

El Camino College
2006-2007 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – Oct. 17, 2006

Susan Dever , President	Evelyn Uyemura , VP Educational Policies
Peter Marcoux , President-Elect, VP Legislative Action & Academic Technology Committee Liaison	David Vakil , Secretary
Lisa Raufman , VP Faculty Development	Lance Widman , VP Finance and Special Projects
	Janet Young , Curriculum Chair

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735

Elaine Cannon (06-07) Sociology 3574
 Christina Gold (06-07)
 Lance Widman (05-06) Political Sciences 3746
 Michael Wynne (07-08) Psychology 3562
 Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442

Jacque Thompson (06-07) CIS 3206
 Tim Miller () Accounting
 Dagmar Halamka () Law

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 – Blackburn, 3715

Ali Ahmadour (08-09) Art 3539
 Daniel Berney (06-07) Dance 3657
 Jason Davidson (08-09) Speech 3725
 William Georges (06-07) Theatre 6770
 Chris Wells (08-09) Speech 3723

Health Sciences & Athletics – Haslam 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

Carolyn Almos () Speech
 Gary Robertson () Speech

Humanities – Lew 3316

Debra Breckheimer (06-07) English 3182
 Lyman Hong (06-07) English 6046
 Karen Warrenner (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 (08-09) Learning Resources Center 3254, 3514
 Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Goldberg 3200

Susan Tummers (07-08) Math 6390
 Lijun Wang (06-07) Math 3211
 Greg Scott (08-09) Math
 Judy Kasabian (08-09) Math 3310
 Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343

Chas Cowell (05-06) Chemistry 6152
 Teresa Palos (07-08) Biology 3354
 Kamran Golestaneh (06-09) Chemistry 3243
 David Vakil (07-08) Astronomy & Physics 3134

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

Accreditation – Linda Arroyo & Arvid Spor

Academic Affairs – Ann Collette

Union – Editor

Associated Students President – David Nordel

Public Information – Ann Garten

Campus Police – Mike D' Amico, Chief

Federation Office – 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. Peters

Academic Senate Website

www.elcamino.edu/academics/academicsenate/

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**

Oct. 17, 2006

1. <u>CALL TO ORDER</u>	12:30
2. <u>APPROVAL OF MINUTES:</u> Oct. 3, 2006	
3. <u>PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS</u> <ul style="list-style-type: none"> • ASCCC Area C meeting report • upcoming ASCCC Plenary • Faculty hiring procedures update • 2nd 8-week session open sections & SP07 Distance Ed Courses 	
4. <u>VICE PRESIDENTS' & OTHER REPORTS</u> <ul style="list-style-type: none"> 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. CEC Faculty Council (Saul Panski) h. STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon) i. CALENDAR COMMITTEE (Lyman Hong) j. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne) k. ACCREDITATION (Arvid Spor, Linda Arroyo) l. ENROLLMENT MANAGEMENT (Vice Presidents) 	
5. <u>UNFINISHED BUSINESS</u> <ul style="list-style-type: none"> • New College-wide Academic Senate voting procedures – final reading • Resolution – Compliance with Title 5 Regulations, Section 70902 – final reading 	
6. <u>NEW BUSINESS</u> <ul style="list-style-type: none"> • ASCCC Draft papers & Resolutions – for discussion 	
7. <u>PRESENTATION</u> <ul style="list-style-type: none"> • Draft Guidelines for Addressing Disruptive Student Behavior – Harold Tyler 	
8. <u>ANNOUNCEMENTS</u>	
9. <u>GENERAL DISCUSSION – Topics not on agenda</u>	
10. <u>ADJOURN</u>	2:00

**El Camino College
ACADEMIC SENATE
Meeting Packet Table of Contents**

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Academic Senate Meeting Schedule – 2006-07

1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

**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	Vince Robles
Chas Cowell	Jacque Thompson
Kate Beley	Julie Stewart
Chris Wells	

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

Margaret Steinberg	John Ruggirello
Elaine Cannon	Moon Ichinaga
Mercedes Thompson	Ruth Banda-Ralph
Kristie Digregorio	Donna Manno (Dir, Staff Development)

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

September 19, 2006

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

Behavioral & Social Sciences	Humanities
<u>Cannon, Elaine</u>	<u>Breckheimer, Debra</u> X
<u>Gold, Christina</u> X	<u>Hong, Lyman</u> X
<u>Widman, Lance</u> X	<u>Marcoux, Pete</u> X
<u>Wynne, Michael</u> X	<u>Uyemura, Evelyn</u> X
	<u>Warrener, Karen</u> X
Business	Industry & Technology
<u>Halamka, Dagmar</u> X	<u>Cafarchia, Vic</u> X
<u>Miller, Tim</u> X	<u>Hofmann, Ed</u> X
<u>Thompson, Jacquie</u> X	<u>Kahan, Walt</u>
	<u>Marston, Doug</u> X
	<u>Rodriguez, George</u>
Counseling	Learning Resources Unit
<u>Beley, Kate</u> X	<u>Dever, Susan</u> X
<u>Gaines, Ken</u> exc	<u>Striepe, Claudia</u> X
<u>Raufman, Lisa</u>	
Fine Arts	Mathematical Sciences
<u>Ahmadour, Ali</u>	<u>Ghyam, Massoud</u>
<u>Berney, Dan</u> X	<u>Scott, Greg</u> X
<u>Davidson, Jason</u> X	<u>Taylor, Ralph</u>
<u>Georges, William</u> X	<u>Tummers, Susan</u> X
<u>Wells, Chris</u> X	<u>Wang, Lijun</u> X
Health Sciences & Athletics	Natural Sciences
<u>Van Lue, Nick</u>	<u>Cowell, Chas</u> X
<u>Morgan, Kathy (sharing)</u>	<u>Golestaneh, Kamran</u>
<u>Moon, Mary (sharing)</u>	<u>Palos, Teresa</u> X
<u>Sinopoli, Louis</u>	<u>Vakil, David</u> X
<u>Stanbury, Corey</u> X	
	Adjunct Faculty
	<u>Almos, Carolyn</u> X
	<u>Robertson, Gary</u> X

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

Guests: Ann Collette, Linda Arroyo, Ken Key, Estina Pratt, Ian Haslam.

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

1. There are many tasks facing senate this year. See the President's report.
2. There have been many (5 or 6) policies that have been Board approved recently.
3. It is possible that senate VP reports will be staggered into alternate meetings.
4. Motions on Catalog Rights & Course Repetition passed.
5. The senate structure on page 32 passed in concept.
6. The Curriculum committee revised its bylaws to include Compton. Senate approved.

President's report – Susan Dever (henceforth SD)

This year will be busy. SD will be calling on people to help with the many jobs, such as

1. Accreditation. Accreditation will require a lot of faculty input.
2. Student Learning Outcomes (SLOs) is another focus, and will be worked on throughout the year. Lars Kjeseth and Jenny Simon are the SLO co-chairs, and are enthusiastic leaders in this area. SLOs are a faculty-driven process.
3. Program Review is spreading to many other academic areas. If you think your program would be a good candidate for a Program Review, let SD know.
4. Student Equity plan: this is in draft form and is circulating. SD could use another pair of eyes to help examine it. The Student Equity Plan examines how students work through the system and checks to see if they are treated equitably. The report is not very long, and requires attention this week.
5. Calendar issues are being examined, such as whether or not to keep a winter session and/or have a differently configured set of summer sessions, etc.
6. Faculty Hiring Procedures are also coming up. It has been several years since we've had an "agreed upon" set of procedures.
7. Compton issues include how the two faculty work together, how the curricula are tied together, how the 75% rule for Compton students will be handled, and many other things that will come up as the partnership continues. The 75% rule concerns the need to accommodate students who completed 75+% of their coursework at Compton Community College before it lost accreditation.

There have been many (5 or 6) policies that have been Board approved recently. Evelyn Uyemura will be developing a schedule of future Board Policies for Senate to update or create. The senate's executive council met and discussed the agenda. It is possible that VP reports will be staggered into alternate meetings, rather than giving a report at each senate meeting.

There was a motion to shift the VP reports to the end of the meeting. Motion approved.

Unfinished Business

Two Board Policies passed over the summer: 1) Catalog Rights and 2) Course Repetition

At the end of the last academic year, there were 2 policies that the senate did not complete. However, the pressing need for these policies was recognized and with the consent of senate VP Uyemura and President Dever, these were forwarded to the Board of Trustees without first being approved by the full senate. This happened despite the fact that one of these policies was voted down at the end of the last academic year. This policy (course repetition) has been returned for your approval today, with no substantial changes but with a few extra examples and clarifications. SD told College Council and the Board of Trustees that if these motions are not approved by senate, then senate reserves the right to de-activate the board-approved policies.

Catalog Rights

The first policy is about catalog rights. This policy essentially means students will be allowed to graduate under the catalog they came in under or the catalog in current use, whichever is better for the students. There were no substantive changes to this policy, but clarifications were made (e.g. general education vs. major vs. total unit requirements, defining "continuous enrollment").

David Vakil noted the policy says continuous enrollment must include a "full length" semester. He asked if 12 week and Fall/Spring 8 week classes would meet that need. All of these count towards continuous enrollment but the summer 8-week classes don't. Summer & winter classes aren't counted because there is not a full complement of classes offered during those terms. The

consensus was not to change the policy as written. Motion to approve the catalog rights policy passed with one abstention.

Course Repetition

The second policy is about course repetition. This prevents students from repeating a class, in general, if they have already passed it. The “W” policy is also included in this new policy. The W policy, generally, is that you are permitted to take a class a total of 3 times, including W’s. If you repeat the class at another institution, you can petition to have that grade count. Exceptions to the 3-time repeatability rule:

1. If you get 2 D’s and/or F’s, you need written permission to take the course a 3rd time.
2. If you get a C under extenuating circumstances, you can repeat the course, but the C grade stays on the transcript.
3. If a significant amount of time has lapsed since you previously took the course, you may be able to repeat the course, according to the program as decided by the dean.
4. If courses are legally mandated (e.g. lifeguards, CPR), these repeated courses would count towards GPA.

Courses that have small letters (e.g. Journalism 11abcd) don’t count as repetitions and all grades are counted. A grade of “W” does not count as a course being repeated. See the policy and procedures for more detail, exceptions, etc.

Journalism 11abcd can have a total of 3 W’s plus four letter grades (as opposed to 3 W’s per lower-case letter) because Journalism 11 is one course, not 4 courses. Note that there is no course that MUST be repeated some number of times to fulfill a prerequisite for another class. These are the same rules currently in force, and the two relevant policies have been combined into one. Example: if you are taking Journalism 11 and get the following marks on your transcript in this order: A, W, B, W, W, then you can’t take Journalism 11 again.

This is a problem in the performing arts area, particularly for programs that require the long-standing participation of community members. Hundreds of people participate in this type of fine-arts program. Audits are possible. The Fine Arts division is examining this issue. According to Dean Ian Haslam, there is a similar problem in Health Science & Athletics, and they have moved to an audit policy this semester. Volunteer status is another way to handle this issue.

The second paragraph of the procedure is misleading. Janet Young suggested an amendment to clean up the language by inserting “in computing the GPA” after “will be disregarded.” Will Information Technology Services program the computers to match this policy?

The amended Policy passed with one abstention. The Procedures were approved as amended with 3 opposed.

New Business

ECC/CEC (Compton Education Center) Senate Structure

On page 32 is a proposed draft of an organizational structure for the senates of ECC & Compton. San Diego has a college system with multiple colleges and centers. San Diego’s colleges have senates and the centers have “faculty councils.” Part of our senate would be the Compton Faculty Council. Compton’s concerns, as presented by Saul Pansky, were that they needed a senate for

Compton district purposes, as shown for your information on page 33. At the same time, most of the tasks done as a center will be ECC processes that will not endanger ECC or its accreditation. This also gives representation to the Compton faculty and students. As such, the Faculty Council would be subservient to the ECC senate. The Compton faculty have approved this model.

Pete Marcoux: there are implications for our senate's constitution, such as representation and voting rights. There are many pieces that will need to fall into place as we delve into the processes more.

SD asked the body to approve the proposed structure in principal. This required an emergency motion to be passed. Doug Marston & Pete Marcoux so moved on the emergency which passed. Lance Widman and Pete Marcoux moved that the structure on page 32 be approved in concept. This motion also passed.

Revisions of the CCC by-laws

In keeping with the same spirit, the College Curriculum Committee revised its bylaws to include Compton. The voting membership will include one full-time faculty from each academic division, one voting counselor, and one voting librarian, and (the new part) one full-time Compton faculty member, as seen on page 17, section 1.1.

There is no research on how similar schools have handled this situation (since there have been no similar situations). Most centers begin under a college. That wasn't the case here.

The need for Compton's representation on the curriculum committee stems from how the partnership has affected them. Their curriculum was decimated and now that they are using our curriculum, there are areas with specific, essential, immediate needs.

There will continue to be division curriculum meetings and the process for approving new curriculum (even those that meet Compton's needs) will be the same as it is now. New proposals will start in division curriculum committees before coming to the College Curriculum Committee. Newly created curriculum may or may not be offered at the ECC campus, according to the needs and wishes of the ECC campus. Similarly, newly created curriculum may or may not be offered at the Compton Center, according to the needs and wishes of the Center.

Pete Marcoux & Evelyn Uyemura moved that the bylaws be treated as an emergency. Motion passed. Lance Widman & Doug Marston moved that the bylaws be amended as proposed, and this motion also passed.

There was no time for VP reports.

Announcements

Zuk & Associates CalSTRS retirement forum still has spots open. Contact Lance Widman.

Meeting was adjourned at 1:55 pm.

ACADEMIC SENATE MINUTES

October 3, 2006

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

Behavioral & Social Sciences	Humanities
<u>Cannon, Elaine</u>	<u>Breckheimer, Debra</u> X
<u>Gold, Christina</u> X	<u>Hong, Lyman</u> X
<u>Widman, Lance</u> X	<u>Marcoux, Pete</u> X
<u>Wynne, Michael</u> X	<u>Uyemura, Evelyn</u> X
	<u>Warrener, Karen</u> exc
Business	Industry & Technology
<u>Halamka, Dagmar</u>	<u>Cafarchia, Vic</u>
<u>Miller, Tim</u>	<u>Hofmann, Ed</u> X
<u>Thompson, Jacquie</u> X	<u>Marston, Doug</u> X
	<u>Nothern, Steve</u> X
	<u>Rodriguez, George</u>
Counseling	Learning Resources Unit
<u>Beley, Kate</u> X	<u>Dever, Susan</u> X
<u>Gaines, Ken</u> X	<u>Striepe, Claudia</u> X
<u>Raufman, Lisa</u> X	
Fine Arts	Mathematical Sciences
<u>Ahmadour, Ali</u>	<u>Ghyam, Massoud</u>
<u>Berney, Dan</u>	<u>Kasabian, Judy</u>
<u>Davidson, Jason</u> X	<u>Scott, Greg</u> X
<u>Georges, William</u>	<u>Tummers, Susan</u> X
<u>Wells, Chris</u> X	<u>Wang, Lijun</u> X
Health Sciences & Athletics	Natural Sciences
<u>Hazell, Tom</u> X	<u>Cowell, Chas</u> X
<u>Morgan, Kathy (sharing)</u>	<u>Golestaneh, Kamran</u> X
<u>Moon, Mary (sharing)</u> X	<u>Palos, Teresa</u> X
<u>Sinopoli, Louis</u>	<u>Vakil, David</u> exc
<u>Stanbury, Corey</u> X	
	Adjunct Faculty
	<u>Almos, Carolyn</u> X
	<u>Robertson, Gary</u>

Ex Officio Attendees: Janet Young, John Baker

Guests: Ann Collette, Linda Arroyo, Carol Sandvik, Saul Panski, Barbara Perez

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

1. Faculty hiring procedure is being examined.
2. Faculty hiring will start soon. Applications due November 8.
3. Minimum qualifications will be reviewed by senior senators.
4. Much discussion about lack of collegial consultation with senate, now and previously.
5. Guidelines may be established for academic matters that come up during summer.
6. Curriculum Committee lost 2 representatives from Student Services area and still lacks a secretary. Both could pose accreditation problems.

7. Etudes NG will replace Blackboard in June. Faculty need to be trained on the new system.
8. Accreditation meetings are coming soon.
9. Enrollment is at last year's level. High school recruiting plan coming.

President's report – Susan Dever (henceforth SD)

1. Faculty hiring procedure – SD met with Tom Lew & Francisco Arce last week. ECC has not been operating under approved hiring procedures. During the meeting, they looked at the most recent version of the procedures and discussed previously proposed changes. Administration has not approved these changes, but the new version will be taken to cabinet by VP Arce. SD and Pete Marcoux will closely coordinate with the ECCFT.
2. Compton Education Center's Faculty Council meeting dates are in the back of the packet.
3. There is discussion about a proposed email policy. Joe Georges represents faculty; SD & David Vakil are also on the committee. There are some new issues & concerns. Lance Widman pointed out that everyone needs to pay attention to this development of "policy."
4. There is a legal advisory in the packet regarding companies that contact the college for student grades' synopses (similar to the Rate Your Professor website). They may collect aggregate records. The advisory indicates that the company may proceed.
5. In the packet is a list of open 8-week classes that start on October 21.
6. Also in the packet is the Admissions & Records calendar for 2007.
7. Faculty are needed to review "minimum qualifications" which has not been done in a few years. Barbara Perez suggested that the senior senators be "volunteered" for this and senate agreed.
8. The Chancellor's office is requiring input on a list for legislative priorities.
9. There will be many faculty hires this year. Relevant deadlines:
 - a. Position requests due November 8
 - b. Meeting to discuss the positions November 15. Each division gets 2 votes: the dean and 1 other person. Divisions or senate typically select the "other person." Contact SD and/or your dean if you are interested in representing your division.
 - c. Priority rankings must be submitted by November 21

There was a motion to move VP reports to the end of the meeting. Motion passed.

Unfinished Business

Board Policy 2510

The policy is in the packet. However, recently associated procedures were discovered. The Educational Policies subcommittee needs to look at the procedures and policy together. For this reason, the vote was postponed until the next meeting.

New Business

Resolution regarding Title 5 compliance

Pete Marcoux has authored a resolution that expresses concerns felt by members of the Senate's Executive Council that appropriate "collegial consultation" procedures have not been followed regarding the Compton partnership. It is also unfortunate that there is no official definition or a mutual agreement with Administration on what "collegial consultation" is. The version in the packet is for first reading, and the resolution will be voted on during the next meeting.

Comments about the resolution:

1. The brevity of the motion is appreciated
2. Board Policy 3210 is relevant. ECC's President did not consult faculty on a number of relevant points in the partnership.
3. It was suggested that the resolution mention "adhering to collegial consultation"
4. "displeasure" should be strengthened, perhaps with "considerable" or "disappointment"
5. History of the partnership: the Request for Proposals (RfP) came out in May. There were 3 senate meetings with reports from ECC's vice-presidents. The RfP was due June 1, prior to the end of the semester.
6. It often happens that decisions are made during summer, when many people are absent.
7. It was suggested that if something happens over the summer, senate could have a special meeting.
8. Administration should have asked the senate E-board for input if the full senate could not meet.
9. Regarding the Compton partnership, approval was not asked for. Our opinion was not asked for. We were given reports by VPs, but never consulted.
10. It was noted that if the purpose of this resolution is not to discredit Compton, please say so in the resolution. Compton is worried the partnership can be easily destroyed.
11. It was asked if the faculty will be consulted in regards to the decision to "bail out" of the partnership. The only response was that SD can speak during Board meetings about this.
12. It was emphasized that the resolution in question is not about Compton, it is about the pattern of lack of collegial consultation that has taken place.

Noted: Senate could pursue guidelines for proceeding with actions during the summer, if the senate's Executive Council cannot resolve the issues.

Voting Procedures

Senate will need to make decisions and have official elections soon, such as amending the constitution. It would be easier to vote electronically rather than with paper and software exists for electronic voting. Pete Marcoux is meeting with John Wagstaff (ITS director) to set the software up. There was a question if we needed to amend the constitution to allow electronic voting. Pete will write this amendment for the next meeting.

There was concern expressed about the potential limitations that may be placed over email.

Educational Policies Report – Evelyn Uyemura

1. Audit policy does not give clear-cut directions for which classes can be audited. The committee needs to know if audits are important for your area.
2. Library policy – asking librarians for help on this. There is no Board policy on this yet.
3. Are Educational Policy problems that concern the Compton students resolved yet? For example, catalog rights? There was no known resolution about this.

Faculty Development – Lisa Raufman

1. Minutes and handouts from meetings and seminars were distributed.
2. There is a one-time only state-wide budget for Staff Development.
3. There will be an On Course training workshop on campus.

4. Suggestions for keynote speakers for the Spring mandatory flex day were solicited.
5. It was noted that the Faculty handbook is out of date. But there is an updated version for adjunct faculty.

Finance and Special Projects – Lance Widman

1. PBC and Insurance Benefits Committee (IBC) are sharing minutes. Lance will bring both sets to senate meetings.
2. PBC is trying to develop a framework in regards to SLOs, program review, and retention proposals. There is a greater focus on planning issues.
3. The September 5 minutes of PBC explain the ASB budget presented by Harold Tyler. The program has had reduced funding in the spring but is recuperating.
4. The final 2006-2007 budget was discussed. On the same day, President Fallo included a budget supplement of expenditures. This budget supplement never got to PBC prior to adoption and totaled about \$3.8 million. Items are still being decided without PBC and have yet to be explained. This process is not indicative of shared governance.
5. There needs to be a better process of including faculty in decision making processes.
6. It was asked if the winter intersession will become a budget line-item so classes are not being “borrowed” from the spring or fall and placed into winter. Lance said this was discussed by PBC last spring.

Legislative Action – Pete Marcoux

On the packet’s cover sheet are a list of senators and when their term expires. The division’s senior senator needs to hold elections for any 05-06 terms now, and for 06-07 term expirations in spring.

Curriculum Committee – Janet Young

Courses for 3 divisions were reviewed during the last meeting. Lori Suekawa gave an excellent presentation on articulation and Janet Young recommends that Lori repeat this presentation for senate. Janet also gave a presentation on content review (matriculation responsibilities) as developed by the senate.

VP-Student Services (John Baker) has informed Janet that Regina Smith, our matriculation coordinator, is too busy to serve on the Curriculum Committee. Stephanie Rodriguez from Workforce Development is also too busy. Janet is obviously dismayed. A task force had previously determined that these Student Services representatives were necessary for the committee. Also, our previous accreditation review raised concerns that there was not enough expertise on the curriculum committee.

A question was asked that, now that there are new hires, what happened to the curriculum secretary? There is no answer. Someone suggested that the position’s title be changed.

During the October 10 meeting, the committee will review 16 courses essential for the Compton Center. Janet Young appreciates the hard work of the Fine Arts, Humanities, and Behavioral & Social Science divisions to develop these courses. “This is collegiality at its best.”

Student Learning Outcomes

No report.

Calendar Committee – Lyman Hong

No report.

Academic Technology Committee – Pete Marcoux, Michael Wynne

There is a new Course Management System, called Etudes NG, that everyone teaching online classes has to use. These teachers will need to go to three training sessions by June, when we lose Blackboard.

There is still a need to define “hybrid” courses.

Accreditation – Linda Arroyo

Several people attended the training session at Rio Hondo regarding the new standards scheme. The new standards have “themes” and require evidence to support claims. They also must integrate SLOs and tie in to institutional effectiveness. A local training session will be held for all committee members in October/November.

Enrollment Management – Francisco Arce & John Baker

ECC’s enrollment this fall is at about the same level as last year. We still have a lot of work to do to recover the 1000 FTES we lost compared to 2 years ago.

A high school recruitment plan will be presented to the Enrollment Management committee. Santa Monica is leaving (not teaching its courses at) Mira Costa, so now we must provide courses to that school. Tomorrow will be a Principal’s Breakfast meeting with about 25 local principals.

It was asked if the problem with the rosters affected our FTES. It did not.

Announcements

None.

Meeting was adjourned at 2:02 pm.

[*Editor’s note:* Thanks to Pete Marcoux and Ann Collette (as always) for taking the notes used to construct these minutes.]

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of October 2, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Dr. Dever, Dr. Fallo, Mr. Nordel, Mr. Marsee, Mr. Middleton, Mr. Robertson, Ms. Smith, Dr. Spor, and Ms. Pickens.

1. Evaluation Results – will be sent out via e-mail this week for discussion next week. 2006-2007 goals will be set.
2. Discussion Board –Miriam Alario volunteered to be the monitor. Dr. Dever will start a discussion. Mr. Nordel suggested having a discussion board for students.
3. El Camino College Committees – We need to determine which committees are still active and ensure committee information is up to date.
4. Associated Students Organization – Thirty people attended the weekend leadership conference with Dr. Marsee's presentation was a success. Nine Compton students participated.
5. Student Equity Plan – Leo went back to Mike Wilson in Institutional Research and corrected the data on page 19 that was in question. Ann Garten reported that she sent some changes via e-mail this morning. It was also reported that on goal 2 on page 38 that Institutional Research should be added to those responsible. It is hoped that this can be presented to the Board at the October 16th meeting.
6. State and Federal Legislative Program Call for proposals – Michael Magee of the Chancellor's Office sent an e-mail requesting submissions of state legislative proposals and federal issues. This e-mail was distributed to College Council members to see if there are any proposals.

Agenda for the October 9, 2006 Meeting:

1. Minutes of October 2, 2006
2. College Council Evaluation
3. 2006-2007 College Council Goals
4. Mission Statement Review
5. El Camino College Committees

**EL CAMINO COLLEGE
COLLEGE COUNCIL
SELF-EVALUATION QUESTIONNAIRE 2005-2006**

The following responsibilities are outlined in Procedure 2510.

11 – evaluations sent out
9 – evaluations completed
1 out of 9 completed old survey without #10 questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<p>1. Reviews recommendations from committees designated as Collegial Consultation committees.</p> <p><u>Comments:</u> When College Council members bring issues we review them - we do not have formal system. I don't know how many things come before College Council as formal recommendations.</p>	<p>1 – Strongly Agree 4 – Agree 1 – Neutral 3 – Disagree</p>				
<p>2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies.</p> <p><u>Comments:</u> I have no firm opinion on this. I feel other discussions take place, and I feel other communication sources have been established, though not successfully. *For governance & policy issues, perhaps. For communication across college community of wider range of issues & concerns among the college as a whole, probably not. Other vehicles have been developed. Not going back to constituencies.</p>	<p>3 – Strongly Agree 4 – Agree 1 – Neutral 1 – Strongly Disagree</p>				
<p>3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities.</p> <p><u>Comments:</u> Seems as though people now run to Board rather than Superintendent/President.</p>	<p>1 – Strongly Agree 8 – Agree</p>				
<p>4. Focuses on broad issues, not day-to-day administration of the College.</p> <p><u>Comments:</u> We tend to be too myopic</p>	<p>9 – Agree</p>				
<p>5. Operates on a consensus-building basis or a majority vote in an advisory capacity.</p>	<p>3 – Strongly Agree 6 – Agree</p>				
<p>6. Supports and abides by areas governed by collective bargaining agreements.</p>	<p>3 – Strongly Agree 5 – Agree 1 – Disagree</p>				
<p>7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate.</p> <p><u>Comments:</u></p>	<p>3 – Strongly Agree 6 – Agree</p>				

Recently the Academic Senate representatives appropriately focus on academic and professional matters.	
8. Ensures that major recommendations of the College are consistent with the educational mission of the College. <u>Comments:</u> Hmmm, I guess.	8 – Agree 1 – Disagree
9. At all times focuses on students. <u>Comments:</u> Naturally we don't always focus on students, but we tend to forget why we are here at times – for students. It is not possible to entirely focus on students at all times. I think so, directly or indirectly.	3 – Agree 6 – Disagree
10. 2005-2006 Goals – Did we accomplish the following goals:	
a. Review of District-wide issues and trends. <u>Comments:</u> We should concentrate on this more. By responding to issues and trends as they appear.	1 – Strongly Agree 5 – Agree 1 – Disagree 1 – Strongly Disagree
b. Review & Revise College Council Evaluation instrument. <u>Comments:</u> Questions 10 “a” through “h” proves it.	3 – Strongly Agree 4 – Agree 1 – Strongly Disagree
c. Policy Review. <u>Comments:</u> We should do more and set agenda now. Timeliness should be and remain a part of policy review, for certain, and for District-wide issues, possibly to increase effectiveness and efficiency of College Council. In other words, establishing timeliness for review and finalizing action. Ongoing.	2 – Strongly Agree 6 – Agree
d. Revise Procedure 2510 – Collegial Consultation. <u>Comments:</u> Ongoing.	2 – Agree 5 – Disagree 1 – Strongly Disagree
e. Review El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007. <u>Comments:</u> Probably better handled first by a sub-group of 2 or 3 with discussion of their findings by the entire group afterwards.	2 – Agree 5 – Disagree 1 – Strongly Disagree
f. Build a Sense of Community. <u>Comments:</u> Some people don't want to put effort into it – some people don't seem to want to have a community. We look to see what our differences are rather than what our similarities are.	1 – Strongly Agree 3 – Agree 1 – Neutral 2 – Disagree 1 – Strongly Disagree

<p>I am neutral on this issue. See comment * in number 2.</p>	
<p>g. Improve Communication <u>Comments:</u> We've tried so many different methods of improving communication. However, everyone thinks communication should come from President down – nothing seems to come from everyone else to President other than criticism. People rush to Board rather than the processes. College Council members don't seem to believe it is their responsibility to communicate. See comment * in number 2.</p>	<p>6 – Agree 2 – Disagree</p>
<p>h. Formalize review of recommendations from other Committees. <u>Comments:</u> Not sure exactly what this means.</p>	<p>1 – Agree 6 – Disagree 1 – Strongly Disagree</p>



NOTES – COUNCIL OF DEANS/ENROLLMENT MANAGEMENT
17 AUGUST 2006

Present: F. Arce, J. Baker, K. Blackburn, S. Dever, A. Garten, I. Graff, I. Haslam, T. Jackson, K. Key, T. Lew, J. Means, Q. Miller, G. Miranda, B. Mulrooney, B. Perez, V. Rapp, D. Reid, R. Smith, A. Spor, K. Townsend, H. Tyler, J. Wagstaff, S. Warrier, R. Way

Also Present: K. Curry, D. Givens, W. Morris

I. INFORMATION ITEMS

- A. Notes of 3 August: Distributed.

II. DISCUSSION/ACTION

- A. Enrollment Management: The daily enrollment trends as of 17 August was distributed which included reports for El Camino College and Compton Center.
- B. Enrollment Push – High School Students: The goal is 3,500 students fully enrolled. A. Spor will check with H. Tyler and R. Dreizler on status.
- C. Registration Schedule: Datatel will be down 24-25 August and students will not be able to register on these dates. There will be special office hours in Admissions on 21 August –1 September.
- D. New Student Enrollment: The new student orientation will be held on 23 August, co-chaired by Maribel Hernandez and Griselda Castro. Postcards were targeted to 3,300 new students enrolled in the fall semester between the ages of 17-19 years old. Additional copies were available in Admissions for new students that come on campus to apply. Faculty from academic divisions and counseling will be available. S. Dever and A. Spor will meet to discuss faculty support at the orientation.
- E. Enrollment Marketing Plan: Source of marketing outreach include radio, cable, newspaper, movie theater, and banners. The new student welcome day and class schedule is included on the web. A. Garten is working with the cable station to cover various events on campus. Compton will also hold a student orientation. 131,000 mailers were mailed to Compton residents about registration.
- F. Walkway Signage for Registration: Signage will be provided to inform students Admissions, Counseling, and EOP&S are located in the Student Service Building. Signs throughout the campus will be posted where to go for add period, times and dates for add/drop. It was noted that it is critical to provide signage at major gateways to campus. The two key traffic stops are (1) walkway between the Library and Activity Center and (2) Bookstore. It was suggested to hire students that would be available on campus to provide information to new students (ie. location of classes, departments, programs). A. Spor & H. Tyler will discuss a plan and cost to be presented to J. Baker for funding.
- G. Enrollment Announcement on First Day by Faculty: Faculty will be encouraged to promote enrollment process and inform students there are still classes available to add.

- H. Banners for Fall: Banners will be provided at the One Stop Center. Signage is also needed to inform students where to obtain ID cards.
- I. Student Calling: H. Tyler indicated there are 13,000 names listed in the database. List may need to be reviewed as over 25% are listed with incorrect telephone numbers.
- J. Undeclared Majors: Faculty will meet with counselors to discuss how to approach undeclared majors. A workshop will be held during the fall semester on “Choosing a Major.” Fliers will be distributed to students.

III. Other

- A. Supplemental payments for staff: F. Arce indicated if additional Compton workload is assigned to staff, additional funds for casual to backfill or overtime may be requested. Number of hours, position, and cost will need prior approval. All staff should use the Work Tracking Report to record all hours worked on Compton projects including during the regular work period and/or overtime hours.

There are three rates of pay for faculty. T. Lew will review contract for clarification on pay – Appendix D-3.

- B. Conference Calls: The Deans’ Council and Enrollment Management members will be added to the participant list to phone into the conference calls through CCC Confer. The conference calls are held on Tuesdays and Thursdays at 8:00 a.m.



NOTES – COUNCIL OF DEANS/ENROLLMENT MANAGEMENT
7 SEPTEMBER 2006

Present: F. Arce, J. Baker, K. Blackburn, A. Collette, K. Curry, S. Dever, A. Garten,
D. Goldberg, I. Graff, I. Haslam, T. Jackson, K. Key, T. Lew, J. Means, Q. Miller, G. Miranda,
D. Patel, B. Perez, V. Rapp, R. Smith, A. Spor, K. Townsend, H. Tyler, R. Way, L. Widman

III. INFORMATION ITEMS

- B. Notes of 17 August: Distributed.

IV. DISCUSSION/ACTION

- G. Academic Senate Meetings: Deans and directors were asked to sign up as Council representatives for the Academic Senate meetings.
- H. Enrollment: The daily enrollment trends was distributed. It included reports for El Camino College and Compton Center, as of September 7. ECC increased in seats by 476 and FTES by 75. Compton Center increased in seats by 92 and declined in FTES by 30.
- I. Press Interviews: A policy is being developed regarding interviews with the media. All media calls should be referred to A. Garten. The official spokespeople to the media include Board of Trustees, President, Vice Presidents and Community Relations Director.
- J. Additional 10 Students: The increase of ten students was to accommodate add slips which allows time for the processing of no shows, drops and add slips. After the add/drop period, it will be changed on Datatel to its original numbers.
- K. Overtime for Compton Activities:
-- Appendix D-3 in the faculty contract provides the rates faculty will receive for Compton activities. The dean and faculty member will come to an agreement for an appropriate rate which will be forwarded to the Vice President for approval.
-- The work tracking report must be completed by classified, staff and management for any projects done for the Compton Center.
-- MOU is being developed for classified employees.
-- Receipts/invoices for resources and material that are provided to Compton should be submitted to the respective Vice President for approval.
- F. High School Recruitment:
-- The College experienced its largest growth in ten years with an 8% increase from last year.
-- Maintain communication with high schools as to what type of classes students want. High school students are not charged fees.
-- Classes offered at the high school must have open access to the general public.
-- A. Spor and R. Driezler are developing a high school comprehensive plan.
-- Compton Center has seven feeder high schools. ECC will assist CEC to recruit, market, and provide services to increase its presence and build a relationship in the community.
-- Spring publication deadline is September 13.

- G. Fall New Student Orientation: 340 students attended the new student orientation held on 23 August. Debriefing is scheduled on September 18.
- H. Student Learning Outcomes: Approximately 110 faculty and management attended the SLO workshop. L. Kjeseth and J. Simon are co-chairs of a campus-wide committee. The divisions will play a critical role to the group.

III. Other

- A. Compton Center Contracts: Any questions regarding faculty contracts can be forwarded to Barbara Perez.
- B. Add period: The add period deadline at the Compton Center was extended to September 15.
- C. Retirement Workshop: A retirement workshop by Zuk and Associates will be held on September 26 at 12:00-2:00 p.m. in the Alondra Room. Changes in STRS will be discussed at the workshop.

ACADEMIC AFFAIRS AND
STUDENT SERVICES



7 September 2006
9:30 AM to 11:00 AM
Library 202

Type of meeting: Council of Deans/
Enrollment Mgmt Facilitator: Francisco Arce/John Baker
Note taker: Karen Lam

Attendees

___ F. Arce	___ I. Graff	___ J. Means	___ R. Smith
___ J. Baker	___ A. Grigsby	___ Q. Miller	___ A. Spor
___ K. Blackburn	___ I. Haslam	___ G. Miranda	___ K. Townsend
___ A. Collette	___ T. Jackson	___ W. Mulrooney	___ H. Tyler
___ S. Dever	___ K. Key	___ D. Patel	___ R. Way
___ A. Garten	___ T. Lew	___ B. Perez	___ J. Wagstaff
___ D. Goldberg	___ D. Marquez	___ V. Rapp	___ S. Warriar
		___ D. Reid	___ L. Widman

Other Guests:

AGENDA ITEMS	ORIGINATOR	DESIRED OUTCOME
I. Information A. Notes of 17 August 2006	All	A. Information
II. Discussion/Action A. Academic Senate Meetings B. Enrollment C. Press Interviews D. Additional 10 Students E. Overtime for Compton Activities F. High School Recruitment G. Fall New Student Orientation H. Student Learning Outcomes	Arce Graff/Mulrooney Arce Arce/Perez Arce Spor Spor/Tyler Arce/Spor	A. Sign up as Reps B. Fall 2006 Outcome C. Protocol D. Discuss & Clarify E. Discuss & Clarify F. Update G. Next Step for Fall 2007 H. Update
III. Other		
IV. Next Meeting -- Enrollment Management 14 September 2006, 9:00-10:00 a.m. Adm 127 -- Joint Enrollment Management/ Deans' Council 21 September 2006, 9:00-11:00 a.m. Library 202		



NOTES – ENROLLMENT MANAGEMENT MEETING
14 SEPTEMBER 2006

Present: Dr. Arce, Dr. Baker, Mr. Curry, Dr. Dever, Ms. Garten, Ms. Graff, Ms. Miller,
Mr. Mulrooney, Ms. Reid, Mr. Tyler, Mr. Way

I. INFORMATION ITEMS

- A. Notes – 31 August 2006: Distributed for review

II. DISCUSSION/ACTION

- A. Enrollment Update: Daily resident enrollment trends for El Camino College and the Compton Center were distributed for review. Headcount and fall 2004 comparisons will be included in future reports to show a three-year comparison.
- B. High School Recruitment Plan: R. Dreizler and A. Spor are developing a high school recruitment plan. High school recruitment is up 6% which is the highest increase the College has experienced in the last ten years from feeder schools. It was noted that CSUs have taken a more aggressive approach in recruiting.
- C. Enrollment Management Plan:
- Goal for summer 2007 is to increase growth by 10-25% particularly if spring figures are similar to last year.
 - I. Graff will review student survey for information which may have been included about the winter session.
 - 95 sections were cancelled (due to low enrollment through week of September 11) and 38 sections were added for fall 2006.
 - H. Tyler will work with I. Graff with a presentation of the student survey to ASO.
 - Training will be provided to faculty to transition over to ETUDES, the new course management. By fall 2007, all faculty will be on ETUDES and distance education will grow by an additional 100 sections.
 - I. Graff will obtain access to the 900 students that dropped classes in the fall 2006. The list of e-mail addresses will be forwarded to A. Spor. Students will be encouraged to register for the second 8-week session.
 - It was suggested to post reminders on campus about the second 8-week session.

El Camino College Faculty Development Committee Meeting –October 10, 2006

Present: E. Cannon, K. Golestaneh, M. Ichinaga, L. Pan, L. Raufman, J. Ruggirello, M. Steinberg

Excused: D. Manno, M. Thompson

Guest: K. Daniel-Digregorio

1. **Summer Faculty Survey:**

We will be mailed a complete copy of the survey. The one we looked at was missing every other page! You can find a copy by going to www.elcamino.edu and typing in the Search area: Faculty Survey results.

Please look at it for ideas about what faculty need, e.g. one of the questions results indicated that the majority of faculty think we need a Faculty Handbook

2. **August Flex Day Results-** to be discussed at next meeting (October 24). Look for any recommendations that seem recurrent, e.g. we appreciated what the SLO Coordinators were trying to do and need discipline related workshops; we want more choice about workshops to attend; need more faculty sharing workshops.

3. **On Course Training on Campus**

Kristi Digregorio received money to cover part of the costs for an "On Course" workshop to be presented locally for up to 60 faculty members to attend on Friday, November 17 and Saturday, November 18. This is open to all ECC Faculty. (Adjuncts may inquire too.) Donna Manno informed Kristi that some Faculty Development Funds (\$1000) could be allocated to help with some of the funding for this event. Kristi informed us that the grant was originally written to help "train" more faculty who might later be able to teach a H.D. 8 (Orientation to College). It would be great to have HD 8 taught by different disciplines whereby the Instructors could add some pearls of wisdom about preparing for their speciality. If you want to see some information and resources for HD 8 go to the Electronic Reserves on our website and click on Human Development. The password is password; the "instructor" is TLC TLC. (If a pop-up blocker appears, put your font on the blocker, right click and download the file.)

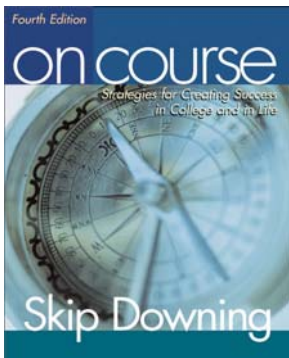
If you want to attend the November 17-18 workshop, contact Kristi. 25 faculty have already been enrolled. In Spring, we will also have a similar On Course workshop. The Faculty Development Team will be discussing if we should have an On Course Orientation and Retention Theme for Fall 07 Flex Day and maybe get Skip Downing to present. (Kristi and Kathryn Romero will be applying for an I Grant.)

4 **Great Teachers Seminar**

Lijun Pan reported on her experience at the 5 day Great Teachers Seminar. The cost per person is \$800-900 and 2 attendees are paid for by ECC. She felt that the format was conducive to learning from each one who attended. It was an inspirational experience. All that was required was to bring a one page paper on Something that worked in your teaching experience (Success story) and something that was a challenge (Challenge Story). On the first and second day, these were the papers that were shared and discussed. One of her favorite activities was book sharing throughout the week.

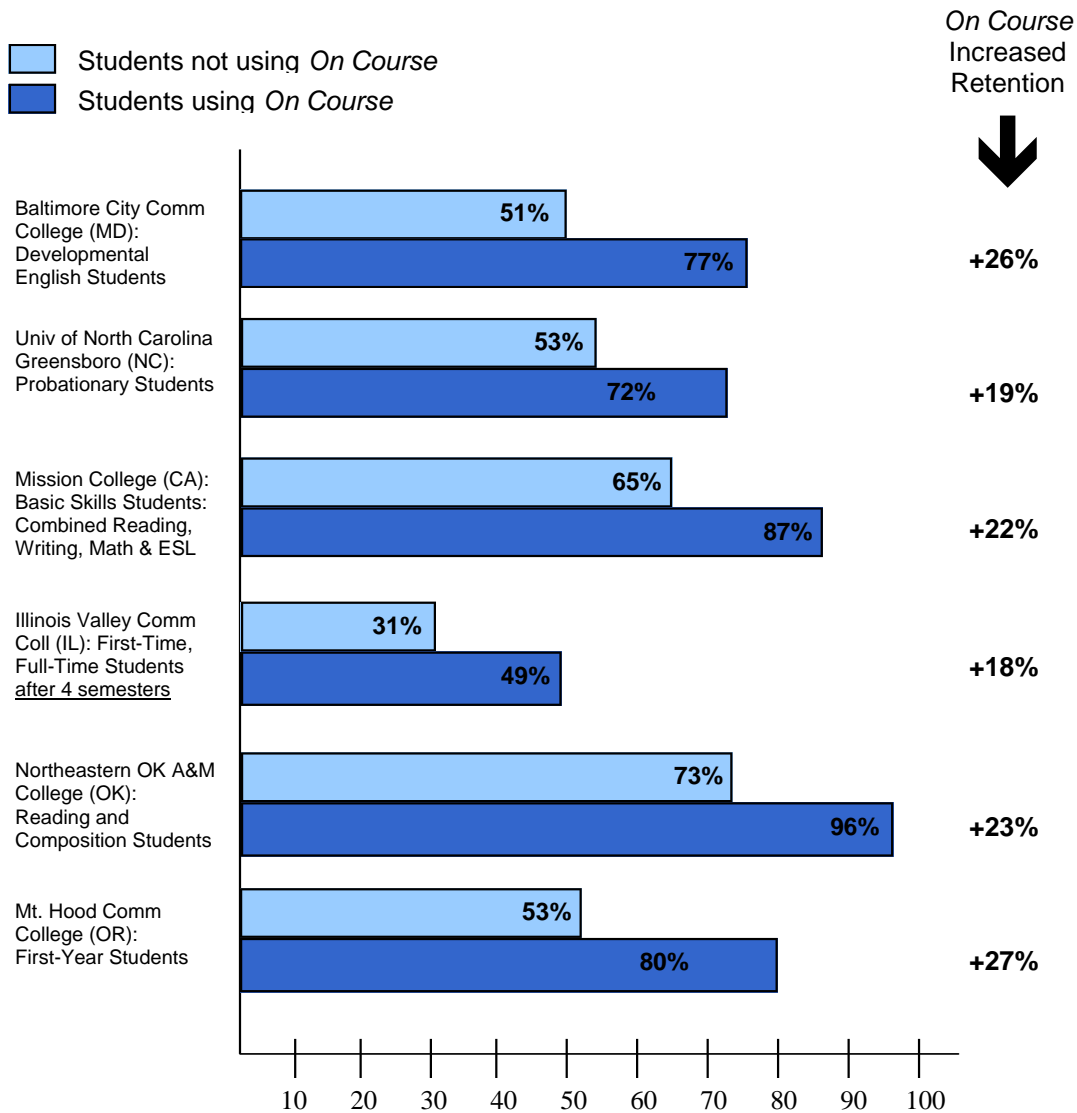
Next meeting, October 24th potential topics:

- Budget planning and prioritizing
- Applause Cards promotion around Thanksgiving holiday to the end of the semester
- Topics for Spring Flex Day
- Potential Needs Assessment or do we need additional one? (see Flex Day review and Faculty Survey results)
- Faculty Handbook as part of the budget with added section on Teaching Tips and Resources and on Crisis Intervention processes available on campus.
- **FUTURE MEETINGS: Nov 14 and 28; Dec 12 (12:45-2pm in Adm 127)**



Increased Retention with *On Course*

Colleges and universities using the *On Course* text are significantly improving retention of their first-year students. Here's data from *On Course* programs at colleges and universities around the country.*



* Studies conducted by individual institutions. To read their complete reports, see www.OnCourseWorkshop.com/Data.htm

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
September 28, 2006

MEMBERS PRESENT

<input checked="" type="checkbox"/> David Vakil, Co-Chair	<input checked="" type="checkbox"/> Arvid Spor, Co-Chair
<input checked="" type="checkbox"/> Miriam Alario	<input type="checkbox"/> Harold Tyler
<input type="checkbox"/> Thomas Jackson	<input checked="" type="checkbox"/> Lance Widman
<input checked="" type="checkbox"/> Susan Taylor	<input type="checkbox"/> Kelvin Lee
<input checked="" type="checkbox"/> Dawn Reid	<input checked="" type="checkbox"/> Cheryl Shenefield

OTHERS ATTENDING:

Francisco Arce, John Baker, Janice Ely, Ken Key, Jeff Marsee, Peter Marcoux, Teresa Palos, John Wagstaff

Handouts: College and Student Performance Indicators - ECC

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

Noted:

1. Ian Haslam will be attending for Tom Jackson, who will be working at Compton College for the coming year.
2. Peter Marcoux, the incoming Academic Senate president, attended for Susan Dever.
3. Janice Ely attended for Pam Fees, who has left ECC.

Approval of Minutes

The minutes of September 7 were approved with the following changes:

1. No. 5 – page 2: Change to “How does this handout compare to the retention proposals ranking handout?”
2. No. 9 – page 2: change “document distributed” to “the budget supplement.”
3. No. 10 – page 2: Add: “No information has been shared with the PBC re: the final budget supplement.” (the president’s September 5th memo) Representatives felt they could not honestly tell their constituents that they were a part of this segment of the budget process.

Discussion on #10:

It was reported that after an exchange between the Board and the President at the August 21st Board meeting, during which the President claimed the Board was micromanaging, the Board disengaged and told the President to go forward. Consequently, the augmentation document had to be generated quickly in order to meet the deadline for the September Board meeting, which is traditionally held early in the month (the 5th) due to the presentation of the budget for adoption. The President met with David, Arvid, Jeff Marsee, and Pam Fees to let them know what was happening, and spending plans for the balance of the \$2 million are to be made available for the PBC to review.

Linking Planning to Budgeting:

Arvid was asked to go back and connect items the PBC had discussed with the items on the budget augmentation document. As a rule, however, the committee prefers to get information ahead of time and move forward, rather than doing work retroactively.

IBC Committee Report:

The Insurance Benefits Committee met this week. Highlights:

1. The independent audit generated controversy.
2. The cost for Delta Dental renewal is an almost 10% decrease. The committee will leave the Delta contributions as they are.
3. The increase in the vision plan is only 1.8 %.

Question: Why is the District kicking in general fund money if it is a self-funded entity, and why is the contribution amount increasing even though the cost is decreasing? Answer: Self-funded means the District funds its own program. The number of claims that ECC had to pay out increased last year, and it is anticipated that the number will increase this year also.

Accreditation Process:

The following five steps of the planning cycle will be conducted on an on-going basis annually:

1. Evaluation
2. Integrative planning
3. Resource allocation
4. Implementation
5. Re-evaluation

Comments:

1. Does the college have a planning process in place? Is it a “shelf” document (i.e. sitting on a shelf gathering dust)?
2. Critical pieces in linkage are missing. Lots of information is being gathered, but the question is how to integrate all the information into a campus-wide plan. The data is there, but it is not readily accessible. Also, individual area plans need to be connected.
3. This is a data driven process; consequently, concrete numbers are needed to make decisions. Current program review documents may not be number intensive due to a prior lack of research assistance. Indicator-driven processes would mean that Program Reviews need to include more numerical data to support funding requests. This could be a significant change in the current model of Program Review. This item will need further investigation.
4. Copies of the College and Student Performance Indicators – El Camino College – were shared with the group.
5. The PBC can’t do everything. Where should its energies be focused? Retention? Success? Evaluation? Institutional Effectiveness?

Program Review:

1. Two approaches to program review are (1) from bottom up, and (2) from the top down (how well we are doing as an institution).
2. Elements of program review will have budget issues, and the financial pieces need to be identified.
3. Susan Dever and Francisco Arce will co-chair a program review committee in Academic Affairs. The committee will look at all program review projects in that area and evaluate which ones should be brought to the PBC. John Baker reported that the same thing will be done in the Student Services area. It was felt that this model might work for the PBC.

4. Administrative Services is involved in a process review for operational processes; however, program review in this area is more difficult to quantify and link to the budgeting process.
5. The purpose of the reserves is to take care of unforeseen costs.
6. What aren't we doing? We aren't looking at the numbers. Who is "we?" Is it the PBC or the institution or ???
7. Institutional data needs to be easy to find and easy to use.
8. The first step is to evaluate, and a process needs to be in place for the collected information to be utilized.
9. Indicators need to be developed and a timeline needs to be written.
10. Irene Graff will be invited to the next meeting to give a presentation on indicators relative to retention/success issues.
11. What does the average student who doesn't succeed look like and how can we help?
12. Concern was expressed that money should not be taken from those who are doing well to give it to those who need more help. The response was that \$2Million in "new" funding would be available each year of the Compton partnership.
13. How can programs working in small areas be adapted to the whole college?
14. The \$2 million discretionary fund is what the PBC is working with. Everything else is already spent.
15. One problem is that the college is at the mercy Sacramento, and the \$2million can't be counted on from year to year or used for full-time salaries, which is why the funding is considered to be one-time rather than on-going funding.
16. Re-evaluation (in Step 5 above) examines the program to determine if the funded program was effective in bringing about the expected change.

Committee Work:

Concern was expressed about the amount of work the committee and people on the campus have already done in reviewing the proposals requesting funding. It was felt that it was discouraging to the people who did the work because they didn't even get a response and don't know if any projects will be funded. The response was that their efforts have not been wasted. They will just need to be directed into a focused area. Also noted: Some of the proposals may have been funded, and all of them will be going back out because they are already more than a year old and need to be updated.

Agenda Development:

- Irene Graff presentation on retention and enrollment

Meeting adjourned at 2:35 p.m.

pbc928

PLANNING & BUDGETING COMMITTEE

October 5, 2006

1:00 – 2:30pm

Location: Alondra Room

AGENDA

1. Approval of Minutes for September 28 ---- All PBC participants -----1:00 p.m.
 2. Retention & Success Indicators ----- Irene Graff -----1:05 p.m.
 3. Follow-up Discussion to Indicators ----- All PBC participants -----2:05 p.m.
 4. Linking the following into our planning & budgeting processes ----- Time Permitting
SLOs, Administrative Services version of Program Review, retention proposals, other leftovers from Q-builder, recruitment goals/plans/recommendations, ECC's vision statement, Comprehensive Educational Master Plan including A) prior accreditation recommendations and B) action plans from the chapters in the comprehensive master plan
 5. Non-agenda items & agenda development--All PBC participants -----2:25 p.m.
- Future PBC agendas will likely include:
- a. Planning Timelines
 - b. Developing Indicators to Assess Budget Decisions
 - ~~c. Center for the Arts presentation~~
 - d. Community Advancement presentation
 - e. Subcommittee work
 - f. PBC Handbook/definitions
6. Adjournment----- 2:30 p.m.

Amendment to the Constitution: Academic Senate Voting Procedures

Peter Marcoux
Oct. 16, 2006-First Reading

I propose we amend the Constitution to allow for voting using technology -over the Internet, phone, or other electronic means.

Proposed changes in bold and capitalization.

Constitution

ARTICLE X Amendments to the Constitution

- Section 1. Amendments to the Constitution
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 **OR OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY.**
- Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ByLaws

ARTICLE III Membership

Section 2. Election of Adjunct Senators

Nominations – Notice of Election and Call for Nominations are to be mailed **OR VIA OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY** to all adjunct faculty within the first two weeks of the fall semester.

Ballot Distribution and Counting –

By the fourth week of the fall semester, the ballots shall be distributed to all adjunct faculty by mail **OR OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY.** Ballots are to be returned within ten days of distribution. The two nominees receiving the highest number of votes will serve as adjunct senators.

ARTICLE IV Officers

Section 1. Election of Officers

Ballot Distribution – The chair of the Senate Election Committee shall be responsible for conducting elections. The Election Committee shall prepare ballots to be mailed **OR VIA OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY.** to each Senate member immediately after the meeting referred to in Article IV, Section 1.2.

Ballot Count – All ballots must be received by the Election Committee within 10 business days of distribution. The Election Committee shall count the ballots immediately. The candidate receiving the majority of the votes shall be the winner. In case of a tie vote, a special runoff election shall be held at the next scheduled Senate meeting. In the event of no candidate receiving a majority vote, a run-off election shall occur for the top two candidates.

Submitted to: El Camino College Academic Senate Resolution:

Subject: Compliance with Title 5 Regulations, Section 70902

1st reading Oct. 3, 2006

Mover:

Division/Department

Seconder:

Division/Department:

Whereas, *Section 70902 (B)(7)- Governing Boards; Delegation* establishes “the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” and

Deleted: states

Whereas, *El Camino College Board Policy 2510* states, “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters,” and

Whereas, El Camino Board Policy 2430 asserts that the Superintendent/President “shall ensure that all relevant laws and regulations are complied with,” and

Formatted: Font: Italic

Whereas, the Academic Senate was not consulted collegially in regards to the *Request for Proposal* or the *Memorandum of Understanding* concerning the partnership with Compton College acted upon by the Board; therefore, be it

Resolved that the Academic Senate of El Camino College deplores this lack of consultation and urges the Board and its designees to be more inclusive concerning matters of curriculum and academic standards in the future.

Deleted: expresses its displeasure with

Submitted by: Peter M. Marcoux

English

10/3/06

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, or to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

A. The Governing Board shall recognize each associated student organization or its equivalent within the District as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The district and college policies and procedures that have or will have a "significant effect on students" include the following:

- (1) grading policies;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development;
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and policies regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt; and
- (10) any other district and college policy, procedure, or related matter that the district governing board determined will have a significant effect on students.

The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

**ADMINISTRATIVE
PROCEDURE 2510**

COLLEGIAL CONSULTATION

I. Purpose

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.

II. Statement

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

- A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.

- B. Classified, Confidential, Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation committees, councils and task forces to College Council for review and/or information. This provides effective participation in the development of recommendations that ultimately may result in policy.
- C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to the College Council. That representative has an equal standing with the representatives from other campus-wide constituencies.
- D. Background.

1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:

- a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
 - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- 2. Assembly Bill 1725 authorizes:
 - a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
 - b. Faculty involvement in institutional governance and decision making;
 - c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.
- 3. Title 5 states the requirements for governing boards to:
 - a. Require effective participation of students and staff in development of recommendations to the governing board;
 - b. Consult collegially with the Academic Senate on academic and professional matters.

III. Role and Functions of the College Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

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

2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;
4. Focuses on broad issues, not day-to-day administration of the College;
5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
6. Supports and abides by areas governed by collective bargaining agreements;
7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;
8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

IV. Membership and Process of College Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

V. Collegial Consultation Groups

Collegial consultation groups shall include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to the College Council or to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The College Council is supported by three Area Councils – Academic Affairs, Student and Community Advancement, and Administrative

Services. These are in turn supported by their respective Division Councils, departments and committees.

The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations to the College Council for review.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation groups.

VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Infonet.

The College Council will review and evaluate its operations and all other committee, council and task force operations annually.



El Camino College Guidelines for Addressing Disruptive Student Behavior

What is Disruptive Behavior?

Disruptive behavior includes behavior that interferes with the legitimate instructional, administrative, or service functions of the college. However, should any behavior threaten the personal safety of any student, faculty member, staff, or administrator, or be displayed with such emotional intensity that it causes fear or concern in others, at that point such behavior is classified as a **CRISIS** and will necessitate a call to the Campus Police Department.

Preventing Disruptive Behavior in the Educational Setting

Identify and address the **disruptive behavior**. Do not be confused with the student's right to express his/her differing opinions.

It is recommended that the faculty member define the standards of conduct on the course syllabus. Thoroughly review with students the behavioral expectations for the class. Examples of unacceptable occurrences in educational settings may include the following:

1. Cheating, plagiarism
2. Conduct that jeopardizes health and safety
3. Tardiness
4. Profanity
5. Pornography
6. Children or pets in class
7. Private conversations or inappropriate displays of affection
8. Uncooperativeness
9. Continually leaving one's seat
10. Eating and drinking
11. Reading unrelated materials and
12. Use of personal electronic equipment (walkmans, phones, beepers)

(To be printed on card stock 5x8 card, 2-hole punched, pages 1 and 2)

Recommended Actions for Faculty, Staff, or Administrator

1. Ask the student to discontinue the disruptive behavior.
2. If behavior continues, faculty member/staff/administrator issues verbal warning and completes written warning.
3. In the event the behavior continues, you may remove the student from the class/lab/library period and for the following class/lab/library period.
 - a. Immediately after the removal, complete the Notice of Student Suspension Form available in the Division Office.
 - b. The faculty member should meet with the student and may consult with the dean regarding additional action.
 - c. Use your professional judgment to determine which of the above actions is most appropriate for disruptive behavior.

For more information, contact your dean.

The Campus Police Department is available for consultation and support.

<p>*Dial “9-911” for fire, EMS, or police from on-campus extensions – or “911” from pay telephones on campus, or (310) 660-3100 from a cellular telephone.</p>
--

For more information, contact the Director of Student Development at (310) 660-3501 or 3504.

Recommended Faculty Procedure to Handle Student Misconduct

FIRST INCIDENT →

Faculty Member/staff/administrator asks the student to stop the disruptive behavior.

SECOND INCIDENT →

Faculty member/staff/administrator issues verbal AND written warning (Form A) to student.

THIRD INCIDENT →

Faculty member/staff/administrator removes student from educational setting (class, lab, library) for the remainder of the session and at the individual's direction, the following session.

Immediately after the student is removed, faculty member/staff/administrator submits Notice of Student Suspension (Form B) to dean with written description of incidents and reasons for student removal. Consultation with student and, if necessary, with dean.

SUBSEQUENT
INCIDENT (FOURTH) →

Student removed again on day of offense and following session. Faculty member/staff/administrator completes and submits another Notice of Suspension (Form B) to dean and consults with division dean.

AFTER FOURTH
INCIDENT →

Mandatory meeting with dean, faculty/staff/administrator, and student.

Violation of Standards of Student Conduct

(This Written Warning form has been adapted from Board Policy 5500)

Student's Name _____ (Please print)

Faculty Member's Name: _____ (Please print)

Class: _____ Date: _____

Please mark the appropriate provision(s) for which the student is in violation:

- _____ 1. Obstruction or disruption of teaching (or other authorized college activities): Obstruction or Disruption includes but is not limited to tardiness, use of electronic devices during class (i.e., cell phones, pagers, CD players), or disrespectful or inappropriate classroom behavior.
- _____ 2. Continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of, or abuse of, college personnel or anyone on campus, or failure to comply with the directions of a member of the college (faculty, administrators, supervisors, campus police).
- _____ 3. Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature. (Sexual Harassment must be reported to Director of Staff and Student Diversity immediately).
- _____ 4. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnished false information.
- _____ 5. Unauthorized entry or use of college facilities, equipment or supplies, or failure to use facilities, equipment or campus resources in a responsible manner.
- _____ 6. Other: _____

Comments: _____

A copy of this completed form must be given to the student. The faculty member will keep a copy and forward a copy to the Dean.

If a student is issued a second Written Warning, the student may be suspended from class for at least one class session.

Student's Signature: _____

Faculty Member's Signature: _____

Copies to: Student, Faculty Member, Dean, Director of Student Development

Notice of Student Suspension from Class/Lab

Name _____ Student ID# _____

Division _____ Course _____ Days/Time _____

Date(s) of Suspension: 1 Day _____ 2 Days _____

Cause of Suspension _____

Please make an appointment to see your faculty member prior to returning to class to discuss what led to suspension _____.

Faculty Signature

Date

- Original copy to student
- Copy to Dean
- Copy to Faculty Member
- Copy to Director of Student Development

October 2006



El Camino College
Learning Resources Unit

TO: Faculty, Academic Deans, Administrative Assistants
FROM: Alice Grigsby
DATE: October 12, 2006
RE: Spring 2007 Courses - ECC

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 spring 2007. If you have any questions, please contact Howard Story or me via email. Thank you.

Online Offerings

Course	Section Number	Instructor
Academic Strategies 60	4095	M. Cheung
Anthropology 1	4800	J. Pfeiffer
Anthropology 2	4801	M. Waters
Art 1	4802	C. Cornelius
Art 2	4806/4807	E. Atherton
Astronomy 20	4810/4811	D. Pierce
Business 1A	4300	M. Liu
Business 1B	4302	Staff
Business 15	4310	T. Pao
Business 17	4315	T. Pao
Business 55	4983	K. Stauber
Business 60B	4986	K. Maschler
Business 60C	4987	K. Maschler
CADD 31ABCD	4833	R. Hughes
Child Development 3	4821	C. Phillips
Child Development 4	4822	J. Young
Child Development 9	4823	C. Phillips
Child Development 31	4827	J. Montgomery

Course	Section Number	Instructor
Contemporary Health 1	4835	T. Hazell
Contemporary Health 1	4836	L. Delzeit
CIS 13	4325	W. Harris
CIS 13	4326	P. Vacca
CIS 142	4335	D. Miller
English 1A	4841/4842	J. Jung
English 1A	4843	P. Marcoux
English 1B	4844	S. Blake
English 1C	4846/4847	J. Zhao
English 7	48548/4849	D. Gross
English 27	4850	J. Schenk
History 1A	4860	R. Murray
History 1B	4862	R. Murray
History 3	4866	J. Suarez
History 4	4867	J. Suarez
Journalism 1	4874	J. Combs
Journalism 1	4875	L. Medigovich
Journalism 4	4876	L. Medigovich
Music 11	4878/4880	W. Doyle
Oceanography 10	4700	J. Noyles
Philosophy 2	4884	E. Shadish
Philosophy 3	4887	R. Pielke
Philosophy 5	4888	E. Shadish
Political Science 1	4890	J. Georges
Psychology 3	4891	A. Simon
Psychology 5	4894	R. Mascolo
Psychology 5	4895	A. Himsel
Real Estate 11	4620	D. Grogan
Real Estate 13	4625	V. DeLuca
Real Estate 14A	4627	F. Capotosto
Real Estate 41	4635	R. Rooks
Sociology 101	4852	M. Butler
Sociology 102	4853	M. Butler

Telecourses Offered

Course	Section Number	Instructor
Contemporary Health 1	4837	D. Lofgren
History 1B	4863	M. Eula
Humanities 1	4870	J. Madden
Political Science 1	4886	L. Widman
Psychology 5	4893	A. Simon

Dear Local Senates:

The System Office has recently begun to review a selected portion of Title 5 for possible revision. The Academic Senate is already aware of several sections that have caused difficulties across the state, and we want to provide an opportunity for you to inform us of any additional concerns.

Academic Senate representatives will be providing input to the revision process, which will occur over the next several months. Below are some of the areas being discussed for possible changes in Title 5 language. Note that the discussion is focused on several targeted sections of the regulations.

We welcome your initial input about any issues you have faced locally on any of these topics and any remedies you might suggest. If your college has had discussions about these areas, please send us: (1) a short description of the problem and/or (2) suggestions for improvement. Send input by October 11th, if possible (or by October 15 when additional conversations will be held) to jane_patton@wvmccd.cc.ca.us. Otherwise, ideas sent to us later will be shared to the extent that this is possible.

A breakout on revisions to Title 5 is planned for Plenary Session and we encourage your attendance to learn more and provide further input. The link to Title 5 is <http://government.westlaw.com/linkedslice/search/default.asp?tempinfo=find&RS=GVT1.0&VR=2.0&SP=CCR-1000>

Thank you.

Areas of Title 5 under discussion: Chapter 6: Curriculum & Instruction

1. Article 2 of subchapter 1, sections 55100-55183 Approval of courses, programs and classes. (*Note: the System Advisory Committee on Curriculum (SACC) is currently providing input for revising and updating the Program & Course Approval Handbook, and significant improvements are on the horizon*).
2. Subchapter 9, sections 55750-55765 Standards of Scholarship
3. Subchapter 10, sections 55800-55809, Degrees and Certificates

Other topics under initial discussion include but are not limited to:

1. Local approval of stand-alone courses (given that AB 1943 was just signed)
2. Course repetition

The Role of Noncredit in the California Community Colleges

Draft (10.01.06)

Educational Policies Committee
Academic Senate for California Community Colleges

Educational Policies Committee 2005-2006
Mark Wade Lieu, Ohlone College, Chair
Cathy Crane-McCoy, Long Beach City College
Greg Gilbert, Copper Mountain College
Karolyn Hanna, Santa Barbara City College
Andrea Sibley-Smith, North Orange County CCD/Noncredit
Beth Smith, Grossmont College
Alice Murillo, Diablo Valley College – CIO Representative

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Executive Summary

In spite of the fact that noncredit generates approximately ten percent of enrollment in the California Community College system, many people outside and even within the system are not aware of or do not fully understand the importance of noncredit and how it serves California's educational needs.

For many people, there is confusion between the similar terms *noncredit*, *non-degree applicable credit*, *non-transferable credit*, and *not-for-credit*. Non-degree applicable credit courses are actually credit courses, the units of which are not applicable towards graduation with an associate degree. Non-transferable courses are credit courses of which the units cannot be transferred to a four-year institution. The term "not-for-credit" is typically used in reference to classes where the students (or in some cases, the agency that arranges for the class) pay the full cost of the class and receive no college-credit for the classwork.

In contrast, noncredit courses are basically what its title suggests – community college instruction that has no credit associated with it. Students who enroll in noncredit courses do not receive any type of college credit for these courses, nor do they receive official grades. Noncredit courses require no fees on the part of students. Noncredit instruction in the community colleges shares much in common with adult education offered through K-12 districts, and in fact, noncredit instruction has its origins in K-12 adult education.

Noncredit instruction can only be offered in specific areas detailed in regulation and Ed Code. These areas comprise the following:

- (1) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
- (2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
- (3) English as a second language.
- (4) Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.
- (5) Education programs for persons with substantial disabilities.
- (6) Short-term vocational programs with high employment potential.
- (7) Education programs for older adults.
- (8) Education programs for home economics.
- (9) Health and safety education.
- (10) Apprenticeship programs.

Credit and noncredit instruction share some important similarities. Both types of instruction are supported by state apportionment. Of the ten areas approved for noncredit instruction, four are also offered as credit instruction: pre-collegiate basic skills, vocational courses, English as second language (ESL), and apprenticeship programs. There are also significant differences between credit and noncredit instruction, including minimum qualifications for faculty, apportionment calculation, and regulations regarding such issues as course repetition. Overall, both systems strive to provide quality education and services to meet increasingly diverse student needs and support student success, while struggling to overcome the challenges created by insufficient funding to both areas. Credit and noncredit can be viewed as an educational continuum where the two complement each other and can be used by students to meet their needs in different ways and at different stages of learning

System data and an Academic Senate survey of the largest noncredit programs provide a snapshot of noncredit instruction in the California community colleges. Twenty-two colleges comprise 68 percent of noncredit students and generate more than three-fourths of total noncredit FTES. Of the nine areas authorized for apportionment under Title 5, courses for older adults comprise the largest single area, 24% of all courses offered. Short-term vocational courses come in second with 20% of the total. The range of short-term noncredit vocational programs is broad and includes subjects such as architecture technician, financial planner, clothing construction, welding, hazardous waste, networking, meat cutting, upholstery, early childhood education, and medical assisting. ESL is third with 19%, and elementary/secondary basic skills is fourth with 16%. For many colleges, noncredit instruction consists solely of noncredit supervised tutoring courses (these fall under secondary basic skills), which support credit courses.

Fall 2005 data about faculty teaching noncredit courses shows a huge reliance on part-time faculty, 87.7% of the total faculty in noncredit. Almost two-thirds of faculty teaching in noncredit are white, and the majority of faculty are age 50 or older.

Survey responses (26 colleges total) provide additional information about the current status of noncredit instruction. While less than half of colleges explicitly mention noncredit in their mission statements, half include noncredit explicitly in strategic plans. Few resources are currently allocated to data collection and monitoring of student progress and success in noncredit courses, with only one respondent reporting the collection of success data on noncredit students after transitioning from noncredit to credit. While respondents acknowledged the importance of linkages between noncredit and credit, they generally report the need to build on existing or establish such linkages.

Many processes in noncredit are in tandem with those used for credit instruction. These include program review, accreditation, and curriculum course approval. However, with a ratio of part-time to full-time faculty of 20:1, including nine colleges that report no full-time faculty in noncredit courses, there is generally a lack of full-time faculty in noncredit to engage in all of these activities. Ten of the sixteen colleges that have full-time faculty teaching in noncredit require classroom loads of 25 to 30 hours. Salaries and union representation vary from college to college.

The two unmet needs most often mentioned by respondents were the need for adequate funding for noncredit and for facilities for faculty, staff, and courses.

The paper concludes with recommendations on both the statewide and local levels. On the statewide level, the recommendations include better inclusion of noncredit viewpoints and concerns in the work of the Academic Senate; efforts to increase the number of full-time noncredit faculty; promotion of noncredit as a pathway into credit; advocacy for increased funding support for noncredit courses; and the establishing of an Academic Senate ad hoc committee on noncredit. On the local level, the recommendations similarly call for better inclusion of noncredit viewpoints and concerns in local senates, efforts to increase the number of full-time faculty serving noncredit, and more coordination in articulating noncredit and credit coursework. In addition, the paper encourages local senates to ensure that augmentations in noncredit funding are used to expand support for noncredit instruction and asks for increased resources for data collection and analyses of noncredit instruction.

Minors on Campus

Draft (10.01.06)

Educational Policies Committee
Academic Senate for California Community Colleges

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Executive Summary

Fall 2005 enrollment data show approximately 73,000 students under the age of 18 enrolled in California community colleges. Of this number only 19,083 had already graduated from high school, and more than 2,500 were under 14. Given that students under the age of 18 are legally considered minors, community college faculty and staff are often uncertain about their roles and responsibilities for these students.

Laws governing the opportunities for minors on community college campuses and the responsibilities colleges have for them while they are enrolled come from California Education Code, California Penal Code, and California Welfare and Institutions Code.

Education Code sections 76001 and 76002 authorize colleges to admit minors but also permits colleges to establish criteria for admission based on age, grade level, and eligibility. Penal Code

sections 11165 and 11166 include information about child abuse reporting and states that faculty and any community college employee who has direct contact with enrolled minors are considered mandated reporters. The Family Educational Rights and Privacy Act (FERPA) makes it clear that only a student can authorize release of his/her community college records.

Issues related to minors on community college campuses can be divided into three areas: parental issues, health and safety issues, and curricular issues.

While parents are expected to be involved in a child's decision to attend a community college, FERPA prevents a parent from accessing a student's grade records without the student's permission. Parents also need to know that admission to a college is not the same as enrollment in a specific course. Many colleges reserve permission to enroll in a course to the instructor.

Faculty are not obligated to act in loco parentis for minors in their classes. Such students are expected to take primary responsibility for their own safety and conduct. However, faculty are required by law to report suspected child abuse. Some colleges identify minors on course rosters with a special notation.

Admissions offices generally prepare orientation packets for minors (also known as "special admits") and their parents that make it clear that minors are entering an adult environment. Faculty have control of course curriculum, and course syllabi represent a contract between the instructor and students in the course. Both parents and minor students need to realize that they are bound by the terms of the syllabus in order to earn a grade for the class and that parental approval of the course content or assignments is not required. Parents also need to know that student communication with counseling faculty is confidential.

The local academic senate should work with relevant college constituencies to create clear policies for the enrollment of minors, including an affirmation that enrollment in a specific course is dependent on instructor approval. Other areas that should be covered include policies explicitly addressing the participation of minors in international programs, athletics, and performing arts. Faculty should also be involved in the development of orientations for minors and their parents.

In addition to recommendations regarding the involvement of faculty in developing board policies related to the admission and enrollment of minors, the paper includes recommendations for mandated reporter training regarding child abuse for all faculty and clear notification of faculty when there are minors in their courses. The state Academic Senate should work with the System Office for legal clarification on issues of liability related to having minors enrolled on campus and bring the work of the 2003 Minors in Higher Education Task Force to the Consultation Council for review and consideration of further action.

Matriculation Assessment/Placement Task Force Recommendations

Recommendations:

1. If CSU informs a student of his/her readiness for college work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges may allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.
2. Faculty should always be involved in the selection of assessment tests, cut score validation, selection of companion measures for placement, and the use of assessment in establishing pre-requisites, corequisites and advisories.
3. All matriculation assessment/placement documents should be reviewed for readability and usability.
4. Change timeline so that second-party test publishers submit validation data prior to January meeting of Assessment Workgroup (rather than June) in the fifth year of a six-year cycle to allow colleges time to respond and perform local validations if not submitted.
5. The System Office needs to remind colleges that they need to be in compliance with matriculation regulations and needs to enforce the matriculation regulation that colleges perform local research into the efficacy of local matriculation processes.
6. The Matriculation Unit in the Systems Office should be consulted in the development of System Office memos concerning matriculation issues before they go out to the field.
7. While retaining the spirit and the reasons for the implementation of matriculation regulations, Title 5 regulations for assessment/placement should be reviewed for ongoing utility.
8. The Matriculation Unit needs additional staffing and funding to support the needs of the system.

Additional suggestions:

- At both the local and the system level, greater and continuous education regarding the matriculation assessment/placement must take place emphasizing the participation of both academic affairs and student services.
- Assessment and curriculum are inextricably connected, and these should be reviewed in tandem on an on-going basis by faculty, staff, and administrators.

- There needs to be continued recognition of the needs of noncredit instruction and services and the need to involve and include noncredit in matriculation assessment/placement discussions.
- There should be continued and increased support for articulation between the community colleges, high schools and four-year institutions.
- There needs to be additional on-going assessment/placement training for matriculation officers, faculty, staff, and administrators.
- The System Office has existing matriculation and assessment/placement materials available, many of which are targeted to a general audience. Such materials need to be better publicized.
- The CCC Assessment Association provides technical assistance to local colleges to help with assessment/placement questions and to assist colleges with compliance with matriculation regulations. This needs to be better publicized.

Equivalence to the Minimum Qualifications

The Academic Senate for California Community Colleges

Adopted Spring 1999

Revised Spring 2006

Draft (10.01.06)

2005-06 Standards and Practices Committee
Gary Holton (Chair), San Diego Mesa College
TerriAnn Linn-Watson, Chaffey College
Lauren Coodley, Napa Valley College
Kimberlee Messina, Santa Rosa Junior College

With special thanks to Greg Gilbert, Copper Mountain College, and Mark Snowwhite, Crafton Hills College, for their expertise and experience in revising this document.

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Executive Summary

In 1988 the Community College Reform Act (AB 1725) began a phase out of credentials in favor of a process for establishing minimum qualifications and the determination of equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline. According to Education Code (§ 87359 and §87360), someone who does not possess the minimum qualifications for service may be hired as a faculty member if he or she is judged to possess “qualifications that are at least equivalent to the minimum qualifications...” Equivalency is a term used in the Disciplines List, a Board of Governors adopted minimum qualifications for hiring faculty. District equivalency policies recognize three ways of demonstrating equivalency: 1) course work, 2) work experience, 3) eminence in the field (a sub-set of *experience*). A combination of the three may be recognized. But whatever the means are for determining equivalency, equivalency should never mean less than the qualifications specified on the Disciplines List. Because the Equivalency process was created by AB1725 and chaptered into the California Education Code, districts are not free to ignore this provision within the law.

Every district must have an equivalency process. Education Code §87359 (b) requires that “[t]he process, as well as criteria, and standards by which the governing board reaches its determination regarding 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.” While neither the Education Code nor Title 5 regulations provide additional guidelines for what constitutes *at least equivalent*, each district’s governing board, acting on the advice of its academic senate, must establish its standard for equivalency, permitted the standard is not less than qualifications specified on the Disciplines List. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board include action on the equivalency as part of its subsequent hiring action.

The Academic Senate has consistently supported the following basic principals for granting equivalency:

- Equivalent to the minimum qualifications means *equal to* the minimum qualifications, not nearly equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of a regular associate or bachelor’s degree.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master’s degree (for disciplines on the Master’s List) or requisite experience or coursework (for disciplines on the Non-Master’s List).

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more difficult. The three means of demonstrating equivalency are coursework, work experience, and eminence.

Establishing Equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. A somewhat more difficult case would occur when the name of a degree is close to that specified on the Disciplines List but the course work is slightly different. Other more difficult cases occur when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish

that an applicant has enough necessary educational preparation through an alternative means to be judged as knowledgeable as someone with the appropriate degree.

It is important to distinguish between general education preparation and specialized (i.e., major) preparation. The Academic Senate supports the principle that all community college faculty exemplify the qualities of a college educated person. This is why the universal requirement for disciplines on the Non-Master's list includes at least an associate degree in addition to six years of experience (or a bachelor's degree and two years of experience). So, when it determines an applicant's equivalency, an equivalency committee should consider whether the applicant satisfies the two-year general education qualification for which she or he seeks equivalency. In addition, the applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. Thus, the candidate seeking equivalence should be measured by the same yardstick as a candidate who possesses the minimum qualifications. Moreover, processes for determining eminence must be defined in hiring practice criteria and mindful that regardless of the discipline or vocational area, the vital importance of general education preparation is that it can endow instruction of any subject with an essential cross-curricular breadth and depth.

As difficult as it can be to make the judgment of whether a specific candidate's experience is equivalent to the minimum qualifications, it is clear that faculty in the discipline are best suited to make such a decision. However, to ensure that colleagues in various disciplines function with some consistency across the campus -- as opposed to determining specific equivalencies themselves -- the process for determining equivalency should include a way for faculty from outside the discipline to have a role in determining whether disciplines are fair and consistent in their processes for establishing equivalency criteria. Many local academic senates also use an equivalency committee to ensure that discipline selection committees follow the equivalency process consistently and fairly. The role of the human resources office should be limited to collecting, date-stamping, and forwarding applications and other pertinent information to the appropriate discipline selection committee. A college district that attempts to use its human resources office staff to establish equivalence not only risks creating a situation in which candidates are not evaluated appropriately but is out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 ' 53430 (b)).

It is vital to remember that minimum qualifications in a discipline -- and, by extension, equivalency -- are the same whether the position is full- or part-time. Title 5 Regulations do not allow for a different standard of equivalency for part-time faculty. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full-time position or a part-time position. Education Code §87359 (a) (see also Title 5 ' 53430) states, "No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are *at least equivalent* to the minimum qualifications specified" (italics added). In addition, minimum qualifications are determined for *disciplines*, not for courses or subject areas within disciplines. Legal Opinion L 03-28 (R. Black, 2004) (see Appendix X), supports the position that "a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline."

It is also important to understand that when a faculty member is hired, he or she is hired by a district, not a college.

The paper concludes with recommendations for the determination of equivalencies, including who determines equivalency, that equivalency is granted for a discipline (not for courses or

subject areas with disciplines), that policies and procedures must be consistent, objective, evidence based, mindful of general education and specialization, and that local governing boards board include action on the equivalency as part of their subsequent hiring action.

Following the recommendations, the paper provides a proposed equivalency model as well as the results of an equivalency survey and a legal opinion stating that local districts are not authorized to establish a single course equivalency.

Possible Resolutions Related to the Associate Degree

In anticipation of the results of the Academic Senate survey on the Associate Degree (local senate presidents should have received an email about completion of this survey during the first week of October), the Senate's Associate Degree Task Force has generated a set of possible resolutions for consideration at Fall Session. The resolutions reflect the various positions the Senate might take regarding the Associate Degree, and depending on the results of the survey, some of the following resolutions will be introduced for the body's consideration at Fall Session. Since it is not clear at this time what the survey respondents will inform the Senate to do concerning the Associate Degree, we encourage all local senates to review and discuss these draft resolutions.

A. Single Degree Title for the Associate Degree

Whereas, The historical use of the terms "arts" and "science" in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms "associate of arts" and "associate of science" is inconsistent across the community college system; and community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science; and

Whereas, Title 5 language does not define the associate degree as either the associate of arts or associate of science;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change to Title 5 to specify a single degree title for the associate degree, which shall be the sole designation for degrees offered by the California community colleges.

B. Defining Associate of Arts and Associate of Science

Whereas, The historical use of the terms "arts" and "science" in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms "associate of arts" and "associate of science" is inconsistent across the community college system; and community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science;

Whereas, Title 5 language does not define the associate degree as either the associate of arts or associate of science and the result is a lack of meaningful distinction between the two; and

Whereas, Students and others are ill-served by the unpredictability as to the nature of a degree title;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change to Title 5 to add language defining both the associate of arts and associate of science.

C. Associate Degree Title for Occupational Programs

Whereas, The historical use of the terms "arts" and "science" in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms “associate of arts” and “associate of science” is inconsistent across the community college system; and community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science;

Whereas, There is no degree title specifically designating occupational programs; and

Whereas, the lack of a degree designation specifically for occupational preparation results in confusing to the meaning of the degree for students and the general public;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change to Title 5 to create a degree title specifically for occupational programs.

D. Support for Associate Degrees Based Solely on IGETC and CSU GE Breadth

Whereas, The associate degree has intrinsic value in its fostering of critical thinking, clear and precise expression, and an understanding of how societies operate, skills vital for personal achievement and economic opportunity;

Whereas, An associate degree based solely on IGETC and/or CSU GE Breadth provides these skills through the completion of these general education patterns;

Whereas, Completion of IGETC and/or CSU GE Breadth fulfills the requirement for a “discernable focus” for the associate degree specified in System Legal Advisory 05-05; and

Whereas, The use of IGETC and/or CSU GE Breadth in fulfillment of local general education requirements together with necessary units in an area of focus is clearly consistent with Title 5 and is not the issue under consideration here;

Resolved, That the Academic Senate for California Community Colleges support interpretation of Title 5 allowing use of IGETC and/or CSU GE Breadth to serve as the area of emphasis required by Title 5 for an associate degree.

E. Opposition to Associate Degrees based Solely on IGETC and CSU GE Breadth

Whereas, Title 5 requires “At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines” (section 55806) to provide an area of emphasis for the associate degree, and an associate degree without this area of emphasis devalues the concept of the associate degree;

Whereas, Many in the field have expressed that the associate degree needs to be used to capture numbers, further devaluing the degree;

Whereas, The use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree reduces local control and subjects the associate degree to determination by groups external to the community colleges; and

Whereas, The use of IGETC and/or CSU GE Breadth in fulfillment of local general education requirements together with necessary units in an area of focus is clearly consistent with Title 5 and is not the issue under consideration here;

Resolved, That the Academic Senate for California Community Colleges oppose the use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree; and

Resolved, That the Academic Senate for California Community Colleges support interpretation of Title 5 that prohibits the use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree.

EXECUTIVE COMMITTEE RESOLUTIONS

2.0 ACCREDITATION

2.01 F06 Support for Local Faculty Involvement in Accreditation Janet Fulks, Bakersfield College, Accreditation Ad Hoc Committee

Whereas, Some local senates have difficulty recruiting faculty who will serve on local accreditation committees;

Whereas, The new accreditation standards Accrediting Commission for Community and Junior Colleges (ACCJC) focus on student learning, a topic about which only the faculty have the most expertise in working with students;

Whereas, Faculty tend to have an institutional life span that greatly exceeds that of local administrators; and

Whereas, The ACCJC has stated its conviction that outcomes planning and assessment at the program and course level are areas of faculty primacy;

Resolved, That the Academic Senate for California Community Colleges create a paper detailing best practices for motivating and sustaining effective faculty involvement in accreditation.

3.0 EQUITY AND DIVERSITY

3.01 F06 Fully Utilizing the Registry Rachel Aziminia, Chabot College, Equity and Diversity Action Committee

Whereas, Title 5 §53021 (a) mandates that all full-time faculty and administrative positions must be posted on the Equal Employment Opportunity Registry;

Whereas, The Registry also has the capacity to post part-time faculty and all classified staff positions and maintain the names of those seeking faculty positions, whether full- or part-time;

Whereas, Resolution 13.03 S04 asked the Academic Senate to explore which parts of the California community college application process might be standardized to facilitate employment opportunities for college teaching; and

Whereas, The Registry has the capacity to accept online applications and all supporting documents and can provide a universal application process;

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to request that their human resources offices utilize the Registry for part-time faculty positions; and

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to request that their human resources offices utilize the Registry's online application process.

3.02 F06 Drilling Down to Equity and Diversity at the Program Level

Wheeler North, San Diego Miramar College, Executive Committee

Whereas, Information technology's capacity is reaching the point where data can be accessed in real time and "drilled" down to the program and even the course levels such that this data can be utilized to make decisions that could impact retention and success rates across both equity and diversity barriers;

Whereas, Most of today's equity efforts are aimed at either systemic or collegiate adaptations simply because there is little capacity to do otherwise; and

Whereas, At the program level many faculty are ill equipped to handle integrating the results from such relevant equity and diversity data into their programmatic decision making in ways that would produce tangible, measurable results;

Resolved, That the Academic Senate for California Community Colleges begin exploring ways to increase faculty awareness and capacity in utilizing new data access tools to better meet the varied needs of their students; and

Resolved, That the Academic Senate for California Community Colleges develop guiding instruments for faculty, administration and staff that help to define effective practices and processes for utilizing these new tools.

7.0 CONSULTATION WITH THE SYSTEM OFFICE

7.01 F06 The System Office Strategic Plan GAIT C and Faculty Involvement Shaaron Vogel, Butte College, Occupational Education Committee

Whereas, One of the guiding principles of the System Strategic Plan for the California Community Colleges is to use the existing governance processes and one of its missions is economic and workforce development;

Whereas, Goal C of the California Community Colleges System Strategic Plan is to "Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities," and five Goal Area Implementation Teams (GAIT) have been created and are charged with developing plans for implementing each of the five identified strategic goals;

Whereas, Faculty have primacy in developing curriculum and local curriculum processes are established through existing governance structures;

Whereas, GAIT C has proposed legislation or regulation changes to speed up the curriculum process, interfering with well-established local processes designed to ensure the integrity of curriculum and necessary to be in compliance with the Education Code and Title 5 Regulations;

Resolved, That the Academic Senate for California Community Colleges work with the System Office to ensure that faculty primacy in academic and professional matters is acknowledged and respected in the development of the action plans for all the GAITs; and

Resolved, That the Academic Senate for California Community Colleges oppose any efforts that weaken the role of the local curriculum committee and curriculum approval process.

**7.02 F06 Reaffirming Career Ladders
Berta Harris, San Diego City College, Occupational Education Committee**

Whereas, The Career Ladders Project for the California Community Colleges is designed to research and create an action plan to further the role of community colleges in providing career access and advancement opportunities for Californians;

Whereas, There is an emerging consensus among business, educational, and political leaders in California and nationally that occupational-sector-based “career ladders” provide the best means for students to secure employment that provides a living-wage and the opportunity for future advancement;

Whereas, One of the stated purposes of Goal C of the Strategic Plan for California Community Colleges is to “Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities”; and

Whereas, Despite the recognized value of this approach, local colleges may not always develop curriculum with students' career pathways in mind and support and funding for career pathways may not be adequate;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of career ladders in general and encourage vocational faculty to participate in the Statewide Career Pathways: Creating School to College Articulation Project (SB 70) to build career pathways for our students; and

Resolved, That the Academic Senate for California Community Colleges insist that faculty play a primary role in the planning and implementation of Goal C, as well as the other elements of the System Strategic Plan.

9.0 CURRICULUM

9.01 F06 Academic Integrity in Courses Offered in Shortened Time Frames Mark Wade Lieu, Ohlone College, Curriculum Committee

Whereas, With the move of many colleges to compressed calendars and due to enrollment pressures, a number of colleges are scheduling three-, four-, and even five-unit courses in shortened time frames of fewer than six weeks; and

Whereas, There are pedagogical considerations that need to be reviewed by the faculty within the disciplines of courses proposed under such time frames as well as the curriculum committees of colleges using such compressed calendars;

Resolved, That the Academic Senate for California Community Colleges recommend that when a course of three or more units is to be offered in a time frame of fewer than six weeks, the local curriculum committee, as part of the curriculum approval process, engage the discipline faculty in a separate review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate outside assignments, and the appropriateness of the method of delivery, to determine whether the course should be offered in a specific shortened time frame.

(Note: This is written in response to S06 9.09R)

9.02 F06 Eliminate the word “Transfer” in Degree Titles Stephanie Dumont, Golden West College, Associate Degree Ad Hoc Task Force

Whereas, The use of the word “transfer” in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution; and

Whereas, Students may believe that all courses they successfully complete for a “transfer” degree are transferable;

Resolved, That the Academic Senate for California Community Colleges work with local senates, local curriculum committees, and chief instructional officers (CIOs) to eliminate the use of the term “transfer” in program titles for the associate degree.

9.03 F06 Reaffirm the Need for Information Competency Shaaron Vogel, Butte College, Executive Committee

Whereas, The Academic Senate adopted the paper entitled *Information Competency in the California Community Colleges* that formulated the definition of information competency, which includes the following skills:

- State a research question, problem, or issue.
- Determine information requirements in various disciplines for the research questions, problems, or issues.
- Use information technology tools to locate and retrieve relevant information.
- Communicate using a variety of information technologies.
- Understand the ethical and legal issues surrounding information and information technologies.

- Apply the skills gained in information competency to enable lifelong learning.

Whereas, The Academic Senate recommended a graduation information competency requirement to the Board of Governors but the Department of Finance of the State of California stopped the passage of an information competency regulation, claiming that this recommendation would result in an unfunded mandate; and

Whereas, The Academic Senate urged local senates, in resolution 9.01 F02, to pursue information competency requirements on their own campuses to ensure that California community college students are appropriately prepared to function in this information era;

Whereas, Employers today demand that workers have the academic and technical ability to access information using a wide variety of resources and to think critically;

Resolved, That the Academic Senate for California Community Colleges conduct a survey of the certificate and degree programs in California community colleges to determine which information competency requirements have been implemented by which colleges;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support for information competency for associates degrees; and

Resolved, That the Academic Senate for California Community Colleges work with local senates to encourage more colleges to require information competency for associate degrees and certificates.

9.04 F06 The Role of Noncredit in the California Community Colleges
Andrea Sibley Smith, North Orange CCD, Educational Policies
Committee

Whereas, Noncredit plays a key role in the missions of the California community colleges and there is a need to inform everyone in the community colleges about the importance that noncredit plays in the system;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *The Role of Noncredit in the California Community Colleges*.

See Appendix A.

11.0 TECHNOLOGY

11.01 F06 Total Cost of Information Technology Wheeler North, San Diego Miramar College, Technology Committee

Whereas, Information technology continues to evolve in ways that can be utilized to enhance the student learning experience within every form and modality of instruction; and

Whereas, Both systemwide and local information technologies and infrastructures continue to be underfunded such that these expenditure efforts are often an uncoordinated patchwork effort sustaining mismatched technologies without ever considering the total cost of utilizing these technologies;

Resolved, That the Academic Senate for the California Community Colleges work with the System Office in the development of the Technology III Plan to ensure the allocation of appropriate funding to colleges for the total cost of ownership, including the related planning and professional development associated with such ownership and

Resolved, That the Academic Senate for California Community Colleges reiterate the need for involvement of faculty and other college constituencies in the review of college/district technology plans to ensure the coordination of technology efforts to best utilize the technology funds that a college receives.

11.02 F06 High Instructional Standards in all Instructional Modalities Cathy Chenu-Cambell, Sacramento City College, Technology Committee

Whereas, The Academic Senate for California Community Colleges has worked for many years to ensure that the delivery of instruction be implemented with the highest degree of excellence and quality regardless of the methods or modalities utilized; and

Whereas, Such efforts to maintain the highest quality standards must continue in tandem with the evolution and changes in the use of technology and the availability of technologies for teaching and learning;

Resolved, That the Academic Senate for California Community Colleges work with the System Office and its advisory committees to ensure that all modalities and delivery methods of instruction meet the same high standards without regard to the mix of such delivery; and

Resolved, That the Academic Senate for California Community Colleges work with local senates to ensure that local processes support and promote high quality, rigor, and integrity of California community college courses regardless of the delivery methods being utilized.

11.03 F06 Distance Education Survey Reports
Wheeler North, San Diego Miramar College, Technology Committee

Whereas, Title 5 §55219 requires that colleges/districts annually provide information regarding courses offered via distance education to their local governing boards and to the System Office;

Whereas, The survey the System Office created for the collection of such information generates data of limited utility for system planning with regards to distance education efforts;

Whereas, The effective delivery of distance education and the evaluation of current efforts is an academic and professional matter; and

Whereas, Faculty input into the refinement and further development of the distance education survey is to be expected, encouraged, and utilized;

Resolved, That the Academic Senate for California Community Colleges affirm the role of faculty in the refinement and further development of the distance education survey required by Title 5 §55219; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office to ensure that processes for the review and administration of the annual distance education survey include faculty input and participation.

13.0 GENERAL CONCERNS

13.01 F06 Minors on Campus
Beth Smith, Grossmont College, Educational Policies Committee

Whereas, The presence of minors on community college campuses has raised issues related to curriculum, health and safety, and parental rights;

Whereas, A Consultation Council Task Force on Minors began to examine such issues in response to Academic Senate Resolution F01 13.03;

Whereas, The work of the Consultation Task Force needs to be resumed following an interruption due to concerns over abuses in concurrent enrollment; and

Whereas, Districts need guidance in dealing with issues of having minors enrolled in courses and classes;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *Minors on Campus*.

See Appendix B.

14.0 GRADING

14.01 F06 Minimum Grade Requirement for Associate Degree Courses John Stanskas, San Bernardino Valley College, Associate Degree Task Force

Whereas, Students receiving an associate degree should demonstrate appropriate levels of knowledge and competencies in their selected areas of emphasis/major;

Whereas, A grade of "C" denotes satisfactory performance and completion of expected learning outcomes; and

Whereas, For some associate degrees, the courses for the certificate of achievement are the same as those required for the area of emphasis/major;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change in Title 5 language to require a minimum grade of "C" in all courses required in the area of emphasis/major for an associate degree and certificate of achievement.

18.0 MATRICULATION

18.01 F06 Matriculation Assessment/Placement Task Force Recommendations Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, The Academic Senate convened a Matriculation Assessment/Placement Task Force in Fall 2004 to gather information for a report to the Consultation Council on matriculation, and in particular the areas of assessment and placement;

Whereas, The Task Force included representatives of the Academic Senate, the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals; and

Whereas, In 2005-2006, the Task Force administered a survey and held four regional forum discussions and used information from the survey and discussions to generate the attached recommendations;

Resolved, That the Academic Senate for California Community Colleges adopt the recommendations of the Matriculation Assessment/Placement Task Force; and

Resolved, That the Academic Senate for California Community Colleges present the recommendations to the Consultation Council.

See Appendix C.

18.02 F06 Strengthening Matriculation Assessment/Placement Task Force Recommendation
Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, The recommendations of the Matriculation Assessment/Placement Task Force were formed in consultation with partners from the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals;

Whereas, The Academic Senate has issued a position of support for SB1563 (Escutia – as of August 30, 2006), which supports a community college pilot project for the use of the CSU Early Assessment Program (EAP) to better inform students of preparation for college work; and

Whereas, The Academic Senate does not want the use of the CSU EAP to send the message to prospective students that they should not attend college;

Resolved, That the Academic Senate for California Community Colleges adopt the following recommendation and work with our partners from the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals to use this recommendation rather than the one currently presented in the Matriculation Assessment/Placement Task Force recommendations:

If CSU informs a student of his/her readiness for transfer-level work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges should allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.

Note: information about the CSU EAP, EPT, and ELM is available at <http://www.calstate.edu/eap/> under "Testing and Results"

18.03 F06 Consider Honoring the Assessment Scores of Other Community Colleges
Michelle Pilati, Rio Hondo College, Executive Committees

Whereas, The California Department of Education is concerned about possible "test fatigue" among students;

Whereas, All community colleges are required to use validated assessment instruments;

Whereas, The Academic Senate for California Community Colleges has recognized the value in facilitating the assessment process for mobile students through its call to explore the impact of using common statewide assessment tests (Resolution 13.01 F03);

Whereas, Repeated testing is a burden on the resources of both students and colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to use the assessment findings of other colleges, with local modifications made as necessary; and

Resolved, That the Academic Senate for California Community Colleges gather information on the processes, procedures, and impact of using the assessment findings of other colleges to inform colleges considering such a policy.

19.0 PROFESSIONAL STANDARDS

19.01 F06 Noncredit Quality Standards

Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, Full-time faculty are vital to the health and development of programs both credit and noncredit, providing the dedication and expertise needed for ongoing curriculum development, outreach, support for students, and collaboration with other departments and college areas and in college governance;

Whereas, The 2006-2007 budget has provided an infusion of \$30 million dollars to augment the apportionment for noncredit courses related to career development and college preparation and efforts are under way to generate similar augmentations targeted to noncredit in coming years;

Whereas, An Academic Senate survey of noncredit programs in 2006 reveals that the current ratio of full- to part-time faculty in noncredit programs is 1:20, with six of the 25 colleges surveyed employing no full-time faculty for their noncredit programs; and

Whereas, This survey also reveals that the full-time load (or equivalent) for noncredit faculty reaches as high as 32 instructional hours per week at some colleges, leaving little time for the curriculum development, outreach, and collaboration with other department and college areas and in college governance associated with full-time faculty;

Resolved, That the Academic Senate for California Community Colleges call for the establishment of an expected ratio of full- to part-time faculty for noncredit instruction, parallel to that currently in place for credit instruction, with parallel processes for enforcement and progress;

Resolved, That the Academic Senate for California Community Colleges review existing minimum qualifications for faculty in noncredit instruction;

Resolved, That the Academic Senate for California Community Colleges work with its bargaining colleagues, CFT/CCC, CCA/CTA, and CCCI, to seek support for paid office hours for faculty in noncredit instruction and to encourage faculty to negotiate full-time loads for noncredit faculty that permit involvement in curriculum development, classroom preparation, outreach, and collaboration with other departments and college areas and in college governance; and

Resolved, That the Academic Senate for California Community Colleges, recognizing that additional funds are needed in order to address these quality standards, support system efforts for additional augmentations in funding for all noncredit areas.

19.02 F06 Approval of *Equivalency to the Minimum Qualifications*

Greg Gilbert, Copper Mountain College, Standards and Practices Committee

Whereas, The granting of equivalencies is directly related to the hiring of faculty and the breadth and depth of academic preparation;

Whereas, The granting of equivalencies and faculty hiring are so important that local boards and local senates must reach joint agreement on policies, procedures, and the hiring of individual faculty; and

Whereas, A current document is needed that sets out the principal issues and provides guidance to local senates for handling equivalencies;

Resolved, That the Academic Senate for California Community Colleges adopt the revised paper, *Equivalency to the Minimum Qualifications*.

See Appendix D.

20.0 VOCATIONAL EDUCATION

20.01 F06 Economic and Workforce Development

Jane Patton, Mission College, Executive Committee

Whereas, Within the Economic and Workforce Development Division of the California Community College System, there are ten initiatives that develop workforce instruction, funded at an amount of \$46 million;

Whereas, The level of interaction between the initiatives and local college programs, departments, senates and faculty varies widely across the state;

Whereas, The level of awareness of local faculty about the work of the Economic and Workforce Development initiatives varies widely across the state; and

Whereas, There have been benefits to students, programs, and institutions when the initiatives develop a supportive relationship with the colleges;

Resolved, That the Academic Senate for California Community Colleges survey local senates to ascertain the following: the level of faculty awareness of the ten Economic and Workforce Development initiatives and the level of integration of those initiatives with college programs, departments, senates and faculty; and

Resolved, That the Academic Senate for California Community Colleges use the findings to inform its representatives on Economic Development Workforce Preparation Advisory Committee) (EDWPAC) and the System Office.

20.02 F06 Holding the Line on Education Standards for Vocational Programs

Shaaron Vogel, Butte College, Occupation Education Committee

Whereas, Because today's jobs have become more complex and the need for workers to have higher levels of knowledge, skills and thinking abilities has increased; and

Whereas, Some people argue that students in some occupational certificate and degree programs do not need the same levels of knowledge and skills of students in other certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges work with local senates and vocational programs to help students achieve the needed levels of competency for their educational and occupational goals;

Resolved, That the Academic Senate for California Community Colleges work with professional occupational organizations to oppose any push from individuals or groups to lower the educational expectations or standards for occupational programs.

**20.03 F06 2006 Carl D. Perkins Act and Local Campus Impact
Scott Rosen, Santa Rosa Junior College, Occupational Education Committee**

Whereas, The requirements for the use of Carl D. Perkins Vocational Technical Education Act (VTEA) funding, Federal Bill S250, has recently been substantially revised and will require major changes in the way vocational programs can receive and spend VTEA dollars;

Whereas, The VTEA changes as well as the California measure AB1802 were enacted so recently that local college personnel may not even be aware of the changes and how they will affect their programs; and

Whereas, The changes in funding methods are impacting local planning processes because district business operations are requiring highly accelerated expenditure timelines in response to these changes;

Resolved, That the Academic Senate for California Community Colleges work with local senates and occupational faculty to help inform them about the new funding options and requirements; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office to ensure that any changes in system-wide processes not circumvent agreed upon local budgetary processes.

**20.04 F06 Associate Degree Requirements and Vocational Faculty
John Frala, Rio Hondo College, Occupational Education Committee**

Whereas, A significant number of associate degrees awarded in the California Community College System are in vocational disciplines;

Whereas, Vocational faculty recognize that completion of a general education program of study leads to the development of critical thinking skills and SCANS (Secretary's Commission on Achieving Necessary Skills) competencies; and

Whereas, Research has demonstrated that students in all segments of California higher education lack sufficient basic skills for college-level work;

Resolved, That the Academic Senate for California Community Colleges work with local senates, curriculum committees, and through its institutes to facilitate the collaboration of all faculty (vocational, general education, basic skills, counselors, etc.) to provide students with the support needed to achieve the higher requirements for the associate degree.