OFFICERS & EXECUTIVE COMMITTEE

President	**David Vakil**	VP Faculty Development	**Chris Gold**
VP Compton Educational 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

Adjunct
(Election pending) 09/10
(Election pending)

Behavior & Social Sciences
Christina Gold 10/11
Lance Widman* 08/09
Michael Wynne 08/09
_____**(vacant)**
_____**(vacant)**

Business
(Election pending) 11/12
Philip Lau 11/12
Jay Siddiqui* 11/12

Compton Educational Center (1 yr terms)
Saul Panski 09/10
Estina Pratt 09/10
Tom Norton 09/10
Jerome Evans 09/10
Darwin Smith 09/10

Counseling
Christina Pajo 11/12
Brenda Jackson* 10/11
Chris Jefferies 10/11

Fine Arts
Ali Ahmadpour 11/12
Randall Bloomberg 11/12
Patrick Schultz 11/12
Chris Wells* 11/12
Mark Crossman 11/12

Health Sci & Athletics/Nursing
Tom Hazell* 09/10
_____**(vacant)**
_____**(vacant)**

Pat McGinley* 09/10
Kathleen Rosales 11/12

Humanities
Brent Isaacs 11/12
Peter Marcoux 11/12
Kate McLaughlin 11/12
Bruce Peppard 11/12
Jenny Simon 11/12

Industry & Technology
Patty Gebert 09/10
Ed Hofmann
Douglas Marston*
Lee Macpherson 09/10
_____ **(vacant)**

Learning Resource Center
Claudia Striepe* 10/11
Moon Ichinaga 10/11

Mathematical Sciences
John Boerger 10/11
Greg Fry 10/11
Marc Glucksman* 09/10
Susan Taylor 11/12
Paul Yun 10/11

Natural Sciences
Miguel Jimenez 11/12
Chuck Herzig 11/12
Teresa Palos 10/11
David Vakil* 10/11
_____**(vacant)**

Academic Affairs
Quajuana Chapman
Dr. Francisco Arce

Associated Students Org.
Joshua Casper
Ana Safazada

Board of Trustee, Area 5
Miss Maureen O'Donnell

President/Superintendent
Dr. Thomas Fallo

The Union
Editor

Dean of Math
Don Goldberg

Counseling
Ken Key

Natural Science
Chas Cowell

Ex-officio positions
ECCFT President
Elizabeth Shadish
Curriculum Chair
Lars Kjeseth

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

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

SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

(1) Curriculum, including establishing prerequisites and placing courses within disciplines

(2) Degree and certificate requirements

(3) Grading policies

(4) Educational program development

(5) Standards and policies regarding student preparation and success

(6) District and college governance structures, as related to faculty roles

(7) Faculty roles and involvement in accreditation process, including self-study and annual reports

(8) Policies for faculty professional development activities

(9) Processes for program review

(10) Processes for institutional planning and budget development, and

(11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

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

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

FALL 2009		SPRING 2010	
September 15	Communications 104	March 2	Location TBD
October 6	Location TBD (probably Communications 104)	March 16	Location TBD
October 20	Location TBD	April 6	Location TBD
November 3	Location TBD	April 20	Location TBD
November 17	Location TBD	May 4	Location TBD
December 1	Location TBD	May 18	Location TBD
December 15	Location TBD	June 1	Location TBD

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

FALL 2009		SPRING 2010	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room

AGENDA & TABLE OF CONTENTS

Committees

NAME	CHAIR	DAY	TIME	ROOM
Senate				
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon			
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth	2nd & 4th Tues.		Board Room
EDUCATION POLICIES	Chris Jeffries	2nd and 4th Tuesdays	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor	1st & 3rd Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Chris Gold	2nd & 4th Tues	1:00 – 1:50	ADM 127
CALENDAR	Jeanie Nishime			
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp			
Campus				
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES	Nate Jackson	Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	12:00-1:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY	John Wagstaff	3rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor	Thursdays	9-10:00 am	

ACADEMIC SENATE ATTENDANCE & MINUTES

2nd June, 2009

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

Behavioral & Social Sciences
Gold, Chris   EXC
Widman, Lance   X
Wynne, Michael   X

Business
Halamka, Dagmar
Saddiqui, Junaid   X
Lau, Philip S   X

Counseling
Beley, Kate   X
Jackson, Brenda   EXC
Jeffries, Chris   X
Pajo, Christina

Fine Arts
Ahmadpour, Ali   X
Davidson, Jason
Wells, Chris   X
Crossman, Mark
Berney, Daniel

Health Sciences & Athletics
Hazell, Tom   EXC
Orton, Tory/Victoria (sharing)
Stanbury, Corey
McGinley, Pat   X
Moon, Mary (sharing)
Parsley, Guenever

Humanities
Hong, Lyman
Marcoux, Pete   X
Uyemura, Evelyn   X
Kline, Matt   X
Adrienne Sharp

Industry & Technology
Gebert, Pat
Hofmann, Ed   X
MacPherson, Lee   X
Marston, Doug   X
Rodriguez, George

Learning Resources Unit
Striepe, Claudia   X
Ichinaga, Moon   X

Mathematical Sciences
Scott, Greg
Glucksman, Marc   X
Boerger, John
Fry, Greg
Yun, Paul

Natural Sciences
Cowell, Chas   X
Herzig, Chuck   X
Palos Teresa   X
Vakil, David   X

Adjunct Faculty
Kate McLaughlin   X
Jeremy Estrella

ECC CEC Members
Panski, Saul
Pratt, Estina
Smith, Darwin
Evans, Jerome
Norton, Tom

Assoc. Students Org.
Joe Udeochu
Megan McLean

Ex Officio Attendees: Francisco Arce, Jeanie Nishime, Janet Young,
Guests and/Other Officers: Virginia Rapp (Dean's Rep), Lori Suekawa, Lars Kjeseth,
Barbara Jaffe.

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

The last Academic Senate meeting of the Spring 2009 semester was called to order at
1:16pm.

Approval of last Minutes:
The minutes [pp. 1-6 of packet] from the last Academic Senate meeting were
unanimously approved.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
PM noted that the Senate would be voting on three items at the meeting. BP 4020, BP
5500, and Advanced Placement when a quorum was reached.
Dr. Nishime noted that the number used for Policy 5500 was already on the books as the
policy number for Priority registration and asked how to correct this.
PM said that the numbers could be changed.
PM reported that 147 class sections are planned to be cut in the next academic year.

Compton Education Center - Saul Panski (SP)
No report.

VP - Legislative Action – Chris Wells (CW)
No report.

VP - Faculty Development – Dave Vakil (DV)
No report.

VP- Educational Policies – Evelyn Uyemura (EU)
See Unfinished Business.

Curriculum Committee report – Janet Young (JY)
No report.

VP - Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance
Widman (LW)
No report.

REPORTS OF SPECIAL COMMITTEES
No reports.

UNFINISHED BUSINESS

BP & AP 4020 Program, Curriculum and Course Development. 2nd Reading. Evelyn Uyemura (EU)

[pp52- 54 of packet] The section previously named 4020.1 has been turned into AP 4020, with the new Policy 4020 on pg. 53 of packet. EU has received many comments indicating that there are still many concerns re: this policy.

Discussion followed and EU noted that a word had been left out of a sentence on pg 53. The sentence should read "All new non-degree- applicable credit courses and new degree- applicable courses that are not part of an existing approved **program** must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board. EU also noted that the Ed Policies committee had adapted and strengthened the CCLC text, but that Mr. Vakil still had some concerns about the language and terms. Mr. Vakil said that he felt the terms "discontinuance" and "Academic Senate involvement", amongst others did cause him concern as ECC does not have a discontinuance policy and instead of using "involvement" Mr. Vakil felt the Policy should parallel the language used in other policies regarding the input of Academic Senate, for instance "in mutual agreement with the Academic Senate".

EU also noted that the new document points users to the Curriculum Handbook which is currently in a state of flux, and therefore not useful.

Janet Young remarked also that Community Education courses do not come through the Curriculum Committee or the Academic Senate. The Director of Community Education develops the programs in consultation with other bodies. The Board does scrutinize these offerings as they are under the ECC name.

Mr. Marston felt more details should be in the Academic Policy section instead of the Administrative Procedure section, as it was too easy to change details in the Procedure.

EU and PM wanted this discussion to be on record as part of the minutes. EU felt it should be picked up by the Senate in the next academic year. The item was tabled.

BP 5500 Academic Honesty and Standards of Conduct and AP 5520 Student Discipline and Due Process Procedure– 2nd Reading – Dr. Nishime

[pp 55- 63 of packet] Dr. Nishime noted that she had consulted with the Ed. Policies Committee on some changes and had also asked the Student Council for comment. A Student Council representative Chi Chi (Enemuoh Chiamaka) was present by invitation and noted the students were generally unaware of consequences and suggested the consequences be published at various areas around campus. The students also found the Policy unspecific and did not really define what cheating is. Chi Chi suggested having a statement in the Catalog, and in the Transfer Center. Transfer students should also be made aware that a notation of cheating on their records would follow them to their next school.

A motion was brought by Mr. Kline and seconded by Mrs. Uyemura for discussion on the issue.

PM said that the Policy IS in the catalog, but noted that the Procedure is not. Dr. Nishime said that the discipline procedure should be on the Web and in the Catalog as well. Mrs. Uyemura recommended faculty having access to the policy and Procedure so that they could put it in their syllabus and discuss the issue on the first day of class. Mr. Ahmadapour suggested each teacher explain cheating in their own classroom. PM noted that the forms and types of cheating are clearly laid out. Mr. Widman said that the point

regarding teachers documenting evidence should remain in the policy as a reminder to faculty of what to do when confronted with this issue. Mrs. Uyemura said that she agreed with the sentiment, but the statement was removed as this is a student due process Procedure detailing consequences for students and not addressed to faculty. There should be a parallel document for faculty.

A vote was taken in favor of passing BP 5500 and AP 5520 as written. The motion passed with one vote against. This will now go to the Board, and, on Board approval, will appear in the 2010/11 catalog.

Advanced Placement Exam Policy – Lori Suekawa (2nd Reading)

This item was not discussed or put to the vote. It will be placed on the agenda for the next Senate meeting.

NEW BUSINESS
None.

PUBLIC COMMENT
PM, as outgoing Academic Senate President, handed over the gavel to incoming President, Dave Vakil.
Dr. Arce presented PM with a ceremonial gavel as a keepsake of his time as Academic Senate president and thanked PM for all his work. Dr. Arce also presented outgoing Curriculum Committee Chair, Janet Young, with a gift and thanks for her "elegant" work. Dr. Arce noted that Dr. Young had been Curriculum Chair for 6 ½ years.
Incoming Academic Senate President Dave Vakil thanked PM for his guidance, assistance and leadership. PM also thanked the e-board for their assistance.

The meeting adjourned at 1:56pm

CS/ecc2009

ACADEMIC SENATE EXECUTIVE COMMITTEE MINUTES

August 26, 2009

Attending: David Vakil, Chris Gold, Evelyn Uyemura, Lars Kjeseth, Lance Widman
Absent: Saul Panski, Chris Jeffries, Claudia Striepe

Meeting began around noon.

Informational items:
1. Chris Gold has been appointed the senate Vice President of Faculty Development to fill the vacancy left by Matt Kline when he resigned and became the Faculty Coordinator for the Humanities division.
2. The AA/AS degree task force will be re-forming. The goal is to streamline the number of "majors" at ECC to focus more on general education patterns instead of content-specific majors. The task force will likely need senate representation.
3. The senate needs to pursue the creation of a Program Discontinuance policy. The group decided this should be a high priority for the senate.

Discussion items:
4. Accreditation
   a. Approximately 20 faculty read a draft of the accreditation response. Feedback was submitted to VP Arce, Evelyn, and VP Nishime. The comments were considered in the latest draft.
   b. Evelyn distributed the latest draft of the accreditation response. **Please read the latest draft and send her any revisions.** Dave has extra copies if anyone needs one.
   c. The group generally felt the prior draft (which they had time to review) document was accurate, but the biggest complaint was suggestions of "full implementation." Not everyone agreed that items were implemented fully, but the definition of "full" implementation depends on the reader. The definition that matters is the one used by ACCJC. We don't know what that definition is.
5. Catalog rights and an online catalog
   a. The idea of making the online catalog the "official catalog of record" was discussed. The online version could be updated once a semester, while printed versions could be updated less frequently.

Officer goals:
6. Curriculum chair, Lars
   a. Implement Curricunet, move curriculum review from primarily overseen by deans to primarily overseen by faculty. (Conducting a regular Program Review will help with this.)

     b. Formalize the relationship between the Assessment of Learning Committee and the Academic Senate. This would probably happen when the VP Instructional Effectiveness position is ratified.

7. Finance & Special projects – "Fully implement" planning, program review, and budgeting, as is stated in the accreditation response.

8. President
   a. Based on the requests in several Academic Program Reviews, the senate should explore the creation of department chairs. The executive committee agreed. At the first senate meeting, each senator will be asked to gather input from each department in their division. (Note: department chairs was the only frequent request in Academic Program Reviews which did not have a campus committee assigned to addressing the request, hence the need for senate to pursue.)
   b. Improve faculty evaluations, possibly. The following points were discussed:
      i. The group believed it would be worthwhile to compare our system to other schools.
      ii. Include providing benchmark data when giving statistical reports to evaluated faculty.
      iii. Revise or improve the evaluation for online instruction. Currently, the only difference for online instruction is the addition of 3 questions. Yet some of the face-to-face questions are not applicable.
      iv. If we decide to revise the evaluation process, the group agreed it was best to start with the tenured faculty in good standing, rather than probationary faculty or faculty with "needs improvement."

9. Other discussion: add the ECCFT president as an ex-officio member of the senate and send them the senate packet.

Meeting adjourned approximately at 1:30pm.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
May 26, 2009

Present: J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd, E. Martinez,
C. Mosqueda, M. Odanaka, V. Rapp, C. Somin, J. Thompson, J. Young

Absent: F. Arce, S. Panski

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: E. Antoine, F. Baker, R. Elton-Collett, H. Hironaka, B. Jaffe, R. Mascolo,
G. Miranda, S. Rodriguez, J. Soden

CALL TO ORDER
- Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

CHAIR'S REPORT
- The presentation from our last CCC meeting given by Articulation Officer, L. Suekawa was replicated at the Academic Senate meeting. A first reading of the resolution was conducted and the Senate will vote in June.
- Chair Young informed the Committee that the Kinesiology emphasis for the General Studies degree has been revised and will be forwarded to the Chancellor's Office for approval. She thanked L. Suekawa for her role in revising the emphasis.

CURRICULUM REVIEW
Industry and Technology Proposals
- S. Rodriguez, Dean of Industry and Technology distributed errata sheets to the Committee.
- S. Rodriguez presented course review proposals for Automotive Technology 14, 16, 23, 24, 25, 26, 34, 35, 43, and 45.
- A discussion ensued about the omission of the lecture/lab hours on the errata sheet. S. Rodriguez explained to the Committee that faculty from the Automotive Technology department wish to table changes in lecture/lab hours. H. Hironaka, faculty member from the department, addressed the Committee and provided the status of the certification process, and rationale for deferring the restructuring of the program.
- The Committee agreed that there will be no changes to the lecture/lab hours at this time.
- S. Rodriguez explained each section where revisions were made to the above-mentioned courses.

- Chair Young then called for a motion to approve the Industry and Technology course proposals and conditions of enrollment. J. Thompson moved, R. Hughes seconded and the motion carried.

Behavioral and Social Sciences Proposals
- Dean G. Miranda distributed errata sheets to the Committee.
- She also introduced faculty members Juli Soden, Florence Baker, Ellen Antoine, and Richard Mascola.
- G. Miranda presented course review proposals for Anthropology 3, Anthropology 7, Anthropology 11, Anthropology 20A, Child Development 112, History 1B (102), History 5A (162), History 19 (154), Human Development 12, Philosophy 10, Political Science 3, and Psychology 7. She explained each section where revisions were made.
- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals, conditions of enrollment, and distance education versions (Anthropology 3, 7, 11, 20A, Child Development 112, History 162, Human Development 12, Philosophy 10, Political Science 3, and Psychology 7). M. Lipe moved, C. Somin seconded and the motion carried.

CONSENT AGENDA PROPOSALS
- Chair Young directed the Committee's attention to today's consent agenda proposals.
- The Consent Agenda included four courses from Behavioral and Social Sciences, five courses from Business, ten courses from Fine Arts, and three courses from Industry and Technology.
- There were no questions or recommendations upon review.
- Chair Young then called for a motion to approve the Consent Agenda proposals, conditions of enrollment and distance education version for Business 16. L. Kjeseth moved, A. Himsel seconded and the motion carried.

COURSE REVIEW
- At today's meeting were course review status sheets for each CCC Representative to review. Chair Young explained that the courses marked in red had already been reviewed this academic year. The remaining courses still need review.

SUMMER 2009 CURRICULUM REVIEW
- Chair Young answered questions from the Committee about summer meetings for CCC Representatives.

CURRICUNET
- There was a brief update and computer presentation from Chair Elect, L. Kjeseth on CurricUNET.
- The goal is to conduct the CCC's first meeting via CurricUNET on October 27, 2009.

LECTURE/LAB HOURS PRESENTATION
- Chair Elect, L. Kjeseth also conducted a PowerPoint presentation on lecture and lab hours in regards to the credit hour.
- There was a brief discussion after the presentation.

ANNOUNCEMENTS/PRESENTATIONS
- Chair Young presented C. Mosqueda and C. Somin with their certificates of appreciation and thanked them for their service on the Committee.
- Chair Elect, L. Kjeseth announced that we will move to the staff lounge for a reception honoring Chair Young immediately after the meeting.

ADJOURNMENT
- Chair Young called for a motion to adjourn the meeting. C. Somin moved, C. Mosqueda seconded and the motion carried.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE

Proposed Curriculum Changes
May 26, 2009

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE DISTANCE EDUCATION VERSION

1. History 1B – United States History from 1877 to the Present (Telecourse)

NEW DISTANCE EDUCATION COURSE VERSIONS

1. Anthropology 3 – Introduction to Archaeology (Online)

2. Anthropology 7 – Native Peoples of South America (Online)

3. Anthropology 11 – Anthropology of Religion, Magic and Witchcraft (Online)

4. Anthropology 20A – Introduction to Museum Studies (Online)

5. Child Development 112 – Teaching Young Children in a Diverse Society (Online)

6. History 162 – History of Early Britain (Online)

7. Human Development 12 – Strategies for Success in the Workplace (Online)

8. Philosophy 10 – History of Ancient and Medieval Philosophy (Online)

9. Political Science 3 – Introduction to Principles and Methods of Political Science

10. Psychology 7 – Physiological Psychology (Online)

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Anthropology 1 – Introduction to Physical Anthropology

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGE IN CATALOG DESCRIPTION

1. Anthropology 2 – Introduction to Cultural Anthropology
   Current Status/Proposed Change
   This course will provide students with an introduction to ~~anthropological~~ <u>culture</u> theory as well as ~~a~~ <u>to the</u> cross-cultural understanding of human behavior. Emphasis will be placed on subsistence strategies, marriage<u>, and</u> kinship<u>, institutions; levels of</u>

sociopolitical, ~~economic~~ <u>organization;</u> and religious systems along<u>;</u> with the effects of cultural change,<u> mainly as the result of European expansion, industrialization, and globalization</u>.

Recommendation:
This course will provide students with an introduction to culture theory as well as to the cross-cultural understanding of human behavior. Emphasis will be placed on subsistence strategies, marriage and kinship institutions; levels of sociopolitical, organization; and religious systems along; with the effects of cultural change, mainly as the result of European expansion, industrialization, and globalization.

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change
1. Child Development 103 – Child <u>Growth and</u> Development
   This course is an introduction to child development from conception through adolescence with emphasis on physical, cognitive and psychosocial growth. The effect of environmental and cultural influences on development will be investigated. Developmental theories will be analyzed and tested through practical applications such as child observations and interviews.
   Note: This is a core course for all teachers and assistants in <u>early childhood</u> programs ~~for young children~~ regulated by the ~~California~~ State ~~Department~~ of ~~Social Services and the State Department of Education~~ <u>California</u>.

Recommendation:
Child Development 103 – Child Growth and Development
This course is an introduction to child development from conception through adolescence with emphasis on physical, cognitive and psychosocial growth. The effect of environmental and cultural influences on development will be investigated. Developmental theories will be analyzed and tested through practical applications such as child observations and interviews.
Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Anthropology 3 – Introduction to Archaeology
   Current Status/Proposed Change
   This course is a survey of the <u>field of archaeology in the United States and abroad. It traces the</u> history ~~, ideas, issues, and research methodologies within the field~~ of archaeology<u>, and reviews the concepts and research methodologies commonly encountered within the field of archaeology</u>. Students will be introduced to basic techniques of <u>soils analysis and</u> archaeological ~~data~~ <u>materials</u> analysis.

Recommendation:
This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archaeology, and reviews the concepts and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

2. Anthropology 7 – Native Peoples of South America
Current Status/Proposed Change
~~The~~ This course ~~will~~ focus~~es~~ on the study of the native peoples of South America.~~,~~ ~~including their prehistory,~~ Special emphasis is placed on the understanding of the relationship between the environmental zones of South America and the social, economic, political, and religious ~~beliefs. The~~ institutions of indigenous societies. The current conditions of South American indigenous groups most often as the result of colonialist policies which include ~~impact of European contact and resultant adaptations, as well as current life situations of tribal descendants in contemporary society, will~~ globalization and modernization, are also ~~be~~ examined.

Recommendation:
This course focuses on the study of the native peoples of South America. Special emphasis is placed on the understanding of the relationship between the environmental zones of South America and the social, economic, political, and religious institutions of indigenous societies. The current conditions of South American indigenous groups, most often as the result of colonialist policies which include globalization and modernization, are also examined.

3. Anthropology 20A – Introduction to Museum Studies
Current Status/Proposed Change
This course examines careers in museums, including curation, conservation, registration, the design of exhibits, collections management, and educational programs. Participants in the course will plan, design and install an exhibit in the Anthropology Museum involving two- and three-dimensional ~~artworks~~ artifacts, and participate in all aspects of museum curation.
Note: No background in Anthropology is required.

Recommendation:
This course examines careers in museums, including curation, conservation, registration, the design of exhibits, collections management, and educational programs. Participants in the course will plan, design and install an exhibit in the Anthropology Museum involving two- and three-dimensional artifacts, and participate in all aspects of museum curation.
Note: No background in Anthropology is required.

4. Child Development 104 – The Home, The School, The Community
Current Status/Proposed Change
This course examines the ~~interrelationship of the home, the school and the community~~

~~and the influences on~~ interconnection among the development of ~~children~~ the child from ~~infancy~~ birth ~~through~~ to adolescence and the home/family, the school, and the community. Emphasis is placed on the ~~methods, used by socializing~~ influences of social agents such as family support services, educational systems, media, and peers ~~groups~~ and ~~mass media to prepare~~ on how these social agents contribute in preparing the child for living independently in a diverse society. Topics will include~~, but are not limited to: cultural influences on behavior,~~ parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy~~, child abuse and responding to the diverse needs of children in the school and community~~.

Note: This is a core course for all teachers and assistants in early childhood programs ~~for young children~~ regulated by the ~~California~~ State ~~Department~~ of ~~Social Services and the State Department of Education~~ California.

Recommendation:
This course examines the interconnection among the development of the child from birth to adolescence and the home/family, the school, and the community. Emphasis is placed on the influences of social agents such as family support services, educational systems, media, and peers and on how these social agents contribute in preparing the child for living independently in a diverse society. Topics will include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.
Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.

5. Human Development 12 – Strategies for Success in the Workplace
Current Status/Proposed Change
This course will provide students with the knowledge, skills and personal/interpersonal awareness necessary for success in the workplace. Students will learn resume writing and interviewing skills, workplace roles and responsibilities, strategies for effective time management and effective workplace communication. Emphasis will be placed on identifying professional behaviors and values for success in the workplace.

Recommendation:
This course will provide students with the knowledge, skills and personal/interpersonal awareness necessary for success in the workplace. Students will learn resume writing and interviewing skills, workplace roles and responsibilities, strategies for effective time management and effective workplace communication. Emphasis will be placed on identifying professional behaviors and values for success in the workplace.

6. Political Science 3 – Introduction to Principles and Methods of Political Science
Current Status/Proposed Change
This course ~~is a survey of the nature and scope of political science. The course~~ focuses on ~~the~~ analysis of the basic concepts, political theories and subfields of ~~the discipline~~ political science. Major topics ~~will~~ include a description of the methodology and research techniques employed by contemporary political scientists. ~~Also covered will be~~

~~an examination of m~~Major political theories of the individual and the state, and the impact of these themes on modern political ideologies <u>will also be examined</u>.

Recommendation:
This course focuses on analysis of the basic concepts, political theories and subfields of political science. Major topics include a description of the methodology and research techniques employed by contemporary political scientists. Major political theories of the individual and the state, and the impact of these themes on modern political ideologies will also be examined.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change
1. Anthropology 11 – Anthropology of ~~Magic,~~ Religion, <u>Magic,</u> and Witchcraft
   This course is a cross-cultural and evolutionary survey of the supernatural. It includes an examination of magic and witchcraft practices and the different functions they play in various world societies including hunting and gathering groups, <u>and</u> tribal level and state level societies. Religious beliefs, symbolism and ritual are explained from an anthropological perspective.

   Recommendation:
   Anthropology 11 – Anthropology of Religion, Magic, and Witchcraft
   This course is a cross-cultural and evolutionary survey of the supernatural. It includes an examination of magic and witchcraft practices and the different functions they play in various world societies including hunting and gathering groups, and tribal level and state level societies. Religious beliefs, symbolism and ritual are explained from an anthropological perspective.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change
1. Child Development 112 – Teaching Young Children in ~~Multicultural Classrooms~~ <u>a Diverse Society</u>
   Prerequisite: Child Development ~~3~~ <u>103</u> with a minimum grade of C or equivalent
   ~~This course focuses on critical issues in diverse contemporary classrooms and offers strategies and resources needed to teach children effectively. Topics will include: the origins of cultural diversity in American society, the rationale for the need for culturally sensitive educators, the effect of culture on development, models of multicultural education and guidelines for implementing a multicultural program. Students will develop curriculum and activities designed to enhance multicultural experiences for children n ages 2-8 in group settings.~~
   <u>In this course students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as</u>

they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity; stereotypes and bias; social and educational access; and media and schooling.

Recommendation:
Child Development 112 – Teaching Young Children in a Diverse Society
Prerequisite: Child Development 103 with a minimum grade of C or equivalent
In this course students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity; stereotypes and bias; social and educational access; and media and schooling.

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN NUMBER, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change
 1. History ~~1B~~ 102 – United States History from 1877 to the Present
This course is a chronological survey of American ~~historical development~~ history from 1877 to the present~~,~~. ~~Emphasis is placed on the understanding of~~ focusing on American social, intellectual, political, economic, and diplomatic institutions. ~~Special topical consideration will be given to the nation's~~ Major topics include culture, ethnic and racial diversity~~. The emergence~~ and the role of the United States ~~as a superpower is analyzed against~~ within the ~~background~~ context of world history.
Note: History ~~1A~~ 101 is not a prerequisite.
CSU General Education Requirement - Area D6
CSU General Education Requirement - Area C2
IGETC General Education Requirement - Area 4

Recommendation:
History 102 – United States History from 1877 to the Present
This course is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity and the role of the United States within the context of world history.
Note: History 101 is not a prerequisite.
CSU General Education Requirement - Area D6
CSU General Education Requirement - Area C2
IGETC General Education Requirement - Area 4

Current Status/Proposed Change

2. History ~~19~~ 154 – A History of Mexico
This course surveys the political, social, cultural, and economic history of Mexico from Pre-Columbian times to the present. Discussion of major epochs of Mexican history will focus on the influence of various cultural groups in shaping modern Mexico.
CSU General Education Requirement - Area D6
<u>CSU General Education Requirement - Area C2</u>
<u>IGETC General Education Requirement - Area 4</u>

Recommendation:

History 154 – A History of Mexico
This course surveys the political, social, cultural, and economic history of Mexico from Pre-Columbian times to the present. Discussion of major epochs of Mexican history will focus on the influence of various cultural groups in shaping modern Mexico.
CSU General Education Requirement - Area D6
CSU General Education Requirement - Area C2
IGETC General Education Requirement - Area 4

COURSE REVIEW; CHANGES IN NUMBER, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change

1. History ~~5A~~ 162 – History of Early Britain
This course focuses on the political<u>,</u> economic, social, and cultural development of Britain from earliest times to the 17th century. Topics include the emergence of common law and representative government<u>,</u> ~~from which Anglo-American civil liberties were derived. The course will also focus on the foundation of the British Empire as~~ <u>the</u> evolution of England ~~began to evolve into~~ <u>as</u> a major power ~~holding a central position in the world~~ based ~~upon~~ <u>on</u> maritime and commercial supremacy<u>,</u>~~. Cultural development~~ <u>and the foundations of the British Empire. Cultural development</u> through the English Renaissance and Baroque periods will also be ~~explored~~ <u>examined</u>.
CSU General Education Requirement - Area D6
<u>CSU General Education Requirement - Area C2</u>
<u>IGETC General Education Requirement - Area 4</u>

Recommendation:

History 162 – History of Early Britain
This course focuses on the political, economic, social, and cultural development of Britain from earliest times to the 17th century. Topics include the emergence of common law and representative government, the evolution of England as a major power based on maritime and commercial supremacy, and the foundations of the British Empire. Cultural development through the English Renaissance and Baroque periods will also be examined.
CSU General Education Requirement - Area D6
CSU General Education Requirement - Area C2
IGETC General Education Requirement - Area 4

COURSE REVIEW

1. Philosophy 10 – History of Ancient and Medieval Philosophy

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION, A.A./A.S. GENERAL EDUCATION REQUIREMENT, CSU GENERAL EDUCATION REQUIREMENT

1. Psychology 7 – Physiological Psychology
   Current Status/Proposed Change
   This course focuses on ~~the~~ physiological ~~foundation of~~ <u>factors in</u> human <u>development,</u> behavior<u>, and experience</u>. ~~Brain behavior relations are explored in different aspects of functioning, including~~ <u>Fundamental topics include</u> consciousness, language, emotion, ~~sex, learning and~~ memory, <u>and</u> sensation<u>/</u> ~~and~~ perception.~~, movement, and motivation. Also covered are neurological and psychological disorders. Data from human and infrahuman studies are presented to illustrate the logic of the scientific method in uncovering the structure and functions of the nervous and endocrine systems as they relate to behavior.~~ <u>Clinical topics include Sexual Disorders, Bipolar Disorder, Schizophrenia, Post-Traumatic Stress Disorder, Autism, Alzheimer's Disease, and traumatic brain injury. Studies of both humans and other animals are evaluated and organized by scientific and clinical standards.</u>
   <u>A.A./A.S. General Education Requirement – Natural Sciences</u>
   <u>CSU General Education Requirement – Area B2</u>

   Recommendation:
   This course focuses on physiological factors in human development, behavior, and experience. Fundamental topics include consciousness, language, emotion, memory, and sensation/perception. Clinical topics include Sexual Disorders, Bipolar Disorder, Schizophrenia, Post-Traumatic Stress Disorder, Autism, Alzheimer's Disease, and traumatic brain injury. Studies of both humans and other animals are evaluated and organized by scientific and clinical standards.
   A.A./A.S. General Education Requirement – Natural Sciences
   CSU General Education Requirement – Area B2

BUSINESS DIVISION

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Business 16 – 10-Key Calculating for Business
   Current Status/Proposed Change
   This course offers instruction and practice for developing speed and accuracy on the 10-key computer keypad using proper touch techniques. Students will ~~learn to~~ apply basic math and calculator functions to typical business tasks such as <u>bank reconciliations, invoice preparation and audit, calculation of interest and discounts, pricing markups and markdowns, and</u> payroll~~, invoices, pricing, inventory,~~ <u>earnings</u> and ~~depreciation~~ <u>taxes</u>.

Recommendation:
This course offers instruction and practice for developing speed and accuracy on the 10-key computer keypad using proper touch techniques. Students will apply basic math and calculator functions to typical business tasks such as bank reconciliations, invoice preparation and audit, calculation of interest and discounts, pricing markups and markdowns, and payroll earnings and taxes.

2. Computer Information Systems 29 – Advanced Database Applications
Current Status/Proposed Change
This course offers ~~introductory~~ the student advanced instruction in ~~the use of~~ relational databases ~~management systems within~~ in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used ~~for~~ are typical business ~~activities~~ operations such as inventory~~, sales, personnel, and finance will be presented~~ and human resources.

Recommendation:
This course offers the student advanced instruction in relational databases in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used are typical business operations such as inventory and human resources.

NEW DISTANCE EDUCATION COURSE VERSION

1. Business 16 – 10-Key Calculating for Business (Online)

COURSE REVIEW

1. Computer Information Systems 27 – Using Spreadsheet Macros

COURSE REVIEW; CHANGE IN TRANSFER STATUS

1. Computer Information Systems 80 – Oracle Application Programming
Current Status/Proposed Change
~~No Transfer UC~~ Proposed Transfer UC

Recommendation:
Proposed Transfer UC

COURSE REVIEW; DISTANCE EDUCTION UPDATE; CHANGE IN TRANSER STATUS

1. Law 4 – Legal Environment of Business
~~No Transfer UC~~ Proposed Transfer UC

Recommendation:
Proposed Transfer UC

FINE ARTS DIVISION

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Art 11abcd – Drawing Fundamentals II
   Current Status/Proposed Change
   Prerequisite: one semester of Art 10ab with a minimum grade of C or equivalent
   This course provides intermediate instruction in drawing with emphasis on media development, pictorial space, composition, and interpretation, and improvisation. Students will also be introduced to experimental and improvisational techniques.

   Recommendation:
   Prerequisite: one semester of Art 10ab with a minimum grade of C or equivalent
   This course provides intermediate instruction in drawing with emphasis on media development, pictorial space, composition, interpretation, and improvisation.

2. Art 52abcd - Rendering
   Current Status/Proposed Change
   Prerequisite: one semester of Art 10ab with a minimum grade of C or equivalent
   This course covers the basic methods and techniques of rendering. Emphasis is placed on the use of various art graphic representation of three-dimensional form, space, and volume within an illusory and sharp-focused context. Topics include form analysis and the application of media such as markers, water-based paint, ink, graphite, pastel and colored pencil. within an illusory and sharp-focused context. Materials will be prepared Preparation of art work for portfolio presentation will also be covered.

   Recommendation:
   Prerequisite: one semester of Art 10ab with a minimum grade of C or equivalent
   This course covers the basic methods and techniques of rendering. Emphasis is placed on the graphic representation of three-dimensional form, space, and volume within an illusory and sharp-focused context. Topics include form analysis and the application of media such as markers, water-based paint, ink, graphite, pastel and colored pencil. Preparation of art work for portfolio presentation will also be covered.

COURSE REVIEW

1. Music 2A – Beginning Sightsinging

2. Music 2B – Advanced Sightsinging

3. Music 18ab – Voice Class I

4. Music 19abcd – Voice Class II

5. Music 41abcd – Opera Workshop

6. Music 52abcd – Concert Choir

7. Music 53abcd – Chorale

8. Music 57abcd – Women's Chorus

INDUSTRY AND TECHNOLOGY DIVISION

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Automotive Technology 14 - Brakes
   Current Status/Proposed Change
   Recommended Preparation: Automotive Technology 1 or ~~concurrent enrollment or testing (qualifying score on the Automotive Placement Test) and assessment~~ equivalent
   This course covers the study of brake systems, including anti-lock ~~(ABS)~~ brake systems (ABS) and their operation. Laboratory activities stress brake system diagnosis, repair, machining, ~~and~~ overhaul procedures and proper use of tools and equipment utilized in the automotive industry.
   Note: The ~~T~~two-course sequence Automotive Technology 14 and 16 is the same as Automotive Technology 11.

   Recommendation:
   Recommended Preparation: Automotive Technology 1 or equivalent
   This course covers the study of brake systems, including anti-lock brake systems (ABS) and their operation. Laboratory activities stress brake system diagnosis, repair, machining, overhaul procedures and proper use of tools and equipment utilized in the automotive industry.
   Note: The two-course sequence Automotive Technology 14 and 16 is the same as Automotive Technology 11.

2. Automotive Technology 16 – Suspension and Four Wheel Alignment
   Current Status/Proposed Change
   Recommended Preparation: Automotive Technology 1 or ~~concurrent enrollment or testing (qualifying score on the Automotive Placement Test) and assessment~~ equivalent

This course covers the study of suspension and steering systems construction and their operation. Laboratory activities stress suspension and steering system diagnosis, repair, machining, overhaul, front wheel and four wheel alignment procedures and proper use of tools and equipment utilized in the <u>automotive</u> field.

Note: The T~~t~~wo-course sequence Automotive Technology 14 and 16 <u>is the</u> same as <u>Automotive Technology</u> 11.

Recommendation:

Recommended Preparation: Automotive Technology 1 or equivalent

This course covers the study of suspension and steering systems construction and their operation. Laboratory activities stress suspension and steering system diagnosis, repair, machining, overhaul, front wheel and four wheel alignment procedures and proper use of tools and equipment utilized in the automotive field.

Note: The two-course sequence Automotive Technology 14 and 16 is the same as Automotive Technology 11.

3. Automotive Technology 26 – Automotive Testing and Diagnosis
   Current Status/Proposed Change
   Prerequisite: ~~minimum~~ <u>A total</u> of 8 units with a minimum grade of C ~~in each prerequisite course~~ <u>is required</u> from the following courses: Automotive Technology 22A, 23, 24, 25 or equivalent
   This course covers the study of advanced automotive testing and diagnostic procedures of the following systems: ignition, fuel, emissions, electrical and electronic, and computer control systems. Laboratory activities stress <u>the</u> proper use of diagnostic equipment utilized in the <u>automotive</u> field.

   Note: The T~~t~~wo-course sequence Automotive Technology 25 and 26 <u>is the</u> same as <u>Automotive Technology</u> 22B.

   Recommendation:
   Prerequisite: A total of 8 units with a minimum grade of C is required from the following courses: Automotive Technology 22A, 23, 24, 25 or equivalent
   This course covers the study of advanced automotive testing and diagnostic procedures of the following systems: ignition, fuel, emissions, electrical and electronic, and computer control systems. Laboratory activities stress the proper use of diagnostic equipment utilized in the automotive field.

   Note: The two-course sequence Automotive Technology 25 and 26 is the same as Automotive Technology 22B.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Automotive Technology 23 – Major Tune-Up and Emission Controls
   Current Status/Proposed Change
   This course covers the study of major engine tune-up~~,~~ <u>and</u> service and testing <u>of</u> emission control systems. Laboratory activities stress the proper use of test equipment utilized in the <u>automotive</u> field.

Note: The Ttwo-course sequence Automotive Technology 23 and 24 is the same as Automotive Technology 22A.

Recommendation:
This course covers the study of major engine tune-up and service and testing of emission control systems. Laboratory activities stress the proper use of test equipment utilized in the automotive field.
Note: The two-course sequence Automotive Technology 23 and 24 is the same as Automotive Technology 22A.

2. Automotive Technology 24 – Fuel Systems and Emissions
    Current Status/Proposed Change
    This course covers the study of fuel system service, testing and diagnosis, including carburetor overhaul procedures, fuel injection and computer controlled fuel systems. Laboratory activities stress the proper use of test equipment utilized in the automotive field.
    Note: The Ttwo-course sequence Automotive Technology 23 and 24 is the same as Automotive Technology 22A.

    Recommendation:
    This course covers the study of fuel system service, testing and diagnosis, including carburetor overhaul procedures, fuel injection and computer controlled fuel systems. Laboratory activities stress the proper use of test equipment utilized in the automotive field.
    Note: The two-course sequence Automotive Technology 23 and 24 is the same as Automotive Technology 22A.

3. Automotive Technology 25 – Automotive Electrical Systems
    Current Status/Proposed Change
    This course covers the theory and operation of automotive electronic components and systems. Laboratory activities stress proper use of test equipment utilized in the automotive field.
    Note: The Ttwo-course sequence Automotive Technology 25 and 26 is the same as Automotive Technology 22B.

    Recommendation:
    This course covers the theory and operation of automotive electronic components and systems. Laboratory activities stress proper use of test equipment utilized in the automotive field.
    Note: The two-course sequence Automotive Technology 25 and 26 is the same as Automotive Technology 22B.

4. Automotive Technology 34 – Automatic Transmissions
    Current Status/Proposed Change

This course covers the study of automatic transmission construction and operation. Laboratory activities stress diagnosis, repair, overhaul procedures and the proper use of tools utilized in the <u>automotive</u> field.

Note: The ~~T~~two-course sequence Automotive Technology 34 and 35 <u>is the</u> same as Automotive Technology 33. Students who have completed Automotive Technology 34 and 35 will not receive credit for Automotive Technology 33.

Recommendation:

This course covers the study of automatic transmission construction and operation. Laboratory activities stress diagnosis, repair, overhaul procedures and the proper use of tools utilized in the automotive field.

Note: The two-course sequence Automotive Technology 34 and 35 is the same as Automotive Technology 33. Students who have completed Automotive Technology 34 and 35 will not receive credit for Automotive Technology 33.

5. Automotive Technology 35 – Manual Transmission, Drive Train and Drive Axles
   Current Status/Proposed Change
   This course covers the study of manual transmission, clutch, drive line and drive axle construction and operation. Laboratory activities stress diagnosis, repair, overhaul procedures and the proper use of tools utilized in the <u>automotive</u> field.

   Note: The ~~T~~two-course sequence Automotive Technology 34 and 35 <u>is the</u> same as Automotive Technology 33. Students who have completed Automotive Technology 34 and 35 will not receive credit for Automotive Technology 33.

   Recommendation:

   This course covers the study of manual transmission, clutch, drive line and drive axle construction and operation. Laboratory activities stress diagnosis, repair, overhaul procedures and the proper use of tools utilized in the automotive field.

   Note: The two-course sequence Automotive Technology 34 and 35 is the same as Automotive Technology 33. Students who have completed Automotive Technology 34 and 35 will not receive credit for Automotive Technology 33.

6. Automotive Technology 43 – Introduction to Engine Repair
   Current Status/Proposed Change
   This course covers the study of automotive engine construction and operation, diagnosis and repair procedures of the following: cylinder head removal and valve grinding, camshaft and timing gear replacement, water pump replacement, oil coolant and manifold (intake and exhaust) leaks and engine maintenance. Laboratory activities stress the proper use of equipment utilized in the <u>automotive</u> field.

   Recommendation:

   This course covers the study of automotive engine construction and operation, diagnosis and repair procedures of the following: cylinder head removal and valve grinding, camshaft and timing gear replacement, water pump replacement, oil coolant and manifold (intake and exhaust) leaks and engine maintenance. Laboratory activities stress the proper use of equipment utilized in the automotive field.

7. Automotive Technology 45 – Automotive Machining
Current Status/Proposed Change
This course covers the study of the machining processes used in the automotive trade, including but not limited to: drilling and tapping, milling, boring and honing, pin fitting, press work, resurfacing, reaming, knurling, repairing of damaged threads, measuring, grinding, and crack detection methods and repairing. Laboratory activities stress proper use of equipment utilized in the <u>automotive</u> field.

Recommendation:
This course covers the study of the machining processes used in the automotive trade, including but not limited to: drilling and tapping, milling, boring and honing, pin fitting, press work, resurfacing, reaming, knurling, repairing of damaged threads, measuring, grinding, and crack detection methods and repairing. Laboratory activities stress proper use of equipment utilized in the automotive field.

8. Construction Technology 150 – Contract Estimating
Current Status/Proposed Change
This course ~~covers building estimating, bidding procedures,~~ <u>is designed for those with construction backgrounds who desire to advance to a supervisory position or become contractors. Topics include:</u> blueprint reading, ~~and the uniform~~ <u>International</u> Building Code <u>(IBC)</u>~~. It is for persons in the building trades who desire to advance to a supervisory position or to become a contractor.~~ <u>requirements, quantity surveying and estimating, and basic financial statements.</u>

Recommendation:
This course is designed for those with construction backgrounds who desire to advance to a supervisory position or become contractors. Topics include: blueprint reading, International Building Code (IBC) requirements, quantity surveying and estimating, and basic financial statements.

9. Construction Technology 160 – Business and Legal Aspects of Contracting
Current Status/Proposed Change
This course is designed for those with construction backgrounds who desire to advance to a supervisory position or become contractors. Topics include: ~~the~~ legal and business aspects of a contracting organization, Contractor's License Law, Lien Laws, labor code, payroll deductions, business organization and planning, and management principles.

Recommendation:
This course is designed for those with construction backgrounds who desire to advance to a supervisory position or become contractors. Topics include: legal and business aspects of a contracting organization, Contractor's License Law, Lien Laws, labor code, payroll deductions, business organization and planning, and management principles.

10. Construction Technology 180 – Residential Plumbing
    Current Status/Proposed Change
    This course ~~covers~~ <u>explores</u> the layout and fabrication techniques needed to erect a water and waste plumbing system for a residence. Students apply appropriate methods and procedures by selecting proper size pipes, fittings, fixtures and accessories and install and test various fixtures and systems. Other topics include the diagnosing, troubleshooting and clearing of stoppages in a plumbing system.

    Recommendation:
    This course explores the layout and fabrication techniques needed to erect a water and waste plumbing system for a residence. Students apply appropriate methods and procedures by selecting proper size pipes, fittings, fixtures and accessories and install and test various fixtures and systems. Other topics include the diagnosing, troubleshooting and clearing of stoppages in a plumbing system.

NATURAL SCIENCES DIVISION

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Oceanography 10 – Introduction to Oceanography

COURSE REVIEW

1. Physics 2B – General Physics

EL CAMINO COLLEGE-Office of the President
Minutes of the College Council Meeting of June 1, 2009

Present: Dr. Arce, Dr. Fallo, Ms. Higdon, Mr. Marcoux, Ms. McLean, Dr. Nishime, Dr. Panski, Ms. Smith, Mr. Vakil

1. Team members gave their first-Monday reports.

    a. Associated Students election include 978 voters.
    b. Academic Senate has reviewed Board Policies 4020, 5500 and Procedure 5520 which will be brought for College Council Review.
    c. Compton Center is focusing on planning. Chief Business Officer has been hired.
    d. El Camino Classified Employees have adopted five-vice president structure. Everyone is invited to the year-end celebration.
    e. Academic Affairs expects to offer a full summer schedule.
    f. Student and Community Advancement is celebrating student achievement and beginning to understand what the State budget cuts will mean to its programs, especially those that receive categorical funds.
    g. Administrative Services is learning more about the State budget situation each day.
    h. Human Resources has completed full-time faculty hires.   Baseball coach position has been suspended until funding for physical education is known.

2. Accrediting Commission. President Fallo and Saul Panski remember meeting with Barbara Beno, President of the Accrediting Commission, in 2006, and learned that it would be an eight to ten-year process for Compton to regain its accreditation. Since that agreement, we are hearing that the two-year rule will be invoked. If there is no progress and resolve of Accrediting Commission recommendations, a Substantive Change must be filled. The substantive change is a closure report.   President Fallo will meet with the Accrediting Commission on June 11, 2009, to get a better understanding.

3. Budget.   President Fallo will give an overview of the state budget and the impact it will have on the campus at campus-wide forum tomorrow. He reviewed following information.

    a. We have seen the state deficit go from $17 billion to $21 billion and now $24 billion.
    b. Legislative Analyst's office is suggesting $60 per unit fee.
    c. El Camino may have to cut $5 million from General Fund and $5 million from categorical accounts.
    d. Cuts to El Camino College income may mean not hiring part-time classified and/or some part-time faculty next year. Goal is to protect regular permanent Classified positions.
    e. El Camino and Compton Center employees are not considered state employees and will not be asked to take furloughs at this time.
    f. Categorical funds are now predicted to be cut by 58%. At El Camino College, Matriculation and Disabled Students Programs and Services will not have enough money to cover full-time employees. The Compton Center Disabled Students Programs and Services will not have enough money to cover full-time employees.

g. It is unknown at this time whether or not state regulations regarding such things at the 75/25 ratio and requirement to keep same level of funding in certain programs will be waived.
h. El Camino reserve will be used over a four-year period.
i. Some of the special contract money will be used to cover expenses.
j. Watching for more information regarding different funding for physical education and recreation classes.
k. Target FTES for El Camino College is 20,000. May consider canceling winter intersession and moving spring up to allow different summer school offering.
l. May want to negotiate cut in sabbatical leaves.
m. President Fallo suggested that managers bring recommendations for authorization of temporary classified hiring as they normally do, but will not assign people to work.
n. Compton Center still has the ability to grow FTES. Cuts to the specially funded programs will have an impact on Center population.
o. Cash is a serious issue. Opinions differ, however, we may be able to borrow from bond funds.
p. Review of the Budget and planning for cuts will be discussed at the Planning and Budget Committee meetings throughout the summer and employees may give input through members.
q. A selection has been made to fill the Financial Aid Counselor position, however, will not fill unless there is a vacancy.

Agenda for June 8, 2009 Meeting:
1. Minutes of June 1, 2009
2. AP & BP 4020 – Program, Curriculum, and Course Development
3. AP & BP 4250 – Probation, Dismissal, and Readmission
4. AP & BP 4260 – Prerequisites and Co-requisites
5. AP & BP 4320 – Public Performance by Students
6. BP 4220 – Grading & Academic Record Symbols
7. BP 4270 – Substitute Courses for Health Education
8. BP 4312 – Soliciting Funds from Students
9. BP 4400 – Community Education

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting June 15, 2009

Present: Francisco Arce, Thomas Fallo, Ann Garten, Irene Graff, Jeanie Nishime, Michael Odanaka, Barbara Perez, Pete Marcoux, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. President Fallo went to the Accrediting Commission on June 11th. Barbara Beno met with President Fallo and Peter Landsburger to talk about the relationship with the Compton Center. Barbara suggested talking about to the Accrediting Commission about it. President Fallo was allowed 5 minutes. The Accrediting Commission only wanted to talk about the report. There was a serious communication issue.
2. Board Agenda
    a. We will have an oath of office for David Nordel our new Student Trustee.
    b. There will be labor negotiations in Closed Session. We don't want to lay off people, but the Board could do that. We are talking about possibly moving spring up.
    c. Academic Affairs, Page 44 – BP 4320 – Public Performances by Students. This policy is being deleted and replaced by a procedure. It was determined that a policy was not needed.
    d. Student and Community Advancement, Pages 78, and 81, item numbers 1, 7, 8. Each of these grant proposals for the National Science Foundation will be providing different services.
    e. Human Resources, Page 118, item number 10 – name should be Mr. Ulysses Dunlap. This correction will be read into the record at the Board meeting.
    f. Administrative Services, page 97, Blanket POs in Fund 41 are for the roofing contracts that were approved at the last Board meeting.

3. There may be fee increases. We are looking at trimming back course sections.
4. The College Council evaluation will be sent out this week.

Agenda for the July 20, 2009 Meeting:
1. Minutes of June 15, 2009
2. Board Agenda

College Council Goals 2008-2009
1. Focus on responding to the Accrediting Commissions Recommendations.
2. College Council members will report to and from their constituent groups. This will be done quarterly.

3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team. Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

College Council Policies/Procedures completed in the 2008-2009 time frame:
1. BP 2715 – Code of Ethics/Standards of Practice – Second Reading on 6/15/09
2. BP 4070 – Audit Enrollment –Adopted on 07/21/08
3. BP 4230 – Grading and Academic Record Symbols – First Reading on 6/15/09
4. BP 4250 – Probation, Dismissal and Readmission – First Reading on 6/15/09
5. AP 4250 – Probation, Dismissal and Readmission – First Reading on 6/15/09
6. BP 4260 – Prerequisites and Co-Requisites – First Reading on 6/15/09
7. AP 4260 – Prerequisites and Co-Requisites – First Reading on 6/15/09
8. BP 4270 – Substitute Courses for Health Education (deletion) – First Reading on 6/15/09
9. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
10. AP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
11. BP 4312 – Soliciting Funds from Students (deletion) – First Reading on 6/15/09
12. BP 4320 – Public Performances by Students (replaced by procedure) – First Reading on 6/15/09
13. AP 4320 – Public Performances by Students – First Reading on 6/15/09
14. BP 4400 – Community Services Programs – First Reading on 6/15/09
15. BP 5030 – Fees – Adopted on 5/18/09
16. AP 5030 – Fees – Adopted on 5/18/09

Pending from 2008-2009
17. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
18. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting June 8, 2009

Present: Francisco Arce, Ann Garten, Irene Graff, Megan McLean, Jeanie Nishime, Michael Odanaka, Barbara Perez, Pete Marcoux, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. Francisco Arce presented the following policies and procedures that will go to the Board for first reading on 6/15/09.
   a. BP 4270 – Substitute Courses for Health Education (deletion)
   b. BP 4230 – Grading and Academic Record Symbols
   c. BP 4250 – Probation, Dismissal and Readmission
   d. AP 4250 – Probation, Dismissal and Readmission
   e. BP 4260 – Prerequisites and Co-Requisites
   f. AP 4260 – Prerequisites and Co-Requisites
   g. BP 4312 – Soliciting Funds from Students (deletion)
   h. BP 4320 – Public Performances by Students (replaced by procedure)
   i. AP 4320 – Public Performances by Students
   j. BP 4400 – Community Services

2. Jeanie Nishime presented BP 5500 – Academic Honesty & Standards of Conduct. This has gone through second reading at the Academic Senate. The procedure is attached and additions are underlined. These will go to the Board in July or August. Students would like to ensure that instructors inform students of policy and consequences. Instructors could put in syllabi.

3. President Fallo is going to the Accrediting Commission on June 11th for a five minute hearing. We need to determine if the Commission is going to hold us to the two year rule.

4. The summary of $ 5 million proposed budget reductions went to PBC. The voting members had a discussion and endorsed as a tentative set of cuts. This document is posted on the website at: www.elcamino.edu/budgetupdate. We still have to deal with the reduction in categorical funds. This will be brought to College Council next Monday.

5. It was mentioned that the President's Open Forum should have been videotaped and streamed on the website. There was a request to post audio recordings of Board meetings on the website.

Agenda for the June 15, 2009 Meeting:
1. Minutes of June 8, 2009
2. Board Agenda

College Council Goals 2008-2009
1. Focus on responding to the Accrediting Commissions Recommendations.
2. College Council members will report to and from their constituent groups. This will be done quarterly.
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team. Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

College Council Policies/Procedures completed in the 2008-2009 time frame:
1. BP 2715 – Code of Ethics/Standards of Practice – Second Reading on 6/15/09
2. BP 4070 – Audit Enrollment –Adopted on 07/21/08
3. BP 4230 – Grading and Academic Record Symbols – First Reading on 6/15/09
4. BP 4250 – Probation, Dismissal and Readmission – First Reading on 6/15/09
5. AP 4250 – Probation, Dismissal and Readmission – First Reading on 6/15/09
6. BP 4260 – Prerequisites and Co-Requisites – First Reading on 6/15/09
7. AP 4260 – Prerequisites and Co-Requisites – First Reading on 6/15/09
8. BP 4270 – Substitute Courses for Health Education (deletion) – First Reading on 6/15/09
9. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
10. AP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
11. BP 4312 – Soliciting Funds from Students (deletion) – First Reading on 6/15/09
12. BP 4320 – Public Performances by Students (replaced by procedure) – First Reading on 6/15/09
13. AP 4320 – Public Performances by Students – First Reading on 6/15/09
14. BP 4400 – Community Services Programs – First Reading on 6/15/09
15. BP 5030 – Fees – Adopted on 5/18/09
16. AP 5030 – Fees – Adopted on 5/18/09

Pending from 2008-2009
17. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
18. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting July 20, 2009

Present: Josh Casper, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Jeanie Nishime, Saul Pansky, Barbara Perez, Susan Pickens, Virginia Rapp, Gary Robertson, Elizabeth Shadish, Luukia Smith, Evelyn Uyemura, and David Vakil.

1. Meeting time/dates: College Council will now meet at 12 p.m. The next College Council meeting will be on August 17th for Board agenda review.
2. Board Agenda
    a. Other Item pages 87- 89 - BP 2715 – Code of Ethics/Standards of Practice. At the last Board meeting Trustee Combs distributed a change to the policy. On Friday, July 17th she sent additional changes to the Board members via email.
    b. Academic Affairs pages 26 & 27 – notes for BP 4230 – Grading and Academic Record Symbols are part of the policy.
    c. Administrative Services page 38, item B – Temporary Cash Borrowing. For many of our federal projects we don't get money until project is completed. We borrow from general fund if we have to make a payment. We then get paid back by the federal government.
    d. Administrative Services page 43, item I – Pioneer Theatres, Inc. This is an increase in the cost of the lease. Pioneer has also agreed to give $40,000 this year and next year as part of our matching OSHA scholarships.
    e. Administrative Services page 40 – Intelecom Online Resources Network contract. This contract is for the Compton Center. It will also appear on the Compton Community College District Board agenda. It has to go on both agendas because it has to do with educational programs.
3. The Fee Payment Proposal Beginning Winter/Spring 2010 was distributed. This came out of a meeting last week. There was a need to look at outstanding fees that exist with ECC and to see how to free up classes. This proposal is just beginning the collegial consultation process. A communication plan will be developed before the fall schedule comes out. We will rely mainly on the portal to get this information out. The information will be posted on the priority registration screen. We are going to watch our enrollment pattern for this fall. If it drops we may not enforce anything that might cause enrollment to drop.
4. The staffing priority list for classified hires was distributed. This is the Vice Presidents' priority for classified hires. We are authorizing hiring through priority number 11. We filled 11 certificated positions.
5. Accreditation timeline will be distributed via email.

Agenda for the August 17, 2009 Meeting:
1. Minutes of July 20, 2009
2. Board Agenda
3. Schedule

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting August 17, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Saul Panski, Barbara Perez, Susan Pickens, Elizabeth Shadish, Luukia Smith, and David Vakil.

1. Board Agenda
   a. Francisco will make a presentation on the Accreditation report.
   b. Administrative Services, Page 17, Item E – El Camino College Child Development Center is pulled from the agenda.
   c. Human Resources, Page 41, Item 2, should be Library Media Technician III, rather than II.
   d. The El Camino Community College District Budget 2009-2010 will be posted on the website 48 hours before Board meeting.
   e. Measure E, Page 29, Item C – Notice of Job Completion – Solar Integrated – Facilities and Warehouse White Coating of Roofs – is for roofing projects completed.
2. Budget – When the state approved the final budget they decided to limit expenses by limiting access at higher education at all sectors. The state has given ECC a target of 18900 FTES and we are going to focus on 19000 FTES for 2009-10. Compton is able to recover and doesn't have a limit. Our goal for Compton is 5600 FTES and we have budgeted at 5200 FTES. Districts are cutting back because they are not being funded for more FTES and will probably be funded for less. ECC could probably fill classes with 21000 students, but we would be pouring money down the drain.
3. Fees – We have been lax on collecting fees from students. We are going to start following the rules beginning with winter and spring semesters. There will be a specific date that fees are due.
4. Saul reported that the classroom capacity stats at Compton are not correct. The Administrators on site are working on this.
5. A legal update on the most recent Supreme Court action prohibiting usage of mailboxes for endorsing political candidate materials was distributed. This information will be discussed at Compton flex day. The main concern is computers.

Agenda for the August 31, 2009 Meeting:
1. Minutes of August 17, 2009
2. College Council Evaluation/Goals 2009-10

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 8, 2009

Present: Francisco Arce, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jose Inglesias, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Elizabeth Shadish, Arvid Spor, Carolee Vakil-Jessop, and Chris Wells.

1. Board Policy 5500 – Academic Honesty & Standards of Conduct was distributed.
2. Administrative Procedure 5520 – Student Discipline & Due Process Procedure was distributed.
3. Board Agenda
   a. There will be a presentation about the Osher Scholarship. Colleges have to make a match. We are receiving a total of $2 million now for Compton and ECC. Compton gets $144,000 of that. Mary Combs is making a plea for Board members to donate $1000 each. Carolee reported that ECCE would like to support a scholarship.
   b. Human Resources page 54, item 12 is being pulled from the agenda.
   c. Human Resources Page 51, item 5 – stipends. They are working on a more student friendly syllabus.
   d. Academic Affairs page 18 in the first paragraph "consolation" should be "consultation."
   e. We are presenting our final budget. We are very concerned about the stimulus money. The state over estimated what we are going to receive. We have been advised that there will be some mid year adjustments. We will no more as we go through the year. Trustee Beverly asked for assurances that we were not using Compton contract money for salaries. We did not want to put salary increases into that money.
4. Next week we will review the evaluation results and develop goals for the next year.

Agenda for the September 14, 2009 Meeting:
1. Minutes of September 8, 2009
2. BP 5500 Academic Honesty & Standards of Conduct
3. AP 5520 Student Discipline & Due Process Procedure
4. College Council Evaluation 2008-2009
5. College Council Goals 2009-10

El Camino College – Office of the President
Facilities Steering Committee
May 11, 2009

Present: Francisco Arce, Rocky Bonura, Tom Brown, Thomas Fallo, Bob Gann, Ann Garten, Pete Marcoux, Megan McLean, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, and Luukia Smith.

I.   Minutes of December 8, 2008 were approved.

III.   Monument and Directional Signage prototypes were reviewed. A sample directional sign will be located on the main walk on the south side of the Library.

III.   Bob Gann presented the May 2009 Facilities Master Plan Report.

        A. Track Modernization & Field House Replacement. Additional justification is needed for the included weightlifting room and number of team meeting rooms. We have a number of different weight facilities on campus and we should put them all in one area. The dean must provide additional information to justify the need for some of the project's elements.

        B. Math, Business & Allied Health Building (MBA). The Cisco Lab will be relocated to the Communications Building.

        C. Bookstore Renovation. The Bookstore relocation will start July 1st.

        D. MCS Computer Room Cooling Upgrade is completed.

IV.   Deborah Shepley presented the 2009 Facilities Master Plan. The draft timeline is as follows:
        1. February – Strategic Review
        2. March – April – Site and Facilities Analysis
        3. May – June – Educational Plan Analysis
        4. June – July – Educational Plan Forecast
        5. July – September – Option Development
        6. September – November – Solution Development
        7. November – December – Documentation (and Approval)

EL CAMINO COLLEGE
Facilities Master Plan Report May 2009
PROJECTS IN DESIGN

I. Electrical & Data Conversion – When the Infrastructure Phase 3 project is completed, the underground conduit and vaults will be in place to connect the campus' buildings to the new electrical substation and provide for an expanded data network with redundant capacity.

   At its April meeting the Board of Trustees approved a recommendation to award a design and construction administration contract to S & K Engineering in the amount of $890,000.

   A project schedule and budget for this project will be included in the June 2009 edition of this report.

II. Track Modernization & Field House Replacement – The scope of this project includes the demolition of the existing Field House, Handball Courts, and the southeast Stadium restrooms, ticket booth and concession stand. New construction of the Field House, restrooms, concession and ticket booth at their current sites is also included. Also, the existing track and inner field will be replaced with synthetic surfaces. Replacement and expansion of the bleachers on the track's west side and replacement of adjacent walkways and roads will be included in this project.

   The initial project programming was reviewed by Cabinet on March 23, 2009. Issues discussed included security for Field House users and the need for additional justification for the included weightlifting room and number of team meeting rooms. A meeting was held on April 10 with the Division Dean and the Vice Presidents of Academic Affairs and Student and Community Advancement to discuss these and other issues. The dean was requested to provide additional information to justify the need for some of the project's elements. Planning for this project is on hold until additional information is received.

   Deborah Shepley of HMC Architects has worked with the user group to define their needs and desires to this point. If it is desired to consider other firms to perform the design this can be done once the basic programming is decided.

   A. Budget – A preliminary cost estimate was prepared with the results indicating the project could be accomplished within the current budget of $15,040,000.

   B. Schedule – Agreement must be reached on the basic programming scope before a realistic schedule can be produced.

III. Math, Business & Allied Health Building (MBA) – The scope of this project is the construction of a new building at the site of the existing Business Building. The building will be a four-story structure, approximately 105,000 square feet in size. Also included are landscape and hardscape improvements to the area surrounding the new building. The Math and Business Divisions will occupy the new building along with the Nursing, Respiratory Therapy, and Radiological Technology Programs.

   A. Design – The project's architectural firm and District representatives participated in a design review meeting with the Los Angeles Office of the Division of the State Architect (DSA) on March 27. It was determine that this project may qualify for an expedited review process. A request for expedited design review has been submitted to DSA. If accepted, the anticipated final DSA approval would be on or before December 15, 2009.

   The recommendation has been made to not include the Cisco Lab in the new building.

   B. Budget – The current budget of $63,456,000 is unchanged.

   C. Schedule – The schedule is adjusted for the expedited review period.

      1. Design – 02/01/08 to 05/14/09.
      2. Division of the State Architect review – 05/15/09 to 12/15/09.
      3. Bidding – 01/04/10 to 03/18/10.
      4. Construction – 03/19/10 to 09/19/11.

   D. Construction – It has been decided to use a general contractor to perform the construction for this project. A prequalification will be made of contractors eligible to bid on the project.

   E. Relocation – Planning is underway to relocate the affected Business Division programs and staff to the Communications Building during the summer of 2009. It is anticipated the moves will be complete by July 31, 2009.

IV. Social Sciences Building – The scope of this project is the renovation and modernization of the existing Social Sciences Building. Additional classroom space will be obtained by increasing the building's efficiency ratio of assignable square feet to gross square feet.

   A. Design –The Chancellor's Office has approved a revised design that enhances program effectiveness. Due to the State of California's budget difficulties, the Chancellor's Office has notified El Camino College that funding for future phases will not be authorized until further notice.

It is requested the Cabinet review and sign off on the construction documents

B. Budget – The project's current budget is $11,345,000. Fifty percent of the funding will be provided by the State.

C. Schedule – Due to the State of California's budget difficulties, it is impossible to project when State funding will be obtained to proceed with the construction phase of the project.

    1. Design – 09/01/07 to 04/31/09.
    2. Review by the Division of the State Architect - 05/01/09 to 10/30/09.
    3. Bidding – To Be Determined (TBD)
    4. Construction – TBD

D. Relocation – Planning is underway to move the building occupants to temporary locations prior to the start of the Spring 2010 semester.

PROJECTS IN THE ACQUISITION PHASE

V. Restroom Accessibility Renovations – This project will improve the accessibility, functionality, and appearance of 40 restrooms in 16 buildings on campus.

A. Budget – The budget for this project is $2,360,000. The funding is from Measure E and is contained within the budgets of the individual buildings.

B. Schedule – Due to the heavy workload that will be experienced due to other more critical projects, the implementation of this project is being delayed until Fall 2009.

The current schedule will allow for a bid award recommendation be made to the Board of Trustees at the August 2009 meeting.

PROJECTS IN CONSTRUCTION

VI. Bookstore Renovation – The scope of this project is to upgrade the building infrastructure, improve accessibility, and convert a portion of the Cafeteria to house Fiscal Services, Business Services, the Print and Copy Centers and other components of the Public Information Office. Also included is the renovation of the Bookstore Office area.

A. Budget – A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to Mackone Construction in the amount of $4,899,000; this is

below previous estimates for the cost of construction. The project budget is being revised and an updated budget will be included in the June edition of this report.

B. Schedule

   1. Bid Award – April 2009
   2. Construction – June 2009 to May 2010

C. Relocation – Planning is underway to relocate the Bookstore and food service operation to temporary locations. The Bookstore will be moved to the Activities Center East Lounge and the Communication basement will house the catering component of the food service operation.

VII. Infrastructure Phase 3 – The scope of this project extends hydronic piping, electric conduit, data conduit, and water piping to the southern portion of the main campus.

A. Budget – A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to HPS Mechanical in the amount of $9,382,373; this is below previous estimates for the cost of construction. The project budget has been revised from $17,400,000 to $12,174,000, incorporating the lower amount. The detail of the revised budget is shown in Appendix A.

B. Schedule –

   1. Bid Award – April 2009
   2. Construction – May 2009 to April 2010

VIII. MCS Computer Room Cooling Upgrade – The scope of this project is to provide increased cooling capacity to the portion of the computer room containing the network switching equipment and computer drives. Also included are measures to provide redundant cooling capacity and electrical supply for the same area.

A. Budget – The cost of construction is $675,000 and equipment costs of $420,600.

B. Schedule – This project is substantially complete with minor punch list items to be resolved.

   1. Design – 01/01/08 to 06/13/08.
   2. Bidding - 07/13/08 to 09/01/08.
   3. Bid Award - 10/20/08.

4. Construction – 11/01/08 to 04/15/09.

IX. Humanities Mall Landscaping and Food Service Venue – The scope of this project is to provide hardscape, landscaping, and a food service venue in the area bounded by the MCS Building on the north, the Library Building on the south, the Humanities Building on the east, and the main north/south walkway on the west. The building size is 1,750 gross square feet.

    A. Budget - A bid award recommendation for the construction contract was approved by the Board of Trustees at their January 2009 meeting. The contract was awarded to Best Quality Painting in the amount of $1,895,000; this is below previous estimates for the cost of construction. The project budget has been revised from $3,350,000 to $2,424,000, incorporating the lower amount. The detail of the revised budget is shown in Appendix B.

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    B. Schedule –

        1. Construction – 04/01/09 to 12/31/09

X. Lot H Parking Structure and Athletic Facilities – The scope of this project is to construct a five-level parking structure, an intersection at Stadium Way and Redondo Beach Blvd., ten tennis courts, and a softball field.

    A. Budget – The budget of $25,175,480 is unchanged from the last update detailed in the April 2008 FMP Report.

    B. Schedule – Due to rain the contract period has been extended, which now will provide for a June 2009 completion date.

        1. The Grand Opening Ceremony of this facility is scheduled for June 15, 2009 at 3:30 p.m.

    C. Parking Space Count Monitoring System – It is planned to install a monitoring system that will provide an available parking space count per level at the two entrances of the parking structure. The estimated cost is $76,000.

XI. Projects Awaiting Division of the State Architect Closeout Certification – The construction on the following projects is complete. The status of DSA closeout documentation is listed below.

    A. Science Complex – All closeout documentation has been submitted.

    B. Modular Buildings – All closeout documentation has been submitted.

C. Central Plant – Closeout documentation is being compiled.

D. Humanities Building – Closeout documentation is being compiled.

E. Learning Resources Center - Closeout documentation is being compiled.

XII. Minor Projects

A. Stadium Way Landscaping – This project will enhance the landscaping adjacent to Stadium Way from Redondo Beach Blvd. to the south entrance of the Lot F Parking Structure. The estimated cost is $50,000 and the work will be performed May–June 2009. Funding is from Measure E.

A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to Marina Landscape in the amount of $27,600. The work will be completed in June.

B. Field Renovations – This project provides for renovating the North Field and the Stadium Field. The work includes grading, irrigation and sod. The Stadium Field will be renovated first prior to graduation. The North Field work will be performed in June and July.

A bid award recommendation for the construction contract was approved by the Board of Trustees at their March 2009 meeting. The award was made to Valley Crest Landscaping in the amount of $263,900 The source of funding continues to be under review.

C. Roofing – Over the summer, it is planned to replace the roofs on the Behavioral Science, Auditorium, and South Gym Buildings. Funding will be from the state's Scheduled Maintenance Program and Measure E. Bids were opened on April 15. A recommendation for bid award will be prepared for the May 2009 Board of Trustees meeting.

D. Recycled Water – This project will provide recycled water from the Hyperion Sewage Plant to four athletic fields; Stadium, Track, North, and Baseball. The estimated cost is $50,000 and funding is from Measure E.

E. Photography Program Relocation – Work is ongoing to prepare an area for the Photography Program in the basement of the Behavioral Science Building. The estimated cost is $70,000 excluding equipment, and the funding is from Measure E. It is planned to move the program at the end of the Spring Semester.

OTHER ISSUES

XIII. Other Issues

    A. Maas Companies – It has been decided to extend the base contract from 36 to 40 months.

    B. 2009 Facilities Master Plan – In April and May, managers and key staff will be interviewed regarding their program's facilities needs. The specific grouping of managers and the schedule will be developed in conjunction with the area vice presidents. In order to provide for input from campus groups, the discussion of the plan is scheduled to occur in the Fall of 2009.

    C. Administration Building – The current plan is to demolish the west wing of this building and renovate the remaining building after the completion of the MBA Building. Programs and Offices that will occupy the building after the renovation are: Boardroom, President's Office, Vice Presidents' Offices, Human Resources, Foundation, Institutional Research, Resource Development, Public Relations and Staff and Student Diversity.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: July 30, 2009

MEMBERS PRESENT:

☐ Fornes, Jonathan – ASO   ☒ Shenefield, Cheryl – Administrative Svcs.
☐ Jackson, Tom – Academic Affairs   ☒ Spor, Arvid – Chair
☐ Ott, Jonathan – Campus Police   ☒ Turner, Gary – ECCE
☒ Quinones, Margaret – ECCFT   ☐ Tyler, Harold – Management/Supervisors
☐ Reid, Dawn – Student & Community Adv.   ☒ Widman, Lance – Academic Senate

OTHERS ATTENDING: Francisco Arce, Don Brown, Janice Ely, Bob Gann, Ken Key, Claudia Lee, Barbara Perez, John Wagstaff

Handouts: 2008-09 Unspent Budget
                 July 28, 2009 Budget Update Memo from Jack Scott
                 Projection of FTES Requirements

Approval of July 9, 2009 Meeting Minutes

1. Page 1, #1 (Approval of June 18, 2009 Minutes): reviewed the tape from June 18th - comments were separate from the discussion regarding funds set aside for retention programs; numbering on June 18th minutes were restructured on pages 1 and 2 to accurately reflect the topics as separate rather than ongoing discussions.
2. No changes/corrections were made to the minutes.

Notes from the Special PBC Meeting on July 16, 2009

1. Notes from the July 16th PBC meeting reflect discussions on alternatives to proposed cuts to the tentative budget. Will there be further discussions based on updated state budget information? The notes may be amended to reflect the budget signed by the Governor and revised FTES. Will discussions reflect proposals from July 9th and July 16th meetings?
   a. The July 16th notes cover discussion on two proposals from July 9th (proposed salary cuts for full-time employees including possible furloughs, and not funding GASB 45) in addition to other proposals.
2. There were alternative items on page 2 of the July 9th meeting minutes not incorporated in the discussion notes of July 16th. The July 9th minutes were not available at the time of the July 16th meeting. Today's discussion will include both lists.
3. The July 16th notes will be posted along with the July 9th minutes. Are the minutes sent to the Board? No. Minutes are posted online for all to read. PBC minutes are part of the Academic Senate packet which is sent to Board members.

Budget Update:

1. Page 2 of Memo from Jack Scott to CEOs:
   a. Student fees will increase to $26 per unit effective fall 2009
   b. $140M one-time backfill using federal funds – this entire amount is not confirmed.
   c. Workload adjustment commensurate with reductions in general apportionments. Possible 2.5%-3.5% reduction to cap and possible mid-year cuts.
2. Projection of FTES Requirements
   a. Revised target and budgeted amount for 2009-10 to 19,200 FTES.

1

b. Could lose about 800 FTES (around $3.6M) if winter session is eliminated. Eliminating the 2009-10 winter session is not an option - the impact of its elimination needs to be evaluated and planned and should involve the Calendar Committee.

<u>Alternative Budget Reduction Discussion:</u>
Page 2 of July 9th meeting minutes:
1. ECCFT rep proposed removing items #1 (last sentence), #8, #9 ("do we cut salaries each year?"), #11 and #12 from consideration as alternative solutions to budget reduction. These items were personal proposals and would involve collective bargaining.
2. Post GASB as a debt to be paid in future year. GASB requirement is to recognize the liability. Have not discussed how much of GASB to fund and what the requirements are based on the signed state budget and the actuarial report.

Page 1 of July 16th meeting notes:
1. Item #1 (suspend stipends or release time) and #10 (freeze class/step) should be removed for consideration. ECCFT does not support proposals with collective bargaining implications. A statement was made that there would be few alternatives to discuss if all items that require collective bargaining are removed. Suggestion was made to discuss all proposals and forward worthwhile alternatives to the collective bargaining units if required.
2. The budget still needs to be reviewed for possible 'big ticket' items that could be eliminated.
3. A suggestion was made to modify item #1 – *suspend stipends or release time by 50%.* This is a topic still worth consideration for discussion.
4. Item #2 - merge positions – *all* positions should be considered.
5. Item #3 - eliminate health & welfare benefits for Board members – on average about $12,000 per Board member.
6. Item #4 – using reserves to balance the budget may not be a good idea considering mid-year budget cuts and that the current budget problems may continue for 2 or 3 more years.
7. Item #5 – review and cut all non-essential dues and memberships – need to identify and get a sense of what is meant by 'non-essential.
8. Item #6 – reduce the number of student newspapers produced – does not come from fund 11 although it may be good idea to cut waste.
9. Item #7 – possibly cut winter session – involves future planning, calendar committee involvement and other collegial consultation committees, and consideration of Veteran benefit 56-day issue.
10. Item #8 – delaying GASB – already discussed.
11. Item #9 – increase employee contribution for health benefits, based on rate increases. Last year there were no increases in PPO premiums – will increase in 2010 by 11%.
12. Item #10 – freeze class/step – about $440,000 savings. This is a negotiable piece.
13. Item #11 – rollback library allocation from 100k to 51k – another item that will require time to get numbers to determine the actual effects of cuts.
14. Item #12 – cut travel conference/in-service training – $316,000 was budgeted and $222,000 was spent this year. Suggestion was made to cut certain out-of-state travel but keep in-state travel. Funding sources outside of fund 11 may be available.
15. Questions and further explanations needed for items in tentative budget – can they be re-routed from the general moneys from Fund 11? Will get further explanation for #b, #c, and #d below;, #a is required:
    a. 8980 Contribution from general fund (page 14) – annual premium payment for workers' compensation which must be paid
    b. 8885 Capital Outlay Fee – Non-Residents (page 17) Required by law
    c. 5100 Consulting Services (page 18) – capital outlay - $10,500
    d. 5100 Consulting Services (page 20) – bond money Fund 42

2

16. Summer/Fall more appropriate implementation timeline to set changes in place.
17. Page 4, tentative budget – item 8885 (non-resident tuition-foreign) – can we find out what is the cost to run the program and how much money is left over?
18. Would like to evaluate cost savings from upgrading telephone systems and other utilities.
19. Suggestion was made to limit what people can buy from OfficeMax and ask for monthly accounting of what is purchased. There are already ordering restrictions in place on the on-line system.
20. Suggestion was made to consolidate and update both alternative proposal lists.

The next meeting is scheduled on August 6, 2009.

3

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 20, 2009

MEMBERS PRESENT:

☐ Fornes, Jonathan – ASO ☒ Shenefield, Cheryl – Administrative Svcs.
☐ Jackson, Tom – Academic Affairs ☒ Spor, Arvid – Chair
☒ Ott, Jonathan – Campus Police ☒ Turner, Gary – ECCE
☒ Quinones-Perez, Margaret – ECCFT ☐ Tyler, Harold – Management/Supervisors
☒ Reid, Dawn – Student & Community Adv. ☒ Widman, Lance – Academic Senate

OTHERS ATTENDING: Francisco Arce, Rocky Bonura, Janice Ely, Bob Gann, Ann Garten, Katie Gleason, Jo Ann Higdon, Ken Key, Claudia Lee, Luis Mancia, Jeanie Nishime, Barbara Perez, Emily Rader, Stephanie Rodriguez, Regina Smith, Michael Trevis, Nina Velasquez, Satish Warrier

Handouts: Final Budget Assumption, September 8, 2009
Draft Final Budget 2009-2010
July 30, 2009 LAO memo

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

Budget Assumptions – President Fallo

1. State budget passed on July 28th with a loss of $21B in revenues and $30B in cuts.
2. Higher education is experiencing funding and workload cuts. UC and CSU systems have implemented furloughs. State employees are losing 15% pay, CSU employees are losing 10% pay, and UC employees are losing up to 20% pay depending on their pay schedules. Cuts in services, classes, budgets, and the number of students served are occurring throughout the state.
3. Estimated cuts occurred in March-April. The College planned for a $5M reduction in the general fund and $5M in specially funded (categorical) programs. The specially funded programs (SFP) issue is based on stimulus money the College may not get.
4. ECC reached 21,200 FTES in 2008-09. Target for 2009-10 will be 19,000 FTES. This number most likely will decrease during the year.
5. ECC services will be cut. More cuts would have occurred if the College did not use part of $3M contract funds for salaries and draw on reserves. The College is positioned well for this year barring huge mid-year cuts. Some SFPs could be cut around 60% next year. SFP situation could last for a four-year period.
6. The College must meet academic achievement guidelines to qualify for stimulus funding.
7. Where does additional $6/unit fee increase go? It is already computed in budget as part of 19,000 FTES the state will pay the College. The State gives the College revenue limit, or total computational amount of income consisting of property taxes, state apportionment and enrollment fee. The State will require more stringent collection of fees from students.
8. Will faculty be informed about College's policy of keeping enrollment down to 19,000 FTES or be advised not to go over 19,000 FTES? No – the goal is to keep FTES at 19,000, but will probably go above. Faculty tries to accommodate students.
9. When will we receive final numbers/updates about special projects fund 15? Maybe next week. So far changes are minor and amount to about $200,000. Will not receive final numbers from the State until they get stimulus funding issues resolved.
10. Why isn't the $1M given to the Compton Center, $2M set aside for special project funds, and $900,000 potential allocation to GASB used to cover the $5M deficit? The agreement with the

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State Chancellor gave ECC $500,000 directly from Compton and $4M from the state. $1M was to be spent initially on Compton related activities (fund 14) although there is no legal obligation to do so. The remaining $3M (fund 15) was used to support special programs. 2008-09 ended with $16M in reserves in ending balance after $5M mid-year cuts. $400,000-$500,000 of fund 15 went to the general fund. The plan is to not to spend everything at once to cover the $5M deficit because: 1) we're not getting the entire $5M income because we don't have as many students, and 2) we need to use reserves prudently over a four-year period. The problem will be in fund 12 and there are full-time workers paid out of fund 12. An opinion was expressed that fund 15 should be used for the deficit in fund 11 and not for special programs in fund 12.

11. Page 1.2 in the Tentative Budget shows proposed transfers from fund 15. Page 12 shows actual expenditures from previous years in the first two columns. The $3M from the last column shows the $3M appropriations that will be distributed according to page 1.2.

12. What is the Board's understanding of what the reserve level will be? Listed on the Tentative Budget Assumptions page (no number) in the Tentative Budget: #9) a minimum five percent reserve will be maintained. The Board's major concerns were how fund 15 and reserves will be managed over a long period of time and how many and for how long on-going salaries will be kept in fund 15. The Board recognizes that this appropriation may disappear at any time and is the reason large reserves must be kept and managed over a period of time. The reserves are expected to be $15.8M at the end in 2008-09.

13. Page 6 of the 2009-10 Final Budget handout shows final budget reserves of $15.8M increased from the 2009-10 tentative budget reserves of $13.2M due to state prior-year adjustments of $2.9M (page 71, #2 – Final Budget Assumptions handout) and $5M mid-year cuts. It was expected the state would take cuts out of the 2008-09 budget, but carried it into 2009-10 instead. Estimates were made based on information known at that time.

14. Page 73 – Final Budget Assumptions - important issues when budget is presented at the Board meeting on September 8th: follow goals in the Master Plan, maintain fiscal long-term vision, change FTES to 19,000, and retain regular permanent employees.

15. Need to show quality improvement in our metrics. How do we raise standards if we don't have the money? Trying to put money into fund 12 accounts to provide student support but will have to cut programs and services.

16. Will start publicity campaign letting students know they have to pay fees by deadline date or their classes will be dropped. Concern was expressed if policy is implemented in Spring 2010 instead of Fall 2010. State requires immediate implementation of policy. The goal is to be ready by Spring 2010 and inform students in anticipation for spring when registration opens in November. Every dollar not collected from the students must be paid by the College.

17. Advice from the State is to prioritize offerings for transfer, workforce preparation and basic skills. This means cutting back on recreational programs.

18. The *2009-10 ending fund balance* is projected to be $15.9M or 14.43% reserve reflecting use of $2.8M to supplement expenditures.

19. *Revenue transfers*: Foundation allocation of $8.8M includes $4M for Compton activity. $4500 for each FTES – FTES capped at 19,000. Lottery funds based on 18,907 FTES. Projected revenue does not include any unusual or one-time revenue apportionment or mandated costs.

20. *Appropriations*: no salary increases budgeted but budget does include step and column increases. Receive money from the Compton Center for police officers. PERS-Care costs increased 11% and Kaiser increased 6%. The Paramedic and Fire Academy program is budgeted as contract services then transferred to full-time faculty salary expenditure accounts. Utilities are projected to increase by 8%. Increases in maintenance and licensing contracts. State Principal Apportionments include fund 14 and 15 accounts. **Change interfund transfers total from $5,654,334 to $5,640,000 on page 73, #8**. Major transfers include transfer from the general fund to fund 14 and fund 15; pay for dental premium, parking citation revenue transfer to fund 12;

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Child Development Center fees supplement income for the Child Development Center; Auxiliary Services account. Contract with Pioneer Theatres negotiated an additional $60,000 – will be allocated to some of these accounts. Will transfer money from special projects fund 15, not from general fund, to GASB (fund 17). GASB increasing to $1.2M-$1.5M per year.

21. *Restricted Categorical Funds:* planned State and/or Federal reductions fluctuated from **15% to 63% or 64% (change/correct percentages on page 73)**.
22. Must continue planning mode. Look for potential further reductions, not just for next year, but possibly this year.
23. **Mark *Final Budget Assumptions* document as 'draft.'** Notify Fiscal Services if errors are found. **Mark *Final Budget 2009-2010* document as 'draft.'** Email J. Higdon if anyone has questions about the budget.

Miscellaneous

1. LAO letter was initiated by Republican legislature to Legislative Analyst for an analysis of State financial obligations. Liabilities listed included PERS and STRS retirement systems.
2. The committee agreed to cancel the August 27th meeting due to Flex Day activities and extend the meeting on September 3rd to two hours, from 1:00 p.m. to 3:00 p.m. Blue book copies of the final budget should be available by then. When copies come back from the printers, an email will be sent out to give committee members the option to pick up their copy. It may be helpful to receive the next set of pages as they become ready before the blue book copy becomes available.

The next meeting is scheduled on **September 3, 2009 from 1:00 p.m. to 3:00 p.m. in Library 202.**

The meeting ended at 2:30 p.m.

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EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 6, 2009

MEMBERS PRESENT:

☐ Fornes, Jonathan – ASO   ☒ Shenefield, Cheryl – Administrative Svcs.
☒ Jackson, Tom – Academic Affairs   ☒ Spor, Arvid – Chair
☐ Ott, Jonathan – Campus Police   ☒ Turner, Gary – ECCE
☒ Quinones-Perez, Margaret – ECCFT   ☐ Tyler, Harold – Management/Supervisors
☐ Reid, Dawn – Student & Community Adv.   ☒ Widman, Lance – Academic Senate

OTHERS ATTENDING: Francisco Arce, Julie Bourlier, Bob Gann, Jo Ann Higdon, Claudia Lee, Jeanette Magee, Luis Mancia, Jeanie Nishime, Emily Rader, John Wagstaff

Handouts: Academic Affairs Recommendations from Plan Builder Goals – Priority Rankings
SCA Funding Priorities Survey Results
Administrative Services Objectives for 2009-10

The meeting was called to order at 1:04 p.m.

2009 Area Plan Prioritization Process:

1. The prioritization process is still not widely understood throughout campus. The process started with each manager discussing and jointly prioritizing their department plans to create a division plan. Deans then brought their prioritized division plans to group meetings with other area deans and the area VP to discuss and prioritize the area plan. The VPs came together with the prioritized area plans to create a prioritized list of campus plans.

Academic Affairs:

1. Developed prioritizations in four general areas: staffing, facilities, technology and instructional equipment, and other. Deans and their departments were advised to use their program review recommendations. 8 deans and 1 director voted on and grouped priorities (column on the left).
   a. Staffing: senior clerical positions in BSS, BUS and H.S.A, and a Library position were approved for replacement, which aligned with the ranking process.
   b. Technology: - most priority-1 items have been purchased. Can give committee copy of list of instructional equipment that was funded by plan number. Requests and recommendations were made for ongoing software and licensing funding. Did not receive a block grant for instructional equipment this year, but the deans will recommend equipment to be purchased through bond funds.
2. Faculty worked within each division level to prioritize their recommendations. Statement was made that faculty level of involvement is not apparent in the process. Examples of faculty involvement were subsequently mentioned.
3. Committee Chair was asked to request documentation showing how involvement in process varies in each department/division. Chair has asked for plan, goal and objective numbers for program review recommendations done within the last few years that were placed in Plan Builder. Some higher-ranked department plans may not make the cut at the division, area VP, or collective VP level due to competing priorities. Most departments have extensive faculty involvement in program review development.
4. Planning rubric mentions on-going institutional dialog. Ideally, all faculty, classified staff and management should be involved; this is a process that will improve. From faculty perception, this process is not happening.

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5. Feedback from Clarus Corporation – advertising for low cap, low enrollment classes. Should these classes still be funded after showing years of low enrollment? Statement was made that David Vakil wants to explore program discontinuation, important to consider when cutting sections.

SCA:
1. Grants and Foundation do not have general fund allocations, but they did participate in the voting process. Community Advancement receives very little general fund allocation.
2. Each manager was asked to prioritize one-time and ongoing funding requests.
3. One-time requests: Financial Aid request for software to increase on-line services (ranked #1) was reduced from $25,000 to $5,000 after discussion with ITS and the VP- AS.
4. Managers shared their unit's recommendations for requests they brought forward. These lists were discussed at the VP's manager meeting. IR created an online survey which the managers used for the prioritization process.
5. The VP-SCA brought forward the prioritized list to the other area VPs. All four VPs prioritized SCA plans with their highest ranked area plans.
6. How were acting positions funded? These positions did not go through this process. Statement was made that two years ago, some positions, particularly management positions, were not brought forward to PBC. It was suggested that staffing positions be listed the same as positions on the Academic Affairs list, clearly and in plain view. Some positions were funded through the Compton partnership, Fund 14.
7. Page 2 Survey Support for campus climate, CCSSE, is a student satisfaction survey. Also would like to do a campus climate survey.
8. A comment was made that there were no requests from Student Development. There were requests for staffing that ended in the lower part of the ranking order.
9. The list of classified and management vacancies and what was funded went to College Council.
10. Accreditation Recommendation #1 – 1) need to close planning cycle through evaluation, and 2) verify that program review recommendations were put into plans and that they were addressed.
11. PBC needs to identify short- and long-term goals and evaluate them. Calendared PBC annual evaluation in September.
12. Some of the plans were funded from the general fund and some were not. Using the information presented, how were these chosen to be funded? Through the prioritization process. The highest ranked plans at the end of the process were considered for funding.

Administrative Services:
1. All of the items on the list are found on unit plans, did not involve requests for additional funding, and are tied to a college strategic initiative and accreditation standard. Items were also included in program reviews, if applicable. Many items were listed as no cost knowing funding would not be available.
2. Each manager presented and defended their top #1 and #2 priorities. Voting based on consensus. Received unanimous vote on every priority with the exception of one.
3. Priority #9 (page 2) – delete $80,000 staff (not required).
4. Priority #15 – custodial positions were requests for additional staff.
5. Priority #2 – Director of Accounting position is a replacement position.
6. Priority #7 – shows ??? – did not have all costs identified for radio system and records management.
7. Did not see facilities replacement staff funded. Items that dealt with facilities staff were ranked #15 (custodial staff) and #28 (grounds staff). In general, the classified staff replacements were temporarily frozen due to state budget cuts. Eleven campus-wide positions are being released to be filled.
8. Looking at full-time faculty obligations. Budget target is 18,941 FTES.

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Alternative Budget Reduction Discussion:
1. Suggestion was made to table this discussion for the next meeting.
2. Page 17, tentative budget, #8885 – Capital Outlay Fee – Non-Residents: can these be moved to general fund to offset cuts? By code it must go into capital outlay. M. Quinones-Perez stated this was moved last year into the general fund. At the next meeting, she will show how it was moved in previous years.
3. Page 18, #5100 – $10,500 for Consulting Services – used for architects, engineers, etc. for projects from fund 41.
4. J. Higdon asked for a copy of M. Quinones-Perez's list to research and prepare for next meeting's discussion. M. Quinones-Perez wants to think about it – wants to ensure full disclosure to all committee members.

The committee agreed to cancel the August 13th meeting. The next meeting is scheduled on August 20, 2009.

The meeting ended at 2:30 p.m.

BP 5500   Academic Honesty & Standards of Conduct

ACADEMIC HONESTY

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

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

STANDARDS OF CONDUCT

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

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

I. DISHONESTY

    a. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty including but not limited to:

        i. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.

        ii. Copying from another student or former student or allowing another student to copy from one's work.

        iii. Allowing another individual to assume one's identity or assuming the identity of another individual.

        iv. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

        v. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

     vi. <u>Obtaining or copying exams or test questions when prohibited by the instructor.</u>

     vii. <u>Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.</u>

     viii. <u>Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor.</u>

     ix. <u>Handing in the same paper or other assignment in more than one class when prohibited by the instructor.</u>

     x. <u>Any other action which is not an honest reflection of a student's own academic work.</u>

b. <u>Other forms of dishonesty, including but not limited to forgery or attempted forgery of any academic record; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.</u>

c. <u>Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.</u>

II.   DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT AND EXPRESSION

a. Disruptive behavior, willful disobedience, ~~habitual~~ profanity or vulgarity, or the open ~~and persistent~~ defiance of the authority of, or ~~persistent~~ abuse of, college personnel.

b. <u>Any acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm.</u>

c. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.

d. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, other college property, or while attending any college-sponsored event, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

e. <u>Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its community service functions or to authorized activities held off campus. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios and roller skates</u>

f. <u>Failure to comply with the directions of a member of the college, certificated personnel, college management or supervisory personnel, or campus police acting within the scope of his or her duties.</u>

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

III. DRUGS, ALCOHOL AND SMOKING

    a. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Sections 11053-11058 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

    b. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.

IV. THEFT, ROBBERY AND DAMAGE

    a. Committing or attempting to commit robbery or extortion.

    b. Causing or attempting to cause damage to District property at any location or to private property on campus.

    c. Stealing or attempting to steal District property at any location or private property on campus, or knowingly receiving stolen District property at any location or private property on campus.

    d. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals on campus.

V. HARRASSMENT AND THREATENING/VIOLENT BEHAVIOR

    a. Causing, attempting to cause, or threatening to cause physical injury to another person.

    b. Committing sexual harassment as defined by law or by District policies and procedures.

    c. Engaging in harassing, hazing, or injurious behavior for any reason or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.

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

VI. WEAPONS AND MISUSE OF FACILITIES

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

    b. Unauthorized entry upon or use of college facilities.

VII. MISCELLANEOUS

Persistent or habitual serious misconduct where other means of correction have failed to bring about proper conduct.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

AP 5520   Student Discipline & Due Process Procedure

DISCIPLINARY ACTION

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

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

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

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

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

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

2. Reprimand - A written reprimand for violation of specified regulations sent to the student by the Director of Student Development, or his or her designee, noting that continued violations may result in further disciplinary action. The Director of Student Development shall place a copy of this reprimand in the student file.

3. <u>Restitution</u> - A letter from the Director of Student Development, or his or her designee, requesting reimbursement for damage or misappropriation of property will be sent to the student. A copy of this letter will be sent to the student file, Dean of Enrollment Services, and the Vice President of Student and Community Advancement. Reimbursement may take the form of appropriate service to repair or otherwise compensate for the damage.

4. <u>Disciplinary Probation</u> - Exclusion from college activities or services set forth in the notice of disciplinary probation. It may include one or all of the following and may be imposed upon an individual or groups of students.
   a. Removal from any or all college organization offices.
   b. Denial of privileges or participation in any or all college or student-sponsored activities or services. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. A written statement from the Director of Student Development, or his or her designee, will state those activities from which the student will be excluded. A copy of the disciplinary probation letter will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, and Campus Police.
   c. Requirement to complete one or more counseling or behavioral modification programs or classes including but not limited to drug/alcohol diversion program, anger management workshop, interpersonal communication workshop, life-skills class, Special Resources Center program and academic or psychological counseling appointments.

5. <u>Removal by Instructor</u> – In cases of academic dishonesty or disruptive behavior, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference shall be held with the instructor and the student in an attempt to resolve the situation that led to the student's removal.
   a. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary. A record of the suspension should be sent to the Director of Student Development and placed in the student file.
   b. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Director of Student Development, or his or her designee. The Director of Student Development, or his or her designee, shall send copies to the Vice President of Student and Community Advancement and the President. If the student removed by an instructor is a minor, the President's designee shall ask a parent or guardian of the student to attend a parent conference with the instructor regarding the removal as soon as possible. A college administrator shall attend the conference if any party (instructor, parent, or guardian) so requests.
   c. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor, and student cannot resolve the problem, the recommendation for a suspension of more than two class sessions will be referred to the Director of Student Development, or his or her designee, for possible actions described in Section 6 of this procedure.
   d. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions taken as defined in Section 6 of these procedures.

6. <u>Suspension</u> - The President or the President's designee may suspend a student as follows:
   a. From one or more classes for a period of up to ten days of instruction; or
   b. From one or more classes for the remainder of the term; or
   c. From one or more classes and activities of the community college for one or more terms not to exceed a period of two years. The Director of Student Development, or his or her designee, shall send the notice of suspension to the student, the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. Whenever a minor is suspended from the College, the parent or guardian shall be notified in writing by the Director of Student Development, or his or her designee.

7. <u>Immediate Suspension</u> - Any college manager or college delegated authority during non-school hours, may immediately suspend a student from the campus in an emergency action to protect lives or property and to insure the maintenance of order. <u>Such action may only be taken when the student's conduct, not his or her mere presence on campus, creates a threat to the safety and well being of the campus.</u> Within twenty-four (24) hours or the next regular work day of the suspension, the college manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, shall send a written notice to the suspended student, informing the student of his or her right to a hearing within ten (10) days of the suspension. A copy of this notice will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police.

Immediate suspension will be enforced for the following types of student misconduct:
• Possession or use of any weapon, firearms, or explosives.
• Willful misconduct which results in injury or death to a student or college personnel.
• Assault, battery, sex crimes, including sexual assault, or rape.

When there is probable cause to believe that a student has committed any of the above actions, that student will be immediately suspended from the campus by any college manager or college delegated authority. Within twenty-four (24) hours of, or the next regular work day after the suspension, the manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, will then send a written notice to the suspended student, informing the student that he or she has been suspended for the remainder of the semester at a minimum and/or up to two years at a maximum and that he or she has the right to a hearing within ten (10) days of the suspension.

8. <u>Expulsion</u> - The termination of student status for an indefinite period of time. The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct, or when the ~~presence~~ <u>conduct</u> of the student causes a continuing danger to the physical safety of the student or others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. The expulsion of a student shall be accompanied by a hearing if requested by the student.

DUE PROCESS DISCIPLINARY PROCEDURES

A. LODGING OF CHARGES

1. Charges of misconduct against a student, as defined in Sections I through VII of Board Policy 5500, may be lodged by any person who has personal knowledge of facts indicating that the student participated in the alleged misconduct. Such a witness shall hereinafter be referred to as the "complainant" and the person being charged as the "accused."

2. The complainant must first lodge his or her charge(s) with a responsible manager at the level of director or above.

3. The responsible manager will review the charge(s). The manager will then either:
    a. attempt to informally resolve the issue(s) or
    b. recommend disciplinary action.

4. If the responsible manager recommends disciplinary action, he or she will forward the charge(s) to the Director of Student Development. The Director of Student Development shall review the charge(s) and make an independent determination as to whether or not the conduct charged amounts to misconduct as defined in Items I through VII of Board Policy 5500 and whether disciplinary action should be brought against the accused.

5. If disciplinary action is appropriate, the Director of Student Development or appropriate administrator shall give the accused a written notice of the lodging of charges, the specified acts of misconduct and the proposed disciplinary action. The accused will be notified of his or her right to request a hearing within five (5) working days. A copy of this policy will be included with the notice. If the student does not request a hearing, the proposed disciplinary action will be taken.

B. HEARING OF CHARGES

1. Scheduling of Hearing
    a. Students who are placed on immediate suspension - If the student has been suspended prior to a hearing, the hearing shall be commenced within ~~ten (10) days~~ <u>fifteen (15) days</u> of the ordered suspension.
    b. Students who have not been placed on immediate suspension:
        (1) The accused shall receive written notice of the charge(s) giving rise to the proposed disciplinary action.
        (2) The accused has five (5) working days after receipt of written notice of the charge(s) to request a hearing before the Disciplinary Hearing Committee. Failure to request such a hearing in writing within this five day period, or failure to appear at such hearing will constitute a waiver of his or her right to a hearing pursuant to these procedures. Unless the hearing may result in expulsion, the accused is not entitled to representation by counsel. If the accused wishes to be represented by counsel at an expulsion hearing, the accused shall provide written notice in the request for hearing of the intention to be represented. If the accused is a minor, he or she shall be

entitled to be accompanied by his or her parent or guardian at any hearing before the Disciplinary Hearing Committee.

    (3)   The Disciplinary Hearing Committee shall be chaired by the Director of Student Development who will serve as the hearing officer and have as members one representative from each of the following groups: the Academic Senate, the Classified Employees, the Student Senate, and College Management.

    (4)   If the accused requests a hearing, the Director of Student Development shall schedule a disciplinary hearing to take place within ~~five (5)~~ fifteen (15) working days of the receipt by him or her of the written request for a hearing.

    (5)   The Director of Student Development shall give the accused and members of the Disciplinary Hearing Committee written notice of the time, place and date set for the hearing.

    (6)   If the accused does not request a hearing, the Director of Student Development may finalize the disciplinary action with the exception of expulsion, which must be recommended to the Vice President of Student and Community Advancement. If the Vice President determines that expulsion is appropriate, he or she will recommend expulsion to the Board of Trustees for final approval.

2. How Hearing is to be Conducted
    a. The public shall be excluded from this hearing.
    b. The hearing officer may conduct the hearing in any manner he or she deems appropriate, provided the accused is given the opportunity to confront the witnesses testifying against him or her and to offer the statements of any supporting witnesses.
    c. If the Disciplinary Hearing Committee finds adequate support for the charge(s), it shall take appropriate disciplinary action pursuant to Section I.C of this procedure.
    d. When the Disciplinary Hearing Committee reaches a decision, the accused shall be given written notice of the decision, the disciplinary action, if any, to be taken, and the right to appeal the decision to the Vice President of Student and Community Advancement.

C. REVIEW BY THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT

1. The accused may seek review of the decision of the Disciplinary Hearing Committee by delivering to the Vice President of Student and Community Advancement, no later than ten (10) working days after notice to the accused of the Disciplinary Hearing Committee's decision, a signed statement containing:
    a. A statement that the accused appeals the decision; and
    b. A brief statement of why the accused considers the decision to be in error.

2. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Disciplinary Hearing Committee was in error or the sanctions imposed were excessive in light of the seriousness of the charge(s).

3. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within <u>ten (10)</u> working days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Disciplinary Hearing Committee.

4. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within <u>ten (10)</u> working days after receipt of the request for review, schedule a meeting giving the accused at least <u>five (5)</u> working days written notice thereof with the accused and the hearing officer, at which time the accused will be allowed to present his or her objections to the Disciplinary Hearing Committee's decision, and the hearing officer will be allowed to respond thereto.

5. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.

D. GENERAL PROVISIONS

1. If students or other persons are suspended or expelled from the campus, they shall not appear on the campus without permission from the Vice President of Student and Community Advancement and must have a Campus Police escort.

2. The time limits specified in the Due Process and Disciplinary Procedures may be shortened or extended if there is a mutual written concurrence between the parties.

3. Failure of the accused to appeal any determination at any step to another step within the specified time limits shall be deemed acceptance by the accused of the last determination rendered.

4. Written notice to an accused pursuant to these procedures shall be sufficient if sent by first class mail to the last known address of the accused currently on file with the college. Notice shall be deemed given on the day of said mailing. Notice shall be in the English language.

5. In the absence of the Director of Student Development, a designee may be appointed by the Vice President of Student and Community Advancement.

6. No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance. In addition, no student may be removed, suspended, or expelled for parking violations.

7. The President or the President's designee (Campus Police) shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Los Angeles County or the City of Torrance of any acts of the student which may be in violation of Section 245 of the California Penal Code - Assault with a deadly weapon or force likely to produce great bodily injury.

Reference: Education Code Sections 66300, 72122, 76030

El Camino College
Analysis of Graduates for **Associate of Arts** Degrees

Major Indicated	Total in 2005-2006	Total in 2006-2007	Total in 2007-2008
Administration of Justice	-	4	3
Anthropology	2	2	-
Art-Art History	4	3	2
Art-Studio Art	30	32	20
Childhood Education	41	39	34
Dance	3	2	1
Economics	22	12	7
English	21	16	14
Film/Video	9	2	1
French	3	3	2
General Science	13	1	-
General Studies	165	152	191
General Studies-Anthropology	2	-	-
General Studies-English	215	29	14
General Studies –Film	1	-	-
General Studies-Journalism	15	2	-
General Studies-Psychology	2	-	-
General Studies – Sociology	12	2	-
General Studies – Speech	6	-	-
History	20	15	12
Japanese	1	6	1
Journalism	4	1	1
Liberal Studies	46	19	18
Math – General	7	3	1
Music	5	4	5
Philosophy	2	1	2
Physical Education	5	6	2
Physical Science	2	-	-
Political Science	8	5	6
Psychology	23	15	11
Sign Lang. /Interpreter Training	-	-	3
Sociology	38	28	22
Spanish	-	4	2
Speech Communication	9	4	6
Recreation	-	1	2
Real Estate	-	-	3
Threatre	8	4	1
Transfer Studies	-	179	227

Analysis of Graduates for **Associate of Science** Degrees

Major Indicated	Total in 2005-2006	Total in 2006-2007	Total in 2007-2008
Accounting	13	10	10
Administration of Justice	34	29	29
Air Conditioning & Refrigeration	2	3	3
Architecture	19	8	8
Astronomy	1	-	-
Automotive Collision/Repair Painting	2	1	1
Automotive Technology	3	6	6
Biology	14	16	16
Business Administration	109	100	100
Business Management	22	20	20
Chemistry	3	3	3
Computer Aided Design/Drafting	7	3	3
Computer Information Systems	21	15	15
Computer Science	5	6	6
Construction Technology	5	4	4
Cosmetology	4	2	2
E&CHT – Computer Tech	4	2	2
E&CHT – Electronics Tech	6	5	5
Environmental Horticultural Science	4	1	1
Environmental Horticulture	-	1	1
Fashion Design & Production	7	3	3
Fashion Merchandising	2	1	1
Fire & Emergency Technology	24	29	29
Fire & Emergency Tech-Paramedic	8	3	3
General Studies	1	2	2
General Science	-	4	4
General Studies – Administration of Justice	7	-	-
General Studies – Geography	1	-	-
Geography	4	-	-
Geology	1	-	-
Laboratory Technician	2	-	-

(Medical)			
Machine Tool Tech-Machinist	4	1	1
Machine Tool Tech-Numerical Control	2	1	1
Manufacturing Technology	1	-	-
Marketing	2	10	10
Mathematics	6	7	7
Nursing	92	97	97
Office Admin-Office Systems	7	2	2
Office Administration-Management	2	-	-
Paralegal Studies	19	12	12
Photography	3	3	3
Physical Science	-	1	1
Physics	-	2	2
Pre-Engineering	6	16	16
Pre-Medicine	2	-	-
Pre-Nursing	9	12	12
Pre-Pharmacy	-	1	1
Radiologic Technology	19	20	20
Real Estate	3	4	4
Real Estate-Appraisal	1	-	-
Respiratory Care	13	15	15
Sign Language/Interpreter Training	20	19	19
Transfer Studies	-	35	35
Welding	3	4	4

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, Comsul 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 records 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 devises 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 near all of the services they stood in line for a mere four years ago. The challenge now is to keep up with the 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 technoologies on the interaction of students and faculty with each other and with the subject matter being studied has been 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 that reflects 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, but rather actually measure learning outcomes. Information Technology will either be directly involved in the planning or indirectly impacted by the decisions. [1]

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

[1] EDUCAUSE Quarterly, Number 3 2007, pp. 16

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.

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

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[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.

required to define clearly faculty and staff responsibilities relating 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 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 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]

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[3] Accreditation Self Study 2002, Standard Four – Page 62

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. General Apportionment
4. Capital funds set-aside for new buildings.
5. Grant and categorical funding (i.e. Title Ill/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. Migration from dedicated PC workstations and file servers to virtual technology, a trend that will reduce costs, make it easier to keep this technology current, and expand the size of the college's "green" footprint.

2. Smart classrooms becoming smarter through the deployment technologies that can monitor performance and schedule preventive maintenance.

3. El Camino College's new 3rd generation portal linking 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 that 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 "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 that 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 that 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)*
    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.

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

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 (IIIC.1.a **(4.)**).
9. Investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.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 (IIIC.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 password changes 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 (IIIC.1.a **(2.)**).
3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.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 (IIIC.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)*

Technology Committee Meeting
Wednesday June 24, 2009
2:00pm – 3:00pm
ITS Conference Room
Meeting Minutes

PRESENT:

✓ Don Treat	Donna Manno	Satish Warrier	Bill Mulrooney
✓ Jim Noyes	Dave Miller	Dipte Patel	Noreth Men
Virginia Rapp	✓ Donna Post	Tyler Robins	Claudio Vilchis
✓ Jean Shankweiler	Carolee Vakil-Jessop	✓ Momi Elliot	Howard Story
Dave Murphy	Tom Jackson	Peter Marcoux	✓ John Wagstaff

1. Call to Order

2. 5-20-09 Minutes

Minutes were approved as posted on the portal.

3. Enrollment Management – Discussion of Items for Next Year (Handout 5-20-09)

The chair reported that at the last Enrollment Management meeting he outlined the technology projects that will impact the enrolment management process this next year:

      a. The new portal deployment

      b. A live online chat room for students with technology questions

      c. Degree Audit, My eAdvising, and My Ed Plan

      d. Document Imaging.

      e. Current staff and student addresses

All but the last item are already in deployment and will continue into this coming year.

The chat room may yield an FAQ list that can be deployed on the portal.

Jim asked is there might be concerns that some of the faculty might have trouble figuring out how to make the portal work. In discussion the problem of delivering training to the faculty where the trainers were not authorized to see what the faculty are seeing. A possible solution might be a staff-side lab where faculty could log on as themselves and technical staff verify that the individual logons were providing appropriate access and answering questions. Don suggested that some of the faculty teaching with Camtasia Studio screen capture software might be persuaded to construct some animated "how-to-do-it" self help aids. The chair said that he, Don Treat, and Donna Manno would explore training options over the summer and schedule something for Flex Day in the fall.

4. ADA and Section 508 – Action Item 5-20-09 meeting   Information & Discussion

Item carried forward to a future meeting.

5. Office 2007 Deployment

The only issue remaining is to decide on the deadline after which all college users should have been migrated. Dave Murphy offered to provide a spread one of the publishers provided that show how the familiar "tab" functions can be performed with the "ribbons". The chair promised to make this available the committee.

6. Library Pay for Print – FRP Update   Information

There is an FRP on the street. Several vendors have expressed interest, but there may only be one who can function in both the old and new library wings where the ideal solution will use an FTP process to send the print job from the PC to the print server. There should also be a "charge card" system for "friends of the library" who are not in active directory but who have paid a $25 user fee to use the facilities.

7. Reports   John W.

    a. TTAC Meeting May 27, 2009

    The chair presented an update on the projects create at the TTAC retreat in late April –Early May and reviewed at the most recent TTAC meeting.

        i. PlanBuilder – 2nd priority

        TTAC designated "Automated Program Review (Connected to planning and budget)" as the number 2 priority project for 2009-2010. Plan Builder is central to the project and current users will be encouraged to convert to an open source model. The project will identify schools cited in accreditation team reports as doing program review well, as well as other model program review approaches. At this point, TTAC envisions a structured pilot with eventual voluntary system-wide deployment. The outcome will be a process based program review template that integrates with the next generation Plan Builder where program review outcomes can be easily uploaded to Plan Builder where they are be audited, sorted and prioritized. The institutions using Plan Builder will be organized around the Sikai open source model that will distribute the programming and development chores among the membership. The goal is to help the community colleges do a better job of conducting meaningful program reviews where the results clearly link to institutional planning and the allocation of resources in a cycle of continuous improvement.

        ii. Geo-Tagging (a subset of GIS) – 1st priority

        This is the top priority project because it has the greatest potential impact at the least cost. The idea is to geo-tag everything into a database with longitudinal/latitudinal location data and link it to other databases, such as the facilities databases (FUSION) to create a single "killer" application. The large universities are working with Google to tag their classrooms and buildings to help students use GPS applications to find their classrooms.

        iii. Develop Shared Content via the CVC) – 3rd priority

Assemble a transfer-credit full online program (IGETC / GE breadth collection) that is available via CVC and includes basic skills and Reading/Writing/Math/ESL/Computer Literacy assessment, as well as a course for "successful online learning." The challenge is to allow any college to play while also allowing multiple course manage systems; Blackboard, Sikai/ETUDES, etc. Basic skills testing will also be a problem because it is a local college issues with many regulatory issues. However, from the student's perspective, basic skills should be a onetime test that applies to all colleges.

For the moment, the legislative analyst's office is assuring the Chancellor's office that that segment of the TTIP budget that funds CENIC services is protected. However, the $4,000,000 that funds library digital serials is in play and may be cut.

8. Instructional Space in the New Portal   John W.

The chair opened the discussion of how best to test the usefulness of the instructional space in the new portal. He pointed out that each course section could have its own portal space that would include announcements, a documents library, and threaded discussion. This space may be sufficiently useful to serve as a course management tool for hybrid courses at no extra cost. Jim said that if he had space for threaded discussion and quizzes and tests, he would not need ETUDES. He said he was ready to test.

9. Future Issues   Information & Discussion

a. Cell Phone coverage

Don suggested that cell phone coverage is a topic that should concern the technology committee over the summer. With all the talk of emergency notification and text messaging, ECC is in a dead zone for AT&T and Verizon services. Moreover, the administration is making no effort to move forward in encourage these providers to locate cell phone repeaters on campus. The chair volunteered to draft a one page RFP.

b. Campus-wide Security
c. Campus-wide Wireless Service
d. Inventory
e. Evaluation Criteria for Academic Computer Labs

10. Adjournment

Technology Committee Meeting
Wednesday July 15, 2009
2:00pm – 3:00pm
ITS Conference Room
Meeting Minutes

PRESENT:

✓ Don Treat	Donna Manno	✓ Satish Warrier	Bill Mulrooney
✓ Jim Noyes	Dave Miller	✓ Dipte Patel	Noreth Men
Virginia Rapp	✓ Donna Post	Tyler Robins	Claudio Vilchis
Jean Shankweiler	Carolee Vakil-Jessop	✓ Momi Elliot	✓ Howard Story
✓ Dave Murphy	Tom Jackson	✓ Linda Detwiler	Peter Marcoux
✓ John Wagstaff			

1. **Call to Order**

2. **6-24-09 Meeting Minutes**

Minutes were approved pending their review via the committee's portal.

3. **New Portal Training**

The chair opened the discussion by inviting Jim Noyes to revisit his concerns about faculty training in the new portal. First he summarized the conclusions reached on possible straining options as the last meeting:

- Computer Lab Approach where faculty log themselves on and ITS monitors and assists.
- A training session developed jointly by a faculty member and staff development where attendees see that faculty member's portal site.
- Camtasia Studio Self Help Tools
- Training strategy by early August

Jim said that his concern over the portal came from his experience with a colleague who was having difficulty navigating the new features. He concluded that other faculty may also find it a little challenging. He suggested that for those less technical than the other committee members it might be helpful to have screen shots with superimposed arrows and text as opposed to the brief instructions already incorporated into the portal pages. Satish said he believed this type of help was already available on the portal in a list of all the online tasks required of the faculty. It is also available in an announcement located in the "WebAdvisor" tab under "Faculty Information." Satish demonstrated the faculty self-help screens and the committee agreed that the look and feel was reasonably clear and articulate. He added that most of the portal's security alerts are popping up as a result of

the Yahoo weather update. He said he could remove it from any or all of the three portal versions; staff, faculty, students.

4. MyECC Portal Update   Satish W. & John W.
Sunday, July 5 several faculty reported problems getting their class rosters from the portal. They also indicated that some students were reporting that the add codes they had been given did not work; the message screen indicated that the code had already been used. It turned out that the faculty having trouble downloading rosters were Mac users; one of whom knew that there was a work-around for what was basically a Mac / Microsoft compatibility issue. The invalid student add codes remained a conundrum until another faculty provide ITS with more than just hearsay information. All the students having difficulty had one thing in common; they had all tried to use their add cost after the deadline date had passed. Moreover, it turned out that there was a bug in the portal software. It was displaying the wrong error message. It was saying that the add code had already been used when it should have said that the last date to use the add code had passed.

5. Library Pay for Print   Information
At its last meeting the board approved the contract with QCI for pay for print services in the library and LMTC. The vendor has agreed to provide new printers and refurbished copiers.

6. LMTC –Migration to ISDOMAIN   Alice G.
In a related development, ITS and the library have agreed to move the old wing of the library over to ISDOMAIN which is serving most of the campus. When completed later this summer, students using the LMTC will have to use their college provided user name and password. "Friends of the Library" are authenticated to the network in a different manner that Claudio would like to change. The LRC created 8 guest accounts that are only available on 8 designated PCs. The problem is that there is no way to know who is actually using these PCs. Don reminded the committee that Claudio has also been creating a generic password good anywhere on the campus for the first two weeks of the semester. This should be changed because regardless of the reason, it is not a good practice to have users on the network who lack unique identifiers. There is evidence that when people are required to use their user name assume that their actions can be tracked and their behavior changes.

Dipte Patel asked if there was a technology committee counterpart at Compton Center. She raised that issue of there being no unique student logons at Computer Center. Rather, a single generic logon is being used. The problem is that in the assistive center, when one student is logged on, the second and third students are locked out.

7. Cell Phone Coverage RFP   John W.
The chair told the committee that he was in the process of drafting an RFP to invite the cell phone providers to install repeating equipment on campus. The goal is to improve cell phone reception on campus so that the district can be relatively certain that emergency cell phone and text messages actually reach student who happen to be on campus. The idea is to negotiate a no risk, no cost, no work or responsibility, profit generating solution that will enable the district to comply with federal laws governing emergency messaging.

8. ADA and Section 508   **Information & Discussion**

This item is a placeholder pending a meeting with Dipte Patel, Don, Satish and the chair, to be scheduled before the next committee meeting.

9. Other   **John W.**

a. Budget Savings by Going Green

The chair said that the Planning and Budget committee is talking about cost savings. He had decided to create a response showing how technology can save budget and other suggestion for how the district can save by either utilizing the technology in which it is already invested or by altering its business practices, such as using less paper.

Linda said that Financial Aid is engaged in a "going green" campaign to encourage the students to do more online.

b. Technology Plan Action Items

The committee should come to the next meeting prepared to help flesh out the action items for each goal and objective.

c. Campus-Wide Wireless Service

The President requested a proposal to extend wireless service throughout the campus. However, when he learned that it might cost over $500,000 he reconsidered. Actually, when the new voice switch was being designed, Cisco estimated that a full campus-wide mesh wireless deployment could cost as much as $1,500,000. Such a network would allow users to walk free throughout the campus and never lose service. Meanwhile, ITS will continue deploying wireless hot spots in new building and building renovation projects.

10. Future Issues
   a. Campus-wide Security
   b. Campus-wide Wireless Service
   c. Inventory
   d. Evaluation Criteria for Academic Computer Labs

11. Meeting Adjourned at 3:11pm.

I. Ongoing and Comprehensive Student Learning Outcome Assessment Program Established

	A. Create, align, update, assess, and report SLOs for all courses, programs. (faculty and administration)	**B. Core competencies regularly assessed, with broad participation; results publicized and discussed.** (faculty and administration)	**C. Publish SLO assessment timelines, integrated with course review and program review cycles.** (faculty and administration)
June 2009	Complete sets of program-level SLO **statements** published for every instructional and student services program.	Core Competency selected for first **college-wide assessment**.	**SLO database** designed and work plan developed.
December 2009	At least one course-level SLO **assessment plan** published for every course. Complete sets of program-level SLO **assessment plans** published for every instructional and student services program. Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.	**Assessment plan** published for first competency. Order established for rotation of **college core competency assessments, one to take place each year on a six-year cycle.**	**A complete, integrated 6-year model of a timeline is** designed and published.
June 2010	Complete sets of course-level SLO **assessment plans** published for every course. At least one program-level SLO **assessment report published for every instructional and student services** program. **Outcome alignment maps** designed and a first model published.	**Assessment data** collected for first competency. A full **assessment plan** published for all competencies. **Assessment plan** published for second core competency.	**Formalized scheduling completed**. Model timeline entered and published.
December 2010	At least one course-level SLO **assessment report** published for every regularly offered course not taught solely by adjunct faculty. Other exemplary **outcome alignment maps** are published.	Data for first core competency shared/discussed at **Assessment of Student Learning Week. Reflection completed.**	**A complete, integrated, 6-year timeline** published for every program.

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June 2011	**Outcome alignment maps** published for every program.	**Assessment report** for first core competency completed and published. Assessment data for **second core competency assessment** collected.	**A complete, integrated, 6-year timeline for the entire college** published.
Sustainability	**Assessment cycles at all levels repeat at a rate commensurate with resources.** **College-wide reports of compliance and progress published annually.** **Outcome alignment maps revised in program review.** **Each core competency assessment cycle lasts 3-4 semesters. Cycles overlap so that every core competency will be assessed once every 6 years.** **A college-wide schedule of assessments is maintained.**		

II. Assessments Widely Discussed and Results Considered in Decision-Making and Evaluation

	D. Discussions of SLO assessment results included in course review, program review, planning and budget decisions, and other collegial consultation committees. (faculty, staff, and administration)	**E. Provide frequent professional development topics on assessment techniques and results.** (faculty, administration, staff development office)	**F. Faculty self-evaluations include SLOs and assessments.** (faculty and administration)
June 2009	**Program review and course review process instructions** modified to include consideration of assessment results. **Expectations and guidelines** developed for including outcome assessments in committee work developed.	As in previous semesters, professional development events are offered throughout the year, and especially on **Flex Days** and during the **Assessment of Student Learning Week** (ongoing).	The **ECCFT Faculty Agreement (effective July 1, 2007)** includes consideration of SLOs and assessment results in the faculty self-evaluation.
December 2009	**Assessment results indicating programmatic changes** are systematically placed into the college planning software for tracking and evaluation.	Staff Development Office works with the SLO Committee to ascertain training needs in all aspects of outcome assessments. This process begins in December 2009 and will be ongoing.	**Faculty survey created** ascertaining **student learning outcomes and assessment role in faculty self-evaluations.**
June 2010	A reporting mechanism is developed to record how specific assessment results are used in decision-making.	SLO and assessment training integrated into new faculty orientation.	**Faculty Evaluation Survey** collected and discussed among various campus entities.

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December 2010	Examples of **reports which track assessment results are** collected for review and analysis. Examples of **committee minutes** from committees across campus will be collected for review and analysis.		Further consultation to improve the integration of SLOs and assessment results into faculty self-evaluations.
June 2011	**Assessment of Student Learning Week** devoted to the analysis of how assessment results are discussed in committee work and how they are used in decision-making.		
Sustainability	**Every 6 years, an analysis of how assessment results are used in decision-making and how assessment results are considered in committee work will be conducted.** **Outcomes and assessments topics are a regular part of professional development, including new faculty orientation. College SLO Committee hosts the Assessment of Student Learning Week every semester.** **Participation in the assessment process is a regular feature of an instructor's self-evaluation.**		

III.   Student and Public Awareness of Learning Outcome Assessments

	G. Outcome statements and assessment information for all courses, programs, and certificates available to all students and to the public through course information material and division, department, and program websites and offices. Where appropriate, assessment results will be published. (faculty, staff, and administration)
June 2009	**Program review process instructions** modified to include consideration of how SLO statements and assessment methods are shared with students.
December 2009	All programs submit **a plan for sharing** course and program SLO statements and assessment methods with students. These plans include course information, website, and office materials. **SLO statements and assessment methods** are built into course outlines of record for all courses undergoing review after December, 2009. College SLO committee creates plans for **sharing core competencies with students**. College SLO committee **develops standards for publicizing** SLO statements, assessment proposals and results. Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.

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June 2010	**Plans for sharing** course and program SLO statements and assessment methods reviewed and evaluated by the college SLO committee. Feedback is provided for each program. **SLO database** is accessible to the college community for submission of SLO assessment proposals and results after June, 2010. **Standards for publicizing** SLO statements, assessment proposals and results **approved** by Academic Senate and administration.
December 2010	**Plans for sharing** course and program SLO statements and assessment methods with students are implemented for every program. College SLO committee conducts **survey of students** measuring awareness of course and program student learning outcomes, core competencies and assessments. **Standards for publicizing** SLO statements, assessment proposals and results **implemented** by all programs.
Sustainability	**Every 6 years, program review asks that each program analyze how SLO statements and assessment methods are shared with students. As program reviews are completed, the college SLO committee reviews the reports.** **Every two years, a survey of student awareness of student learning outcomes, assessments, and core competencies is conducted.**

IV. Resources Support Student Learning Outcome Assessment Infrastructure

	H. A coordinating team for outcomes and assessments is established and institutionalized. (faculty, staff, and administration)	**I. Institutionalize adequate resources for faculty SLO assessment work at all levels.** (faculty, staff, and administration)	**J. Institutionalize fair processes for assigning adjunct faculty outcomes and assessments tasks.** (faculty, staff, and administration)
June 2009	**SLO assessment process designed and implemented: faculty coordinating team reduced to a one faculty coordinator to oversee implementation of timeline.**	Assessment report section **on staffing, equipment, and other resources** updated. On-going consultation with program reviews for possible additional assessment support.	
December 2009	The SLO faculty coordinator coordinates implementation of timeline. The structure and responsibilities of the college, area, and division SLO committees are formalized by the college SLO committee.	**Online suggestion box for assessment resources** built into SLO website and CurricUNET SLO component.	SLO faculty coordinator **facilitates meetings** among administration, academic senate, College SLO committee, and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.

8/5/2009

June 2010	The Academic Senate, the College Cabinet, and the Board ratify the structure and responsibilities of the college, area, and division SLO committees.	**Online survey** created to collect data on time and resource needs for assessments. Program review reports are consulted to assess needs in SLOs.	SLO faculty coordinator continues to **facilitate meetings** among administration, academic senate and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.
December 2010		SLO Committee creates and submits an **assessment staffing and resources report.**	District and ECCFT, in consultation with the academic senate, negotiate appropriate compensation for adjunct faculty regarding course review, program review, and outcomes assessment work.
Sustainability	**The college, area, and division SLO committees continue to monitor and guide the ongoing process of assessing student learning.** **Every three years, the college SLO committee issues an assessment staffing and resources report to the college community for consideration.** **Adjuncts are assigned work on course and program review, and outcomes assessments and they are compensated fairly.**		

8/5/2009

From:	Constantino, Cindy
Sent:	Wednesday, September 09, 2009 1:56 PM
To:	ECC Faculty
Cc:	ECC Managers; ECC Admin Assistants
Subject:	Sabbatical Leave Applications -- 2010/2011

TO:　　　All Full-Time Faculty Members

FROM:　　Francisco M. Arce

SUBJECT:　**SABBATICAL LEAVE APPLICATIONS – 2010/2011**
　　　　　　(FALL 2010; SPRING 2011; AND SUMMER 2011)

Application forms are available in the Office of the Vice President-Academic Affairs and may be picked up at your convenience for **one semester, full year, one-semester half-pay, or summer** study sabbatical leaves of absence for 2010/2011. (See Agreement between ECC District and ECC Federation of Teachers, Article XIII, pp. 74-80.) Past sabbatical leave reports are available for review in the Library or Office of the VP/Academic Affairs. The application and Information Regarding Application for Sabbatical Leave of Absence can also be downloaded from the Portal under the tab marked "Forms." **Deadline for filing applications is 4:30 p.m. on Friday, 23 October 2009**. The Sabbatical Leave Committee will not accept late applications (**no exceptions**).

> **It is the applicant's responsibility to make sure that the application is <u>date-stamped</u> in the Office of the Vice President-Academic Affairs by the deadline date. Electronic copies will not be accepted.**

All applications are reviewed first to determine if they meet the criteria as stated in the Agreement (Article XIII, Section 5). Once the committee has determined that the proposal meets all of the criteria, leaves are granted based upon faculty seniority.

Members of the Sabbatical Leave Committee are available to answer any of your questions regarding application for the sabbatical leave. Members of the committee are:

　　Tom Fonte, Division of Humanities
　　Emily Rader, Division of Behavioral/Social Sciences
　　Virginia Rapp, Dean of Business
　　Stephanie Rodriguez, Dean of Industry and Technology
　　Corey Stanbury, Division of Health Sciences and Athletics

<u>REMINDER: DEADLINE -- 4:30 P.M. FRIDAY, 23 OCTOBER 2009</u>