El Camino College
2005-2006 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – Apr, 18, 2005

Susan Dever
(Learning Resources Unit) President

Lisa Raufman
(Counseling) VP Faculty Development

Janet Young
(Behavioral & Social Sciences) Curriculum Chair

Peter Marcoux
(Humanities) VP Legislative Action &
Academic Technology Committee Liaison

Evelyn Uyemura
(Humanities) VP Educational Policies

David Vakil
(Astronomy) Secretary

Lance Widman
(Political Science) VP Finance and Special Projects

Julie Stewart
(Natural Sciences) Past President

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735
  Elaine Cannon (06-07) Sociology 3574
  Ed McCrary (06-07) Psychology 3562
  Lance Widman (05-06) Political Sciences 3746
  Michael Wynne (07-08) Psychology 3562
  Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442
  Jacquie Thompson (06-07) CIS 3206
  (vacant)
  (vacant)

Counseling – Smith 3442
  Kate Beley (05-06) Counselor 3251
  Ken Gaines (07-08) Counselor 3690
  Lisa Raufman (07-08) Counselor 3435
  Ken Key

Fine Arts – Back 3715
  Daniel Berney (06-07) Dance 3657
  William Georges (06-07) Theatre 6770
  Russell McMillan (05-06) Art 3554
  Kevin O'Brien (05-06) Film/Video 3702
  Harrison Storms (05-06) Art 3554

Health Sciences & Athletics – Schwartz 3550
  Nick Van Lue (05-06) HSA 3681
  Kathy Morgan (05-06) Nursing 3285
  Mary Moon (06-07) 3283 (sharing)
  Louis Sinopoli (05-06) Respiratory Care 3248
  Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large
  (vacant)
  (vacant)

Humanities – Lew 3316
  Debra Breckheimer (06-07) English 3182
  Lyman Hong (06-07) English 6046
  Karen Warrener (07-08) English 3689
  Peter Marcoux (07-08) 6046
  Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600
  Vic Cafarchia (06-07) Air Conditioning &
    Refrigeration 3306
  Ed Hofmann (06-07) Machine Tool Technology 3292
  Walt Kahan (06-07) Electronics 3620
  Douglas Marston (07) Electronics 3621, 3611
  George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526
  Susan Dever (05-06) Learning Resources Center 3254,
    3514
  Claudia Striepe (07-08) Library 6482

Natural Sciences – Perez 3343
  Chas Cowell (05-06) Chemistry 6152
  Teresa Palos (07-08) Biology 3354
  Julie Stewart (05-06) Chemistry 3242
  David Vakil (07-08) Astronomy & Physics 3134

Mathematical Sciences – Glucksman 3200
  Susan Tummers (07-08) Math 6390
  Lijun Wang (06-07) Math 3211
  Dale Perinetti (05-06) Math 3221
  Ralph Taylor (05-06) Math 6390
  Massoud Ghyamkhah (07-08) Math 3900

Note: Year after Senator's name indicates the last
academic year of elected service.

Accreditation – Ruth Banda-Ralph & Arvid Spor
Academic Affairs – Ann Collette
Union – Editor
Associated Students President – Justin Bagnall
Public Information – Ann Garten
Campus Police – Mike D'Amico, Chief
Federation Office – Angela Simon, Don Brown, & Nina
Velasquez
Health Center – Debbie Conover

Admissions & Records – Bill Mulrooney
Human Resources – Marcy Wade
President/Superintendent – Thomas Fallo
VP Academic Affairs – Francisco Arce
VP Administrative Services – Jeff Marsee
VP Student & Community Advancement – John Baker

Board of Trustees
Ms. Combs   Miss O'Donnell Dr. Jackson
Mr. Beverly   Dr. Gen   Mr. Gomez

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:
1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:
1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

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]

El Camino College
ACADEMIC SENATE
AGENDA
Apr, 18, 2005

1. **CALL TO ORDER**   12:30
2. **APPROVAL OF MINUTES: Feb. 21 , 2006**
3. **PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS**
   - Academic Senate Website www.elcamino.edu/academics/academicsenate/
     NOTE THE URL CHANGE!
   - CA Academic Senate Spring Session

4. **VICE PRESIDENTS' & OTHER REPORTS**
   a. **EDUCATIONAL POLICIES (Evelyn Uyemura)**
   b. **FACULTY DEVELOPMENT (Lisa Raufman)**
   c. **FINANCE & SPECIAL PROJECTS (Lance Widman)**
   d. **DEANS' COUNCIL REPORT (Lance Widman)**
   e. **LEGISLATIVE ACTION (Pete Marcoux)**
   f. **CURRICULUM (Janet Young)**
   g. **STUDENT LEARNING OUTCOMES (Janet Young, Evelyn Uyemura)**
   h. **CALENDAR COMMITTEE (Lyman Hong)**
   i. **ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne)**
   j. **ACCREDITATION (__)**
   k. **ENROLLMENT MANAGEMENT (Vice Presidents)**

5. **UNFINISHED BUSINESS**
   - Board Policy 4240 & Procedures – Academic Renewal
   - AS Constitutional Amendment – VP Technology
   - Elections for president & Part Time Faculty representatives

6. **NEW BUSINESS**

7. **PRESENTATION**
   - Recruitment plan for Fall 06

8. **ANNOUNCEMENTS**

9. **GENERAL DISCUSSION – Topics not on agenda**
10. **ADJOURN**   2:00

Note 1: All motions/resolutions must have been presented to the Senate in writing and in "DRAFT" form for review
         prior to voting and if necessary, gone through the "Consultation: process unless considered an emergency.
Note 2: Any timed item may be extended by majority vote of Senate members present at time.

El Camino College
ACADEMIC SENATE
Meeting Packet Table of Contents   Apr, 18, 2005

Academic Senate Meeting Schedule – 2005-06
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	**Spring**
September 20	February 21
October 4, October 18	March 7, March 21
November 1, November 15	April 4, April 18
December 6	May 2, May 16, and perhaps a final meeting on May 30

El Camino College
ACADEMIC SENATE
Committee Memberships   2005-2006 Academic Year

EDUCATION POLICIES: Chair, Evelyn Uyemura

Sep. 22nd, followed by – 1st & 3rd Thur   12:45-1:45   Chem 134

Chris Jeffries	Bill Georges
Chas Cowell	Jacquie Thompson
Kate Beley	Julie Stewart

FINANCE & SPECIAL PROJECTS: Chair, Lance Widman (3746)

1st & 3rd Thursdays   1 – 2:30   Usually Alondra Room

Dave Vakil	Ken Keys
Teresa Palos	

FACULTY DEVELOPMENT: Chair, Lisa Raufman (3435)

2nd & 4th Tuesdays   12:45 - 2   ADM 127

Jean Shankweiler (alternate if time permits)	John Ruggirello
Elaine Cannon	Moon Ichinaga
Mercedes Thompson	Ruth Banda-Ralph

LEGISLATIVE ACTION: Chair, Pete Marcoux (6046)

1st Thursday   12:45 – 1:30

Doug Marston	Walter Kahan

CALENDAR COMMITTEE	**ELECTION SUB COMMITTEE**
Lyman Hong	Karen Warrener, chair
Kelly Clark	Lijun Wang
	Susan Tummers

ACADEMIC SENATE MINUTES

April 4, 2006

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

Behavioral & Social Sciences		Humanities	
Cannon, Elaine		Breckheimer, Debra	X
McCrary, Ed		Hong, Lyman	X
Widman, Lance	X	Marcoux, Pete	X
Wynne, Michael	X	Uyemura, Evelyn	X
		Warrener, Karen	X

Business		Industry & Technology	
Thompson, Jacquie	X	Cafarchia, Vic	
Vacant		Hofmann, Ed	X
Vacant		Kahan, Walt	X
		Marston, Doug	X
		Rodriguez, George	X

Counseling		
Beley, Kate	X	
Gaines, Ken		
Raufman, Lisa	X	

Learning Resources Unit		
Dever, Susan	X	
Striepe, Claudia	X	

Fine Arts		Mathematical Sciences	
Berney, Dan	X	Ghyam, Massoud	
Georges, William		Perinetti, Dale	
McMillan, Russell		Taylor, Ralph	
Storms, Harrison	X	Tummers, Susan	X
Chris Wells	X	Wang, Lijun	

Health Sciences & Athletics		Natural Sciences	
Van Lue, Nick	X	Cowell, Chas	
Morgan, Kathy (sharing)		Palos, Teresa	X
Moon, Mary (sharing)	X	Stewart, Julie	X
Sinopoli, Louis		Vakil, David	X
Stanbury, Corey	X		

Adjunct Faculty	
Vacant	
Vacant	

Ex Officio Attendees: Janet Young, Francisco Arce, John Baker

Guests: Ann Collette, Ken Key, Debbie Conover, Ron Way.

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

Summary of events during meeting

- Senate website URL has changed. See also policies in "documents and resources"
- Elections for adjunct senators & president elect are in motion. Some divisions need to hold elections for senators whose terms expire this academic year.
- Please advertise the 8-week session to your students
- A subcommittee was formed to explore issues associated with hybrid (online + face-to-face) courses. They will consult with the DEAC.
- Faculty development will pursue ways to recognize work done by faculty, staff, and administrators.

- An SLO coordinator position is being submitted by VP Arce; the agreement between senate and the district about SLOs may go to the Board of Trustees for "in concept" agreement.
- VP Arce solicited recommendations and pro/con statements about various Learning Management Systems (e.g. Blackboard)
- The academic accreditation co-chair has resigned for personal reasons
- BP 4240 (Academic Renewal) was tabled pending discussion about how it is related to the Standards of Scholarship policy, and how to change one/both correctly and how to notify students about the new policy/procedures (e.g. print in the catalog?)
- Please notify students of the existence of the Health Center.
- The Health Center may start charging a fee to certain groups of BOGG students.

President's report – Susan Dever (henceforth SD)

Senate's website has changed its URL (i.e. web address). Information posted there will be updated after being approved by Public Relations. Included on the website are policies under "documents and resources." Annotations and status updates for various senate projects will be available soon.

Nominations for adjunct faculty senators have been distributed by mail for this semester. Senate President-elect nominations forms are in the packet.

National Student Employment Week information is on pages 54-55. Please support this activity.

There is a humanitarian award and luncheon, as seen on the last page in the packet.

The second set of 8-week courses is beginning soon; a schedule is on the last page of the packet. Lance Widman suggested sending the 1-page schedule around in your classes as part of a roll sheet so every student sees the classes available.

Minutes – approved as written

Educational Policies Report – Evelyn Uyemura

Pages 50-51 has our 2nd reading of Board Policy and administrative procedures for academic renewal. These are up for a vote today and if approved, they will be submitted to VP Arce and hopefully the Board of Trustees for their approval.

Ed Policies meeting is this week in Chemistry 134 from 12:45-1:45pm, and will discuss course repetition policy & procedures. Deans are also working on this to maintain Title 5 compliance.

Lance Widman asked if there has been any discussion about hybrid courses (e.g. definitions, how to count office hours, clarifying evaluations of hybrid faculty). It was suggested that this might be part of the curriculum committee. A group of senators volunteered to form a senate subcommittee to discuss this. Janet Young volunteered to represent curriculum. The Distance-Education Advisory Committee has already discussed some of these issues, so this group should be consulted by the subcommittee. There was some work done over a year ago that has been re-distributed over email by SD. The new subcommittee will report to senate in May.

Faculty Development – Lisa Raufman

Recent minutes are on page 42. Noted: CCC Confer is a way of meeting virtually, rather than face-to-face. It takes about an hour to learn this system. A workshop will occur in May.

The committee is also discussing ways to recognize faculty, beyond Distinguished Faculty and the Women's Wall of Fame. Lance Widman added that this is a major weakness on this campus for all areas (staff, administrators, and faculty). Arce suggested senate could make recommendations about how to acknowledge faculty. Nadine Hata used to do this on flex day, when faculty used to submit this information to the VP. David Vakil suggested making the effort school-wide to acknowledge staff and administrators. Faculty development will work on this and will report back at the next meeting.

Another topic being discussed: mentoring faculty.

Fine Arts does not have a representative on the faculty development committee.

Also, MIT offers a variety of classes online (for no credit, but for no fee) that anyone can enroll in. On page 43 is a summary of techniques teachers can use to increase student enrollment.

SD asked how faculty have been involved in enrollment management process. Enrollment management's focus has been more on procedures that students have to follow to get enrolled and to graduate. The information on page 43 summarizes what came from faculty on flex day. The hope is to build on this list. It was noted that the enrollment management committee shouldn't tell faculty how to keep students in class.

Finance and Special Projects – Lance Widman

Council of Deans minutes appear on pages 8-9. The focus has been on enrollment management and the discussion has generated many good ideas. This has also been discussed by PBC. Course repetition has been discussed by the deans.

On pages 46-47 are recent PBC minutes. PBC discussed GASB requirements for retiree benefits. David Vakil's presentation on this will be posted on the senate web page. There is currently a $3 million budget deficit anticipated for 06-07. A hiring freeze has been implemented, in part due to a huge enrollment decrease. Only 1 full-time faculty (nursing) will be hired this year. A correction to PBC minutes on page 47: other factors besides growth affect salary (COLA, benefits). Also noted was that in the recent past, negative health benefits did not result in positive salary increases. There is discussion about how negative growth will affect salaries.

Legislative Action – Pete Marcoux

If you have 05-06 after your name on the senate roster, your senate position is up for re-election. The senior senator in your area should run the election. Some elections have already taken place and that information (and others) is not up to date on the front page.

Curriculum Committee – Janet Young

Humanities completed all of its Title 5 updates and the committee is currently on target to have all Title 5 updates done in the 6-year cycle. Online course development system (i.e. how to submit curriculum changes online instead of with paper) is making progress. Janet Young also requested to be on senate's agenda next meeting.

Student Learning Outcomes – Francisco Arce

VP Arce is developing a preliminary budget proposal to support coordination of SLOs. He is looking at reassignment time for a coordinator. Julie Stewart suggested that the SLO agreement developed in senate should go to the Board of Trustees, and perhaps that it could be agreed to in concept pending funding.

Calendar Committee – Lyman Hong

The 2008-2009 calendar will come to the next meeting. A question being discussed is "Is winter session reducing enrollment?" The deans supported winter session and suggested examining its effects before canceling it. It was suggested that a solid effort be made for winter session to see how a good one would affect enrollment. Students were consulted informally about this. It was suggested that research be done about this. One reason this issue came up is because there is an 8-week break between Fall & Spring.

PBC will address the winter session, enrollment, and related issues to examine winter's effectiveness. PBC will also address the possible need for having a separate committee that focuses on retention, since the enrollment management committee has focused mostly on recruitment. [*Editor's note*: The Enrollment Management committee will be focusing more on retention now. PBC will not address this now. It will discuss winter, however.]

Academic Technology Committee – Pete Marcoux

The next ATC meeting will be after April 24 in Library 202. The focus is on learning management systems (e.g. Blackboard). A formal recommendation has not been made yet to the VP; VP Arce solicited one during the meeting and also asked for pros and cons for the various systems. State law does not allow us to charge students an access fee to learning management systems. This discussion will be continued later and elsewhere.

Accreditation

Ruth Banda-Ralph resigned as accreditation co-chair due to personal reasons.

Enrollment Management – Francisco Arce & John Baker

VP Arce said that it is his responsibility to look at everything that could affect enrollment.

Unfinished Business

Board Policy 4240 and Procedures, pages 50-51, academic renewal.
The policy is on page 50 and the associated procedures are on page 51. The procedures contain much of the substance that the committee feels is important. The cover letter asks that this be adopted in its entirety or not at all. Such an adoption scheme hopefully prevents substantive changes in the procedures from being made without senate consent. The motion was moved and seconded.

It is stated in the proposed policy that collegial consultation is required to change the procedures. It was also noted that it is partially senate's responsibility to make sure that consultation occurs when changes are being made. Monitoring needs to take place and is a challenge for senate. Counselors are dealing with this particular procedure often. It was claimed that the procedures are sometimes printed incorrectly in the catalog, although this claim was disputed later.

Kate Beley expressed concern that VP Arce claimed that procedures are largely about matters that focus on implementation, but she noted that the proposed procedures contain more substance than mere implementation.

Julie Stewart reminded the senate about a similar linkage issue regarding the hiring procedure and its link to the confidentiality statement.

Ann Collette noted that this policy is referred to by the Standards of Scholarship policy which has not been updated accordingly. She asked what is happening to the Standards of Scholarship. Answer: the Standards are being updated in pieces. SD suggested that we include a statement in the

proposed policy that says that this new policy supersedes the portion of the old policy. Evelyn Uyemura noted that the Board can amend its policies accordingly.

Motion was tabled for the next meeting to address this issue.

VP Arce suggested that the bullets be replaced with numbers. Ann Collette noted that Board Policies go in the catalog. She suggested that certain procedures, like this one, could also go in the catalog. This came up during the Ed Policies discussion, and is a point of contention.

New Business

Health Center – Debbie Conover
Debbie Conover distributed a copy of the Health Center's newsletter. She urged us to make students aware of the Health Center's existence. Our health center is solely funded through student health fees ($14/student now). Evening students pay the same fee, although the center isn't open during all evenings. More evening services were available in the past, but they weren't being used enough to justify their continuation.

There was a law passed recently that allows schools to start charging BOGG (Board of Governors Grant) students a health fee. The current discussion is to let the neediest students (BOGG A students) continue to have the fee waived, while others would be assessed the health fee. When the state stopped reimbursing schools for BOGG students, health center services were cut, including psychological services. A number of services are still offered (e.g. psychological, chiropractic, diagnostic, and student-help workshops). Healthy students stay in school.

Announcements

Page 48 has the nomination form for President-elect (elect term starts in 06-07, president term begins 07-08.) The deadline for nominations are due Friday. Nominations are also taken from the floor.

Meeting was adjourned at 2pm.

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El Camino Community College District
Board of Trustees
Agenda, Monday, April 17, 2006
Board Room
4:30 p.m.

</div>

I. Roll Call, Pledge of Allegiance to the Flag
II. Approval of Minutes of the Regular Board Meeting of March 20, 2006
III. Presentations – none
IV. Public Hearings - none
V. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption

> A. Public Comment
> B. Academic Affairs
>
> *See Academic Affairs Agenda, Pages 1-19*
> Student and Community Advancement
> *See Student Services Agenda, Pages 1-2*
> Administrative Services
> *See Administrative Services Agenda, Pages 1-9*
> *See Measure "E" Bond Fund Agenda, Pages 1-7*
> *See Human Resources Agenda, Pages 1-7*
> Superintendent/President
> *See Superintendent/President Agenda, Page 1*

VI. Public Comment on Non-Agenda Items
VII. Oral Reports

> A. Academic Senate Report
> B. Board of Trustees Report
> C. President's Report

El Camino College
Office of the President
Minutes of the College Council Meeting of April 3, 2006

Present: Dr. Fallo, Dr. Arce, Dr. Baker, Dr. Marsee, Ms. Caldwell, Mr. Middleton, Ms. Pickens, Ms. Smith, and Dr. Simon.

1. <u>Association of El Camino College Administrators and Supervisors</u> – The Del Fox Humanitarian Luncheon on April 19th is selling out quickly. The reservation deadline is April 5th.
2. <u>Student Services</u> – A meeting was held with a credit union that would like to provide debit cards and checking accounts to students only. There will be other meetings to discuss concerns. The Student Health Fee increase proposal has been taken to the Student Services Council and Student Senate. The proposal will be taken to the Planning and Budgeting Committee and then to College Council. The architects have been meeting with focus groups to try and decrease the square footage of the Student Services building. The goal is to get it down to 85,000 square feet – this goal has not been met yet. A group of 16 people visited Southwest College and were impressed with architect design.
3. <u>Academic Affairs</u> – The second eight-week schedule has been distributed throughout campus. The summer schedule is out and available on the website. The fall schedule will be available on the website in 10 days.
4. <u>AFT, Local 1388</u> – A faculty survey was sent out to see if faculty have any issues they would like addressed. This survey was sent in anticipation of the contract ending June 30, 2007. There will be election of officers in May.
5. <u>President</u> – The Community College Initiative has been delayed until June 2008 with the intention that it will enable more focus on passing SB361. An agreement on equalization will bring more support to SB361. The equalization compromise will be part of SB361 language. One important part of SB361 is a three-year hold harmless provision.

   Bids have been received for the Humanities building and the numbers are encouraging. The $31M for project seems feasible at this time. The objective is to bring a bid to the Board in April. We will determine what the cost would be to start project 30 or 60 days sooner. We are still experiencing problems getting projects through the Division of the State Architect. This may delay our Parking Structure and Learning Resources projects. We will set a Facilities Steering Committee meeting for May.

   There are rumors about Compton College being under the Administration of Peralta College with a $10M allocation for five-years. The Chancellor reports that there is a need for another district to take over the administration of the campus and that Requests for Proposals will probably go out. El Camino has not been officially approached to assist them. It is believed that we should ask our Board if they want to give a response. Based on what is known at this time the response would be vague.

   We need to review our goals and do a better job of completing the policies. Next week we will review what policies are outstanding and set a policy meeting date. We will also review the Mission and Vision Statement and Collegial Consultation Procedures at that time.

<u>Agenda for the April 10, 2006 Meeting:</u>
1. Minutes of April 3, 2006
2. Outstanding Policies – distribution – set Policy Meeting Date
3. Admissions – Multiple Repeats
4. College Council Goals

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of April 10, 2006

Present: Dr. Arce, Dr. Baker, Ms. Caldwell, Dr. Dever, Dr. Marsee, Mr. Middleton, Ms. Smith

1. College Council members reviewed the Student Health Center Income and Expenditure Projections presented by Dr. Baker. Those present agreed that fees be changed as recommended.

2. Drs. Arce and Dever are reviewing Board Policies which will be brought to College Council for discussion. Grade change policy is needed to protect students and the district and will be reviewed by the Academic Senate Educational Policy Committee.

Agenda for the April 17, 2006 Meeting:
1.   Minutes of April 10, 2006
2.   Board Agenda
3.   Outstanding Policies – distribution – set Policy Meeting Date
4.   Admissions – Multiple Repeats
5.   College Council Goals

NOTES – ENROLLMENT MANAGEMENT MEETING
30 MARCH 2006

Present: F. Arce, J. Baker, I. Graff, Q. Miller, G. Miranda, A. Spor

1. **Conversion Rates of Applicants:** Distributed and reviewed by team. Ms. Graff explained that this was a random phone calling project to 100 Winter and Spring applicants encouraging them to enroll at El Camino College.

2. **Public Enrollment Management Calendar:** Mr. Spor reported that he has prepared a draft calendar which includes activities and events throughout the year, person(s) responsible, and approximate timeline. The calendar includes activities for Admissions/Records, Public Relations and Marketing, Counseling, Enrollment Services and Institutional Services**.** He will forward a copy to team members for review. **Mr. Spor will contact ITS with regard to creating a public Enrollment Management Calendar.**

3. **Team discussed the following treatments for promoting Second 8-Week Classes and Recruitment:**

   A. Second 8-Week Classes:
      (1) Post Open Class List on ECC Website – **(Arce/Wagstaff)**
         -- 100 sections scheduled to begin on 4/15/06

      (2) Send e-mail to continuing students – **(Arce)**

      (3) Enlarge poster and place in key areas – **(Baker/Tyler)**
         -- should also distribute 8 ½ x 11 copies to faculty to share with students

      (4) Deans with classes on list will promote – **(Arce/Miranda)**

      (5) Counseling will promote classes – **(Spor)**

      (6) ASO and Clubs

   B. Recruitment:
      (1) Faculty to promote classes in class for Summer and Fall
         -- coordinate with Hawthorne High School and begin discussions re offering Academic Strategies classes to High School Juniors
         -- coordinate offering HD 8 to High School Juniors **(Spor)**
         -- Senior Day scheduled for May – need to involve deans **(Spor/Miranda)**

      (2) Support programs -- promote via letter Summer/Fall

(Over)

      (3) Promote priority registration -- May 15 – June 6(?)
         -- Priority enrollment for continuing students

-- Reminder postcards – **(Garten)**

(4) First-Year students with 9+ units call

(5) SARS (?)

(6) Tents and give-away/Banners for Summer and Fall registration
-- ASO/Katie Gleason

4. **<u>Enrollment Management Sub-Group</u>:** Team will discuss ideas for making the service area more visible and easy for students to find. Members may include the following:
Bill Mulrooney
Arvid Spor
Harold Tyler
Campus Police Staff
ITS/Facilities Staff

5. **<u>Next Meeting Date/Time and Agenda</u>:** Thursday, 6 April 2006, 9:00-10:00 a.m., Lib 202.

(Note: The meeting time has been changed to 8:00-10:00 a.m.)

Agenda:
-- Enrollment Management Plan
-- Discuss initial draft plan for visualizing service area and how to make it easy for students to find
-- Summer Schedule of Classes

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – ENROLLMENT MANAGEMENT MEETING
6 APRIL 2006

Present: F. Arce, J. Baker, I. Graff, K. Key, Q. Miller, G. Miranda, B. Mulrooney, D. Nordel, A. Spor, R. Way

I. Information Items – Notes of 3/30/06 distributed for review.

II. Discussion Action

   A. <u>Retention of Continuing Students</u>: The following treatments were identified as follows:

     (1) Work with Faculty Development Committee to raise bar on BEST practices to improve student retention --**(Dever/Key/Manno/Raufman)**

     (2) One-Stop Center/Information Center -- **(Smith/Spor/Mulrooney/Wagstaff)**
        -- fully staff the center
        -- HELP line – phone and online
        -- Individual One-Stop
        -- Every Office -- welcome

     (3) Signage -- **(Baker/Garten/Tyler)**
        -- Make signage visible to help direct students
        -- Reduce junk signage
        -- Student government to provide recommendations/ideas

     (4) Registration for Summer and Fall Classes -- **(Garten/Mulrooney/Smith)**
        -- May 16 – signs in every classroom
        -- Inform faculty

     (5) Postcards sent in August to all students who registered for Fall --
        (Garten/Mulrooney/Smith)

   B. <u>Recruitment for New Students of Summer and Fall</u>: The following treatments were identified as follows:

     (1) Wait Lists -- **(Arce)**
        By Fall 2007, all divisions will be using a Wait List.

     (2) Open Class List by Discipline -- **(Wagstaff)**
        Direct students to Portal, website, and kiosks

     (3) Install bank of terminals in Admissions/Records area and the Add Center
        (Mulrooney/Spor/Wagstaff)

     (4) Welcome Center – include Cashier for information only **(Fees/Mulrooney/Wagstaff)**

(5) Welcome Letter **(Fees/Garten/Mulrooney/Wagstaff)**

(6) New Student Orientation – **Dever (Academic Senate), Key/Smith (Counseling faculty), Wagstaff, Vakil**
   -- AS
   -- Mandated
   -- Website Link (with option for major and transfer school)

C. Enrollment Management Plan: Distributed and reviewed.

III. OTHER

A. Next Meeting Date/Time: 4/20/06, 8:00-9:00 a.m., Adm 127

Agenda:
   -- High School Recruitment
   -- Enrollment Management Plan Draft

B. Future Topics:
   -- Public Outlook Calendar
   -- Establish subcommittees

SPRING 2006 TREATMENTS TO RETAIN STUDENTS

3/19/2006

To: Francisco Arce and Susan Dever

From John Baker

Had a chance to review the Flex Day comments from faculty. Amazing. The work faculty do in class to retain students is at the heart of retention efforts at the college.

Here is a summary of what I gleaned.

1. Deal with student problems immediately

2. Phoning students who miss classes

3. Provide students with key information on support services

4. Early contact with first time students

5. Talk with low performing students to identify their problem

6. Inform students early about their academic progress

7. Learn students names and call students by their names

8. Provide frequent evaluation via quizzes

9. Get students acquainted with each other

10. Available at office hours, phone, email

11. Provide students a sound syllabus with key data, timelines, dates

12. Respect students: don't reference them as kids when they are adults

13. Use peer review groups in an out of class

14. Identify student problems and work student to address

15. Provide information on line for students who have missed class or simply want to refresh their notes

16. Encourage students to join college activities(student governance, clubs, etc)

As the Enrollment Management Team identifies 6 treatments to promote the retention of students this Spring this cluster of activities should be one of the treatments promoted. If the above has broad support from faculty and if faculty can help promote early enrollment for summer and fall classes for continuing students, El Camino would be well on its' way to addressing the short fall of FTES.

For example, research has just determined that 9000+ students in Fall, 2005 left the college. If the college was able to hold on to 1 out of 2 of those students, the FTES issue would largely be solved.

Agape'

John Baker

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Special Meeting: March 9, 2006

MEMBERS PRESENT

__x__David Vakil, Chair   __x__Harold Tyler
__x__Miriam Alario   __x__Lance Widman
__x__Thomas Jackson   _____Kelvin Lee
__x__Susan Taylor   __x__Cheryl Shenefield
__x__Dawn Reid

OTHERS ATTENDING: John Baker, Susan Dever, Pam Fees, Ann Garten, Maria Lopez, Luis Mancia, Jeff Marsee, Quajuana Miller, Teresa Palos, Allene Quarles, Arvid Spor

Handouts: Preliminary Budget Assumptions (March 6, 2006)

The meeting was called to order at 1:10 p.m. by David Vakil.

Preliminary Budget Assumptions: Noted:
- Item #14 (regarding no general fund layoffs) was added since last week.
- All hiring is currently on hold. Cabinet will meet on Monday to discuss positions currently in hiring limbo.
- Some items on the Preliminary Budget Assumptions list are contractual items. For purposes of budget development, the budget is built around items as they currently exist.
- Cabinet is asking for feedback on the assumptions from PBC.
- Some are concerned that their funds might be tapped into to cover the retirement funding.
- ECC is down 1,000 FTES; however, there is a *hold harmless* provision which means the college would not lose money for one year (for 2005-06). This works for this year, but not for next year if ECC can't make up this deficit by then.
- The step and column increases weren't included in the original budget report because the $3 million gap was considered formidable enough as it was. This was a judgment call.
- The step and column amount in #9 (estimated to be $440,000) <u>will be honored</u>.
- Equalization funding is still an unknown.

Suggestions/Comments:
- PBC is interested in student success and retention. Funds might need to be invested in keeping the students the college already has.
- Look at the special programs (some of them categorical) which have higher success rates.
- Retention related programs could report out to PBC and PBC could make recommendations to/for these programs.
- Class schedules could be made available earlier.
- Get continuing students to take an additional class each semester. It was noted that this could be problematic due to the way classes are scheduled.
- Canceling low enrollment classes is also an issue
- A recruitment goal of 3,500 new high school students (taking 12-15 units this fall) has been set. After initial contact, there will be follow up by offices like Financial Aid, Scholarships, etc. Financial aid is a crucial piece for many students.

- The Enrollment Management group is working on making changes that are cost neutral and is working to build efficiencies into the process.
- Students need time management skills and flexible schedules. What about Friday, Saturday and Sunday classes?
- Since the discretionary budgets are not being cut, the $3 million gap is being filled primarily from the salary savings of those not hired, potential equalization increase, etc. If this doesn't cover it, another round of budget cuts may be needed.
- Plans are needed both for when the college is growing and when it is not.
- Planning is needed; however, staff members are already at the breaking point, so they shouldn't be loaded down with having to create new reports.
- Two back-to-back 8-week classes could be run concurrently with the 16-week semester classes. It was noted that the deans have added 25 eight-week classes. Block scheduling is also being look into.
- Student Development is doing phone banking, asking why students didn't register and promoting the 8-week classes.
- Some students reported messing up the online registration process and thinking they had to wait until next semester. It was suggested that another screen could be added to prevent this problem. This highlights the need to invest in areas that will allow students to contact the college when there is a glitch or a breakdown in communication or processes.
- What good are good ideas if there are no funds to support them?

Agenda for next week:
- Utilities presentation (Bob Gann)
- Health fees
- Planning items
- Detailed FTES report.
- Health Benefits (John Baker)

Meeting adjourned at 2:35 p.m.

pbc39

MEMBERS PRESENT

__x__David Vakil, Chair   __x__Harold Tyler
__x__Miriam Alario   __jd__Lance Widman
__x__Thomas Jackson   _____Kelvin Lee
__x__Susan Taylor   __x__Cheryl Shenefield
_____Dawn Reid

OTHERS ATTENDING: Pam Fees, Ken Key, Maria Lopez, Luis Mania, Jeff Marsee,

Quajuana Miller, Teresa Palos, Allene Quarles, Arvid Spor, Marcy Wade, John Wagstaff

Handouts: Energy Costs & Energy Efficiency Measures

The meeting was called to order at 1:10 p.m. by David Vakil.

Approval of Minutes: The minutes of March 2 were approved as amended.

Budget Assumptions: There was discussion on the possibility of changing the GASB funding recommendation. A suggestion for consideration was to put less into the GASB account and to reallocate some of those dollars for security positions (police and dispatchers) because many feel the security of the campus is severely compromised due to unfilled vacancies in that area. Noted:

- In a survey done 2 years ago, the #1 concern of faculty and staff was the lack of police officers on campus.
- With previously unfilled positions, recent resignations and a recent death, ECC currently has only 10 officers on staff.   The question raised was how to best approach getting more police with the current budget environment.
- ECC is considered a fully functioning police station, which makes it different from other colleges.
- In order to determine the right size for the police force, it was suggested that minimum standards for staffing and funding should be established. PBC had been preparing to establish minimum staffing and optimum staffing for every area last year.   It was suggested that a third party was needed to do the research for objectivity.
- Other issues to be considered include conducting a local study vs. a market study, organizational reviews by division and contractual obligations.
- Cabinet will be meeting Friday (tomorrow) to make decisions on unfilled positions, and the information from this PBC discussion will be delivered to Cabinet.

<u>GASB</u>: It was suggested that the college could contribute less money to GASB this year to fund some police officer positions. It was noted that compliance with GASB doesn't start until July 1, 2008.

- ▪ Motion #1: Fund GASB at $400,000 instead of 350,000.
  Vote: Yes (2); No (3) - Motion failed.

Noted: The retirement funds should be placed in a dedicated, irrevocable fund, and the college should have a long term GASB plan. It was suggested that a minimum of two people from PBC (Harold Tyler and David Vakil), along with Jeff Marsee and Marcy Wade, should work on creating a long term GASB funding plan.

<u>Motion #2</u>: Eliminate budget assumption #8 and replace it with "COLA will be 5.18%."
Noted: PBC has no control over this item, which is contractual.
Vote: Yes (1); No (4) - Motion failed.

<u>Motion #3</u>: Budget assumption #9 should say that the step and column increases will be honored. It was noted that the next version of the budget will include the step and column increases.

In response to a question from budget assumption #14, it was noted that a "*general purpose position*" is a Fund 11 position.

<u>Linking Budget and Planning with the Hiring "Frost:"</u>
- ▪ The assumptions are budget driven, not plan driven.
- ▪ Student success and retention were PBC's recommendations.
- ▪ Retention items from Q-builder plans will be shared with the vice presidents and the PBC.
- ▪ PBC needs the Q-builder information in a user friendly format like an abstract for each item and answers for questions.
- ▪ The subcommittee will be summoned again to see if the material is clear and accessible.

<u>Agenda Development for the April 6 Meeting</u>:
- ▪ Student-centered learning programs (J. Baker)
- ▪ Utilities presentation (J. Marsee and D. Vakil)

Meeting adjourned at 2:30 p.m.

pbc316

AGENDA

1. Approval of Minutes ------------------------------All PBC participants -------------1:00 p.m.

       March 9 and March 16, 2006

2. Student Health & Heath Center Fees -------- John Baker ----------------------- 1:10 p.m.

3. Possibility of forming Retention Committee -David Vakil ----------------------- 1:30 p.m.

4. Planning for Winter Intersessions ------------- David Vakil ----------------------- 1:35 p.m.

5. Prioritizing Retention Proposals --------------- David Vakil & Arvid Spor------- 1:45 p.m.

6. Mandatory Expense evaluations -------------- David Vakil & Jeff Marsee ----- 1:55 p.m.

       Formation of Mandatory expenses subcommittees, Staffing plans & Staffing levels

7. Non-agenda items & agenda development--All PBC participants -------------2:25 p.m.

       Future PBC: Planning Summit, Student-centered programs, Retention recommendations

8. Adjournment-- 2:30 p.m.

GASB information

Presented by David Vakil (DV) on March 2, 2006. For PBC & others.
Considerable input from Pam Fees, Marcy Wade, Nina Velasquez, Carolee Casper

- Most data taken from Actuarial Study on 8/22/2005 by Total Compensation Systems, Inc
- GASB = accounting method. NOT funding.
- However, benefits require funding.
- Fully funding cost = $1.4 million
  - $988,000 = PBC previous recommended amount
- Minimum funding = $488,000
- Will discuss: Assumptions, Past service liability, accrued benefits, pay as you go

What is GASB?

- <u>G</u>overnment <u>A</u>ccounting <u>S</u>tandard <u>B</u>oard
- GASB has 3 relevant rules: #12, #43, #45
- New way of <u>accounting</u> for…
  - <u>O</u>ther <u>P</u>ost-<u>E</u>mployment <u>B</u>enefits (OPEBs)
  - Primarily retiree health-care benefits
- "Soon" we will have to <u>account</u> for "accrued" benefits, not just "pay-as-you-go" benefits.
  - Accrued = amount you currently need to have for the current employees + retirees when they retire
- "Soon" = July 1, 2008 ('08-'09).
- The new GASB rules do NOT require <u>pre-funding</u> the retiree health benefits, just <u>accounting</u> for them!
- However, <u>contracts</u> require funding benefits!

Assumptions in Actuarial Study

- All data is out of date – study done late 2005
- Long-term average of Inflation = 3%
- Trend = Long-term average of health-benefits cost increases = 4%
  - DV estimates combination of above = 3.7%
- Investment income = 5%
- No contractual changes in benefits
- Standard stats: retirement rate, death rate…
- Study notes that numbers (costs) could vary 15-20% because of uncertainties.

Contractual Retiree Benefits

- All* employees have the same contract now:
- * includes all benefits-eligible ECC employees
- Must work here 10+ years*
  - *Changing this to 20 years won't significantly affect the costs reported throughout this presentation.
- If retire after age 55, the District pays 100% of your health benefits. No dependents funded.
  - After 65, pay CalPERS admin. fee, not benefits.
- Cost is primarily health benefits for retirees between ages 55 & 65 ($5700 vs $600).

Past Service Liability (PSL)

- a.k.a. Accrual cost
- Total amount we would have on hand today if we had started saving for retiree benefits the day each current employee was hired.
  - We haven't saved like this.
- Today we only pay current retirees' benefits
- Actuarial estimate: $15 million savings needed
- We've saved $3.9 million (p. 21, 79 in blue book)
- Net: $12 million Past Service Liability

Making up for lost time

- GASB rules allow you to amortize (slowly pay) this amount over 30 years.
- Amortizing (financing) **only** the PSL:
  - $530,000* annually for the next 30 years.
    - *assumes 5% investment income. DV: $375k if 7% investment return
  - 30 years is the longest you can amortize
  - This only makes up for the extra $12 million we should have saved but didn't.
  - Part 1 of "pre-funding" retirees' benefits.
  - Does not include current retiree benefits
  - Does not include benefits being accrued by current employees

Current Retiree Benefits

- Paying only for current retirees' benefits
  - a.k.a. Pay-as-you-go
  - $490,000 this year (as of 6/1/2005)
- Actuary estimates this cost will rise 12.4%* annually (10-yr average) because…
  - Higher retirement rate
    - Average age of employees: 50.
    - Average age of new hires: 36
  - Higher health care costs
  - *12.4% number is quite uncertain
- Pay-as-you-go will hinder General Fund in 10 years. (triples to $1.4 million)

Benefits accrued by current employees

- In addition to current retiree benefits
- PSL only accounted for past years when we didn't save.
- Need to account for (fund?) current employees expected accrued benefits.
  - Part 2 of "Pre-funding" employees' retirement benefits
- Costs $882k annually. Actuarial study quote:
    - For current employees, the value of benefits "accrued" .. is $882,308.
  - Study indicates $882k includes current retiree benefits. Assumes 804 total people.
  - Will pay current retirees from this $882k pre-funding

The bottom line

- $3 million in savings
- $12 million (net) in Past Service Liability
- Financing $12M over 30 years = $530k annual pmt
- $882,000 in "accrued" benefits annually = pre-funding
  - Fund pays $488k for current retiree benefits annually
- Fully funding accrued + PSL = $1.4 million annually
- Minimum funding = $488k annually (current retirees)
- Our last discussion recommended funding $988k
- Actuary notes that numbers can change rapidly!
  - Recommends doing actuarial study every 2-3 years. (reqd?)

Consequences of not pre-funding

- Unfunded Liability will increase with no offsetting asset
  - Affects "balance sheet"
  - "Balance sheet" determines credit rating
  - I have not seen data; can't present numbers to you
- Depending on amount of unfunded liability (i.e. "balance",) could affect interest rates we pay.
  - Bond: 2nd issuance later this year
  - TRANs (everyday borrowing needed to operate)
- More audits
- Complications in accreditation

Funding issues

- Contractual: must fund current retirees benefits
- Prudence = eventually fully funding
- Minimize disruptions to ECC programs
- Irrevocable funds = more investment options
  - Irrevocable fund can pay for retiree benefits.
  - Can't be touched by creditors if we go bankrupt
  - NOT untouchable savings account. Pays benefits.

Proposed funding models (can combine 2+)

1. Pay as you go
   - Good: Currently lowest cost; simple
   - Bad: Fiscally unstable, fails to meet GASB requirements – doesn't "count", long term=more expensive, can't use categorical funds to pay
2. "Ad hoc": above method + save when can
   - Good: Simple, not irrevocable savings, progress
   - Bad: Irregular savings, fails GASB, categorical
3. Systemic: fully fund
   - Good: Secure, predictable, meets GASB, long-term stability, <u>can use categorical funds for current employee accrual contributions (~$600 per person)</u>
   - Bad: Expensive, fiscally inflexible

What to do?

- Must contribute at least $488k this year
- Develop long-term plan, implement by 7/1/08
  - Repeat actuarial study every 2 years
- Next PBC meeting: decide on a revised "budget assumptions amount"?
- Math is fuzzy, but big picture is not.
- Other thoughts:
  - Get 2nd opinion from different actuary?
  - Rename "GASB 45" fund: Accrued retiree benefits?

STATE OF CALIFORNIA

MARSHALL DRUMMOND, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES
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SACRAMENTO, CA 95814-6511
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Memorandum

FS 05-05
By Email Only

October 25, 2005

TO: Chief Executive Officers
Chief Business Officers

FROM: Frederick E. Harris, Assistant Vice Chancellor
College Finance & Facilities Planning

SUBJECT: Accounting Advisory: Monitoring and Assessment of Fiscal Condition

I. **Background:**

Pursuant to Education Code Section 84040, the Board of Governors is required to adopt criteria and standards for the periodic assessment of the fiscal condition of California community college districts. In accordance with this requirement, the System Office has established standards for sound fiscal management and a process to monitor and evaluate the financial health of California's community college districts. The purpose of these standards is to identify districts that may benefit from preventative management assistance and those that may require fiscal crisis intervention to prevent emergency loans. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level. These standards are based on the principles of sound fiscal management that are contained in California Code of Regulations (CCR) Section 58311.

The monitoring and assessment process outlined in this accounting advisory is intended to provide for early detection of districts that are experiencing fiscal difficulties. Early detection will allow the district and System Office an opportunity to take proactive/preventative steps to stabilize and address the financial condition of identified districts. This process will utilize various information sources to assess the financial condition of all community college districts and will allow the System Office to provide technical and administrative assistance to bring about improvement in a district's financial condition. If early and preventative intervention fails due to the timing or degree of fiscal condition, direct intervention will be assigned.

II.   Monitoring and Assessment of Financial Condition

Monitoring and periodic assessment of all districts' financial condition will be performed to determine whether a district requires preventative management assistance or fiscal crisis

intervention. This assessment will utilize a wide variety of information to provide an overview of a district's financial condition. The information to be used to perform the assessment will include the following:

- Quarterly Financial Status Reports (CCFS-311Q)
- Annual Financial and Budget Reports (CCFS-311)
- Annual District Audit Reports
- Apportionment Attendance Reports (CCFS-320)
- District Response to Inquires (telephone, written correspondence, site visits, etc.)
- Other available information (i.e., debt reports, Fiscal Data Abstract, etc.)

The overall assessment of a district's financial condition will include, but not be limited to, the following criteria:

a) Primary Criteria: General Fund Analysis that will include a review of the current, historical and projected fund balance. The main criteria for assessment will be the percentage of unrestricted general fund balance to all expenditures and other outgo of unrestricted general fund. For purposes of this assessment, all unrestricted expenditures and other outgo will include all uses of unrestricted general funds under expenditure object codes 1000 thru 7000.

The minimum prudent unrestricted general fund balance is 5 percent. This minimum prudent level is considered necessary to ease cash flow problems, to deal with unexpected cost increases, and other fiscal uncertainties. If a district falls below this minimum prudent level, further review will be performed to determine if any fiscal problems exist. Such review shall take into account identified one-time revenues and expenditures as designated by the affected district.

b) Secondary Criteria. Other factors that have an impact upon a district's overall financial stability must be considered in evaluating whether or not a district has an adequate unrestricted general fund balance, including:

1. Analysis of spending patterns will include a review of the current, historical and projected revenues and expenditures. Attention will be given to districts that have a pattern of deficit spending in the current year, and greater scrutiny will be made if there is a history of deficit spending.

2. Full-Time Equivalent Students (FTES) review will include looking at the FTES patterns in relation to statewide patterns and the potential impact upon revenue. Attention will be given to districts with unusual material fluctuations to the FTES. Districts receiving stability revenue will be further evaluated.

3. Staffing expenditure (salaries and benefits) increases that are expected to exceed projected revenue increases.

4. Other factors will be reviewed for pertinent information that could have an impact upon a district's financial condition. Attention will be given to any potential problems such as: a "going concern" audit finding, material internal control audit findings, pending legal actions, late filing of annual audit or financial & enrollment reports and other fiscal or administrative problems that are identified.

Districts are encouraged to regularly complete the *Sound Fiscal Management Self-Assessment Checklist* with their Board and executive staff. This checklist can provide early detection indicators of potential district fiscal concerns and provide districts with the opportunity to identify and address problems at the earliest possible time.

III. **Follow-up actions**

Based upon the overall assessment and severity of problems identified, the System Office will take follow-up actions to investigate and validate whether or not a district requires periodic monitoring, management assistance and/or fiscal crisis intervention. The specific follow-up actions taken by the System Office will vary depending upon the overall assessment of the district's condition and the severity of the possible fiscal problems. After discussion with the district, the System Office will make one of the following determinations:

1. **No further follow-up is necessary.**

Based on further analysis and evaluation of information gathered after the assessment of the primary/secondary criteria, a determination has been made by the System Office that no further follow-up is necessary by the district.

2. **Periodic monitoring is necessary.**

Districts in this category will be required to do the following:

- Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district's governing board has been appropriately informed.

- Update and submit their Quarterly Financial Status Report, CCFS 311Q (new version to be issued by end of 2005) to reflect the district's current fiscal status.

- Develop and submit to the System Office a written action plan developed by the district that satisfactorily addresses the identified fiscal concerns.

- Chief Business Official (CBO) and/or other appropriate key staff will maintain regular communication with the System Office regarding recovery progress.

3. **The district requires management assistance and will be monitored more closely.**

Districts in this category have one or more deficiencies that require outside assistance and require closer monitoring by the System Office through the following actions:

- Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district's governing board has been appropriately informed.

- Submit the CCFS 311Q (newer version to be issued by end of 2005) monthly to reflect the district's fiscal status.

- Submit to the System Office a management assistance plan that addresses the identified concerns developed with the aid of the Fiscal Crisis and Management Assistance Team (FCMAT) and/or other specialized external assistance.

- District CEO and CBO will participate in a quarterly review and round table discussion with the ACBO Fiscal Standards and Accountability Committee on the district's fiscal condition and recovery.

- Depending on the severity of the problem, the district may be required to submit a detailed recovery plan for achieving fiscal stability and an education plan demonstrating the impact of the fiscal plan on the district's education program. This recovery plan needs the district's governing board approval.

4. The district requires immediate fiscal crisis intervention.

The district's recovery plan for achieving fiscal stability and the educational plan demonstrating the impact of the fiscal plan on the district's educational program have been found to be deficient, the district has substantially failed to implement the plans OR the plans have not been completed in a timely manner. Intervention is determined to be necessary because a district's financial data indicate a high probability that, if trends continue unabated, the district will need an emergency apportionment within three years or that the district is not in compliance with the principles of sound fiscal management specified in Section 58311. Therefore, the Chancellor, in accordance with California Code of Regulations Title 5 Sections 58312 et seq., has the authority to take any of the following actions at district expense:

- Conduct a comprehensive management review of the district and its educational programs and an audit of the financial condition of the district.

- Direct the district to amend and readopt the fiscal and educational plans prepared pursuant to CCR T5 Section 58310 based on the findings of the comprehensive audits.

- Direct outside fiscal crisis intervention assistance from FCMAT, other specialized external assistance and/or through the appointment of a Special Trustee to help address the fiscal concerns and to assist with the district's recovery.

- Assign a Special Trustee to assume management and fiscal control of the district to the extent deemed necessary in order to achieve fiscal stability or solvency and also implement the principles of sound fiscal management.

California Community Colleges

Sound Fiscal Management

Self-Assessment Checklist

1. **Deficit Spending** - Is this area acceptable?   **Yes / No**
   - Is the district spending within their revenue budget in the current year?
   - Has the district controlled deficit spending over multiple years?
   - Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
   - Are district revenue estimates based upon past history?
   - Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable?   **Yes / No**
   - Is the district's fund balance stable or consistently increasing?
   - Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** - Is this area acceptable?   **Yes / No**
   - Has the district's enrollment been increasing or stable for multiple years?
   - Are the district's enrollment projections updated at least semiannually?
   - Are staffing adjustments consistent with the enrollment trends?
   - Does the district analyze enrollment and full time equivalent students (FTES) data?
   - Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
   - Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable?   **Yes / No**
   - Is the district's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
   - Is the district's unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** - Is this area acceptable?   **Yes / No**
   - Can the district manage its cash flow without interfund borrowing?
   - Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** - Is this area acceptable?   **Yes / No**
   - Has the district settled bargaining agreements within new revenue sources during the past three years?
   - Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
   - Did the district correctly identify the related costs?
   - Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** - Is this area acceptable?   **Yes / No**
   - Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
   - Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls** - Is this area acceptable?   **Yes / No**
   - Does the district have adequate internal controls to insure the integrity of the general ledger?

- Does the district have adequate internal controls to safeguard the district's assets?

9. **Management Information Systems** - Is this area acceptable?   **Yes / No**
    - Is the district data accurate and timely?
    - Are the county and state reports filed in a timely manner?
    - Are key fiscal reports readily available and understandable?

10. **Position Control** – Is this area acceptable?   **Yes / No**
    - Is position control integrated with payroll?
    - Does the district control unauthorized hiring?
    - Does the district have controls over part-time academic staff hiring?

11. **Budget Monitoring** - Is this area acceptable?   **Yes / No**
    - Is there sufficient consideration to the budget, related to long-term bargaining agreements?
    - Are budget revisions completed in a timely manner?
    - Does the district openly discuss the impact of budget revisions at the board level?
    - Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
    - Has the district's long-term debt decreased from the prior fiscal year?
    - Has the district identified the repayment sources for the long-term debt?
    - Does the district compile annualized revenue and expenditure projections throughout the year?

12. **Retiree Health Benefits** - Is this area acceptable?   **Yes / No**
    - Has the district completed an actuarial calculation to determine the unfunded liability?
    - Does the district have a plan for addressing the retiree benefits liabilities?

13. **Leadership/Stability** - Is this area acceptable?   **Yes / No**
    - Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?

14. **District Liability** – Is this area acceptable?   **Yes / No**
    - Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
    - Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?

15. **Reporting** – Is this area acceptable?   **Yes / No**
    - Has the district filed the annual audit report with the System Office on a timely basis?
    - Has the district taken appropriate actions to address material findings cited in their annual audit report?
    - Has the district met the requirements of the 50 percent law?
    - Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?

It is the policy of El Camino College to allow previously recorded substandard academic work to be disregarded if it is not reflective of a student's more recently demonstrated ability and if repetition is not appropriate to the current objectives of the student. A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in determining the student's grade point average.

This policy supersedes the section of BP 6130 dealing with Academic Renewal.

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

See Administrative Procedure 4240

Reference: Title 5, Section 55765

Academic Affairs
Administrative Procedures 4240   **Academic Renewal**

A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

1. The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 or higher in the last 24 units of graded work, completed at any regionally accredited college or university.

2. At least two years must have passed since the end of a semester with a grade to be disregarded.

3. A student may be granted academic renewal at El Camino College only once.

4. Units disregarded by other institutions shall be deducted from the 24 semester units maximum of course work to be disregarded by El Camino College.

5. Course work with disregarded grades may not be used to meet degree or certificate requirements.

Academic renewal actions are irreversible.

Students requesting Academic Renewal may obtain an Academic Renewal Petition in the Records Office.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

If another accredited college has removed previous course work from associate in arts or bachelor's degrees consideration according to terms of that institution's policy, such an action shall be honored by El Camino College.

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from El Camino College.

These procedures supersede the provisions of BP 6130 dealing with Academic Renewal.

Reference: Title 5, Section 55765

<div align="right">

El Camino College
Academic Senate

</div>

To: F. Arce
From: S. Dever
Date:
Re: Submission of Board Policy for approval by Board of Trustees

> **Board Policy 4240 – Academic Renewal**
> **Administrative Policy 4240– Academic Renewal**
> **In accordance with Title 5, both Policy & Procedure must be included in the College Catalog.**

As per our last conversation on submission of board policies and their accompanying procedures approved by the Academic Senate, the attached are being submitted for approval. If any part of these is not accepted for submission to the Board of Trustees, the Senate will reconsider both items again as a unit.

The accompanying administrative procedures list elements that the Senate deems essential to effective interpretation and/or implementation of the policy and procedure. The Senate understands, of course, that after review by other units within the college, other items may need to be added.

SEMESTER UNIT OF CREDIT
College work at El Camino College is measured in terms of semester units. A unit is the value placed on three hours of the student's time per week in pursuit of educational goals; thus, for one hour of classroom lecture and approximately two hours of study and preparation or for three hours of laboratory or shop work, one unit of credit is earned. The time allotment and unit value assigned to each course is designated as part of the course listing.

GRADES AND GRADE POINTS
Grade points are numerical values which indicate the scholarship level of letter grades. Grade points are assigned according to the following scale:

A-Excellent	4 points for each unit
B-Good	3 points for each unit
C-Satisfactory	2 points for each unit
D-Passing, less than satisfactory	1 point for each unit
F-Failing	0 points for each unit
CR-Credit (at least satisfactory – units awarded not counted in grade point average)	See Note 1
NC-No Credit (less than satisfactory, or failing – units not counted in grade point average)	See Note 1
I-Incomplete	See Note 2
IP-In Progress	See Note 3
W-Withdrawal	See Note 4

Notes:
1. Credit-No Credit
   A certain number of courses are offered only on a CR/NC basis while some others are offered on a CR/NC or letter grade option depending on which the student selects during the fourth week of the semester. A student earning a CR grade will receive unit credit toward graduation, but unit credit earned in these courses will not be considered when calculating grade point average. Designation of CR/NC or option CR/NC grading is included in the course description. All grades except W and CR/NC will be considered in determining the grade point average. Grade

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point average equals total grade points divided by total units attempted for which grades have been assigned. While NC and W grades are not used in grade point determination,

a student with an excessive number of withdrawals or NC's will be required to have special counseling and will be subject to probation or disqualification regulations.

2. I-Incomplete
   Incomplete academic work for unforeseeable, emergency, and justifiable reasons that include circumstances beyond the student's control may result in an "I" symbol being entered in the student's record. A student receiving an "I" will be provided with a written record containing the conditions for removal of the "I." This record will be held for the student in the Records Office through the sixth week of the regular semester following receipt of the incomplete mark. If the student does not obtain the record and complete the required work by the end of the sixth week, the "I" will automatically be removed and a grade depending on incomplete work will be assigned.

   Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP-In Progress
   In progress: the "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade-A through F, CR,NC) to be recorded on the student's permanent record for the course.

4. W-Withdrawal
   To withdraw from a class or classes the student should make an official withdrawal in the Admissions Office. Withdrawal from a class or classes shall be authorized through the last day of the twelfth week of instruction. If a student remains in class beyond the twelfth week, grade or an "I" (Incomplete) shall be assigned. A student who must withdraw after the twelfth week in extenuating

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circumstances may petition for assignment of a "W" grade. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the fourth week of a semester course, or the first week of a six-week course, or the second week of an eight- or nine-week course. Any withdrawal occurring after the close of the fourth week through the last day of the twelfth week of the semester shall be recorded as a "W" on the student's records. A

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grade of "W" shall be assigned in six-week courses to students who withdraw between the first and the fourth weeks; and for eight- or nine-week courses, the "W" grade is assigned to withdrawals occurring between the second and sixth weeks. In all other courses of less than one semester in length (other than six, eight, or nine weeks), no notation will be made on the academic record of the student who withdraws within the first 20 percent of the course; and a grade or "I" is entered on the record of the student who withdraws after 67 percent of the course.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in probation and dismissal procedures.

5. Definition of an Academic Week
    For purposes of this policy, a week of a semester is defined as one having at least three days of campus-wide instruction, as scheduled in the El Camino College Calendar.

GRADE CHANGE PROCEDURE
A student who has been assigned an incorrect grade in error may file a petition in the Admissions Office requesting a review of the grade record by the institution. The student may have up to two years from the end of the course to petition such grade change.

The student who, under previous grading procedures, received a failing grade because of being dropped from a class for non-attendance, may petition for a grade change to a "W" if the student was passing at the time of the non-attendance drop.

Grades assigned by the faculty are considered to be final and will be changed only in cases of error, except as follows:

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A petition to change an earned grade of CR to a letter grade in those courses which provide the option may be approved upon appropriate examination by the instructor and concurrence of the division dean.

Superceded by
BP 4240 – Academic Renewal

ACADEMIC RENEWAL
Students may petition to have up to 15 units of D, F or WF grades from not more than three consecutive semesters of previously recorded substandard course work at El Camino College disregarded in computation of grade point average under the following conditions:

a. The student has demonstrated academic ability by earning a grade point of 2.25 or higher in the last 30 units of graded course work at El Camino College.
b. At least two years have elapsed since the substandard semester.

The Academic Renewal Committee will act upon only one petition to disregard substandard semesters per student. Course work disregarded may not be used to meet degree

requirements. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.

REPEATING COURSES

1. Repetition of a Course in Which D, F, or NC Was Received
   a. Students who receive grades of D, F, or NC in an El Camino College course may re-enroll in that same course one more time. Students will not be permitted to enroll in that course for a third time except under unusual circumstances and upon written permission of the division dean. Unusual circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
   b. The student, upon successfully repeating a course in which a grade of D, F, or NC had been previously received, may notify the Records Office in writing. Upon receipt of such written notice, the student's transcript will be amended so that the previous grade and credit will be disregarded in the computation of the grade point average. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.
   c. Units from courses repeated after first earning a D grade will not be counted for credit towards the AA Degree.

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2. Repetition of a Course in Which A, B, C, or CR Was Received
   a. Students will not be permitted to repeat courses in which they received grades of A, B, C or CR except under the following conditions:
      i. The college finds that the student's pervious grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
      ii. The college has determined that a student should repeat a course because there has been a significant lapse of time since the student previously took the course.

   b. The second grade earned will not be counted under any circumstances if the first grade earned in a course was A, B, C or CR. However, the permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.
   c. Units from courses repeated after first earning an A, B, C or CR grade will not be counted in determining full-time status or qualification for benefits.

3. Courses Listed in the Catalog With Lower Case Letters
   Courses with lower case letters (such as Music 52abcd – Concert Choir) do not require prior approval for the number of enrollments up to the number of lower case letters listed (FOUR enrollments in the case of Music 52abcd – Concert Choir).

<u>WITHDRAWAL AND RE-ENROLLMENT</u>
A student who receives a W in an El Camino course may re-enroll in that same course two more times for a total of three times. In order to enroll a fourth time, a student must meet with a counselor to review progress toward achieving academic goals.

<u>PROBATION POLICIES</u>

1. <u>Placement on Academic Probation</u>
    a. A student who has attempted at least 12 semester units, as shown by the academic record, shall be placed on academic probation following any semester when the grade point average for total units attempted at El Camino College is less than 2.0 (grade C).
    b. Students who are placed on academic probation should see a counselor prior to registration for the semester subsequent to their receiving notice.
    c. When a student is placed on academic probation for the fall semester, the student's program shall be limited to no more than 12 units plus one unit of physical education, if needed for graduation.

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When a student is placed on academic probation for the spring semester, the student may be required to reduce the current program to 12 units plus one unit of physical education, if needed for graduation. This determination will be made by the counselor during the required meeting following receipt of notice of academic probation.

When a student is placed on academic probation for the spring semester, that student may enroll in no more than four units in the following summer session.

2. <u>Removal from Academic Probation</u>
    A student shall be removed from academic probation upon earning a grade point average of 2.0 (grade C) or higher in total units attempted at El Camino College.

3. <u>Progress Probation</u>
    a. <u>Placement on Progress Probation</u>
        A student who has enrolled in a total of at least 12 semester units as shown by the official academic record, shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W," I," and "NC" are recorded reaches or exceeds fifty percent (50%). To drop a course and not have a grade entry appear on the official academic record or be counted as units attempted, action must be taken prior to the close of the fourth week of a semester course, the first week of a six-week course, or the second week of an eight- or nine-week course.

    b. <u>Removal from Progress-Probation</u>
        A student on progress probation because of an excess of units for which entries of "W," "I," and "NC" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

4. Disqualification and Dismissal
    a. Disqualification Because of Repeated Academic Probation
       A student placed on academic probation will be dismissed when in the subsequent semesters the student's cumulative grade point average is less than 1.75. Dismissal will only occur following each spring semester.
    b. Disqualification Because of Repeated Progress-Probation
       A student placed on progress-probation will be dismissed when in subsequent semesters the percentage of units in which the student has been enrolled, for which entries of "W," "I," and "NC" are recorded, reaches or

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       exceeds fifty percent (50%). Dismissal will only occur following each spring semester.

       A disqualified student who returns after an absence of one or more semesters shall be permitted to enroll on continuing progress-probation.
    c. A summer session will not count as the one semester of disqualification.

5. Readmission Following Disqualification
   A disqualified student who returns after an absence of one or more semesters shall be permitted to enroll on continuing probation. To enroll, a student must see a counselor prior to the school-established registration period in order to arrange a program of courses in accordance with the student's aptitude and achievement ability.

6. Readmission Following Probation or Continuing Probation and Voluntary Withdrawal
   A student on probation who withdraws voluntarily from college, either before the probation semester or during it, and later applies for readmission shall be readmitted in the same status as existed at withdrawal. However, a student may petition to apply accredited college work that was completed while in absence from El Camino toward improving the academic probation status at El Camino.

7. Incomplete Marks
   "I" marks (incomplete) are not used in grade point calculations. However, for academic probation purposes, the grade assigned based on incomplete work is used to determine academic status.

8. Right of Petition
   The student may appeal probation or disqualification status by petition if the individual feels an error has been made or there were extenuating circumstances. The petition shall be filed in the Admissions Office.

9. Change of Status
   The academic probation status may not be changed because of "academic renewal" or "course repetition" as defined in another section of this publication.

Proposed Academic Senate Constitutional Amendment:
  I propose that the Senate amend the constitution to include the Academic Technology
  Committee as a STANDING committee of the Senate (ARTICLE VII, Section 1); included in
  this motion will be to amend the Constitution to also add a Vice President of Technology to
  attend the necessary campus wide committees and to report back to the Senate (eg: College
  Technology Committee, Academic Technology Committee, etc) (ARTICLE IV, Section 1).

  ADD:
    ARTICLE IV:
    Section 1.3- Vice President of Academic Technology
    **Section 4.3.5 Vice President of Academic Technology shall be the Senate's
    voting member at the College Technology Committee and the Academic
    Technology Committee; report on the actions of the CTC and ATC; represent
    the senate position; monitor and propose action for academic technology;
    handle special projects as assigned by the senate president.**
    ARTICLE VII
    Section 1.1
    f) Academic Technology Committee

  Remove:
    ARTICLE VII
    Section 1.4- Standing Committee
    a) ~~Academic Technology Committee~~ **(and adjust others accordingly)**

Statement of Purpose:
  Currently there is no formal link between the Academic Senate and the Academic Technology
  Committee. Unofficially, members of both would report under "Campus Wide Committees"
  during Senate meetings. However, since technology has become such an important economic,
  pedagogical, and political force on campus, a formal link MUST be made in order that faculty
  concerns are heard and acted upon.

  Effect of the Proposed Amendment:
  Briefly, the ATC came about because in the past many believed that the College Technology
  Committee (CTC) did not focus enough attention on academic issues. Currently, the
  administration does not officially recognize the Academic Technology Committee; however,
  interestingly enough, administrators have charged this committee to perform important
  functions in terms of academic technology (faculty laptops issue, software prioritization,
  learning management systems issue, etc). Because of this identity crisis, the administration
  and the CTC does not always recognize the work and importance of this truly campus-wide
  committee and often threatens its existence Making this an official part of the Academic
  Senate will ensure that faculty voices regarding technology are heard and will continue to be
  heard in the future.

ARTICLE X Amendments to the Constitution

Section 1.   Amendments to the Constitution

1.1   Amendments to the Constitution may be proposed by:
    a)   A motion approved by a majority vote of the Senate, or
    b)   A petition signed by one-quarter of the faculty.
The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2   Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3   If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail.

1.4   Proposed amendments to the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Upcoming Academic Technology Issues
4/4/06

Computer access policies

- review/revise student & staff policies

Academic software purchase

- budget projections
- process for new or upcoming needs

Distance Ed/Hybrid/Tech Enhanced

- course management system selection/purchase
- support requirements
- growth goals and rationale
  - courses, programs
- models for program coordination – e.g. which elements need to be centralized
- essential support services – from application thru graduation – for faculty & students

Staffing for Labs & learning centers

- tech support
- user support

Hardware/networking

- implement planned upgrade cycle for student, faculty, & staff equipment
- review/revise plans for academic networking across college

Online access to support services for students & faculty/staff

- have end-users (esp. faculty) involved in all phases of development of online services/reporting/resources developed at the college
- immediate need to beta test/evaluate full range of online resources now being implemented for faculty use, understanding that college wants to have most of all this completely operational by the time they begin tearing down Student Services complex next year
- grading – also requirement for submission of paper backup documentation needs to be re-visited
- drop/add
- rosters
- other?

©2006 EduTools / WCET				
Product Name	**ANGEL 6.3**	**Blackboard 6.2 Enterprise**	**Moodle 1.5.2**	**Sakai 2.0**
Developer Name	**ANGEL Learning, Inc.**	**Blackboard**	**Moodle.com**	**Sakai Project**
Communication Tools				
Discussion Forums	The software includes support for discussion forums. Discussions can be viewed by date, by thread, by title, by author, by group, by the type of post. Students can categorize posts as problems, explanations, scientific explanations, comments, evaluations, or summaries. Instructors can associate a discussion with any course content. Discussions can be shared across courses, departments, or any institutional unit. Instructors may create separate discussion environments for small groups. Groups can be open to all or only a select set of students. Instructors can determine the level of involvement (read, write, or post anonymously) for students. Only the instructor may delete posts. Posts can include attachments, an images or URLs. Posts can be either plain text, formatted text or html. The threaded discussion software includes a formatting text editor. Discussion threads are expandable and collapsible to view an entire conversation on one screen. The entire discussion can be saved or printed for off-line reading. Instructors can set up discussion forums so new posts are sent to the email of each student. Students can enable or disable posts to be sent to their email. Instructors can limit discussions to specific time periods. The discussion forums	Discussions can be viewed by date and by thread. Instructors can associate a discussion with any course content. Instructors can enable or disable anonymous posting, and determine whether student posts are re-editable. Posts can contain URLs, file attachments and may contain HTML. The threaded discussion software includes a formatting text editor which can create mathematic equations. Instructors may create separate discussion environments for small groups of students and teaching assistants. Discussion threads are expandable and collapsible to view an entire conversation on one screen.	The discussion tool supports a social constructionist pedagogy model. Discussions can be viewed by date, by thread, by author. Instructors can split discussion branches from the main discussion into a new discussion. Instructors can determine the level of involvement (read, write, or post anonymously) for students. Posts can include attachments, an image or URL. The discussion tool includes a formatting text editor. Posts may be peer reviewed by other students. Students may receive posts to the dicussion forums as daily digests of subject lines or whole posts as email. Students can subscribe to forum RSS feeds.	Discussions can be viewed by category and thread. Posts can include attachments and URLs. Posts can be either plain text, formatted text, or html. Instructors can determine the level of involvement by setting the permissions (read, write, delete, etc.) for student posts. Discussion threads are expandable and collapsible to view an entire conversation on one screen.

	can include a moderation function (screen all posts).		
File Exchange	Students and instructors can edit their text files in their folder using a browser. Students can upload files to a shared course or group folder. Students can download all the contents of a folder at one time. Students can share the contents of their personal folders with other students and their instructors. Students can submit assignments using drop boxes. Virus detection technology can be used throughout the file upload/download process.	Students have a private folder into which they can upload and download files. Students can upload files to a shared group folder. Students can submit assignments using drop boxes. Instructors can upload files to the personal folder of a student.	Students can submit assignments using drop boxes.	Students have a private folder into which they can upload and download files. Students can submit assignments using drop boxes. Students and instructors can edit their text files in their folder using a browser. Instructors can upload files to the personal folder of a student.
Internal Email	Students can use the Internal email feature to email individuals and groups. Students must have an external Internet email address. Students can forward all messages to an external email account. Students can attach and archive files and forward messages to an external email account. Students can spell check outgoing messages. The system can generate automated e-mail reminder messages.	Students can use the Internal email feature to email individuals. Students can attach files to emails.	Students must have an external Internet email address.	Students and instructors must have an external Internet email address. Instructors can email the entire class through a course email alias which is then archived in the system. Students can set preferences on when to be notified through this list, and this can be overriden for important messages by the instructor.

Online Journal/Notes	Students can make private notes about each of their courses and may share them with their instructor. Students can attach private notes to any resource or may make notes in their personal work areas. Students can make notes in a personal work area in preformatted text or HTML-style with tags and can perform spell checking. Students can print their study guide. Students can make private notes for all their courses in one private journal.	Students can make private notes about their course.		
Real-time Chat	The chat tool supports private rooms, private messages, ability to ignore specific participants, and customized chat windows. Instructors can moderate chats, monitor chats, suspend students from the chat rooms and view chat logs. Instructors can schedule chats using the course calendar. Students can see who else is online within their courses and send them an instant message or invite them to a chat room. The system creates archive logs for all chat rooms. The chat tool supports having many simultaneous group discussions. The chat tool also supports a structured way for students to ask questions and instructors to provide answers. There is also a built-in instant messaging tool.	The Java-based chat tool supports unlimited simultaneous group discussions and private messages. Instructors may moderate chats and suspend students from the chat rooms. The system creates archive logs for all chat rooms. Instructors can view chat logs and share these with students. The virtual classroom tool supports a structured way for students to ask questions and instructors to provide answers.	The chat tool supports images. The system creates archive logs for all chat rooms. Instructors can view chat logs and share these with students. Instructors can schedule chats using the course calendar. Students can see who else is online within their course and send them an instant message.	There is a basic chat tool. Users can create new rooms. The system creates archive logs. Site participants can see who else is online within their course.

Video Services	Instructors can include real-time video with slide or web presentations within the optional synchronous tools. Course developers can integrate streamed Real audio and video into a course.			
Whiteboard	The software supports a whiteboard. The whiteboard supports image uploading and annotation, PowerPoint or webpage slideshows, group web browsing, polling and instructor moderation. The software can archive a snapshot of whiteboard sessions for future viewing. The software supports group web browsing.	The software supports a whiteboard that can have multiple instances in the same course. The whiteboard supports mathematical symbols, and image and PowerPoint uploading. The software supports group web browsing. The software can archive a recording of whiteboard sessions for future viewing.		
Productivity Tools				
Bookmarks	Students can create, share, categorize and annotate bookmarks in a personal folder. Students can bookmark any content material in a course			

Orientation/Help	The system includes an online student guide and how to access the system help. The system includes an FAQ page that provides a product overview, guidance password recovery and system navigation. Students can access context sensitive help for any tool, each of the major tools, or fields within tools including discussion forums and internal email. Students can use keywords to search a student manual and other help documentation made available by the organization.	The system includes a product overview. Students can access a student manual, the product knowledge base, and the product reference center.	Students can access context sensitive help.	The system includes an overview of features, and students can access context sensitive help for each of the major tools. Students can use keywords to search the online help.
Searching Within Course	Students can search all titles, subtitles, page content, course notes, and discussion threads by message contents or message topics in their courses. Students and instructors can constrain a search using filters.	Students can search all course content and chat or virtual classroom session recordings by name or dates.	Students can search all discussion threads in their course and all glossary entries.	Students can search all discussion threads and help documentation.

Calendar/Progress Review	Students can keep track of all their assignments, deadlines, and due dates in an online calendar. Students can use a course calendar to store private events. Instructors can assign tasks using the online calendar and can post events and announcements in the online course calendar or to the course homepage with an announcement. Entries in the online course calendar can be posted for the entire class, a specific team, or a specific user. Instructors can link items on a learning objective checklist with the calendar. Students can view their completed and pending course readings and activities. Students can add items to and edit a ToDo list. All students have a personal home page that lists new email, all courses and groups in which the student is enrolled and all course and system-wide events by date, from their personal calendar. Students can view their grades on completed assignments and any instructor feedback total points possible and percentages per gradable item and overall course grade compare their grades against the overall class performance. Calendar entries can be exported in an ical format.	Instructors can post course-related events and announcements in the course calendar or to the course homepage. The instructor can assign tasks by using the calendar and the instructor can enable an option so that the student can check their status at any point in a course. Students can check their grades on submitted assignments as well as compare their grades against the overall class performance. Students have a personal home page that lists all courses in which the student is enrolled, all their grades and all course and system-wide events and tasks.	Students can view their completed and pending course readings and activities. Students can view their grades on completed assignments. RSS feeds are available for a number of resources that can notify people using aggregators of changes to materials.	Students can keep track of all their assignments, deadlines, and due dates in their personal online calendars. Instructors can post course-related events, assignments, and announcements in the course calendar. Students can use the calendar to store private events. All students have a personal home page that lists all courses in which the student is enrolled and all course and system-wide events from their personal calendars. Students can view their grades on completed assignments, total points possible, overall course grade, and compare their grades against the overall class performance.

Work Offline/Synchronize	Students can download course content and email messages and synchronize calendar events with a PDA. Instructors can publish course content on a CD-ROM for use by students who do not have Internet access and that can be linked to dynamically from within the online course or viewed offline. Upon re-entering a course, students have the option of resuming at the last page viewed. Students can access the course management system using Wireless Access Protocol.	Instructors can publish course content on a CD-ROM that can be linked to dynamically from within the online course or viewed offline. Students can download course content into a format that can be accessed on a mobile device and synchronize calendar events with a PDA.		
Student Involvement Tools				
Groupwork	Instructors can assign students to groups or the system can create groups of a certain size or a set number of groups. Each group can have its own shared group presentation folder, discussion forum, chat room, group email list, polls, assignments, activities, assessments, shared calendar events, file exchange, assigned group leadership. Instructors can monitor groups.	The software supports assigning students into groups by the instructor. Each group can have its own shared file exchange, private group discussion forum, synchronous tools, and group email list.	Instructors can assign students to groups or the system can randomly create groups. Groups can either be defined at the course level and apply across all activities that support them, or at the individual activity level. In addition, the system supports a workshop module aimed specifically at peer review of student work.	The software allows instructors or students to create groups through the use of distinct 'project' sites, separate from the main course site. Each project site can have its own shared file exchange, discussion tool, calendar, announcements, chat, and group email list.

Self-assessment	Instructors can create anonymous, timed or untimed self-assessments that students can take multiple times. The system automatically scores multiple choice, true/false, and multiple answer type questions and can display instructor-created feedback and links to relevant course material. Instructors can create a database of questions that the system will randomize to create a unique self-assessment for each student. Instructor may create assessments that route the student to additional assessment, modules, or learning path based on the results of the assessment. Instructors and students can use the MathML equation editor to enter and edit mathematical notations.	Instructors can create anonymous timed or un-timed self-assessments that students can take multiple times. The system automatically scores multiple choice, multiple answer, ordering, matching, fill-in-the-blank, and true-false questions, and can display instructor-created feedback and links to relevant course material. Instructors can create a database of questions that the system will randomize to create a unique self-assessment for each student.	Instructors can create timed or un-timed self-assessments that students can take multiple times. The system automatically scores multiple choice, true/false, and short answer type questions and can display instructor-created feedback, explanations and links to relevant course material.	Instructors can create timed or un-timed self-assessments that allow multiple submissions. The system automatically scores multiple-choice, true/false, matching, and fill-in the blank questions and can display instructor-created feedback, explanations and links to relevant course material.
Student Community Building	Students can create online clubs, interest, and study groups. Students can send email to their groups, use a shared chat space, calendar and announcements, and share material privately within the group. Students from different courses can interact in a system-wide chat rooms or discussion forums.			The system supports the ability to allow users to create project sites where they can collaborate. Project sites include a calendar, announcements, a resources folder to share documents, email list, chat, and a discussion board.

Student Portfolios	Students can create a personal home page. Personal home pages may include their photo and personal information. Students have a private folder and a team folder for displaying their work. Students can create a private folder, which is accessible system wide, to display their work. With the optional e-portfolio, instructors can specify learning objectives a student should meet with their portfolio. When uploading a new artifact to their portfolio, students are prompted by the software to identify which objective the artifact is meant to fulfill. Students can share portions of their ePortfolio with others by publishing their work.	Students can create a personal home page. Personal home pages may include their photo, personal information, and links to important websites.	Students can create a personal home page. Students' personal home pages may include a list of all discussion posts they have submitted, their photo, and personal information.	OSP, an open source portfolio tool, is available for Sakai 1.5.1. OSP will be available for Sakai 2.0 in the summer of 2005. Additionally, students can create a personal home page. Personal home pages may include their photo, personal information, and links to websites.
Administration Tools				

Authentication	Administrators or Instructors can set courses to be publicly accessible or protect access to individual courses with a username and password. The system can also authenticate against an external NT domain server, Active Directory, POP mail server, or using other protocols (Kerberos and Shibboleth have been implemented). User logins and/or sessions can be encrypted with SSL or secured with time-loaded encryption algorithms. Administrators can set up fail-through authentication against a secondary source in the event that the primary source fails. The system has a password reminder option. Access can be restricted based on IP address or number of login attempts.	Administrators can set courses to be publicly accessible or protect access to individual courses with a username and password. The system can also authenticate against an external LDAP server, Active Directory, Microsoft's .NET Passport Web Service, or using other protocols (Kerberos and Shibboleth have been implemented). User sessions can be encrypted with SSL. Administrators can set up fail-through authentication against multiple sources in the event that the primary source fails. Passwords stored in the system database are encoded.	The system uses basic username and password authentication. The system can authenticate against a variety of sources, including external databases, LDAP directory servers, IMAP, POP3, secure NNTP and First Class servers, and Unix users through PAM. The system also supports Shibboleth and the Central Authentication Service (CAS).	Administrators can protect access to individual courses with a username and password. The system can also authenticate against an external LDAP server or the Kerberos protocol. Users can maintain their own passwords. The system can support multiple organizational units and virtual hosts within a server configuration.

Course Authorization	Administrators can assign different levels of access to the system and to courses based on the following pre-defined roles: student, staff, faculty, manager, system editor, and system administrator. Instructors can assign different levels of access to their course based on the following pre-defined roles: guest, student, team leader, course assistant, course designer, and instructor. Administrators can customize existing roles and can create new, custom roles with specific access privileges to course content and tools. Instructors can customize existing roles within the context of their course. Instructors can customize specific access permissions for each student. Administrators can distribute the roles across multiple institutions to facilitate school board-wide or consortia-style approaches. Instructors or students may be assigned different roles in different courses and group contexts.	Administrators can create an unlimited number of custom organizational units and roles with specific access privileges to course content and tools. Instructors or students may be assigned different roles in different courses. Administrators and Instructors can assign different levels of access to the system or to specific courses based on pre-defined roles. Administrators can delegate administration of the system to different organizational entities within an institution or consortia. The system can access authorization information stored in an LDAP directory.	The software provides tools for Administrators to assign access privileges to different group roles: Administrators, Instructors, Students and Guests. Group role privileges can be further defined into subgroup privileges. Instructors or students may be assigned different roles in different courses. The system can access authorization information stored in other external directory services, including payment gateways.	Administrators can create an unlimited number of custom organizational units and roles with specific access privileges to course content and tools. Instructors or students may be assigned different roles in different courses and group contexts. Administrators can distribute the permissions and roles across multiple institutions or departments hosted in the server environment.

Registration Integration	Students can self-register. Student self-registration is time limited. The software supports integration with a number of ERP, HR systems and student information systems through an event-driven API or through a tool that is based on scheduled system exports. System has been integrated to SCT Banner, Peoplesoft, Datatel and custom Legacy systems. Administrators and instructors can batch add students to the system or course using a delimited text file or using customizable registration templates and then send a system generated email message to students notifying them of their enrollment. Administrators can transfer student information bi-directionally between the system and an SIS. The service provider may assist with transferring student registration information from the course management system back to the institutional SIS. The software is compliant with the IMS Enterprise Specification for Student Data.	Administrators and Instructors can batch add students to a course using a delimited text file or students can self-register. Administrators can batch create courses, users, and enrollments in the system. The software (version 5 Level 2 and higher) supports integration with student information systems through an event-driven API or through their tool which is based on scheduled system extracts. Administrators can transfer student information bi-directionally between the system and an SIS in batch or in real time. The system supports the use of SOAP-based data integration. Integration with Banner and Datatel SIS is available through existing plug-ins (note this is only available in the Enterprise-level license). The service provider will assist, as a services engagement, in transferring student registration information between the CMS and the institutional SIS. The software is compliant with the IMS Enterprise specification for student data.	Instructors can batch add students to a course using a delimited text file or students can self-register. The software supports integration with external information systems through an event-driven API or through a tool that is based on scheduled system exports.	Students can self-register. Administrators can batch add students to the system and courses using providers or scripts.

Hosted Services	The product provider offers a hosted system that includes managed software installation, 2+ GB storage space, 40 GB bandwidth usage, redundant Internet connections, redundant and conditioned power, fault-tolerant servers with fail-over capability, 24x7x365 monitoring, nightly tape backups, and a secure facility.	The product provider offers a hosted system that includes 99.75% Service Level Agreements with guaranteed system availability and performance on a network of high-performance, fault-tolerant servers with fail-over capability including load balancing and clustering, managed software installation, redundant Internet connections, redundant and conditioned power, redundant hosting platforms, 24x7x365 monitoring, 10GB – 20GB storage space to start, managed bandwidth usage, redundant T3 connections, daily data backups and weekly tape backups, and a secure facility with environmental control and a modern alarm/security system.	The product provider and partner companies offer hosted systems that include: managed software installation, service level agreements on a network of fault-tolerant Unix servers in a secure facility with environmental control, redundant Tier 1 network connections and power, 10Gb bandwidth per month and nightly backups. Hosting contracts are fixed per month and allow unlimited courses.	Institutions and other organizations can purchase hosting and support services from a number of Sakai Commercial Affiliates including Embanet, which provides daily and offsite tape backups, system clustering, managed bandwidth usage, and multiple Internet service providers to provide redundant fail-over capabilities.
Course Delivery Tools				

Course Management	Instructors can selectively release materials, assessments, announcements, and emails based on previous course activity or specific start and end dates. Instructors can personalize access to specific course materials and assessments, based on access rights, group membership, previous course activity, or student performance and/or specific start and end dates or other criteria. Instructors can set up specific course content that is released on a specific date and that students must complete before they continue with course. Instructors can link discussions to specific dates or course events. Instructors can design courses for instructor facilitated learning or system managed self-study.	Instructors can selectively release assessments, announcements and other materials based on previous course activity or specific start and end dates. Instructors can specify start and stop dates for the entire course.	Instructors can link discussions to specific dates or course events. The system can synchronize course dates defined by the institutional calendar.	Instructors can selectively release assignments, assessments, and announcements based on specific start and stop dates.

Instructor Helpdesk	Instructors can attend one to three day face-to-face training workshops, take an online course, access an online instructor training guide, help, and context sensitive help, and form online groups to share documents, course components, schedules, and other collaborative tools and learning objects with instructors in their organization, using discussion forums, chat rooms, and other collaborative tools. Instructors can share instructional content and learning objects which reside is a searchable database with instructors in their organization. Instructors can save content as exemplars of best practices in instructional design, which are viewable by other instructors or developers. Instructors can subscribe to an instructor mailing list.	Instructors can access an online instructor manual, product knowledge base, and reference center, and numerous instructor support communities to share information in a number of discipline-specific or general interest forums. Instructors can contact the 24/7 technical support helpdesk if their organization purchased that level of support.	Instructors can access the online instructor manual, context sensitive help, and an instructor support community hosted on the product provider's site.	Instructors can access the system's help which provides context sensitive help. A knowledge-base and user support communities are also evolving within the wider open source community. Institutions can link to their campus help desk within the help tool and direct users to technical and other user support services.
Online Grading Tools	Instructors can mark all assessments not automatically scored online. Instructors can assign partial credit for certain answers. Instructors can add the grades for offline assignments to the online gradebook. Instructors can view grades in the gradebook by assignment, by student, and for all students on all assignments. Instructors can export a comma-delimited version of the gradebook to an external spreadsheet program. Instructors can create emails which the system automatically sends to those students whose grades do	Instructors, and teaching assistants can mark paragraph questions, and mark and return assignments turned in through the assignment dropbox. Instructors can provide feedback on all assignments through annotations. Instructors can publish student submissions as examples for other students to see. Instructors can add the grades for offline assignments to the online gradebook. Instructors can sort and view grades in the gradebook by assignment, by student, by category and for all students on all assignments. Instructors can	Instructors can mark assignments and all assessments not automatically scored online. Instructors can assign partial credit for certain answers. Instructors can add the grades for offline assignments to the online gradebook. Instructors can view grades in the gradebook by assignment, by student, and for all students on all assignments. Instructors can export a comma-delimited version of the gradebook (or a real .xls spreadsheet) for use in an external spreadsheet program. Instructors can provide feedback on all assignments	Instructors can mark assignments and short answer/essay tests online. Instructors can add the grades for offline assessments to the online gradebook. Instructors can view grades in the gradebook by assessment, by student, and for all students on all assessments. Instructors can export the scores of the gradebook to an external spreadsheet. Instructors can manually edit all grades. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics. Instructors can create assignments that weigh

not meet a minimum threshold. Instructors can provide feedback on all assignments through annotations. Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can manually edit all grades. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics. When an instructor adds an assignment to the course, the software automatically adds it to the online gradebook. Instructors can delegate the responsibility for grading assignments. The software automatically calculates the minimum, maximum, and average grade on each assignment. The gradebook supports the creation of custom columns which can contain either grade information or other instructor-determined details.	import and export a comma-delimited version of the gradebook from/to an external spreadsheet program. Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can create a course grading scale that can employ raw scores, percentages, letter grades or pass/fail metrics. When an instructor adds an assessment or assignment to the course, the software automatically adds it to the gradebook. The gradebook supports the creation of custom columns which can contain either grade information or other instructor-determined details. Instructors can delegate the responsibility for grading assignments. Instructors can manually edit all grades. The software automatically calculates the average grade on each assignment. Instructors can download the results of a test across sections of a course and across semesters. Instructors can aggregate data and perform item-level analysis of individual survey items across the entire system.	through links to the relevant course content, and through annotations. Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics. When an instructor adds an assignment to the course, the software automatically adds it to the gradebook. Instructors can delegate the responsibility for grading assignments.	various amounts of points. The software automatically calculates the overall grade of a student.

Student Tracking	Instructors can get reports showing the number of times and time and date on which each student accessed course content, specific course units, discussion forums, assessments, and assignments. Instructors can get a report that shows number of attempts and time per attempt on each assessment for individual students. Instructors can maintain private notes about each student in a secure area. Instructors can get a report that summarizes individual student performance on assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components. Instructors can set up custom reports. Instructors can share tracking information with students. Instructors can get a report displaying the date/time each student accessed a specific course assessment, assignment, or self-assessment. Instructors can view all student folders simultaneously. Administrators can monitor students who are currently logged in to the course. Instructors can summarize all discussion posts to date by group or by student.	Instructors can get reports showing the number of times and date on which each student accessed course content, discussion forums and assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components.	Instructors can get reports showing the number of times, time, date, frequency and IP address of each student who accessed course content, discussion forums, course assessments, and assignments. Instructors can get a report that shows number of attempts and time per attempt on each assessment for individual students. Instructors can maintain private notes about each student in a secure area. Instructors can get a report that summarizes individual student performance on assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components. Instructors can monitor students who are currently logged in to the course. Instructors can summarize all discussion posts to date by a student.	

| **Automated Testing and Scoring** | Instructors can create automatically scored true/false, multiple choice, multiple answer, fill-in-the-blank, matching, short answer, and calculated answer questions. Questions can contain images, video, other media files. Instructors can create different levels of feedback messages. Instructors can import questions from existing test banks. Instructors can create personal, course specific, and system-wide test banks and use these test banks to create tests for students. Instructors can also create survey questions. The system can randomize the questions in a test and the alternatives for multiple choice questions. Instructors can set dates times for when students can access tests. Instructors can set a time limit on a test. Instructors can use IP addresses and/or passwords to restrict access to tests. Instructors can use the HTML editor to enable students to enter and edit mathematical notations. Instructors can create unit-specific tests or course-level tests. Instructors can associate a test with competency level demonstrated and can release additional materials and test based on level. The system supports proctored exams and the proctor can turn off browser controls during the exam. The system provides analysis data for surveys and test item results can be exported for analysis. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can | Instructors can create true/false, multiple choice, multiple answer, ordering, fill-in-the-blank, matching, and short answer/essay questions. Questions can contain images, audio, video, or Flash. Instructors can create different levels of feedback messages. Instructors can import questions from existing test banks. Instructors can also create survey questions. The system can randomize the questions in a test or can use selective release criteria. Instructors can set dates and times for when students must access tests. Instructors can set a time limit on a test. Instructors can use passwords to restrict access to tests. Instructors can use the MathML and WebEQ equation editors to enable students to enter and edit mathematical notations. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can differentially weight tests and create grading rules. The system provides analysis data for surveys and test item results can be exported for analysis. | Instructors can create automatically scored true/false, multiple choice, multiple answer, cloze, matching, numerical, calculated and short answer questions. Questions can contain images , video, other media files, and detailed feedback on each answer. Instructors can create mathematical equations. Custom question types can also be defined. Instructors can create personal, course specific or system wide test banks from questions can be chosen to create tests for students. Instructors can import questions from existing test banks. The system can randomize the questions in a test and the alternatives for multiple choice questions. Instructors can require a special password and set times for when students can or must access tests. Instructors can set a time limit on a test. Instructors can limit attempts to specific IP addresses. Instructors can differentially weight tests and create grading rules. Instructors can permit multiple attempts, and whether correct results are shown. Instructors can override the automated scoring. Instructors can also create survey questions. The system provides test analysis data for individual test items. The system also supports the Remote Quiz Protocol which allows questions to be rendered and scored externally to the system via standards-based web services. | Instructors can create automatically scored true/false, multiple-choice, multiple-answer, matching, fill-in the blank, and short answer/essay questions. Questions can contain images and audio files. Instructors can create personal test banks. Questions can be created from test banks in the system or can be imported from external test banks that support QTI. The system can randomize test questions and the alternatives for multiple choice questions. Instructors can set times for when students can access tests. Instructors can set a time limit on a test. Instructors can permit multiple attempts and specify whether correct results are shown. Instructors can override the automated scoring. Instructors can also create survey questions. Instructors can differentially weight test questions. |

	differentially weight tests and create grading rules. Instructors can lock students out of the course content for the duration of an exam.			
Curriculum Design				

Accessibility Compliance	The product provider self-reports that the software complies with Section 508 of the US Rehabilitation Act and with the W3C Priority Level I items and most Level II and III items and the WAI WCAG 1.0 Level A guidelines. To enable accessibility, the software implements the following features: a tool for instructors to add alt tags to uploaded images, alt tags on all system images and interface elements, aural style sheets, an authoring tool that enables course developers to create compliant web-based content, an HTML-based chat option that are usable with popular assistive technologies, collapsible menus, content available without color in a high contrast color scheme, content is only presented in text and graphics, content readable without style sheets, data tables that are optimized for use with screen readers, the software does not require frames, appropriately titled framesets that describe the functionality of the frames layout, consistent use of form labels, keyboard access to all utilities and chat, table-based layouts compatible with a screen reader, support for the JAWS screen reader technology, Window-Eyes technology, and most screen reader tools, support for most screen magnification software, software can detect screen readers and then offer a version of the site with less Javascript to improve access, compliant web templates, allowing invisible navigation links to be used by	To comply with Section 508 of the US Rehabilitation Act, the software implements the following features: a tool for instructors to add alt tags to uploaded images, alt tags on all system images, data tables that are optimized for use with screen readers, documentation to assist students and instructors in the use of the assistive technologies the software supports, appropriately titled framesets that describe the functionality of the frames layout, and support for most screen reader technology including JAWS. Developers and designers on the staff of the product provider are trained in the use of Section 508 standards and development techniques.	To comply with Section 508 of the US Rehabilitation Act, the software implements the following features: alt tags on all system images, and data tables that are optimized for use with screen readers. The system can also filter all user supplied inputs through W3C Tidy program to convert it to valid XHTML code.	To enable accessibility, the software implements the following features: alt tags, table headings, and form labels.	

	screen readers, consistent use of form labels, and the ability to suppress Java applets and to increase font size. The software includes an accessibility setting to optimize the use of various assistive technologies.			
Course Templates	Instructors can use templates to create announcements, calendar entries, course content, course units, discussion forums, instructor biography, links, syllabus and course descriptions.	Instructors can use templates to create course content. The templates include a rich text content editor. Instructors can categorize course content as announcements, calendar entries,	The software provides three default course templates: activities arranged by week, activities arranged by topic, or a discussion-focussed social format. Instructors can create new course or content	Instructors can categorize course content as announcements, calendar entries, discussion forums, syllabus information, assessments/assignments, and resources.

	The templates include a WYSIWYG content editor. Instructors can categorize course content as agendas, announcements, calendar entries, course units, discussion forums, glossaries, handouts, instructor biography, learning objectives, lecture notes, links, multimedia content, syllabus and course descriptions, tips, FAQs and resources. Course content may be referenced or uploaded through a form chosen from a system-wide, department-specific, course-specific, or personal learning object repository/content library. Instructors can clone and modify the default templates. Instructors can create new content templates. Instructors can incorporate course functions into specific course templates.	course units, discussion forums, handouts, instructor biography, lecture notes, links, syllabus and course descriptions, tips, FAQs and resources. Instructors can create new content templates. Course Creation Wizard enables instructors to easily set up a course using templates.	templates. Instructors can use templates to create discussion forums, links, course content, and resources, and these templates include a WYSIWYG content editor with spell-checking.	
Curriculum Management	The system supports management of curriculum and competencies. Instructors can specify prerequisites and sequence of each course within the curriculum. Instructors can specify multiple paths through courses for different skill levels or job functions. Instructor can map specific learning objects to individual training needs.			
Customized Look and Feel	The system provides over ten default course look and feel templates. Institutions can create their own look and feel templates across the entire system. Institutions can apply their own institutional images, headers and footers across all courses. Instructors can alter the appearance of their course.	Institutions can apply their own institutional images, headers and footers across all courses. Instructors can change the navigation icons and color schemes and the order and name of menu items for a course.	The system provides 10 default course look and feel templates. Institutions can create their own look and feel templates across the entire system. Institutions can apply their own institutional images, headers and footers across all courses. Instructors can change the the navigation icons, color schemes, and order and	The system can support multiple institutions, departments, schools or other organizational units on a single installation. Each unit can apply its own look and feel templates as well as institutional images, headers and footers. Instructors can customize the left navigation menu of their sites by enabling or disabling tools, as

				name of menu items for a course.	desired.
	Administrators snd instructors can clone and modify existing look and feel templates. Instructors can change the navigation icons and color schemes, the background, and the availability of tab items for a course. Administrators can change the availability, order and name of menu items.				
Instructional Standards Compliance	The software has been issued a certificate of compliance with SCORM 1.2. The software supports the the IMS Enterprise 1.1 specification. The provider company supports migration between the following course management systems: BlackBoard or WebCT to ANGEL. The product provider will work with the institution to migrate existing courses into the system. The system includes tools to facilitate the migration of course content between different versions of the software.	The software has been issued a certificate of compliance with SCORM 1.2 level LMS-RTE3. The system supports the following standards: IMS Metadata vocabulary, IMS Content Packaging 1.1.2, IMS Question & Test Interoperability Specifications 1.2, IMS Enterprise Specification 1.01. The system includes tools to facilitate the migration of course content between different versions of the software.	The software can import course content that is SCORM 1.2 or AICC compliant, and can export quiz content in IMS QTI 2.0 format. The system includes tools to facilitate the migration of course content between different versions of the software. The provider company supports migration from the following course management systems: BlackBoard.	Using the Melete open source lesson building tool, the system can export course content using the IMS Content Packaging standard. The system can import assessment content in the IMS QTI 1.2 format.

Instructional Design Tools	Instructors can create both linear and nonlinear learning sequences using a content library organized hierarchically by course, lesson, topic, and chunk. Instructors can organize learning objects into learning sequences that are reusable. Instructors can create lesson content using instructional design guides and customizable lesson templates. The company offers instructional design services to help instructors create their courses. Instructors can access information and tips and context sensitive help, tutorials on creating a collaborative learning environment. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons.	Instructors can create both linear and nonlinear learning sequences using a content library. The product provider offers instructional design services for a fee to help instructors create their courses. Instructors can access information and tips and tutorials on instructional design and on creating a collaborative learning environment. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons.	Instructors can create both linear and nonlinear learning sequences using a content library. Instructors can organize larning objects into learning sequences. The software supports constructivist and problem-based learning approaches. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons.	Instructors can create linear learning sequences organized hierarchically by course, lesson, and topic.
Content Sharing/Reuse	The system supports sharing content across course and institution boundaries. The system provides a central content repository where course content files can be stored and accessed by other instructors. Instructors can designate their files to be private or publicly accessible. Instructors can create links to content files in the central content repository so that changes made to the linked content are automatically displayed in their courses.			
Hardware/Software				

Client Browser Required	The software supports IE 6.0+, Netscape 7.0+ , and Firefox 1.0+ for Windows, Firefox 1.0+ and and Mozilla 1.0+ for Macintosh OS.	The software supports Internet Explorer 6.0, Netscape 7.1+, and Firefox 1.0 on Windows PCs. The software supports Internet Explorer 5.2, Netscape 7.1, Firefox 1.0, and Safari 1.1 and 1.2 for Mac OS.	The software supports any browser supporting HTML 3 or higher and uses cascading style sheets (CSS) in browsers that support CSS.	The software supports Internet Explorer 5.5+, Netscape 7.1+, and Mozilla Firefox for Windows, and Netscape 7.1+ or Mozilla Firefox on the Apple OS. Some functions in Sakai will not work well or will not work at all in Safari or Internet Explorer for the Mac. Javascript must be enabled.
Database Requirements	The system requires Microsoft SQL Server 2000. The database server hardware recommended for moderately high-volume, high availability service is a Pentium III 900Mhz CPU with 2GB of RAM and 20GB of disk space.	The system requires either SQL Server 2000 on Windows 2000 Server or Windows 2003 Server, or Oracle 8 or 9 on Sun Solaris 8 or 9 or RedHat Linux.	The system supports either MySQL or PostgreSQL databases. The system requires only one database and can coexist with tables from other applications.	The system supports Oracle 9i or later, or MySQL 4.1+. The system requires only one database and can coexist with tables from other applications.

Server Software	Web-based administration allows the product administrator to configure site, manage the database and even customize scripts remotely. Resource monitoring administration reports are standard. An Installation Setup wizard is supported that includes database creation. The software also offers full backup and archiving utilities for the system as a whole and for individual courses and groups.	The software requires the Apache web server software or Microsoft Internet Information Server (IIS) software, and the Java 2 SDK. The following server software tools are available: log rotation and log consolidation, a secondary database to provide customizable reports, and course archive and restore. The log tools can be accessed over the Web. The server software also includes administrative reporting tools, an installation setup wizard, full backup and archiving utilities for course content and student data, remote administration tools, a log file display of the last sessions in a system that can be filtered by IP address or date, server and database migration, and system clustering including load balancing and database clustering. The server software provides usage information regarding disk usage per course and number of student accounts per course.	The software requires PHP 4.1.0 or later, MySQL(or PostgreSQL), and a web server. The software was developed using the Apache web server. The software includes: administration reports through a web browser, course archive and restore, installation setup wizard that includes database creation, backup and archiving, tools to backup and purge either course content or student data for individual courses and groups, rotated logs, notification services, a display of the last sessions in the system that can be filtered by either IP address or date, site configuration. Typically, local administrators install the software. The product provider offers for-fee installation consultation.	The software is intended to work on a wide range of hardware and operating systems that support Java. Users are encouraged to stick with the common environment used by the developers. The software requires Tomcat 5.5.9 or later, and the Java 2 SDK.
UNIX Server		The software is available for Solaris 8 or 9 and Red Hat Linux 7.2 or Advanced Server 2.1. Suggested hardware recommendations depend on factors including the size of the institution, expected growth, adoption rates, and performance and availability expectations. Company provides a comprehensive guide to hardware recommendations.	The software is available for most variants of Linux or Unix.	The software is likely deployable on any Unix variant with Java support, but Linux and Applex OS X are the typical environments used by the developers. Suggested typical production environment would be an Intel-based Linux with 4GB of RAM.

Windows Server	The required web server hardware for moderately high-volume, high availability deployments includes Pentium III, 900 Mhz or above CPU with 1028 MB RAM. And 50 MB of disk space. The single required 3rd party component is SAFileUp control from Software Artisans. Software Artisans SAArchive is optional. SAAdmin is required to use NT Authentication. The system requires Windows 2000, Windows 2003 or Windows XP operating systems.	The software is available for Windows 2000 Server or Advanced Server and for Windows 2003 Server. Suggested hardware recommendations depend on factors including the size of the institution, expected growth, adoption rates, and performance and availability expectations. Company provides a comprehensive guide to hardware recommendations.	The software is available for a variety of Windows web servers.	The software is likely deployable on any Windows variant with Java support, but XP is the typical environments used by the developers. Suggested typical production environment would be a Windows Server 2003 with 4GB of RAM.
Pricing/Licensing				
Company Profile	ANGEL Learning Inc., formerly CyberLearning Labs Inc., based in Indianapolis, IN, develops and markets ANGEL. The Indiana University Research and Technology Corporation (IURTC), an independent 501(c)3 corporation affiliated with Indiana University, created the company in mid-2000. ANGEL Learning evolved from research conducted by the CyberLab at the Purdue University School of Engineering and Technology on the Indiana University-Purdue University Indianapolis (IUPUI) campus.	Founded in 1997, Blackboard is a public company (NasdaqNM:BBBB) that has over the years acquired CourseInfo, Web-Course-in-a-Box, and Prometheus course management systems. The Company's product line consists of the Blackboard Academic Suite (including the Blackboard Learning System, Blackboard Community System , and Blackboard Content System) and the Blackboard Commerce Suite. Blackboard is headquartered in Washington, D.C.	Moodle.org is an open source community launched in 2001 that has grown out of a PhD research project by Martin Dougiamas. Version 1.0 was released on August 20, 2002. Moodle.com is a company launched in 2003 that sponsors Moodle development and provides commercial support, hosting, custom development and consulting. The Moodle Partners are a network of companies that work with Moodle.com to provide services around the world.	The Sakai Project is a coordinated higher education open source community project launched in 2003. It builds on previous work done by Stanford, Michigan, Indiana and other partners, and is built within the uPortal framework. The project has been funded through 2005 by the Mellon foundation as well as contributions from the Hewlett foundation and the core partners themselves. The project has also created the Sakai Educational Partner's Program (SEPP), a for-fee community that is open to educational institutions and for which they receive early access to code releases, documentation, project staff and exchange of partner tools.

Costs	The annual license fee is dependent on the number of user accounts. The annual license fee includes version upgrades and support for the administrators (the customer's primary product administrator plus the administrator's designated backup).	The annual license fee is based on FTE students in an institution (or school within an institution) or consortium. In some markets, the annual license fee is determined on a per-user basis.	The software is free and distributed under the GNU Public License.	The software is free and distributed under the Educational Community License Version 1.0.
Open Source			The software is distributed under the terms of the GNU General Public License.	The software is distributed under the Educational Community License Version 1.0.
Optional Extras	The software provider offers on-site consulting and support is available to help with installing and configuring the software. The provider also offers online and classroom instructor education courses. The advanced synchronous communications tools and extended enterprise integration come as optional modules. ANGEL's Insight Window and ePortfolio are also available as optional modules. Large educational institutions can license the software source code for internal use and subscribe to a consortium of developers.	The Blackboard CMS product is licensed as either an Enterprise or Basic version. The main differences are that the Enterprise version offers SIS Integration, access to the Building Blocks APIs, advanced systems reporting using Crystal Reports, and vastly improved scalability. The Building Blocks initiative is an attempt to create a community of developers who can provide API-integrateable applications to enhance the functionality of the system. The system is currently available in English, Spanish, Italian and French language versions. The company offers a range of professional service offerings including consulting (strategic planning, implementation, and customization services), training, ASP services, and 24 x 7 support (Enterprise version).	More than 45 language translations are available as plug-in packs. Each course can have its own glossary which can be maintained by the instructor or collaboratively by the students. Terms in the glossary that appear in the course can be auto-linked back to the glossary. The system has a module which accepts payments for course registrations via PayPal. The system supports the creation of Wikis. The system can display RSS feeds.	For any content posted to a course or in the personal areas, a copyright statement can be added and the instructor can decide whether it needs to be displayed and agreed to each time the content is displayed. The system can display RSS feeds. The systems Web Content feature allows site owners to choose a website to display within the main frame, and to customize the menu item which links to it. Sakai is an active participant in the Tools Interoperability Profile, an effort to create a standard by which third-party tools can interoperate with a variety of course management systems. In addition, Sakai promotes the notion of "Sakai Tools" which, while developed separately from the main project, can be easily installed and work within the framework. Examples include the Open Source Portfolio tool and the Melete lesson builder.

Software Version	The software version number is 6.3.	The current software version number is 6.2 (a.k.a. Application Pack 2).	The current software version number is 1.5.2.	The software is version 2.0

El Camino College
Learning Resources Unit

TO: Distance Education Faculty

FROM: Alice Grigsby

DATE: April 4, 2006

RE: Fall 2006 Courses

Thanks to those of you who submitted a request to teach a distance education course. The following courses have been selected in consultation with the discipline deans and will be offered in fall 2006. If you have any questions, please contact Howard Story or me via email. Thank you.

Online Courses

Anthropology 1 – Jill Pfeiffer
Anthropology 2 – Marianne Waters
Art 1 – Camille Cornelius
Art 2 – (2 sections) – Elizabeth Atherton
Astronomy 20 (2 sections) David Pierce
Business 1A – Stephen Whitson
Business 55 – Kriss Stauber
Computer Aide Design Drafting
      31ABCD – Richard Hughes
Child Development 3 – Cecelia Phillips
Child Development 4 – Janet Young
Child Development 9 – Cecelia Phillips
Child Development 29 –
        Jennifer Montgomery
Child Development 30/31 –
        Jennifer Montgomery
Contemporary Health 1 – Linda Delzeit
Contemporary Health 1 – Thomas Hazel
Education 10 - Helen Sabin
English 1A – (2 Sections) - Jeffrey Jung
English 1B – Sara Blake
English 1C – (2 Sections) –Joy Zhao
English 7 – (2 sections) – Diane Gross
English 27 – Joyce Schenk

English 28 – Sarah Blake
Geology 1 – Suzanne Alwash
History 1A – Larry Guillow
History 3 – Jason Suarez
History 19 – Jason Suarez
Journalism 1 – Jolene Combs
Journalism 1 – Lori Medigovich
Journalism 4 – Lori Medigovich
Law 5 – Michael Botello
Machine Tool Technology 11ABCD –
        Roger Bombassei
Music 11 – (2 sections) – William Doyle
Oceanography 10 – James Noyes
Philosophy 2 – Elizabeth Shadish
Philosophy 3 – Robert Pielke
Philosophy 5 – Elizabeth Shadish
Philosophy 8 – Robert Pielke
Political Science 1 – Joe Georges
Psychology 5 – Richard Mascolo
Real Estate 13 – Robert Rooks
Sociology 101 - Marie Butler
Sociology 102 – Marie Butler

Telecourses

Contemporary Health 1 – Dean Lofgren
Humanities 1 – Janet Madden
Political Science 1 – Lance Wildman
Psychology 5 – Angela Simon

CC: Academic Deans, Administrative Assistants, Howard Story