



Officers & Executive Committee

Table listing officers and executive committee members including President Christina Gold, Secretary Chris Jeffries, and various Vice Presidents like Michael Odanaka and Mark Lipe.

Main table listing senators by division: Adjunct, Behavior & Social Sciences, Business, Compton Educational Center, Counseling, Fine Arts, Health Sci & Athletics/Nursing, Humanities, Industry & Technology, Learning Resource Unit, Mathematical Sciences, Natural Sciences, Academic Affairs & SCA, and Associated Students Org. Includes names and terms.

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012. *denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



SENATE'S PURPOSE (from the Senate Constitution)

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

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

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

FALL 2013

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

SPRING 2014

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

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

FALL 2013

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

SPRING 2014

January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room



AGENDA & TABLE OF CONTENTS

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A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES	A. Minutes – Sept. 17, 2013	6-10
C. OFFICER REPORTS	A. President – Christina Gold	11-16
	B. VP – Compton Education Center – Michael Odanaka	
	C. Chair – Curriculum – Mark Lipe	17-20
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	H. VP – Instructional Effectiveness – Janet Young	
D. SPECIAL COMMITTEE REPORTS	A. Assessment of Learning Committee and SLOs Update – General Education Outcomes - Janet Young	28-31
	B. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
E. UNFINISHED BUSINESS	A. Senate 2013/14 Objectives and To Do List	handout
F. NEW BUSINESS	A. Proposed Planning Model – This is the new draft ECC planning model that was developed in full consultation with the campus community beginning at the 2013 Planning Summit and continuing with a cross-campus planning committee over the summer. It was presented to the Senate on Sept. 3 and is now coming back for a first reading today and a second reading and potential vote on Oct. 15.	32-36
G. INFORMATION ITEMS – DISCUSSION	A. Administrative Procedure 7150 Evaluation This procedure does not come with an associated policy. It was presented to College Council for feedback from the campus constituencies by Oct. 7. It is a negotiable item in the union purview and is an information item for the Senate.	37-38



Academic Senate of El Camino College 2013-2014

October 1, 2013

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

	<p>B. Board Policy and Administrative Procedure 3410 Nondiscrimination This policy and procedure was presented to College Council for feedback from the campus constituencies by Oct. 7.</p>	<p>39-46</p>
<p>H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN</p>		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

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

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

ACADEMIC SENATE ATTENDANCE

17th, September 2013

Name: Initials

Adjunct (1year)

Bonness, Nicholas Sean
Hall, Kathryn EXC

Behavioral & Social Sciences

Daniel-DiGregorio, Kristie X
Gold, Christina X
Widman, Lance X
Wynne, Michael X
Young, Janet X

Business

Lau, Phillip X
Siddiqui, Jay
Troesch, Josh X

Counseling

Castro, Griselda
Jeffries, Chris X
Vaughn, Dexter

Fine Arts

Ahmadphour, Ali X
McMillin, Russell X
Palacios, Vince X
Wells, Chris X
VACANT

Health Sciences & Athletics

Baily, Kim
Colunga, Mina
Hazell, Tom X
Hicks, Tom
Uphoff, Robert X

Humanities

Jaffe, Barbara X
Marcoux, Pete SAB
McLaughlin, Kate X
VACANT
VACANT

Industry & Technology

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

Name: Initials

Learning Resources Unit

Ichinaga, Moon X
Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo X
Hamza, Hamza X
Martinez, Alice X
Sheynshteyn, Arkadiy X
VACANT

Natural Sciences

DiFiori, Sara X
Jimenez, Miguel
Valle, Anne X
VACANT
VACANT

Academic Affairs & SCA

Arce, Francisco X
Nishime, Jeanie X
Lam, Karen

Assoc. Students Org.

Compton Education Center

French-Preston, Essie X
Halligan, Chris
Odanak, Michael EXC
Pratt, Estina
VACANT

Ex-officio Positions

Donnell, Sean (ECCFT)
Velasquez, Nina (ECCFT)
Evans, Jerome (CEC-VP) X
Lipe, Mark (CCC Chair) X

Deans' Reps.; Guests/Other Officers:

Hayden, Diane X
Pineda, Carolyn X

ACADEMIC SENATE MINUTES

September 17, 2013

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

Academic Senate President Gold called the second Academic Senate meeting of the Fall 2013 semester to order on September 17, 2013 at 12:36pm. The meeting was held in the Alondra Room.

Approval of last Minutes:

[See pgs. 5-9 of packet] for minutes of the September 3, 2013 meeting. As there were no corrections, the minutes were approved as submitted.

OFFICER REPORTS

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

CG brought to our attention the minutes of the College Council on page 10. Included are a list of Board Policies (BP) and Administrative Procedures (AP) that College Council would like the Senate to review this semester. BP and AP 3200 – Accreditation does fit under the 10 + 1 purview of the Academic Senate and specifically #7, so it will be going through Ed Policies and then back to Senate for a first and second reading and an eventual vote. BP and AP 3410 – Nondiscrimination is just an information item only, so it will just be reviewed by the Senate. AP 7150 – Evaluation is a contractual issue, so the union will consult with the Senate on faculty evaluations before negotiating. AP 7160 – Professional Development (pg. 11) does meet #8 of the 10 + 1, so it is being referred to the Faculty Development Committee for feedback and a recommendation to the Senate. The CCLC Template can be found on page 12 and are often included with the policy or procedure as a guideline. There will be a first and second reading and then a vote. CG gave us an overview of policies and procedures and where they fall into the Senate purview. The Senate mostly looks at 4000 series policies and procedures since these normally fall into the 10 + 1 area. They require first and second readings and a mutual agreement between the president and then go to the Board for final approval. Other policies and procedures outside of the 4000 series may be asked to consult collegially with the Senate and these are mostly information items. Others are negotiable items and the union takes the lead on these, but if it is a 10 + 1 purpose then the union will consult with the Senate. Other policies and procedures being looked at this semester will once again be BP/AP 4021 – Program Discontinuance which will be a priority after five years in the making. BP 4030 – Academic Freedom is a negotiable item in the contract and the union will take a lead on that with the Senate providing feedback and there may or may not be a vote.

Pages 13-14 include the school year calendars for 2014/15 and 2015/16. The Calendar Committee is reconvening to look at these two calendars in regards to the observance of the Veteran's Day holiday. The question is whether to observe Veteran's Day on the actual holiday because many faculty and mostly veterans have requested that so they can participate in the Veteran's Day celebrations. Others prefer observing on either a Friday or Monday in order to have a long weekend. Specifically for 2014/15 November 7th cannot be the day observed since it doesn't meet Ed Code guidelines, so the Calendar Committee is looking at changing it to either Monday, November 10th or Tuesday, November 11th (the actual day). C. Wells thought that normally the Veteran's Day parade in Torrance was always the Saturday before the holiday, so it wouldn't matter when we observed it since veterans could still participate in the festivities on Saturday. L. Widman pointed out that if we celebrate it on the 11th then for most students and probably some faculty it will become a four-day weekend since many will choose just not to come to school or work on the 10th. C. Striepe pointed out that the early start 8-week classes would be affected by two Monday holidays, so that could be problematic. Dr. Arce said that those classes just become 6 week classes then with longer class times each week. A straw poll was taken of the Senate and the 11th was chosen as the date to observe Veteran's Day. P. Gebert recommended that if veterans wish to

partake in any celebrations that they be allowed to miss that class meeting without penalty. The members of the Senate on the Calendar Committee will bring that to the meeting next week. P. Lau asked why we take spring break when we do and Dr. Nishime responded that it follows the first eight weeks of the semester and evenly breaks up the two sessions. L. Widman pointed out that most K-12 schools are off the first week in April. J. Troesch pointed out that this can cause major problems with students who have child care issues. It was recommended this idea be brought back to the Calendar Committee.

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

No report.

Curriculum Committee report – Mark Lipe (ML)

ML directed us to page 15 of the packet which included the most updated list of Associate Degrees for Transfer or AA-T/AS-T degrees. Currently we have nine degrees that were approved for the 2013/14 college catalog and they include Administration of Justice, Communication Studies, Geography, Geology, History, Mathematics, Physics, Psychology and Sociology. English was also approved in August, so now we have 10. Nine are awaiting approval from the Chancellor's Office and those are Business Administration, Computer Science, Early Childhood Education, Elementary Teacher Education, Journalism, Political Science, Art History, Studio Arts, and Theatre Arts. Four transfer degrees are in various stages of review and they are Anthropology, Music, Philosophy, and Spanish. C. Jeffries asked if Kinesiology was on that list since she has given input on that degree and ML stated that yes, it should be added to the list.

VP – Educational Policies – Alice Martinez (AM)

AM referred us to the minutes of the Educational Policies Committee on pages 16-17. She really needs more committee members and is specifically looking for representatives from Counseling, Compton, Industry and Technology, Humanities and/or Natural Sciences. They are currently working on plans for the future which include many of the policies and procedures previously reviewed by CG. Please refer to the minutes for more detail.

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

The minutes of the Faculty Development Committee meeting held on Tuesday, September 10th were provided as a handout. The committee reconfirmed their mission, objectives and goals. They also honored M. Ichinaga for her past work as co-chair of the committee. Projects the committee will be working on throughout the year are the Reading Apprenticeship Project Program, Getting the Job Series, On Course Plans, Outstanding Adjunct Award, Faculty Book Club, spring flex plan, and faculty academic rank

VP- Finance – Lance Widman (LW)

LW had no report except to announce that the Board did approve the final budget for 2013/14 and surprisingly enough they did go along with the recommendation of the PBC to withhold the \$1 million that was to be used to fund GASB.

VP – Academic Technology – Pete Marcoux (PM)

No report. On sabbatical

VP – Instructional Effectiveness – Janet Young (JY)

JY announced that they have received 10-15 program reviews so far and they are looking good. Journalism will be the first one to be reviewed this Thursday.

SPECIAL COMMITTEE REPORTS

A. Assessment of Learning Committee and SLOs Update – Janet Young (JY)

The Assessment of Learning committee (ASC) had their first meeting last week. TracDat training is going well. The trainings have all filled up, so more will be added.

About 150 SLO's and 35 PLOs will be assessed at the Torrance campus for the fall and 27 SLOs will be assessed at CEC. The committee will be reviewing for quality and increasing the number of SLO's and PLO's for each course and program. There are 28 programs that only have one PLO, so they will be asked to increase those while 50% of programs have three or more PLO's. M. Lipe asked if that would be the recommendation then to have at least three SLO's per course because in Curriculum they normally ask for just one for all new courses. He also pointed out that without using CurriCUNET for SLO's there is no way of capturing them on the course outline of record. Dr. Arce said that yes, these SLO's need to be included in the course outline of record and should be increased to at least three, so there will need to be some sort of mechanism worked out to include them.

B. Vice President of Academic Affairs – District Profile and Accreditation Follow-Up Report – Francisco Arce (FA) – pages 18-47

The District profile starts on page 18. The request to update the profile which was last conducted in 2007/08 came from the Enrollment Management Committee and most of the work was completed by Josh Rosales of Institutional Research. One of the most important findings was the significant rise in the Latino population within the District to 45% of the population. It was also noted that the high school graduating senior population is on a slight decline, so growth is not likely to come from that population. This will require the District to expand our CTE programs and make them more accessible to the working adult population. This could be achieved by bring back our Adult Re-entry Program, expanding evening and weekend offerings and offering retraining for adults who have been laid off. C. Wells asked how the change in adult schools moving away from K-12 will affect this and J. Nishime answered that this could be a huge pipeline of potential students and Jose Anaya is now working with those schools to bring in those students. Another option would be to go into the adult schools with our classes. It was noted that there seems to be a huge disparity among feeder high schools that have UC eligible students. We need to consider recruiting more heavily into those schools that may be sending those ineligible students to other community colleges. A. Ahmadpour pointed out that if the Hispanic population is rising then we should be hiring more Hispanic instructors and celebrating holidays such as César Chavez Day. FA said that the October Board meeting agenda will include the faculty and staff demographics. R. McMillin expressed his frustration regarding the reduced offering of evening classes within the Fine Arts Division. He realizes that this has occurred because of the implementation of course repetition, the Student Success Initiative which focuses more on transfer and that their programs are not considered part of CTE. It was pointed out that Enrollment Management could really use someone from Industry and Technology to sit on the committee if the trend is to start focusing more on adult learning. L. Widman said he was concerned that we need to be even more aggressively recruiting the high schools. J. Nishime said we used to have a robust presence in the high schools a few years back when budget allowed it and we are now starting to bring back the high school counselor outreach program. We recently haven't been recruiting as much because course offerings had been reduced.

Pages 28-47 include the Accreditation Report. September 27th is the deadline to submit the final draft. Any feedback can be sent to Bob Klier in Academic Affairs. FA noted that we have made a lot of progress and there has been a significant push by the faculty to meet the standards. We need to be at the proficiency level in regards to SLO's and PLO's and the coordinators are doing a great job at working with the faculty to achieve this. Assessments should be up to 100% by October 15th and the only ones that are not done are the ones for classes that haven't been offered recently. C. Wells asked why these classes haven't been offered and J. Young said they either just haven't been scheduled or they were cancelled due to low enrollment. FA reminded us that we need to show we are on the way to sustainability by the end of the year and he gave thanks to Janet Young, Chris Mello, Kaysa Laureano-Ribas, Chelvi Subramaniam and Robert Klier. He also commended the facilitators and coordinators for

getting the faculty to change and to actually use assessment to make meaningful changes in their teaching. A. Ahmadpour expressed his opinion that the number of courses being reviewed is excessive and that the work is not quality, but quantity and that instructors need to be acknowledged since they are doing all this extra work. C. Wells noted that he knows we have to get it done, but we also want to do it well, so it can be hard to balance the rigor and the technical part with everything that has to be done. V. Palacios acknowledged that he knows it needs to be part of our culture and our system and recommended that we just get through it now to keep our accreditation and the next time around we can maybe spend more time on it and do it better.

NEW BUSINESS

Senate 2013/14 Objectives and To Do List

CG handed out a draft copy of the Senate Objectives and To Do List. These included some personal objectives CG is working to achieve such as enhancing the Academic Senate website and producing a Senate handbook which would help clarify the role and purview of the Senate to the faculty and the campus community. She also listed as an objective to continue to support the improvement of collegial consultation at ECC and listed a number of suggestions as to how to achieve this. A To Do item would be to work with the deans to finalize the Program Discontinuance policy and procedure. Another objective would be support and provide leadership in writing/revising accreditation reports and moving ECC off accreditation warning. In addition work on supporting the efforts of the Compton Education Center to seek eligibility for accreditation as a college within the ECC District. C. Wells suggested we include the recommendations of the Student Success Initiative. He also recommended we look at papers of best practices from the statewide Academic Senate. CG asked that any others be sent to her to be reviewed at the next meeting. M. Lipe also handed out the 2013-14 College Curriculum Committee Chairperson's Recommendations (To Do List). He made sure that the Senate knew this is his list and not the entire Curriculum Committee's list.

ADJOURN

The meeting adjourned at 1:52pm.
CJ/ECCSpring13

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 16, 2013

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jeanie Nishime, Susan Pickens, Luukia Smith, Mike Trevis, and Alex Ventura.

1. The College Council 2012-13 evaluation was reviewed. It was noted that there was overall improvement from last year.
 - a. The following comments were made during review of the first section of the evaluation that addresses responsibilities outlined in Administrative Procedure 2510.
 - i. # 1: Reviews recommendations from committees designated as Collegial Consultation committees. It was noted that there is a better understanding of what those committees are. The “Making Decisions at El Camino College” document was completed and is posted on our website. Copies will be provided to Board members.
 - ii. # 2: Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies. It was noted that there is no problem with that. College Council is primarily a distribution center.
 - iii. # 5: Operates on a consensus-building basis or a majority vote in an advisory capacity. Suggestions are needed on how to make this more effective for everyone. It was noted that policies and procedures are consensus. The Administrative Hiring Procedures draft is still pending. The draft will be forwarded to Linda Beam and she will bring to College Council.
 - iv. # 9: Primarily focuses on students. Suggestions on how to improve this:
 1. College Council agenda item “Student Success.”
 2. Ensure that policies and procedures serve the mission and students.
 3. Ensure that all actions positively affect student learning.
 - b. The following comments were made during the second section of the evaluation that addresses 2012-2013 College Council goals.
 - i. # 2: Determine collegial consultation committees and develop a flowchart depicting to whom they recommend and what happens to the recommendation. Jeanie Nishime has started this process.
 - ii. # 3: Complete a review and revision (if needed) of all policies and procedures relating to Accreditation. This is still in process.
 - iii. # 4: Develop a review cycle for all policies and procedures. This has not been completed.
2. 2013-14 goal discussion:
 - a. College Council agenda item “Student Success.”
 - b. Ensure that policies and procedures serve the mission and students.
 - c. Ensure that all actions positively affect student learning.
 - d. Collegial Consultation Committees use data to make recommendations where appropriate.
 - e. Culture of evidence.

Agenda September 16, 2013:

1. Minutes of September 23, 2013
1. College Council Goals

College Council Goals 2012-13

- 1) Finalize “Making Decisions at El Camino College” and distribute to all collegial consultation committees and college constituency groups.
- 2) Determine which committees are considered Collegial Consultation Committees, identify to whom recommendations are made and appropriate follow-up.
- 3) Complete a review of all policies and procedures relating to Accreditation and revise if necessary.
- 4) Develop a review cycle for all policies and procedures.

Policies/Procedures Pending:

1. AP & BP 3200 – Accreditation (distributed 9/9/13, back to CC on 10/7/13)
2. AP & BP 3410 – Nondiscrimination (distributed 9/9/13, back to CC on 10/7/13)
3. BP 3570 – Restricted Smoking Areas (Jo Ann Higdon revising)
4. BP/AP 4021 – Program Discontinuance (distributed 4/29/13)
5. BP 4030 – Academic Freedom (faculty working on)
6. AP 7150 – Evaluation (distributed 9/9/13, back to CC on 10/7/13)
7. AP 7160 – Professional Development (distributed 9/9/13, back to CC on 10/7/13)
8. Faculty Hiring Procedures – (distributed 4/29/13 -Linda Beam working on)
9. Administrative Hiring Procedures – (Linda Beam working on)

College Council Evaluation 2013

N = 13

1. Reviews recommendations from committees designated as Collegial Consultation committees.

Response	Frequency	Percent	Mean: 4.42
Very well	7	58.33	
Moderately well	4	33.33	
Neutral	0	0.00	
Not very well	1	8.33	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.75
Very well	9	75.00	
Moderately well	3	25.00	
Neutral	0	0.00	
Not very well	0	0.00	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.46
Very well	7	53.85	
Moderately well	5	38.46	
Neutral	1	7.69	
Not very well	0	0.00	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.31
Very well	6	46.15	
Moderately well	5	38.46	
Neutral	2	15.38	
Not very well	0	0.00	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.00
Very well	7	53.85	
Moderately well	2	15.38	
Neutral	2	15.38	
Not very well	1	7.69	
Not addressed at all	1	7.69	

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

Response	Frequency	Percent	Mean: 4.69
Very well	11	84.62	
Moderately well	0	0.00	
Neutral	2	15.38	
Not very well	0	0.00	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.54
Very well	8	61.54	
Moderately well	4	30.77	
Neutral	1	7.69	
Not very well	0	0.00	
Not addressed at all	0	0.00	

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

Response	Frequency	Percent	Mean: 4.23
Very well	6	46.15	
Moderately well	5	38.46	
Neutral	1	7.69	
Not very well	1	7.69	
Not addressed at all	0	0.00	

9. Primarily focuses on students.

Response	Frequency	Percent	Mean: 3.62
Very well	2	15.38	
Moderately well	6	46.15	
Neutral	3	23.08	
Not very well	2	15.38	
Not addressed at all	0	0.00	

2. Determine collegial consultation committees and develop a flowchart depicting to whom they recommend and what happens to the recommendation.

Response	Frequency	Percent	Mean: 3.00
Completed	4	33.33	
Mostly completed	5	41.67	
Partially completed	2	16.67	
Not started	1	8.33	

4. Develop a review cycle for all policies and procedures.

Response	Frequency	Percent	Mean: 2.18
Completed	1	9.09	
Mostly completed	4	36.36	
Partially completed	2	18.18	
Not started	4	36.36	

1. Finalize "Making Decisions at El Camino College" and distribute to all collegial consultation committees and college constituency groups.

Response	Frequency	Percent	Mean: 3.69
Completed	9	69.23	
Mostly completed	4	30.77	
Partially completed	0	0.00	
Not started	0	0.00	

3. Complete a review and revision (if needed) of all policies and procedures relating to Accreditation.

Response	Frequency	Percent	Mean: 2.83
Completed	1	8.33	
Mostly completed	8	66.67	
Partially completed	3	25.00	
Not started	0	0.00	

Written Responses

Question: 1. Reviews recommendations from committees designated as Collegial Consultation committees.

Response

The procedure did not change with the new document???

We review certain kinds of recommendations (i.e. Board policy/procedure) but not others.

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

Response

Although there aren't very many items on our agendas, any member of College Council can add an item or bring it up during the meeting and it will be discussed.

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

Response

Anyone can state their opinions during the meeting and be heard by Dr. Fallo.

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

Response

It often feels that the College Council is more of a committee for the dissemination of information rather than for discussion and decision-making.

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

Response

Problems arise in the "gray areas" where it is not 100% clear that something falls in the Senate purview.

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

Response

We don't articulate our efforts to do this, but we do it tacitly.

Question: 9. Primarily focuses on students.

Response

Students are not prioritized in our discussions. Fiscal issues dominate.

Question: 1. Finalize "Making Decisions at El Camino College" and distribute to all collegial consultation committees and college constituency groups.

Response

There seems to be some question of support.

Finished, but needs to be distributed.

Question: 2. Determine collegial consultation committees and develop a flowchart depicting to whom they recommend and what happens to the recommendation.

Response

We decided how to define consultation committees and we identified them but we haven't charted the progress of their recommendations.

flowchart needs to be developed and website needs to be updated

Question: 3. Complete a review and revision (if needed) of all policies and procedures relating to Accreditation.

Response

several policies are still outstanding

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
SEPTEMBER 10, 2013**

Present: F. Arce, S. Bartiromo, S. Bosfield, Thanh-Thuy Bui, W. Brownlee, A. Cornelio,
B. Flamenno, E. French-Preston, L. Kjeseth, S. Kushigemachi
M. Lipe, V. Nemie, D. Pahl

Absent: L. Houske, R. Klier

Ex-Officio Members Present: Q. Chapman, L. Suekawa

Ex-Officio Members Absent: M. Hall, J. Simon

Guests: B. Carey, D. Charman, M. C. Fields, L. Linka, G. Manikandan, S. Marron, G. Miranda,
T. Pao, V. Rapp, J. Shankweiler, D. Shrader, J. Sims, M. Som De Cerff, P. Sorunke

CALL TO ORDER

Mark Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

VICE PRESIDENT'S REPORT

F. Arce welcomed the new members, thanked the continuing members for their service, and provided the committee with an update on the accreditation progress. This is the final year for ECC to complete its accreditation self-evaluation report leading up to the accreditation team visit in October 2014. The critical issues for the deans are to identify those courses that need to be reviewed and inactivated, schedule the course reviews, and complete the course reviews between now and next spring. It is vital for the committee to support Chair Lipe and Q. Chapman with six-year review and Title 5 compliance.

APPROVAL OF MINUTES

The minutes from the April 23rd and June 4th meetings were sent via email and approved.

CURRICULUM REVIEW

Chair Lipe informed the committee in order for proposal submissions to pass, 51 percent of the committee must cast their vote. The committee will continue to review and vote on consent agenda items in CurricUNET. However, new courses and new degrees and certificates will require live voting at CCC meetings. Agenda items with specific course proposals will be posted and advertised 72 hours before the scheduled meeting. In addition, both the course originator and division dean will be invited to the CCC to answer questions. Chair Lipe may revisit the suggestion made by W. Brownlee to allow advisory vote for new courses.

Chair Lipe called for a motion to accept the 25 course inactivations. E. French-Preston moved, D. Pahl seconded, and the motion was carried unanimously. F. Arce raised concern about the inactivation of the nine older adult noncredit music courses. Chair Lipe will review the rationale to determine the reason for the inactivations. At this time, the nine proposed noncredit music inactivations will be tabled until further information is received from Dean Fitzsimons.

D. Pahl recommended the CCC meetings be posted in CurricUNET, and Q. Chapman concurred. F. Arce informed the committee CCC agendas and minutes will be submitted to the Senate.

Consent Agenda Proposals Tabled

1. Music 555 (MUSI 555)
2. Music 560 (MUSI 560)
3. Music 561 (MUSI 561)
4. Music 562 (MUSI 562)
5. Music 563 (MUSI 563)
6. Music 565 (MUSI 565)
7. Music 567 (MUSI 567)
8. Music 570 (MUSI 570)
9. Music 576 (MUSI 576)

Consent Agenda Proposals

The following course inactivations were approved in CurricUNET and are ready for final action:

1. Administration of Justice 50 (AJ 50)
2. Academic Strategies 31 (AS 31)
3. Academic Strategies 40 (AS 40)
4. Dance 166 (DANC 166)
5. English 7 (ENGL 7)
6. English 100 (ENGL 100)
7. English as a Second Language 50 (ESL 50)
8. Journalism 50 (JOUR 50)
9. Machine Tool Technology 47 (MTT 47)
10. Nursing 128 (NURS 128)
11. Nursing 129 (NURS 129)
12. Nursing 130 (NURS 130)
13. Nursing 131 (NURS 131)
14. Nursing 132 (NURS 132)
15. Nursing 133 (NURS 133)
16. Spanish 24 (SPAN 24)

Local Approval of Stand-Alone Credit Courses Training Session

Chair Lipe conducted the annual Local Approval of Stand-Alone Credit Course Training session using training materials provided by the California Community Colleges Chancellor's Office, dated July 2013. El Camino College has approximately 220 stand-alone credit courses. Only credit courses were covered in this training. The training materials are available on the California Community Colleges Chancellor's Office website at <http://www.cccco.edu> and on the CurricUNET homepage.

CHAIR’S REPORT

CurricUNET Training

Chair Lipe will conduct CurricUNET training for all newly appointed CCC representatives. The training will cover the process for reviewing curriculum proposals. The training will be held on September 17th and October 1st in the Admissions Building, Room 131 from 2:30 to 3:30 p.m.

Standard Technical Review Committee

Chair Lipe asked for volunteers to serve on the Standard Technical Review Committee formerly known as the Standard Review Committee. This committee is comprised of Chair Lipe, F. Arce, R. Klier, Q. Chapman, L. Suekawa, and two floating CCC representatives. The following CCC representatives have volunteered to serve on the committee:

<u>Date</u>	<u>CCC Representatives</u>
September 12	S. Kushigemachi/E. French-Preston
September 26	D. Pahl/ V. Nemie
October 10	B. Flamenno/T. Bui
October 31	TBD
November 14	TBD

CURRICULUM ADVISOR REPORT

Fall 2013 CCC Review Timeline

D. Pahl asked if it would be possible to push back on the November 1st deadline for completed proposals since the divisions are trying to meet C-ID requirements as well as manage other curriculum revisions. Q. Chapman responded the deadline cannot be changed. Q. Chapman also reminded the committee of the 2014 calendar change and that our publication date for any curriculum changes will be one month earlier than in past years. Therefore, the deadlines are firm.

L. Kjeseth advised the committee there has been tremendous pressure from the C-ID system to include math as a prerequisite for courses outside of the math discipline. These requests are often in violation of the definition of a prerequisite as outlined in Title 5, and the faculty should be very careful when considering changes required for C-ID approval.

ANNOUNCEMENTS

Chair Lipe announced that anyone interested in the CCC Chair Pro Tem position should contact him. This person will perform the duties of a chair in the event Chair Lipe is unable to attend the meeting or must relinquish his role during a meeting.

ADJOURNMENT

Chair Lipe called for a motion to adjourn the meeting. W. Brownlee moved, V. Nemie seconded, and the motion was carried. The meeting was adjourned at 3:50 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

September 10, 2013

Approved Curriculum Changes for 2014-2015

FINE ARTS

INACTIVATE COURSES

1. Dance 166 (DANC 166) Flamenco Dance

HEALTH SCIENCES AND ATHLETICS

INACTIVATE COURSES

1. Nursing 128 (NURS 128) Maternal-Infant Vocational Nursing
2. Nursing 129 (NURS 129) The Childrearing Family for Vocational Nurses
3. Nursing 130 (NURS 130) Advanced Vocational Nursing I
4. Nursing 131 (NURS 131) Professional Issues for Vocational Nurses
5. Nursing 132 (NURS 132) Advanced Vocational Nursing II
6. Nursing 133 (NURS 133) Transition to Licensed Vocational Nurse

HUMANITIES

INACTIVATE COURSES

1. Academic Strategies 31 (AS 31) Study Techniques
2. Academic Strategies 40 (AS 40) Mathematics Anxiety Workshop
3. English 7 (ENGL 7) Speed and Power Reading
4. English 100 (ENGL 100) Supervised Tutoring: Writing Center Laboratory
5. English as a Second Language 50 (ESL 50) Special Topics in English as a Second Language
6. Journalism 50 (JOUR 50) Special Topics in Journalism
7. Spanish 24 (SPAN 24) Introduction to Spanish and Latin American Language and Cultures

INDUSTRY AND TECHNOLOGY

INACTIVATE COURSES

1. Administration of Justice 50 (AJ 50) Special Topics in Administration of Justice
2. Machine Tool Technology 47 (MTT 47) NIMS Level I Credential Preparation

Faculty Development Committee Meeting
Minutes of Tuesday, September 24th 2013, in Library West Basement

Committee Members

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

**Committee Co-Chairs

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

Fall 2013 Meetings: Sept. 10th, 24th; Oct. 8th, 22nd; Nov. 12th, 26th; Dec. 10th (optional, as needed).

Present: F. Aasi, F. Baker, R. Cerofeci, K. Daniel-DiGregorio, R. Durand, B. Halonen, D. Manno, S. Otsuji, M. Steinberg, C. Striepe, E. Uyemura

AGENDA

- I. **Survey Results – Mission, objectives and member goals.** (KDD) distributed a compilation of the FDC Feedback Survey. Overall, the committee indicated strong support for the initiatives planned for 2013-2014, with programs for adjunct faculty receiving the most support (Outstanding Adjunct Faculty Award and Getting the Job Workshop Series). Clearly, the committee values efforts to foster a sense of belonging and support for adjunct faculty at the college. With only one exception, faculty agreed or strongly agreed that the committee should proceed with the activities outlined for 2013-2014. Committee members noted the positive, collaborative atmosphere on the committee and expressed a willingness to continue to participate in meetings and provide input. The committee will continue to look for opportunities to support its mission of providing “opportunities and support to promote instructional excellence and innovation through faculty collaboration.”
- II. **Flex Day Evaluations and Future Planning.** Complete results from Flex Day evaluations were provided to committee members before the meeting. (DM) reported that David Marshall was generally well-received and his workshops were highly reviewed. In the future, some of the administrative workshops will be offered only once. (FB) noticed that critical feedback was often the result of a mismatch between the workshop description/title and the actual content. For example, the union session, entitled, “Know Your Contract” focused less on the contract than on negotiations and grievances. For the next call for proposals, (DM) will address this issue with potential presenters. (DM) noted that union meetings and business are not eligible for Flex. In order to be eligible for Flex, union sessions must be informational in nature, for example, focusing on benefits, contract updates, services provided, etc. (RD) noted that faculty appreciate having

opportunities to talk informally with colleagues, as in faculty lounges or dining areas offered on other campuses. (BH) echoed this comment, highlighting the key role physical space plays in facilitating interaction. The Teaching and Learning Center (Library West Basement) was designed to promote faculty interaction. (EU) suggested that faculty are very concrete-minded and appreciate training that informs classroom practice. A recent Flex Day focused on Core Competencies and emphasizing examples of best practices was very successful. There was strong consensus that training focusing on the sharing of best practices can be very fruitful. (KDD) mentioned that the senate goals for the year include responding to the Student Success Act and the Student Success Task Force recommendations and suggested that discussions of best practices could be a way to address this topic. (FA) noted that it is important – and sometimes challenging - to motivate faculty to take advantage of professional development opportunities.

- III. **Honoring past VP Co-Chair Moon Ichinaga.** (CS) invited committee members to sign a card for M. Ichinaga. The card and a small gift will be presented at the next FDC meeting.
- IV. **FYI on Academic Senate plans – consultation with AS President Gold on Flex workshops and AP 7160 (Professional Development).** A senate meeting handout was provided, entitled, “Senate Consultation on Board Policies and Administrative Procedures.” (CS) asked members to review AP 7160 on Professional Development. (DM) clarified that this procedure refers primarily to her department’s goals and objectives in Plan Builder. She indicated that the following are currently included in her professional development plan: On Course training, iPads to train faculty on the concept of the flipped classroom, and Classified Day.
- V. **Updates on Ongoing Projects:**
 - **Faculty Book Club.** (SU) reported strong interest in this semester’s book club. One day after issuing the invitation, six faculty had already committed to participate. The fall dates are 10/25, 11/15 and 12/06. The club traditionally attracts 10 or more participants. Several faculty expressed interest but are unable to participate on a Friday. The group discussed strategies for identifying a day and time that would accommodate more faculty, including surveying interested faculty or using a scheduling tool like doodle.
 - **Reading Apprenticeship Project Program.** (DM) reported that Juli Wolfram and Mark Fields are interested in developing a program on campus. There is a need for someone from the FDC to join an informal task force that will meet only occasionally to develop a plan for next steps. Members were asked to email (CS) or (KDD) if interested in serving on the task force.
 - **Getting the Job Series and Outstanding Adjunct Award.** FDC co-VPs and (DM) will meet to do some background planning and will bring information to the committee.
- VII. **Update on New Projects**
 - **Faculty Academic Rank.** (CS), (DM), and (KDD) have investigated the processes for updating changes to faculty rank and recognizing faculty promotions. Former FDC VP David Vakil and Dean Tom Lew have been especially helpful. In the 1980s, academic rank was established by the senate. Each fall, divisions are asked for updates and changes to faculty rank. The VPAA’s office then updates the catalog. Discussion indicated that the categories are not entirely clear. (RC) noted that some of the categories seem to overlap and terms such as “regular faculty status” are confusing. (EU) indicated that the start year is inconsistent, listing start dates as part-time faculty for some and the change to full-time status for others. The committee will look at the contract and speak with other resource people, including Barbara Perez.

Faculty Development Committee Feedback Survey Fall 2013

The week of September 16th, 2013, members of the ECC Faculty Development Committee were invited to provide feedback on the effectiveness of the committee, goals for the upcoming year and ways the committee could better achieve its mission. Eight of ten committee members responded (two committee members are the co-chairs). A compilation of the responses is provided below.

1. The Faculty Development Committee Mission Statement is as follows: The ECC Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration. The Faculty Development Committee is currently achieving its mission. [Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly Agree	50.0%	4
Agree	50.0%	4
Neutral	0.0%	0
Disagree	0.0%	0
Strongly Disagree	0.0%	0

2. Please indicate whether the FDC should support the following initiatives during 2013-2014: [Create Chart](#) [Download](#)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Count
Flex Day: Assist in Planning	75.0% (6)	25.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	8
Outstanding Adjunct Faculty Award	87.5% (7)	12.5% (1)	0.0% (0)	0.0% (0)	0.0% (0)	8
Getting the Job Workshop, Part I: The Application	100.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8
Getting the Job Workshop, Part II: The Interview	100.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8
Faculty Book Club	62.5% (5)	25.0% (2)	12.5% (1)	0.0% (0)	0.0% (0)	8
Ongoing Professional Development Opportunities (eg, FIPP, Reading Apprenticeship)	75.0% (6)	25.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	8
Support Conference Attendance	75.0% (6)	25.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	8
Other: Brown Bag Workshops and Mini-Retreats	75.0% (6)	12.5% (1)	12.5% (1)	0.0% (0)	0.0% (0)	8

3. Please reflect on what it's been like as a member of the FDC. Consider meetings, communication with the committee, decision-making, your involvement in FDC initiatives and anything else that seems relevant. What are the positive aspects of your experiences as a committee member?

- The FDC is a cooperative group that respects each member's input.
- Positive altruistic group :)
- The effort made by FDC to reach all Faculty, FT or PT and plan to provide opportunity to enhance professional development, provide opportunities to learn latest techniques and technologies to bring your teaching to meet the challenges of 21st century.
- Last year was my first year on the committee and I've been very impressed by the level of professionalism and much of the discussion. It's also a committee that translates ideas into action and I appreciate that and I enjoy the company of such dedicated faculty members.
- A lot of important work being done

4. How might your experiences as an FDC member be improved?

- An all expenses paid trip to Hawaii? (Just joking.) I can't really think of anything offhand. I enjoy working with the FDC members.
- More support from the administration... sometimes I feel like we're fighting against them which feels both counterproductive and demoralizing...
- I am satisfied with the effort and plans made by FDC.
- I find the Committee members very inclusive and responsive to each other's ideas making for very positive experiences. Off hand, I don't see how my experiences could be improved.
- Less talking ..more doing!

5. How would you like to be involved in supporting the mission of the FDC?

- I'll continue to attend meetings and contribute input, as needed.
- I like my current level of involvement: attend meetings & occasionally lead the [Getting the Job] workshops.
- Representing CEC, I will request to have some activities at CEC campus every semester.
- Attending meetings will continue to allow me to learn more about the workings of the FDC and its resources. I hope to offer fresh perspectives on issues and actively assist in the realization of its projects when possible and appropriate.

6. Additional comments:

- Faculty Writing Club as another initiative?
- While I believe that we should be spearheading and/or sponsoring more faculty development initiatives, I'm not sure we have the resources to do so... We have such a small group and sometimes it seems like we don't have total control over how the funds are spent...
- Excellent job! Keep it rolling.



PLANNING & BUDGETING COMMITTEE

September 19, 2013

1:00 - 2:30 p.m.

Library 202

Facilitator: Rory K. Natividad

Notes: Linda M. Olsen

STATEMENT OF PURPOSE

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

Members

- | | |
|---|--|
| <input type="checkbox"/> Jan Caldwell - Campus Police | <input type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Sean Donnell - ECCFT | <input type="checkbox"/> Rory K. Natividad - Chair (non-voting) |
| <input type="checkbox"/> Dipte Patel - Academic Affairs | <input type="checkbox"/> Vacant - ASO |
| <input type="checkbox"/> Alice Grigsby - Management/ | <input type="checkbox"/> Gary Turner - ECCE |
| <input type="checkbox"/> Dawn Reid - Student & Community Adv. | <input type="checkbox"/> Lance Widman - Academic Senate |

Attendees

- | | | |
|--|---|---|
| <input type="checkbox"/> Francisco Arce – Support | <input type="checkbox"/> Irene Graff – Alt.Mgmt./Sup. | <input type="checkbox"/> Vacant – Alt. Acad. Sen. |
| <input type="checkbox"/> Linda Beam – Support | <input type="checkbox"/> Jo Ann Higdon – Support | <input type="checkbox"/> Ericka Solarzano - Alt. Police |
| <input type="checkbox"/> Janice Ely – Support | <input type="checkbox"/> Ken Key – Alt. ECCFT | <input type="checkbox"/> Michael Trevis – Alt. Adm. Serv. |
| <input type="checkbox"/> Connie Fitzsimons - Alt., Ac. Affairs | <input type="checkbox"/> Luis Mancía – Alt. ECCE | <input type="checkbox"/> John Wagstaff – Support |
| <input type="checkbox"/> William Garcia – Alt. SCA | <input type="checkbox"/> Vacant – Alt. ASO | <input type="checkbox"/> Will Warren– Support |
| <input type="checkbox"/> Christina Gold – Support | <input type="checkbox"/> Jeanie Nishime – Support | |

AGENDA

- | | | |
|---|--------------|-----------|
| 1. Draft Minutes – September 5, 2013 | R. Natividad | 1:00 P.M. |
| 2. Statement of Purpose | R. Natividad | 1:10 P.M. |
| 3. Implications of BOGFW new eligibility criteria | W. Garcia | 1:25 P.M. |
| 4. Planning Updates | I. Graff | 1:45 P.M. |
| 5. Annual Evaluation | R. Natividad | 2:00 P.M. |
| 6. Adjournment | | |

DRAFT:

STATEMENT OF PURPOSE

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

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 5, 2013

MEMBERS PRESENT

- | | |
|--|---|
| <input type="checkbox"/> Jan Caldwell – Campus Police | <input type="checkbox"/> Dipte Patel – Academic Affairs |
| <input type="checkbox"/> Sean Donnell – ECCFT | <input checked="" type="checkbox"/> Dawn Reid – Student & Community Adv. |
| <input checked="" type="checkbox"/> Alice Grigsby – Mgmt./Supervisors | <input checked="" type="checkbox"/> Cheryl Shenefield – Administrative Services |
| <input type="checkbox"/> Vacant – ASO | <input type="checkbox"/> Gary Turner – ECCE |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Lance Widman – Academic Senate |

Other Attendees: Members - William Garcia, Irene Graff, Ken Key, Ericka Solarzano / **Support** - Francisco Arce, Jo Ann Higdon, Jeanie Nishime, Irene Graff / **Guests** – Emily Radar, Regina Smith

The meeting was called to order at 1:05 P.M.

Approval of August 29, 2013 Minutes

The minutes were reviewed and approved with the following corrections:

1. Page 1, under Final Budget #5, after set aside, **add:** funding from fund 11, block grants, scheduled maintenance, fund 15, and bond funds.
2. Page 2, first sentence, **delete:** and, **replace with:** an.
3. Page 2, 7a, **add:** by after down.
4. Page 2 7a, after see, **add:** on P2.
5. Page 2, 7c, after provided a, **delete:** COILA and **replace with:** COLA.

Strategic Planning – I. Graff

1. For our longer term planning we want to emphasis strategic planning and integrated planning. Never looking at one silo or one issue. How does something affect different aspects of the overall master plan? The ultimate goal of developing a new master plan we hope to integrate our plans.
2. The work on the planning summit is being brought to closure. The planning models are done but are still in consultation. A final model is expected to be brought to the PBC early next month. Everyone is pleased with the image of the model.
3. It was reported that there are two other short-term action teams who are working on measuring our student achievements in setting goals for higher achievement and measuring our strategic initiatives which puts our mission into practice.
4. The master planning process is going to be commencing with self-examination. There will be teams with at least one person from PBC on each team.
 - a. The first team will be an environmental scanning group. They will be finding out the trends on campus. They will also look outside the school to see what is going on in the community and decide how their findings could affect our future.
 - b. The core-planning team will be gathering people together who are reflected in the planning model and who represent various parts of the master plan. They will work together to take the scanning information and address the identified needs. They will set the stage for the master plan. This group will work over the next two years to help develop the master plan.

Statement of Purpose – Rory Natividad

1. The statement of purpose should be reviewed and taken back to the constituent groups to see if the statement of purpose is representative of what the PBC is doing. We need to look at the institutional priorities and see if they convey that they are linking up with the strategic initiatives. Comments can be brought back at the next meeting for discussion.
2. Discussion/recommendation ensued of changing Educational Master Plan to Comprehensive Master Plan and striking the rest of the sentence.
3. A redraft of the statement will be sent to the committee so they can receive input from their constituents. Item will be revisited at the next meeting for final recommendation.

Planning Calendar – Rory Natividad

1. The planning calendar was distributed for the committee to review. The committee was asked to review the calendar to see if anything needs to be corrected or streamlined.
2. Discussion ensued regarding how we can better prioritize the upkeep and maintenance of items separately from the annual plans which should be driven by SLO's and program review. Instead of reprioritizing the maintenance each year, there might be a maintenance type account separate from monies provided for annual plans.
3. Rory and Irene will pursue composing some verbiage regarding separating the plans. They will bring their proposal back to the committee for their input and review.

Annual Evaluation – R. Natividad

1. The annual evaluation from last year was distributed to the committee. The committee was asked to review and critique the evaluation questions and make recommendations at the next meeting for this next year's evaluation.

Updates

1. A clarification was made that PBC's recommendation on August 29th to not transfer the additional \$1 million to the irrevocable fund at this point was forwarded to Dr. Fallo. The traditional \$900,000 has been transferred into the fund already. The recommendation was heard at the last board meeting. The final budget was approved with the understanding that the additional \$1 million will not be transferred until further conversation happens around the time of the next actuarial study.
2. It was announced that we have received official notification for monies to be allocated from the State to EOPS this upcoming year – \$1.3 million.

Adjournment – R. Natividad

The meeting adjourned at 2:35 p.m. The next meeting will be held **Thursday, September 19, 2013 at 1:00 p.m.**, in Library 202.

RKN/lmo

General Education Outcomes (GEOs) 9.25.13

General Education Outcomes (GEOs) are measurable outcomes that directly correspond to each of the General Education areas. A General Education Task Force comprised of faculty from each division, deans, the Academic Senate, the Curriculum Committee, and the Evaluations Unit developed the criteria and selected the courses for each of the six General Education areas. The College has identified the following outcomes for each of the six General Education areas:

Current Catalog Verbiage	Proposed GEO
<p>Area 1: Natural Sciences Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.</p> <p>This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines which emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only their call of facts. Courses which focus on personal, practical, or applied aspects are not suitable for this category.</p>	<p>Area 1: Natural Sciences: Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.</p>
<p>Area 2: Social and Behavioral Sciences Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.</p>	<p>Area 2: Social and Behavioral Sciences: Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.</p>
<p>Area 3: Humanities Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</p>	<p>Area 3: Humanities: Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.</p>
<p>Area 4: Language and Rationality Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, and precise expression, and critical evaluation.</p> <p>A. English Composition A. English Composition. Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.</p> <p>B. Communication and Analytical Thinking. Courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.</p>	<p>Area 4: Language and Rationality: Develop principles and applications of language toward logical thought and clear, and precise expression, and critical evaluation.</p>

<p>Area 5: Health and Physical Education Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.</p>	<p>Area 5: Health and Physical Education: A. Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions. B. Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.</p>
<p>Area 6: Mathematics Competency A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.</p>	<p>Area 6: Mathematics Competency: Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.</p>

El Camino College/Compton Education Center
General Education Outcomes and Related Courses

Area 1: Natural Sciences

Area 1: Natural Sciences: Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.

Anatomy 30, 32
 Anatomy and Physiology 34A, 34B
 Anthropology 1, 5
 Astronomy 12, 20, 25
 Biology 8, 10, 11, 12, 15, 16, 17, 18, 101, 102, 103
 Chemistry 1A, 1B, 4, 7A, 7B, 20, 21A, 21B
 Geography 1, 6, 9

Geology 1, 2, 3, 4, 6, 15, 30, 32, 34, 36
 Microbiology 33
 Oceanography 10
 Physical Science 25
 Physics 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B, 11, 12
 Physiology 31
 Psychology 7

Area 2: Social and Behavioral Sciences

Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.

A. American Studies 7
 History 101, 102, 105, 106, 108, 110, 111, 112, 122, 128
 Women's Studies 1

B. Political Science 1, 5, 6

C. Anthropology 2, 3, 4, 6, 7, 8, 9, 10, 11, 12
 Business 17, 22
 Child Development 103, 104
 Communication Studies 5, 11, 14
 Economics 1, 2, 5
 Ethnic Studies 1, 3
 Geography 2, 5, 7
 History 114, 129, 140, 141, 143, 145, 152, 154, 162, 163, 165, 175, 176, 178, 183, 184
 Journalism 12
 Political Science 2, 3, 7, 10
 Psychology 2, 5, 7, 8, 10, 12, 15, 16, 21, 22

Area 3: Humanities

Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.

Architecture 104
 Art 101, 102A, 102B, 102C, 105, 106, 109, 205A, 205B, 207, 208, 209
 Chinese 1, 2, 3, 24
 Communication Studies 8
 Dance 101, 103
 English 1B, 12, 15A, 15B, 20, 21, 26, 27, 28, 30, 31, 34, 35, 36, 39, 40A, 40B, 42, 43, 44, 48
 Fashion 31
 Film/Video 1, 3, 51, 52, 53, 54

French 1, 2, 3, 4, 5, 6
 German 1, 2
 Humanities 1
 Italian 1, 2, 24
 Japanese 1, 2, 3, 4, 25
 Music 101, 103, 111, 112, 113, 215A, 215B, 116, 117
 Philosophy 2, 3, 7, 10, 11, 12, 14, 23
 Photography 150
 Sign Language/Interpreter Training 15, 16, 17A, 17B, 202
 Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B
 Theatre 103, 104, 113

Area 4: Language and Rationality Develop principles and applications of language toward logical thought and clear, and precise expression, and critical evaluation	
A. English Composition Business 27, 28 English 1A Journalism 1	B. Communication and Analytical Thinking: Business 29 Communication Studies 1, 3, 4, 5, 11, 12, 14 Computer Information Systems 13, 16, 80 Computer Science 1English 1B, 1C Journalism 12 Mathematics 73, 80, 110, 111, 115, 116, 120, 130, 140, 150, 160, 161, 170, 180, 190, 191, 210, 220, 270 Philosophy 5, 8 Psychology 3, 9A Sociology 109 Supervision 27
Area 5: Health and Physical Education	
A. Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions.	B. Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.
A. Contemporary Health 1 Human Development 10 Nutrition and Foods 11 Physical Education 260 Psychology 2, 16	B. Dance 110, 120A, 130A, 140, 150, 161, 162, 164, 165, 166, 167, 168, 171, 220A, 221, 230A, 240, 250, 261, 262,265, 268, 271 Physical Education 10, 2, 3, 4, 5abc, 6abc, 7, 18, 15abc, 16abc, 20abc, 21abc, 25abc, 26abc, 35abc, 36abc, 45abc, 46abc, 47, 54, 57abc, 58abc, 60abc, 61abc, 65abc, 66abc, 70abc, 71abc, 74, 75abc, 76abc, 80abc,81abc, 85abc, 86abc, 87abc, 101, 105abc, 106abc,110abc, 111abc, 115abc, 116abc, 120abc, 121abc,125abc, 126abc, 130abc, 131abc, 132abc, 133abc,135abcd, 204, 208, 221, 224, 232abcd, 233abc, 240,241, 244, 245, 249, 250, 251, 254, 253, 257, 258, 259,275, 280, 400abcd, 401abcd, 402abcd, 404abcd, 407abcd, 409abcd
Area 6: Mathematics Competency Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.	
Mathematics 73, 80, 110, 111, 115, 116, 120, 130, 140, 150, 160, 161, 170, 180, 190, 191, 210, 220, 270	Psychology 9A Sociology 109

Proposed New Planning Model 2013

At the May 10, 2013 Planning Summit, El Camino College and Compton Center constituents gathered in teams to propose a new visual planning model based on existing processes; these models were voted on by all summit invitees.

The Planning Model Team, which met twice in summer 2013, was charged with developing a final model that captured the intentions of the top models and other recent changes. The proposed model, developed over two meetings, is provided below. In the final publication, each component of the model will be accompanied by explanatory text, either in the form of a supplement or “rollover” text and links to more information. Drafts of this rollover text follow the model.

The new model will proceed through final consultations in early fall 2013 so that the model can be approved and placed into use for pending reports and the upcoming 2014-15 academic and fiscal year planning process. We anticipate that the new model will be approved in final form in late August/early September 2013.

Participating team members represented El Camino College (12) and Compton Center (3); Classified (2), Faculty (4), Managers or Supervisors (8), and Administration (1); Academic Affairs (9) and Student & Community Advancement (6); and Planning & Budgeting Committees (4). Students were not a part of this team since it was held in summer and feedback from students was or would be sought at the Planning Summit and from ASO (ECC) and ASB (Compton Center) in fall 2013.

The model image (p. 2) was created by Robin Dreizler.

The proposed planning model will be further reviewed and revised as needed through a final consultation process detailed below:

Planning Model Review Timeline

Event	Date
Conceptualize models at Planning Summit	May 10, 2013
Follow up vote by participants	May 2013
Planning Model working team assembled	June 2013
Planning Model Team develops mockup & narrative of final model	Summer 2013
President’s Cabinet preview	August 2013
Feedback from Planning Summit participants	August 2013
Review by Planning & Budgeting Committees (both locations)	August 2013
Review by ECC Academic Senate and Compton’s Faculty Council	September 2013

Review by student governments (ASO and ASB)	September 2013
Review by Assessment of Learning Committee	September 2013
Final Review by College Council	September 2013
Final Cabinet review	October 2013
Model finalized; Board informed	October 2013

Proposal respectfully submitted by the Planning Model Team:

Bonacic, Trish

Director, CalWORKs, TANF, GAIN and Special Resource Center

Robin Dreizler

Director, Outreach and School Relations

Constance Fitzsimons

Dean of Fine Arts

Christina Gold

Professor of History, Academic Senate President

Irene Graff

Director, Research and Planning

Robert Klier

Associate Dean, Academic Affairs

Marci Myers

Research Analyst, Compton Center

Rory Natividad

Dean, Health Sciences and Athletics

Jeanie Nishime

Vice President, Student and Community Advancement

Julieta Ortiz

Student Services Specialist, Outreach and School Relations

Dipte Patel

Director, Special Resource Center

Michelle Priest

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SLO Facilitator
Honors/TAP Program Coordinator

Claudia Striepe

Instruction Librarian/Reference

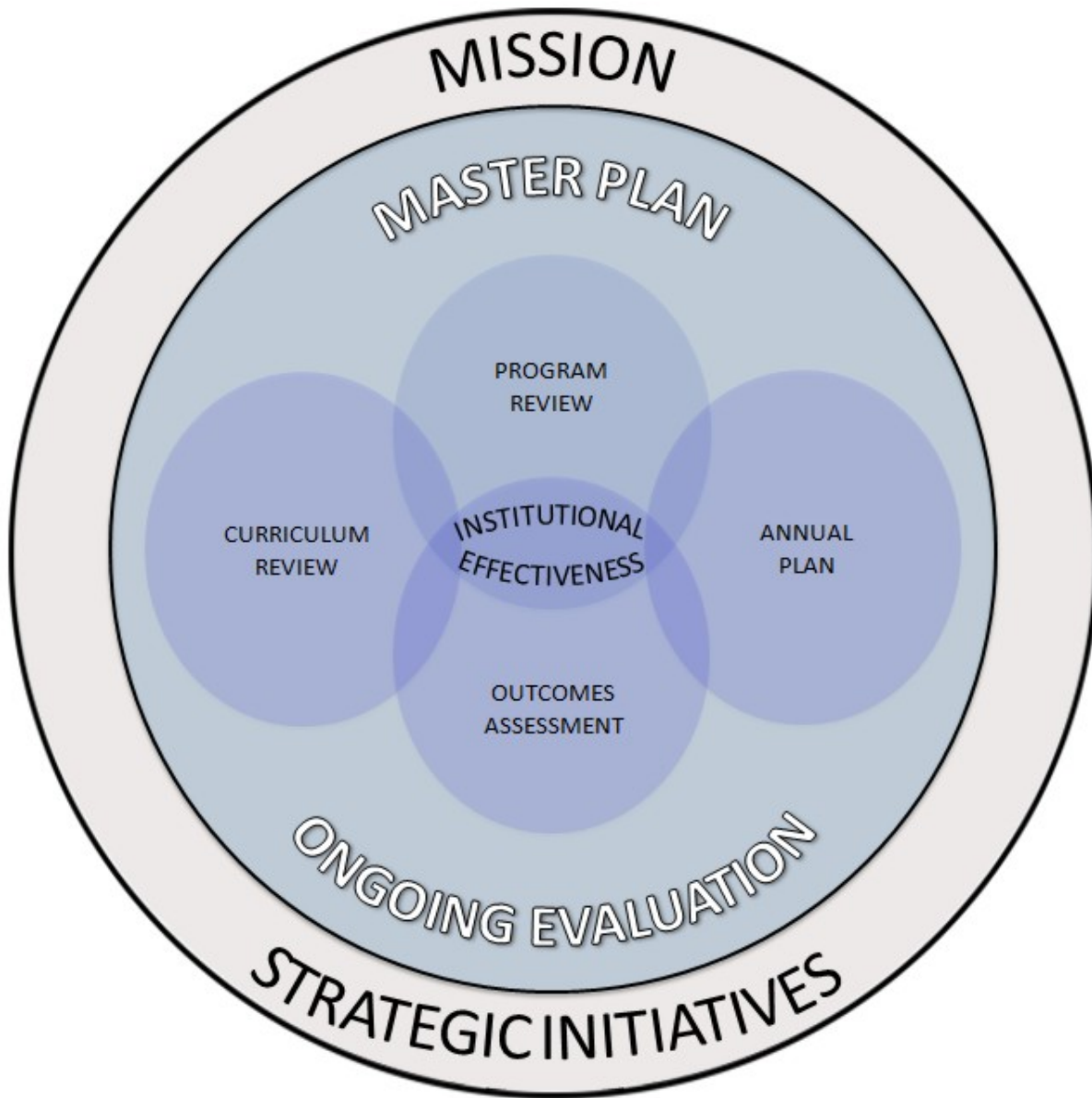
Naomi Tokuda

Director, Career Pathways

Janet Young

Professor of Childhood Education
SLO Campus Co-Coordinator
Academic Senate Vice President of Instructional Effectiveness

El Camino College
Institutional Effectiveness Model



The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcome of institutional effectiveness.

Rollover text & links to more information

The following explanatory texts will appear as rollovers on the different components of the model. Associated links will also be included for more information, as appropriate.

Mission & Strategic Initiatives:

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

Note: Strategic Initiatives will be explained and listed here.

Master Plan:

The College's Master Plan (CMP) is a detailed strategic plan for the future that is founded on the mission, directed by the strategic initiatives, and promotes ongoing evaluation and planning processes. The CMP is composed of integrated technology, facilities, and staffing plans that support an overarching educational plan for the College and Center.

Ongoing Evaluation:

While the Master Plan is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its strategic initiatives, and achieving the mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review:

All courses, certificates and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Results from the reviews are incorporated into the discipline Program Review.

Program Review:

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Outcomes Assessment:

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment.

Annual Plans:

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

Institutional Effectiveness:

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—more students from our diverse community attain educational success and achieve their academic and life goals.

Education Programs

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” mean’s a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District’s needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;

Penal Code Sections 422.55 et seq.;

Title 5 Sections 59300 et seq.;

Accreditation Standard II.B.2.c

References for Employment:

Education Code Sections 87100 et seq.;

Title 5 Sections 53000 et seq.;

Government Code Sections 11135 et seq. and 12940 et seq.

El Camino College

Adopted: TBD - 2013

AP 7150 Evaluation – CCLC TEMPLATE

Reference:

Accreditation Standard III.A.1.b

Note: *This procedure is **suggested as good practice**. It may be collectively bargaining for employees in represented groups. Insert local practice, which may include separate processes for administrators, faculty, and classified staff, and full and part time employees.*

Board Policy 3410

Nondiscrimination

~~The policy of the El Camino Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to, discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation in any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the State Chancellor or Board of Governors of the California Community Colleges.~~

~~The policy of the El Camino Community College District also provides for an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.~~

~~The policy of the El Camino Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve unlawful discrimination complaints regarding accessibility. Such complaints will be treated as complaints of discrimination on the basis of disability. Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including discharge, expulsion, or termination of contract. The Superintendent/President shall establish administrative procedures that ensure that all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.~~

~~Reference: California Government Code Sections 11135 through 11139.5; the Sex Equity in Education Act (Ed. Code Sections 11135 through 11139.5); the Sex Equity in Education Act (Ed. Code § 66250 et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.); and the Age Discrimination Act (42 U.S.C. § 6101).¹~~

~~Authority: Cal. Code Regs., Title 5, § 59300; Gov. Code, § 59300; Gov. Code 11135-11139.5; Ed. Code, § 66250 et seq.; 42 U.S.C. § 2000d; 20 U.S.C. § 1681; 29 U.S.C. § 794; 42 U.S.C. § 12100 et seq.; 42 U.S.C. § 6101.~~

RETALIATION

~~It is unlawful for anyone to retaliate against someone who files an unlawful discrimination complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination policy.~~

~~Authority: 20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106; Cal Code Regs., Title 5, § 59300 et seq., Revised Sexual Harassment Guidance: Harassment of Students by School Employees, other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.~~

~~[†] If the federal statutes cited above would result in broader protection of the civil rights of individuals, then that broader protection or coverage shall be deemed incorporated by reference.~~

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

See Administrative Procedure #3410.

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;

Title 5 Sections 53000 et seq. and 59300 et seq.;

Penal Code Section 422.55;

Government Code Sections 12926.1 and 12940 et seq.

Accreditation Standard II.B.2.c

El Camino College

Adopted: 4/16/01

Amended: 12/20/06, TBD - 2013

Administrative Procedure 7150

Evaluation

The Superintendent/President will develop and maintain an evaluation tool for each employee category. Personnel shall be evaluated regularly, and are provided opportunities for professional development.

Faculty members and classified employees shall be evaluated in accordance with their respective negotiated labor agreements.

Reference:

Education Code Section 70902, 87626, and 87663-87683
Accreditation Standard III.A.1.b

BP 3410 Nondiscrimination - CCLC TEMPLATE

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.;
Accreditation Standard II.B.2.c

NOTE: This policy is legally required.

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The [**CEO**] shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

See Administrative Procedure [#].

Revised 9/02, 9/08, 3/12, 6/13

AP 3410 Nondiscrimination - CCLC TEMPLATE

Nondiscrimination References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;;
Penal Code Sections 422.55 et seq.;;
Title 5 Sections 59300 et seq.;;
Accreditation Standard II.B.2.c

NOTE: *This procedure is **legally required**. Local practice may be inserted, but should comply with these minimum requirements.*

Education Programs

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

[NOTE: *Districts may add additional protected categories.]*

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” mean’s a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Nondiscrimination References for Employment:

Education Code Sections 87100 et seq.;;
Title 5 Sections 53000 et seq.;;
Government Code Sections 11135 et seq. and 12940 et seq.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical

disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran. (*Districts may add additional protected categories.*)

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Revised 7/02, 8/03, 2/06, 8/06, 9/08, 3/12, 6/13