



OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

<u>Adjunct</u>	Kate McLaughlin 07/08	<u>Health Science & Athletics</u>	Tory Orton (sharing) 6/07	<u>Academic Affairs</u>	Quajuana Chapman
	Annette Owens 07/08		Kim Baily (sharing)		Dr. Francisco Arce
<u>Behavior & Social Sciences</u>			Tom Hazell 09/10	<u>Associated Students Org.</u>	
	Maria Brown June 2010		Mary Moon (sharing)		Vivian Amezcua
	Emily Rader June 2010		Pat McGinley		Vincent Armstrong
	Lance Widman 8/09	<u>Humanities</u>		<u>Board of Trustee, Area 5</u>	
	Michael Wynne 7/08		Lyman Hong 6/07	Miss Maureen O'Donnell	
	Janet Young		Peter Marcoux 6/08	<u>Campus Police</u>	
<u>Business</u>			Evelyn Uyemura 6/08	Chief Port	
	Sheperd Jacobson 09/10		Adrienne Sharp 09/10	<u>Federation Office</u>	
	Halamka, Dagmar		Matt Klein 09/10	Sean Donnell	
	Siddiqui, Jay 09/10	<u>Industry & Technology</u>		Nina Velasquez	
<u>Compton Educational Center</u>			Ed Hofmann 6/07	<u>Health Center</u>	
	Saul Panski 08/09		Douglas Marston	Debbie Conover	
	Estina Pratt 08/09		George Rodriguez 6/07	<u>Human Resources</u>	
	Arthur Flemming 08/09		Lee Macpherson	Barbara Perez	
	August Hoffman 08/09	<u>LRC</u>		<u>President/Superintendent</u>	
	Darwin Smith 08/09		Susie Dever 6/09	Dr. Thomas Fallo	
<u>Counseling</u>			Claudia Striepe 6/08	<u>Public Information</u>	
	Kate Beley 6/07	<u>Mathematical Sciences</u>		Ann Garten	
	Ken Gaines 6/08		Massoud Ghyam 6/08	<u>The Union</u>	
	Lisa Raufman 6/08		Judy Kasabian 6/08	Editor	
<u>Fine Arts</u>			Greg Scott 6/09	<u>VP Administrative Services</u>	
	Ali Ahmadpour 6/09		Susan Tummers 6/08	Dr. Jeff Marsee	
	Berney, Dan		Marc Glucksman 6/10	<u>VP Student Services</u>	
	Jason Davidson 6/09	<u>Natural Sciences</u>		Dr. Jeanie Nishime	
	Chris Wells 6/09		Chas Cowell 6/06		
	Mark Crossman 09/10		Kamran Golestaneh 6/09		
			Teresa Palos 6/08		
			David Vakil 6/08		



SENATE'S PURPOSE (from the Senate Constitution)

1. 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.”
2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.¹

ECC Academic Senate Meeting Schedule 2007-08

12:30pm-2pm, Alondra Room

Spring

- February 19
- March 4
- March 18
- April 1
- April 15
- May 6
- May 20
- June 3

CEC Faculty Council Meeting Schedule 2007-2008

2:00-3:00, CEC Board Room

- February 21, 2008
- March 6, 2008
- March 20, 2008
- April 3, 2008
- April 17, 2008
- May 8, 2008
- May 22, 2008
- June 5, 2008



AGENDA & TABLE OF CONTENTS

	Page #
I. CALL TO ORDER	
II. APPROVAL OF MINUTES	1-6
III. REPORTS OF OFFICERS	
President	7-15
VP- Compton Center	
Chair- Curriculum	
VP- Educational Policies	15-18
VP- Faculty Development	
VP- Finance	19-21
VP- Legislative Action	
VP- Technology	
IV. REPORTS OF SPECIAL COMMITTEES	
Enrollment Management	(handout)
SLOs	23-24
Student Survey	30-32
Student Health Center	33
V. UNFINISHED BUSINESS	
Hiring Resolution	22
SLO Assessment Principles	23-24
VI. NEW BUSINESS	
Online Teaching Policy	25
BP & AP 4040 (1st reading)	16-18
Technical Assistance (1st reading)	26-29
VII. AGENDA ITEMS FOR NEXT MEETING	
VIII. PUBLIC COMMENT	
IX. ADJOURN	



Committees

Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>COMPTON FACULTY COUNCIL</u>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<u>CURRICULUM</u>	Janet Young	2 nd & 4 th Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 st & 3 rd Thur	12:45-1:45	MBBM 131
<u>PLANNING & BUDGETING</u>	Arvid Spor, ???	1 st & 3 rd Thur	1:00 – 2:30	Alondra
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 nd & 4 th Tues	12:45 – 2:00	ADM 127
<u>LEGISLATIVE ACTION</u>	Chris Wells	1 st Thursday	12:45 – 1:30	
<u>CALENDAR</u>				
<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp			

Campus

<u>ACCREDITATION</u>	Arvid Spor, Susie Dever			
<u>BOARD OF TRUSTEES</u>	William Beverly	Mondays	4:30	Board
<u>COLLEGE COUNCIL</u>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<u>DEAN'S COUNCIL</u>	Francisco Arce	Thursdays		
<u>CAMPUS TECHNOLOGY</u>	John Wagstaff			
<u>ENROLLMENT MANAGEMENT</u>				
<u>SLOs</u>	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE MINUTES

February 19th, 2008

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

Behavioral & Social Sciences

Brown, Maria
Rader, Emily X
Widman, Lance X
Wynne, Michael

Business

Halamka, Dagmar
Saddiqui, Junaid X
Shepard Jacobson X

Counseling

Beley, Kate X
Gaines, Ken
Raufman, Lisa/V. Ragfold X

Fine Arts

Ahmadpour, Ali X
Davidson, Jason
Georges, William
Wells, Chris X
Crossman, Mark X
Berney, Dan X

Health Sciences & Athletics

Hazell, Tom X
Orton, Tory/Victoria (sharing)
Sinopoli, Louis / Makaru, Roy
Stanbury, Corey
Kim Baily (sharing) X
McGinley, Pat (sharing) X
Moon, Mary (sharing)

Humanities

Hong, Lyman
Marcoux, Pete X
Uyemura, Evelyn X

Industry & Technology

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

Learning Resources Unit

Dever, Susan X
Striepe, Claudia X

Mathematical Sciences

Ghyam, Massoud
Kasabian, Judy X
Scott, Greg
Tummers, Susan X
Marc Glucksman X

Natural Sciences

Cowell, Chas
Golestaneh, Kamran X
Palos, Teresa X
Vakil, David X

Adjunct Faculty

Almos, Carolyn
Robertson, Gary
Kate MaLaughlin X

ECC CEC Members

Fleming, Art X
Hoffman, August
Panski, Saul X
Pratt, Estina
Smith, Darwin

Ex Officio Attendees: Jeanie Nishime, Francisco Arce, Janet Young

Guests and/Other Officers: Vincent Armstrong, Annette Owens.

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 2008 semester was called to order at 12:38pm.

Approval of last Minutes:

A motion to approve the minutes of the Academic Senate meeting of December 4th, 2007 was made by Mr. Vakil and seconded by Mr. Widman, and passed.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

PM announced that at 1:00pm the Senate would change the order of business and discuss New Business, and return to Officer's Reports following that, if necessary. This change has its precedent in a motion passed at the December 4th 2007 meeting.

A proposal concerning the Student Health Center was tabled. Mr. Widman wondered whether this proposal would be seen by the Planning and Budgeting Committee.

The College Council is formulating a Code of Ethics for employees, and is drawing up a Committee to work on this. A faculty representative is needed. Please let PM know if you are interested.

The eighteen (18) new hires approved last semester are still slated to go ahead, and faculty are needed for the hiring committees. The Academic Senate must approve one member of each hiring panel. The e-board has been working on this.

Policy 4100.1 passed at the December 4th Academic Senate meeting, but there remain some issues, which will be discussed later in the meeting.

The college is working on Program Reviews. Eleven (11) have recently been submitted, and seventeen (17) more are expected this semester. A web page has been started to showcase these reports.

The Basic Skills taskforce is looking for ideas, please contact PM or Barbara Jaffe with your suggestions.

The Enrollment Management committee is looking for a faculty representative for meetings on the 2nd and 4th meeting of each month from 9 – 10am.

Deans Irv Drew and Jim Schwartz have re- joined ECC for another semester.

PM is working to formulate a list of Senate goals.

PM needs a student helper to work with him on the 1st and 3rd Thursdays of each month stuffing packets into envelopes and delivering mails. The hours would be from 7:30 to 9:30 am.

Compton Education Center report - Saul Panski (SP)

SP reported that enrollment is robust. Planning has begun for the next year. Targets are needed and meetings are planned with the Provost and Administration. Appointments are being hired, which has had a stabilizing effect.

Compton used to have students on hiring committees, however new hiring policies have not made provision for this which has displeased the Compton student body. [See Resolution pg 19 of packet] A compromise has been suggested, but SP has not heard back from the parties at this time.

Curriculum Committee report – Janet Young (JY)

New Title V regulations indicate an increase in Maths requirements. AA and AS degrees will need to be revised and JY has been asked to form a special committee.

Educational Policies Committee report – Evelyn Uyemura (EU)

[packet pg 20-23] EU noted that with the move to the new Humanities building, telephone extensions have changed. Her new extension is 3173. Also the meeting locations have changed to Humanities room 110. The Committee will be working on formulating goals for the semester, and Policy 2510 Collegial Consultation – specifically the accompanying procedures. Policy 4100.1 Catalog Rights was passed by the Academic Senate, but some new issues have come to light requiring more discussion, and the same is true of 4040 the Library policy. With reference to new issues, Mr. Gluckman and Dean Goldberg have asked the Educational policy Committee to look at the issue of course repetition frequency. As things stand students cannot retake a class if they ever achieved an A, B, or C in that class. But for Math, many

students feel the material is complex enough to require a refresher. The Educational policy committee wishes to investigate whether this could be allowed. Please send your thoughts on this matter to EU. Mr. Vakil asked whether the Committee would be looking at Title V updates. EU replied in the affirmative. Mr. Crossman asked about Policy 2510 (Collegial Consultation) and PM answered that the senate is working on a procedure that should have accompanied the policy on how to proceed if the will of the Senate and the will of Administration are at odds. This is not a closed item. The Board did pass a version of the Policy to settle the matter of student rights, but hopefully it can be revisited to clear up these other issues. Mr. Gen, for instance, had not realized he was voting against the Academic Senate when he cast his vote. It appeared that the Board had not been fully informed of all the issues when the Policy was put to the vote. So there is hope for future revision of the Policy, and in the meantime the Senate has as one of its goal to continue work on the Procedure.

Mr. Marston had a comment about the issue of repetition frequency. In vocational programs the problem is with recency. Can recency be made a prerequisite? This might solve some of the problems. Ms. Young said that Section 5544.1 CAN allow recency as a prerequisite. Dr. Nishime agreed, but added that in those cases it must be accompanied by data collection.

Faculty Development Committee report – Dave Vakil (DV)

DV reported that the Teaching Book Club would have its first meeting on Friday, 22 February at 12:30pm in the West Wing Basement of the Library.

The “Celebration of teaching and Learning” Conference will occur on Friday 29th February, beginning at 8:30am.

The Committee has as its major goals this semester working on the Faculty Handbook, mentoring, and increasing faculty involvement in activities that unite the campus. There are other faculty development groups on campus like the On-Course group, TEP Lesson Study and Basic Skills. DV encouraged all to consider joining one of these groups.

Casino Night will be held at the Moose Lodge.

OFFICERS REPORTS WERE HALTED AT THIS POINT TO ATTEND TO UNFINISHED AND NEW BUSINESS

Unfinished Business

Board Policy 4100.1 Catalog Rights – Evelyn Uyemura (EU)

Previous Board Number: 5126 Renumbered: 4/18/05

Revised by Ed. Policies 11/8/07 sent to Senate

Final Reading 12/04/07

The amended Policy that passed reads:

Board Policy 4100.1 – Catalog Rights.

The El Camino College Catalog specifies the general education, major, and unit requirements which the student must satisfy to qualify for an Associate Degree, a Certificate of Achievement, or a Certificate of Accomplishment. Students who have maintained continuous enrollment may choose to graduate under the catalog requirements in effect either 1) at the time they began attending El Camino College continuously or 2) at the time they graduate from El Camino College. For degree and certificate purposes, continuous enrollment is defined as enrolling at el Camino College at least one semester, (excluding summer and winter terms) each academic year and receiving a letter grade, a “W”, or CR/NC, or Pass/No Pass on the transcript.

- According to Title 5 even low-unit certificates of accomplishment must be approved by the CCC and the Board
- They can certainly still be awarded though admissions and records.

- We only have 11 of these types of certificates.
 - The only two divisions involved are Industry and Technology (10 certs) and Health Sciences and Athletics (1 cert.)
- Fellow CCC chairs on our ListServ overwhelming recommend that they be in the catalog.
- 55070. Credit Certificates
 - b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board.
 - El Camino Colleges Certificate of Accomplishment (won't appear on student transcripts.)
 - Security Officer
 - Automotive Accident Reconstruction
 - Automotive Accident Reconstruction
 - Computer Hardware Technician
 - Electronics Technician
 - Powerline Industry Readiness
 - Automotive Brakes and Suspension
 - Automotive Transmission and Drive Train Technician Option
 - Automotive Engine Rebuilding and Repair Technician Option
 - Automotive Air Conditioning Technician Option
 - Radiologic Technology

Despite the Policy passing the Academic Senate, there had still been further discussion on this topic. Dr. Arce reported that he had no objections to what was recommended by Janet Young. More discussion on this topic is still anticipated.

New Business

Faculty Hiring: Mr. Wells had drafted a resolution pertaining to faculty hiring [pg 45of packet] He stated that this is by no means a finished document, but intended only to set out the issue and begin a conversation. Mr. Wells felt the current hiring policies left much to be desired. This was the first reading of the resolution and comments and questions were invited.

As to why things have been done in a certain manner, Mr. Vakil cited past practice. Mr. Wells countered that past practice in this case was incompatible with the law. Discussion followed. Mr. Wells asked why some positions had been taken out of the original list, and he had a problem with the prioritization of the positions. Ms. Uyemura asked who established the criteria. Mr. Wells felt the policy language was too nebulous. Mr. Crossman wondered about the role of collegial consultation in the process. Mr. Vakil asked whether Mr. Wells would be happy with a written response to his concerns. Mr. Wells replied that a written justification of current policy and procedures would be something we could learn from. Mr. Wells was asked if he could change the resolution to reflect that. Mr. Wells agreed to do so. Mr. Marcoux wondered if this was really an Academic Senate matter, and most felt that it was. Dr. Arce said he needed time to formulate a response. Mr. Wells asked for volunteers to help amend the resolution. This will be placed in the next packet for the second reading and vote.

Student Survey: Irene Graf was unable to be here to talk about the student survey.

THE MEETING NOW RETURNED TO HEARING THE OFFICERS REPORTS

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW) [packet pgs.26-27] show the PBC minutes of January 31st, which dealt mainly with the development of a process, criteria, and forms for the \$3(three) million Special Contract funds. These funds are a result of the Compton partnership.

The Senate was asked to ignore the draft document on pgs 35-38 of the packet as much has changed in the interim.

Many significant questions still remain, including:

- Where does Program Review come into play?
- How to account for carry over of unspent moneys from the \$3 million from one year to the next?
- Does "Program Development" include new AND existing courses and programs?
- Will funds be available for use to cover GASG retirement funding? If so, will there be a cap on funds available?
- Use of existing processes and software to avoid duplication of effort?

p. 28, PBC 1/17 agenda: Discussions included the item noted above, but most of the time was spent on the State budget which was released on 1/10. There is still a lot of dust yet to settle in Sacramento, another work in progress. LW noted that an extra one billion dollar deficit is anticipated. Should we have access to our reserves to help the College operations?

pp. 29-32, Planning and Budget Development Calendar: Two versions are presented in the AS packet, the most recent is on pp. 31-32. It is a very ambitious effort by the PBC to meet State/District tight deadlines. There will be further discussion on this item at this Thursday's PBC meeting.

pp.33-34, Preliminary 08-09 Budget Assumptions, 2/7 PBC meeting: This is an extremely important document since it will frame the PBC's discussions leading to the Final 08-09 Budget. For example, if #1 is an accepted assumption, then no existing reserves (nearly 10%) could be used to off-set cuts that ECC could experience as a result of the State's budget deficit. #6 reflects the fact that no salary increases have yet been negotiated for 2009. The concern with #7/8 is that the number of sections not be reduced, possible adversely impacting enrollment growth. And #15 applies only to non-instructional computers. There will be more discussions this Thursday.

p. 35-38, Draft Proposal: Discussed in first item above.

p. 39, PBC meeting dates: As you can see, the PBC is one of the most active across-campus constituent committees in terms of time and substance, second only to possibly the College Council. "All roads lead to the budget," and sometimes even planning. (editorial comment)

pp. 40-41, PBC 12/6 minutes: Initial discussions of the Planning and Budget Development Calendar. Please note on p.41 that the question of a faculty co-chair for the PBC is now DOA.

pp. 42-44, PBC 11/15 minutes: There was considerable discussion of the "proposed" VP-HR position. The suggestion that Fallo wanted to "solicit comments and thoughts" about this "proposal" was viewed by many on the PBC as an empty gesture (see item #12) since the decision has in fact already been made to do so, so why bother, except so that it can be said to the Board, "Well, it was reviewed by the PBC." Council of Deans: Report will be made at the AS meeting about discussions/actions taken by this group, if any. The Council of Deans will be meeting this upcoming Thursday.

Legislative Action report – Chris Wells (CW)

CW noted that the Long Beach bond issue garnered a lot of support. President Fallo has decided not to go ahead with a second bond for ECC at this time, but may wish to extend the bond later. President Fallo would make that decision, it would not go through the Facilities Committee.

Special Committees reports

Accreditation – Arvid Spor (AS) & Susan Dever (SD)

SD reported that the coordinators are currently meeting with the co-chairs and going through the final significant edits. They are using as a guide the questions the visiting teams may use, and ensuring that all of these questions are addressed in the document. The coordinators will then

begin writing the themes portion of the report. The team is running a little behind schedule. When asked when the Academic Senate would get to see the report, SD replied that she could not answer with any certainty at this time.

Enrollment Management – Dr. Arce

Dr. Arce reported that numbers seem to be up. We are at 98.4% of our Spring target, so progress is being made. However, Dr Arce noted that we are still in the adjustment period. Mr. Crossman asked the reason for the turnaround as he recalled earlier predictions of a small enrollment. Dr. Arce replied that lots of time and man power had gone into enrollment management. In 05/06 we lost 1,100 FTES and we have just been reclaiming these numbers. Mr. Panski said that Compton had set a year goal of 3,650 and would be close at 3,500. It looked like Compton would level out at 1,500 for this Spring semester, but this was only 60% of where they had been formerly and they had hoped to be at 70%. Mr. Panski remarked that Compton needed to pick up 1,400 FTES over the next few years. Dr. Dever said that this is why more faculty were needed on the enrollment committees.

Dr. Rader asked whether anyone was tracking Compton students to see whether they were splitting there time between Compton and ECC, or whether they had totally switched to attending ECC. Dr. Nishime said that there was no final report available yet so she could not answer definitively, but it seemed that the Compton students were staying local. Mr. Panski said that it was difficult to tell as Compton had three distinct local populations: Compton (the main population), Paramount and Cerritos.

Mr. Ahmadapour asked what had happened to previous enrollment suggestions like adding extra evening classes. It was noted that all suggestions have been forwarded to the Enrollment Management Committee for consideration. It was remarked that what is lacking is a good general campus orientation. PM noted that this is being worked on.

A question came up whether Enrollment Management is responsible for the placement of signs on campus. PM noted that there are many small sub committees under the Enrollment Management Committee umbrella. Mr. Wells remarked that signs seem to be disappearing from buildings, and there should be more notification about upcoming events like the upcoming closure of some parking structures/areas. The college could lose students over issues like this, the student experience should be positive. Dr. Rader suggested bringing in Robin Dreissler to give a report.

Mr. Wells asked about the policy regarding online classes. PM said that this would be on the agenda for the next meeting.

Associated Students – Vincent Armstrong (VA)

VA reported that the committee is just beginning its meetings. They are formulation a resolution regarding the Student Health Center.

Agenda Items for Next Meeting:

Limitation of 2 (two) classes per faculty member for Distance Education online teaching.

The meeting was adjourned at 1:45 pm.

Cs/ecc2008

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 11, 2008

Present: Vivian Amezcua, Ann Garten, Pete Marcoux, Leo Middleton, Jeanie Nishime, Barbara Perez, Gary Robertson, Susan Pickens, Luukia Smith, Arvid Spor, and Nina Velasquez.

1. Harold Tyler is putting together an ad-hoc committee to work on the Student Conduct policy. There is recourse for student appeals but nothing for faculty. They will put something in the policy to address faculty recourse.
2. Pete reported that there was some discussion in the Academic Senate about the Library policy they passed last year. Barbara reported that after some discussion it was felt that the librarians were trying to put together a policy as an internal document for library operations.
3. Each area in Administrative Services is reviewing policies and procedures to see what needs updating. The Internal Auditor is reviewing the procedure on procedures as a starting point.
4. Signage for the Humanities building needs to be better.

Agenda for the February 19, 2008 Meeting:

1. Minutes of February 11, 2008
2. Board Agenda
3. Board Policy Status Reports – VP's
4. College Council Composition

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 19, 2008

Present: Vivian Amezcua, Susie Dever, Thomas Fallo, Ann Garten, Pete Marcoux, Jeff Marsee, Leo Middleton, Barbara Perez, Gary Robertson, Susan Pickens, Luukia Smith, Angela Simon, and Arvid Spor.

1. Board Agenda
 - a. Francisco will give the Board an update on Full-time Equivalent Student (FTES).
 - b. Human Resources – page 68. It was noted that the education requirements were changed for this position. There was some discussion about years of experience. It was also noted that this is the basic screening category. The committee is going ahead with interviews and Ann is currently checking references.
 - c. Measure E – page 42 – Unallocated Refunding Fund. Some was allocated for equipment and some transferred to other projects.
2. The State fiscal system is deteriorating on a daily basis. There is a CEO meeting at the ACCCA conference this Friday and further information will be given at that time. We can then decide what we will do with faculty hires and other fiscal issues. Jeff has worked a worse case scenario budget which includes changes in specially funded programs.

We are planning on bringing back the contract between El Camino Community College District and Compton District to the Board for either the March or April Board meeting.

It is clear that the quality movement in education is not going to take a step back – the focus is on outcomes and assessments which are the hallmark of global competitiveness. More community colleges are on notice by the Accrediting Commission. They are holding us to higher standards than in the past. Our Accrediting team will be here Monday, October 6th.

Agenda for the February 25, 2008 Meeting:

1. Minutes of February 19, 2008
2. Board Policy Status Reports – VP's (BP 4100.1 Catalog Rights)
3. College Council Composition

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 25, 2008

Present: Sean Donnell, Thomas Fallo, Ann Garten, Pete Marcoux, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, and Arvid Spor.

1. The Governor has proposed a 10% cut across the board. Not all specially funded programs will have the 10% decrease. We could go into our reserves 3% - 4%. We are going to use same strategies that we did in 2003 to deal with the midyear reductions. There was a 14 point list that was included in the President's Newsletter dated January 28, 2003 and we will send that out again. We are still going forward with the faculty hires. All other hires are on hold and the Vice Presidents are going to review all open positions. There is also talk about increasing fees to \$26. In the event of a late budget, community colleges would not receive the last payment from the prior fiscal year until September, and monthly apportionment payments would not be disbursed until a budget was enacted. With Board approval we could use bond funds in the general fund to pay employees if the State is going to reimburse for that.
2. Francisco distributed the FTES Report – Update of 2-year Recovery Program that was distributed at the Board meeting. Throughout the state the numbers are looking good.
3. We have a plan to try and get some parking from Alondra Park and the church across the street for when our trenching project takes parking from the south end of campus.
4. The Vice Presidents are still in the process of developing their Board Policy Status reports.
5. Francisco distributed Board Policy 4100.1 – Catalog Rights which is ready to go to the Board for first reading in March. Board Policy and Procedure 4045 – Textbooks and Instructional Materials was also distributed. Francisco will check to make sure students approve before taking to the Board.

Agenda for the March 3, 2008 Meeting:

1. Minutes of February 29, 2008
2. Team Reports
3. College Council Goals – Status Reports
4. Board Policy Status Reports – VP's
5. College Council Composition

SUBJECT: Disciplines List Revisions

(Please note this information will also be sent via regular mail and posted on the Senate website)

Dear Colleagues:

It is time to once again begin the formal review of the Disciplines List, which establishes the minimum qualifications for the faculty of California Community Colleges. This review occurs in a two-year cycle. We recently completed such a review, culminating with proposals being voted on at the Spring 2007 Plenary Session and then adopted by the Board of Governors at their November 2007 meeting. This letter is to inform you that we are now beginning a new two-year cycle for the review process and to provide you with resource materials that will be useful in submitting changes.

- Enclosure 1—Discipline List Proposal Process: This document provides you with a guide to the discipline review process. For more detailed information about the process, we highly suggest you review the document “Disciplines List Review Process”, which can be accessed on our website at:
<http://www.asccc.org/Publications/Papers/DisciplinesListReview2004.html>.
- Enclosure 2—Discipline List Review Timeline: This timeline provides information about key deadlines. Please pay attention to the hearing dates, as each proposal must be heard at least one hearing.
- Enclosure 3—Revisions to the Discipline List Form: This form is used to submit revisions.

We have also enclosed in this packet another very important letter (Enclosure 4). This letter provides you with information about discussions on changing the structure of how disciplines are listed in the Discipline List. Please read this letter carefully as there will be a resolution at the upcoming 2008 Spring Plenary Session to change the lists. We are very interested in your comments. We hope that you will share this letter with your colleagues and provide us with feedback.

Please send this packet of materials to division/department chairs, curriculum committee members, your senators, vice president of instruction, and anyone else that might benefit from this information. All information contained in this packet is also available on the front page of our website.

A copy of the current Disciplines List is available on our website at
http://www.asccc.org/Publications/Papers/downloads/PDFs/minimum_qual_s_jan2008.pdf.

If you have any questions, please contact Dan Crump, Standards and Practices Committee Chair, at crumpd@arc.losrios.edu. Please indicate Disciplines List on the subject line of the email.

Julie Adams, CAE
Executive Director

State Senate President's Update – February 2008

The Update is intended to inform local senates of significant issues. Comments may be sent to the Academic Senate at info@asccc.org. Please copy and distribute this Update to all faculty! Share it with full- and part-time faculty, as well as with your administration and board.

In the Chinese calendar, we have just entered the Year of the Rat. Both my mother and I were born in the Year of the Rat, and my mother said over lunch the other day that this would be a significant year for both of us. Some of the characteristics of those born in the year of the Rat include hard work, thriftiness, and charm. Clearly all three of these characteristics will be needed in large measure in this challenging year.

Budget Update

The System Office has done an exceptional job at communicating with the districts, and by and large, it appears that districts have been thoughtful and measured in their responses to the Governor's mid-year cuts. While the System was originally saddled with a proposed mid-year cut of \$40m, transparent efforts on the part of the System to identify cuts and ongoing conversation with the Legislature has resulted in the System's share of cuts to K-14 being reduced to \$31m. While some feared that the cuts would come from monies already allocated to districts but not yet distributed, this has not turned out to be the case. One third of the cuts come from unspent categorical funds from 2005-2006 and 2006-2007. The bulk of the cuts come from unspent categorical funds for 2007-2008 in the areas of workforce and economic development and career and technical education. As a result, districts should feel no hit from these mid-year cuts.

The same cannot be said for what might happen in 2008-2009. The latest news is that the state will have a \$16b shortfall rather than a \$14.4b shortfall, resulting in the Governor's recent call for an additional 1.5% reduction in agency expenditures above the 10% already called for previously. With the System Office already at bare bones, Chancellor Woodruff is focusing on preserving the jobs of all current System Office staff and leaving vacancies unfilled to achieve these economies.

The Legislative Analyst's Office (LAO) has also released its report on how to deal with the shortfall. With the defeat of Proposition 92, it's hardly surprising that one of the suggestions from the LAO is to increase community college student fees back up to \$26, continuing the roller-coaster practice of fee setting.

The Governor has also proposed a 10% cut in all state expenditures. In addition to the cuts to the System Office, this means proposed cuts to all categorical funds such as DSPS, EOPS, and Basic Skills funds. The System is working hard to convey to legislators and the Governor the short-sightedness of this "share the pain" approach. Which leads me to...

Legislative Advocacy

Three major legislative events are scheduled in the next two months, through which the System hopes to convey to the Legislature and the Governor the importance of preserving System funding. The first is a legislative advocacy day on March 4, following the Board of Governors

meeting in Sacramento. Teams of 4-6 community college representatives, including faculty, administrators, trustees, staff, students, and a System Vice-Chancellor, will be making visits to legislator offices and making a case for the community colleges. There will be eight teams and two visits per team, for a total of sixteen visits.

The second event is a Rally for Higher Education being coordinated by the Community College League of California (CCLC) for April 1 in Sacramento. The hope is to bring students, faculty, staff, trustees and community supporters to Sacramento to call attention to threats to our colleges and to protect the chance for every Californian to go to college. Information regarding the event will be updated at <http://www.april1rally.org/>.

The third event is being organized by the Intersegmental Committee of Academic Senates (ICAS), which the ASCCC is chairing this year. The event is scheduled for April 2, and we are working with FACCC to arrange for meetings with legislators to talk about the budget from a unified higher education perspective.

Accountability Reporting for the Community Colleges (ARCC)

In its second year, colleges should now be more familiar with the ARCC report required by AB1417. Districts received a copy of their latest reports at the end of January and should be in the process of crafting their self-assessments related to the data in the reports, which are due at the end of February. Last year, this 500-word document was called a “response,” and the LAO and the Department of Finance (DOF) were dissatisfied with the quality of the responses received. Many colleges simply provided public relations pieces and failed to respond to the data in the report. The term “self-assessment” makes the purpose of this document clear. Colleges need to reflect on the data, good and bad, and examine how they achieved these good results or how they need to do better in 2008. These self-assessments are published as part of the full ARCC report, and ideally, colleges should be involving all constituencies, especially faculty, in the drafting and review of the self-assessment that is being submitted. The deadline for the response is February 29 at 5:00p.

Major Projects

There is an enormous amount of energy surrounding the Academic Senate’s three major grant-funded projects.

Basic Skills: The ASCCC is working closely with Foothill-DeAnza CCD on phase III of the Basic Skills Initiative. With a focus on professional development to support college efforts to implement Basic Skills Action Plans (due in May), the project has a very aggressive timeline and a full slate of activities and resources rolling out over the course of the coming year. The project continues under the direction of Barbara Illowsky, and you can find out more at <http://www.cccbsi.org>.

Statewide Career Pathways: The Academic Senate’s work on improving articulation between high schools and community colleges in the area of career and technical education has garnered the strong support of the Legislature due to its success in bringing community college and high school faculty and administrators together. In mid-February, the project kicked off a major marketing campaign for the effort before a hundred members of the media. Project director Jane

Patton was joined on the stage by Senator Jack Scott, Superintendent of Public Instruction Jack O'Connell, Secretary of Education David Long, and Secretary of Labor Victoria Bradshaw. You can get a strong taste of what this project is doing at <http://www.whodouwant2b.com/>.

C-ID: Not as glamorous or as publicized as our other two projects, the C-ID has the potential to make a significant an impact on articulating courses between community colleges and among the segments of public higher education. The Course Identification project is working to provide each community college course with a unique identifier that can be used across campuses and systems. In some measure, this project takes up where the old CAN project left off, but a significant change is that this time, the University of California is involved. The project plans to build on the work of CAN, and in this pilot year, the project is working with courses in the areas of biology, chemistry, physics, and psychology. The project is being led by former Academic Senate President Kate Clark.

ASCCC Resources

In closing, I just want to remind all of you of the wealth of resources available to you in the approved papers of the Academic Senate. In particular, I call to your attention *What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California*, of particular importance in this difficult budget climate, and *Textbook Issues: Economic Pressures and Academic Values*, which deals with a major issue in affordability for our students. Many faculty have recently asked for advice about planning and budget, and the ASCCC paper *The Faculty Role in Planning and Budgeting* may be of use. And finally, it is important to remember that difficult budgetary times always affect our part-time colleagues more severely than those with full-time positions. The Academic Senate paper *Part-Time Faculty: A Principled Perspective* provides a good foundation for local discussions and action.

Happy Year of the Rat.

Mark Wade Lieu
President

Education Policy Meeting

These are our notes from our first meeting of the spring 08 semester:

We are trying to make sure that everything that we finished has actually gone to the Board and when passed, has been posted on the BoT list of Board Policies.

In a couple of cases, that doesn't seem to have happened: BP 4070/AP 4070 Audit of Courses was completed by our committee, but it's unclear if it was passed by Senate (I think it was) and we don't see it on the Board Policies.

BP 4045 Textbooks was also completed recently, but the online version is 1999. I think Senate also approved that.

BP 4040 Library Policy has approved by the Senate last April (07), but apparently is still being discussed at the VP/Dean level. However, we feel strongly that if there is an objection to a policy, it is Senate and Ed. Policies that should be consulted. Also, once a policy has been passed by Senate, it's not the time to fine tune the language. If the VP can't bring it to the Board for some reason, that reason should be presented to the Senate.

Our goal for the semester is to keep better track of the disposition of policies, and to work to make sure that Administrative Procedures not only are taken as a package with the BPs, but that they are made available as links directly from BPs online. As it stands, the BPs get posted, but the vital link to the procedures that contain much of the meat of the policies is not accessible to students or faculty who need to know how to proceed.

Finally, we are awaiting word on the excessive W symbol, and we are working on an Administrative Procedure to go with BP 4250, Probation/Dismissal/Readmission. Once these two things are finished, BP 4220 Standards of Scholarship will have been completely updated. We need to make sure that all the latest Title 5 conditions are met in this revision. Also there are probably other Title 5 revisions that we will need to address.

Evelyn Uyemura
x3173
Hum/ESL
Ed. Pol. chair

Board Policy 4040**Library Services**

It is the policy of El Camino College to maintain library services that are an integral part of the educational program. The district will provide the means to assure the planned and systematic acquisition and maintenance of library materials, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, coordination and provision of academic resources and services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all users. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District ~~supports the American Library Association's Bill of Rights that~~ affirms both library users' right to read what they choose and the library's responsibility to provide books and materials presenting a variety of points of view.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as defined in CCR § 53200.

Reference: Education Code, Section 78100

El Camino College
Passed by Academic Senate April 3, 2007

Replaces Board Policy #6142

Administrative Procedures 4040**Library Services**

The following guidelines will be used in implementing the Library Policy.

1. Prioritization

1. To provide materials that meet direct curricular needs in the courses of study.
2. To include standard reference works in the major fields of knowledge.
3. To provide materials of current interest and concern.
4. To provide a well-rounded reading experience.

Materials will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2. Selection Criteria

When selecting materials, the library considers the following:

1. Meeting the needs of the students and faculty
 1. Timeliness
 2. Relevance
 3. Overall balance of the collection

Faculty members are encouraged to recommend titles in their areas of expertise; however librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations

The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation, e.g., that the materials *must* be added to the collection, the donation will not be accepted. All donations will be acknowledged by the College Foundation.

4. Special Collections

Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

5. Government Publications

The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding

Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.

7. Replacements

Missing, lost, or damaged materials that are paid for will not necessarily be replaced.

8. Controversial Materials.

Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

The library does not promote particular beliefs, nor is the selection of any item meant to indicate endorsement of that item's viewpoint. The library recognizes that many items are controversial and may offend some users. However, selections are not made on the basis of anticipated approval or disapproval, but solely on the merits of the work in relation to building the collection and serving the interests of the El Camino College community.

Materials will not be marked or identified to show approval or disapproval of the contents, and no catalogued material or other item will be sequestered, except for the purpose of protecting it from injury or theft.

If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director and the college librarians will ~~then~~ review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The questioner may accept the review, or present an appeal to the College President and if not satisfied, to the Board of Trustees.

9. Faculty Advisory Committee

A Faculty Advisory Committee will be created to discuss library issues and provide input in the development of policies and procedures.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes

Date: February 7, 2008

MEMBERS PRESENT:

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

OTHERS ATTENDING: Janice Ely, Ken Key, Luis Mancía, Jeff Marsee, John Wagstaff

Handouts:

- 2008-09 Budget Assumptions
- 2008-09 Preliminary Budget, General Fund – Unrestricted – Income/Expenditures
- 2008-09 Preliminary Budget, General Fund (with 10% cut) – Unrestricted – Income/Expenditures
- Draft – Planning & Budget Development Calendar

The meeting was called to order at 1:02 p.m.

Preliminary Budget/Assumptions: Assumptions are subject to review and change throughout the budget development process - proposed amounts and percentages may change. PBC recommendations will impact the financial preliminary budget.

Assumptions - Revenues:

1. District will adopt a balanced budget where expenditures will not exceed revenues – doesn't this reflect projected expenditures for 2008-09? Suggestion was made to change sentence to "The District will adopt a balanced budget in which *projected* expenditures will not exceed *projected* revenues."
2. Actual FTES reported for 2006-07 is 19,305. Summer 2007-08 is the last summer we can borrow. Need to grow another 3% to reach 19,305 for fall, winter, spring and summer 2008-09.
3. 0% COLA is projected by the state for 2008-09.
4. State Principal Apportionment based on Foundation Revenue \$8,857,454 and 19,305 FTES. Base rate and COLA shown on back page. "A)" corresponds to "A)" on 2008-09 preliminary budget handout.
5. Lottery funded at \$130 per FTES - estimate 10% reduction from 2006-07 rate of \$143 per FTES. Projected funds not yet determined for next year; funds are declining each year.

Assumptions - Expenditures:

6. No salary increases built into preliminary budget.
7. Academic salaries include 12 new FT Faculty hires in 2008-09 (\$782,472).
8. PT faculty sections reduced (\$540,000). Adjustment: FT – PT = \$232,472 (excluding benefits). Replacements for retirees built into the budget. Changing mix between FT and PT. 3% salary increase was funded 50% this fiscal year and 50% next fiscal year.
9. Classified salaries will increase because of 4 new custodians and 1 new groundskeeper hired this current year from Fund 15 - salaries will transfer to general fund (net increase of \$178,802).
10. – 13. Estimated increases in medical benefits, gasoline, utilities and hardware/software maintenance for 2008-09. Budgeted \$800,000 for hardware/software maintenance for 2007-08;

no increase for 2008-09. Add “(F)” next to account number 3400 Health and Welfare-Medical on page 3 of the 2008-09 preliminary budget handout.

14. Transfer \$3 million (funds from Compton partnership) to Fund 15 for Special Contract Funds Programs.
15. Annual computer replacements – separate from hardware/software maintenance.
16. Interfund transfers same as in 2007-08 – listed on last page of the 2008-09 preliminary budget handout. Match amount will probably change.
17. No unrestricted general funds allocated to GASB 45 requirement (Fund 17). PBC will discuss this item.
18. Based on above assumptions, budget amount for department operational accounts for 2008-09 = \$5,692,306; down from \$11,557,413 in 2007-08 (shown on page 4 of the 2008-09 preliminary budget handout). Does not include 10% cut projected by state.

2008-09 Preliminary Budget With 10% cut handout:

1. Effects of a 10% cut in state income to preliminary budget 2008-09 shown on page 1 (shaded portion).
2. 10% cut from state income scenario decreases \$4 million from department operations to balance budget to zero (page 4).
3. Not recommending building budget on the minus 10% scenario.

Discussion:

1. Is PBC comfortable with preliminary budget as presented with the 18 assumptions? 2008-09 preliminary budget assumptions still reflect substantial cuts to departmental operating expenses without the 10% cut scenario.
2. It is possible to increase apportionment with additional enrollment growth (reporting above 19,300) or replenish borrowed summer FTES for future borrowing.
3. If assumptions accepted as presented, reserves would be 9.687%. Reserves are percentage of total expenditures. Can we consider using reserves if reserves were reduced to 5%? Yes. A few PBC members expressed concerned about amount of reserves kept during period of cutbacks.
4. Items 10-13 institution-wide expenditures. Suggest using proposed percentages for purpose of preliminary budget planning, but PBC should continue to review each line item during budget process.
5. Item 14 – if PBC does not recommend setting aside \$3 million, this amount will go into operational budget. This may adversely affect special projects. Discussed pros and cons of keeping \$3 million in a separate fund. Fund 15 identifies funds as temporary, makes it easier to track, and requires planning and accountability.
6. Item 15 – replacement of administrative, non-academic computers (3-year cycle). Funds originally requested were \$900,000; PBC recommended \$450,000. Suggestion was made to add a presentation to a future PBC agenda on the state of the Information Systems infrastructure by John Wagstaff.
7. Item 17 – according to actuarial study, need \$900,000 for GASB 45 to stay on track for 20-year payoff. PBC previously discussed a \$900,000 cap and keeping any unexpended money from fund 15 in fund 15. Accountants treat rollover from fund 15 as unrestricted. Suggestion was made to delete second sentence (“PBC endorsed the use of...”) which needs further PBC discussion and decision.
8. Item 18 – reflects items 1 – 5. Suggestion was made to delete item 18 because it is not an assumption, but an outcome of the previous 17 assumptions.

PBC 2008-09 Budget Assumption Recommendations:

- Items 1-5: yes (6 of 6)
Items 6-8: yes (5 of 6)

- Item 9: yes (5 of 6)
- Items 10-13: yes (5 of 6)
- Item 14: yes (5 of 6)
- Item 15: yes (5 of 6)
- Item 16: no vote needed – reflects matching funds from state
- Item 17: yes, but with second sentence deleted (6 of 6)
- Item 18: yes, but to delete item 18 (5 of 6)

Approval of Minutes

Postponed approval of January 31, 2008 minutes until the next meeting.

Agenda Development:

1. Project Funding Form
2. Planning & Budget Development Calendar
3. Status of use of unallocated/unspent Fund 15 and GASB 45 fund transfer

The next meeting is scheduled on Thursday, February 21, 2008.

Meeting adjourned at 2:33 p.m.

Note taker: Lucy Nelson

Draft January 6, 2008
Faculty Hiring

Whereas The Academic Senate of El Camino College values the collegial consultation process and the contractual obligations based upon The Agreement between El Camino College District and El Camino College Federation of Teachers.

Whereas Board policy 2510 Participation in Local Decision Making states in part:

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title V

Whereas Education Code §87360 (b) requires that hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the Academic Senate, and approved by the governing board.

Whereas The Agreement between El Camino College District and El Camino College Federation of Teachers in Appendix M-1 states in part:

The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees in accordance with the Education Code, Section 87360, in AB 1725.

C. Campus-Wide Approval

1. A joint Academic Senate/administration committee will be convened by the appropriate VP for final identification of positions recommended for announcement. The composition of this committee will be at least 50% appointed by the ASC.

Whereas The committee was convened and made a prioritized list of positions recommended for announcement.

Therefore The Academic Senate of El Camino College recommends that the hiring of new faculty be authorized as prioritized by the committee.



El Camino College Student Learning Outcomes and Assessment

Submitted for review and ratification to the Academic Senate by the Assessment of Learning Committee

Purpose of a Guiding Principles Statement:

The purpose of these principles is to guide us as we build the assessment process at El Camino College. Any policy established regarding the student learning outcomes assessment process should adhere to these principles.

El Camino College's Guiding Principles for Student Learning Outcomes Assessment Cycles

The Mission of El Camino College is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. Central to this mission is student learning, which is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student learning in all of our courses, programs and services.

Assessments of student learning offer the institution a vital measure of how effectively El Camino College is fulfilling its mission. Assessment results provide evidence upon which to base curricular, planning and budget decisions, which lead to greater student success. Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all of its courses, programs and services.

A student learning outcome assessment cycle is a four-stage process in which we:

- A. Identify a student learning outcome
- B. Design and implement an assessment plan
- C. Reflect on the results of the assessment and draw conclusions
- D. Share the results and conclusions with the college community, invite review and comment, and recommend changes that may improve student learning

The following principles guide the implementation and use of student learning outcome assessment cycles:

1. **For any course, program or service, the personnel directly involved in its delivery are finally responsible for all aspects of its assessment cycles:** While expected to consult with all stakeholders on campus, the responsible personnel are the best qualified to determine appropriate student learning outcomes, implement effective assessments, report results, and

make recommendations for improvements. For each outcome, they are also best equipped to decide when each stage of the cycle is complete. ^{2/28/2008}

2. **Broad participation in assessment cycles by administrators, faculty and staff is a shared responsibility:** The more personnel that participate in the production and analysis of assessment results, the greater the likelihood that proposed changes will be implemented and sustained.
3. **Student learning outcomes are defined in various ways.** Student learning outcomes vary tremendously among courses, programs and services; they may be cognitive, affective, or psychomotor. They change over time and are informed by a multitude of factors, including community needs, discipline standards, and previous assessment cycles.
4. **Assessments use various methods and may build upon existing assessments:** Assessment techniques range widely in style and rigor. Whenever feasible, existing assessment instruments are modified to meet new assessment needs. If possible, new assessment routines replace old ones. Direct measures of student learning are preferred, although indirect measures are used, particularly in sectors that indirectly support student learning.
5. **Curricular, planning and budget decisions are informed by assessment results:** Assessment results provide evidence that allow administrators, faculty and staff to make wise planning and budget decisions. All curricular and program reviews are stronger when they incorporate assessment results in their reports. An individual considers assessment results as part of the self-evaluation process.
6. **Assessments are used to evaluate and improve student learning:** Information gleaned from assessment cycles is used primarily to understand the factors affecting student learning and to improve instruction and services. Assessments of student learning outcomes are not used to undermine academic freedom.
7. **Resources are provided for assessment cycles:** For some assessment cycles, existing resources suffice; for others, additional resources are needed. Administrators, working together with faculty and staff, find the means of conducting meaningful assessment cycles without compromising the quality of instruction, delivery of services or overburdening specific personnel.

Draft Online Teaching
February 20, 2008

Full Time Faculty will be allowed to teach as many online courses as they choose within contract load limitations.

Full Time Faculty will teach 60% (or 40% if they teach a hybrid course) their contract load on campus.

Part Time Faculty will be allowed to teach their full load online.

Full Time Faculty will be allowed to teach online courses as an overload.

Faculty will be allowed to teach two sections of the same course online.

Large class size will be allowed for online sections and compensated as per contract Article 10 Section 17 (a) (b) (c) (d).

Faculty teaching online course shall be evaluated on the online course as well as by the traditional evaluation process for their courses on campus.

Faculty teaching an online course will be evaluated (by faculty and/or by an administrator with online experience) on that course the first semester they teach it and every three semesters thereafter.

ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE GOVERNANCE

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

INFORMATION PRESENTATION

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

ADVISORY ASSISTANCE

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves **special workshops and presentations** on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

**AB1725 Implementation
ASSISTANCE REQUEST
(Academic and Professional Concerns)**

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) _____

Title(s) _____

College _____

College Phone _____ Email Address _____

Best time to Call _____

Areas of Concern (Check appropriate area):

- | | |
|--|--|
| <input type="checkbox"/> Shared Governance | <input type="checkbox"/> Budget Process |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Disciplines |
| <input type="checkbox"/> Minimum Qualifications | <input type="checkbox"/> Hiring |
| <input type="checkbox"/> Equivalence | <input type="checkbox"/> Tenure |
| <input type="checkbox"/> Peer Review | <input type="checkbox"/> Evaluation of Administrator |
| <input type="checkbox"/> Administrative Retreat Rights | <input type="checkbox"/> Other (please specify) |

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

Please mail or fax this form to:

Community College League of California or
2017 O Street
Sacramento, CA 95814
Fax: (916) 444-2954
Email: cclc@ix.netcom.com

Academic Senate for California
Community Colleges
910 K Street, Suite 300
Sacramento, CA 95814
Fax: (916) 323-9867 Email: asccc@ix.netcom.com

1. Have you submitted the form for financial aid known as the FAFSA (Free Application for Federal Student Aid) to pay for your expenses at this college?
 - A. Yes
 - B. No
 - C. Don't recall
 - D. Don't know what it is

If you answered anything other than "B" (No) to question #1, please skip to question #4.

2. If you did not fill out the form for financial aid (FAFSA), what was the main reason you did not? **Mark only one response.**
 - A. Did not want to provide sensitive, personal information (such as tax or immigration information)
 - B. The form was too complex/complicated to fill out
 - C. Did not think I would qualify for financial aid
 - D. Did not need any financial aid
 - E. Other

If you answered anything other than "C" (Did not think I would qualify for financial aid) to question #2, please skip to question #4.

3. If you did not fill out the form for financial aid (FAFSA) because you thought that you would not qualify for financial aid, what was the main reason you thought you would not receive any financial aid? **Mark only one response.**
 - A. My income and/or family's income or savings are too much for me to qualify for financial aid
 - B. I would not qualify for financial aid due to the number of credit hours I am taking
 - C. I would not qualify for financial aid due to poor grades
 - D. Someone told me I would not be eligible
 - E. Other

4. Did you receive (or have you been *notified* that you will receive) ANY TYPE of financial aid (scholarships, grants, loans) to help pay for college? **Mark only one response.**
 - A. Did not receive any type of financial aid
 - B. Received or will receive scholarship(s) and/or grant(s) (money that DOES NOT have to be paid back)
 - C. Received or will receive loan(s) (money that DOES have to be paid back)
 - D. Received or will receive both scholarship(s)/grant(s) and loans
 - E. Don't know yet whether I will receive any financial aid

5. Which ONE of the following BEST describes the source from which you originally learned about the process for applying for financial aid?
 - A. Parents or other family members
 - B. High school counselor/teacher
 - C. College employee or staff
 - D. Friend or other student
 - E. Did not learn about the financial aid application process

Questions	Responses
Which language is MOST COMMONLY SPOKEN in your home?	A=English B=English and Spanish <i>about equally</i> C=English and another language <i>about equally</i> (other than Spanish) D=Spanish E=Another language
I would like to see more online (Internet-delivered) courses offered at El Camino College.	A=Strongly Agree B=Somewhat Agree C=Neutral D=Somewhat Disagree E=Strongly Disagree
If this college were to offer a course you wanted during all the following time periods, which period would you most likely select for the course?	A=8:00 a.m. to noon B=Noon to 4 p.m. C=Evenings after 4 p.m. D=Saturdays E=None of the above, I'd prefer to take the class online
When you want to register for a class, which class schedule are you MOST LIKELY to use?	A=Printed schedule of classes B=Online searchable schedule of classes C=Class schedule (pdf) on the ECC website D=Both the printed schedule and the searchable schedule E=Other or no preference
On which of the following social networking websites do you have a personal home page?	A=MySpace B=Facebook C=LinkedIn D=Other E=None
Which of the following factors, if any, poses the biggest obstacle to your academic progress?	A=Academic preparation for college B=Time management or study skills C=Money, work obligations, finances D=Family obligations E=Difficulties getting the courses you need
I know where to go on campus with concerns about non-academic issues.	A=Strongly agree B=Agree C=Disagree D=Strongly disagree
I can find the information I need on the college's website easily.	A=Very often B=Often C=Occasionally D=Never E=I have never used the ECC website
I would like to have one faculty or staff member to whom I could go to with any questions or concerns about my life as a student at this institution.	A=Strongly disagree B=Disagree C=Neutral D=Agree E=Strongly agree

Fact Sheet
Community College Survey of Student Engagement (CCSSE)
El Camino College

What is the *Community College Student Report*?

Research shows that the more actively engaged students are — with college faculty and staff, with other students, with the subject matter — the more likely they are to learn and to achieve their academic goals. The *Community College Student Report* is a survey instrument that focuses on student engagement — institutional practices and student behaviors that are highly correlated with student learning and persistence. It is a tool that helps institutions assess quality in community college education, focus on good educational practice, and identify areas in which they can improve programs and services for students. The survey is administered by the Community College Survey of Student Engagement (CCSSE), headquartered at the Community College Leadership Program at The University of Texas at Austin.

What is the 2008 CCSSE Cohort?

El Camino College and Compton Center are part of the 2008 CCSSE Cohort, comprised of 320 institutions from across the nation. The annual cohort allows each campus to compare itself to average survey responses from colleges like ours and from the entire national cohort.

How will the survey be administered?

Surveys will be administered in spring 2008 to a sampling of classes on each campus. Credit classes are randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Faculty in selected classes will be able to select their preferred administration date. El Camino College hopes to survey between 1,500 and 2,000 students enrolled in spring credit classes (about 100 classes). Compton Center hopes to survey between 600 and 900 students in 55 classes. Students who respond to the survey generally reflect the underlying student population of the participating colleges in terms of age, gender, race, and ethnicity.

Is participation required?

No. Students may decline to complete the survey and need not answer every question. Academic faculty also have the option to refuse participation, although we hope that both faculty and students understand the value of student opinion surveys in guiding educational and program quality and offerings at the college.

When will the 2008 CCSSE results be available?

CCSSE results will be mailed to participating colleges by the end of July. Separate sets of results will be created for each campus. Presentations of the survey results will be conducted in a variety of venues in August and September.

How will survey results be used?

The *Community College Student Report* is a tool for assessment, improvement, and accountability. El Camino College will use its survey results internally to provide information about institutional performance to a variety of audiences, identify necessary improvements, and monitor our progress in achieving student success. We also will use the survey results externally for benchmarking against similar institutions and institutions that offer models of excellence. The Survey results will provide evidence in response to rising expectations for public accountability as well as to meet criteria for institutional accreditation.

CCSSE is committed to presenting data without flinching. Accurate information, whether positive or negative, can help improve educational practice and performance.

Student Health Center Resolution

“Whereas, El Camino College is unable to acquire adequate and comprehensive health care and solely depends on the health care services provided by the community college health center;

Whereas, health care is expensive for some students and so they rely on the health care center in the community college;

Whereas, the El Camino College Health Center is not open during the summer session; and

Whereas, health care is very important and accidents are almost unavoidable and the health center would be the best place to get first treatment;

Resolved, That the Associated Students Organization of El Camino College supports keeping the health center open during the summer session to support students and their health care needs.”