OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

Adjunct
Kate McLaughlin	08/09
Jeremy	08/09

Behavior & Social Sciences
Maria Brown	June 2010
Lance Widman	8/09
Michael Wynne	7/08
Janet Young	

Business
Halamka, Dagmar	
Jay Siddiqui	09/10

Compton Educational Center
Saul Panski	08/09
Estina Pratt	08/09
Tom Norton	08/09
Jerome Evans	08/09
Darwin Smith	08/09

Counseling
Kate Beley	6/07
Linda Gallucci	
Brenda Jackson	

Fine Arts
Ali Ahmadpour	6/09
Jason Davidson	6/09
Chris Wells	6/09
Mark Crossman	09/10

Health Science & Athletics
Tory Orton (sharing)	6/07
Kim Baily (sharing)	
Tom Hazell	09/10
Pat McGinley	

Humanities
Lyman Hong	6/07
Peter Marcoux	6/08
Evelyn Uyemura	6/08
Adrienne Sharp	09/10
Matt Kline	09/10

Industry & Technology
Patty Gebert	
Ed Hofmann	6/07
Douglas Marston	
George Rodriguez	6/07
Lee Macpherson	

LRC
Claudia Striepe	6/08
Vince Robles (share)	
Moon Ichinaga (share)	

Mathematical Sciences
John Boerger	6/11
Greg Fry	6/11
Marc Glucksman	6/10
Greg Scott	6/09
Paul Yun	6/11

Natural Sciences
Chas Cowell	6/06
Chuck Herzig	6/11
Teresa Palos	6/08
David Vakil	6/08

Academic Affairs
Quajuana Chapman
Dr. Francisco Arce

Associated Students Org.
Megan McLean
Joe Udeochu

Board of Trustee, Area 5
Miss Maureen O'Donnell

President/Superintendent
Dr. Thomas Fallo

The Union
Editor

Dean of Math
Don Goldberg

Counseling
Ken Keyes

SENATE'S PURPOSE (from the Senate Constitution)

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

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

(2) Degree and certificate requirements

(3) Grading policies

(4) Educational program development

(5) Standards and policies regarding student preparation and success

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

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

(8) Policies for faculty professional development activities

(9) Processes for program review

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

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

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

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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

AGENDA & TABLE OF CONTENTS

Committees

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

ACADEMIC SENATE MINUTES
October 7th , 2008

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

Behavioral & Social Sciences
Brown, Maria
Widman, Lance   X
Wynne, Michael   X

Business
Halamka, Dagmar
Saddiqui, Junaid   X

Counseling
Beley, Kate
Gallucci, Linda   X
Jackson, Brenda   X

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

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

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

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

Learning Resources Unit
Striepe, Claudia   X
Robles, Vince (sharing)   X
Ichinaga, Moon (sharing)   X

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

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

Adjunct Faculty
Kate McLaughlin   X
Owens, Annette

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

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young, Joann Higdon
Guests and/Other Officers: Dipte Patel (Deans Rep.), Quajuana Chapman, Arvid Spor
(Accreditation), Barbara Jaffe, Megan McLean (ASO Rep), Joe ??? (ASO Rep), Irene Graff,
Caroline Pineda
ACCJC Accreditation Team Members: Kevin Bontenbal, Richard Mathon, and Ryan Scapo.

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

The fourth Academic Senate meeting of the Fall 2008 semester was called to order at 12:35pm.

Approval of last Minutes:
The minutes were approved.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
PM welcomed Accreditation team guests to the Academic Senate meeting.
PM also introduced the new ASO student representatives to the Senate body.
The Area C meeting of the 25th October (Saturday) will be held at the Compton Center. Topics
will be issues affecting the area, and resolutions will be formulated. All are invited, and free
parking and lunch will be available.
PM reported that the Basic Skills "Strengthening Student Success Conference" had been held in
Anaheim and some ECC and Compton representatives had attended.
Concerning the Distance Education Course Load issue, PM noted that the Academic Senate was
going to step back on this matter as this involves the contract. The Federation will look into this
issue.
State Senate Plenary will be held Nov 6-8 at the Westin/Bonaventure Hotel. Make enquiries
through the Staff Development office to apply for funds if you are interested in attending
The last College Council meeting discussed goals – particularly Institutional Integrity.

Compton Education Center report - Saul Panski (SP)
CEC members were not present today as they were meeting with the Accreditation team.

Curriculum Committee report – Janet Young (JY)
JY reported that the overview of Proposals reviewed by the CCC totaled 190 last semester and
21 so far, this semester.
The Committee (unanimously) voted to include a Student Rep from Compton on the CCC and the
bylaws will thus be amended.
An A.S. Degree Subcommittee to Study the Impact of G.E. Requirements on High Unit Majors
has been reconvened and will report to the Senate at a later date.
The Committee is working on General Studies Degree Revisions requested by the System Office
and information has been sent out to all Division Deans and counselors.
CCC Handbook revisions are now complete, and the next step is to update the online handbook
The Cooperative Work Experience Course template Approved (42 courses will be revised and
reviewed), as mandated by Title V.
The question was raised as to whether the Committee was changing CurricuWare, and JY replied
that the Committee was moving to CurricuNet. This is a better system and it links to the Course
outlines and SLO's of other colleges. The Committee will continue to use CurricuWare until the
transition is complete. JY will get back to the Senate as to when faculty may be able to view
course outlines of other colleges.

Educational Policies Committee report – Evelyn Uyemura (EU)
[see packet pg34] for the minutes of the last meeting. Concerning the BP on Grading and Academic Record Symbols, EU reported that there are still concerns regarding the i (incomplete) grade. The amended BP 4220 (which may be renumbered to BP 4230) is having its second reading at this AS meeting and will be voted on later this meeting. [see packet pgs35- 37] There is also still confusion as to what constitutes Policy and what constitutes Procedures. EU reported that she and Dr. Nishime will attend a conference on this matter in November.
EU noted that there is still discussion on the Grade Change procedure.
The Course Repetition Policy, passed in July 2006, was noted to be out of date, so the Committee intends to revisit that.

Faculty Development – Dave Vakil (DV)
[See packet pgs 39- 40] for minutes of the last two Committee meetings.
Activities for the upcoming Spring Flex day were discussed, and it was decided to wait and hear from the SLO chairs and the Accreditation team recommendations before proceeding further.
The Committee continued improving the Faculty Mentorship process, and is working on revising the paperwork based on faculty feedback. [See packet pg 41-50 and ignore pg 51-60 (old version)]
The Committee will attend next Basic Skills Task Force on Oct 28 to generate new ideas.
Dr. Gold will be chairing the current semester's Faculty Book Club, and the first meeting will be on Friday October 17th, at 12:30pm. DV reported on how the club will function, and a possible future direction for the Club.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)
[See packet pg 61-63] for the Council of Deans, minutes. Discussion included Flex Day SLO, the Opening of Fall Semester - what worked/what didn't, repeating courses, and the use of student emails.
[See packet pg 64-66] for discussion on the requests recommended or not by the VPs for 08-09 Special Contract funding (Fund 15, $3M as part of the ECC/CEC Partnership), confirmed by the PBC at their 9/18 meeting.
[See packet pg 67-70] for PBC, 8/28 minutes regarding the 08-09 Final Budget review, recommended by the PBC to the Board of Trustees for its September meeting and a review of Special Contract funding requests.
[See packet pg 71-74] for PBC, 9/4 minutes regarding reviews of Special Contract funding requests.
[See packet pg 75-89] This represents part of the game plan for making accreditation an on-going effort, along with responsible parties for various tasks, including the Academic Senate. It also is part of the PBC's effort to better connect planning and budget decisions.

Legislative Action – Chris Wells (CW)
CW noted the appointments of two part- time faculty representatives to the AS: Kate McLaughlin (re- appointed) and Jeremy Estrella.

REPORTS OF SPECIAL COMMITTEES
SLO's:
The question of whether there should be a SLO/ALC representative on Senate is still under discussion.

UNFINISHED BUSINESS

CCC Bylaws

[See packet pg 18- 23] This is the second reading of the proposed changes to the CCC Bylaws to add one full- time counselor as a voting member from the Compton campus to the CCC, and to add one Dean as an ex- officio, non- voting member from the Compton campus to the CCC. The issue was put to the vote and was passed unanimously.

BP & AP 4220 Standards of Scholarship

[See packet pg 35- 38] Note that the BP number of 4220 may change to BP 4230. EU pointed out a correction on pg 35. The older document was based on a 16 week schedule, but we are now basing curriculum on a 54 hour schedule – hence the correction. An adjustment was made to 2.1 regarding Incompletes to add language discussed at the last Academic Senate meeting.
The issue was put to the vote and was passed unanimously. This will now move on to College Council.

Planning Items for Senate.

[See packet pg 75- 89] Dr. Arvid Spor noted that committees will be convened and assigned to work on the items listed on the charts. Committees should put together a timeline for the completion of these items. Dr. Spor has been charged with checking on Committee progress and timelines will help him do so. The Committee leaders were determined by Dr. Spor in consultation with Division Deans. Mr. Vakil had a comment regarding item 10, noting that other bodies bsides the Academic senate could work on this issue – for instance, the ALC. It was noted however, that we had earlier discussed making the ALC a subcommittee of the Senate, so this notation could remain. However Dr. Spor made a note to add the ALC to this area.

NEW BUSINESS

Student Email Campaign.

Dr. Nishime reported that the campus is trying to encourage students to use the ECC email system to get information from the campus. Compton is doing the same, and seems to be moving quicker in this regard. The campus is going to use email only to notify students about their priority for registration. ITS has noted that a large percentage of students DO access information via the college email system. The campus is gearing up to send a postcard announcing that primary communication will be via email. Faculty should also use their distribution lists on Outlook as a way of communicating with their classes. Instructions and help are available from the portal. Click the HELP tab for instructions on how to create a distribution list. The system has many potential applications. The campus plans to make an emergency email contact list via email.
A survey was done to see how many students use public transport, especially the METRO system. The survey got a good response. The survey was done to look into the possibility of offering students low- cost bus passes.
Mr. Hong noted that while the ECC mail WAS easy to use, he had heard that some students have trouble using the ECC mail from their home computers. He asked whether there were any recommendations available from the portal page. It was noted that the problem might lie with certain browsers. Students having problems should be steered to Admissions and Records. Another question raised was whether the ECC mail system could handle large files. PM answered that he sent large files via the ECC system and had had no problems so far. The issue was raised re:using the email system to distribute articles. This was seen a problematic issue as regards copyright.

Student Satisfaction Survey.
[See packet pg 90- 114] Institutional Researchers Irene Graff and Carolyn Pineda reported on the Student Satisfaction Survey of last Spring. A Faculty survey had also been done. There was a 68% student response rate, and a 29% faculty response rate.
The intent was to look at student engagement on campus. It has been noted that the more engaged the students are in campus matters/activities, the more successful the students are. The survey shows where we can boost engagement. The faculty survey was aimed at getting faculty perceptions of student engagement on campus. The surveys will be repeated in two years. Some points of interest noted were that for 40% of our ECC students English is not their first language, 49% speak another language in addition to their mother tongue, and 30% speak Spanish at home. Asked who had developed the questionnaire, Ms. Graff noted that it was based on a survey developed by the University of Austin, Texas. The library and Student Services expressed concern that they were not represented on the survey. Ms. Graff said she would ask for more input next time. It was note that the faculty perceptions of student engagement were higher than that actually reported by the students. Our faculty were also seen as being less involved in Distance Education, and more involved in team teaching and other activities. These results will be shared with the Distance Education Committee. Distance Education has not done a Program Review as yet, but has compiled annual reports.

No Show Reports
The senate was asked if there was any downside to delaying the due date of the no show report from the Friday of the first week to the Wednesday of the second week.
There seemed to be no objection, although it might have implications for Financial Aid. They will have to be consulted.

PRESENTATIONS
 There were no presentations.

PUBLIC COMMENT
None.

The meeting adjourned at 1:47pm

CS/ecc2008

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 6, 2008

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Pete Marcoux, Megan McLean, Leo Middleton, Jeanie Nishime, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. The students hosted "Rock the Vote" last week.
2. There have been three Preventing Sexual Harassment trainings conducted. Two more are scheduled for October 15th and 17th. An additional training may be conducted.
3. The Academic Senate is meeting tomorrow. They are reviewing the College Curriculum Committee Bylaws to incorporate Compton. The Senate E-Board met with Student Learning Outcome (SLO) Committee with the thought of making someone from SLO Committee an officer.
4. The El Camino College Federation of Teachers (ECCFT) may update their Bylaws and Constitution.
5. The El Camino College Classified Employees (ECCE) will host a "Munch 'n Mingle" on Tuesday, October 14th at 10:30 a.m. The ECCE may rewrite their Bylaws and Constitution to allow some of the workload of the ECCE President to be shared with others. They are talking about negotiations and reopeners. The earliest this could be done would be at the November Board meeting.
6. The Financial Aid Program Review response was completed. For every finding (except for Cosmetology Program at Compton) we were able to tell why each finding was correct. We have an $80,000 financial aid obligation for Compton that we may have to reimburse – and may also be obligated to pay back any Cal-Grants. This is a Compton District Obligation.

    We are looking at entering into a contract with the Metro for bus passes for the fall and spring semesters. We need to determine what the cost would be to a student. The semester cost for ECC is approximately $99,000 and $50,000 for Compton. We would get almost 20,000 bus passes. This will be reviewed in Cabinet and it will be determined how much will be subsidized by us. It is hoped that this will be launched for spring.
7. The faculty identification process began last week. The first meeting will be the first part of November. The Assessment of Learning Workshops will be the third week of October. Faculty will be available for other faculty members to help with their Student Learning Outcomes (SLO's). We have about 800 SLO's now. The goal is to have this all done by 2011. Francisco thinks it can be done by 2010.
8. We only received $1.14 million of the $3 million property tax back fill estimate. We hope there will be more money coming from next year. The State budget is out of balance. The Governor is meeting with the two Legislative leaders from the Houses to determine what fixes they need to make. The National fiscal issues are serious and they have affected us. We postponed a bond sale for Compton for a couple of weeks.

Some of our construction people are having trouble getting performance bonds for their work. It looks like California will have to borrow money for its operation. We don't think we have to borrow money for our operations. We have verified with all our insurance companies that our insurance is good. The State budget provides 2% funding for growth for Community Colleges. If our FTES holds for the fall and the rest of the year we may get to 20,000 FTES. Once we get to that amount there is a question about whether we would receive the $3 million for Compton and the $1 million for operating a center. Dr. Cox, Peter Landsberger and President Fallo are going to the Board of Governors meeting on November 3rd.

9. Jeanie looked at the Portal and there are only a few Administrative Procedures posted. We will have to determine whether or not we are going to follow CCLC guidelines.

Agenda for the October 13, 2008 Meeting:
1. Minutes of October 6, 2008
2. Academic Integrity
3. College Council Evaluation & Goals
4. Policies and Procedures

College Council Goals 2008-2009

a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
b. College Council members will report to and from their constituent groups.
c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
d. Continue to build a sense of (campus) community.
e. Complete 10 policies and work towards pairing procedures with policies.
f. Incorporate the spirit of Accreditation in every day college operations.
g. Academic integrity as a team.
h. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 29, 2008

Present: Francisco Arce, Thomas Fallo, Ann Garten, Jo Ann Higdon, Megan McLean, Leo Middleton, Jeanie Nishime, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, and Nina Velasquez.

1. College Council Goals – We will discuss goals again next week. We need to include Sean in the discussion of goal h.

2. Center for Academic Integrity – Fundamental Principles of Academic Integrity paper was distributed. College Council members are to review this document for discussion next week.

3. Use of College Vans – it was decided that Jeanie will work with Jo Ann. Jo Ann has access to good advice from risk management people.

4. Accrediting Commission – Updated Timelines for Rubric for Evaluating Institutional Effectiveness was distributed with Barbara Beno's cover letter. The next issue of the President's Newsletter will have the Accrediting Team Members listed along with short bios. This newsletter will go out on Wednesday. There will be one exit interview at El Camino College in the Campus Theatre.

5. State Budget – we will see a deficit factor for property tax backfill this year. Jo Ann will have better information next week. We plan to release some more management and classified positions at the next Board meeting.

6. Committee Listing on Portal – Vice Presidents are to go back and see what minutes need to be posted to their areas. This listing will be reviewed again at the end of October.

Agenda for the October 6, 2008 Meeting:
1. Minutes of September 29, 2008
2. Team Reports
3. Use of College Vans
4. Academic Integrity
5. College Council Evaluation & Goals

College Council Goals 2008-2009

a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
b. College Council members will report to and from their constituent groups.
c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
d. Continue to build a sense of (campus) community.
e. Complete 10 policies and work towards pairing procedures with policies.
f. Incorporate the spirit of Accreditation in every day college operations.
g. Academic integrity as a team.
h. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

SacBee.com

10/7/08

Dan Walters: Even with loan, California finances are upside-down

By Dan Walters

California's political leaders sighed with relief last week when Congress passed the $700 billion bailout of the banking industry, hoping that banks now will lend the state $7 billion this month to stave off a cash crunch – but their semi-optimism is misplaced.

Not only is the $7 billion short-term loan still up in the air, but the budget it finances is, by any rational standard, already upside down.

Gov. Arnold Schwarzenegger will meet with legislative leaders this week. The topics will be the looming cash crunch, the sagging economy that is likely to throw the precariously "balanced" budget back into the red, and bringing the Legislature back to Sacramento for more political angst over spending cuts or revenue increases.

This budget's base-line revenue estimates are 5 months old and assume that the economy would be beginning to pick up by now. Instead of picking up, however, the economy is eroding quickly – and California is faring far worse than the nation as a whole because of the housing industry meltdown.

California unemployment hit 7.7 percent in August, up sharply from a year earlier and one of the highest rates in the nation, adversely affecting income taxes. Sales of autos and other retail goods are plummeting, which dampen sales taxes. And every major economic forecasting group sees nothing but bad economic news ahead for California.

Given those trends and the state's tendency to underestimate the effect of economic swings both up and down, a horseback guess would be that the budget signed just last month after many weeks of delay is $5 billion or more upside down already and that the 2009-10 budget that Schwarzenegger will propose in January is already $10-plus billion in the red.

Even if the $7 billion loan (which must be repaid by next June) is arranged, it's probably not enough to get us through this fiscal year without some additional cuts in spending or some additional increases in revenue, whether it's more tax and bookkeeping gimmicks or real revenue from real taxes.

In brief, California's fiscal house of cards is tumbling or, to use another timeworn cliché, its chickens are coming home to roost. Years of ignoring the state's structural deficit, even when the economy was humming, are haunting us and our politicians.

Al Checchi, an airline executive who ran for governor of California 10 years ago, only to lose the Democratic nomination to Gray Davis, hit the nail squarely in a recent newspaper op-ed piece, to wit:

"The self-delusion manifested in the manner that California 'balanced' the current fiscal year budget, the myopia involved in ignoring the magnitude of future year shortfalls, and the abdication of fiscal responsibility in failing to provide a feasible basis for funding the long-term pension and health care obligations promised California's public employees, make Wall Street executives, by comparison, paragons of fiscal responsibility."

Updated October 7, 2008

Department/Program	Previous Review Cycle	End of 2nd Review Cycle	Next Review Cycle
Paralegal Studies*	annual	annual	2009
Speech Communication	92/93, 00/01	2004	09-10
Dance	93/94	2004	09-10
English as a Second Language	92/93	2004	09-10
Architecture		2007	11-12
Astronomy	92/93	2004	09-10
History/Ethnic Studies	92/93	2008	12-13
Machine Tool Technology		2006	10-11
Nursing*	annual	annual	2009
Philosophy		2008	12-13
Physics	93/94	2004	09-10
Real Estate	93/94	2006	10-11
Administration of Justice	93/94	2007	11-12
Air Conditioning and Refrigeration	94/95	2006	10-11
Anthropology	97/98	2008	12-13
Construction Technology	93/94	2006	10-11
English - Reading	93/94	2006	10-11
Film/Video		2007	11-12
Mathematics – Engineering	94/95	2006	10-11
Music		2006	10-11
Photography		2005	Carried Over 08-09 cycle
Radiological Technology*	annual	annual	2009
Sociology	98/99	2008	12-13
Art	93/94	2008	12-13
Automotive Technology		2006	Carried Over 08-09 cycle
CADD	96/97	2008	12-13
Childhood Education	93/94	2007	11-12
Computer Information Systems		2007	11-12
Fire and Emergency Technology	93/94	2007	11-12
Life Sciences	92/93	2007	11-12
Respiratory Care*	annual	annual	2009
Teacher Education Program		2006	10-11
Welding		2008	12-13
Auto Collision Repair/Painting	92/93	2007	**To review 10/15/08**

Updated October 7, 2008

Department/Program	Previous Review Cycle	End of recent Review Cycle	Next Cycle
Business		2008	12-13
Cosmetology	96/97	2008	12-13
Electronics & Computer Hardware Technology	93/94	2007	11-12
English	93/94	2008	12-13
Environmental Horticulture		2008	12-13
Honors Transfer Program**	annual	annual	2009
Learning Resources Unit		2008	12-13
Mathematics - Developmental	93/94	2008	12-13
MESA & Pre-Engineering*	annual	annual	2009
Physical Education – Athletics Program	94/95	2008	12-13
Political Science	93/94	2008	12-13
Sign Language/Interpreter Training	94/95	2008	12-13
Kinesiology	95/95	2008	12-13

Department/Program	Previous Review Cycle	Start of Recent Review Cycle	End of Current Review Cycle
Theatre	**93/94**	**2007**	**Apr 09**
Fashion	**93/94**	**2007**	**Apr 09**
Chemistry	**97/98**	**2008**	**Apr 09**
Earth Sciences(Geology, Geography, Oceanography)	**98/99**	**2008**	**Apr 09**
Economics	**98/99**	**2008**	**Apr 09**
Foreign Language	**97/98,98/99**	**2008**	**Apr 09**
Health Center	**96/97**	**2008**	**Apr 09**
Journalism	**97/98**	**2008**	**Apr 09**
Psychology	**97/98**	**2008**	**Apr 09**
Special Resource Center	**94/95**	**2008**	**Apr 09**
Study Abroad Program		**2008**	**Apr 09**
Distance Education		**2008**	**Apr 09**
Human Development		**2008**	**Apr 09**

*Accredited by outside agencies. Their accreditation reports serve as their program review.

** The programs' annual reports will serve as their Program Reviews.

Collegial Consultation Flowchart

College Council

Area Councils

Administrative Services	Student & Community Advancement	Academic Affairs

Division Councils

| Campus Police Services

Facilities Planning & Services Day Shift

Facilities Planning & Services Night Shift

Fiscal Services

Human Resources

Information Technology Services

Purchasing & Business Services | Community Advancement

Counseling & Student Services

Enrollment Services | Fine Arts

Industry & Technology

Learning Resources Unit |
|---|---|---|

Collegial Consultation Flow of Information
Departmental topics of importance are discussed and when appropriate addressed in Division Council meetings. The information is then carried forward to the Area Council as an information item or for discussion and a desired action. Information discussed at an Area Council meeting may be brought forward to College Council for discussion and action on the topic when needed. This process allows for the flow of information from departments across campus up to the area vice presidents and on to the college leaders that form College Council.

This process of information sharing also starts at College Council where each representative brings information back to their constituent group such as the Area Councils. The Division Council representatives to the Area Council carry information to their Division Council meeting, to share with each departmental representative to the Division Council. Department representatives then share the information with their co-workers.

A Faculty Development Symposium

Are you having trouble reaching and teaching the "point and click generation" due to: poor reading and writing skills, nanosecond attention spans, inappropriate classroom behaviors, lack of motivation and/or attendance, failure to complete required readings?

If so, please join us for these two application-based workshops with Dr. Susan Johnston, Professor of Teacher Education in the College of Education at California State University, Dominguez Hills. Dr. Johnston earned the Distinguished Teaching Award in 1989 and was given the campus Outstanding Professor Award in May 2002. She was recently appointed as the Faculty Associate for Mentoring within the campus Center for Teaching and Learning. She is frequently invited by area community colleges to present professional development workshops on research-based effective instructional strategies. Participants consistently comment on the positive impact each session has had on their own instructional practice and their students' academic achievement.

First Session: Creating a Classroom Climate to Support Student Learning

Because the learning environment is critical to our students' success & retention, faculty need prevention & intervention management strategies to ensure productive student behavior.

Date: Friday, October 17, 2008
Time: 10:00 am – 2:00 pm
Location: Staff Lounge - Compton Center

Morning Refreshments will be available at 9:30
Lunch will be provided

Registration is required. You may register Online or by phone at Ext 3872. Remember to identify the program title, date and time. Please register for this workshop no later than Wednesday, October 15.

Second Session: Planning Instruction to Ensure Active Learning and Student Success

Because teaching is an extremely complex endeavor, faculty will appreciate a planning tool that integrates research-based principles of effective instruction and best practice.

Date: Friday, October 31, 2008
Time: 10:00 am – 2:00 pm
Location: Staff Lounge – Compton Center

Morning Refreshments will be available at 9:30
Lunch will be provided

Registration is required. You may register Online or by phone at Ext 3872. Remember to identify the program title, date and time. Please register for this workshop no later than Wednesday, October 29.

Please contact Dovard @2284 if you have any questions or require additional information.

A Phase II Faculty Development Project

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 2, 2008

MEMBERS PRESENT:

☒ Alario, Miriam – ECCE   ☒ Spor, Arvid – Chair
☒ Jones, Clarissa – ASO   ☒ Taylor, Susan – ECCFT
☐ Jackson, Tom – Academic Affairs   ☒ Tyler, Harold – Management/Supervisors
☒ Reid, Dawn – Student & Community Adv.   ☒ Widman, Lance – Academic Senate
☒ Shenefield, Cheryl – Administrative Svcs.

OTHERS ATTENDING: Francisco Arce, Janice Ely, Luis Mancia, Jeanie Nishime, Emily Rader

Handouts: Planning & Budget Development Calendar

The meeting was called to order at 1:05 p.m.

Approval of September 18, 2008 Minutes

Correction:
1. Page 2, (top of page) #4: "Programs and departments that received Special Contract Funds should be evaluated for their effectiveness."
2. Page 2, (top of page) #5: "Proposals on 'hold' recommended for funding will be evaluated to assess their issues."

Clarification:
3. Page 2, (Enrollment Trend Analysis) #2: How will ramifications of moving FTES be determined? Need more information, but won't have it by next scheduled meeting. Will table discussion until November 6th meeting.
4. Page 3, (GASB Update) #2 – when will discussion on what to do with remaining fund 15 (up to $900,000) take place? Should wait until after actuarial study is completed. It's pointless make recommendation if decision on what to do with remaining funds has already been made. A. Spor will find out if decision was finalized.
5. The minutes were approved as amended.

State Budget Update:
1. Received first advanced apportionment report for 2008-09. The $5.4M July payment was sent yesterday. The $5.4M August payment will be sent tomorrow. The $8.2M September allotment will be sent on October 7th. Cash payments are sent to the county and credited to ECC's account.
2. There was a $1.5M property tax shortfall last year. About 75% lost last year will be restored with the September payment, about $1.137M. No mention from the county about the status of Education Revenue Augmentation Funds (ERAF), about $1.5M, as of yet. Backfill from both were not included in this year's budget. Where do monies received but not budgeted go? Dr. Fallo proposed using $2M to cover mid-year cuts and return remaining $500,000 to VPs to reallocate to their departments.
3. Will receive a COLA of .68% or $600,000 in additional apportionment.
4. P/T faculty allocation of $850,000 was dropped to $756,000 this year.
5. Academic deans were authorized to increase their schedules by 3% (around 150-200 sections) for the year. The fall schedule grew by 8% instead - they will need to adjust spring schedule back downward to stay within their budget. 2005-06 enrollment declined and 2006-07 enrollment was flat (18,000 FTES). 2008-09 is in recovery mode; will try to accommodate growth and demand for sections.

1
Acadcemic Senate of El Camino College

6. When is actual growth reported? The first report for this academic year is in January-February 2009. Annual report is due June-July. The 320 Apportionment Report is reconciled between July and now. Growth for 2008-09 is 2%. Will receive state recalculation apportionment in February 2009 for 2007-08.
7. A discussion followed about funding growth, home values, and unemployment. Predicting 9% unemployment in the South Bay.
8. Does the college show a pattern of FTES growth? J. Ely would have to research.

Planning and Budget Calendar:

1. With the current calendar, the VPs would not receive their managers' plans until late spring to discuss in April. Should the calendar activities be pushed back? Dialogue for 2009-10 plans should begin in October 2008. Review current year priorities and plan for next year.
2. A group of Plan Builder users were asked about changes needed in the program. To modify the program, Information Technology Services would have to decipher the program source code which would further delay planning. It would be easier to complete software modification on a separate server. Program review and an evaluation component should be added.
3. Requests made through the Special Contract Funds application process should have been in Plan Builder. The application form process will not be used again. The process should be incorporated in Plan Builder with an evaluation component. Guidelines will be developed.
4. Are Plan Builder plans long term? Plans can be updated and modified for short- (1 year) and long-term (2-5 years). New goals can be added and goals can be re-prioritized. Don't have to keep goals in Plan Builder once they're met - prior year plans can be accessed. A. Spor will continue to work with ITS to modify Plan Builder for next year.
5. The Planning & Budget Development Calendar helps to determine what needs to be worked on through the course of the year; work on planning issues in fall and focus on budget during spring/summer.
6. Deans and departments have the bulk of the planning work to do. Suggest using planning prioritization format where division members participate in group discussion and dialogue for a more complete understanding of each plan and to enhance support for the prioritized plans.
7. Campus just completed 3-year cycle planning (2004-2007) and now ready for the next phase. Still need to work on evaluative piece.
8. October – December: Activity #1 – (*Review/Revise Planning Priorities*) Change responsibility for #1 from PBC to deans and directors. PBC would still be responsible for Activity #2 – (*Identify Budget Development Assumptions*).
9. Change January-February Activity #2 – *Determine Highest Priority Action Plans* to December for Academic Affairs. Proposed that all unit plans must be entered and prioritized by the end of the fall semester, but suggestion was made to have program plans completed by the beginning of November.
10. SLOs are posted in Portal.
11. In the process of developing a timeline to revise the Comprehensive Master Plan. One of PBC's responsibilities is to track master plan progress. Will have first/second reading for the Board by May/June. A. Spor will inform PBC of planning agenda updates. Planning agenda items for accreditation are posted on the VP-AA's webpage.
12. Aspects to the master plan to be addressed by PBC should be incorporated on the Planning & Budget Development Calendar. PBC needs a systematic way to become familiar with and discuss the master plan. Once master plan timeline is finalized, it could be used as overlay to the calendar. Master plan six-month interval updates could be added to the calendar.
13. In what ways is PBC involved in the master plan? Does PBC involvement mean being informed on the master plan progress? On page 32 of the final budget blue book: "Provide oversight and guidance for updating the Comprehensive Master Plan." In the past, PBC members were asked to

read and comment on the master plan, chapter-by-chapter; only one member did. PBC's role is more of understanding where plan is headed and to keep track of planning agenda items.

14. A. Spor will bring the master plan timeline overlay to the next meeting and continue this discussion.

The next meeting is scheduled on October 16, 2008 in the Alondra Room.

Meeting adjourned at 2:35 p.m.

Note taker: Lucy Nelson

BP 5030   Fees

REQUIRED FEES

Enrollment: E.C. 76300; 5 CCR 58500-58509

Establishment of an Enrollment Fee

Each student shall be charged a fee for enrolling in credit courses as required by law. The Superintendent/President shall present for board approval the enrollment fee for students.

Non-Applicable Courses

The Superintendent/President shall have the authority to create a list of courses in which the enrollment fee by statute or legal directive does not apply. This list shall be contained in appropriate guidelines and procedures.

Waiver of the Enrollment Fee Requirements

The Superintendent/President shall have the authority to create a list of student cohorts whose enrollment fee shall be waived by statute or legal directive. This list shall be contained in appropriate guidelines and procedures.

Citation of the Enrollment Fee

The enrollment fee for a course shall be contained in the Board of Trustees fee table at the end of this policy and published annually.

Nonresident Tuition: E.C. 76140, 76140.5

Establishment of a Nonresident Tuition Fee

The Superintendent/President shall present for board approval a nonresident tuition fee for nonresident students.

The district shall have a separate policy regarding the criteria for determining California residence, the residency determination date, permissive exemptions, corrections to erroneous residency classification, a residency appeals process, falsification of records, drop for non-payment, and all other relevant aspects of residency.

The nonresident tuition fee shall be set by the board not later than February 1 of each year for the succeeding fiscal year. Nonresident students shall be provided with notice of nonresident tuition fee changes during the spring term before the fall term in which the change will take effect.

At the discretion of the Vice-President of Administrative Services (or designee) a non-resident student may be allowed to pay in installments. Payment plans shall be designed to be fair and non-arbitrary and capricious.

Citation of the Nonresident Tuition Fee

The nonresident tuition fee for a course shall be contained in the Board of Trustees fee table at the end of this policy and published annually.

Reference: Education Code Sections 70902(b)(9), 76300, 66025.3; Title 5, Section 51012; Chancellor's Student Fee Handbook

FEES AUTHORIZED BY LAW[1]

Course Fees

The Superintendent/President shall present for board approval course fees for the following:

1) Audit of courses (E.C. 76370)
2) Instructional Material (E.C. 73365, 81457, 81458; 5 CCR 59400-59408)
3) Athletic Insurance (E.C. 70902)
4) Non-District Physical Education Facilities (E.C. 76395)
5) Cross Enrollment (E.C. 66753)
6) Non-Credit Courses (E.C. 76385)
7) Community Service Classes (E.C. 78300)

Fees for Services

The Superintendent/President shall present for board approval course fees for the following:

1) Health (E.C. 76355)
2) Parking (E.C. 76360)
3) Transportation (E.C. 76361, 82305.6)
4) Student Representation (E.C. 76060.5; 5 CCR 54801-54805)
5) Student Records (E.C. 76223)
6) Foreign Citizen/Resident Capital Outlay (E.C. 76141)
7) Foreign Citizen/Resident Application Processing (E.C. 76142)
8) Credit By Examination (E.C. 76300; 5 CCR 55753)
9) Refund Processing (5 CCR 58508)
10) International Student Medical Insurance Fee (E.C. 70902)
11) Criminal Background Checks (SFH: LO: M 06-11 Sec 3.19)
11) Providing Special Certificates (SFH: LO: M 06-11 Sec 3.20)
12) Child Care (E.C. 79121 et seq., 66060)

Criteria, Guidelines, Procedures, Prohibited Practices and Restrictions

The Superintendent/President shall have the authority to establish relevant criteria, guidelines, procedures, prohibited practices and restrictions for each of the above fees based on statute or legal directive.

Citation of Course and Service Fees

Course and service fees shall be contained in the Board of Trustees fee table at the end of this policy and published annually.

---

[1] This section contains fees that are not required by law. However, the law authorizes districts to charge these fees upon board approval.

FEE TITLE	FEE	COMMENT
Enrollment Fee	20.00	Per unit
Nonresident Tuition	181.00	Per unit
Audit Fee	15.00	Per unit
Instructional Material	TBD	-
Athletic Insurance	TBD	-
Non-District Physical Education Facilities	TBD	-
Cross Enrollment	10.00	Per Enrollment
Non-Credit Courses	TBD	-
Community Services Classes	TBD	-
Health Fee – Fall & Spring	14.00	Per Semester
Health Fee - Intercession	TBD	
Parking Permit - Car	35.00	Per Semester
Parking Permit - Motorcycle	20.00	Per Semester
Parking Permit – BOGW	20.00	Per Semester
Transportation	TBD	
Student Representation	0.50	Per Semester
Student Records – Regular Request	4.00	Per Document
Student Records – Express Request	8.00	Per Document
Foreign Citizen/Resident Capital Outlay	14.00	Per unit
Foreign Citizen/Resident Application Processing	50.00	Per applicant
Credit By Examination	20.00	Per unit
Refund Processing	NR	
International Student Medical Insurance Fee	360.00	Per Semester
Criminal Background Checks	NR	-
Providing Special Certificates	NR	-
Child Care	TBD	-

TBD – To Be Determined
NR – No Recommendation

4

E-Z to ECC
Bus Transportation Proposal
Submitted by Claudia Lee

Description:
Students enrolled in 6+ units are eligible
24/7 access to Metro bus and rail lines
17 weeks in spring and 16 weeks in fall
$10 fee to students (60% students pay; 40% district)
    ECC: $99,454 (60%=$59,672; 40%=$39,782)
    CEC: $50,433 (60%=$30,260; 40%=$20,173)
*EOPS/CARE at both sites will buy passes for their students

Long Term Proposal:
1.   CEC – raise parking fee from$14 to $20 per semester
2.   Increase daily parking permits to $2
3.   Add $2 transportation fee
4.   Raise Roadium parking rental (currently $80,000/year)
5.   AQMD may pay some incentives
6.   Apply for Go Green grants

Advertising and Marketing:
1.   Ad on cover of spring schedule (if deadline has not passed)
2.   Ads on web and *MyECC*
3.   Statement on email sent to all new applicants
4.   Outreach counselors and instructors at the high schools
5.   Early December event on Quad
6.   Early sales or sign ups during December

ARCC: Accountability Reporting for the Community Colleges

El Camino College
Board of Trustees
April 21, 2008

Irene Graff, Office of Institutional Research

What is ARCC?

- New California Community College accountability system for academic performance (AB 1417)
- Developed by experts in performance measurement and accountability
- Meaningful measures with fair assessment and comparison

ARCC Overview

- Two main components

  - ☐ Systemwide academic and workforce outcome measures for all CCs

  - ☐ College-level performance indicators

Systemwide Results

- Performance Indicators in 4 main areas:

  - ☐ Degree/Certificate/Transfer
  - ☐ Vocational/Workforce Development
  - ☐ Improvement in Basic Skills
  - ☐ Participation Rates

Systemwide Results - Highlights

- Nearly 50% of CSU/UC graduates started in a CCC.
- 41% of students intending to transfer do so.
- Average wages nearly doubled 3 years after earning Voc Ed degree (up 86%).
- Over 1/3 of 18-19 year olds are enrolled in a CCC. *(rising)*
- Participation rates have *increased* over the past 3 years across the state. (67 out of 1000)

College Reports

- Individual college performance reports
- Components:
  - Performance indicators (3 years)
  - College demographic profiles (3 years)
  - Comparison with peers (most recent year)
  - College self-assessment

Performance Indicators

- Degree/Certificate/Transfer – 3 measures*

  - ☐ Progress and achievement of goals
  - ☐ Earning of at least 30 units
  - ☐ Persistence in college

  * See *Focus on Results*, tables 1.1, 1.1a, 1.2 (pp. 181 & 247)

Degree/Certificate/Transfer

- College Performance (3-year trend):
  - ☐ El Camino College (ECC)
    - Little movement in rates except for Persistence (at any CCC) which continues to rise

  - ☐ Compton Community Educational Center (CEC)
    - Decline across all measures, especially Persistence (at any CCC)

Vocational/Workforce Development

- Measure: Successful Course Completion Rate *

- College Performance (3-year trend)
  - ECC: rates maintained
  - CEC: continued improvement

  * See table 1.3 (pp. 182 & 248)

Basic Skills Improvement

- Two measures *
  - Successful Course Completion Rate
  - ESL and Basic Skills Improvement Rate

- *Improvement rate*: Percentage of students who entered into a basic skills or ESL sequence, successfully completed the course, *then* successfully completed a *higher* course in a subsequent term.

  * See tables 1.4 & 1.5 (pp. 182 & 248)

Basic Skills Improvement

- College Performance (3-year trend):
  - ☐ ECC:
    - Flat except for Basic Skills Improvement (2-pt gain)
  - ☐ CEC:
    - Declines in basic skills success and improvement
    - ESL improvement up, but remains *extremely low*

- Compared with peers, both campuses were above average on this measure*

  * More on pages 181 & 247 of *Focus on Results*

College Profiles – 3 year trend *

- Enrollment has declined for both locations
  - ☐ ECC: FTES stable, but headcount down
  - ☐ CEC: dramatic declines
- Young adults greater share of student body
- Latinos: up at ECC, down at Compton

  * See tables 1.6, 1.7, 1.8 & 1.9 (pp. 183-184 & 249-250)

College Peer Groupings *

- Colleges are part of different peer groups depending on measure
- Compare colleges to group averages on each performance indicator
- Purpose: Fair comparison with colleges that are similar to ours in *meaningful ways*
    - *Include actors outside of college control such as proximity to UC/CSU, household income, level of preparation for college*

 * See table 1.10 (pp. 185 & 251)

Comparing to Peers

- ECC:
    - Above average on 3 out of 7 measures
        - Persistence rate is especially high
    - Rate climbing on one of the lower measures

- CEC:
    - In the most recent year, Compton is below average on all ARCC measures.
    - However, peer group comparisons should not be heavily weighted in this ARCC report due to Compton Center's unique recent history.

Conclusion

- Trends were mostly flat for El Camino College this year, with two measures rising
- ARCC report reflects challenging transition years for Compton Center.
- Self-assessment* addresses unique situation of each campus and promising trends for the future.

  * See pp. 186 & 252 of report

Thank you!

Questions/Discussion

To read the complete report, visit:
http://www.ccccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf

or www.ccccco.edu **(click "Accountability" at the left)**

ARCC 2008 Report:
An Introduction to the College Level Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators). The following section of the 2008 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have "College of the…" in their titles will be found under "C."

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B.

Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Grouping. College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Enhanced Noncredit).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Enhanced Noncredit Progress and Achievement Rate
9. College profile summaries (e.g., headcounts, percentages of student enrollments by various demographics)
10. Summary of the college's peer groups for each indicator

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the three most recent academic years (2004-05, 2005-06, and 2006-07); however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below. The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator

Page 27

An Introduction to the College Level Indicators

likewise uses the total number of outcomes in the state. For example, attempted basic skills course enrollments in 2006-2007 numbered 562,485 across all colleges. Of these basic skills enrollments, 340,573 proved successful, yielding a total system rate of 60.5 percent for basic skills course completion (Indicator 5 in the table below).

Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.11 for each college and the college's self-assessment explicitly enable analysts to evaluate a college in an equitable manner.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2001-02 to 2006-07)	51.2%
2. Completed 30 or More Units (2001-02 to 2006-07)	70.4%
3. Fall to Fall Persistence (Fall 2005 to Fall 2006)	68.3%
4. Vocational Course Completion (2006–07)	78.2%
5. Basic Skills Course Completion (2006-07)	60.5%
6. Basic Skills Course Improvement (2004-05 to 2006-07)	50.0%
7. ESL Course Improvement (2004-05 to 2006-07)	44.7%

An Important Note About Enhanced Noncredit

The Enhanced Noncredit Progress and Achievement Rate (Table 1.6) was added to the 2008 ARCC report as a result of recent legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses (see Appendix F).

As of March 2008, 38 community colleges/schools of continuing education had applied for, and received, approval for enhanced noncredit programs. Data for 29 of these 38 colleges were available for the 2008 ARCC report. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the enhanced noncredit indicator, and a list of the colleges with approved programs.

Given that the enhanced noncredit data collection is in its early stages, the results for this indicator should be considered a pilot effort for the 2008 ARCC report. As such, there is no peer grouping or self-assessment requirement for enhanced noncredit performance.

Adding enhanced noncredit to the ARCC report also meant adding enhanced noncredit performance data and demographic data for schools of continuing education (e.g., Marin Community Education, San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC

An Introduction to the College Level Indicators

indicators, Tables 1.1 through 1.5 and Table 1.11 (peer grouping) are marked with "NA" for schools of continuing education. We have included demographic data for these schools in Tables 1.7 through 1.10.

Blank page inserted for reproduction purposes only.

Compton Community Educational Center

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	27.0%	29.6%	24.4%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	56.1%	55.5%	53.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	46.7%	53.7%	34.3%

Chancellor's Office
California Community Colleges

Page 181

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

Acadcemic Senate of El Camino College

State of California
Page 37 of 53

Compton Community Educational Center

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	62.4%	68.5%	69.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	61.8%	51.5%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	5.8%	5.6%	9.4%
Basic Skills Improvement Rate	41.3%	41.0%	35.1%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%

Chancellor's Office
California Community Colleges

Page 182

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 38 of 53

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	10,920	10,504	6,736
Full-Time Equivalent Students (FTES)*	6,401	4,314	2,695

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	19.6%	22.1%	15.2%
18 - 24	32.8%	32.4%	38.3%
25 - 49	41.8%	39.8%	40.7%
Over 49	5.4%	5.6%	5.7%
Unknown	0.3%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.3%	62.7%	63.2%
Male	35.9%	36.5%	34.7%
Unknown	0.8%	0.7%	2.1%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 183

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 39 of 53

October 21, 2008

Compton Community Educational Center

El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	1.6%	2.3%	2.8%
Black/African American	50.7%	48.2%	47.8%
Filipino	0.4%	0.6%	1.8%
Hispanic	43.5%	44.3%	36.4%
Native American	0.2%	0.2%	0.2%
Other Non-White	1.2%	1.3%	1.2%
Pacific Islander	0.2%	0.5%	1.0%
White	1.1%	1.0%	2.1%
Unknown/Decline to State	1.1%	1.7%	6.6%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 184

1102 Q Street   Sacramento, California 95811-6539   www.ccco.edu
Acadcemic Senate of El Camino College

State of California
Page 40 of 53

Compton Community Educational Center

El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	24.4	41.6	24.4	50.5	*A4*
B	Percent of Students Who Earned at Least 30 Units	53.5	67.1	53.5	76.5	*B3*
C	Persistence Rate	34.3	56.8	31.1	71.4	*C1*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.9	75.4	65.8	86.8	*D1*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.5	57.7	50.3	70.1	*E4*
F	Improvement Rate for Credit Basic Skills Courses	35.1	46.1	29.3	59.9	*F3*
G	Improvement Rate for Credit ESL Courses	9.4	46.1	9.4	80.8	*G1*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

Page 185

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

State of California

Acadcemic Senate of El Camino College

Page 41 of 53

Compton Community Educational Center

El Camino Community College District

College Self-Assessment

At the end of the 2005-06 academic year, Compton Community College's accreditation was terminated and the college ceased to operate as an independent entity. The El Camino Community College District reopened the facility as the El Camino College Compton Community Educational Center (Compton Center) in August 2006. Compton Center is located in southern Los Angeles County, about a 10-minute drive east from El Camino College's main campus.

The El Camino College Compton Center sits on an eighty-three acre campus and serves a diverse population consisting primarily of the African-American and Latino communities of Carson, Compton, Lynwood, Paramount and surrounding areas.

Due to recent challenges leading to the loss of its accreditation, the former Compton College experienced a sharp enrollment decline. This reality has affected rates such as student progress and achievement, 30 earned units, and persistence. Unfortunately, this report also indicates that students who dropped out of Compton often did not select an alternate community college—many simply left the system altogether. This finding underscores the critical need for a college to remain open to serve this growing and vibrant community. The Center is now employing multiple enrollment management strategies to enhance enrollments and encourage persistence among both recent high school graduates and working adults.

Since August 2006, El Camino College has provided a variety of educational opportunities at its Compton Center, particularly in the areas of basic skills development, technical and vocational training, and transfer preparation. The Compton Center community is focusing on increasing the numbers of students transferring to four year institutions as well as increasing the numbers of students completing vocational certificates. A combined effort of the faculty, administration and appropriate staff is focusing on the development and restructuring of programs reflective of community needs.

The former Compton College demonstrated improvement across the three years of the study in two of the seven accountability indicators. The El Camino College Compton Center acknowledges the need to focus efforts on improvement rates both for ESL and credit basic skills courses. An example of this effort is the restructuring of the non-credit ESL courses, which were introduced back into the curriculum, beginning Spring, 2007. In addition, a faculty member with reassigned time has been appointed as the Basic Skills Coordinator to coordinate the student experience in the Basic Skills area. El Camino College's current and proposed Title V (Strengthening Hispanic Serving Institutions) grants, which focus on improving student achievement in mathematics, basic skills and other developmental courses, involve programs at the Compton Center.

Compared to similar institutions, the former Compton College underperformed on most of the accountability measures. However, signs of promise exist, especially the completion rate for vocational courses. A state-of-the-art Vocational Technology Center along with top-notch faculty provides excellent opportunities for success in the vocational fields.

With solidly committed faculty and staff and plans for continued improvement in services and curriculum, there is strong expectation for more students to achieve their academic and professional goals at El Camino College Compton Community Educational Center and beyond.

Chancellor's Office
California Community Colleges

Page 186

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 42 of 53

El Camino College
El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

---

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	49.5%	50.8%	49.6%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.8%	68.3%	67.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	73.6%	74.4%	75.2%

Chancellor's Office
California Community Colleges

El Camino College

El Camino Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	71.2%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	57.1%	58.7%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	65.2%	62.9%	64.9%
Basic Skills Improvement Rate	49.6%	49.8%	51.7%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	.%	.%	.%

Chancellor's Office
California Community Colleges

Page 248

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 44 of 53

El Camino College
El Camino Community College District

College Profile

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	37,368	35,487	34,802
Full-Time Equivalent Students (FTES)*	19,339	18,228	19,312

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	6.9%	6.6%	6.1%
18 - 24	53.9%	55.6%	57.2%
25 - 49	33.3%	31.9%	31.4%
Over 49	5.9%	5.9%	5.3%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.1%	56.4%	56.0%
Male	43.7%	43.5%	44.0%
Unknown	0.2%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 249

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 45 of 53

El Camino College
El Camino Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	15.0%	14.9%	14.4%
Black/African American	20.3%	20.2%	19.8%
Filipino	3.9%	3.8%	3.8%
Hispanic	28.7%	29.7%	31.1%
Native American	0.4%	0.5%	0.4%
Other Non-White	1.9%	1.8%	1.9%
Pacific Islander	0.8%	0.9%	1.0%
White	20.3%	19.6%	19.3%
Unknown/Decline to State	8.6%	8.6%	8.4%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

Page 250

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 46 of 53

El Camino College
El Camino Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	49.6	53.4	42.3	64.3	*A1*
B	Percent of Students Who Earned at Least 30 Units	67.9	70.9	66.8	77.6	*B2*
C	Persistence Rate	75.2	70.6	62.3	77.0	*C4*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.2	74.9	66.4	85.5	*D2*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	57.8	37.3	68.8	*E5*
F	Improvement Rate for Credit Basic Skills Courses	51.7	53.4	47.7	60.2	*F5*
G	Improvement Rate for Credit ESL Courses	64.9	49.0	14.7	74.0	*G4*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

Page 251

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu
Acadcemic Senate of El Camino College

State of California
Page 47 of 53

El Camino College
El Camino Community College District

College Self-Assessment

Located in southwest Los Angeles County, El Camino College (ECC) serves a large, urban population at its main campus in Torrance, California as well as its new center in Compton, CA which opened in fall 2006.

The College's service area is diverse and vibrant with a growing Latino community. ECC likewise has experienced continued growth in its Latino student population, the largest single ethnic group, and is proud to be a Hispanic-Serving Institution.

El Camino College provides comprehensive educational opportunities, serving career-oriented, vocational and transfer students. ECC offers hundreds of programs and numerous majors across eight academic divisions along with abundant opportunities for student involvement. ECC is among the top California transfer colleges.

The College has experienced modest enrollment declines in recent years, found mostly among the working adult population, while the traditional college-age population continues to increase. In response, ECC embarked on a new enrollment management plan to focus efforts on improving access to college for all segments of the population. One approach has been to improve enrollment options for students by expanding online course offerings.

A recent survey of students gave high marks to El Camino College in the areas of instructional quality, library and computer services, and course content and variety. The most important issues raised by ECC students were predominantly in non-instructional areas such as parking convenience. Infrastructure improvements are under way on the campus with a new parking structure slated to break ground this year.

El Camino College showed continuing improvement on several of the accountability measures, especially persistence rate and pre-collegiate course success and improvement rates. These latter outcomes may be an early reflection of campus efforts to improve basic skills in English and math, partly by the use of innovative classroom techniques that is the focus of a recently-awarded US Department of Education Title V grant. The student progress and achievement rate, however, has surprisingly declined despite continuous improvement over the previous 3 years. The College will focus attention on this rate in the coming year to determine possible reasons for the decline.

Compared to peer institutions, El Camino College was above average on three of seven measures. These include persistence rate, basic skills course success, and ESL improvement rate. ECC performed lower than average on the student progress and achievement rate, percentage of students earning 30 units or more, and vocational course success; however, these rates have been climbing over the 3-year period of this report. The improvement rate in basic skills, an area of intense focus at the College, although slightly below average has increased healthily in the last year.

El Camino College is proud of its commitment to continuous improvement of instruction and services to ensure student academic success and personal enrichment. The gains shown in most of the accountability measures in this report reflect these efforts, especially in recent years. The College will maintain and strengthen its commitment to its diverse mission of helping traditional and adult students prepare for transfer and vocational, technical and other career training.

Chancellor's Office
California Community Colleges

Page 252

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

State of California
Page 48 of 53

Acadcemic Senate of El Camino College

ECC Outreach

Office of Outreach and School Relations

Robin Dreizler, Director of Outreach and School Relations
Julieta Ortiz, Student Services Specialist, High School Liaison

4 (5) Outreach Counselors with 50+ hours weekly **&** 1 Outreach Counselor (HTP) **&**
1 Non-certificated **&** 2 casual employees with an additional 50+ hours per week total

30 Outreach Ambassadors – current ECC students providing a variety of outreach support

Significant Contributors to Outreach

Michelle Arthur – Inglewood Center Director – (Adult Learner Outreach Plan)
Renee Dorn – ECC classes at our high schools – 30+ classes at 15+ schools
Connie Zandate, Karen Hess, Josephina Bedolla, CTE, WIT, Robotics Academy, MTEC, PLTW, Teacher Pipeline

CalWORKs/CARE, EOPS, Financial Aid, HTP, TEP, SRC

Business Training Center (BTC) – think mostly business agreements, but in recently there have been a series of programs and partnerships developed with local high schools, most recently the $386K CAHSEE Grant

Activities

Outreach personnel at 35 high schools
Annual Events – Senior Day, Space Science Day, Principal's Breakfast, High School Counselors Transfer Conference
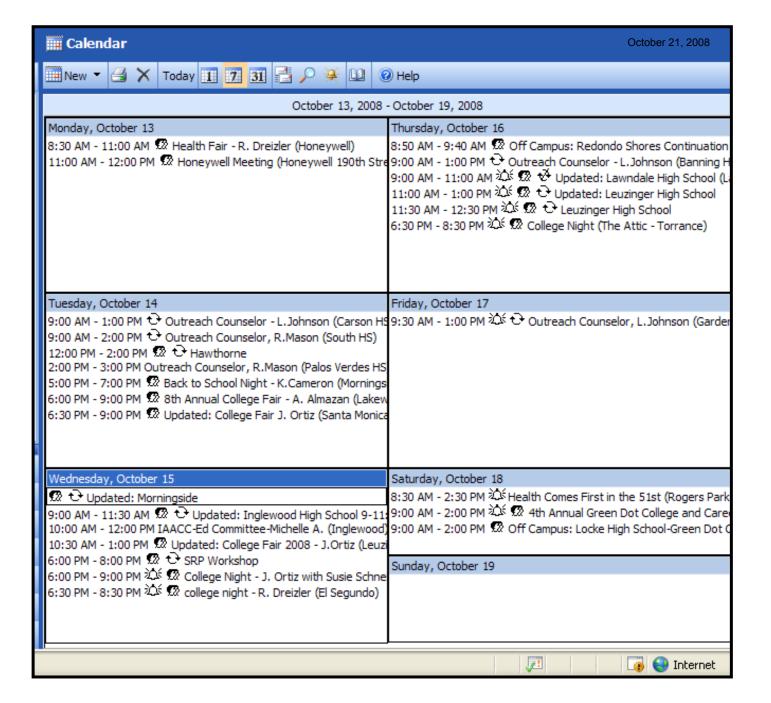Attached screenshot of Outreach Outlook calendar
       For access to Outreach Calendar – mail.elcamino.edu
       Username: OASR   Password: eccoutreach

Prospective student database (last year 20K+ prospects) – use in recruiting and SLOs
Adult Learner Outreach Plan – currently 10 implemented recommendations
       Academic Partners, Adult Learning Conference for HR Directors

New ▾ | 🖨 ✕ | Today | 1️⃣ 7️⃣ 31 | 🗐 🔍 ☀ | 📖 | ❓ Help

October 13, 2008 - October 19, 2008

Monday, October 13	Thursday, October 16
8:30 AM - 11:00 AM 📖 Health Fair - R. Dreizler (Honeywell) 11:00 AM - 12:00 PM 📖 Honeywell Meeting (Honeywell 190th Str	8:50 AM - 9:40 AM 📖 Off Campus: Redondo Shores Continuation 9:00 AM - 1:00 PM ↻ Outreach Counselor - L.Johnson (Banning H 9:00 AM - 11:00 AM ☼ 📖 ♻ Updated: Lawndale High School (L 11:00 AM - 1:00 PM ☼ 📖 ↻ Updated: Leuzinger High School 11:30 AM - 12:30 PM ☼ 📖 ↻ Leuzinger High School 6:30 PM - 8:30 PM ☼ 📖 College Night (The Attic - Torrance)

Tuesday, October 14	Friday, October 17
9:00 AM - 1:00 PM ↻ Outreach Counselor - L.Johnson (Carson HS 9:00 AM - 2:00 PM ↻ Outreach Counselor, R.Mason (South HS) 12:00 PM - 2:00 PM 📖 ↻ Hawthorne 2:00 PM - 3:00 PM Outreach Counselor, R.Mason (Palos Verdes HS 5:00 PM - 7:00 PM 📖 Back to School Night - K.Cameron (Mornings 6:00 PM - 9:00 PM 📖 8th Annual College Fair - A. Almazan (Lakew 6:30 PM - 9:00 PM 📖 Updated: College Fair J. Ortiz (Santa Monica	9:30 AM - 1:00 PM ☼ ↻ Outreach Counselor, L.Johnson (Garder

Wednesday, October 15	Saturday, October 18
📖 ↻ Updated: Morningside 9:00 AM - 11:30 AM 📖 ↻ Updated: Inglewood High School 9-11 10:00 AM - 12:00 PM IAACC-Ed Committee-Michelle A. (Inglewood) 10:30 AM - 1:00 PM 📖 Updated: College Fair 2008 - J.Ortiz (Leuzi 6:00 PM - 8:00 PM 📖 ↻ SRP Workshop 6:00 PM - 9:00 PM ☼ 📖 College Night - J. Ortiz with Susie Schne 6:30 PM - 8:30 PM ☼ 📖 college night - R. Dreizler (El Segundo)	8:30 AM - 2:30 PM ☼ Health Comes First in the 51st (Rogers Park 9:00 AM - 2:00 PM ☼ 📖 4th Annual Green Dot College and Care 9:00 AM - 2:00 PM 📖 Off Campus: Locke High School-Green Dot C
	Sunday, October 19

🗐 | 🖳 🌐 Internet

Program Discontinuance: A Faculty Perspective

http://www.asccc.org/Publications/Papers/Program_discontinuance.html

Abstract

Increased attention has been given to program discontinuance. Local senates have looked to the Academic Senate for California Community Colleges for direction. The purpose of this paper is to focus on the many issues of program discontinuance faced by local academic senates. The paper addresses the need to identify key factors for developing a fair, equitable, and faculty driven program discontinuance process.

The paper, developed by the Academic Senate Educational Policies Committee, reviews the current regulation and statute, role of local academic senates, effects on students, the need to balance the college curriculum, educational and budget planning issues, collective bargaining concerns, and considerations when developing a local model.

The paper concludes with a set of recommendations to local senates on the key factors for effective participation in the program discontinuance process and recommendations for regulation changes.

Title 5 § 51022 Instructional Program

The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in Section 78016 of the Education Code.

Ed. Code § 78016 Review of program; termination

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1) Meets a documented labor market demand

2) Does not represent unnecessary duplication of other manpower training programs in the area.

3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

The review process required by this section shall include the review and comments by the County Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body. The provisions of this section shall apply to each program commenced subsequent to July 28, 1983.

From The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice

http://www.asccc.org/Publications/Papers/Downloads/PDFs/CURRCOM.pdf

Discontinuation of Existing Programs

Districts should have an agreed-upon process for discontinuing programs on the basis of criteria established in the Education Code, §78016. In addition, the Chancellor's Office, as authorized in Title 5 §55130(d), may evaluate programs and determine that an educational program should no longer be offered. The *Curriculum Standards Handbook* does not yet address such criteria or processes, but guidelines are planned for the near future and will specify a key role for the curriculum committee.

Title 5, §55130(d)

An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. From time to time the Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the

Chancellor may terminate the approval and determine the effective date of termination.

Ed. Code, §78016 Review of program; termination

(a) Every vocational or occupational training program offered by a community college district shall be

reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor

market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c)The review process required by this section shall include the review and comments by the County

Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the

Unemployment Insurance Code, which review and comments shall occur prior to any decision by the

appropriate governing body.

(d) The provisions of this section shall apply to each program commenced subsequent to July 28, 1983.

http://www.asccc.org/Publications/Papers/Downloads/PDFs/CURRCOM.pdf