



OFFICERS & EXECUTIVE COMMITTEE

President	Pete Marcoux	VP Faculty Development	David Vakil
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Janet Young	VP Legislative Action	Chris Wells
VP Educational Policies	Evelyn Uyemura	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>		<u>Humanities</u>		<u>Academic Affairs</u>
Kate McLaughlin (Hum)	08/09	Lyman Hong	6/07	Quajuana Chapman
Jeremy Estrella (Fine Arts)	08/09	Peter Marcoux	6/08	Dr. Francisco Arce
<u>Behavior & Social Sciences</u>		Evelyn Uyemura	6/08	<u>Associated Students Org.</u>
Christina Gold		Adrienne Sharp	09/10	Megan McLean
Lance Widman	8/09	Matt Kline	09/10	Joe Udeochu
Michael Wynne	7/08	<u>Industry & Technology</u>		<u>Board of Trustee, Area 5</u>
Janet Young		Patty Gebert		Miss Maureen O'Donnell
<u>Business</u>		Ed Hofmann	6/07	<u>President/Superintendent</u>
Dagmar Halamka		Douglas Marston		Dr. Thomas Fallo
Jay Siddiqui	09/10	George Rodriguez	6/07	<u>The Union</u>
Philip Lau		Lee Macpherson		
<u>Compton Educational Center</u>		<u>LRC</u>		Editor
Saul Panski	08/09	Claudia Striepe	6/08	<u>Dean of Math</u>
Estina Pratt	08/09	Moon Ichinaga		Don Goldberg
Tom Norton	08/09	<u>Mathematical Sciences</u>		<u>Counseling</u>
Jerome Evans	08/09	John Boerger	6/11	Ken Key
Darwin Smith	08/09	Greg Fry	6/11	
<u>Counseling</u>		Marc Glucksman	6/10	
Kate Beley		Greg Scott	6/09	
Christina Pajo		Paul Yun	6/11	
Brenda Jackson		<u>Natural Sciences</u>		
Chris Jeffries		Chas Cowell	6/06	
Linda Gallucci		Chuck Herzig	6/11	
<u>Fine Arts</u>		Teresa Palos	6/08	
Ali Ahmadpour	6/09	David Vakil	6/08	
Dan Berney				
Jason Davidson	6/09			
Chris Wells	6/09			
Mark Crossman	09/10			
<u>Health Science & Athletics</u>				
Tom Hazell	09/10			
Pat McGinley				
Tory Orton				
Corey Stanbury				
Mary Moon				
Guenever Parsely				



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

<u>FALL 2008</u>	Student Act. Center	<u>SPRING 2009</u>	Student Act. Center
September 2	West Lounge	March 3	Alondra Room
September 16	Alondra Room	March 17	Alondra Room
October 7	Alondra Room	April 7	Alondra Room
October 21	Alondra Room	April 21	Alondra Room
November 4	Alondra Room	May 5	Alondra Room
November 18	Alondra Room	May 19	Alondra Room
December 2	Alondra Room	June 2	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2008</u>		<u>SPRING 2009</u>	
September 4	Board Room	February 19	Board Room
September 18	Board Room	March 5	Board Room
October 9	Board Room	March 19	Board Room
October 22	Board Room	April 9	Board Room
November 5	Board Room	April 23	Board Room
November 20	Board Room	May 7	Board Room
December 4	Board Room	May 21	Board Room
		June 4	



AGENDA & TABLE OF CONTENTS

		Page
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		1-7
C. REPORTS OF OFFICERS		
	A. President	8-18
	B. VP- Compton Center	
	C. Chair- Curriculum	19-42
	D. VP- Educational Policies	43
	E. VP- Faculty Development	
	F. VP- Finance	44-59
	G. VP- Legislative Action	
D. REPORTS OF SPECIAL COMMITTEES		
	A. Accreditation (Arce/Uyemura)	90-135
E.	B. SLO (Kjeseth)	60-70
UNFINISHED BUSINESS (1:00pm)		
	A. Academic Honesty Policy 2nd Reading (Uyemura)	71-77
	B. AP Course Repetition 2nd Reading	78
	C. Administrative Hiring 2nd Reading (Perez)	79-84
	D. Institutional Code of Ethics 2nd Reading (Perez)	85
E. NEW BUSINESS		
	A. Planning Model (Presentation Spor)	54-59
	B. Fees (Presentation-Nishime)	86
	C. Board of Trustees Ethics Policy (Presentation- Perez)	87-89
	D. Program Review- (Presentation-Jaffe)	16-18
F. AGENDA ITEMS FOR FUTURE MEETINGS		
G. PUBLIC COMMENT		
H. ADJOURN		



Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>Senate</u>				
ASSESSMENT OF LEARNING	Lars Kjeseth Jenny Simon			
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Janet Young	2 nd & 4 th Tues.		Board Room
EDUCATION POLICIES	Evelyn Uyemura	1 st & 3 rd Thur	12:45-1:45	H
PLANNING & BUDGETING	Arvid Spor, ???	1 st & 3 rd Thur	1:00 – 2:30	Alondra
FACULTY DEVELOPMENT	Dave Vakil	2 nd & 4 th Tues	12:45 – 2:00	ADM 127
LEGISLATIVE ACTION	Chris Wells	1 st Thursday	12:45 – 1:30	Varies
CALENDAR				
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp			
<u>Campus</u>				
ACCREDITATION	Arvid Spor, Susie Dever			
BOARD OF TRUSTEES	Mary Combs	Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY	John Wagstaff	3 rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor	Thursdays	9-10:00 am	
SLOs	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE ATTENDANCE & MINUTES

March 3, 2009

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

Behavioral & Social Sciences

<u>Gold, Chris</u>	X
<u>Widman, Lance</u>	X
<u>Wynne, Michael</u>	X

Business

<u>Halamka, Dagmar</u>	
<u>Saddiqui, Junaid</u>	X
<u>Lau, Philip S</u>	X

Counseling

<u>Beley, Kate</u>	X
<u>Gallucci, Linda</u>	
<u>Jackson, Brenda</u>	X
<u>Jeffries, Chris</u>	exc
<u>Pajo, Christina</u>	

Fine Arts

<u>Ahmadpour, Ali</u>	X
<u>Davidson, Jason</u>	
<u>Wells, Chris</u>	X
<u>Crossman, Mark</u>	
<u>Berney, Daniel</u>	X

Health Sciences & Athletics

<u>Hazell, Tom</u>	X
<u>Orton, Tory/Victoria (sharing)</u>	
<u>Stanbury, Corey</u>	
<u>McGinley, Pat</u>	X
<u>Moon, Mary (sharing)</u>	
<u>Parsley, Guenever</u>	X

Humanities

<u>Hong, Lyman</u>	X
<u>Marcoux, Pete</u>	X
<u>Uyemura, Evelyn</u>	X
<u>Kline, Matt</u>	X
<u>Adrienne Sharp</u>	X

Industry & Technology

<u>Gebert, Pat</u>	
<u>Hofmann, Ed</u>	X
<u>MacPherson, Lee</u>	X
<u>Marston, Doug</u>	X
<u>Rodriguez, George</u>	

Learning Resources Unit

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

Mathematical Sciences

<u>Scott, Greg</u>	
<u>Glucksman, Marc</u>	X
<u>Boerger, John</u>	X
<u>Fry, Greg</u>	X
<u>Yun, Paul</u>	

Natural Sciences

<u>Cowell, Chas</u>	exc
<u>Herzig, Chuck</u>	X
<u>Palos Teresa</u>	exc
<u>Vakil, David</u>	X

Adjunct Faculty

<u>Kate McLaughlin</u>	X
<u>Jeremy Estrella</u>	

ECC CEC Members

<u>Panski, Saul</u>	X
<u>Pratt, Estina</u>	X
<u>Smith, Darwin</u>	X
<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	

Assoc. Students Org.

<u>Joe Udeochu</u>	X
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Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young,
Guests and/Other Officers: Arvid Spor, Stephanie Rodriguez (Dean's Rep), Barbara Perez, Lars Kjeseth, Susie Dever.

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

The first Academic Senate meeting of the Spring 2009 semester was called to order at 12:33pm.

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 asked for two faculty representatives from Fine Arts to serve on a hiring panel for a Fine Arts Division Dean. Health Sciences and Athletics faculty are also needed for a hiring panel. Interested faculty please contact PM.

PM asked attendees to note any changes in status on the Mailing List so that it would accurately reflect our membership.

Compton Education Center report - Saul Panski (SP)

CEC faculty are pleased at the larger enrollment. CEC leadership is consumed by the Accreditation issue and in response:

- Have put one CEC representative on the College Council
- Have had a crash course in Plan Builder
- Are working hard to reinvigorate the Compton Division Curriculum representatives and establish a Curriculum Advisory Committee
- Faculty representatives have met with the Compton Special Trustee to work on ways of showing progress
- It has been recognized that the integration of the two campuses must be speeded up and CEC leadership will share this with the CEC faculty.

Mr. Vakil asked how many CEC folk were on the upcoming Accreditation Task Force. SP replied that these details had not been fleshed out yet, but that he would try and get as many supportive CEC faculty as possible onto the task force.

Ms. Ichinaga noted that the initial “partnership” with Compton had now become an “integration” of the two campuses. How had this happened, and did the Accrediting Commission have the power to impose this interpretation on us? Dr. Arce noted that the CEC employees were still employees of the Compton District, not of the El Camino District. Whether the relationship was a partnership or an integration was still not completely clear but the Commission is holding the cards, and they seem to interpret the relationship as an integration of the campuses, so we must act accordingly. SP noted that this confusion was one reason the CEC was running on a dual track, with a Provost and a CEO.

Curriculum Committee report – Janet Young (JY)

[pp. of packet] JY reported that recommendations from the ACCJ – especially regarding Recommendation 3 – “*The college should revise its curriculum review process and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review will be part of the actual program review process.*” - had provided a needed nudge to move forward to a 6 year review cycle. Curriculum had begun to analyze this problem last Fall. JY provided the following chart

Number of Courses Per Division			
Division	Number of Courses	Percentage of Campus Courses	Courses to Be Reviewed Each Semester to Maintain a 6-Year Cycle
Behavioral and Social Sciences	136	10%	11 -12 per semester
Business	115	9%	9-10 per semester
Fine Arts	239	18%	19-20 per semester
Health Sciences and Athletics	207	16%	17-18 per semester
Humanities	157	12%	13-14 per semester
Industry and Technology	342	26%	28-29 per semester
Mathematical Sciences	46	3%	3-4 per semester
Natural Sciences	78	6%	6-7 per semester
Total	1320	100%	106 – 114 per semester
These numbers will be reduced based on inactivations and blanket approvals for Cooperative Work Experience, Special Topics, and Independent Study Courses. However, these numbers do not include new courses, majors, certificates, or course revisions that are needed within the six-year cycle.			

JY also noted the following strategies for improvement to the Curriculum process:

- Moving quickly to inactivate dormant classes and remove them from the 2009-2010 catalog.
- Piloting a Standard Review Sub- Committee to review courses with minor changes in order to increase number of courses.
- Piloting a six-year review cycle worksheet with faculty. One faculty member from each dept. will be asked to take the lead on this.
- Integrating Course Review with program Review based on the worksheet.
- Informally slowing down the influx of new courses until courses are up-to-date. 64 new courses were approved but never offered. Need and viability must be confirmed.
- Three Course Review workshops will be held in March, one will be held at Compton. More workshops may be added for April and May.
- Working to secure reassigned time for the new chair for Summer and Winter. This is felt to be vital to the success of the six- year review cycle.
- Working to maintain additional personnel for the Curriculum Office. Dr. Arce supports this, and it is felt to be vital to the success of the six- year review cycle.
- Working with Drs. Arce, Jaffe and Spor to respond to the ACCJC and provide evidence of progress.

PM noted that perhaps a list serve could provide a forum to share information on these initiatives with faculty. JY said faculty did need to step up and help solve the problems.

NEW BUSINESS

VP- Educational Policies Report – Evelyn Uyemura (EU)

No report. SEE New Business.

Faculty Development – Dave Vakil (DV)

No report.

Legislative Action – Chris Wells (CW)

No report.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

No report.

ASO Representative Report - Joe Udeochu (JU)

No report.

REPORTS OF SPECIAL COMMITTEES

NONE

UNFINISHED BUSINESS

NONE

NEW BUSINESS

Administrative Hiring. 1st Reading – Dr. Barbara Perez (BP)

(pp89 – 94 of packet) This is an attempt to codify the administrative hiring process. No procedures exist at present. A Police Officers Association representative will be added as appropriate.

Mr. Vakil queried the use of “in consultation with” (p 89:B4) and suggested that be replaced with “Mutual agreement”. Mr. Vakil also noted a discrepancy between the amounts of people on some panels. BP noted that this document merely stated a minimum recommendation and that the Chairs were free to increase the panel member numbers if they so desired.

This is the first reading, the item will be voted on at the next meeting.

Please email further comments to PM or BP.

Code of Ethics. 1st Reading – Dr. Barbara Perez (BP)

(pp 95- 97 of packet) Dr. Perez noted that this was an Accreditation standard and requirement that a team had been addressing, and now a Committee had been formed. Information had been pulled from other institutions on this matter, and Dr. Perez noted that the Feather River College model had been admired for its “positive” style. Mr. Widman questioned a statement “Violations of the Code will be addressed through due

process and subject to disciplinary action....(pg.96 packet) saying that he was not aware of any provisions in our negotiated agreement that specified disciplinary action. Dr. Perez wondered if we needed a specific Board Policy on Disciplinary Action, or if we should let this issue go through the Union. Dr. Perez will follow up on this and talk to Don Brown. Mrs. Uyemura noted that there might be some areas where a conflict of interest could exist, and the document might need to be more specific in some areas. Dr. Perez noted that some areas are covered by State law, specifically the Education Code. Dr. Gold opined that the phrase “excellence in education” was too idealistic and suggested toning it down. Mr. Marston felt the phrase “do no harm” was too general and therefore meaningless, and the language in general should be tightened up. Dr. Perez said that the Statement of Values had been used as a basis. Mr. Widman wanted to know if the document just referred to actions on the campus, or off- campus/in the community as well. Dr. Perez said she did not envision that it would extend beyond the campus. Please send further suggestions and comments to Dr. Perez or Dave Vakil.

Academic Honesty - 1st Reading – Evelyn Uyemura (EU)

(pp 86-87 of packet) Previously most of this content was contained in the Standards of Student Conduct Board Policy, under the purview of Harold Tyler. The Policy was being revisited and the Ed. Policies Committee looked at it and felt the section on Academic Honesty was a faculty matter and therefore faculty should be involved. Therefore a new policy, named Academic Honesty, is being drafted. The proposed policy may remain a separate policy, or it may be refolded back into the Standards of Student Conduct Policy – but at least the faculty will have had a voice in it. Academic Honesty is not just a matter for students, but for the entire academic community, EU noted.

The language has been modified and updated and #9 has been added “Handing in the same paper or other assignment in more than one class without the knowledge and permission of both instructors”.

The Consequences section has added “Where there is **evidence** of dishonesty...” and the evidence should be tangible. There was a brief discussion as to whether “opinion” can be considered tangible evidence, and EU said that a teacher must be able to back actions/accusations up. An instructor should at least document opinions/suspicions. Students would have a right to contest accusations.

On the question of failing a student for dishonesty, it was noted that it had been previously agreed to go with only a zero for the assignment, not for the entire class, though a student might still fail as a result of that zero grade. Students have due process rights that are not examined here.

There was a query on # 4 “If there is evidence of serious or repeated violations...” What would constitute “serious and repeated violations”?

It was felt that this document should also go to Student Government. Dr. Nishime said this document should be used in tandem with the Standards of Conduct.

There was discussion of the term “evidence”. It was felt to be tough to pin down, but it was generally felt to be best to fill in a form stating what you had witnessed even if it could not be termed “hard evidence”. Pp 114-116 of packet has some forms for use, or forms are available from the office of Mr. Tyler. It was also advisable to get evidence/forms to the Division Deans as quickly as possible so that they were forewarned

of potential situations, and so that other faculty could be alerted. The use of forms would also build up an “evidence of repeatability”. It was noted that repeated cheating could lead to expulsion, as noted in # 4.

Mr. Ahmadapour noted that these concepts were not clearly stated in the Schedule of Classes, and it was noted that this document would replace the current statement in the Schedule.

Course Repetition - 1st Reading – Evelyn Uyemura (EU)

(PP88 of packet)

EU noted that this is not a Policy, but a Procedure. The intent is to permit certain repetitions if students desire to do so - for instance, to allow for repetition if the course material has changed substantially since the student last took the class, due to the nature of the subject (computer sciences), or a long time- lapse.

It was also noted that students also have the option to audit classes, or certain classes could be changed to an *abcd* designation allowing for more repeats. It was suggested to remove “one time only” from line 4 of the document.

This document should also go before Student Government.

Syllabus Template – 1st Reading – Dr. Susie Dever (SD)

(pp30-36 of packet) SD gave a little background to the issue, noting that the CEC is facing FCMAT demands for specific course syllabi. Thus Compton faculty have been working on a syllabi template, as their need is urgent. SD acknowledged that the CEC Humanities Division Chair, professor Shelby has done the bulk of the work along with herself, and with input from Dr. Arce. They have come up with a beta test version, and Prof. Shelby gave a workshop at the ECC Flex day.

SD has taken all the syllabi and made a checklist of content (see pp30-31 of packet) This allows faculty to be notified of what has been done/needs to be done regarding syllabi.

Pg32 of packet shows the template format. Anyone is welcome to use this.

Pg34 of packet shows the standard language to use on a standard syllabus. The CEC is moving forward to see if they can get everyone to use this language on their syllabi.

Some people have more detail, but this would be the desired minimum. SD

complimented the CEC faculty on their cooperation. PM noted that there is also a committee at ECC working on a similar project. It was suggested to start a “Best practices” page, with recommendations and suggestions.

SD noted that this is all just for informational purposes, and was presented recently at a Dean’s Council. It is hoped to have everyone on track by Summer.

This is the first reading, but it is not a voting item. PM thanked SD.

Planning Model (Informational) – Dr. Arvid Spor (AS)

This item was tabled for the next meeting.

Program Review Model – 1st Reading

(pp 98 – 103 of packet) One recommendation from the Accreditation Commission was that we needed to improve our Program Review model. Dr. Jaffe has been spearheading this. This is an informational item.

Please read the relevant pages and send comments to Dr. Jaffe or PM. The idea is to put all of this into Plan Builder. Mr. Kjeseth commented that the more we conceded that it is all one process with three components, the easier it would be. If Program Review is held every 5/6 years, as with Curriculum Review, efforts could be better coordinated. It was noted that they were better aligned in the past, but somehow got out of sync.

PUBLIC COMMENT

NONE

The meeting adjourned at 1:56pm

CS/ecc2009



**ACCREDITING
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TOM LANE

Administrative Assistant
CLARE GOLDBERG

September 9, 2008

**Memo to: College Presidents, Chief Instructional Officers,
Accreditation Liaison Officers**

From: Barbara Beno, President

**Subject: Updated Timelines for Rubric for Evaluating Institutional
Effectiveness**

In September 2007 I sent you a “Rubric for Evaluating Institutional Effectiveness” that was developed by the Commission for use by colleges as they do self-assessment, by teams as they examine college adherence to the Standards of Accreditation, and by the Commission as it evaluates institutions. This letter reviews the purpose of the rubric and updates the timeline for institutional achievement on the student learning outcomes portion of the rubric-Part III.

The purpose of the rubric is to provide some common language that can be used to describe a college’s status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution’s actions toward achieving full compliance with standards. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

For more than a decade, the Commission’s Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions’ seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a device other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors’ unique efforts to find appropriate summative descriptive terms to best communicate each institution’s status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find

the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, the Commission has announced the expectations with regard to performance discussed in the rubric.

- Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of academic programs (including all educational services). Many institutions have not developed sustained processes for evaluating administrative services, but all should be above the Awareness level in these efforts.
- The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.
- The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement.
- The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.

Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB

Attachment: Rubric

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

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

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 2, 2009

Present: Francisco Arce, Ann Garten, Irene Graff, Pete Marcoux, Megan McLean, Billie Moore, Barbara Perez, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Goals –
 - a. It was recommended that Goal a - Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance –be put on the back burner and replaced with “Focus on responding to Accreditation recommendations.
 - b. It was reported that the BP 2510 task force needs to meet. The next task is to make recommendations for the policy.
2. Accreditation– The Accreditation task force has not been finalized. Francisco sent out one invitation and will send out another one. Another Compton person is needed and also a student representative. Luukia will send two more names. The task force is going to have to look at everything that is written. We should have the first draft by Monday, March 9th. We are going to demonstrate what we have accomplished since our report and the site visit. The visiting team did not think we had completed as many program reviews as we had. We have most program reviews done. Compton is working on Plan Builder and program reviews. We started working on Compton’s Educational Master Plan in August 2008. A lot of things that are in process were not in the self study. Barbara Beno realized she did not give us much time to respond, and said that basically we can show her a plan, and then send the evidence in October.
3. It was clarified that the Planning and Budgeting Committee (PBC) makes recommendations to the President and reviews the budget. The Vice Presidents advise PBC and share information. The PBC provides input on global plans and advises on policy development.
4. AP 4300 Field Trips and Excursions was distributed. It was decided to delete item number 5 on page 7.
5. BP 5300 – Fees will be brought back to College Council next week and will go to the Board on March 16, 2009.

Agenda for the March 9, 2009 Meeting:

1. Minutes of March 2, 2009
2. Team Reports
3. College Council Goals - Update
4. Policies and Procedures – VP Update

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 9, 2009

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Irene Graff, Megan McLean, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, and David Vakil.

1. President Fallo met with Barbara Beno, President of the Accrediting Commission. He asked her about the statement of why most districts are on warning. She agrees with Academic Senate. She said it is not SLO's at this time. He asked if ECC was on warning because of Compton and she said no. The Commission asked her to come here and meet with Peter Landsberger and President Fallo. The concern is that we have three clearly delineated recommendations (6, 7, and 8) that are clearly Compton related. Another concern is that Beno said Compton is an 8-10 year project and if we are held to the two year rule – we won't do Compton. President Fallo needs to appear in front of the Commission in June but isn't sure if it will be in public. He will have to appear in public in response to Recommendations one and three. Our report we send in October will go to their January meeting.
2. It was noted that resource allocation is part of the planning process. It is difficult to plan growth in this environment. The budget for this year says a 3% growth factor. It is unclear what is going to happen in May with the ballot propositions. If the propositions don't pass they will have to back into legislature. We are in a great position and will know more in May with the ballots and the May revise.
3. Barbara distributed BP 2715 – Code of Ethics/Standards of Practice. The only change is the addition of number 7 which is underlined. This will go to the Board in April. A copy is attached to these minutes for distribution.
4. Jeanie distributed BP & AP 5030 – Fees. Jeanie will make the recommended changes before the next distribution.

Agenda for the March 16, 2009 Meeting:

1. Minutes of March 9, 2009
2. Board Agenda
3. Board Policy and Administrative Procedures 5030 - Fees

College Council Goals 2008-2009

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



EL CAMINO COLLEGE
Academic Affairs

ECC/CEC Guidelines for Completion of Program Review 2008-2009

I General Information--Overview

- A) Program Review (PR) is a self-study process to...**
1. recognize and acknowledge program/department performance
 2. assist in program/department improvement through self-reflection
 3. provide recommendations
- B) The Program Review (PR) format:**
1. helps programs/departments justify the need for the college's resources through qualitative and quantitative data and analysis
 2. provides faculty the opportunity to write about the strengths and weaknesses of their programs/departments
- C) The Timeline:**
1. A PR will be submitted every *six years*
 2. An annual PR update will be submitted in the spring semester.
 3. Annual updates enable faculty to:
 - a) identify new resource needs and recommendations (e.g. faculty positions, space, equipment, etc...).
 - b) provide the status of current year's goals and assessments
 - c) provide any additional information not included in the most recent PR

II Program Review Timeline

1. At the fall semester PR Orientation Meeting:
 - a) All PR packets are distributed to faculty working on the assessment.
 - b) Packets include Institutional Research (IR) data to help in the analysis of the *specific* department/program. Data provided both in hard-copy and electronic access.
 - c) Faculty have *option* to design and conduct surveys with assistance from IR.
2. Drafts, submitted to Academic Affairs, due at the end of fall semester
3. Responses from the PR Committee or Designee will be provided by beginning of spring semester
4. Final drafts due by April
5. Faculty members and deans meet with PR committee to discuss document
6. Full or conditional approval given. Revisions might be needed.
7. Approved PRs will be posted on the web.
8. Faculty and dean ensure:
 - a) PR prioritized recommendations placed into the college's planning software (Plan Builder).

III Program Review Step-by-Step Content

1 Overview of your Program/Department

Include:

- a) A complete description of the program/department
- b) Information on degrees/certificates offered (where applicable)
- c) Status of previous recommendations

2 Analysis of Institutional Research Data

Include:

- a) Course grade distribution; success and retention rates
- b) Enrollment statistics with section and seat counts; fill rates
- c) Improvement rates (where applicable)
- d) Recommendations (where applicable)

3 Curriculum--Course, Content, and Articulation

List:

- a) Courses not reviewed in the last 5 years
- b) Specific timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review
- c) Course additions to current course offerings with explanations
- d) Course deletions from current course offerings with explanations
- e) Concerns and explanations regarding department/program's courses and their articulation
- f) Recommendations (where applicable)

4 Student Learning Outcomes (SLOs)

List:

- a) SLOs for each course in the discipline
- b) Courses with assessments
- c) Description of changes resulting from assessment of the courses
- d) Program certificate and degree SLOs and manner of assessment
- e) Results of the assessment
- f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
- g) Recommendations (where applicable)

5 Facilities, Equipment, and Technology

List:

- a) Facilities, equipment, and technology used by the program/department
- b) Adequacy and currency of these facilities, equipment, and technology
- c) Immediate needs of facilities, equipment, and technology
- d) Long-range needs in these areas

6 Staffing**Examine:**

- a) Current staffing
- b) Program/department's current needs
- c) Program/department's future needs
- d) Recommendations (where applicable)

7 Planning**List:**

- a) Internal and external changes or trends impacting program in the next five years
 - b) Direction of program in five years
 - c) Goals and objectives of program related to the college mission and strategic initiatives
- Information is found at the following site:
http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

8 Conclusion and Summary**List:**

- a) Prioritized recommendations and needs of your program/department.
- b) Provide *estimates* of any probable expenditures or purchasing needs.
- c) Questions to guide you in this process and the format of the PR, for example:
 1. Where is the program/department now? Mention the status of your previous recommendations.
 2. Where does the program/department want to be in 5 years?
 3. What does the program/department need to do to get there?
 4. How will you validate (or account for) the program/department's progress?
 5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.

ECC and CEC Program Review Organization

The goal of Program Review is to provide an introspective examination and analysis of each department/program *on both campuses* with ultimate recommendations for the betterment of the department/program. From the analyses, the colleges can make informed budgetary decisions and recommendations. It is understood that not all programs/departments exist at both campuses. For consistency, CEC will follow the Program Review Cycle of the Torrance campus with regards to the specific department/programs to be reviewed each academic year.

In terms of the actual program review documents from ECC and CEC, when possible, the faculty from both campuses will be encouraged to work together, and the documents will be joined (e.g. Section 1 and Section 2) once each *separate* document has been approved by the respective campus committee—ECC Program Review Committee and the CEC Institutional Effectiveness Committee. The entire document, reflecting both campuses, will then be placed on the Portal. Prioritized recommendations from each program review will be put into the planning software, Plan Builder.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
FEBRUARY 24, 2009**

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

Absent: C. Mosqueda

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: K. Adams, L. Back, G. Miranda, P. Santelman, J. Schwartz, N. Tokuda, C. Wells

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:33 p.m.

CHAIR'S REPORT

- Chair Young extended a warm welcome and acknowledged K. Adams as the minute-taker for today's meeting. She then asked everyone in attendance to introduce themselves.
- Chair Young began with the following update, requesting questions be held until the end: El Camino College has been formally placed on "warning" status based on the Accreditation visit in Fall 2008. However, it is important to put our accreditation warning status into perspective. According to Sean Donnel, President of ECCFT, currently 41 out of the 110 (37%) community colleges have been sanctioned by the ACCJC. Some of our neighbor colleges that have been placed on warning in 2008 and 2009 include Long Beach City, Rio Hondo, Santa Ana, Mira Costa, Cerritos, and Orange Coast Colleges. Although being placed on warning is a serious issue, we seem to be in good company.
- Chair Young directed the Committee's attention to the projector screen which displayed: **The Recommendation from the ACCJ - Recommendation 3:** *The college should revise its curriculum review process and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review will be part of the actual program review process.*
- Chair Young explained the recommendation further:
Title 5 states that courses that have prerequisites or corequisites must be reviewed every six years and that CTE (career and technical education courses) previously known as vocational courses should be reviewed every two years. Dr. Jaffe, with the assistance of the Curriculum Office, developed a document that shows that approximately 33% (437) of our total courses (not just those with pre or corequisites have not been reviewed for 10-

15 years. Although Title 5 only mentions courses with pre and corequisites and CTE courses, Chair Young believes the committee would all agree that all of courses should undergo course review every six years at a minimum.

- Chair Young proceeded with her report with the following points:
 - We have known that we are behind in course review for years and have been struggling with a way to revise our curriculum review process to move toward a six-year review cycle. The barrage of major Title 5 changes, the retirement of our Curriculum Advisor, a cumbersome review process that is not yet fully electronic, and a serious lack of clerical support for the Curriculum Office has greatly hindered the process.
 - It is also important to note that El Camino's lack of a six-year course review cycle is one of the nine recommendations in the findings. However, since curriculum is a faculty responsibility outlined in AB 1725, it is up to us to work together to develop strategies to address these issues and to provide evidence to the Accreditation Commission showing that we are making progress to remedy the situation. The first report outlining our strategies for improvement are due to ACCJC on April 1st.
 - In January, I attended a 2 ½ day Accreditation Institute with our Academic Senate President elect, David Vakil. In addition, Dr. Arce, Quajuana, Lars, and I have been meeting to discuss the issues and are working on strategies that I will be presenting to you today and in subsequent meetings. In addition, we are working on a formal response to the Commission.
 - It is also important to note that Dr. Arce has been very supportive of providing the Curriculum Office (which ultimately helps all of us) with additional high-level clerical support. We have been fortunate to have Kristi Adams working with us over the past few months on special projects. Her skill and attention to detail have made her a true asset to us. Unfortunately, Kristi is a casual employee with 170 day limitation and her time with us will soon be over. Dr. Arce assured me that he is working to find a replacement for Kristi. Unfortunately, budget constraints will not allow for a full-time position at this time, but an administrative assistant at 170 days will be helpful. Without this position, I don't see how we will be able to move forward with the necessary changes in the review process. We also appreciate the work of Christine Saldana, the part-time clerical assistant in the Curriculum Office, who has been a dedicated part of the Curriculum staff for many years.

- Chair Young continued with an explanation of the following:

Informal, Temporary Moratorium on New Courses

As a college we need to focus our attention on course review and we need to temporarily limit the number of new courses. Therefore, all new courses will need to come through the Extenuating Circumstances Procedure for fall – instead of the “no questions asked” policy of the past.

Given the startling number of courses (64) that the CCC has approved but have never been offered, it is even more important to scrutinize new courses as they come through. We need to ask the important questions such as:

1. Has the student need for this course been demonstrated? What evidence has been provided?

2. Is it feasible that this course will fill?
3. Does this course articulate with courses at other institutions? Has the faculty actively sought articulation through the Articulation Officer or by working with faculty from neighboring universities?
4. Is this course offered as upper division at the university? If so, is it fair to students to offer it at the community college?
5. Is the coursed part of a major or a certificate?
6. Is it a general education course for the A.A. degree or for transfer GE?
7. If it is a stand alone course, does it merit being offered?

Providing detail on the new course form will be very important if the CCC is to determine if the course is appropriate and should be approved. Chair Young mentioned that these details would serve as “evidence” that the course is appropriate.

VICE PRESIDENT – ACADEMIC AFFAIRS REPORT

- F. Arce addressed Chair Young’s report mentioning that two of the most important warnings by the accreditation team were related to recommendation #1 which deals with program review, and recommendation #3 which deals with curriculum timelines. In relation to #3, he explained that 65% of courses are out of compliance with the division cycle based on recent data compiled by his office.
- F. Arce explained that the goal is to try to get off warning and that his office is currently working on these recommendations for an advanced report due in April; they are hopeful that they will get off warning.
- F. Arce also mentioned that many of the other recommendations focus on Compton, and that these too will be addressed at the appropriate time.
- F. Arce concluded by noting that El Camino’s response has been a quick one and that this is likely to have a positive impact in addressing the warnings.

CURRICULUM REVIEW

Fine Arts Proposals

- Faculty Coordinator for Fine Arts L. Back distributed an errata sheet announcing that she would be presenting Dance and Speech today.
- She then introduced P. Santelman, C. Wells, and J. Schwartz from the Fine Arts division.
- The projector was displayed for the Committee to view course outlines on the screen while Q. Chapman entered changes in CurricuWare.
- L. Back began her presentation with Dance 70abcd.
 - She fielded a question from the Committee regarding the necessity of the Roman numeral in the descriptive title “Improvisation I” on the proposal for new course and course outline. The recommendation to remove the numeral was accepted and Q. Chapman made adjustments in CurricuWare.
 - L. Back also fielded a question in the Subject Matter section of the course outline. The recommendation to remove “Small Group Work” and redistribute four hours was accepted. Spelling corrections were also made with the assistance of the Committee. Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Dance 71ab.

- The Committee noticed that a check was missing on the course outline in Part VI. Instructional Methodology. L. Back accepted the recommendation and Q. Chapman corrected in CurricuWare.
- L. Back also fielded a concern from the committee about the date of the textbook in the course outline, to which she explained that the edition remains appropriate as it is an enduringly respected text in dance curriculum.
- Dance Major Revisions- No questions.
- The Committee began the review of Communication Studies courses (formerly Speech Communication).
- Beginning with Communications 1abcd (revised to Communication Studies 6abcd), L. Back explained the changes to the proposal for course revision form with no questions.
 - She continued with the course outline of record and fielded a question regarding capitalization in the Outline of Subject Matter. The recommendation was accepted.
 - Chair Young addressed the wording in Part B.1. of the Coursework section. The wording was adjusted by L. Back with assistance from the Committee. Q. Chapman made changes in CurricuWare.
 - The Committee also raised a question regarding the date of the textbook to which C. Wells responded he would check on an updated version.
- L. Back proceeded with Speech Communication 3.
 - She fielded a question from the Committee about a hyphen in the catalog description and accepted the recommendation for removal. Q. Chapman made adjustments in CurricuWare.
- L. Back continued with Communication Studies 11, thanking V. Rapp for her support of the course.
 - A punctuation correction was made by the Committee in the justification for course section of the New Course Proposal.
 - L. Suekawa advised that Part 4.3.A.1. be removed in the CSU section of general education information of the New Course Proposal.
 - Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Communication Studies 22abcd.
 - L. Suekawa noted that the course does not transfer to UC and the change was addressed.
 - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following General Education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
 - Q. Chapman made adjustments in CurricuWare based on the errata sheet.
- L. Back continued with Communication Studies 23abcd.
 - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following general education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
 - Q. Chapman made adjustments in CurricuWare based on the errata accepted by the Committee.
- Chair Young noticed that Speech Communication 1 was not included on the errata sheet. The division will update the proposal with a DCC date. The catalog description in the

course description section and the texts in the Texts and Materials section will be revised on the course outline.

- L. Back addressed the Communication Studies Certificate. There were no questions.
- Chair Young asked for a motion to approve the changes to the Fine Arts proposals. M. Lipe moved, J. Davidson seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. A. Himsel moved, J. Thompson seconded, and the motion carried.

Behavioral and Social Sciences Proposals

- Dean G. Miranda took the podium to present Child Development 125, 20 (126), 170A, 170B; online versions of Child Development 125, 126, 170A and 170B; Child Development Major; Early Childhood Education Certificate; and Special Education Assistant Option.
- Dean G. Miranda distributed an errata sheet and began to discuss each course and revisions made.
- Child Development 125 revisions were presented for the new course form and course outline, and adjustments were made in CurricuWare by Q. Chapman. Chair Young fielded a question at this time about how to instruct divisions in the organization of the Outline of Subject Matter, to which she responded that it is each division's choice but that roman numeral numbering is preferred.
- Dean G. Miranda continued with Child Development 20 (126 Online). There were no questions for Child Development 20 (126) and Dean G. Miranda requested that Child Development 126 Online therefore also be approved.
- She then proceeded with a review of Child Development 170A.
 - Adjustments were made to several spelling mistakes in the Outline of Subject Matter on the course outline.
 - Dean G. Miranda fielded a question from the Committee clarifying whether the course was part of an A.S. degree, to which she responded yes it is an A.S. course, but is not a G.E. course.
 - She also fielded a question from the Committee about Part B.1. in the Coursework section of the course outline; adjustments to the phrasing of the critical thinking assignment were accepted.
- Dean G. Miranda moved on to Child Development 170B, also requesting the approval of an online version.
 - Dean G. Miranda fielded a question from the Committee questioning whether the course transfers only as an elective, to which she confirmed this is correct.
 - The Committee noticed capitalization mistakes which were corrected.
- The Committee began a review of the Child Development Major. There were no questions regarding these revisions.
- Dean G. Miranda continued with a review of the proposal for a revision to the Special Education Assistant Certificate.
 - The Committee noticed a number of spelling mistakes which will be corrected.
 - Dean G. Miranda fielded a question regarding the course numbering system. Chair Young directed the Committee's attention to the Consent Agenda to explain the number changes, but first requested that the Behavioral and Social Science revisions be approved.

- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals. L. Kjeseth moved, V. Rapp seconded and the motion carried.
- Chair Young asked for a motion to approve the distance education versions for Child Development 125, 126 (formerly 20), 170A and 170B. L. Kjeseth moved, V. Rapp seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. L. Kjeseth moved, V. Rapp seconded, and the motion carried.

CONSENT AGENDA PROPOSALS

- Chair Young directed attention to today's handout from Arce and Young for approval by the College Curriculum Committee.
- The handout included Behavioral and Social Sciences division recommendations for one course title revision, six course inactivations, three certificate option inactivations, and 19 course number revisions.
- The handout also included Fine Arts division recommendations for eleven course title revisions.
- Q. Chapman fielded a question from the Committee regarding a new acronym for Communication Studies.
- Q. Chapman then fielded a question from the Committee regarding course number changes in the database. She and Chair Young also assured the Committee that course number changes would be made clear to the students.
- Chair Young then called for a motion to approve the recommended actions. S. Panski moved, L. Kjeseth seconded, and the motion carried.

IMPORTANT DATA

- Chair Young continued the CCC meeting by turning the Committee's attention to other important data:

In January, our Deans were given a list of courses that have not been offered for more than three years. According to this list, 185 courses have not been offered between Spring 1999 and Fall 2005, and 64 of those courses have never been offered.

Deans have been asked to work with faculty to determine which courses should be inactivated. For example, Behavioral and Social Sciences submitted six courses for inactivation for this meeting and Business and Math have already determined which courses they will be inactivating this semester. Inactivations from the other divisions may be submitted throughout the semester.

It simply isn't fair to students to keep courses in the catalog that are not being offered. And, Title 5 Section states that courses that have not been offered in three semesters should be removed from the catalog. It is important to note that courses that are inactivated can be re-activated if student need arises. As a CCC Rep, it is going to be more important than every to assist your divisions with the curriculum review process.

- Chair Young continued by explaining some of the ideas and strategies they will be implementing this semester:

Chair Young will be conducting curriculum review training sessions in March, detailed below.

1. Curriculum Review Training

I am holding 3 Curriculum Review Training Sessions in March. (I sent out the following email).

Curriculum Review - 1.5 Hours of Flex Credit

In this workshop you will learn how to review your existing courses in order to update them and ensure compliance with Title 5 and local standards. You will learn which forms you need for various actions and how to fill them out. You will find out how to develop “integrated course outlines” and how to avoid the common mistakes that slow down the approval process. Bring copies of your course outlines with you so that your specific questions may be addressed.

Wednesday, March 11 th	10:00 to 11:30	ECC Campus Board Room
Thursday, March 12 th	1:00 to 2:30	Compton Center Location TBA
Friday, March 13 th	10:00 to 11:30	ECC Campus Board Room

Reservations are not necessary.

2. Standard Review Committee

We will be piloting the Standard Review Committee process that was developed last semester and approved by the CCC. On Thursday, February 26th, this subcommittee of the CCC will meet to review proposals being submitted for review that have been presented for minor changes. All new courses and courses with major changes are still presented to the entire CCC.

The courses will be reviewed by the following:

1. Chair
2. Chair Elect
3. Floating CCC Rep (Saul 2/26, Amy 3/12, Mark, 4/19, Jacquie 4/30)
4. Articulation Officer
5. Curriculum Advisor
6. VPAA or Designee

The proposed changes will be presented to the CCC via consent agenda. **Please remember**, at any time a CCC rep can ask that a proposal be brought to the entire CCC, and a Standard Review Committee rep can make the same request. As we pilot this new process, we ask that you provide us with your feedback.

- Q. Chapman added details about proposing changes to the CCC via the consent agenda.

3. Six Year Course Review Cycle Worksheet

Next week we will be sending the CCC Reps a “Six-Year Course Review Cycle” worksheet to complete for your department and then present to your deans. Once we pilot this worksheet with the eight CCC Reps and their respective departments (not divisions) and you provide me with your feedback, it will be distributed to all departments. Once again, it is important that faculty take the lead in this matter and that it not be left up solely to the deans and administrative assistants. Curriculum is a faculty responsibility.

- Chair Young explained further that this would be a simple form and emphasized that it would start with the departments.
- L. Kjeseth noted the importance of linking curriculum and program review with departmental course revision schedules.
- Chair Young also fielded a question from the Committee about new courses and extenuating circumstances.

4. CurricUNET

Last, but not least, when we move to CurricUNET, under the able direction of Lars, the curriculum development and review process will be streamlined. Faculty will still need to “do the hard work” of curriculum development and review, but you won’t be making endless copies of forms and many of the procedures will be automated.

- Q. Chapman fielded questions from the Committee about CurricUNET launching time-frames on campus, training, and data transfer from CurricuWare.
- L. Kjeseth fielded a question from the Committee about SLO’s and course outlines.
- Chair Young fielded a question from the Committee about the number of proposals the subcommittee will be reviewing.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. C. Somin moved, R. Hughes seconded, and the motion carried. The meeting was adjourned at 4:25 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
February 24, 2009**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE COURSES

1. American Studies 3 – The American Immigrant Experience
2. Anthropology 20B – Advanced Museum Studies
3. Education 10 – CBEST Preparation in Reading
4. Education 20 – CBEST Preparation in Writing
5. Education 30 – CBEST Preparation in Math
6. Sociology 115 – Death and Dying

DISTANCE EDUCATION UPDATE; CHANGE IN NUMBER

Current Status/Proposed Change

1. Child Development ~~3~~ 103 – Child Development (Online)

Recommendation:

Child Development 103 – Child Development (Online)

Current Status/Proposed Change

2. Child Development ~~4~~ 150 – Survey of Children with Special Needs (Online)

Recommendation:

Child Development 150 – Survey of Children with Special Needs (Online)

Current Status/Proposed Change

3. Child Development ~~9~~ 104 – The Home, The School, The Community (Online)

Recommendation:

Child Development 104 – The Home, The School, The Community (Online)

Current Status/Proposed Change

4. Child Development ~~29~~ 129 – Introduction to Program Administration (Online)

Recommendation:

Child Development 129 – Introduction to Program Administration (Online)

Current Status/Proposed Change

5. Child Development ~~31~~ 131 – Supervising and Mentoring Adults (Online)

Recommendation:

Child Development 131 – Supervising and Mentoring Adults (Online)

Current Status/Proposed Change

6. Child Development ~~32~~ 152 – Disabilities in the Developing Child (Online)

Recommendation:

Child Development 152 – Disabilities in the Developing Child (Online)

Current Status/Proposed Change

7. Child Development ~~33~~ 154 – Role and Responsibilities of the Special Education Assistant (Online)

Recommendation:

Child Development 154 – Role and Responsibilities of the Special Education Assistant (Online)

Current Status/Proposed Change

8. Child Development ~~45~~ 122 – Development of the School Age Child (Online)

Recommendation:

Child Development 122 – Development of the School Age Child (Online)

Current Status/Proposed Change

9. Child Development ~~46~~ 123 – Principles and Practices of School Age Care Programs (Online)

Recommendation:

Child Development 123 – Principles and Practices of School Age Care Programs (Online)

CHANGE IN NUMBER

Current Status/Proposed Change

1. Child Development ~~7~~ 107 – Infant/toddler Development

Recommendation:

Child Development 107 – Infant/toddler Development

Current Status/Proposed Change

2. Child Development ~~44~~ 111 – Pediatric First Aid and CPR

Recommendation:

Child Development 111 – Pediatric First Aid and CPR

Current Status/Proposed Change

3. Child Development ~~42~~ 112 – Teaching Young Children in Multicultural Classrooms

Recommendation:

Child Development 112 – Teaching Young Children in Multicultural Classrooms

Current Status/Proposed Change

4. Child Development ~~34~~ 114 – Observing and Guiding Children (Online)

Recommendation:

Child Development 114 – Observing and Guiding Children (Online)

Current Status/Proposed Change

5. Child Development ~~37abcd~~ 137abcd – Mentor Seminar A

Recommendation:

Child Development 137abcd – Mentor Seminar A

Current Status/Proposed Change

6. Child Development ~~38abcd~~ 138abcd – Mentor Seminar B

Recommendation:

Child Development 138abcd – Mentor Seminar B

Current Status/Proposed Change

7. Child Development ~~39abcd~~ 139abcd – Mentor Seminar C

Recommendation:

Child Development 139abcd – Mentor Seminar C

Current Status/Proposed Change

8. Child Development ~~40abcd~~ 140abcd – Mentor Seminar D

Recommendation:

Child Development 140abcd – Mentor Seminar D

Current Status/Proposed Change

9. Child Development ~~135~~ 105 – Parenting in Contemporary Society

Recommendation:

Child Development 105 – Parenting in Contemporary Society

NEW DISTANCE EDUCATION COURSE VERSION

1. Child Development 125 – Child Development Practicum I (Online)
2. Child Development 126 - Child Development Practicum II (Online)
3. Child Development 170A – Family Development I (Online)
4. Child Development 170B – Family Development II (Online)

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

Current Status/Proposed Change

1. Child Development ~~20~~ 126 – Child Development Practicum II
Prerequisite: Child Development ~~4, 8, 9~~ 104, 108, 150 and two courses from Child Development ~~16, 17, 18, 19~~ 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently with Child Development 126.
~~This is a practical application of~~ In this course, students will apply and implement developmental teaching theories in an early childhood education program setting. The course ~~will~~ includes planning, ~~implementing~~ demonstrating, and evaluating learning experiences for children ~~from infancy through five years of age.~~ This course covers aspects of teaching such as strategies for working with children and adults, in an early childhood education program, classroom management skills, program philosophies, and techniques for gaining employment, and philosophical issues. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

Recommendation:

Child Development 126 – Child Development Practicum II

Prerequisite: Child Development 104, 108, 150 and two courses from Child Development 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently concurrently with Child Development 126.

In this course, students will apply and implement developmental teaching theories in an early childhood education setting. The course includes planning, demonstrating, and evaluating learning experiences for children. This course covers aspects of teaching such as strategies for working with children and adults, classroom management skills, program philosophies, and techniques for gaining employment. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Change

1. Psychology 3 – ~~The Critical Thinking and Psychology of Thinking~~

Recommendation:

Psychology 3 – Critical Thinking and Psychology

NEW COURSES

1. Child Development 125 – Child Development Practicum I
Units: 3 Lecture: 2 hours Lab: 3 hours TBA Faculty Load: 28.33%
Prerequisite: Child Development 103, 104 and one course from Child Development 116, 117, 118, or 119 with a minimum grade of C in each prerequisite course

Credit, degree applicable; Letter grade; Transfer CSU

This course provides a practical application of learning theories in early childhood education programs. Students will have an opportunity to observe and interact with children and staff in supervised child care settings. The course includes methods of working effectively with children, observation and guidance techniques, the role of the preschool teacher and classroom assistant, effective communication with staff and parents, educational requirements and techniques for gaining employment in the field. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

2. Child Development 170A – Family Development I
Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Credit, degree applicable; Letter grade; Transfer CSU

This is the first course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. Students will develop and practice skills needed to provide strengths-based support for families in their communities. Topics will include the core principles of the family development approach, communication and assessment techniques, understanding and appreciating diversity and culture, and the development of Family Development Plans. Students will begin development of a portfolio to document their ability to assist families in achieving long-term sustained change. Upon successful completion of Child Development 170A and 170B, students will become eligible to apply for a Family Development Credential.

3. Child Development 170B – Family Development II
Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Prerequisite: Child Development 170A with a minimum grade of C

Credit, degree applicable; Letter grade; Transfer CSU

This is the second course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. In this course, students will continue to develop and practice skills needed to provide strength-based support for families in their communities. Topics will include building and establishing relationships, personal safety, collaboration, accessing specialized services home visiting, and the local, state and national policies that affect families and the implementation of Family Development Plans. Students will complete a portfolio to document their ability to assist families in achieving long-term sustained change.

INACTIVATE OPTIONS IN CERTIFICATE OF ACHIEVEMENT

1. Childhood Education - Infant/Toddler Education Option
2. Childhood Education – Program Administration Option
3. Childhood Education – School Age Child Care Option

CHANGE IN MAJOR

1. Childhood Education

Current Status/Proposed Change

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development ~~3, 9, 12, 34~~ 103, 104, 112, 114; ~~one course from~~ Child Development 4 150 or ~~32~~ 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development ~~4, 7, 8, 10, 20, 29, 30, 31, 32, 33, 45, 46,~~ 105, 107, 108, 110, 114, 116, 117, 118, 119, 135, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

Recommendation:

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development 103, 104, 112, 114; Child Development 150 or 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development 105, 107, 108, 110, 114, 116, 117, 118, 119, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Childhood Education

Current Status/Proposed Change

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of ~~15~~ 12 units, ~~including Child Development 20 and two courses from Child Development 116, 117, 118, or 119,~~ must be completed at El Camino College. ~~Child Development 3, 8, 9, 10, 12, 20, 34; one course from Child Development 4 or 32;~~ 103, 104, 108, 112, 114; ~~two~~ one courses from Child Development 116, 117, 118, 119

Total Units: ~~30~~ 18

Recommendation:

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 12 units must be completed at El Camino College. Child Development 103, 104, 108, 112, 114; one course from Child Development 116, 117, 118, 119

Total Units: 18

2. Childhood Education

Current Status/Proposed Change

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development ~~3, 4, 7, 9, 10, 11, 32,~~ 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development ~~33, 34, 114, 154,~~ 160, 163, 166

Total Units: 28

Recommendation:

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development 114, 154, 160, 163, 166

Total Units: 28

3. Childhood Education

Current Status/Proposed Change

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development ~~32~~ 152 and ~~33~~ 154, must be completed at El Camino College.

Child Development ~~3, 4, 9, 11, 32, 33, 169~~ 103, 104, 111, 150, 152, 154, 169; one course from Child Development ~~10~~ 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development ~~7, 8, 34, 45, 160,~~ 107, 108, 114,

122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15
Total Units: 31

Recommendation:

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development 152 and 154, must be completed at El Camino College.

Child Development 103, 104, 111, 150, 152, 154, 169; one course from Child Development 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development 107, 108, 114, 122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15

Total Units: 31

FINE ARTS DIVISION

COURSE REVIEW; CHANGES IN TITLE AND NUMBER, DISCIPLINE, DIVISION

Current Status/Proposed Change

1. Communications ~~116~~ Studies 6abcd – Student Leadership

Discipline: ~~Counseling~~ Communication Studies

Division: ~~Humanities~~ Fine Arts

Recommendation:

Communications Studies 6abcd – Student Leadership

Discipline: Communication Studies

Division: Fine Arts

NEW COURSES

1. Communication Studies 11 – Organizational Communication

Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Recommended Preparation: eligibility for English 1A

Credit, degree applicable; Letter grade; Transfer CSU; Proposed Transfer UC

This course examines the role of communication in achieving goals of an organization. Emphasis is placed on the theories and practices of communication that contribute to productivity and efficiency in private and public organizations. Topics will include internal and external communication, interpersonal and group processes, and international communication.

2. Communication Studies 22abcd – Forensics – Individual Events

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides training for individual forensics events for intercollegiate speech competition. The student will receive instruction and direction for the preparation, creation, and performance of interpretation of literature programs, limited preparation speeches, and general public address.

3. Communication Studies 23abcd – Forensics – Team Events

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides Team Forensics events training for intercollegiate speech competition. The student will receive instruction and direction for the creation and performance of Readers Theater. Students will receive instruction and preparation for current event debates and Limited Preparation Parliamentary Debate.

4. Dance 70abcd – Improvisation

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Credit, degree applicable; Letter grade, Pass/No Pass; Transfer CSU; Proposed Transfer UC

This course is designed for students with all levels of dance experience. The emphasis of the class is to encourage creative development rather than technical dance skills. It is highly recommended for non-dancers and beginning choreographers. Content areas include improvisational problems organized into three main areas: space, time, and movement invention. Topics progress from individual exploration to formally structured group improvisation. Attendance at selected dance events is required.

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. ~~Speech~~ Communication Studies

Current Status/Proposed Change

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc

Electives: 11 units; Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd, 99abc

Total Units: 18

Recommendation:

Communication Studies

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc

Electives: 11 units: Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd,
23abcd, 24abcd, 25abcd, 99abc
Total Units: 18

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

1. Dance 71ab – Choreography I

Current Status/Proposed Change

Prerequisite: ~~Dance 19ab and Dance 70abcd~~ with a minimum grade of C. ~~or equivalent~~
Dance 70abcd may be taken concurrently with Dance 71ab.

~~This course offers is~~ an introduction to fundamental skills and concepts of choreography with an emphasis on finding utilizing movement resources for ~~individual creativity~~ creating dances. Attendance at selected dance events at ~~El Camino College sponsored by the Center for the Arts~~ is required.

Recommendation:

Prerequisite: Dance 19ab and Dance 70abcd with a minimum grade of C.

Dance 70abcd may be taken concurrently with Dance 71ab.

This course is an introduction to fundamental skills and concepts of choreography with an emphasis on utilizing movement resources for creating dances. Attendance at selected dance events is required.

CHANGE IN MAJOR

1. Dance

Current Status/Proposed Change

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab*, 23abcd*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

~~*Most four year~~ Some Colleges/ and Universities do may not accept jazz courses for transfer credit towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd**, 89abcd; **Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd; ~~Strongly recommended: Dance 72abcd~~

Total Units: ~~26~~ 28

Recommendation:

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab*, 23abcd*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

*Some Colleges and Universities may not accept jazz courses towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd**, 89abcd; **Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd

Total Units: 28

COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 1 – Effective Public Speaking

~~In This course covers the fundamentals of speech communication. students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events. evidence, logic, and performance techniques. Students will organize and present speeches based on various topics and applications.~~

Recommendation:

Communication Studies 1 – Public Speaking

In this course students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events.

COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 3 – Small Group Discussion Communication

Recommendation:

Communication Studies 3 – Small Group Communication

CHANGE IN TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 4 – Argumentation and Debate

Recommendation:

Communication Studies 4 – Argumentation and Debate

Current Status/Proposed Change

2. ~~Speech~~ Communication Studies 5 – Mass Communications

Recommendation:

Communication Studies 5 – Mass Communications

Current Status/Proposed Change

3. ~~Speech~~ Communication Studies 7 – Voice, Articulation, and Pronunciation

Recommendation:

Communication Studies 7 – Voice, Articulation, and Pronunciation

Current Status/Proposed Change

4. ~~Speech~~ Communication Studies 8 – Oral Interpretation of Literature

Recommendation:

Communication Studies 8 - Oral Interpretation of Literature

Current Status/Proposed Change

5. ~~Speech~~ Communication Studies 9 – Readers Theatre

Recommendation:

Communication Studies 9 – Readers Theatre

Current Status/Proposed Change

6. ~~Speech~~ Communication Studies 12 – Interpersonal Communication

Recommendation:

Communication Studies 12 – Interpersonal Communication

Current Status/Proposed Change

7. ~~Speech~~ Communication Studies 24abcd – Forensic Workshop

Recommendation:

Communication Studies 24abcd – Forensic Workshop

Current Status/Proposed Change

8. ~~Speech~~ Communication Studies 25abcd – Forensic Team

Recommendation:

Communication Studies 25abcd – Forensic Team

Current Status/Proposed Change

9. ~~Speech~~ Communication Studies 99abc – Independent Study

Recommendation:

Communication Studies 99abc – Independent Study

CHANGE IN TITLE, DESCRIPTIVE TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 50 – Special Topics in ~~Speech~~ Communication Studies

Recommendation:

Communication Studies 50 – Special Topics in Communication Studies

CHANGE IN TITLE, DISTANCE EDUCATION UPDATE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 14 – Introduction to Intercultural Communication

Recommendation:

Communication Studies 14 – Introduction to Intercultural Communication



**El Camino College Curriculum Committee
Career and Technical Education (CTE)
Two-Year Course Review Verification Form**

Division:	Department:	Dean:
Faculty Lead:	Faculty Email:	

The course/s listed below have been reviewed by Division Curriculum Committee and (where appropriate) the Advisory Committee.

Division Curriculum Committee Date: _____
 Advisory Committee Date: (if applicable) _____

Directions: List the courses, mark the appropriate box, and update the Six-Year Course Review Cycle Form.

Course Title and Number	Reviewed No Changes Recommended.	Reviewed Changes Recommended. Courses to be presented to the CCC

CCC Chair _____ Date _____
 VPAA or Designee _____ Date _____



El Camino College Curriculum Committee Six-Year Review Cycle by Course Report Form

Division:	Department:	Faculty Leader:	Email:
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Total Number of Courses for Full Course Review		Semester and Year of Next Program Review
Total Number of Courses for Blanket Course Review (50, 95/96, and 99)		

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
*Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015

Directions:

1. Fill out the top section. Contact your Division Office or Dr. Jaffe at bjaffe@elcamino.edu for your Program Review Date.
2. Place the course number in the appropriate column.
3. Spring 2009 is included in this initial grid so you can record courses that have been reviewed or will be reviewed this semester. Please **BOLD** the courses that are being presented to the CCC this semester.
4. Place the totals for each semester in the gray box at the bottom of the grid.
5. Present the completed worksheet and Six-Year Cycle Form to your dean for review.
6. Email this form (not the worksheet) to Quajuana Chapman gchapman@elcamino.edu.

Educational Policies Minutes

Members present: B. Jaffe, K. Beley, E. Uyemura

Yesterday, Dr. Arce gave me a list of policies that we need to consider this semester. During the meeting, we went over what needs to be done.

Three of the policies are possibly obsolete, and in each case, I sent an email to the relevant dean to determine if there is still a need for the policy and to get update info. These are:

BP 4270 Substitute Courses for Health Education (Dean Drew)

BP 4312 Soliciting Funds from Students (Dr. Nishime)

BP 4320 Public Performance by Students (Dean Schwartz)

In addition, we looked at BP 4255, Student Progress Alert and Referrals, and I will send an email to B. Mulrooney to determine if the policy has a related AP and if it needs updating. I will also find the Ed. Code reference, if any, and the CCLC template that relates to it.

So we hope to be able to check off those 4 policies within the next few weeks.

BP 4070, Audit of Courses, was completed and passed by the Board in 2008, so we don't think anything else needs to be done with that.

BP 4220, Standards of Scholarship, was passed by Academic Senate on October 7, 2008, and should go to College Council and on to the Board of Trustees. The final format is the same as was in the Senate packet on that date. If you need a copy, let me know.

I have a question about BP 4250, Probation and Dismissal. I believe that was passed by Academic Senate on April 15, 2008, but I don't see that online as Board approved either. Has that ever gone to the Board?

The substantive work that our committee will work on this semester is BP 4020, Program and Curriculum Development. There is no policy by that name and number on our list of Board Policies. I received a paper copy of a version that was passed by the Curriculum Committee and Academic Senate back in September and October 2001. There is an indication that it was presented to the Board for a first reading in 2002, but was pulled and no action was ever taken. I do have the CCLC guidelines, and we will make this a priority.

The other main policy we will work on is BP 4260.1, Prerequisites and Other Limitations on Enrollment, which in its current form is 13 pages long! Within this policy is information pertinent to the schedule for Program Review.

Our goal for the coming weeks will be to update these two policies.

It continues to be a concern of the Ed. Policies committee that Administrative Procedures are not accessible on the web. If a large part of BP 4260.1, for example, is moved into Administrative Procedure, that information still needs to be available to the entire El Camino community.

Our next meeting will be Thursday, March 19, 2009 in H 104 at 12:45pm.

Thanks! Evelyn Uyemura
Chair, Ed. Policies
x5173



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
21 FEBRUARY 2008

Present: M. Callahan, I. Drew, D. Goldberg, A. Grigsby, C. Lee, T. Lew, G. Miranda, R. Natividad, W. Olson, V. Rapp, S. Rodriguez, J. Wagstaff, L. Widman, S. Zareski

V. Rapp chaired the meeting in the absence of F. Arce and J. Nishime.

I. INFORMATION ITEMS

- A. High School Breakfast: The high school breakfast is scheduled for March 5 from 8:00-9:30 a.m. Deans and directors were requested to call his/her designated guest(s) and invite them personally. Facilitators will be available at each table to lead discussion on the following prompts:
- How can ECC help students who did not pass the CAHSEE?
 - Is there specific information high schools would like from our outreach counselors?
 - How can we assist students to choose a career in a technical vocational major instead of a major of “undecided”?
 - Any questions regarding the Honors Transfer Program?
- B. Enrollment Update: ECC: At 99% of target. CEC: At 83% of target.
A question was asked if a target figure could be provided for each division. (note from Institutional Research: To check how a division compared to the campus target, calculate the percentage growth over spring 2007 FTES figure for a division).

II. DISCUSSION/ACTION

- A. Grade Change Procedure: A new policy and procedure for grade changes, petitions, and appeals was developed at the request of the Chancellor’s office to comply with Title 5 requirements. The following was discussed:
- The time limit to file a petition was changed to 18 months (the time limit for courses through summer 2008 will be 24 months as indicated in the 2007-08 college catalog).
 - It is recommended that instructors retain grade records and supporting documentation for at least two years. After that time, faculty may destroy records. (Paper shredders may need to be available for this purpose to properly dispose of records)
 - If an instructor does not have back up records, a copy can be requested from Admissions and Records.
 - Provide students with written instructions would be helpful prior to sending students to the division office.
 - Information on the grade appeal process should be posted on the web and/or in the college catalog.

- Recommendations: (1) The grade change issue will be discussed again at the next Deans' Council. B. Mulrooney will meet with the deans to assist in answering questions regarding A&R. (2) B. Mulrooney and E. Nieto will meet with the administrative assistants to address concerns at the division level.
- B. SLO Update: J. Simon reported that an updated list of the completed SLOs will be provided to the divisions. Assessment Learning Week will be held March 24-28. Deans/directors are encouraged to announce this to faculty. One division will be offering a SLO workshop on a Saturday in March to its part-time faculty. It was recommended to check the AFT contract regarding funding availability.
- C. Academic Senate Report: Mr. Widman reported on the following:
 - Curriculum – working on catalog rights for the certificate of achievement. This issue is back on for discussion and referred to J. Young and F. Arce.
 - Health Center – a proposal for the Health Center to open during the winter and summer session for students. It was recommended that this issue be discussed with the division dean and possibly forwarded to PBC for budget planning.
 - Hiring Procedure – concerned about the position justification process for new faculty. How are full-time faculty positions determined? P. Marcoux will discuss this issue with the VP.
 - Shared governance – when will shared governance move forward to the Board?

III. OTHER

- A. ETUDES: J. Wagstaff clarified that the College would continue with ETUDES as the course management system for online instruction.
- B. Labs: Discussion was held regarding conversion of labs to classrooms. Deans/directors would like to participate in any future discussions or updates on labs.

3/5/2009

E L C A M I N O C O L L E G E D I S T R I C T
Account Availability Report Ending 6/30/08
FUND: 11 - Unrestricted - El Camino

Fiscal Year: 2008

GL Account	Description	Actuals	% of Total
Totals for MAJOR.OBJECT	51 - Academic Salaries	47,835,497.08	45.82%
Totals for MAJOR.OBJECT	52 - Classified Salaries	23,524,318.44	22.53%
Totals for MAJOR.OBJECT	53 - Fringe Benefits	16,369,348.29	15.68%
Total Salaries and Fringe Benefits		87,729,163.81	84.04%
Totals for MAJOR.OBJECT	54 - Supplies and Materials	1,450,711.69	1.39%
Totals for MAJOR.OBJECT	55 - Contracted Services	8,871,571.10	8.50%
Totals for MAJOR.OBJECT	56 - Capital Outlay	686,483.30	0.66%
Totals for MAJOR.OBJECT	57 - Other Outgo	5,655,064.30	5.42%
Totals for FUND: 11 -	Unrestricted - El Camino	104,392,994.20	100.00%

- Note: (1) Academic Salaries include President, VP's, Release Time, Part Time Instructors, etc.
 (2) Classified Salaries include Part Time and Student Workers
 (3) Other Outgo is almost exclusively Inter Fund Transfers

Planning & Budget Development Calendar

Dates	Activity	Responsible
October – December	<ol style="list-style-type: none"> 1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions 	Planning & Budgeting Committee (PBC)
January - February	<ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues—Including the Funding of High Priority Planning Initiatives 	Vice President of Administrative Services PBC
February 28 th	<ol style="list-style-type: none"> 1. Prioritized plans in Plan Builder entered and made available to Area VP 2. Assessment of current year special contract funding outcomes 	Deans/Directors
March - April	<ol style="list-style-type: none"> 1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF 2. Vice presidents jointly determine ongoing operational costs including: <ul style="list-style-type: none"> ✓ Full-time salaries ✓ Benefits ✓ Utilities ✓ Legal and contract obligations ✓ GASB 3. Develop Line Item Budgets for Operational Areas 	VP Academic Affairs with Cabinet approval Vice President of Administrative Services Cabinet for full-time positions Vice Presidents
March 31 st	<ol style="list-style-type: none"> 1. Prioritized plans in Plan Builder presented to PBC and Cabinet 2. Assess outcomes from prior year funding cycle 	Vice Presidents
April 15 th	<ol style="list-style-type: none"> 1. Tentative budget information completed for PBC review 	Vice Presidents
April	<ol style="list-style-type: none"> 1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized 	PBC Cabinet

Planning & Budget Development Calendar

May	<ol style="list-style-type: none"> 1. President submits tentative budget to Board of Trustees for first reading presentation. 2. PBC submits endorsed Plan Builder funding requests to the President 	President PBC
June	Tentative Budget is presented to Board	President
July	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August	<ol style="list-style-type: none"> 1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC 	PBC President Fiscal Services
September	<ol style="list-style-type: none"> 1. Final Budget Submitted to Board 2. PBC conducts annual evaluation 	President PBC

**EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: February 5, 2009**

MEMBERS PRESENT:

- | | |
|---|--|
| <input type="checkbox"/> Jones, Clarissa – ASO | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT |
| <input type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Turner, Gary – ECCE |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |
| <input checked="" type="checkbox"/> Spor, Arvid – Chair | |

OTHERS ATTENDING: Francisco Arce, Janice Ely, Jo Ann Higdon, Ken Key, Claudia Lee, Luis Mancía, Jeanie Nishime, Barbara Perez, Emily Rader

- Handouts:**
- El Camino College Planning Model and Planning Definitions and Process Timelines
 - Planning and Budget Development Calendar

The meeting was called to order at 1:07 p.m.

Gary Turner (Fiscal Services) will represent ECCE starting February 1, 2009. Luis Mancía will remain alternate ECCE representative.

Approval of January 15, 2009 Meeting Minutes - minutes approved as amended.

Clarifications:

1. Page 2, item ‘f’ – anticipated reduction in part-time classified, casual, and student hourly staff is around \$550,000.
2. Page 2, item ‘j’ – K-12 protection includes property tax backfill, retro and COLA.
3. Page 2, item ‘l’ – J. Higdon will verify the “large percentage” of salaries and benefits.
4. Page 2, items ‘a through l’ are related to discussion of the reconciliation – will leave minutes as is.

Addition:

5. Page 3, item ‘b’ – “also expected to be included on Plan Builder” should be added to statement.

Budget Update:

1. Cal Grant - 85% of the money will be released, a relief for those receiving PELL grants. Either Board of Governors or Department of Education releases Cal Grant funds.
2. TRAN (Tax Revenue Anticipation Notes) – upcoming Board Agenda will show proposal to authorize \$10M midyear TRAN with the League. The State’s cash flow is getting worse. ECC employees will not receive IOUs for paychecks.
3. The State may have a new budget within two weeks. State will be out of cash if budget is not set soon.
4. California bonds are one step above junk bond status.

Budget Development Calendar Update:

1. Changes made to March-April timeframe. Moved titles to the “responsible” column, but functions still occur.
2. How does proposed change give more clarity to what’s available? Easy to differentiate by using object codes. But is it easy to tell what is discretionary or not, item-by-item? The three-tier model was the preliminary level.

3. Could do one of two things: 1) look at what exists and easily identify ‘flexibilities’ through object codes, or 2) spend too much time on ‘zero-based’ budget.
4. Is it better to keep the current model? Opinion was that current model is very effective – budget for what you need to spend and allocate what is left. Revenues drive spending. About 1 - 2% of the budget is discretionary.
5. A suggestion was made to compare data with other districts when Plan Builder is fully utilized to show differences, but not imitate.
6. Just want to ensure PBC uses language that is clear and easy for other constituents to understand.
7. There was a concern that discussion focus is based on budget development – it should include planning. This part of the year is budget intensive – planning is an on-going piece throughout the year.
8. March 31st timeline: what does “made available” mean and when does PBC discuss Plan Builder? March-April is time when Plan Builder is brought forward by the VPs. PBC will review and discuss during this period to endorse plans by May – this is the “made available” piece. This is shown on page 4 of the *Planning Definitions and Process Timeline* under *Annual Plan (Plan Builder)*. Will need to fine-tune the calendar language a bit. Should PBC endorsement in May be added to calendar?
9. Discussion followed about assessment of prior funded plans missing from process. In Plan Builder, all managers have to submit status reports on all of their plans every January and July. Evaluation component is VP’s responsibility. PBC would have a say if VPs bring forward plans that do not work. PBC needs to have evaluative information reported to them.
10. Any special funded project requesting general unrestricted funds should do so before May when the initial reading of the tentative budget goes to the Board. How can software be sustained if initially purchased with restricted funds?
11. Timeframes were originally developed with the intent that there was enough information to pass on to Cabinet to decide what would be funded in time for the tentative budget. In reality, a lot of funding decisions are made up until the final budget. Right now, the need is to develop a system to have in place that can be adjusted when necessary.
12. Two key dates on page 4 of *Planning Definitions and Process Timeline* under *Annual Plan (Plan Builder)* where PBC is listed that needs to be added to the calendar: #5 March-April and #6 May.
13. Need to add PBC annual evaluation to calendar – suggestion was made to have the evaluation in September.

Planning Model with Timelines:

1. Information, web links, processes and timelines for each piece of the model (on pages 2-6) are included with the Planning Model handout.
2. The mission statement and strategic initiatives are listed on page 2. Any goal entered in Plan Builder should be tied to strategic initiatives, which are tied to the mission statement.
3. Program Review (page 2): recommendations are prioritized and posted into Plan Builder. Academic Affairs program review cycle was changed to 5 years so that 1/5 of program reviews will be done each year. Older program reviews can be weaved into current plans if validated. Division deans could also enter plans outside of program review in Plan Builder if plans are substantiated. Institutional Research is working to capture more internal data. Community Advancement purchased software that provides information on local businesses and occupations.
4. Opinion was stated that the program review process is too long and stifles creative, new ideas. Need to find easier process that includes back up data and evaluative piece. Accreditation visiting team determined ECC had not fully implemented the linkages between program review, planning, and budgeting.
5. The opinion was stated that Annual Plan (page 4) does not clarify that plans are driven by program review. That is because not all plans are tied to program review. A discussion followed about whether or not program review is a main driver of Annual Plans. Nothing in the

description of Plan Builder on page 4 says that program review is the ‘big picture’ – it places short and long term plans on the same level. Program review is a component and could be a big part, but not all goals involve program review. Plan Builder is a tool to use to update and evaluate recommendations in the annual plan.

6. There is confusion seeing the fundamental connections (linkages) between Plan Builder, SLOs and program review. Adding explanations about planning model arrows into the narrative will help clarify planning process. Still need to address program review recommendations. SLOs should help drive program reviews.
7. Correction: page 3, Curriculum Review – change narrative from five to six years.
8. Curriculum review and program review are done simultaneously. Program review defines what is needed in the next five (*note: the timeframe will most likely change to six years to coincide with the curriculum review timeframe*) years including an overall view of curriculum and SLOs.
9. There is not a clear enough connection between program review and annual plan. Suggestion was made to add statement under Annual Plan on page 4, “This also must contain all recommendations from program review.”
10. Request was made for PBC to come up with process everyone can agree on. Members are not viewing the process the same way. Further discussion will be tabled for the next meeting to come up with wording everyone can agree on. H. Tyler will bring template developed from prior program review discussions.

The next meeting is scheduled on February 19, 2009.

The meeting adjourned at 2:30 p.m.

Note taker: Lucy Nelson

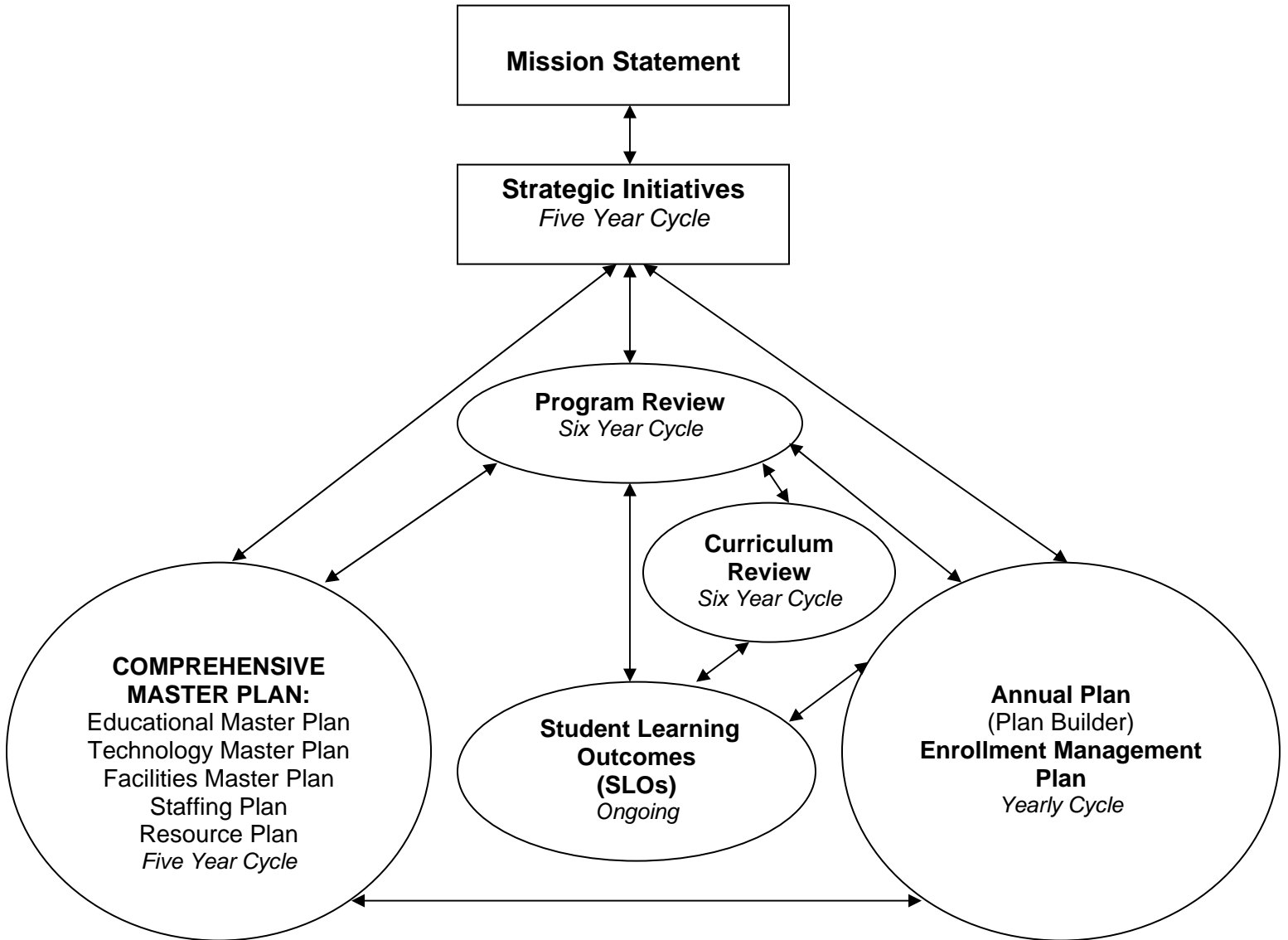
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El Camino College Planning Model



Planning components include institutional effectiveness measures that drive resource allocation.

MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

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

STRATEGIC INITIATIVES

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

Strategic initiatives articulate the direction the college has chosen. The initiatives are based upon our vision, mission, and value statements.

1. Offer excellent educational and student support services:

- a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
- b) Maximize growth opportunities and strengthen programs and services to enhance student success.
- c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:

- a) Use student learning outcomes and assessment to continually improve processes, programs and services.
- b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:

- a) Use technological advances to improve classroom instruction, services to students and employee productivity.
- b) Improve facilities to meet the needs of students and the community for the next fifty years.

PROGRAM REVIEW

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

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

Academic Affairs

http://www.elcamino.edu/administration/vpaa/program_review.asp

1. Attend orientation workshop (department specific data distributed)
2. Designated faculty meet to write the program review
3. Present first draft to division dean for feedback
4. Present first draft to the Program Review Committee Chair for feedback
5. Faculty make revisions requested by Program Review Committee Chair
6. Submit final draft to the Program Review Committee for review and recommendations
7. Faculty and dean meet to discuss document for approval process
8. Prioritized program review recommendations are entered into division Plan Builder plans
9. Post approved program reviews on the web

Administrative Services / Human Resources

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

Student and Community Advancement

<http://www.elcamino.edu/administration/vpsca/docs.asp>

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division dean for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

CURRICULUM REVIEW

<http://www.elcamino.edu/academics/cc/index.asp>

Curricula are reviewed and updated as needed by faculty and the Curriculum Committee at least every six years in coordination with the program review process, revisions and review must be completed when program review is completed.

STUDENT LEARNING OUTCOMES (SLOs)

<http://www.elcamino.edu/academics/slo/>

Student Learning Outcomes can be described as a measurable outcome that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order thinking skills and are measurable. Assessment plans must be completed for each student learning outcome on a regular basis.

ANNUAL PLAN (Plan Builder)

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

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

1. September – October: Each department reviews, updates, and inputs program review prioritized plans into department Program Plan for the next fiscal year.
2. November - December: Each Division Council reviews and prioritizes program review and department goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
3. January: Goal and Objective in the current Unit Plan are reviewed and updated for the first half of the fiscal year.
4. January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan program review and department requests with a prioritized list placed into Plan Builder under Vice President/Provost Area Plan.
5. March - April: Vice Presidents/Provost present to PBC for discussion and endorsement of the prioritized Area Plans requiring funding.
6. May: PBC submits a list of endorsed funding requests to the President for consideration.
7. July: Goal and Objective in the current Unit Plan are reviewed and the status updated for the full fiscal year.

ENROLLMENT MANAGEMENT PLAN

http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan should help to ensure the following: the achievement of enrollment targets in order to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

The Comprehensive Master Plan contains five plans that build upon each other. The plans are titled Educational, Technology, Facilities, Staffing, and Alternative Resources. The Comprehensive Master Plan is a descriptive document that explains the current status of the college's programs, services, and resources and projects what will be needed to address student and community needs ten to twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004. A new Comprehensive Master Plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of the Compton Center.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, and managers. The program data is used in conjunction with building usage to determine space needs. Program data are used to project department technological and facilities needs throughout the college.



El Camino College Planning Definitions and Process Timelines

The Technology Plan is created by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. Following the staffing plan is the Alternative Resources Plan. This last plan lists potential opportunities the college could utilize in efforts to obtain state funding to assist college programs requiring funding.

All five plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.

Note:

A timeline for the development of the Comprehensive Master Plan has not been included as it is a unique process each time it is updated.



El Camino College Student Learning Outcomes and Assessment

Assessment of Learning Committee Monday, February 23, 2009 Agenda Time: 2:30p - 4:00p in Library 202

Members:

<i>Coordinators:</i>	Jenny Simon, Lars Kjeseth & Linda Gallucci	<i>Learning Res Rep:</i>	Claudia Striepe
<i>Business Rep:</i>	Donna Grogan	<i>Student Services Rep:</i>	Claudia Lee
<i>Soc/Beh Rep:</i>	Christina Gold & Julio Farias	<i>Compton Center Reps:</i>	David Maruyama, Jose Bernaudo Trish Bonacic, & Albert Olguin
<i>Humanities Reps:</i>	Rebecca Bergeman & Darrell Thompson	<i>V. P. A. A.:</i>	Francisco Arce
<i>Nat Sci Rep:</i>	Nancy Freeman	<i>Dean for A. A.:</i>	Jane Harmon
<i>Math Rep:</i>	Kaysa Laureano-Ribas	<i>Dean Rep:</i>	Don Goldberg
<i>Ind / Tech Rep:</i>	Ray Lewis	<i>Accred Reps:</i>	Arvid Spor & Susie Dever
<i>Fine Arts Rep:</i>	Harrison Storms & Rick Ewing	<i>Inst. Research Rep:</i>	Irene Graff
<i>HSA Reps:</i>	Kelly Holt		

Next Meeting: 2:30p - 4:00p, Monday, March 9, 2009, in Library 202
 Remaining Meetings: 3/9, 3/23, 4/6, 4/27, 5/11, and 6/1.

Agenda:

- I. Call to Order / Announcements (5 minutes)
- II. Flex Day Debriefing (5 minutes)
- III. Responses to Accreditation Report and Recommendations (80 minutes)
 - A. College-wide timeline for meeting proficiency level by end of 2011
 - B. Increasing participation and pace, and making more "experts" available
 - C. Involving more CEC faculty
 - D. Adding a "technological and computer literacy" core competency
 - E. Publicizing learning outcomes and assessment results to students and the public
 - F. Compensation for adjunct faculty to participate in all aspects of SLO design and assessments
 - G. Creating time for faculty to work on SLO design and assessments
 - H. Design first core competency college-wide assessment
- IV. Adjourn (0 minutes)

Assignments for March 9:

- II. For your division, have a few sets of hardcopies made of all the program student learning outcome statements created on Flex Day. Send a copy to Jenny Simon, and review them yourself before our next meeting on March 9th.
- III. Read the ACCJC report sent to you via email. You don't need to read the whole thing, of course. We suggest starting with the SUMMARY (pp. 3 - 6), moving to the STANDARD TWO: STUDENT LEARNING AND SUPPORT section (pp. 25 - 32), followed by the ADDRESSING ACCREDITATION THEMES section (pp. 18 - 20), and note that on p. 50, there is a recommendation about integrating SLO assessments into faculty evaluation. This recommendation was tacked onto the STANDARD III D - FINANCIAL RESOURCES section (pp. 47 - 51). Why this recommendation belongs in this section is not clear.

Notes:

I. Announcements:

- A. We have some returning members: Jenny Simon, Christina Gold, and anyone else (?), welcome back!
- B. Any new members? Student member(s)? Curriculum Committee Members? Program Review Members?

II. Flex Day Debriefing: We'd like to do a more thorough debriefing of the program student learning outcomes that were produced on Flex Day in order to put together a rubric and set of guidelines for program faculty to use as they complete the set of program student learning outcomes this spring.

III. Here is the text of the Recommendation 2:

The college should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure that the College shall attain, by 2012, the level of Proficiency in the *ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*. The college should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

Next ACTIONS?

- | | |
|---|---|
| <ul style="list-style-type: none"> A. College-wide timeline for meeting proficiency level by end of 2011 | <ul style="list-style-type: none"> E. Publicizing learning outcomes and assessment results to students and the public |
| <ul style="list-style-type: none"> B. Increasing participation and pace, and making more "experts" available | <ul style="list-style-type: none"> F. Compensation for adjunct faculty to participate in all aspects of SLO design and assessments |
| <ul style="list-style-type: none"> C. Involving more CEC faculty | <ul style="list-style-type: none"> G. Creating time for faculty to work on SLO design and assessments |
| <ul style="list-style-type: none"> D. Adding a "technological and computer literacy" core competency | <ul style="list-style-type: none"> H. Design first core competency college-wide assessment |



El Camino College Student Learning Outcomes and Assessment

Assessment of Learning Committee Monday, February 23, 2009 Agenda Time: 2:30p - 4:00p in Library 202

Members:

<p><i>Coordinators:</i> Jenny Simon, Lars Kjeseth & Linda Gallucci</p> <p><i>Business Rep:</i> Donna Grogan</p> <p><i>Soc/Beh Rep:</i> Christina Gold & Julio Farias</p> <p><i>Humanities Reps:</i> Rebecca Bergeman & Darrell Thompson</p> <p><i>Nat Sci Rep:</i> Nancy Freeman</p> <p><i>Math Rep:</i> Kaysa Laureano-Ribas</p> <p><i>Ind / Tech Rep:</i> Ray Lewis</p> <p><i>Fine Arts Rep:</i> Harrison Storms & Rick Ewing</p> <p><i>HSA Reps:</i> Kelly Holt</p>	<p><i>Learning Res Rep:</i> Claudia Striepe</p> <p><i>Student Services Rep:</i> Claudia Lee</p> <p><i>Compton Center Reps:</i> David Maruyama, Jose Bernaudo Trish Bonacic, & Albert Olguin</p> <p><i>V. P. A. A.:</i> Francisco Arce</p> <p><i>Dean for A. A.:</i> Jane Harmon</p> <p><i>Dean Rep:</i> Don Goldberg</p> <p><i>Accred Reps:</i> Arvid Spor & Susie Dever</p> <p><i>Inst. Research Rep:</i> Irene Graff</p>
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Next Meeting: 2:30p - 4:00p, Monday, March 23, 2009, in Library 202
 Remaining Meetings: 3/23, 4/6, 4/27, 5/11, and 6/1.

Agenda:

- | | |
|--|--------------|
| I. Call to Order / Announcements | (5 minutes) |
| II. Continue discussion on response to ACCJC recommendations | (40 minutes) |
| III. Discuss rubric for evaluating assessment proposals | (40 minutes) |
| IV. Adjourn | (0 minutes) |

II. Planning grid for ACCJC recommendations

	Who	Next steps	Outcome
College-wide timeline for meeting proficiency level by end of 2011			
Increasing participation and pace, and making more "experts" available			
Involving more CEC faculty			
Adding a "technological and computer literacy" core competency			
Publicizing learning outcomes and assessment results to students and the public			

Compensation for adjunct faculty to participate in all aspects of SLO design and assessments			
Creating time for faculty to work on SLO design and assessments			
Design first core competency college-wide assessment			

III. Sample SLOs to analyze

1)

<i>A. Title of Student Learning Outcome (SLO)</i>	The Holistic Approach		
<i>B. SLO Type</i>	<input checked="" type="checkbox"/> Course-Level	<input type="checkbox"/> Program-Level	
<i>1A. Date Section 1 Completed</i>	2/06/08		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
<i>1C. Additional Personnel</i>			
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	<u>Course(s):</u>
	BSS	Anthropology	Anth 2
<i>1E. Proposed SLO Statement</i>	On an objective exam students will demonstrate an understanding of the holistic approach in anthropology by identifying the appropriate definition.		
<i>1F. Proposed Assessment Instrument or Mechanism</i>	<i>Multiple choice-objective exam. See attached rubric.</i>		
<i>1G. Sections Targeted for Assessment</i>	2040, 2042, 2048, 4103		
<i>1H. Timeline for Assessment</i>	Spring 2008, sixth week of instruction		
<i>1I. Rubric and Primary Traits</i>	A successful outcome will mean choosing the correct response on two multiple choice questions. Each question will be worth 1 point.		
<i>1J. Resources Needed for</i>	Copy Center, Scantrons, Scantron Item Analysis		

Assessment	
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2)

A. Title of Student Learning Outcome (SLO)	Equation Writing		
B. SLO Type	<input checked="" type="checkbox"/> Course-Level	<input type="checkbox"/> Program-Level	
1A. Date Section 1 Completed	February 6, 2007		
1B. Contact Personnel	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Kamran Golestaneh	3243	kgolestaneh@elcamino.edu
	Amy Grant	3238	AWaldman@elcamino.edu
	Robert Shibao	3240	RShibao@elcamino.edu
	Robert McLeod	3239	RMcleod@elcamino.edu
	Peter Doucette	6131	PDoucette@elcamino.edu
	Chas Cowell	6152	CCowell@elcamino.edu
1C. Additional Personnel	Jean Shankweiler, ext 3350		
1D. Division and Department Information	<u>Division:</u>	<u>Program or Department:</u>	<u>Course(s):</u>
	Natural Sciences	Chemistry	Chemistry 4,1A,1B,21A
1E. Proposed SLO Statement	On a written exercise, given the names of chemical compounds, students will be able to write the correct reactant formulas, states of matter (when required), identify reaction type, predict the product formulas and balance the chemical equation.		
1F. Proposed Assessment Instrument or Mechanism	See attached Rubric		
1G. Sections Targeted for Assessment	Chemistry 1A, sections 1234, 1236		
1H. Timeline for Assessment	Spring 2008		
1I. Rubric and Primary Traits	Level 1 - Students cannot correctly identify the reaction type. - Students cannot correctly predict the products of the reaction. + Incorrect formulas are used for reactants and/or		

products.

- + The states of matter are not included in the equation or are incorrect.
- The equation is not balanced.
- Students cannot correctly predict if the reaction will occur.

Level 2

- Students correctly identify the reaction type.
- Students correctly predict the products of the reaction.
 - + Some formulas are correctly used for the reactants and/or products.
 - + The states of matter are incorrect or not included in the equation.
- The equation is not balanced.
- Students cannot correctly predict if the reaction will occur.

Level 3

- Students correctly identify the reaction type.
- Students correctly predict products of the reaction.
 - + Correct formulas are used for the reactants and/or products.
 - + The correct states of matter are included in the equation.
- The equation is correctly balanced.
- Students cannot correctly predict if the reaction will occur.

Level 4

- Students correctly identify the reaction type.
- Students correctly predict the products of the reaction.
 - + The correct formulas are used for the products.
 - + The correct states of matter are included in the equation.
- The equation is correctly balanced.
- Students correctly predict if the reaction will occur.

3)

<i>A. Title of Student Learning Outcome (SLO)</i>	Student Preparedness for In-Class Discussion of Literary Works		
<i>B. SLO Type</i>	<input checked="" type="checkbox"/> Course-Level	<input type="checkbox"/> Program-Level	
<i>1A. Date Section 1 Completed</i>	2/6/08		
<i>1B. Contact Personnel</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Sara Blake	3185	sblake@elcamino.edu
	Jeff Jung	3336	jjung@elcamino.edu
	Bruce Peppard	6772	bpeppard@elcamino.edu
<i>1C. Additional Personnel</i>			
<i>1D. Division and Department Information</i>	<u>Division:</u>	<u>Program or Department:</u>	<u>Course(s):</u>
	Humanities	Literature	English 10, 11, 12, 15ab, 18, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 39, 40 ab, 42, 43, 44, 46, 47
<i>1E. Proposed SLO Statement</i>	Through satisfactory performance on in-class objective assessments, students will demonstrate their preparedness for in-class discussion based on comprehension of assigned literary work.		
<i>1F. Proposed Assessment Instrument or Mechanism</i>	End of semester average scores from objective reading assessments provided by instructors will demonstrate the level of student preparedness for in-class discussion based on a close reading of assigned works.		
<i>1G. Sections Targeted for Assessment</i>	English 10, 11, 12, 15ab, 18, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 39, 40 ab, 42, 43, 44, 46, 47		
<i>1H. Timeline for Assessment</i>	End of Fall 2008		
<i>1I. Rubric and Primary Traits</i>	Students will demonstrate comprehension that reflects close reading of an assigned literary work by responding correctly to at least 70% of questions on an objective assessment.		

4)

<u>Program, Degree, or Certificate Name:</u> Basic Writing Program	<u>Division or Unit:</u> Humanities
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Program SLO #1:

<i>Proposed SLO Statement</i>	Students will comprehend non-fiction essays written at the 12 th grade level for literal meaning.
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<i>Associated Core Competencies</i>	I. Content Knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Degrees of Reading Power Test K-2
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	English 84
<i>Target assessment date or semester</i>	Fall 2009, Fall 2010, Fall 2011

Program SLO #2:

<i>Proposed SLO Statement</i>	Students will comprehend non-fiction essays written at the 12 th grade level for analytic meaning.
<i>Associated Core Competencies</i>	II. Critical, Creative, and Analytic Thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Townsend Press Post-Assessment Test B
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	English 84
<i>Target assessment date or semester</i>	Fall 2009, Fall 2010, Fall 2011

5)

<u>Program, Degree, or Certificate Name:</u> CIS	<u>Division or Unit:</u> Business
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Program SLO #1:

<i>Proposed SLO Statement</i>	Students will become computer literate.
<i>Associated Core Competencies</i>	Computer terminologies, Software competency.
<i>Proposed Assessment Instrument or Mechanism</i>	<i>Tests and Lab Projects.</i>
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	All CIS courses.
<i>Target assessment date or semester</i>	Spring 2010.

Program SLO #2:

<i>Proposed SLO Statement</i>	Students will be able to analyze a problem and develop a logical solution.
<i>Associated Core Competencies</i>	Critical thinking, Project Design, Project Testing, Project Management.

<i>Proposed Assessment Instrument or Mechanism</i>	<i>Tests and Lab Projects.</i>
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	All CIS courses.
<i>Target assessment date or semester</i>	Spring 2010.

Program SLO #3:

<i>Proposed SLO Statement</i>	Students should be able to demonstrate the skills learned within their particular area of concentration.
<i>Associated Core Competencies</i>	Creation of appropriate Computer Information System dependent upon the area of concentration.
<i>Proposed Assessment Instrument or Mechanism</i>	<i>Tests and Lab Projects.</i>
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	All CIS courses.
<i>Target assessment date or semester</i>	Spring 2010.

Program SLO #4:

<i>Proposed SLO Statement</i>	Students will demonstrate ethical standards and professional behavior.
<i>Associated Core Competencies</i>	Understanding of laws, professional standards and privacy issues.
<i>Proposed Assessment Instrument or Mechanism</i>	<i>Tests and Lab Projects.</i>
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	All CIS courses.
<i>Target assessment date or semester</i>	Spring 2010.



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – 23 February 2009
Assessment of Learning Committee (ALC)

Present: L. Kjeseth, L. Gallucci, D. Grogan, C. Gold, R. Bergeman, D. Thompson, K. Laureano-Ribas, R. Lewis, K. Holt, C. Striepe, D. Goldberg, D. Maruyama, I. Hernandez

I. Call to Order

The meeting was called to order at 2:35 p.m.

II. Flex Day Debriefing:

L. Kjeseth requested that committee members obtain two hardcopies of the program student learning outcome statements that were created on flex day – one copy for the committee member and a copy forwarded to J. Simon. Information gathered will be used to put together a rubric and guidelines for fine-tuning program level SLOs.

Faculty responses to flex day were positive – smoother experience than previous years, more clarity provided, more positive feedback, and more acceptance of the process.

There was not an Assessment Learning Week last fall. Assessment Learning Week for spring will be held on April 27-May 1. A mini conference will be held on May 1.

III. Responses to Accreditation Report and Recommendations

The text of Recommendation 2 from the Accrediting Commission was discussed. A response to the Commission is due by October 15, 2009. L. Kjeseth would like to have a draft completed by the spring semester.

L. Kjeseth, J. Simon, B. Jaffe, L. Gallucci, D. Goldberg and F. Arce will meet to develop a response to Recommendation 2 and establish a timeline.

Action items for Recommendation 2 that were discussed include:

- College-wide timeline for meeting proficiency level by end of 2011
- Increase participation and pace, and making more “experts” available
- Involve more CEC faculty
- Add a “technological and computer literacy” core competency
- Publicize learning outcomes and assessment results to students and the public
- Compensation for adjunct faculty to participate in all aspects of SLO design and assessments
- Create time for faculty to work on SLO design and assessments (ie. flex day)
- Design first core competency college-wide assessment

J. Simon indicated that audit forms are phased out and are no longer posted on website.

BP 5500 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.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. 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.
3. 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.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to District property at any location or to private property on campus.
6. 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.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.
8. Committing sexual harassment as defined by law or by District policies and procedures.
9. 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.

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

10. Willful misconduct which results in injury or death to a student or to college personnel or 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.
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
13. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
14. Unauthorized entry upon or use of college facilities.
15. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.
16. 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.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
18. 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.

AP 5520 Student Discipline Procedure

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items B-1 and 5 below), the Director of Student Development or his or her designee (see items B-1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item 8 below).

A. Notify Campus Police

Misconduct as noted in BP 5500 numbers 1-6, 8, 10, and 14-15 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.

B. 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. Restitution - 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. Disciplinary Probation - 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. Removal by Instructor - In addition to an instructor's right to drop a student permanently from a class when the student is no longer participating (i.e., lack of attendance in the course), 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. Suspension - 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. Immediate Suspension - 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. 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. Expulsion - 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 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.

BP 4500 Academic Honesty

El Camino College is dedicated to maintaining an optimal learning environment and does not tolerate academic dishonesty. 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 culture of academic honesty.

It is the responsibility 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.

Approved by Ed. Policies 4 December 2008

AP 4500 Academic Honesty

Academic dishonesty includes but is not limited to:

1. 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;
2. Copying from another student or former student or allowing another student to copy from one's work;
3. Allowing another individual to assume one's identity or assuming the identity of another individual;
4. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud;
5. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud;
6. Obtaining or copying exams or test questions by any means ;
7. 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;
8. Using aids such as notes, calculators, or electronic devices, unless this use has been specifically authorized by the instructor;
9. Handing in the same paper or other assignment in more than one class without the knowledge and permission of both instructors;
10. Falsifying or attempting to falsify any academic records;
11. Furnishing false information to the college;
12. Any other action which is not an honest reflection of a student's own academic work.

Consequences for Academic Dishonesty

When 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. The instructor should document the evidence used to determine that cheating or plagiarism occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and the next class meeting as stipulated in BP 5500 Standards of Student Conduct Section II B 5: Removal by Instructor.
3. In any case in which an instructor removes a student from a class and/or assigns a failing grade based on academic dishonesty, the instructor should complete the Academic Dishonesty Report Form and submit it to the Division Office for distribution.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue suspension or expulsion of the student, in accordance with disciplinary procedures.
5. The student has due process rights as outlined in the student grievance policy.

Approved by Ed. Policies 4 December 2008

AP 4228 Course Repetition Due to Significant Lapse of Time

A student may be permitted to repeat a class in which the student received an A, B, C or Cr/P) if there has been a significant lapse of time since the student took the class. If there has been a lapse of 5 years or more since the student took the class, the student may petition Admissions and Records to repeat the class one time only. Division Deans may, at their discretion, approve Repetition Due to Significant Lapse of Time for periods of less than five years if the content in the particular field has changed substantially since the student took the class.

When a course is repeated due to significant lapse of time, the previous grade and credit will be disregarded in computing the student's grade point average. The new grade and credit will be used in computing the student's grade point average and the permanent academic record will be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Reference: Title 5 Sections 55043 and 58161

Approved by Ed. Policies 4 December 2008

EL CAMINO COLLEGE ADMINISTRATIVE HIRING PROCEDURES

NOTE: The following procedures are applicable to all administrative positions excluding the position of Superintendent/President.

I. Definition of Terms

- A. "VP" is vice president.
- B. "ECCFT" is El Camino College Federation of Teachers.
- C. "ECCE" is El Camino Classified Employees.
- D. "POA" is Police Officer's Association
- E. "AS" is the Academic Senate.
- F. "EEO" is Equal Employment Opportunity Officer.
- G. "EER" is Equal Employment Opportunity Representative.

II. Vacancy

When a vacancy occurs or a need for a new administrative position is identified, the Justification for Filling Established Vacant or Unbudgeted Positions form must be completed and submitted to the appropriate area VP. Such requests should be accompanied by a current job description of the position. Upon Cabinet approval, the VP of Human Resources will initiate the recruitment process. If a business necessity exists for filling a management position on an interim/acting basis, an interim appointment may be made by the Superintendent/President while the regular selection process is being initiated.

III. Screening Committee

- A. Selection
 - The Superintendent/President or designee appoints the chair of the hiring committee. This is normally the person who directly supervises the position where the vacancy exists. The chair is responsible for convening the search committee.
- B. Composition of the screening committee shall consist of at least the following:
 - 1. Chair
 - 2. Two administrators, at least one from the same VP area
 - 3. Two faculty members, one appointed by the AS President and one appointed by the President of the ECCFT.
 - 4. For educational management positions, an additional faculty representative(s) will be added by the chair in consultation with the AS President.
 - 5. One classified employee appointed by the President of ECCE.
 - 6. ***One POA represented appointed by the President of POA, where appropriate.***
 - 7. One (1) non-voting EER appointed by the EEO.

8. The composition of the committee, in consultation with the President's Cabinet, may be augmented to include additional representatives from areas directly relating to the administrative vacancy including representatives from other academic institutions.

9. The responsibilities of the chair include, but are not limited to, the following:
 - a. Follow procedures outlined in the Administrative Hiring Procedures.
 - b. Forward to Human Resources the names of the committee members.
 - c. Work with committee members' schedules to call timely meetings and accommodate faculty teaching schedules where possible.
 - d. Review committee members' responsibilities, screening procedures, equal employment opportunity guidelines and conditions of privacy and confidentiality.
 - e. Arrange for training in screening procedures and equal employment opportunity for any committee member who has not received it recently.
 - f. Assure that the initial screening, preliminary interviews and final interview calendar are completed and forwarded to Human Resources in a timely manner.
 - g. Coordinate the committee's development of the interview questions and activities (if appropriate) and screening criteria and forward the results to Human Resources.
 - h. After candidates are selected for interviews, develop interview schedule and send follow-up confirmation letters. The chair will also update the status in iGreentree for those candidates not being interviewed so Human Resources can notify them.
 - i. Complete reference checks, coordinate with Human Resources to verify qualifications and salary placement, notify interviewees of final selection status and prepare appropriate documents for the final interview.
 - j. Upon completion of the interview process and agreement with the Superintendent/President on the selection of the candidate, the chair and/or dean will extend an offer to the selected candidate and apprise the committee and Human Resources of the outcome and reconvene the committee if necessary.
 - k. Notify interviewees not selected.
 - l. Return applicant packets with all completed forms and committee members' notes to Human Resources no later than 2 weeks after the final interviews are completed.

10. A Statement of Confidentiality and Conflict of Interest (Appendix A) will be read by either the chair or EER to the screening committee members whose names will be listed on back of the statement and placed as a record in the recruitment file. A presentation on screening and hiring practices will also be made to committee members. Screening and interviewing are confidential processes and all related actions are subject to laws and regulations of equal and fair employment. Committee members are required to maintain the highest degree of confidentiality and to remain unbiased throughout the process.

IV. Job Announcement

- A. Job announcements will:
1. be developed by the area VP and Screening Committee Chair in consultation with the Office of Human Resources.
 2. include sufficient detail so as to clarify:
 - a. the duties and responsibilities the successful candidate will be expected to assume once he or she is employed
 - b. the minimum qualifications for the position
 - c. the knowledge, skills and abilities a successful candidate should possess
 - d. other desirable qualifications the search committee seeks to find in candidates
 - e. supplemental questions
 - f. tentative interview week(s), if possible
 - g. the interview expenses the college may pay
 3. be released within 20 working days after positions are approved by the Superintendent/President.

V. Application Period

- A. Announced positions should be actively advertised for a minimum of 40 days prior to the screening committee's selection of candidates to interview; however, the position may remain open until filled. *With the approval of the area vice president, a shorter recruitment period may be used.*
- B. During the application period, the screening committee will:
1. Discuss college hiring practices regarding non-discrimination, conflict of interest, and confidentiality.
 2. Determine screening criteria. In addition to qualifications stated on the job announcement, screening criteria may include:
 - a. Training and/or work experience
 - b. Recency of training and/or work experience
 - c. Evidence of updating of skills
 - d. Teaching experience, where appropriate
 - e. Continued professional growth
 3. Identify tentative interview dates.
 4. Develop preliminary interview questions.
 5. Develop a description of the activity (if appropriate) to be requested of each interviewee.
- C. The questions and activities will be forwarded to the Vice President of Human Resources for review.
- D. Applications will be released to the screening committee following submission of the preliminary interview questions.

VI. Screening Process

A. Screening

1. Human Resources will screen for all required materials, which include the application form, the applicable degree transcripts, and the resume. The office will also prescreen the applications for all minimum qualifications, contingent upon funding and staffing. Human Resources will notify the chair that the completed applications packets on individual applicants who meet the minimum qualifications are available for screening.
2. Prior to the committee's screening of applications, the EEO or designee will analyze the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
3. If the EEO identifies problems with the recruitment process that result in an adverse impact, the EEO will meet with the screening committee and the Vice President of Human Resources and shall take effective steps to address them.

B. Timelines for Review of Applications

1. Human Resources will normally forward applicant pools to the EEO or designee within 7 working days of the end of the advertising period.
2. The EEO will have 5 working days to review the diversity of the applicant pool and, if approved, forward the applications to the screening committee. In the absence of the EEO, the Vice President of Human Resources will make the determination.
3. All committee members must review the applications before the meeting to select the interviewees.
4. The committee will agree as to which candidates to interview and schedule interviews (according to the job announcement) in a timely manner not to exceed 1 month after the applications become available for review.
5. The chair or representative will contact the candidates to be interviewed. Inquiry shall be made to determine if the candidate requires accommodations related to a disability. If necessary, consultation regarding accommodation arrangements may be made with the Special Resource Center. Examples of accommodations may include wheelchair access, American Sign Language interpreter, access technology, or materials in an alternate print format.

C. Evaluation of Candidates

1. Screening committee members must be present for all interviews to participate in the committee decision.
2. Committee members will document the screening/interview/evaluation process as specified by Human Resources.
3. Evaluation of the candidates may be based on:
 - a. knowledge of subject area
 - b. communication ability (written and verbal as applicable)
 - c. ability to work effectively with people of widely diverse cultural and linguistic backgrounds

- d. sensitivity to individuals who come from diverse academic, socioeconomic, national and ethnic backgrounds, including those with disabilities
- e. experience
- f. ability and willingness to contribute to the college community
- 4. The screening committee will select candidates to be sent to the final selection committee. If fewer than 3 acceptable candidates are identified, justification must be provided by the screening committee. The screening committee, at its option, may rank the candidates.
- 5. Reference checks will be done by the chair prior to the final interview. The following information will be submitted to the Superintendent/President and Vice President forty-eight(48) hours before the final interview is scheduled:
 - a. Job specification for the position
 - b. List of questions asked during the initial interview process and any other written materials associated with that process.
 - c. Names of participants in pre-screening interview and names of participants for the finals.
 - d. Entire applicant file for each applicant scheduled for interview.
 - e. Written summary of the ethnic and gender diversity of the applicant pool, applicant pool identified for interview, and candidate pool selected for final.
 - f. Summary of current full-time faculty or staff, whichever is applicable to the vacant position in the area by gender and ethnicity.
 - g. Documentation that summarizes reference check feedback and any other relevant personnel information.

VII. Final Selection Process

- A. Composition of Final Selection Committee
 - 1. Superintendent/President
 - 2. 1 or 2 vice presidents
 - 3. Chair of the Screening Committee.
 - 4. One member from the screening committee, selected by the screening committee
 - 5. If the position is an educational manager, 1 faculty member from the screening committee
 - 6. 1 equal employment opportunity representative
- B. Selection of Final Candidate(s)
 - 1. During an open and collaborative assessment of each candidate, the screening committee's ranking of the candidates will be reviewed.
 - 2. Following this assessment, each committee member will rank the candidates. In the event the Superintendent/President does not support the majority, further discussion will occur.
 - 3. Following adequate discussion, the Superintendent/President will select the candidate(s) to recommend to the Board of Trustees.
 - 4. In the event no selection is made, a meeting will be held between the Superintendent/President or designee and the screening committee to inform them of the results and to discuss the alternatives.

VIII. Equal Employment Opportunity

- A. The procedures detailed in this document include steps required for compliance with the District's Equal Employment Opportunity Plan.
- B. Responsibilities (not included above) of the EEO as they pertain to the faculty hiring procedures are:
 - 1. To serve as a resource regarding legal aspects to the EERs and the screening committees.
 - 2. To validate that each member of the screening committee has completed the specified in-service training in compliance with the District's Equal Employment Opportunity Plan.
 - 3. To review and validate the hiring process with the EER.
 - 4. To certify the applicant pool.
- C. The responsibilities (not included above) of the EER are:
 - 1. To monitor the process, record, and take notes.
 - 2. To serve as a resource to the screening committee regarding appropriate methods of screening and interviewing.
 - 3. To advise the screening committee of inconsistencies or inappropriate screening or interviewing activities.
 - 4. To consult with the EEO regarding unresolved problems relating to potential violations.
- D. In the event the EEO determines that there is a violation of equal employment opportunity procedures in the screening or interview process:
 - 1. The EEO will meet with the appropriate VP and in writing notify the committee members of the violation and that the process will be temporarily stopped.
 - 2. Within 5 working days a meeting will be held to review the alleged violation.
 - 3. The Superintendent/President, with the recommendation of the EEO, will make the final determination regarding the continuation, revision, or termination of the process.
 - 4. Explanation for terminating or altering the process will be given to the committee members.
- E. If any committee member feels that the process has been compromised, he/she should report the concern to either the Vice President of Human Resources or the Director of Staff and Student Diversity.
- F. The Superintendent/President, may temporarily suspend the hiring process. Immediately upon suspension of the process a joint committee of the AS, the Federation, and the administration will be formed to review any allegations and make a recommendation to the Superintendent/ President. The Superintendent/President, with the recommendation of the committee, will make the final determination regarding the continuation, revision, or termination of the process. Explanation for terminating or altering the process will be given to the screening committee.

Board Policy 3050

Institutional Code of Ethics

The District shall adopt an institutional code of ethics, which shall be reviewed by the College Council on a regular basis.

Reference: Accreditation Standard III.A.1.d

Board Approved:
Administrative Procedure: 3050

FEE TITLE	FEE	COMMENT
Enrollment Fee	20.00	Per unit
Nonresident Tuition	190.00	Per unit
Audit Fee	15.00	Per unit
Instructional Material	TBD	-
Athletic Insurance	TBD	-
Non-District Physical Education Facilities	TBD	-
Cross Enrollment	10.00	Per Enrollment
Non-Credit Courses	TBD	-
Community Services Classes	Varies	Fees by class
Health Fee – Fall & Spring	17.00	Per Semester
Health Fee - Intercession	TBD	
Parking Permit - Car	35.00	Per Semester
Parking Permit - Motorcycle	20.00	Per Semester
Parking Permit – BOGW	20.00	Per Semester
Transportation	NR	Not Assessed
Student Representation	0.50	Per Semester
Student Records – Regular Request	5.00	Per Document
Student Records – Express Request	10.00	Per Document
Foreign Citizen/Resident Capital Outlay	31.00	Per unit
Foreign Citizen/Resident Application Processing	50.00	Per applicant
Credit By Examination	20.00	Per unit
Refund Processing	10.00	Per transaction
International Student Medical Insurance Fee	360.00	Per Semester
Degree/Certificate Replacement Fee	15.00	Per Occurrence
Criminal Background Checks	NR	-
Providing Special Certificates	NR	-
Child Care	Flexible	Sliding Scale

TBD – To Be Determined

NR – No Recommendation

Board Policy 2715 Code of Ethics/Standards of Practice

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to the following Code of Ethics:

As a Board member, I am a member of a select group of people chosen by the citizens of the El Camino Community College District, to perform a vital service. I have been granted a position of “trusteeship” over the District. I have an obligation to fulfill this trust to the best of my ability. To become a capable and successful Board member, I must be willing to devote the necessary hours to serve as trustee, attend Board meetings, college functions, conferences and workshops and to study thoroughly the issues and problems demanding decisions.

To this end, I pledge my best efforts under this Code of Ethics:

1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/ President as the Board executive.

Knowing that under all circumstances, the Board of Trustees is legally responsible for effective operation of the District, trustees will use appropriate channels to conduct all college business. Although district employees, students and community residents may freely express their views to Board members, trustees will use discretion in involving themselves or in taking action in matters they have placed under the authority of the chief executive officer.

2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses.

Trustees will base their decisions upon all information available to them in each situation. They will exercise special care to assure that their own expenses are authorized, legitimate, reasonable and directly related to their trusteeship.

3. Trustees will observe appropriate conduct at Board meetings to facilitate decision-making that reflects the best interests of the college and the community.

Trustees will take action only in public sessions. They will maintain confidentiality of privileged information. They will assure an atmosphere in which controversial issues may be presented fairly and one in which the dignity of each individual is maintained.

4. Trustees will encourage and welcome active involvement of students, employees and residents of the District.

Trustees will listen to their constituency with respect to establishing policy on college operation along with proposed developments and will consider their views when making deliberations and decisions.

5. Trustees will avoid any conflict of interest and will always act in a professional manner.

Trustees will not intentionally use their position for personal gain or personal prestige. They will fulfill their responsibilities without regard to prejudice, provinciality, partisanship or animosity, thereby bringing credit to the college through conduct in business, social, professional and personal relationships.

6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels.

Trustees recognize that a single Board member has no legal authority as an individual and that decisions may be made only by a majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions.

7. All Board of Trustee members are expected to maintain the highest standards of conduct and ethical behavior and adhere to the Board's Code of Ethics/Standards of Practice.

Trustees who violate the Board's code of ethics harm the Board and District. The Board will be prepared to investigate the factual basis behind any legitimate charge or complaint of Trustee misconduct. Charges by any person that a Trustee has violated laws and regulations governing Board behavior or the Board's Code of Ethics/Standards of Practice shall be directed to the Board President or the Board of Trustees itself.

If deemed appropriate, the Board President shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. If a violation is determined to warrant disciplinary action, any of the following may be considered depending upon whether it is a first, second or subsequent occurrence and the severity of the issue:

- a. A discussion with the Board President, or if the Trustee in question is the Board President by the Board Vice President or next ranking Board officer.

- b. To the extent the member's conduct has exposed the Board or the District to potential legal action, the Board President may arrange a confidential meeting between the Board President, the member and the District counsel to further discuss the issue.
- c. Letter of Reprimand from the Board President, of if the Trustee in question is the Board President by the Board Vice President or next ranking Board officer.
- d. As deemed advisable, the Board shall schedule additional workshops or retreats on codes of ethics and the importance of upholding them.
- e. As a final step, if all other steps have been unsuccessful, the Board may consider a Resolution of Censure.

Censure is an official expression of disapproval passed by the Board of Trustees. A Board member may be subject to a resolution of censure by the Board of Trustees should it be determined that a serious violation of Trustee misconduct has occurred.

In the event that the alleged violation constitutes a violation of the laws of the State of California, the Board should consider whether to refer the violation to the Los Angeles County District Attorney or the Attorney General of California.

Reference:

Accreditation Standard 10.A.5.

El Camino College
Adopted: 4/16/01

Replaces Board Policy # 9240

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EL CAMINO COLLEGE

Follow-Up Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

April 1, 2009

DRAFT

TABLE OF CONTENTS

	Page
Table of Contents	2
Statement on Report Preparation	3
Response to the Team Recommendations	
A. Recommendation 1	4
B. Recommendation 3	7
Appendices	
1 Manzoni Letter	10
2 Planning and Budgeting Calendar	17
3 Planning Model Processes and Timelines	19
4 a 2008 – 2009 College Plans	25
4 b 2008 – 2009 Center Plans	33
5 a Academic Affairs Program Review Status	37
5 b Student and Community Advancement Program Review Status	39
5 c Administrative Services Program Review Status	40
5 d Compton Educational Center Student Services Program Review Status	41
6 Articulation Agreements	42
7 Academic Affairs Program Review Guidelines	44

DRAFT

STATEMENT OF REPORT PREPARATION**Follow-Up Report****April 1, 2009**

This Follow-Up Report is written in response to the February 3, 2009 request from Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), for a first Follow-Up Report due April 1, 2009. The report will respond to the progress the College has made to resolve recommendations 1 and 3 listed below.

1. *As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.B.2.b)*

3. *Recommendation 3. The college should revise its curriculum review processes and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.2.A.2.c; II.2.A.2.d; II.A.2.e)*

In this Follow-Up Report, the College will demonstrate the progress made since the Accreditation Evaluation Site Visit on October 6-9, 2008. The report was created by the Vice President of Academic Affairs (Accreditation Liaison Officer) in coordination with the Accreditation co-chairs and review of the Accreditation Task Force. The report was reviewed by the El Camino Community College District Board of Trustees at the March 16, 2009 Board of Trustees meeting.

Follow-Up Report Task Force:

Francisco M. Arce, ALO and Vice President of Academic Affairs

Susan Dever, Dean of Academic Affairs, Compton Educational Center

Pete Marcoux, President of Academic Senate

Jeanie Nishime, Vice President of Student and Community Advancement

Saul Panski, Faculty, Compton Educational Center

Luukia Smith, President of ECCE

Arvid Spor, Accreditation Co-Chair and Dean of Enrollment Services

Evelyn Uyemura, Faculty Accreditation Co-Chair

David Vakil, Faculty

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Response to the Team Recommendations

Recommendation 1. As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b)

The College meets the criteria for Sustainable Continuous Quality Improvement as described in the Commission rubric.

The College submitted a progress report on March 19, 2007 to describe progress made linking program review and planning in response to Recommendation 1 (program review and planning) from the previous visit in 2002. On April 17, 2007 in a letter to Barbara Beno, Dr. Ron Manzoni, the team chair, said the following: “El Camino College has made progress on this recommendation. If the college maintains its schedule to complete reviews in all areas over the next two years, it will have met this recommendation.” (Appendix 1: Manzoni letter to Dr. Beno)

The college did continue its progress in planning and program review and therefore does not completely accept the implications of the 2008 site visit team evaluation report regarding Recommendation 1, noted above. In the following narrative, the College will demonstrate the progress it made in the full implementation of planning and program review processes.

The college recognizes the need to fully implement the tracking of planning, program review, budgeting, and evaluation processes to improve institutional effectiveness at all sites, including the ECC Compton Center. The college also acknowledges the importance of program review as a critical tool for use in planning and resource allocation. The College has focused its efforts on strengthening the planning and program review process. In addition, all planning and program review processes that take place on the main campus also take place at the Center.

Implementation of ECC Planning

Contrary to what the Recommendation may suggest, the college has been engaged in master planning, evaluation, and resource allocation since the 1990s. The first Educational Master Plan was created in 1998 and served as the foundation for the General Obligation Bond. The Bond was successfully passed in 2002 and was used to fund the 5-year Capital Construction Plan. In 2004, the College developed the Comprehensive Master Plan to update the Educational Master Plan, Technology Plan, Facilities Plan, Staffing Plan, and Resource Plan. The College will update the Comprehensive Plan by the end of fall 2009. In conjunction with this update, the College is developing a Comprehensive Master Plan for the Compton Center.

The College creates an annual plan which sets forth goals and objectives and tracks the progress made toward them by programs, divisions and vice presidents. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. While the current

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plan is being reviewed, a new plan for the next fiscal year is in development for the new budget cycle as shown in the Planning and Budgeting Calendar. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below. (Appendix 2: Planning and Budgeting Calendar)

1. September – October: Each program reviews, updates, and inputs program review prioritized plans into the Program Plan for the next fiscal year.
2. November - December: Each Division Council reviews and prioritizes program goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
3. January: Goals and Objectives in the current Unit Plan are reviewed and evaluated for the first half of the current fiscal year.
4. January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan and create a prioritized list which is placed into Plan Builder under Vice President/Provost Area Plan.
5. March - April: Vice Presidents/Provost present the prioritized Area Plans requiring funding to PBC for discussion and endorsement.
6. May: PBC submits a list of endorsed funding requests to the President for consideration.
7. July: Goals and Objectives in the current Unit Plan are reviewed and the status evaluated for the fiscal year completed.

The College uses Plan Builder as its planning and evaluation software. This software allows the College to document and evaluate all of its planning activities, to establish measurable goals and objectives, and to prioritize technology, staffing, and facilities recommendations. It allows the managers to track the processes that they are engaged in and to evaluate their programs and plan future activities.

The College has invested considerable resources to strengthen the linkages outlined in Recommendation 1. The entire College is engaged in the planning process and managers are ensuring that plans are completed according to the timeline. The planning process has been fully implemented and is working effectively. (Appendix 3: Planning Model Processes and Timelines)

Program Review Linked to Institutional Planning

The linkage between Program Review and planning processes is institutionalized. Since 2004, the College Academic Affairs area has completed 50 program reviews and the remaining 14 will be completed in spring 2009. In Administrative Services, 20 out of 20 program reviews are completed. In Student and Community Advancement, 20 out of 24 program reviews have been completed and the remaining 4 will be completed in June 2009. In addition, the College has created and distributed a timeline for the next round of program reviews for all programs at all sites. This will constitute the third round of program review in Academic Affairs and Student and Community Advancement.

At the Compton Center, Student Services has completed 16 of 16 program reviews. Administrative Services programs at the Center are conducting program reviews in spring 2009. Academic programs are being integrated into main campus Academic Affairs program reviews beginning in spring 2009. (Appendix 4: Program Review Schedules)

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Program review recommendations are used in the planning process to guide and develop program-based plans for staffing, technology, and facilities. The program based plans are reviewed at three levels (program, unit, area) and prioritized at each level to rank proposals. The highest-ranked plans from all vice president areas are forwarded to Cabinet for final prioritization. The vice presidents present the prioritized area plans at the College PBC to seek endorsement before moving to Cabinet for final approval. The same processes are in effect at the Compton Center.

The program review recommendations from 2004-2009 were used in the development of plans for incorporation into Plan Builder. The college has ensured that all programs, units (divisions), and areas are engaged in the planning process and that program, unit, and area plans in the Plan Builder are completed and evaluated for 2008-2009. The planning cycle for 2009-2010 has started with prioritization occurring at every level.

Evaluation and Resource Allocation

Evaluation is a significant aspect of the planning process and all managers use the evaluation function in Plan Builder to track and evaluate the status of their annual goals and objectives. The college analyzes the results of the evaluation to determine how effective the plans were in accomplishing the goals. Plans may be rolled over into the following year's planning process to allow for continuity in cases where the plans remain relevant. The managers have completed the first evaluation of plan goals and objectives for 2008-2009. All 163 individual program plans, including goals and objectives, are tied to measurable evaluations. Future resource allocation is contingent upon the evaluation of outcomes for funded projects from the previous year. (Appendix 5: 2008-09 College Plans and 2008-09 Center Plans)

Conclusion

The College meets the requirements listed in the Rubric for Evaluating Institutional Effectiveness in Planning at the Sustainability level. The planning and program review process has been operating at the College since the 1990's and is considerably strengthened through the adoption of a new planning tool and full implementation of the evaluation component of program review. The Compton Center is being brought into alignment with the planning and program review processes at the College. The College uses ongoing and systematic evaluation and planning to allocate resources and improve student learning.

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Recommendation 3. The college should revise its curriculum review processes and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.2.A.2.c; II.2.A.2.d; II.A.2.e)

Revising Curriculum Review Process and Cycle

El Camino College is well-respected for the quality of its curriculum and the contribution this makes to student success. Nevertheless, the college acknowledges that it was not consistently using a six-year cycle for course review and that the relationship between program review and curriculum review needed strengthening. Program review in academic affairs has always required the originators to identify curriculum review plans; however, the follow-through was not institutionalized. The College Curriculum Committee (CCC) is committed to establishing a consistent six-year review cycle without compromising the integrity of the curriculum. To that end, the college curriculum committee chair and chair-elect, in coordination with the administration and the college curriculum committee, have developed a new process for reviewing curriculum that will allow all curriculum to be reviewed on a six- year cycle. (Appendix 5: Articulation Agreements and Transfer Numbers)

The Office of Academic Affairs developed a database of courses indicating the date of last review. A significant number of courses were found that had not been reviewed within the last six years, and the college curriculum committee acknowledged the need for improvement and developed a two track approach to curriculum review in order to increase efficiency.

Previously, all courses required full Curriculum Committee review. A new process has been introduced to expedite the review process and increase the number of courses reviewed each year. The new process allows for two types of reviews: Comprehensive and Technical curriculum review.

The Comprehensive Review Committee, consisting of the entire CCC, reviews all new courses; courses with pre- and co-requisites, or enrollment limitation; discipline, unit or faculty load changes; and courses with degree applicability or transfer status revisions. Majors and certificates are also submitted for Comprehensive review.

The Technical Review Committee is comprised of the curriculum committee chair; the curriculum advisor; the articulation officer; the vice president of academic affairs or his designee; the academic deans' representative; the chair elect; and one rotating CCC representative. The Technical Review Committee reviews inactivation of courses, courses with minor changes, and numbering changes. These courses are placed on a consent agenda and are presented to the CCC for final approval.

This revised curriculum review process was unanimously approved by the CCC on February 24, 2009. The College Curriculum Committee continues to meet every other week, while the Technical Review subcommittee meets on alternate weeks. The college has approved funding to

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enable the Technical Review Committee to continue working over the summer in order to increase the number of courses reviewed.

Curriculum originates at the division level where it is prioritized and reviewed by each Division Curriculum Committee. Each division has a representative on the CCC, and this member works with the Division Curriculum Committee to ensure the currency of the curriculum before it is submitted to the College Committee. Each Division Curriculum Committee includes a faculty member from the Compton Educational Center. In addition, a counselor and a teaching faculty member from the CEC serve as voting members on the College Curriculum Committee, along with the CEC Executive Dean of Academic Affairs as an ex-officio member.

In addition, courses in the catalog that had not been offered in the last three years were identified. Initially about 180 such courses were identified, and discipline groups were asked to determine which courses should be inactivated or to provide justification for maintaining the course in the curriculum. The CCC projects it will inactivate approximately 100 courses in spring 2009.

With this approach to curriculum review in place, it is anticipated that the number of courses reviewed per year will double. This revised process will bring the college curriculum review cycle into compliance with the Statewide Academic Senate's recommended best practices calling for course review at least once every six years. Also, the six year cycle corresponds with the program review cycle.

To further improve the curriculum process the college recently purchased CurricUNET, a commercial software program that is used by many California Community Colleges. CurricUNET has sophisticated features that allow curriculum to be developed, reviewed, and approved in a more streamlined manner. In Fall 2008, the Master Course file, which includes all ECC courses, was uploaded into CurricUNET. The next step is to upload certificates and degrees into the system. Once CurricUNET is fully operational, the College Curriculum Committee envisions a paperless process. In addition, faculty will have instant access to numerous links such as Title 5 sites, Bloom's Taxonomy, and courses from other colleges which utilize the CurricUNET system. In April 2009, the chair-elect of the CCC, the Associate Dean of Academic Affairs, and the Academic Affairs Curriculum Advisor will travel to Idaho to meet with CurricUNET programmers to establish the rules for ECC course review in the CurricUNET software.

In the interim, an Excel spreadsheet has been developed to collect information about course review dates. When the CurricUNET software is fully implemented, the software database for tracking course, degree, and certificate review dates will replace the Excel databases used in the Office of Academic Affairs, and the Excel databases will be imported into CurricUNET

Integrating Course Review and Program Review

The 2008 ECC Accreditation Self-Study identified some weaknesses in processes related to program review, course review, and student learning outcomes. In June 2008, the college created an Associate Dean of Academic Affairs position to coordinate program review, course review,

DRAFT

student learning outcomes and other related programs in academic affairs. The associate dean reports to the Vice President of Academic Affairs.

In coordination with the Associate Dean of Academic Affairs, the Curriculum Committee officers developed a process to link curriculum review more effectively with program review. The revised academic affairs program review guidelines require the discipline group to identify all program courses and the date of last review as well as requiring a plan to update courses. Program review requires the discipline group to validate the quality of the programs through analysis of student success and retention rates and enrollment demand.

Several program review orientations are provided throughout the semester at both locations. At these orientations, faculty learn how the program review process functions and the importance of integrating curriculum review into the program review process. In addition, Institutional Research provides faculty members with specific data to be used in the review of each program

The updated program review process provides for a stronger accountability system that links program review, curriculum review, and student learning outcome development. When writing a program review, the faculty identify the courses in the program and the last date of review. The revised program review process requires follow-up plans and a specific timeline for submission of these courses to the CCC. If faculty see a need to increase course offerings or delete courses, they provide explanations for these actions in their program reviews. The program review process requires all courses in the program to specify student learning outcomes. The program review is also the document in which any articulation issues are explored. Recommendations may be taken to the Division Curriculum Council for analysis in order to move forward to the CCC. (Appendix 6: Academic Affairs Program Review Guidelines)

Conclusion

The college meets the requirements of Recommendation 3. The college has revised its curriculum review process to assure that it adheres to a 6-year cycle. The college has fully integrated curriculum review into program review, not only in response to the recommendations of the commission, but also because it recognizes the importance of this linkage to the planning process.

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Appendix 1



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

10 COMMERCIAL BOULEVARD SUITE 204 NOVATO, CA 94949 TELEPHONE: (415) 506-0234 FAX: (415) 506-0238 E-MAIL: accjc@accjc.org www.accjc.org

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ITAS TOM LANE

Administrative Assistant CLARE GOLDBERG

RECEIVED MAY - 8 2007

MEMO TO: Dr. Thomas Fallo Superintendent/President El Camino College 16007 Crenshaw Boulevard Torrance, CA 90506

FROM: Barbara A. Beno, President [Signature]

DATE: May 2, 2007

SUBJECT: Enclosed Report of the Evaluation Team

Previously, the chairperson of the evaluation team sent you a draft report affording you the opportunity to correct errors of fact. We assume you have responded to the team chair. The Commission now has a final version of the report.

The Accrediting Commission for Community and Junior Colleges follows a policy of providing a copy of the final evaluation visit report to the chief executive officer of the visited institution prior to consideration by the Commission. Please examine the enclosed report.

- If you believe that the report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, a letter stating recommended corrections should be directed to the ACCJC President and signed by the chief executive officer of the institution. The letter should arrive at the Commission office by May 28, 2007 in order to be included in Commission materials.
• ACCJC policy provides that, if desired, the chief administrator may request an appearance before the Commission to discuss the evaluation report. The Commission requires that the institution notify the Commission office by May 28, 2007 or earlier of its intent to attend the meeting. This enables the Commission to invite the team chair to attend. The next meeting of the Accrediting Commission will be held on June 6-8, 2007 at the San Francisco Airport Westin Hotel. The enclosure, What To Expect When Attending A Commission Meeting, addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its chief administrator does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the evaluation team will also be asked to be present to explain the reasons for statements in the team report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed report should be considered confidential and not given general distribution until it has been acted upon by the Accrediting Commission and you have been notified by letter of the action taken.

BAB/tl

Enclosure

cc: Dr. Francisco Arce, Accreditation Liaison Officer (w/o enclosure)

cc: VP's

5-14-07 [Signature]

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WHAT TO EXPECT WHEN ATTENDING A COMMISSION MEETING

Institutional Interaction with the ACCJC Commission

When the Commission is deliberating or acting upon matters that concern an institution, it will invite institutions to meet with the Commission in Executive Session. The institution is notified, in advance, of the date of the Commission meeting and must inform the ACCJC office, in writing, not less than 15 days before the Commission meeting if it wishes to appear before the Commission. In the event that an institution chooses to exercise the option, the institution is requested to observe the following procedures for access to Commission meetings.

The Commission needs to make every effort to stay on schedule. An institution is allotted a total of five (5) minutes for its presentation, and the Chief Executive Officer (CEO) is the expected institutional presenter. The CEO is advised to consult with Commission staff if he/she plans to invite other representatives from the institution or has questions about who might be helpful in the presentation. Institutions are encouraged to be prudent in the selection of additional representatives. In the event others attend the Commission meeting with the CEO, the total time allotted to the institution shall not exceed five minutes. In unusual circumstances, the Commission may extend the time allotted to an institution as per the policy on *Access to Commission Meetings*. If the CEO of an institution accepts the invitation to attend, the Chair of the evaluation team or designee is also invited to attend.

On the day of the meeting, and at the appropriate time, staff will escort the CEO and other institutional representatives before the Commission for the CEO's presentation. At the conclusion of the presentation, the institution will be escorted out of the meeting room to allow the Commission to resume its deliberations.

The usual purpose of the presentation by an institution's CEO is to inform the Commission about outcomes and/or activities that have occurred since the team visit and report (for example, a recently completed financial audit, and/or other campus updates) or to provide comments on errors of fact in the team report. If the institution wishes to submit additional material to the Commission, it should exercise care in the selection of material keeping in mind that the Commission cannot read and absorb large amounts of material on short notice. The material should arrive at the Commission office no less than fifteen days prior to the Commission meeting in order to be included in Commission material. While these presentations are not intended for dialog between the Commission and the institution, in some cases, the Commission may have questions for the CEO and the institution's representatives. In every case, the Commission values the opportunity to learn about new information and allow for institutional comment. The Commission considers such occasions beneficial to the process of accreditation.

The CEO will be notified in writing of the action taken by the Commission as soon as reasonably possible. The Commission is mandated by federal law to disclose the actions taken on the accreditation and candidate status of institutions, noting all sanctions and non-compliance actions that are public. The actions will be posted on the Commission website at www.accjc.org. All institutions are subject to the *Policy on Commission Actions on Institutions*. Current Commission policies can be found in the [Accreditation Reference Handbook](#) available online at: www.accjc.org.

See also: *Policy on Access to Commission Meetings*
Code of Commission Good Practice in Relations with Member Institutions
Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process

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MAY 01 2007

PROGRESS VISIT REPORT

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506-0001

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior colleges

This report represents the findings of the evaluation team that visited
El Camino College on April 17, 2007

Ron Manzoni, Team Chair
Vice President of Instruction, San Diego City College

Dr. Susan Lorimer
Vice President of Instruction, Folsom Lake College

Mike Brandy
Vice Chancellor, Business Services; Foothill-De Anza Community College District

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DATE: April 30, 2007

TO: Dr. Barbara A. Beno, Executive Director
Accrediting Commission for Community and Junior Colleges

FROM: Ron Manzoni, Team Chair

SUBJECT: Progress Visit Report, El Camino College, April 17, 2007

Introduction:

In 1947, the El Camino Community College District was established to serve the Inglewood-South Bay communities that include five unified and high school districts, twelve elementary school districts, and nine cities with a population of nearly one million people. El Camino College's first permanent classroom building opened in 1949. Today, the college serves more than 30,000 students.

Since the last Progress Visit Report in April 2003, El Camino College completed a Focused Midterm Report, March 2005, a Progress Report, February 2006, and a Progress Report, March 2007. The purpose of the reports was to address recommendations from the March 2002 accreditation visit that were identified by the Accrediting Commission following the submission of the February 2006 Progress Report.

A three member team appointed by the Accrediting Commission conducted a one-day progress visit at El Camino College on April 17, 2007. The team's primary concern was to review documentation and interview personnel to provide information and analysis of issues identified by the Commission.

Response:

The Accreditation Commission, in its letter of June 2006, asked the college to focus on the institution's resolution of three recommendations and concerns from the March 2002 Accreditation Report. Two of the recommendations were from previous accreditation visits.

Recommendation 1. As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and Budget processes. (Standards 3A.4, 3B.3)

The Academic Services area has completed or is in the final stages of completing reviews for 34 of its 65 programs. The remaining programs are scheduled for review in 2007-

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2008 (18 programs) and 2008-2009 (13 programs). The review process uses an agreed upon template, is supported by data from the Office of Institutional Research, and now has a formal orientation in place for faculty beginning the review cycle. The Program Review Committee is responsible for examining the completed reviews and providing formal comments to those submitting the reviews. Comments were provided this spring both for programs which piloted the review process starting in 2004-2005 as well as for programs just completing reviews in 2006-2007. Because this portion of the review process is new, those undergoing review expressed doubt about how effectively the information from the review would be used, especially when accessing needed resources. Until the link between completing reviews and accessing resources is clearly and consistently established, program faculty are likely to remain skeptical about the benefit of completing Program Reviews. However, the college appears committed to completing the Academic Affairs Program Reviews on schedule and to continuing to work toward strengthening the link between reviews and accessing resources.

The Student and Community Advancement area has completed or is in the final stages of completing 25 of its 28 program reviews. Those interviewed, who completed reviews in 2006, expressed satisfaction that their findings have been useful in providing justification for access to resources to improve their current services, institutionalizing portions of services provided by past grants, and developing justifications for seeking new grant funding.

In past years, the Administrative Services area staff has struggled unsuccessfully to modify the Program Review process and templates used in Academic Services and Student and Community Advancement to fit the programs in their area. Under new administrative leadership, this area has settled on a new process that appears to be effective for them. The review process includes: 1) creating flowcharts to identify how things actually work within and across work units; 2) using feedback provided by a comprehensive customer satisfaction survey; and 3) setting key performance indicators by individual units to establish and meet service quality benchmarks in order to create and implement plans for improvement. All 24 Administrative Services units have elected to undergo this review process simultaneously to take advantage of evaluating their individual and crossover functions at the same time; they believe will lead to integrated improvement plans and better application of resources to implement their plans. While this approach seems very promising, until the units complete and document the outcomes of process (scheduled for completion in December 2007), a conclusion cannot be reached on its effectiveness.

Conclusion:

El Camino College has made progress on this recommendation. If the college maintains its schedule to complete reviews in all areas over the next two years, it will have met this recommendation. The team suggests that as the college continues to refine and evolve its review processes over the new few years, especially in the Academic Affairs and Student and Community Advancement areas, that it explores how implementation of student learning outcomes might be integrated into the overall Program Review process. The

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team also suggests that the college considers ways to increase its current research capacity to address the growing assessment workload which will be needed to support future program review and student learning outcome processes.

Recommendation 2. The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement. (Standards 7B.1, 7B.2, 7B.3)

The college began working on this recommendation during spring 2002 and made progress toward completing this recommendation by spring 2003. The procedures implemented in 2005 are the foundation for the success of the current performance evaluation procedures for classified staff.

The college currently has an automated procedure in place that notifies managers and supervisors when classified evaluations are to occur. The procedure provides follow-up notification if the evaluation is late. Appropriate vice presidents are informed if evaluations are over-due. There is evidence that the current procedures results in all classified staff being evaluated as scheduled, using a common performance evaluation form.

The college participates in a consortium that provides annual training opportunity for managers and supervisors which includes conducting employee performance evaluations.

Conclusion:

The college has satisfied this recommendation.

Recommendation 3. As cited in both the 1990 and 1996 accreditation recommendations, the budget and development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)

The college included written evidence in the Progress Report that illustrated a decision making process which tracks a budget recommendation starting with the Program Review data, passing through the Planning and Budget Committee (PBC) and being approved by the Board of Trustees. This redesigned process for budget allocations is in its first year of implementation and has influenced only a portion of the resources to date. Their intent is to expand the recommendations coming to the PBC based on Program Reviews for all units.

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The college needs to continue this planning and budget process and to articulate the budget process to the college community. The college needs to have all units submit and maintain program reviews so consistent budget decisions can be made. Currently, identification of needs in the facilities master planning projects and technology projects follow a different process than Program Reviews.

Conclusion:

The college has demonstrated sufficient progress towards this recommendation. The college is preparing their self study for the fall 2008 accreditation team visit. The evaluation of the budget decision making process should be a key element in the self study since it would have been implemented for one full budget cycle by that time.

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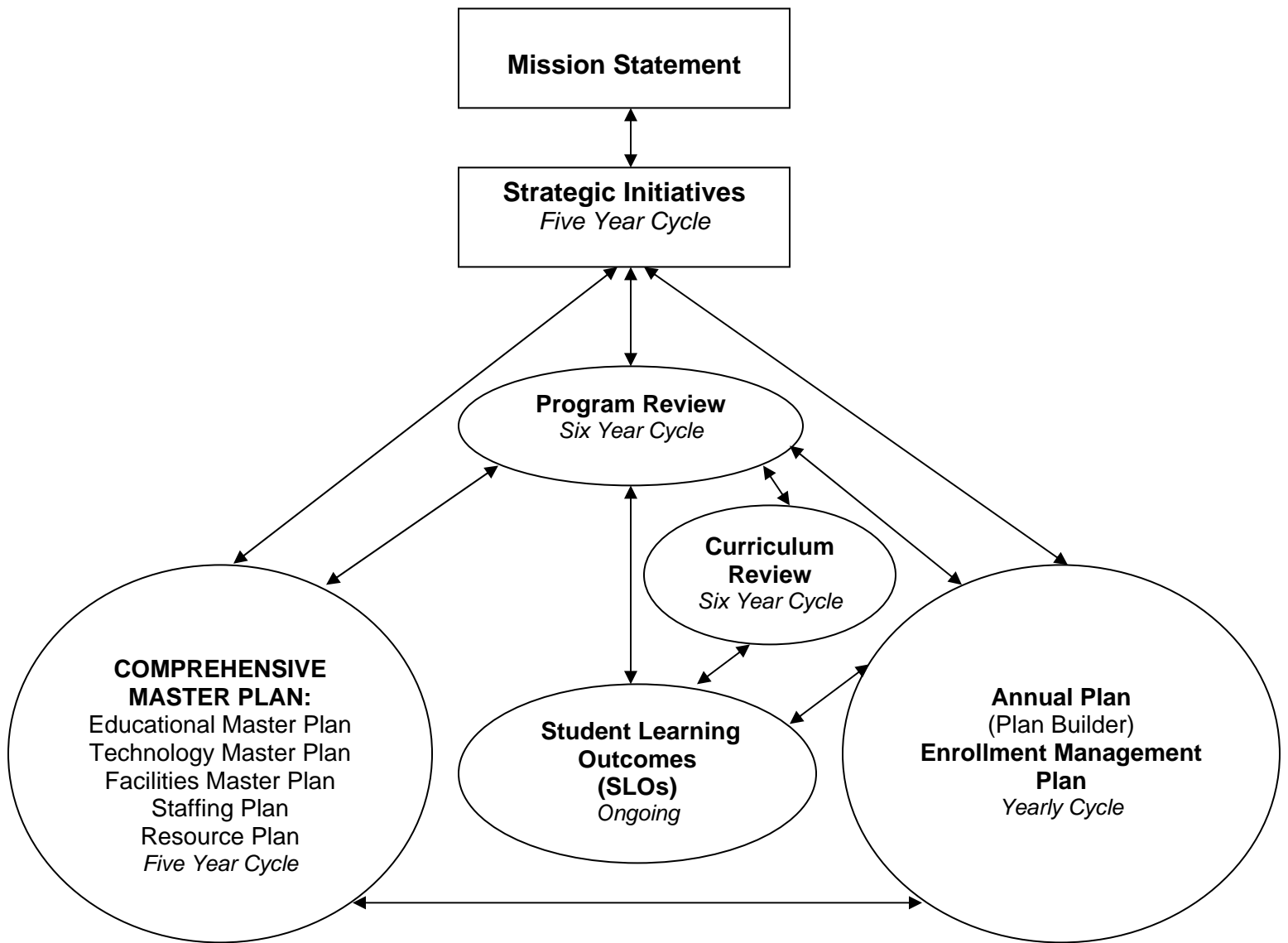
Appendix 2

Dates	Activity	Responsible
October – December	<ol style="list-style-type: none"> 1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions 	Planning & Budgeting Committee (PBC)
Dec 11 th	<ol style="list-style-type: none"> 1. Last day to submit prioritized program plans for 2010-2011 	Program faculty and managers
January - February	<ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues—including the Funding of High Priority Planning Initiatives 4. Evaluation of 2009-10 program plan goals/objectives completed by Jan. 31 	Vice President of Administrative Services PBC Program faculty and managers
February 26 th	<ol style="list-style-type: none"> 1. Last day to submit prioritized 2010-2011 unit plan recommendations 	Deans/Directors
March - April	<ol style="list-style-type: none"> 1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF 2. Vice presidents jointly determine ongoing operational costs including: <ol style="list-style-type: none"> a. Full-time salaries b. Benefits c. Utilities d. Legal and contract obligations e. GASB 3. Develop Line Item Budgets for Operational Areas 	VP Academic Affairs with Cabinet approval Vice President of Administrative Services Cabinet for full-time positions Vice Presidents
March 31 st	<ol style="list-style-type: none"> 1. Prioritized 2010-2011 area plan recommendations presented to PBC and Cabinet 2. Assess outcomes from prior year funding cycle 	Vice Presidents
April 15 th	<ol style="list-style-type: none"> 1. Tentative budget information completed for PBC review 	Vice Presidents
April 15 th	<ol style="list-style-type: none"> 1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized 	PBC Cabinet

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May 17 th	<ol style="list-style-type: none"> 1. President submits tentative budget to Board of Trustees for first reading presentation. 2. PBC submits endorsed recommendations for funding requests to the President 	<p>President</p> <p>PBC</p>
June 21 st	<ol style="list-style-type: none"> 1. Tentative Budget is presented to Board 2. Final evaluation of 2009-2010 goals and objectives completed 	<p>President</p> <p>Program faculty and managers</p>
July 1 st	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August 5 th and 19 th	<ol style="list-style-type: none"> 1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC 	<p>PBC</p> <p>President</p> <p>Fiscal Services</p>
September 7 th	<ol style="list-style-type: none"> 1. Final Budget Submitted to Board 2. PBC conducts annual evaluation 	<p>President</p> <p>PBC</p>

El Camino College Planning Model



Planning components include institutional effectiveness measures that drive resource allocation.

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MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

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

STRATEGIC INITIATIVES

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

Strategic initiatives articulate the direction the college has chosen. The initiatives are based upon our vision, mission, and value statements.

1. Offer excellent educational and student support services:

- a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
- b) Maximize growth opportunities and strengthen programs and services to enhance student success.
- c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:

- a) Use student learning outcomes and assessment to continually improve processes, programs and services.
- b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:

- a) Use technological advances to improve classroom instruction, services to students and employee productivity.
- b) Improve facilities to meet the needs of students and the community for the next fifty years.

PROGRAM REVIEW

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

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

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Program Review ProcessesAcademic Affairs

http://www.elcamino.edu/administration/vpaa/program_review.asp

1. Attend orientation workshop (department specific data distributed)
2. Designated faculty meet to write the program review
3. Present first draft to division dean for feedback
4. Present first draft to the Program Review Committee Chair for feedback
5. Faculty make revisions requested by Program Review Committee Chair
6. Submit final draft to the Program Review Committee for review and recommendations
7. Faculty and dean meet to discuss document for approval process
8. Prioritized program review recommendations are entered into division Plan Builder plans
9. Post approved program reviews on the web

Administrative Services / Human Resources

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

Student and Community Advancement

<http://www.elcamino.edu/administration/vpsca/docs.asp>

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division dean for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

CURRICULUM REVIEW

<http://www.elcamino.edu/academics/ccs/index.asp>

Curricula are reviewed and updated as needed by faculty and the Curriculum Committee at least every six years in coordination with the program review process, revisions and review must be completed when program review is completed.

STUDENT LEARNING OUTCOMES (SLOs)

<http://www.elcamino.edu/academics/slo/>

Student Learning Outcomes can be described as a measurable outcome that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order thinking skills

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and are measurable. Assessment plans must be completed for each student learning outcome on a regular basis.

ANNUAL PLAN (Plan Builder)

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

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

8. September – October: Each program reviews, updates, and inputs program review prioritized plans into the Program Plan for the next fiscal year.
9. November - December: Each Division Council reviews and prioritizes program goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
10. January: Goals and Objectives in the current Unit Plan are reviewed and updated for the first half of the fiscal year.
11. January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan and create a prioritized list which is placed into Plan Builder under Vice President/Provost Area Plan.
12. March - April: Vice Presidents/Provost present the prioritized Area Plans requiring funding to PBC for discussion and endorsement.
13. May: PBC submits a list of endorsed funding requests to the President for consideration.
14. July: Goals and Objectives in the current Unit Plan are reviewed and the status updated for the full fiscal year.

ENROLLMENT MANAGEMENT PLAN

http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan should help to ensure the following: the achievement of enrollment targets in order to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule

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responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

The Comprehensive Master Plan contains five plans that build upon each other. The plans are titled Educational, Technology, Facilities, Staffing, and Alternative Resources. The Comprehensive Master Plan is a descriptive document that explains the current status of the college's programs, services, and resources and projects what will be needed to address student and community needs ten to twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004. A new Comprehensive Master Plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of the Compton Center.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, and managers. The program data is used in conjunction with building usage to determine space needs. Program data are used to project department technological and facilities needs throughout the college.

The Technology Plan is created by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

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A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. Following the staffing plan is the Alternative Resources Plan. This last plan lists potential opportunities the college could utilize in efforts to obtain state funding to assist college programs requiring funding.

All five plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.

Note:

A timeline for the development of the Comprehensive Master Plan has not been included as it is a unique process each time it is updated.

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Appendix 4a

2008 – 2009 El Camino College Plans

<u>PlanID</u>	<u>Year</u>	<u>Type</u>	<u>Submitted</u>	<u>Area ↓</u>	<u>Unit</u>	<u>Program</u>
170	2008-09	Review	In Progress	Academic Affairs	Health Sciences & Athletics	Special Resource Center
168	2008-09	Program	7/21/2008	Academic Affairs	Mathematical Sciences	Pre-Engineering
167	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Mathematics
165	2008-09	Area	In Progress	Academic Affairs		
164	2008-09	Program	4/28/2008	Academic Affairs	Behavioral & Social Sciences	Human Development
163	2008-09	Program	4/12/2008	Academic Affairs	Behavioral & Social Sciences	Honor's Transfer Program
162	2008-09	Program	4/10/2008	Academic Affairs	Behavioral & Social Sciences	International Education
161	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	History
160	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Psychology
158	2008-09	Unit	4/4/2008	Academic Affairs	Fine Arts	
157	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Political Sciences
156	2008-09	Program	4/15/2008	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
155	2008-09	Program	4/16/2008	Academic Affairs	Behavioral & Social Sciences	Childhood Education
154	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Sociology
151	2008-09	Program	4/4/2008	Academic Affairs	Behavioral & Social Sciences	Philosophy
150	2008-09	Program	4/4/2008	Academic Affairs	Behavioral & Social Sciences	Economics
149	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
148	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Women's Studies

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143	2008-09	Program	In Progress	Academic Affairs	Business	Supervision
142	2008-09	Program	3/17/2008	Academic Affairs	Business	Real Estate
141	2008-09	Program	3/17/2008	Academic Affairs	Business	Law/Paralegal Program
140	2008-09	Program	In Progress	Academic Affairs	Business	Law
139	2008-09	Program	3/17/2008	Academic Affairs	Business	Computer Information Systems
138	2008-09	Program	3/17/2008	Academic Affairs	Business	Business Office Administration
137	2008-09	Program	In Progress	Academic Affairs	Business	Business Marketing
136	2008-09	Program	In Progress	Academic Affairs	Business	Business Management
135	2008-09	Program	3/17/2008	Academic Affairs	Business	Business
134	2008-09	Program	3/17/2008	Academic Affairs	Business	Business Accounting
133	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Journalism
132	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Foreign Languages
131	2008-09	Program	3/13/2008	Academic Affairs	Humanities	ESL
130	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Academic Strategies
128	2008-09	Program	4/24/2008	Academic Affairs	Learning Resources	Learning Resources Center
127	2008-09	Program	4/1/2008	Academic Affairs	Learning Resources	Media Services
126	2008-09	Program	In Progress	Academic Affairs	Fine Arts	Theatre
125	2008-09	Program	3/24/2008	Academic Affairs	Fine Arts	Speech Communication
124	2008-09	Program	3/13/2008	Academic Affairs	Fine Arts	Photography
123	2008-	Program	4/4/2008	Academic	Fine Arts	Film/Video

DRAFT

	09			Affairs		
122	2008-09	Program	3/25/2008	Academic Affairs	Fine Arts	Art Gallery
121	2008-09	Program	6/18/2008	Academic Affairs	Fine Arts	Art
120	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Distance Education
118	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Joy of Music
109	2008-09	Program	3/22/2008	Academic Affairs	Behavioral & Social Sciences	American Studies
107	2008-09	Program	In Progress	Academic Affairs	Industry & Technology	Nutrition and Foods
106	2008-09	Program	2/19/2009	Academic Affairs	Industry & Technology	Welding
105	2008-09	Program	In Progress	Academic Affairs	Industry & Technology	Manufacturing Technology
104	2008-09	Program	In Progress	Academic Affairs	Industry & Technology	Machine Tool Technology
103	2008-09	Program	2/24/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
102	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Fashion
101	2008-09	Program	2/25/2009	Academic Affairs	Industry & Technology	Electronics & Computer Hardware Technology
100	2008-09	Program	2/23/2009	Academic Affairs	Industry & Technology	Cosmetology
99	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Construction Technology
98	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Computer Aided Design/Drafting
89	2008-09	Program	3/13/2008	Academic Affairs	Humanities	English
86	2008-09	Unit	3/13/2008	Academic Affairs	Humanities	
82	2008-09	Program	In Progress	Academic Affairs	Industry & Technology	Automotive Technology
81	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/Painting

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80	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Architecture
79	2008-09	Program	7/1/2008	Academic Affairs	Industry & Technology	Air Conditioning & Refrigeration
78	2008-09	Unit	2/27/2009	Academic Affairs	Industry & Technology	
72	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Anthropology
69	2008-09	Program	3/31/2008	Academic Affairs	Fine Arts	Dance
65	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Computer Science
63	2008-09	Unit	3/17/2008	Academic Affairs	Business	
62	2008-09	Unit	7/23/2008	Academic Affairs	Mathematical Sciences	
60	2008-09	Unit	3/24/2008	Academic Affairs	Learning Resources	
58	2008-09	Unit	3/14/2008	Academic Affairs	Natural Sciences	
57	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Physics
56	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Life Science for Allied Health
55	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Environmental Horticultural Science
54	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Earth Sciences
50	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Center for the Arts
48	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Library
42	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Administration of Justice
41	2008-09	Program	2/27/2009	Academic Affairs	Fine Arts	Music
38	2008-09	Program	7/22/2008	Academic Affairs	Mathematical Sciences	MESA
37	2008-	Program	In Progress	Academic	Humanities	Humanities

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	09			Affairs		
35	2008-09	Unit	4/13/2008	Academic Affairs	Behavioral & Social Sciences	
32	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Sign Language/Interpreter Training
31	2008-09	Program	In Progress	Academic Affairs	Health Sciences & Athletics	Respiratory Care
30	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
29	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Health Center
28	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Athletics
27	2008-09	Program	In Progress	Academic Affairs	Health Sciences & Athletics	Kinesiology/PE
26	2008-09	Program	3/17/2008	Academic Affairs	Health Sciences & Athletics	Nursing
25	2008-09	Unit	3/14/2008	Academic Affairs	Health Sciences & Athletics	
23	2008-09	Program	2/19/2008	Academic Affairs	Behavioral & Social Sciences	Child Development Center
22	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Geography
18	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Special Resource Center
17	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Biological Sciences
16	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Astronomy
15	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Chemistry
264	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction
258	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
253	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
252	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Building and System Maintenance

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249	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Utility Management
248	2008-09	Program	In Progress	Administrative Services	Facilities Planning & Services	Grounds Maintenance
236	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Custodial Operations
152	2008-09	Unit	In Progress	Administrative Services	Human Resources	
144	2008-09	Program	3/17/2008	Administrative Services	Human Resources	Human Resources
108	2008-09	Program	2/19/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
85	2008-09	Unit	2/24/2009	Administrative Services	Business Services	
83	2008-09	Unit	2/12/2009	Administrative Services	Campus Police	
74	2008-09	Area	In Progress	Administrative Services		
70	2008-09	Unit	3/2/2009	Administrative Services	Facilities Planning & Services	
66	2008-09	Program	In Progress	Administrative Services	Fiscal Services	Financial Reporting and Accounting
61	2008-09	Unit	10/3/2008	Administrative Services	Fiscal Services	
52	2008-09	Unit	2/25/2009	Administrative Services	Bookstore	
36	2008-09	Unit	In Progress	Administrative Services	Information Technology Services (ITS)	
14	2008-09	Unit	In Progress	Administrative Services	Test Unit-Donna	
2	2008-09	Program	3/13/2008	Administrative Services	Human Resources	Staff Development
159	2008-09	Area	In Progress	Community Advancement		
205	2008-09	Unit	In Progress	Human Resources	Human Resources Unit	
129	2008-09	Unit	2/27/2009	President	Community Relations	
40	2008-	Unit	In Progress	President	Staff & Student	

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	09				Diversity	
153	2008-09	Area	In Progress	Student Services		
146	2008-09	Program	In Progress	Student Services	Community Advancement	Community Education
145	2008-09	Unit	In Progress	Student Services	Community Advancement	
97	2008-09	Program	In Progress	Student Services	Community Advancement	Workforce & Community Dev.
96	2008-09	Program	4/1/2008	Student Services	Community Advancement	Inglewood Center
95	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Puente Project
94	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Project Success
93	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Career Center
92	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Transfer Center
91	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Articulation
90	2008-09	Program	3/20/2008	Student Services	Admissions & Records	Admissions, Records
88	2008-09	Unit	3/14/2008	Student Services	Development Alumni & Annual Giving	
84	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Evaluations
77	2008-09	Program	3/20/2008	Student Services	Admissions & Records	International Students Program
75	2008-09	Program	3/14/2008	Student Services	Community Advancement	CITD
71	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Veterans Services
64	2008-09	Program	3/11/2008	Student Services	Community Advancement	WpLRC
53	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Adult Re-Entry Center
51	2008-09	Program	3/4/2008	Student Services	Community Advancement	Small Business Services

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49	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	EOP&S/CARE
47	2008-09	Unit	3/14/2008	Student Services	Counseling & Student Services	
46	2008-09	Program	2/28/2008	Student Services	Enrollment Services	Financial Aid & Scholarship
45	2008-09	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
44	2008-09	Unit	3/12/2008	Student Services	Resource Development/Grants Dvlp& Mgmt	
43	2008-09	Unit	3/14/2008	Student Services	Institutional Research	
39	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	CalWORKs
34	2008-09	Unit	3/20/2008	Student Services	Admissions & Records	
33	2008-09	Program	3/13/2008	Student Services	Enrollment Services	Assessment Center
24	2008-09	Program	3/26/2008	Student Services	Community Advancement	Center for Applied Competitive Technologies
21	2008-09	Program	In Progress	Student Services	Enrollment Services	Student Development
20	2008-09	Program	2/29/2008	Student Services	Enrollment Services	FYE/SI
19	2008-09	Unit	4/1/2008	Student Services	Enrollment Services	

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Appendix 4b

2008 – 2009 Center Plans

<u>PlanID</u>	<u>Year</u>	<u>Type</u>	<u>Submitted</u>	<u>Area ↓</u>	<u>Unit</u>	<u>Program</u>
104	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Geography
103	2008-09	Program	In Progress	Academic Affairs	Academic Programs	MESA
102	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Music
101	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Library
100	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Earth Sciences
99	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Environmental Horticultural Science
98	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Life Science for Allied Health
97	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Physics
96	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Natural Sciences
95	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Mathematical Sciences
94	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Dance
93	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Humanities
92	2008-09	Program	In Progress	Academic Affairs	Academic Programs	English
91	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Distance Education
90	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Film Video
89	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Speech Communication
88	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Theatre
87	2008-	Program	In Progress	Academic	Academic Programs	Learning

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	09			Affairs		Resources
86	2008-09	Program	In Progress	Academic Affairs	Academic Programs	ESL
85	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Foreign Languages
84	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Journalism
83	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Women Studies
82	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Ethnic Studies
81	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Economics
80	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Philosophy
79	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Sociology
78	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Political Science
77	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Psychology
76	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Human Development
75	2008-09	Program	In Progress	Academic Affairs	Academic Programs	History
74	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
68	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Fire & Emergency Technology
65	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Real Estate
64	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Welding
63	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business Accounting
62	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business

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60	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Collision/Repair
59	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business/CIS
57	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Chemistry
56	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Biological Sciences
52	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Astronomy
51	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Art
50	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Administration of Justice
49	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Anthropology
48	2008-09	Program	2/23/2009	Academic Affairs	Health and Human Services	Nursing
47	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Academic Strategies
44	2008-09	Program	2/23/2009	Academic Affairs	Health and Human Services	Childhood Education
13	2008-09	Program	In Progress	Academic Affairs	Academic Affairs	Basic Skills
10	2008-09	Unit	In Progress	Academic Affairs	Health and Human Services	
9	2008-09	Program	In Progress	Academic Affairs	Health and Human Services	Child Development Center
4	2008-09	Unit	In Progress	Academic Affairs	Career & Technical Education	
3	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Math/Sciences
54	2008-09	Program	In Progress	Administrative Services	Fiscal Affairs	Accounting
53	2008-09	Unit	In Progress	Administrative Services	Fiscal Affairs	
11	2008-09	Unit	In Progress	Administrative Services	Bookstore	
107	2008-	Area	In Progress	Provost		

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	09					
58	2008-09	Unit	In Progress	Provost	Management Information Systems	
40	2008-09	Area	In Progress	Student Services		
36	2008-09	Unit	1/22/2009	Student Services	Special Programs & Services	
33	2008-09	Review	2/13/2009	Student Services	Admissions & Records	Admissions & Records
18	2008-09	Unit	7/1/2008	Student Services	Financial Aid	
17	2008-09	Unit	In Progress	Student Services	Transfer Center	
16	2008-09	Program	4/17/2008	Student Services	Trio Programs	Student Support Services
15	2008-09	Program	11/3/2008	Student Services	Admissions & Records	Admissions & Records
14	2008-09	Unit	In Progress	Student Services	Admissions & Records	
12	2008-09	Unit	In Progress	Student Services	EOPS/CARE	
8	2008-09	Unit	9/1/2008	Student Services	CALWORKS/TANF, GAIN	
6	2008-09	Program	In Progress	Student Services	Trio Programs	Upward Bound
5	2008-09	Program	5/1/2008	Student Services	Trio Programs	Upward Bound Math/Science
2	2008-09	Unit	7/1/2008	Student Services	Athletics	
1	2008-09	Unit	12/11/2008	Student Services	Outreach & School Relations	

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Appendix 5a

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

Department/Program	Year Completed	Next Review Cycle
1. Dance	2004	2010-2011
2. Physics	2004	2010-2011
3. Astronomy	2004	2010-2011
4. English as a Second Language	2004	2010-2011
5. Speech Communications	2004	2010-2011
6. Air Conditioning and Refrigeration	2006	2010-2011
7. Construction Technology	2006	2010-2011
8. English – Reading	2006	2010-2011
9. Mathematics – Engineering	2006	2010-2011
10. Machine Tool Technology	2006	2010-2011
11. Music	2006	2010-2011
12. Real Estate	2006	2010-2011
13. Teacher Education Program	2006	2010-2011
14. Administration of Justice	2007	2011-2012
15. Architecture	2007	2011-2012
16. Auto Collision Repair/Painting	2007	2011-2012
17. Childhood Education	2007	2011-2012
18. Computer Information Systems	2007	2011-2012
19. Electronics & Computer Hardware Technology	2007	2011-2012
20. Film/Video	2007	2011-2012
21. Fire and Emergency Technology	2007	2011-2012
22. Life Sciences	2007	2011-2012
23. Music Library	2007	2011-2012
24. Anthropology	2008	2012-2013
25. Art	2008	2012-2013
26. Business	2008	2012-2013
27. CADD	2008	2012-2013
28. Cosmetology	2008	2012-2013
29. English	2008	2012-2013
30. Environmental Horticulture	2008	2012-2013
31. History/Ethnic Studies	2008	2012-2013
32. Kinesiology	2008	2012-2013
33. Learning Resources Unit	2008	2012-2013
34. Mathematics – Developmental	2008	2012-2013
35. Philosophy	2008	2012-2013
36. Photography	2008	2012-2013
37. Physical Education – Athletics Program	2008	2012-2013
38. Political Science	2008	2012-2013
39. Sociology	2008	2012-2013
40. Sign Language/Interpreter Training	2008	2012-2013
41. Welding	2008	2012-2013

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42. Honors Transfer Program (HTP)	Annual Update
43. Radiological Technology	Annual Accreditation Report
44. Respiratory Care	Annual Accreditation Report
45. MESA & Pre-Engineering	Annual Update/Accreditation Report
46. Nursing	Annual Accreditation Report
47. Paralegal Studies	Annual Accreditation Report
48. Distance Education	Annual Update
49. Study Abroad Program	Annual Update)
50. Licensed Vocational Nursing (LVN)	Annual (CEC only) Accreditation Report

Program Reviews First Draft Due in April 2009 (08/09 cycle):

51. Chemistry (draft submitted and reviewed)
52. Computer Science
53. Earth Sciences (Geology, Geography, Oceanography) (draft submitted and reviewed)
54. Economics
55. Engineering Technology (draft submitted and reviewed)
56. Fashion (draft submitted and reviewed)
57. Foreign Languages (draft submitted and reviewed)
58. Health Center (draft submitted and reviewed)
59. Human Development (draft submitted and reviewed)
60. Journalism
61. Psychology (draft submitted and reviewed)
62. Special Resource Center/Adapted PE (draft submitted and reviewed)
63. Theatre (draft submitted and reviewed)
64. Automotive Technology (draft submitted and reviewed)

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Appendix 5b

El Camino College Student & Community Advancement Program Review Timeline

	Completed	Next Cycle
1. Freshman Year Experience	2006	2011-2012
2. Assessment & Testing	2006	2011-2012
3. Financial Aid & Scholarships	2006	2011-2012
4. Outreach & School Relations	2006	2011-2012
5. Admissions	2006	2012-2013
6. Evaluations	2006	2012-2013
7. Records	2006	2012-2013
8. Registration	2006	2012-2013
9. Veteran's Affairs	2006	2012-2013
10. International Student Program (ISP)	2006	2012-2013
11. Athletics	2007	2013-2014
12. Counseling & Student Services	2007	2013-2014
13. EOPS/CalWORKs/CARE	2007	2013-2014
14. Career Center	2007	2013-2014
15. Transfer Center	2007	2013-2014
16. Project Success	2007	2013-2014
17. Puente Program	2007	2013-2014
18. Student Development	2008	2011-2012
19. Foundation & Scholarships	2008	2014-2015
20. Grants Office	2008	2014-2015
21. Institutional Research		2015-2016
22. Contract & Community Education		2015-2016
23. El Camino College Language Academy (ECLA)		2015-2016
24. Inglewood Center		2015-2016

In progress for completion June 30, 2009:

1. Institutional Research
2. Contract & Community Education
3. El Camino College Language Academy (ECLA)
4. Inglewood Center

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Appendix 5c

El Camino College Administrative Services Program Review Timeline

<u>Program</u>	<u>Year Completed</u>	<u>Next Review Cycle</u>
Purchasing	2008	2010-2011
Parking Services	2008	2010-2011
Material Receipt & Delivery	2008	2010-2011
Recycling & Waste Management	2008	2010-2011
Technical Services	2008	2010-2011
Financial Reporting & Accounting	2008	2011-2012
Bookstore	2008	2011-2012
Accounts Payables	2008	2011-2012
Patrol/Cadet Services	2008	2011-2012
Building & System Maintenance	2008	2011-2012
Custodial Operations	2008	2011-2012
Utility Management	2008	2011-2012
Network Services	2008	2011-2012
Risk Management	2008	2012-2013
Dispatch Services	2008	2012-2013
Facilities Planning & Construction	2008	2012-2013
Grounds Maintenance	2008	2012-2013
Application Support	2008	2012-2013
Student Accounting Services	2008	2013-2014
Live Scan Services	2008	2013-2014

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Appendix 5d

El Camino College Compton Center Student Services Program Review Timeline

	Completed	Next Cycle
1. Assessment & Testing	2007	2011-2012
2. Outreach & Relations with Schools	2008	2011-2012
3. Financial Aid	2008	2011-2012
4. Admissions & Records	2008	2012-2013
5. Registration	2008	2012-2013
6. Athletics	2008	2013-2014
7. Matriculation	2007	2013-2014
8. CalWORKs/TANF	2007	2013-2014
9. EOPS/CARE	2007	2013-2014
10. Transfer Center	2007	2013-2014
11. Student Support Services	2007	2014-2015
12. Upward Bound	2008	2014-2015
13. Upward Bound Math/Science	2008	2014-2015
14. Special Resource Center (DSRS)	2008	2015-2016
15. Student Development/Student Life		2011-2012
16. Counseling		2013-2014

In progress for completion by June 30, 2009:

1. Student Development/Student Life
2. Counseling

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Appendix 6

Articulation Agreements and Transfer Numbers

One indication of the strength of the curriculum at El Camino College is the success of our students in transferring to four-year institutions. Articulation agreements, which depend on quality, comprehensive course outlines, contribute to student success. The curriculum review process at El Camino College ensures that courses are aligning with general education and transfer guidelines. In addition, instructional faculty are instrumental in developing course outlines to meet those guidelines.

Also, the Lower Division Transfer Pattern (LDTP) set forth by the CSU system is one of several ways that California Community College (CCC) students may use to prepare for study at the California State University (CSU). Courses outlines are submitted to the LDTP review committee to create articulation between the community college course and the course descriptor developed by the CSU. El Camino College submitted 48 courses and achieved 80% acceptance of courses submitted to the LDTP review committee.

Another indication of the quality of the curriculum at El Camino College is data provided by the California Postsecondary Education Commission (CPEC) on the number of transfer students to the University of California and the California State University. As mentioned, successful articulation leads to higher transfer rates to four-year institutions. Each year the college submits courses for major preparation and general education to the University of California, California State University, IGETC, CSUGE Breadth, and LDTP review. Courses meeting the components for articulation (general education and major preparation) are vital to the success of student transfer. The following matrix from CPEC demonstrates the increasing numbers of transfer students from El Camino College.

Number of Students who Transfer to 4-Year Schools, by Year

Four-Year Institution	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
University of California, Berkeley	18	19	21	19	24	13	23	17	25	19	16	17	24	26	32	23	25	21	47
University of California, Davis	4	6	1	12	6	8	5	5	5	2	3	8	6	3	8	5	8	4	10
University of California, Irvine	29	43	38	44	40	39	55	43	27	36	45	44	71	45	51	52	42	60	55
University of California, Los Angeles	95	163	117	131	130	121	125	127	109	111	131	118	116	120	142	131	141	116	133
University of California, Merced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	1	1
University of California, Riverside	3	4	6	10	15	7	11	17	12	9	10	16	18	13	13	12	22	14	17
University of California, San Diego	5	9	2	13	12	11	10	8	14	11	11	14	21	19	13	20	26	26	39
University of California, Santa Barbara	18	26	24	24	25	31	24	21	21	19	14	19	23	26	19	23	32	25	13
University of California, Santa Cruz	2	12	5	12	10	14	8	6	10	3	6	10	3	4	10	11	10	5	8

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UC Total	174	282	214	265	262	244	261	244	223	210	236	246	282	256	288	277	309	272	323
California Maritime Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	3	0	0	0	3
California Polytechnic State University, San Luis Obispo	31	17	23	19	23	11	17	6	12	6	6	7	4	2	4	3	12	2	5
California State Polytechnic University, Pomona	28	28	32	26	37	32	34	36	35	23	20	29	32	29	23	30	44	47	29
California State University, Bakersfield	0	3	3	2	5	3	3	2	5	1	1	7	5	6	2	3	4	5	2
California State University, Channel Islands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	3	2	3	1	6
California State University, Chico	16	7	9	13	6	11	7	14	11	4	6	4	5	9	9	18	12	6	2
California State University, Dominguez Hills	297	331	360	360	324	296	310	329	329	255	341	339	358	373	356	337	358	349	346
California State University, East Bay	2	1	4	8	6	4	5	5	3	1	3	1	1	2	0	3	2	3	4
California State University, Fresno	4	9	9	4	4	7	0	2	0	1	3	4	7	2	3	4	2	2	1
California State University, Fullerton	45	58	55	57	45	56	41	52	33	55	40	50	59	50	51	100	69	83	99
California State University, Long Beach	392	419	320	286	285	300	353	366	277	297	322	304	385	380	311	369	342	449	434
California State University, Los Angeles	52	60	44	24	46	38	44	31	44	47	29	41	66	60	68	91	90	74	90
California State University, Monterey Bay	N/A	N/A	N/A	N/A	N/A	N/A	2	2	1	1	2	5	0	1	5	3	3	2	2
California State University, Northridge	42	67	52	44	57	42	41	54	27	30	29	35	36	40	34	40	50	55	55
California State University, Sacramento	5	9	3	3	5	4	0	0	2	3	2	1	4	2	3	4	4	0	6
California State University, San Bernardino	8	15	9	4	7	15	4	7	8	9	7	7	3	10	4	10	7	9	4
California State University, San Marcos	0	1	2	5	3	3	3	1	2	1	2	5	1	0	1	2	0	2	2
California State University, Stanislaus	1	3	1	2	4	0	2	1	2	2	0	0	0	2	0	0	0	2	0
Humboldt State University	8	11	5	7	6	11	5	8	2	3	3	7	4	9	4	6	8	14	8
San Diego State University	35	54	42	38	30	33	28	33	34	21	20	26	13	19	9	9	31	30	29
San Francisco State University	11	6	8	19	15	17	22	17	9	22	13	12	12	12	20	11	19	15	20
San José State University	9	14	11	3	21	11	13	10	5	11	3	7	3	6	5	2	5	4	11
Sonoma State University	1	9	5	2	6	4	6	3	3	2	1	6	1	1	4	3	3	4	3
CSU Total	987	1,122	997	926	935	898	940	979	844	795	853	897	999	1,015	922	1,050	1,068	1,158	1,161
Total	1,161	1,404	1,211	1,191	1,197	1,142	1,201	1,223	1,067	1,005	1,089	1,143	1,281	1,271	1,210	1,327	1,377	1,430	1,484

EL CAMINO COLLEGE
Academic Affairs

ECC/CEC Guidelines for Completion of Program Review 2008-2009

I General Information--Overview

- A) Program Review (PR) is a self-study process to...**
1. recognize and acknowledge program/department performance
 2. assist in program/department improvement through self-reflection
 3. provide recommendations
- B) The Program Review (PR) format:**
1. helps programs/departments justify the need for the college's resources through qualitative and quantitative data and analysis
 2. provides faculty the opportunity to write about the strengths and weaknesses of their programs/departments
- C) The Timeline:**
1. A PR will be submitted every *six years*
 2. An annual PR update will be submitted in the spring semester.
 3. Annual updates enable faculty to:
 - a) identify new resource needs and recommendations (e.g. faculty positions, space, equipment, etc...).
 - b) provide the status of current year's goals and assessments
 - c) provide any additional information not included in the most recent PR

II Program Review Timeline

1. At the fall semester PR Orientation Meeting:
 - a) All PR packets are distributed to faculty working on the assessment.
 - b) Packets include Institutional Research (IR) data to help in the analysis of the *specific* department/program. Data provided both in hard-copy and electronic access.
 - c) Faculty have *option* to design and conduct surveys with assistance from IR.
2. Drafts, submitted to Academic Affairs, due at the end of fall semester
3. Responses from the PR Committee or Designee will be provided by beginning of spring semester
4. Final drafts due by April
5. Faculty members and deans meet with PR committee to discuss document
6. Full or conditional approval given. Revisions might be needed.
7. Approved PRs will be posted on the web.
8. Faculty and dean ensure:
 - a) PR prioritized recommendations placed into the college's planning software (Plan Builder).

III Program Review Step-by-Step Content

1 Overview of your Program/Department

Include:

- a) A complete description of the program/department
- b) Information on degrees/certificates offered (where applicable)
- c) Status of previous recommendations

2 Analysis of Institutional Research Data

Include:

- a) Course grade distribution; success and retention rates
- b) Enrollment statistics with section and seat counts; fill rates
- c) Improvement rates (where applicable)
- d) Recommendations (where applicable)

3 Curriculum--Course, Content, and Articulation

List:

- a) Courses not reviewed in the last 5 years
- b) Specific timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review
- c) Course additions to current course offerings with explanations
- d) Course deletions from current course offerings with explanations
- e) Concerns and explanations regarding department/program's courses and their articulation
- f) Recommendations (where applicable)

4 Student Learning Outcomes (SLOs)

List:

- a) SLOs for each course in the discipline
- b) Courses with assessments
- c) Description of changes resulting from assessment of the courses
- d) Program certificate and degree SLOs and manner of assessment
- e) Results of the assessment
- f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
- g) Recommendations (where applicable)

5 Facilities, Equipment, and Technology

List:

- a) Facilities, equipment, and technology used by the program/department
- b) Adequacy and currency of these facilities, equipment, and technology
- c) Immediate needs of facilities, equipment, and technology
- d) Long-range needs in these areas

6 Staffing

Examine:

- a) Current staffing
- b) Program/department's current needs
- c) Program/department's future needs

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d) Recommendations (where applicable)

7 Planning

List:

- a) Internal and external changes or trends impacting program in the next five years
 - b) Direction of program in five years
 - c) Goals and objectives of program related to the college mission and strategic initiatives
- Information is found at the following site:
http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

8 Conclusion and Summary

List:

- a) Prioritized recommendations and needs of your program/department.
- b) Provide *estimates* of any probable expenditures or purchasing needs.
- c) Questions to guide you in this process and the format of the PR, for example:
 1. Where is the program/department now? Mention the status of your previous recommendations.
 2. Where does the program/department want to be in 5 years?
 3. What does the program/department need to do to get there?
 4. How will you validate (or account for) the program/department's progress?
 5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.

ECC and CEC Program Review Organization

The goal of Program Review is to provide an introspective examination and analysis of each department/program *on both campuses* with ultimate recommendations for the betterment of the department/program. From the analyses, the colleges can make informed budgetary decisions and recommendations. It is understood that not all programs/departments exist at both campuses. For consistency, CEC will follow the Program Review Cycle of the Torrance campus with regards to the specific department/programs to be reviewed each academic year.

In terms of the actual program review documents from ECC and CEC, when possible, the faculty from both campuses will be encouraged to work together, and the documents will be joined (e.g. Section 1 and Section 2) once each *separate* document has been approved by the respective campus committee—ECC Program Review Committee and the CEC Institutional Effectiveness Committee. The entire document, reflecting both campuses, will then be placed on the Portal. Prioritized recommendations from each program review will be put into the planning software, Plan Builder.