integrated with the Exchange Outlook email system to provide the foundation a unified communication system. ITS is launching a third generation portal based on Microsoft's SharePoint technology. The new portal has the potential to serve as the focal point for a totally integrated and unified communication and collaboration environment for all faculty, students, and staff. The emphasis from this point forward will be the deployment of additional features and functions such as committee and workgroup "sites" for discussion, document sharing and editing, and links to site of common interest, and orienting users to the new communication and collaboration possibilities.

Streamline Information Retrieval and Utilization

Each year the district amasses mountains of print and non-print information that becomes strewn about the campus, much of it residing captive in personal and departmental storage systems. Locating and retrieving specific items is a challenge. Counselors, in particular, are continuously faced with the need to lay hands on a variety of information pertinent to their student appointments. Administrative staff struggle to locate that report, document or kernel of information that was the subject of a recent meeting. Students are

engaged in trying to use information in an academic context even while they are learning the intricacies of its retrieval. There is a need for a centralized system of data storage and retrieval tools capable of spanning networked data servers located both on campus and off campus from a single sign-on gateway.

Provide Resources

Integrate Technology Planning and Budgeting

Linking technology planning with planning and budget is relatively recent, having occurred in fall 2006. The college needs to continue working to integrate its technology planning with the planning and budget process. The relationship among the technology committee and its subcommittees is also recent. The college needs to work to make the relationship productive. This is particularly true of the relationship between the Technology Committee and the Academic Technology Committee. Beginning in fall 2005, Information Technology Services and the Academic Technology Committee conducted a number of studies that provided information about technology in the academic sector including a comprehensive academic software inventory and a survey of fulltime faculty prior to the distribution of new laptop computers. Coordinating such information gathering and analysis efforts with the technology committee and the planning and budgeting committee needs to continue so that the college has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Keep Technology Current

Every technology plan and accreditation self-study published since 1995 has urged the administration to create and sustain a central fund for the regular renewal of technology hardware and software. Moreover, all these documents described the difficulty of providing funding adequate to maintain the technology infrastructure while accommodating the continual demand for more service. Throughout this entire period there has been a recurring theme that an up-to-date technology infrastructure is vitally important for administrative and academic activities. However, by its own admission, the administration has struggled to keep pace with cries for help and demand to expand services. The 2002 accreditation self-study best summarized the problem:

“Financial resources continue to be minimally adequate in meeting the maintenance of programs, as well as the growth needs of the college. As a result, instructional programs are not always endowed with the latest technology, and students must sometimes work with inadequate or outdated equipment. This is evident in the computing area where obsolescence is a continuing problem. Using block grants and Partnership for Excellence funds, the college has mounted major efforts in recent years to address this ongoing problem, but adequate funding for instructional technology and equipment remains a continual challenge. The college has adopted a technology plan, which recommends an upgrade/replacement schedule for all computers in academic labs every three years on a rotational basis. The President’s Cabinet has also asked the Budget Development Committee to support the Cabinet’s goal to provide funds for upgrading all academic labs every three years, a goal which was met during the 2000-2001 academic year, but which may not be met in future years due to

limited funding. As the number of labs grows each year there will be a corresponding need for money to finance upgrades and replacements.”³

The problem persists. Although the college has made several attempts to establish funding mechanisms that could sustain a regular refreshing cycle, California’s unpredictably extreme budgeting swings coupled with un-restrained growth in the number of connected devices have rendered elusive the goal of stable and reliable funding.

Staffing

The user community has never been satisfied with the level of technology support staff. Their complaints extend back to the 1995 Academic Technology Plan and can be summarized in three short statements:

1. There is not enough technical staff to support the college’s willingness to continually expand the number of academic computer laboratories.
2. ITS lacks adequate staffing to meet expectations for network services available 24 hours a day, 7 days a week (24X7).
3. There are not enough resources to support the off-campus sites at Hawthorne and Inglewood as well as the college’s distance learning and media services programs.

Technology Training

College faculty, staff, and administrators rely on technology to perform many of their daily job functions. New technologies become available almost annually and are subsequently purchased and implemented. If employees are to perform their jobs effectively and efficiently, timely training after installation is critical. The loss of the ITS Trainer/Instructional Technology Specialist position requires Staff Development and ITS to work closely together to ensure that faculty and staff are being trained in the use of the latest campus software including Datatel Colleague. The College must continue to assure that training is offered, and that it meets 508 compliance standards for access.

Funding

El Camino College continues to struggle to achieve a balance between the desire to expand the technology infrastructure and its ability to provide the resources to provide necessary support and upgrade services. There are no procedures in place to guide the acquisition of new technology facilities, particularly computer laboratories. The college has a “you can’t buck the trend” attitude in their response to requests for additional computer laboratories. While there is a central approval process for new technology, it is still possible for departments to utilize non fund 11 resources that are not as closely monitored. The challenge for the college is stabilize funding for technology hardware and software so as to eliminate the “feeding frenzies” that occur at the end of each fiscal year and replace them with a predictable cycle of upgrade and replacement that the college community understands and accepts.

Current sources of technology funding are:

1. Technology and Telecommunications Infrastructure Program, TTIP/Tech II
2. Instructional Equipment/Library Materials

³ Accreditation Self Study 2002, Standard Four – Page 62

3. General Apportionment
4. Capital funds set-aside for new buildings.
5. Grant and categorical funding (i.e. Title III/V Federal Grants, CTE, and Cal-WORK' s)
6. Measure-E Bond Funds
7. The Foundation

SUMMARY

This technology plan deals with the new technologies students are bringing with them into the classroom. It also anticipates the emergence of environmentally friendly technologies that are more cost efficient and able to yield greater returns on investments. It looks ahead to a technology infrastructure that is not yet reality but will be by the end of this plan period. This new infrastructure will be characterized by virtual technologies and cloud computing that will support affordable, highly customizable work environments that will exist almost entirely in cyber space.

The focus of this plan is deploying new technologies that can enhance learning for student access and success, strengthen global college perspectives, link all members of the college community, and provide resources in a climate of drastically lower fiscal resources. The theme of the next five years is to deploy technology solutions that will help the district maintain critical services in a climate of budget reductions and cutbacks where staff will likely be called upon to do more with less.

Over the next five years El Camino Students and staff will experience many new trends including the following:

1. We will migrate from dedicated PC workstations and file servers to virtual technology, a trend that will reduce costs, make it easier to keep technology current, and expand the size of the college's "green" footprint.
2. Classrooms will become smarter through the deployment of technologies that can monitor student performance and schedule preventive intervention.
3. El Camino College's 3rd generation portal will link students to online services in a matrix that provides easy and productive access to the appropriate mix of technologies.
4. Remote management, student tracking, and online inventorying technologies will help maximize the utilization of the district's academic technologies by providing better information about the who is using facilities, when, where, what they are doing, and for how long.
5. Middleware tools such as Datatel's "DataOrchestrator Operational Data Store" will help decision makers extract data from Colleague to Microsoft Excel and Access where it can easily be converted to useful information.
6. Web 2.2 will enable students to create social networks of interdependencies for themselves as they discuss and complete subject matter assignments with others, some of whom will be strangers to the faculty.

7. The features and functions of the new telephone system and portal will converge to create a system of unified communication that will encourage group collaboration and information exchange.

PLANNING AGENDAS

The College Technology Committee makes the following recommendations to address the technology, staffing, training, and funding issues listed in the previous section.

Enhance Learning for Student Access and Success

Smart Classroom Technology

1. Incorporate “smart classroom” technology in all instructional locations (Provide reliable, accessible “smart classroom” technology) **#4 (7-16-08)**
2. Provide adequate technical support staff and funding to assure faculty that the smart classrooms are accessible and that the technology can be relied upon.
3. Standardize the layout and configuration of smart classrooms control systems so faculty can function easily in any room.
4. Provide telephone service from the classroom

Emerging Technologies and Pedagogies

1. Incorporate emerging technologies in the academic teaching/learning environment by creating:
 - a. Test bed / incubators for investigation new technology **#6 (7-16-08)**
 - b. Central repository for learning objects. **(9-17-08)**
 - c. Technology innovation fund (beta room). **#13 (8-6-08)**
 - d. Universal faculty access to the college’s course management shell (ETUDES-NG or the Portal). **(9-17-08)**
2. Achieve the appropriate ratio of support staff and leading edge hardware and software systems in order to remain in the forefront of academic technology and instructional delivery modalities. **#14 (8-6-08) (From Support)**
3. Prepare for Web 2.2. ⁴

Ensure Student Access and Success

1. Improve student access to campus locations and services by deploying GIS/GPS location technology down to campus building and, if possible, individual rooms. **#5 (7-16-08)(From Academic)**
2. Help students access technology successfully **#7 (7-16-08)**
 - a. Continue to develop the third generation portal.
3. Maintain uniformity in classrooms and labs with regards to academic needs, curriculum, and the integration of technology.
4. Integrate a student learning outcome of “technology literacy” into all ECC course activities and online student services. **(9-17-08)**
5. Increase online student services **#8 (7-16-08)(From Academic)**

⁴ 2008 Horizon Report; The New Media Consortium and the EDUCAUSE Learning Initiative; Creative Commons, Stanford, CA; 2008; ISBN 0-9765087-6-1.

- a. Degree Audit
 - b. My eAdvising
 - c. My Ed Plan
6. Centralize academic computer labs wherever possible. **#24 (8-20-08)**
 7. Maximize the utilization of the academic computer labs.
 - a. Gather evidence of technology use across labs ... (tracking tool -) link to academic area. **#17 (8-6-08)**
 - b. Migrate all academic labs to elcamino.edu and active directory (**JFW 11-13-08**)
 - c. Deploy (positive attendance) student tracking software **#26 (8-20-08)**
 8. Work with the academic deans to analyze the academic computer lab data as it is updated. The goal is to maximize the utilization of the academic computer labs (IIC.1.a (4.)).
 9. Investigate online scheduling software that allows students to reserve time in the academic computer labs (IIC.1.d (10.)).

Strengthen Global College Perspectives

Doing the right things should, at minimum cost, be the underpinning of a systems approach to understanding how interrelated actions affect the well-being of the institution and its ability to serve students. Decisions about the allocation, purchase, use, and support of technology for learning and administrative activities should be coordinated. The college should integrate these functions to form a single technology entity that reflects a district-wide perspective.

Sustain a culture of evidence

1. Integrate data assets and deploy reporting tools that support information retrieval leading to data driven decision making (Program Review, ARCCC, Accreditation) [Establish and support a culture of evidence. **#15 (8-6-08)** [Increase / promote data-driven decision making. **#3 (7-16-08) (From Support)**]
2. Simplify extracting data from Colleague.
 - a. Give users the ability to create and run on demand “Excel-like” spreadsheet reports.
 - b. Deploy Datatel’s new middleware product “Operational Data Store, which extracts data from Unidata and uploads it through a filtering process to SQL Server.
 - c. Use the Operational Data Store in conjunction with Decision Technology’s DecisionCentric software which El Camino College already licenses.
 - d. Integrate and provide easy access to third party data systems (databases) by standardizing on SQL Server **#10 (8-6-08)**
3. Increase the functionality, usability, and ease of access (from / with / in) of Datatel Colleague, e.g.
 - a. Access via the Portal
 - b. Help end-users run their own reports **#9 (8-6-08)**
 - c. Integrate and provide easy access to data content. **#11 (8-6-08)**

4. Develop measures to evaluate the effectiveness of El Camino College's academic and administrative technology systems (IIC.1.d #7.).

Improve Campus Security

1. Make campus security more sophisticated. Plan and deploy a district-wide comprehensive security plan that includes card access control, intrusion protection motion sensors, door contacts and keypads, video surveillance, telephones in all classrooms and laboratories, and RF tag cards and parking permit tags.
2. Draft a network security policy that includes descriptions of high priority systems to protect, forensics procedures to be followed when a security breach occurs, and steps to be taken if the breach is internal to the institution.
3. Create enforceable security policies that stipulate complex passwords, prohibits sharing passwords, and requires passwords to be changed at regular intervals. **#23 (8-20-08)**

Reduce Operating Costs

1. Reduce (eliminate) campus reliance on paper based business practices. **#2 (7-16-08)**
2. Reduce energy costs by deploying "Green" technology. **#22 (8-20-08) (From Support)**
3. Reduce the cost of keeping technology current
 - a. Reduce the number of CPUs purchased by moving to VM desktop PCs (purchase monitor, keyboard, and mouse only) **#19 (8-6-08) (from Support)**
 - b. Deploy Virtual Machine (VM) Server Ware solutions
 - c. Replace CRT monitors with LCD monitors

Security Planning and Disaster Recovery

1. Draft a disaster recovery plan.
2. Develop a security plan with corresponding policies and procedures.

Link all Members of the College Community

Improve Communication

1. Integrate faculty, student, and staff paper and electronic communication systems. **#20 (8-6-08)**
2. Maintain current student / staff addresses, phone numbers, and email addresses. **(9-17-08)**
3. Enhance student, faculty, and staff interaction and communication by deploying the next generation information portal that facilitates online collaborative work. **#1 (7-16-08). #25 (8-20-08)**
4. Create an ECC staff social network. <http://www.ning.com/> **(9-17-08)**
5. Link student ID Card information to Colleague (student pictures on class rosters). **#21 (8-20-08) (From Administration)**
6. Encourage administrative and academic units to work with ITS to develop portal space for communication and collaboration.

Simplify Information Retrieval and Utilization

1. Deploy a document imaging solution that integrates with Data Colleague as well as other forms of electronic files, such as MS Word documents and Outlook email.

Provide Resources

Integrate Technology Planning and Budgeting

1. Integrate innovative technology budgeting and flexible inventory documentation (including maintenance and upgrades) with program review. **#12 (8-6-08)**
2. The Technology Committee will work with ITS to assist the college in maintaining accurate inventories of hardware and software (IIC.1.a **(2.)**).
3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIC.1.a **(3.)**).

Keep Technology Current

1. Create and fund a regular upgrade cycle to keep the technology infrastructure current. **#18 (8-6-08)**
2. The college will develop a schedule and budget for upgrading academic and administrative computer hardware and software systems (IIC.1.d **(8.)**).

Staffing

1. Improve staffing levels to deliver sufficient support services and resources to meet the needs of El Camino College students, faculty, and staff. (Goal 2 PlanBuilder 2009-2010)
2. Encourage the availability and adequacy of technical support and training, e.g. maintain a realistic balance between amount of technology on campus and the number of technical staff. **#16 (8-6-08)**

Report on the September 23, 2010 Deans' Council Meeting

Moon Ichinaga
September 24, 2010

Note: This meeting was held jointly with CEC through a videoconference.

- I. Lapse of Time Policy – Mulrooney
 - A. Presented a draft of a policy and procedure that are needed to prevent students from an abuse of resources by repeatedly enrolling in courses, particularly physical activity and fine arts courses, in which they receive passing grades (an “A,” “B,” or “C.”)
 - B. There was an extended discussion.
 - As yet, the interval of time since the first enrollment that would make re-taking a course permissible has not been established.
 - When a student repeats a course based on lapse of time approval, the “old” grade stands.
 - Input from the deans and faculty is needed. Send comments to Bill.
- II. No Show/Active Enrollment - Mulrooney
 - A. Recommended a combined No Show/Active Enrollment Report, a proposal that was well-received by the Academic Senate at its last meeting.
 - B. Suggested that the Senate assemble a focus group of faculty as end-users to develop/document concrete recommendations and specifications for the proposed No Show/Active Enrollment application for him to review for compliance and for ITS to consider for software development.
 - Bill thought that part-time faculty buy-in was especially important.
- III. Grade Change Policy – D. Goldberg and Mulrooney
 - A. Proposed Administrative Procedures 4231: Grade Change
 - If an instructor mistake is involved, the instructor may initiate the change by filing a Grade Change Request with the Admissions and Records Office, explaining the change. The appropriate Dean must verify that the change is permitted by college policy.
 - If student complains about an incorrect grade due to a mistake, he/she should be referred to the instructor. If the instructor agrees, the change is initiated by filing the same Grade Change Request form.
 - A student may petition for a grade change due to a mistake.
 - The petition is submitted to Admissions and Records, along with supporting documentation.
 - The instructor has 30 days to respond.
 - The appropriate Dean should always be consulted before a grade change is made.
 - B. The grading process must have integrity.
 - Extenuating circumstances such as a major illness or an accident must be documented.
 - Once a term has ended, and the grades posted and finalized, “F” or “D” grades cannot be changed to an “IF” or “ID.” An incomplete must be awarded at the end of the term, not in a future term.

- Student cannot be allowed to complete projects after a term to improve a grade unless it is a true incomplete based on circumstances that impacted the student's ability to complete coursework.
- C. Students should be referred to the written policy and procedures, rather than to Admissions and Records department managers.
- D. College employees should not be “advocates” for the students in the grade change process
 - R. Smith mentioned that because of the athletes' progress report requirement, the role of a counselor can become that of an advocate.
 - D. Goldberg indicated that he did not consider mentoring, checking with instructors re: student progress as advocacy.
- IV. Dr. Nishime announced that an administrative representative was needed on a panel that is currently considering a student grievance.
- V. CEC Update – Dr. S. Dever
 - Compton will be holding a special commencement ceremony on Saturday, October 16, 1:30 -4:30 in honor of the Japanese Americans who were unable to complete their Compton College degrees because of internment.
 - Approximately 150 students were relocated to internment camps.
 - 67 of the students have been contacted, and 30 students or their representatives will be attending the ceremony
 - All are invited from other campuses; 300 people are expected.
 - There are related activities planned during the semester.
- VI. Academic Senate Update – M. Ichinaga
 - There was considerable interest expressed in the Senate's discussion of faculty morale.
 - Dr. Arce expressed the view that the Senate should follow-up on this issue.
- VII. Phishing Problem – J. Wagstaff
 - Some faculty and staff members continue to fall victim to phishing schemes, and as a result, generate an enormous amount of spam that leads to the college being blacklisted, its email not accepted by others
 - This morning, ECC was blacklisted by various entities for the 10th time.
 - ITS will never send members of the community an e-mail requesting users to change usernames/passwords et al. and enter new usernames/passwords within the email note itself.
 - Please be more careful to avoid falling for phishing schemes.

Board Policy 5055

Enrollment Priorities

All courses *of the District* shall be open to enrollment, subject to a priority system that may be established. Enrollment also may be limited to students meeting properly validated prerequisites and co-requisites, or ~~subject to other restrictions established by the District.~~ *due to other, practical considerations.*

~~The Superintendent/President or designee~~ ~~Procedures~~ shall *establish procedures* defining ~~be established defining~~ enrollment priorities, limitations, ~~restrictions~~, and processes for student challenge, which shall comply with Title 5 regulations.

Reference:

Title 5, Sections 58106; 51801

Replaces Board Policy 5120

El Camino College
Adopted: 1/21/03
Amended:

I. Limitations

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. Enrollment may also be limited due to the following:

- 1) Health and safety considerations
- 2) Facility limitations
- 3) Faculty workload
- 4) Availability of qualified instructors
- 5) Funding limitations
- 6) Constraint of regional planning
- 7) Legal requirements imposed by statutes, regulations, or contracts

II. Registration Priorities

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

- 1) Continuing students
- 2) New and returning students
- 3) K-12 concurrently enrolled students

Within each of the above cohorts, sub-cohorts may be established by law or through policy and procedure of the district.

III. Continuing Students

Continuing students shall be assigned a priority registration time based on the following criteria:

- 1) Students in legally mandated priority registration student cohorts shall register before other continuing students (continuing DSPS, EOP&S and qualified members or former members of the Armed Forces of the United States shall register before other continuing students).
- 2) Student cohorts established by a federal or state grant that mandates priority registration shall next receive priority registration if the granting of priority registration to the cohort does not contradict the provisions or intent of the laws and regulations governing registration priorities.
- 3) Qualified students who are members of cohorts that meet the criteria for priority registration as established and approved by a Priority Registration Committee shall next receive priority in registration.
- 4) Continuing students not receiving priority registration shall receive one registration point for each unit earned at El Camino College since 1983 for up to a maximum of 90 points.
- 5) The more registration points, the earlier the registration assignment time.
- 6) Ties in registration point shall be broken by random selection.

- 7) Students who have earned more than 90 units cannot earn additional registration points. Instead, for each unit earned over 90 two registration points shall be deducted from the accrued registration point count. Therefore, if a student has earned 95 units, the registration point count shall be 80 ($90 - [2 \times 5]$).
- 8) Students who have earned more than 90 units shall continue to have two registration points deducted for each unit earned beyond 90 units until the registration point count equals 15. The student shall not be penalized beyond 15 registration points.

IV. New and Returning Students

New and returning students shall be assigned a registration appointment time based on the following criteria:

- 1) New or returning students who are in legally mandated priority registration student cohorts shall register before other new or returning students (new or returning DSPS, EOP&S and qualified members or former members of the Armed Forces of the United States shall register before other new or returning students
- 2) New international students with F-1, M-1, or J-1 visas shall register next.
- 3) Qualified new and returning students who are members of cohorts that meet the criteria for priority registration as established and approved by a Priority Registration Committee.
- 4) Assignment of the registration appointment time for new and returning students not in the groups described in IV 1, 2 and 3 is on a first come, first serve basis. All other new and returning students shall have their registration appointment time based on the submission date of the application for admissions.

V. K-12 Concurrently Enrolled Students

Assignment of the registration appointment time for K-12 concurrently enrolled students is on a first come, first serve basis. Each K-12 concurrently enrolled student shall be assigned a registration appointment time based on the submission date of all required documents for admissions (application for admissions, K-12 concurrent enrollment form, and other documents required by law, regulation, and district policy). Failure of a K-12 student to apply and submit all required documents by the deadline specified by the college shall result in that K-12 student being denied admissions and subsequent registration for that term.

VI. Registration Time Allowance

- 1) All students may register on or after their scheduled registration appointment time, but not before.
- 2) All students must register by the published deadlines and in accordance with the policies and procedures of the district. If a student fails to meet these deadlines or to follow the district's policies and/or procedures, the student will not be allowed to register for the course.

- 3) A student who attends and participates in a course without proper registration will neither receive credit nor a grade for that course and the backdating of registration will not be considered by the district unless the student can prove that he/she properly registered in a timely manner and it was a college error that caused the registration to fail. A hold against a student (dean, fee, dismissal, etc), a failure by the student to apply for admissions, a failure by the student to meet prerequisites or co-requisites, an unapproved course overload, a K-12 form or process not properly executed, an admissions hold (residency, AB540, missing data, etc) not resolved by the student in the manner and timeframe proscribed by the district shall not be considered to be college error. A student will not be allowed to enroll in a class if there is any time overlap with another class. A student may not be allowed to enroll in a class if the enrollment violates any of the repeat rules as set forth in Title 5 or in the El Camino College policy and procedure on repeats. Attending and participating in a course without registration, does not constitute college error.

VII. District Designated Priority Groups

Cohorts or student groups not otherwise receiving priority registration may qualify for priority registration by meeting the following criteria set forth by the district.

- 1) The group must demonstrate that extra-curricular or co-curricular activities require considerable dedicated hours outside of the classroom.
- 2) The group must demonstrate that participation in the extra-curricular or co-curricular activities would not be possible without priority registration consideration.
- 4) The group must demonstrate that there are no other alternatives or options at their disposal to receive priority registration.
- 5) Groups shall be provided the opportunity to request priority registration based on guidelines established by a Priority Registration Committee.
- 6) The burden of proof to demonstrate that the student group qualifies for priority registration is on the student group.
- 7) Groups that are granted district designated priority status will maintain that status for no more than five years.

VIII. Priority Registration Committee

A. Composition of the Committee

The committee shall be composed of the following:

1. El Camino College Director of Admissions & Records or, in the director's absence, Assistant Director of Admissions & Records.
2. An at large representative appointed by the El Camino College Cabinet.
3. Student Representative appointed by the Associated Student Organization of El Camino College. The student representative may be from the ASB or any student in good standing attending El Camino College.
4. An instructor appointed by the Academic Senate.
5. A representative from the Council of Deans.

B. Chair of the Committee

The El Camino College Director of Admissions & Records shall be the chair of the committee. The Director of Admissions & Records shall have the right to veto a decision of the committee if it is found that granting or failing to grant priority registration would violate provisions of the California Education Code, Title 5, or a contract or grant entered into by the El Camino Community College District.

IX. Priority Registration Application Process

A. Application Period

- 1) The application period for eligible student groups to apply for priority registration shall be established and publicized by the Priority Registration Committee to the campus community in advance. The application period shall be for no less than 30 calendar days.
- 2) This application period will take place once in a calendar year. A student group that fails to meet the deadline will need to wait until the following year to apply. All material including supporting documentation must be submitted by the deadline. There will be no extensions.

B. Committee Review Period

The Priority Registration Committee shall establish a period of time to review, collectively or severally, the application material submitted by the student groups.

C. Committee Vote

The Priority Registration Committee shall meet to discuss, evaluate, consider, and vote on the applications submitted by the student groups.

1. Those student groups who do not qualify to apply (student clubs), have not submitted the required documentation, or have failed to demonstrate that the minimum criteria have been met will not be considered.
2. Those student groups who have met all criteria and have supplied all the documentation required may be considered as a priority registration group by the Priority Registration Committee. However, meeting all the criteria and supplying all the documentation does not guarantee approval.
3. Those student groups who have supplied all the documentation required but for whom questions remain with regard to meeting the criteria set forth above may be asked to appear before the committee to answer questions and provide clarification.

D. Committee Decision

The Priority Registration Committee shall make its determination on the applications for priority registration by a date established within the Guidelines.

E. Notification of Decision

- 1) The student groups shall be notified in writing of the committee's decision.
- 1) The committee may at its discretion limit priority registration within a group by seasonality of activities.
- 2) A copy of the notification shall be provided to the Vice President Student and Community Advancement.
- 3) A copy of the notification shall be provided to the El Camino College Division of Information Technology Services.
- 5) The decision of the Priority Registration Committee is final.
- 6) Any group whose request is denied may reapply for consideration after waiting a period of two (2) years.

X. Automatic Granting of Priority Registration Status

A. By Statute

Any group or cohort that is granted priority registration by statute following the passage and adoption of this procedure shall receive priority registration in accord with that statute and will not need to apply for priority registration as cited in VII of this procedure.

B. By Grant or Other Contractual Arrangement

Any group or cohort that is dependent on a grant or other legally binding arrangement that requires priority registration will not need to apply for priority registration as cited in VII of this procedure. However, the Vice-President of Student and Community Advancement will need to certify in writing that this group or cohort is legally entitled to priority registration under the terms of the grant or other legally binding arrangement.

XI. Loss of Group or Cohort Priority Registration

A. By Statute

Any group that has received priority registration by statute shall lose priority registration if that statute is repealed or declared null and void by a court of law.

B. By Grant or Other Contractual Arrangement

Any group or cohort that received priority registration based on the terms of a grant or other legally binding arrangement shall be subject to the loss of priority registration if the terms of the grant or arrangement have materially changed. The Priority Registration Committee may subject the group to the conditions of VII of this procedure.

C. Other Groups or Cohorts

Other groups or cohorts that have been granted priority registration may be subject to review by the Priority Registration Committee if, in the opinion of the committee, the group or cohort no longer meets the criteria to continue to receive priority registration. District granted priority registration status must be reviewed every five years. In all such cases, the group or cohort will be subject to the provision of VII of this procedure.

XII. Other Limitations

A. Cohort Limitations

The district may limit enrollment and allocate available seats to those students judged most qualified in courses of intercollegiate competition, honors courses, or public performance courses. The district may also limit enrollment in one or more sections to students enrolled in one or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.

B. Probation and/or Dismissal Limitations

The district may limit enrollment for students on academic or progress probation or subject to academic or progress dismissal. Limitations on enrollment may be by one of the following methods:

- (1) Total number of units a student may enroll in for a term;
- (2) By limiting the student to enroll in specific courses;
- (3) By requiring a student to follow a prescribed education plan;
- (4) Or any combination thereof.

XIII. Challenge to Enrollment Limitations

A. Grounds for Challenge

A student may challenge an enrollment limitation on the following grounds:

- (1) The enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (2) The district is not following its policy on enrollment limitations; or
- (3) The basis upon which the district has established an enrollment limitation does not in fact exist.

B. Burden of Proof

The burden of proof is on the student to show that grounds exist for a challenge to an enrollment limitation.

C. Process for a Challenge

1. A student challenging an enrollment limitation on the grounds cited in Section XIII, A must file a petition with the Admissions Office and provide documentation supporting the challenge.
2. The petition will be considered within 10 business days by the Director of Admissions & Records or his/her designee.
3. The student will be notified the decision on the petition.

XIV. Effective Date

1. This Administrative Procedure shall be effective for the academic year following the calendar year in which it receives final board approval or in another period of time deemed suitable by the El Camino College Cabinet. The purpose of establishing this effective date provision is to allow the development, testing, and implementation of the software necessary to support this change; allow for catalog and schedule updates; and educate and prepare the college community to these changes.
2. The Director of Admissions & Records will prepare an annual list of cohorts approved for priority registration for approval by the Board of Trustees at their regular meeting - specific month to be determined.

Reference:

Title 5, Sections 51006, 58106, 58108

1. CCC STRUCTURE**1.1 Voting Representatives**

Voting Representatives shall be one full-time faculty member from each academic division, one full-time faculty counselor, one full-time faculty librarian, one full-time faculty member from the Compton Community Education Center, and one full-time faculty counselor from the Compton Community Educational Center. The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

1.3 Election of Faculty Representatives

The election process shall be initiated in each Academic Division, the Counseling Division, the Library, and the Compton Community Education Center in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

1.5.2 Should the Council of Deans and Directors CCC representative be required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Associate Dean, Academic Affairs
3. Chair-Elect (when not serving as a division representative)
4. Curriculum Advisor
5. Dean, Compton Center – Academic Affairs
6. ~~Director of Workforce and Community Education~~
7. Immediate Past Chair (when not serving as a division representative) shall serve for one year following completion of his or her term as CCC Chair
8. ~~Matriculation Officer~~
9. Member of the Associated Students (selected by President of Associated Students Organization)
10. Member of the Associated Students, Compton Community Educational Center (selected by President of Associated Student Body)
11. Student Services Advisor, Evaluations Unit

1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

2. CCC CHAIR**2.1 Term of Office for CCC Chair**

The term of office is two years.

2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or present Chair or immediate past Chair.

2.3 Election of CCC Chair**2.3.1 Election Process**

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.

The Election Committee will consist of two voting CCC members.

2.3.2 Election Timeline

2.3.2.1 Regular Election: The election will occur no later than the 12th week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

2.4 Appointment of CCC Chair

In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

2.5 Duties of CCC Chair

The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
5. Attend the State Academic Senate meetings and appropriate breakout sessions

6. Attend curriculum workshops at the local, regional, and state levels
7. Participate in developing the annual curriculum calendar
8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate
9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
10. Consult with the CCC prior to seeking action from non-CCC bodies
11. Share with the CCC copies of all written communication in a timely manner
12. Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

- 2.6 Reassigned Time for CCC Chair
The reassigned time for the CCC Chair shall be no less than 30%.

3. OPERATIONAL PROCEDURES

- 3.1 Quorum for Meetings
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.
- 3.2 Attendance Requirements
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.
- 3.3 Meeting Times
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

- 4.1 **CCC Division Representative**
The Division's/Compton Community Education Center's CCC Representative serves as a liaison and resource person for the Division/Compton Community Education Center faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals.
- 4.2 **CCC Librarian Representative**
The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

**5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC)
COMPOSITION AND RESPONSIBILITIES**

- 5.1 **Division Dean**
The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.
- 5.2 **CCC Division Representative**
The Division's CCC representative serves as a liaison and resource person for the division.
- 5.3 **Division Representatives**
Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.
- 5.4 **Division Counselor**
The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

- 5.5 Clerical Support
A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC, clean, error-free proposals prepared on proper forms.
- 5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE PROCEDURES

- 6.1 DCC Meetings
At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.
- 6.2 In-Service Training
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.
- 6.3 Curriculum Review
DCC members will review curriculum in accordance with the Curriculum Handbook for El Camino College, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

7. REVIEW OF CURRICULUM DECISIONS

- 7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

8. OTHER CONSIDERATIONS

- 8.1 CCC Subcommittees
The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

COLLEGE CURRICULUM COMMITTEE BYLAWS

DRAFT

Adopted: 10-13-98

Revised/Approved by Academic Senate: 1-26-99

Revised/Approved by Academic Senate: 9-14-99

Revised/Approved by Academic Senate: 9-25-01

Revised/Approved by Academic Senate: 3-25-03

Revised/Approved by Academic Senate: 9-23-03

Revised/Approved by Academic Senate: 11-15-05

Revised/Approved by Academic Senate: 9-19-06

Revised/Approved by Academic Senate: 10-7-08