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	07/08
Annette Owens	07/08

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

Page

H. PUBLIC COMMENT
I. ADJOURN

Committees

NAME	CHAIR	DAY	TIME	ROOM
Senate				
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
September 16th, 2008

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

Behavioral & Social Sciences		Learning Resources Unit	
Brown, Maria	X	Striepe, Claudia	X
Widman, Lance	X	Robles, Vince (sharing)	X
Wynne, Michael	X	Ichinaga, Moon (sharing)	X

Business		Mathematical Sciences	
Halamka, Dagmar		Scott, Greg	
Saddiqui, Junaid		Glucksman, Marc	X
		Boerger, John	X
		Fry, Greg	X
Counseling		Yun, Paul	X
Beley, Kate			
Gallucci, Linda	X	Natural Sciences	
Jackson, Brenda	X	Cowell, Chas	X
		Herzg, Chuck	X
Fine Arts		Palos, Teresa	X
Ahmadpour, Ali	X	Vakil, David	X
Davidson, Jason	X		
Wells, Chris	X	Adjunct Faculty	
Crossman, Mark		Kate McLaughlin	X
Berney, Daniel	X	Owens, Annette	

Health Sciences & Athletics		ECC CEC Members	
Hazell, Tom		Panski, Saul	X
Orton, Tory/Victoria (sharing)		Pratt, Estina	X
Stanbury, Corey		Smith, Darwin	
McGinley, Pat (sharing)	X	Evans, Jerome	
Moon, Mary (sharing)		Norton, Tom	

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

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

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young
Guests and/Other Officers: Jean Shankweiler(Deans Rep.), Quajuana Chapman, Arvid Spor (Accreditation), Joe Holliday, Blair Gibson, Howard Story (Distance Ed.), Elizabeth Shadish, Sara DiFiori

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

The third Academic Senate meeting of the Fall 2008 semester was called to order at 12:36pm.

Approval of last Minutes:
Some corrections to the minutes of September 2nd 2008 were requested. The minutes were accepted with corrections.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
PM announced that the Academic Senate will meet in the Alondra Room for the rest of the Semester. In Spring 2009, the Academic Senate may return to the West Lounge temporarily, or look for other temporary accommodation. The new Library wing was mentioned as a possibility for future meetings.
College Council met and discussed goals for 2008/09. PM recommended two goals to work toward, namely Academic Integrity and aiming to get the policies and procedures onto the web site.
Program Review. Plan Builder is being tweaked to accommodate Program Review.
State Senate
- Awards
  Exemplary Program Award. This year's focus is on innovative development programs for faculty. The call for nominations will be coming out on October 6, 2008, with applications due November 14, 2008.
  Hayward Award for Excellence in Education. This award honors individual faculty for their work in and out of the classroom. The call for nominations will be coming out on November 3, 2008, but the application is already available on the ASCCC website (www.asccc.org). Applications are due December 1, 2008. ECC usually nominates the winner of the ECC Distinguished Faculty Award for this award.
  Regina Stanback-Stroud Diversity Award. This award recognizes the contributions of an individual faculty member in the area of diversity. The call will go out on December 5, 2008, with applications due on February 2, 20089.
- **Faculty Seats on the Board of Governors.** Applicants would need to commit to two-day meetings, once every two months, where the Board makes policy decisions for the state. Applications have already been mailed and are also available on the ASCCC website. Applications are due on October 17, 2008, and all applicants must be available for interviews on December 5, 2008.
- **Disciplines List.** The Disciplines List is under review. The deadline to submit new proposals for this cycle is September 30, 2008. The Disciplines List determines who can teach which courses – like a minimum qualifications list. Fine Arts had an example in trying to find someone qualified to teach a hip- hop dance course.

Compton Education Center report - Saul Panski (SP)
SP reported on a Resolution of the Council for Restoration of the GED Preparation Program. SP noted that this was a popular program at Compton and asked Dr. Arce if El Camino College's position on opposing the restoration of the program has changed.

A Compton campus Accreditation Meeting has been scheduled for Wednesday, September 17, 2008. Dr. Spor and Dr. Dever will talk to Compton faculty about the upcoming Accreditation team visit and the Self study. SP noted that the Compton faculty felt unprepared for the visit.

Curriculum Committee report – Janet Young (JY)
The Curriculum Committee had their **first CCC meeting of the semester** last Tuesday. All of the Nursing courses are now through and JY offered congratulations to the Nursing departments from both campuses on this achievement.
The college has approved **CurricuNET**, a curriculum development system. There will be a formal presentation of the system next Tuesday. Forty three campuses are currently using CurricuNET and one advantage is that one can view course outlines from all of these campuses.
Cooperative Career Education/Title 5 Changes. ECC is revising course outlines to comply with the changes.
Stand Alone Course Review Training is held every year. Undergoing the training means the ECC Curriculum Committee can approve Stand Alone course outlines themselves instead of sending them on to the State. ECC is good for another year.
With a **Revision to Bylaws**, the Committee voted to include a counselor from Compton onto the Curriculum Committee as a voting member, and a Dean from Compton as an ex- officio member.
PM asked JY if she could include a list of courses passed by the Committee in future packets, and JY agreed to do so.
PM asked why the Curriculum Chair is not a VP of the Academic Senate. Mr. Marston replied that the Curriculum Committee is a sun- committee of the Academic Senate.

Educational Policies Committee report – Evelyn Uyemura (EU)
EU looked at which Board Policies are online and noted that several need updating and revision. One is the Field Trip policy, and this will come back to the Academic Senate.
BP 4220 is here today for a second reading, and also needs some revision.
The Committee is working on the Academic Honesty section of BP 5138, and the Committee is proposing to create a separate policy for this area, and moving it out of the general Discipline policy. The Committee feels this significant issue needs its own policy. A draft policy is in the packet on pg28-29 for discussion. The Committee will work with Administration on this.
The Committee will be meeting this Thursday and all are invited to attend.

Faculty Development – Dave Vakil (DV)
The Committee has been discussing Spring Flex Day. The focus will be on Basic Skills. The Committee noted three options:
- Keynote speaker: Hunter Boylan
- Keynote speaker: Kay Gregory
- ECC showcase of what's working
Also discussed was the Mentorship pilot-project feedback. The Committee hopes to bring the program to all faculty in Fall 2009.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)
LW had no updated minutes to share, but noted that the minutes would be in the next packet.
LW reported that the Deans' Council would be meeting this Thursday.
LW announced an upcoming CALSTRS workshop on campus to be held in BSS 106. Flex credit will be offered. The workshop is titled CALSTRS Fundamentals. Please RSVP to Linda (714) 466-8450 or www.calstrs.com/workshops. The workshop is being sponsored by the Federation of Teachers.

Legislative Action – Chris Wells (CW)
CW had no report.

UNFINISHED BUSINESS
Distance Education Class Load Policy
[pg 7-16 of packet]. This was the first reading of the Policy. Mr. Wells noted that last year concerns had been raised that teachers could only teach two classes online. It seems that there is no official policy regarding this issue. The issue was taken to the Distance Education Committee and the Policy on pg 6-17 is what they suggest. Mr. Howard Story of the Distance Education Committee was present. PM thought it was premature to call the document a Policy and thought it should go to the College Council for discussion first. The question was raised "What if everyone wanted to teach Distance Ed?" Dr. Nishime was of the opinion that this should be a contractual discussion. Pm said that he had run the matter by the Union and they were comfortable with the Senate discussing the matter. PM said the issue seemed to concern the manner of lesson content delivery, which was an academic matter. A question was raised about office hours, and it was suggested the terminology be changed to Student Contact hours. Mr. Story said that the DEAC supports the concept of faculty being able to teach more than 2 sections online, providing quality is maintained and the provisions of the contract are met. Mr. Ahmadapour feared a negative impact if there were no limits or restrictions. Mrs. Uyemura said that the policy does not require anyone to teach more that 2 sections, it was just there in case there was a desire to do so. It was noted that the Dean of any Division would Have the ultimate power, and that the Distance Education area was market driven. It was noted that this had been an unspoken policy carried over from Dr. Hata's time. Mr. Panski asked why this policy was needed. Mw. Wells replied that it was currently a practice, but enforced as though it were a policy, and needed to be formalized in writing. Mr. Berney noted that there was a big demand for online classes, and that we were turning away at least 2 sections worth of students in general education classes for lack of teachers. Distance Education is also limited by the number of sections they can fund. Mr. Vakil said that faculty teaching online should still be aware of their non- teaching job obligations, and it was pointed out that provision for this had been made in the policy, so that aspect was covered. Mr. Widman suggested replacing the word "more" with the word "multiple". PM will initiate the process and Senate will see this Policy again before voting.

NEW BUSINESS
CCC Bylaws
[pg 17-22 of packet] Two changes to the bylaws have been proposed. To add one full- time counselor as a voting member from the Compton campus to the CCC.
To add one Dean as an ex- officio, non- voting member from the Compton campus to the CCC. El Camino is working to help Compton get reaccredited, this move will help the Compton campus keep a hold on curriclum matters. The question was raised why the ECC dean rep was a voting position and the Compton Dean's rep not? The answer was that another vote from administration was not needed -the position was for observational purposes. There are already two voting positions from the Compton campus. This was the first reading. The second reading will take place at the next meeting. Mr. Panski noted that this move would be helpful when dealing with FCMAT.

BP & AP 4220 Standards of Scholarship
[pg 23-25 of packet]
These items are the remains of the former Board Policy 4220 after other sections have been relocated to other policies. The proposal contains mostly grading scales and credit hour allocations.

There was concern about how a credit unit is defined in the second paragraph. That paragraph refers to a unit consisting of "16 hours of class time and a minimum of 32 hours of student and preparation time ... [or] 48 hours of in-class work." It was suggested that the total hours should be 54, not 48, and that they should not be split in any specific way. Title 5 requires 48 hours or more, but El Camino currently opts for 54 hours per credit unit. After some discussion, Evelyn Uyemura said the Education Policies committee will likely rewrite this section and remove references to 16 & 32 hours, which were based on a 16-week semester.

A second concern was raised by Dr. Nishime. She said that according to CCLC (Community College League of California), board policies should be short. She showed an example that was one paragraph long. Dr. Nishime suggested most of the proposed draft should appear in the procedures rather than the policy. Doug Marston asked what the reporting requirements for procedures and also who was entitled to authorize changes to the procedures?

BP 4300 Field Trips and Excursions

[pg 26-27 of packet] Discussion about proposed usage of college vans.

In response to a Board of Trustees member's request, the college is considering changing its rules about under what circumstance the college vans can be used for trips. The deans examined the current proposal and made alterations. The altered policy was presented to ASO last week, and the results of those discussions were distributed to the senate in a handout. The boldface and strikethrough fonts signify changes suggested by deans to the original policy, and comments from ASO appear at the bottom of the page.

Speakers and their points follow:

- Joe Holliday, geology instructor, spoke to the senate and distributed a handout. One of his concerns is that public transportation is not a viable substitute for college vans because trips sometimes require vans to stop to have discussions with students. He also noted that bus drivers wouldn't work for multi-day trips, and would be cost prohibitive.
- Chuck Herzig, geology instructor, noted that if one teacher is driving full time on a long trip, it is very exhausting and limits a teacher's ability to perform as a teacher and driver.
- Blair Gibson, anthropology instructor, asked why the policy limits van usage to California. He also noted that the policy would allow vans to be driven to Eureka at the very northern border of California, but not to a much closer location in Arizona.
- Ali Ahmadpour, fine arts instructor, noted that our current van usage procedures are already more difficult than at other higher education institutions and the proposal would add further restrictions. He also asked why we need 2 months advance notice to use vans.
- Chris Wells, speech instructor, noted that our focus should be on what most benefits the students. Dr. Nishime responded that safety is also an important factor. Pete Marcoux noted that public transportation is not always safe, as evidenced by recent events.
- Sara DiFiori, geology instructor, noted that renting vans would exclude some events from taking place due to the high cost. Current trips taken with college vans were created to give urban students a rare opportunity to see natural phenomena not visible in an urban environment.
- Evelyn Uyemura noted that according to statements made earlier, Board Policies are supposed to be short. In this case, the Board is asking ECC to change procedures, and we are discussing procedures. This suggestion to alter procedures is inconsistent with Board Policies being short and broad.

Pete Marcoux urged interested parties to share their thoughts with the Board of Trustees during their meetings on the 3rd Mondays of each month.

PRESENTATIONS

SLOs (Lars Kjeseth and Jenny Simon)

The ALC (Assessment of Learning Committee) has set benchmarks and deadlines regarding the implementation of SLO cycles. Assessments & course-level SLOs should be done by December 2009 and program level SLOs written by Spring 2009 and assed by June 2010. There are also yearly deadlines for cycles that depend on the size of the program. A chart was presented with specifics. The ACCJC accrediting organization requires stage 3 implementation -- "well oiled SLO machine" with resources allocated based on SLO results -- by 2012. ECC's internal deadlines are one year earlier. Currently, according to our self assessment, ECC is generally at stage 2, i.e. work is proceeding. (Stage 1 is where information is disseminated.)

We also need to align course, program, and institution (core competency) level SLOs with each other.

David Vakil asked if SLOs are placed into Plan Builder for funding purposes. Arvid Spor replied yes, or they may be in Program Review.

Arvid Spor's presentation to the senate will be postponed to the next meeting.

The meeting adjourned at 2pm.

CS&DV/ecc2008

Marcoux, Peter

From: KAWAGUCHI_LESLEY [KAWAGUCHI_LESLEY@SMC.EDU]

Sent: Tuesday, September 23, 2008 2:39 PM

To: AREAC@LISTSERV.CCCNEXT.NET

Subject: Area C Greetings!

Everyone, welcome to the Fall 2008 Semester!

I know you've received lots of news from the Academic Senate for California Community Colleges, but I'd like to highlight some of the information and remind you of upcoming events in one message.

1. **AREA C MEETING:**   We will be meeting on Saturday, October 25, from 10 a.m. to 3:00 p.m. (though I will try to get done by 2:00), at **Compton Community Educational Center, El Camino College**, in their Student Lounge. Compton is located at 1111 E. Artesia Boulevard, Compton, and is easily reached right off the 91 Freeway. Parking passes will not be needed, but I will be sending information on where to park when I receive it.

2. **FALL PLENARY SESSION:** This year's theme is "Celebrating Participatory Governance: Twenty Years After AB 1725." Plenary will be held at the Los Angeles Westin Bonaventure, 404 South Figueroa Street, Los Angeles, CA 90071, (http://www.starwoodhotels.com/westin) November 6th-8th. **Room availability guarantee expires October 15th.** Be forewarned that parking in Downtown LA will be very expensive. You might consider using public transportation. To register for plenary and to see a draft of the program, go to http://www.asccc.org/Events/sessions/fall2008/welcome.htm .

        A new addition to this year's plenary will be two breakouts on Thursday, November 6th, specifically for your local senate's support staff. There will be a reduced registration rate of $100 for the entire day, or $250 for the entire session (hotel, travel, and other expenses are **not** included) for those staff members attending.

3. **BASIC SKILLS INITIATIVE:** We are now in Phase III of the BSI, with several regional and statewide meetings scheduled for this fall. For more information, please go to http://www.cccbsi.org/regional-meetings .

        BASIC SKILLS COORDINATORS: Two-day regional meeting
                October 16-17 at Canada College in Redwood City
                November 13-14 at North Orange County CCD/Noncredit, 1830 W. Romney Drive, Anaheim, CA
                Register at http://www.iceberrg.com/Public/ViewForm.aspx?formID=17947 .

        BSI INNOVATION INCUBATION: INTEGRATING INSTRUCTION AND SUPPORT SERVICES: Two-day statewide meeting
                November 21-22, at Kellogg West Conference Center and Lodge, CSU Pomona
                First day is counseling faculty only; second day, other faculty
                Register at http://www.iceberrg.com/Public/ViewForm.aspx?formID=17948 .

     THEORY AND PRACTICE (CTE): Two-day regional meeting
                October 10-11, at the Pasadena Hilton, 168 South Los Robles Avenue, Pasadena, CA
                November 20-21, San Jose Marriott
                Register at http://www.iceberrg.com/Public/ViewForm.aspx?formID=17950 .

        BASIC SKILLS FACULTY: From Here to There: Plotting a Path through the Basic Skills Curriculum and Creating an Accurate Picture of Student Success in Basic Skills -- Statewide meeting
                 October 16-17, at the Doubletree Anaheim/Orange County (100 The City Drive, Orange, CA)
                 Register at http://www.iceberrg.com/Public/ViewForm.aspx?formID=17951 .

4. **COURSE IDENTIFICATION NUMBER SYSTEM:** (http://www.c-id.net/) With the end of CAN, faculty from the UCs, CSUs, and CCCs have been working to provide course descriptors and a supranumber system for General Education courses that are commonly articulated between the CCCs and California transfer institutions. In October, faculty from English (creative writing), geology, psychology, sociology, and theatre/drama will be

9/24/2008

October 7, 2008

meeting. If you are interested in participating, please contact the C-ID Faculty Coordinator, Michelle Pilati at mpilati@riohondo.edu .

5. **STATEWIDE CAREER PATHWAYS: CREATING SCHOOL TO COLLEGE ARTICULATION (**http://www.statewidepathways.org/**)** This project is designed to increase student awareness of career technical education (CTE) opportunities and to facilitate the establishment of articulation agreements between the CCCs and both schools and ROCPs. Faculty from the CTE areas are needed to develop descriptors for courses (to help facilitate the development of articulation agreements) and are encouraged to establish the articulation agreements and to post them on the project's website. CTE faculty and counselors are urged to visit the website for more information and to forward any questions to faculty coordinator Michelle Pilati (mpilati@riohondo.edu)

6. **NEW ASCCC PAPERS:** Several new papers that were adopted last Spring are available at the ASCCC website and will be available at the fall plenary session.

> Minimum Qualifications for Faculty and Administrators in the California Community Colleges – 2008
> The Course Outline of Record: A Curriculum Reference Guide
> Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates
> Promoting Thoughtful Faculty Conversations about Grade Distributions
> Sabbaticals: Effective Practices for Proposals, Implementation and Follow-Up

7. **AWARDS:**

> **Exemplary Program Award** -- The call for nominations will go out on October 6 and applications are **due November 14.** The theme will be on the application.
> **Hayward Award for "Excellence in Education"** – The call for nominations will go out on November 3 and applications are **due December 1**.
> **Regina Stanback-Stroud Diversity Award** – The call for nominations will go out December 5 and applications are due **February 2, 2009.**

8. **LOCAL SENATES VISITS:** Michelle Pilati, members of the Relations with Local Senates Committee, and I will be contacting some of you to see if you're interested in a visit from us. These visits are our opportunity to listen to you and see how we can better meet your needs. And if any of you would like a visit, please feel free to contact me at kawaguchi_lesley@smc.edu .

9. **UPCOMING EVENTS:** As if your calendars are not already filled, here are some future events to pencil in.

> **Accreditation Institute**   January 23-25, 2009 (Registration deadline is Dec. 19)   Hayes Mansion, San Jose
> **Counseling/Library Institute**   February 20-22, 2009 (Registration deadline is Jan. 23)   San Jose Marriott
> **Vocational Leadership**   March 12-14, 2009 (Registration deadline is Feb. 9)   Sheraton Universal, Universal City
> **Area Meeting**   March 28, 2009   <u>**Any volunteers?**</u>
> **Spring Plenary Session**   April 16-18, 2009   SFO Westin
> **Leadership Institute**   June 18-20, 2009 (Registration deadline is May 18)   Granlibbaken, Lake Tahoe
> **Curriculum Institute**   July 9-11, 2009 (Registration deadline is June 8)   Sheraton Park Resort, Anaheim

I realize this is more than enough. I look forward to seeing all of you at Compton. If you have any questions or concerns, please feel free to contact me.

Have a great semester!

As always,

Lesley Kawaguchi
ASCCC, Area C Representative

9/24/2008

October 7, 2008

Accreditation and SLO Committee, Chair
Department of History
Santa Monica College
(310) 434-4516
kawaguchi_lesley@smc.edu

9/24/2008

DRAFT
EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 15, 2008

Present: Sean Donnell, Thomas Fallo, Ann Garten, Jo Ann Higdon, Megan Mc Lean, Pete Marcoux, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, and Arvid Spor.

1. Accreditation – President Fallo and Francisco met with Don Avril who is the chair of our Accreditation visit team. We will distribute listing of committee members when bios are received. The Accreditation team schedule will also be distributed once it is finalized.

   President Fallo invited College Council members to attend a "meet and greet" dinner with the Accreditation team members on Monday, October 6th from 6:45 to 8:30 p.m. The dinner will be here on campus. The Compton Provost and Chief Business Officer will be included in this dinner.

   Many colleges are on notice from the Accrediting Commission for Student Learning Outcomes (SLOs).

2. Next week we will continue the goal and evaluation discussion.

3. Jeanie will provide College Council with the information on the discussions about college vans.

Agenda for the September 22, 2008 Meeting:
1. Minutes of September 15, 2008
2. Political Activity on Campus
3. Use of College Vans
4. College Council Evaluation & Goals

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 22, 2008

Present: Sean Donnell, Thomas Fallo, Ann Garten, Jo Ann Higdon, Pete Marcoux, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Luukia Smith, and Arvid Spor.

1. College Council members are to let Susan know if they will be attending the October 8th dinner with the Accreditation team.
2. College Council Goals
   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. It was noted that College Council is a communication body. College Council does make recommendations at times. One goal is for this to be a clearing house. There was a suggestion to put out a newsletter each week. There was discussion in the past of having a College Council newsletter. There was a suggestion to notify people when committee minutes were posted.
   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. Board Policies are on the website and Administrative Procedures are on the Portal. It was suggested that academic procedures should be available for students on the website.
   f. Incorporate the spirit of Accreditation in every day college operations.
   g. Academic integrity as a team. College Council members will review Pete's website for further information and discussion.
   h. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.
3. Political Activity on Campus. Barbara presented her draft memo for review. College Council members will give Barbara their editorial suggestions.

Agenda for the September 29, 2008 Meeting:
1. Minutes of September 22, 2008
2. Use of College Vans
3. College Council Evaluation & Goals

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 8, 2008

Present: Janice Ely, Megan Mc Lean, Pete Marcoux, Leo Middleton, Jeanie Nishime, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, and Nina Velasquez.

1. College Council Goals 2008-2009 – We reviewed last year's goals to see if we wanted to keep them or delete them. The results are as follows:
    a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. It was reported that this is a work in progress. We will keep this goal.
    b. Resolve how to get information out and responses back to College Council (process). It was stated that being informed is an individual responsibility. There was a suggestion that every semester each person looks at their website and ensures everything is current. Then they can send out an e-mail to campus saying that minutes are available. Arvid is trying to get on top of that for Accreditation. This goal will be kept on but wording is changed to: "Each member of College Council report back from their constituent groups on the first Monday of the month. Additionally, each member will verify currency of their information on the website. "
    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. This goal will be kept.
    d. Build a sense of (campus) community. This goal will be kept but the wording will change to: "Continue to build a sense of (campus) community."
    e. Increase awareness on campus of College Council function. This goal will not be kept.
    f. Complete seven policies. This goal will be kept. Vice Presidents will report on where we are on policies.
    g. Incorporate the spirit of Accreditation in every day college operations. This goal will be kept.

2. Next week we will talk about any goals that should be added to the list.
3. College Council will continue to meet at 1:30 p.m.
4. Team Reports
    a. Arvid – Accreditation visit is October 6-9th. Arvid is meeting with Satish and Wagstaff to fine tune Plan Builder to make it more user friendly.
    b. Pete – There is discussion about developing an academic integrity policy. This would also include faculty. There has been discussion about having department chairs or faculty chairs helping with SLO assessment. There is

a need for an administrative faculty position. PBC will have to be involved in these discussions.

c. Gary – Parking is improved – we are able to accommodate the majority of people. The Galleria parking is underutilized. The police are still investigating the battery that occurred on Friday. The police are concerned about the theft/robberies of student phones.

d. Leo – There is a Sexual Harassment Awareness training scheduled for managers and supervisors.

e. Megan – There will be a "Meet & Greet" on September 17th in the Executive and Senate offices. They will go over separate committees and assign representatives to them. The Student Senate meets on Thursday, September 18th at 1:00 p.m. in the Stadium room. Dr. Nishime will be on the agenda to discuss the field trip and excursion policy.

f. Jeanie – The changes to the field trip and excursion policy will be brought to College Council in a couple of weeks.

Agenda for the September 15, 2008 Meeting:
1. Minutes of September 8, 2008
2. College Council Evaluation & Goals

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs
September 25, 2008

TO: Faculty Position Identification Committee (Deans and Faculty Representatives)
                Behavioral and Social Sciences
                Business
                Counseling
                Fine Arts
                Health Sciences and Athletics
                Humanities
                Industry and Technology
                Learning Resources
                Mathematical Sciences
                Natural Sciences

FROM: Francisco M. Arce, Vice President/Academic Affairs
                Peter M. Marcoux, President/Academic Senate

RE: Schedule of Meetings

In order to prioritize our recommendations prior to the end of the Fall semester, we have agreed on the following timelines:

1. Tuesday, November 4, 4:00 p.m.: 30 copies of position requests and supporting documentation due to VP/AA

2. Thursday, November 6, 8 am: Copies of division requests and ground rules available for pick up in office of the VP/AA

3. Thursday, November 13, 12:30-3:30 pm: Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: Lib 202

4. Tuesday, November 18, 2:00 pm: Final meeting to review priority list. Location: Alondra Room

Each division will have two votes (one faculty member, one dean). The votes will be tallied by Ms. Perez and a faculty representative.

pc: President Fallo
       Ms. Perez

September 17, 2008
Volume 1 Issue 1

ECC Basic Skills E-Mail Newsletter

Why is the California Basic Skills Initiative So Important?

"Helping All of our Students Succeed"

"Realizing one's own real essence is the ultimate expression of enlightenment."
--Hui-Neng

Because 70% or more of the students entering ECC are under-prepared for the demands of college and vocational programs, the entire college must address the needs of our basic skills students in areas of assessment; orientation to college; counseling; financial aid; reading, writing, and math skills; academic support; and access to the services provided by the Library & the LRC; and the SRC.

This premier issue of the *ECC Basic Skills Newsletter* provides a brief history of ECC's continued dedication to issues of basic skills and the innovative ways we have addressed each of the following four categories.

All of the Basic Skills projects at ECC reflect the long-term goals for ESL/Basic Skills, mandated by the California State Community College Chancellor's Office:

A. Organizational & Administrative Practices
B. Program Components
C. Faculty & Staff Development
D. Instructional Practices

A History of Dedication to Basic Skills Students

The faculty and administration at ECC have long held a deep commitment to its basic skills students—even before the creation of the California Basic Skills Initiative. In 2002, a group of Humanities Division faculty came together to discuss relevant issues regarding reading and writing students, especially those who were continually unsuccessful in the lowest level reading course (English R at the time; currently English 80). Along with English and Reading faculty, this group slowly expanded to include dedicated and concerned faculty and staff from the following departments: Math, ESL, the Special Resource Center, Human Development, Academic Strategies, Institutional Research, Counseling, the Grants Office, and the Library & Learning Resource Center. This group slowly evolved into the Pre-Baccalaureate Task Force, now referred to as the **Basic Skills Task Force (BSTF).**

A. Organizational and Administrative Practices

1. **The BSTF** created its own mission to match the college's mission. The committee recognized and embraced the need for change both in the classroom and at the institutional level by supporting the college's under-prepared students. The BSTF's mission statement is to "assist ECC's under-prepared students by providing a coordinated, detailed, and institutional response to

The ECC Writing Center: helping all ECC students

"The great aim of education is not knowledge but action."

Herbert Spencer

their academic and social needs." The Task Force recognizes and embraces the need for change both in the classroom and at the institutional level by supporting the college's under-prepared students

2. Pre-Algebra courses have been linked with Human Development courses to create additional **Learning Communities**. These links provide a cohort

model for our basic skills math students.

3. Basic reading and writing courses are linked with Human Development and Academic Strategies to create additional **Learning Communities** within the cohort model.

4. Ten ECC faculty members campus-wide have been working on a project for basic skills students to be presented at Spring Flex Day, 2009 through **The California Benchmarking Project (CBP)—**a collaborative alliance of community colleges, four-year institutions and USC's Center for Urban Education (CUE) to demonstrate, develop, and disseminate equity-based self-assessment processes. ECC was invited to participate as a Liaison institution and has been actively involved in the CBP since March, 2008.

Practices--Continued

5. ECC has been developing a cadre of basic skills education experts/leaders through participation in the Kellogg Institute **as well as attendance at other Basic Skills workshops and conferences.**

6. Basic skills funding has enabled the college to establish and support two key positions—**The Basic Skills Math Coordinator, Trudy Meyer, and the**

Basic Skills English Coordinator, Suzanne Gates.

7. **Writing Center tutorials** have expanded for all ECC students, both at the Writing Center and in the basic skills writing classrooms.

B. Program Components

1. During spring 2008, counseling support was provided to students from six sections of Math 12 to help students create an educational plan; follow up with counseling appointments; and enroll in courses before continuing registration

began. **The pilot program** will expand this semester to include additional math sections. Also, English classes have been added to this model.

2. **Specialized counseling for ESL students** has expanded

to assist students with testing, application, and course placement.
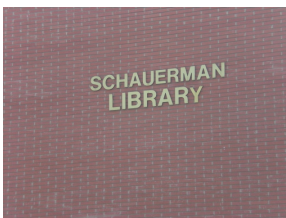
(Program Components—Continued)

3. **The ECC Math Academy Pilot (summer 2008)** included 24 new students entering the First Year Experience Program. Students worked with one math instructor, one Human Development instructor, and three tutors. The main goal of the academy was to provide students with the study skills necessary to succeed in their college mathematics courses while providing them with review of mathematical concepts involving fractions and integers.

C.   Faculty and Staff Development

1. Basic Skills math faculty participated in five **professional development workshops.**
2. Basic Skills Writing faculty participated in six **professional development workshops,** *Teaching Reading for Writing Instructors,* given by basic skills reading faculty.
3. Through the Teacher Education Program (TEP), basic skills reading faculty have engaged in **research leading to reading program enhancement.**
4. **Increased tutor training** has been given to the **additional basic skills writing tutors** who work in writing and ESL classrooms and in the Writing Center.

D.   Instructional Practices

1. **New and updated instructional materials** for basic math and reading instructors are currently used in the classroom.
2. *Total Reader (TR)* has been implemented in most reading sections to improve the development of reading skills for basic reading students. *TR* is an online learning resource that provides an initial assessment of a student's reading ability. It is a research-based assessment method which provides norm-referenced reading levels in Lexiles. (The numeric value of a Lexile measures the point at which the student comprehends 75% of the material read. The average U.S. high school graduate reads at about 1150L). **Extensive faculty training** on *TR* has also been funded.
3. The college has **expanded supervised tutorials** linking academic support through multiple sections of **English 100, Math 100, and Academic Strategies 100.**

SCHAUERMAN LIBRARY

"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes."
--Marcel Proust

A Fountain of Knowledge
For Our Students

Contact Information: Our next newsletter will highlight some of the amazing programs introduced above. Please contact **Dr. Barbara Jaffe, Associate Dean of Academic Affairs**, with any questions, coments, and/or submissions for the next *ECC Basic Skills Newsletter*: (Adm 116; 310-660-3928; BJaffe@elcamino.edu).

COLLEGE CURRICULUM COMMITTEE BYLAWS

1. CCC STRUCTURE

1.1   Voting Representatives
Voting Representatives shall be one full-time faculty member from each academic division, one full-time faculty counselor, one full-time faculty librarian, one full-time faculty member from the Compton Community Education Center, and one full-time faculty counselor from the Compton Community Educational Center. The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

1.2   Term of Faculty Representatives
The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

1.3   Election of Faculty Representatives
The election process shall be initiated in each Academic Division, the Counseling Division, the Library, and the Compton Community Education Center in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

   1.3.1   Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

   1.3.2   Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

1.4   Vice President of Academic Affairs Representative
If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

1.5   Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

   1.5.1   Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

   1.5.2   Should the Council of Deans and Directors CCC representative be required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

1.6 Ex-Officio Representatives
    The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Chair-Elect (when not serving as a division representative)
3. Curriculum Advisor
4. Dean, Compton Community Educational Center – Academic Affairs
5. Director of Workforce and Community Education
6. Immediate Past Chair (when not serving as a division representative) shall serve for one year following completion of his or her term as CCC Chair
7. Matriculation Officer
8. Member of the Associated Students (selected by President of Associated Students Organization)
9. Member of the Associated Students, Compton Community Educational Center (selected by President of Associated Student Body)
10. Student Services Advisor, Evaluations Unit

1.7 Responsibilities of All Representatives
    These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

2. CCC CHAIR

2.1 Term of Office for CCC Chair
    The term of office is two years.

2.2 Qualifications of CCC Chair
    A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or present Chair or immediate past Chair.

2.3 Election of CCC Chair

    2.3.1 Election Process
        The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.
        The Election Committee will consist of two voting CCC members.

2.3.2 Election Timeline
  2.3.2.1 Regular Election: The election will occur no later than the 12th week of the spring semester during the seated Chair's first year of office.

  2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

2.3.3 Chair Elect
  2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

  2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

2.3.4 Chair Pro Tempore
  A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

2.4 Appointment of CCC Chair
In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

2.5 Duties of CCC Chair
The Chair shall:
  1. Preside at CCC meetings
  2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
  3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
  4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
  5. Attend the State Academic Senate meetings and appropriate breakout sessions
  6. Attend curriculum workshops at the local, regional, and state levels
  7. Participate in developing the annual curriculum calendar

8.   Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate

9.   Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives

10.   Consult with the CCC prior to seeking action from non-CCC bodies

11.   Share with the CCC copies of all written communication in a timely manner

12.   Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

2.6   Reassigned Time for CCC Chair
The reassigned time for the CCC Chair shall be no less than 30%.

3. OPERATIONAL PROCEDURES

3.1   Quorum for Meetings
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.

3.2   Attendance Requirements
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.

3.3   Meeting Times
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

4.1   CCC Division Representative
The Division's/Compton Community Education Center's CCC Representative serves as a liaison and resource person for the Division/Compton Community Education Center faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals.

4.2   CCC Librarian Representative
The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) COMPOSITION AND RESPONSIBILITIES

5.1   Division Dean
The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.

5.2   CCC Division Representative
The Division's CCC representative serves as a liaison and resource person for the division.

5.3   Division Representatives
Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.

5.4   Division Counselor
The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

5.5   Clerical Support
A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC, clean, error-free proposals prepared on proper forms.

5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE PROCEDURES

6.1 DCC Meetings
At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.

6.2 In-Service Training
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.

6.3 Curriculum Review
DCC members will review curriculum in accordance with the Curriculum Handbook for El Camino College, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

7. REVIEW OF CURRICULUM DECISIONS

7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

8. OTHER CONSIDERATIONS

8.1 CCC Subcommittees
The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98
Revised/Approved by Academic Senate: 1-26-99
Revised/Approved by Academic Senate: 9-14-99
Revised/Approved by Academic Senate: 9-25-01
Revised/Approved by Academic Senate: 3-25-03
Revised/Approved by Academic Senate: 9-23-03
Revised/Approved by Academic Senate: 11-15-05
Revised/Approved by Academic Senate: 9-19-06

EL CAMINO COLLEGE
MNUTES OF THE COLLEGE CURRICULUM COMMITTEE
SEPTEMBER 9, 2008

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

Ex-Officio Members Present: Q. Chapman, D. Charles, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, M. Hall, R. Smith

Also Present: M. Cavalier, I. Drew, M. Gross, J. Harmon, B. Jaffe, K. Key, W. Morris,
  M. Odanaka, Y. Ouwerkerk, S. Rodriguez

CALL TO ORDER
Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m. and extended a warm welcome.

CHAIR'S REPORT
Chair Young then asked everyone in attendance to introduce themselves. She also acknowledged our new student representative, Ms. Deyja Charles.

FALL 2008 and SPRING 2009 CCC TIMELINES
- Chair Young stated that today's packet included the Curriculum Review Timelines for the Fall 2008 and Spring 2009 semesters.
- Chair Young briefly explained the timeline format and proposal deadlines.
- She also explained the curriculum review process for 1) proposals requested by Chair, 2) extenuating circumstances proposals, and 3) Distance Education proposals.
- She reminded the committee that the General Studies major will be reviewed again by the CCC in order to address local concerns and recommendations from the System Office.
- Chair Young confirmed that the spring semester is reserved for review of existing courses and programs. New course proposals will not be entertained.

CURRICULUM REVIEW
Behavioral and Social Sciences Proposals
- Chair Young relinquished the chair to Chair Elect, L. Kjeseth in order to present proposals on behalf of G. Miranda.
- Chair Young took the podium and explained where changes were made to the Transfer Studies Certificate.
- The previously approved certificate had a 60-unit requirement, which was an error.
- The College will have two distinct Transfer Studies certificates, one with a 39-unit requirement (CSU General Education Breadth) and the other a 34-unit requirement (IGETC).

- L. Kjeseth called for a motion to approve the proposals. M. Lipe moved, C. Somin seconded, and the motion carried.

Humanities Proposal
- Chair Young invited C. Somin to the podium to present a proposal for English 40A on behalf of T. Lew.
- The proposal was submitted for a catalog description change and it was noted that several words in the description will be with lowercase letters instead of uppercase.
- Chair Young asked for a motion to approve the proposal. V. Rapp moved, A. Himsel seconded, and the motion carried.

Health Science and Athletics Proposals
- On behalf of I. Drew, M. Gross, faculty member from the Nursing department took the podium to present new course proposals for Nursing 128, 129, 130, 131, 132, and 133.
- M. Gross distributed an errata sheet and discussed each section where changes were made to the proposals and/or course outlines.
- In addition to the errata sheet, M. Gross provided course objectives for Nursing 129 as they were inadvertently omitted from the curriculum review packets.
- Nursing 128 – revisions were made to section 1.6 on the course proposal and sections I, II, and VIII on the course outline.
- Nursing 129 – revisions were made to section 1.6 on the course proposal and sections I, II, and VIII on the course outline.
- Nursing 130 - revisions were made to section 1.6 on the course proposal and sections II, V.B2, and VIII on the course outline. M. Gross fielded a question from the Committee on section VIII and accepted the recommendation.
- Nursing 132 – revisions were made to sections 1.4.8 and 1.6 on the course proposal. Additionally, changes were made to sections V.A. and VIII on the course outline.
  M. Gross fielded another question from the Committee on section VIII and accepted the recommendation.
- Nursing 133 – revisions were made to section 1.6 on the course proposal. Changes were also made to sections I, and II on the course outline.
- The Committee raised questions about the enrollment limitation on each course. M. Gross confirmed that "Admission to the Vocational Nursing Program" is an enrollment limitation.
- Chair Young informed the Committee that the Nursing faculty are working diligently on the proposals for Vocational Nursing major and certificate. The Committee will be reviewing those two proposals this fall.
- M. Gross acknowledged and thanked M. Cavalier, Consultant, for her hard work on the courses presented to the Committee.
- Chair Young asked for a motion to approve the proposals. M. Lipe moved, V. Lloyd seconded and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment (Nursing 128-133). M. Lipe moved, V. Lloyd seconded and the motion carried.
- Chair Young asked for a motion to approve Nursing 128, Nursing 129, Nursing 130, Nursing 131, Nursing 132, and Nursing 133 as Stand-Alone courses. L. Kjeseth moved, M. Lipe seconded, and the motion carried.

Industry and Technology Proposals
- Chair Young informed the Committee that three proposals in their curriculum review packet will not be presented today.
- The Committee was asked to bring their proposals for Computer Aided Design/Drafting 26abcd, Computer Aided Design/Drafting 27abcd, and Computer Aided Design/Drafting 28abcd to the October 14, 2008 meeting.
- S. Rodriguez took the podium to present proposals for the Engineering Technology A.S. degree and Certificate of Achievement.
- S. Rodriguez explained the course requirements revisions. Machine Tool Technology 13A is an inactive course. The course has been replaced with Machine Tool Technology 101abcd.
- Chair Young asked for a motion to approve the proposals. R. Hughes moved, V. Rapp seconded, and the motion carried.

PROPOSALS REVIEWED BY F.ARCE AND CHAIR YOUNG
- In today's packets were recommendations to approve the following actions.
  Inactivations –Transfer Studies Certificate, English as a Second Language 44, English as a Second Language 45, and German 24
  Catalog Description Revision – Art 100
  Distance education Updates – Business 52A, Business 52B, Business 56abcd, Business 57abcd, and Speech Communication 14
- Chair Young discussed the recommendations.
- Chair Young then asked for a motion to approve the recommended actions. V. Rapp moved, C. Somin seconded, and the motion carried.

BYLAWS
- Also included in today's packet was a draft recommending changes to the CCC Bylaws.
- The Committee discussed adding a counselor and a dean from Compton Center.
- It was recommended that the counselor (full-time faculty) be a Voting Representative and the dean an Ex-Officio Representative.
- Chair Young gave the Committee an opportunity to express opinions regarding the recommendations. She also advised the Committee that the recommendations will be presented to Academic Senate for approval.
- Chair Young called for a motion to approve that one dean from Compton Community Educational Center be a member on the CCC. S. Panski moved, C. Somin seconded, and the motion carried.
- Chair Young called for a motion to approve that one full-time counselor from Compton Community Educational Center be a member on the CCC. S. Panski moved, V. Lloyd seconded, and the motion carried.
- Should the recommendations be approved, the Compton members will serve term lengths already established in the CCC Bylaws for Voting and Ex-Officio representatives.

STAND-ALONE TRANING
- Chair Young directed the Committee's attention to today's packet, which included Stand-Alone Training materials provided by the System Office.
- Stand-Alone was conducted by Chair Young and Chair Elect Kjeseth.

ANNOUNCEMENTS
Chair Young asked K. Key, Counselor, the address the Committee.
- K. Key, also a former member of the A.A./A.S. degree task force, expressed his concerns with the College's A.S. degree.
- Problems with students in certain majors and/or high unit majors are affected, specifically by requirements in Area 2 of the degree pattern.
- Chair Young will make arrangements to meet with K. Key and develop a plan to address A.S. degree requirements.

Chair Young called for a motion to adjourn the meeting. C. Somin moved, V. Rapp seconded, and the motion carried. The meeting was adjourned at 4:00 p.m.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE

Proposed Curriculum Changes
September 9, 2008

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE CERTIFICATE OF ACHIEVEMENT

1. Transfer Studies

NEW CERTIFICATE OF ACHIEVEMENT

1. Transfer Studies: CSU General Education Breadth
   A certificate of achievement will be granted to students who complete a minimum of 39
   units from category A through E of the CSU general education requirements.

   Note: To receive full certification of the CSU general education pattern, a grade of C or
          better is required in areas A and B4. Certification means that El Camino College
          students have completed the lower division general education requirements for the
          CSU. Students must request certification at the Records window.
   Note: Completion of CSU General Education Breadth requirements alone is not enough to
          make students eligible for admission to a CSU. Please consult with a counselor for
          details on completing transfer admission requirements.
   Total Units: 39

2. Transfer Studies: Intersegmental General Education Transfer Curriculum (IGETC)
   A certificate of achievement will be granted to students who complete a minimum of 34
   units to fulfill the IGETC pattern requirements.

   Note: To receive full certification of the IGETC pattern, a grade of C or better is required
          in each course. Certification means that El Camino College has verified that
          students have completed the lower division general education requirements for
          IGETC. Students must request certification at the Records window.
   Note: Completion of the IGETC requirements alone is not enough to make students
          eligible for admission to a CSU or UC. Please consult with a counselor for details
          for completing transfer admission requirements.
   Total Units: 34

BUSINESS DIVISION

DISTANCE EDUCATION COURSE VERSION UPDATES

1. Business 52A – Microsoft Word Applications I (Online)

2. Business 52B – Microsoft Word Applications II (Online)

3. Business 56abcd – Microsoft Word Certification Preparation (Online)

4. Business 57abcd – PowerPoint Certification Preparation (Online)

FINE ARTS DIVISION

CHANGE IN CATALOG DESCRIPTION

1. Art 100 – Supervised Tutoring: Studio Art
   Current Status/Proposed Change
   This course provides tutoring related to specialized equipment and skills specific to studio art. Students benefit from access to laboratory facilities beyond regular class time in courses such as design, digital arts, sculpture, ceramics, jewelry/metalsmithing, printmaking, painting, and photography. Through supervised tutorials, students will complete required studio assignments employing technical skills and concepts presented in the corequisite course.
   Note: This course is repeatable. and Note: This is an open for enrollment course. Students may enroll at registration or and at any time during the semester.

   Recommendation:
   This course provides tutoring related to specialized equipment and skills specific to studio art. Students benefit from access to laboratory facilities beyond regular class time in courses such as design, digital arts, sculpture, ceramics, jewelry/metalsmithing, printmaking, painting, and photography. Through supervised tutorials, students will complete required studio assignments employing technical skills and concepts presented in the corequisite course.
   Note: This course is repeatable and open for enrollment at registration and at any time during the semester.

DISTANCE EDUCATION COURSE VERSION UPDATE

1. Speech Communication 14 – Introduction to Intercultural Communication (Online)

HEALTH SCIENCE AND ATHLETICS

NEW COURSES

1. Nursing 128 – Maternal Infant Vocational Nursing
   Units: 2.5   Lecture: 1.5 hours   Lab: 3 hours   Faculty Load: 36.67%
   Prerequisite: Nursing 126 with a minimum grade of C
   Enrollment Limitation: admission to the Vocational Nursing Program
   Credit, degree applicable
   Grading method: Letter grade
   This course provides instruction and clinical practice in nursing care related to the normal developmental phases and most common problems of the childbearing family. Byrne and Thompson's theory of nursing and the nursing process serve as frameworks to analyze and plan for normal childbearing experiences.

2. Nursing 129 – The Childrearing Family for Vocational Nurses
   Units: 2.5   Lecture: 1.5 hours   Lab: 3 hours   Faculty Load: 36.67%
   Prerequisite: Nursing 126 with a minimum grade of C
   Enrollment Limitation: admission to the Vocational Nursing Program
   Credit, degree applicable
   Grading method: Letter grade
   This course provides instruction and clinical practice in nursing care related to the normal developmental phases and most common problems of the childrearing family. Byrne and Thompson's theory of nursing and the nursing process serve as frameworks to analyze and plan nursing promotion of normal childhood health and development. Clinical practice sites include ambulatory care clinics and community agencies.

3. Nursing 130 – Advanced Vocational Nursing I
   Units: 7   Lecture: 3.5 hours   Lab: 10.5 hours   Faculty Load: 128.35%
   Prerequisite: Nursing 129 with a minimum grade of C
   Enrollment Limitation: admission to the Vocational Nursing Program
   Credit, degree applicable
   Grading method: Letter grade
   This course provides instruction and clinical practice in advanced vocational nursing. Byrne and Thompson's basic human needs theory of nursing and the nursing process are integrated and applied to assist clients with problems associated with physical integrity needs, affiliative and sexual needs, mental health problems and other common related issues. Clinical practice sites include in-patient, out-patient, and community based health care agencies.

4. Nursing 131 – Professional Issues for Vocational Nurses
   Units: 1   Lecture: 1 hour   Faculty Load: 6.67%
   Prerequisite: Nursing 126 with a minimum grade of C
   Enrollment Limitation: admission to the Vocational Nursing Program
   Credit, degree applicable
   Grading method: Credit/No Credit

This course provides instruction in ethical and legal issues as well as regulatory and policy standards regarding the practice of vocational nursing in California. Career opportunities in nursing will be explored for employment as a Licensed Vocational Nurse.

5. Nursing 132 – Advanced Vocational Nursing II
    Units: 7   Lecture: 3.5 hours   Lab: 10.5 hours   Faculty Load: 128.35%
    Prerequisite: Nursing 130 with a minimum grade of C
    Enrollment Limitation: admission to the Vocational Nursing Program
    Credit, degree applicable
    Grading method: Letter grade
    This course provides instruction and clinical practice in leadership within the vocational nursing scope of practice. Content includes nursing theory and the leadership and management skills needed to care for groups of stable patients with complex health care needs. Practice sites include long-term care facilities, ambulatory care facilities, and other community health care agencies.

6. Nursing 133 – Transition to Licensed Vocational Nursing
    Units: 1   Lecture: 1 hour   Faculty Load: 6.67%
    Prerequisite: Nursing 131 with a minimum grade of C
    Enrollment Limitation: admission to the Vocational Nursing Program
    Credit, degree applicable
    Grading method: Credit/No Credit
    This course provides instruction and support for the student who will complete the program and transition into the Licensed Vocational Nurse role. Legal and practical aspects of obtaining a license in California will be studied. Issues of importance to the beginning nurse, such as supervision, delegation and management of nursing care will be emphasized.

HUMANITIES DIVISION

INACTIVATE COURSES

1. English as a Second Language 44 – Reading, Writing, Listening and Speaking I

2. English as a Second Language 45 – Reading, Writing, Listening and Speaking II

3. German 24 – Introduction to German Language and Culture

CHANGE IN CATALOG DESCRIPTION

1. English 40A – American Literature
    Current Status/Proposed Change
    This course surveys American literature from its beginnings through the Civil War,. ~~Coverage, which recognizes the contribution of women and of ethnic and other minorities to the national literature, includes~~ including material from several categories: the ~~N~~narratives of ~~N~~native ~~P~~peoples, the ~~L~~literature of ~~D~~discovery and ~~E~~exploration, ~~the Literature of European Settlement,~~ the ~~L~~literature of Pre-Revolutionary America, the ~~L~~literature of an ~~E~~emerging ~~N~~nation, and the literature of ~~Pre-Civil War~~ <u>Antebellum</u>

America. This course recognizes the contributions of women and minority writers to the national literature.

Recommendation:
This course surveys American literature from its beginnings through the Civil War, including material from several categories: the narratives of native peoples, the literature of discovery and exploration, the literature of Pre-Revolutionary America, the literature of an emerging nation, and the literature of Antebellum America. This course recognizes the contributions of women and minority writers to the national literature.

INDUSTRY AND TECHNOLOGY DIVISION

CHANGE IN MAJOR

1. Engineering Technology
    Current Status/Proposed Change
    At least 50% of the requirements for the major must be completed at El Camino College.
    Engineering Technician Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Machine Tool Technology ~~13A~~ 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75, Welding 15ab* (*one semester of)
    Total Units: 25-28

    Engineering Technology Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18, Machine Tool Technology ~~13A~~ 101abcd, Manufacturing Technology 70, 75
    Total Units: 30-33

    Recommendation:
    At least 50% of the requirements for the major must be completed at El Camino College.
    Engineering Technician Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75, Welding 15ab* (*one semester of)
    Total Units: 25-28

    Engineering Technology Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13,

Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75
Total Units: 30-33

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Engineering Technology
    Current Status/Proposed Change
    A Certificate of Achievement will be granted to students completing the requirements in either the Engineering Technician or Engineering Technology options. At least 50% of the courses for the Certificate of Achievement must be completed at El Camino College. Engineering Technician Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Machine Tool Technology ~~13A~~ 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75, Welding 15ab* (*one semester of)
    Total Units: 25-28

    Engineering Technology Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18, Machine Tool Technology ~~13A~~ 101abcd, Manufacturing Technology 70, 75
    Total Units: 30-33

    Recommendation:
    A Certificate of Achievement will be granted to students completing the requirements in either the Engineering Technician or Engineering Technology options. At least 50% of the courses for the Certificate of Achievement must be completed at El Camino College. Engineering Technician Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75, Welding 15ab* (*one semester of)
    Total Units: 25-28

    Engineering Technology Option (pending approval by the California Community Colleges System Office): Engineering Technology 10, 12, 14, 16, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75
    Total Units: 30-33

Education Policies Meeting
Sept 18, 2008

We discussed the definition of a semester unit of credit, looking at
our current practice and the requirements of Title 5. In the end, we
determined that although Ed. Code requires only a minimum of 48 per
semester credit hour, our course outlines of record are all based on 54
hours, and that's what we should stay with.

Also, we decided to include the details that Marc Glucksman wanted
added to I grades.

We are not willing at this point to put the policies for semester units
and grades into Administrative Procedures, so we would like the Policy
to go forward as written.

Attached is our revised version of BP 4220, for second reading. (There
is some question about the numbering of this policy, but we will refer
to it as 4220 for now.)

There were two administrative assistants at our meeting (Beverly Knapp
from Beh. and SS. and Ann Ashcraft from Humanities), wanting
clarification on the procedures for grade change. They report that
their division offices are being inundated by hundreds of grade change
requests each semester (as many as 800 in one semester!) and that the
procedure needs to be streamlined. Ed. Policies is aware of the
concern, but the solution seems to lie in two places: faculty need to
be much more careful to drop students who are not participating in
class, and Admissions and Records and the divisions need to work out
the details of who retrieves the grade and attendance sheets. There may
also be a problem with the design of the Grade Change Request form,
since it may imply that students can simply ask for a new grade if they
don't like the one they got. The grounds for a request (Mistake, Fraud,
Bad Faith or Incompetence) could be made more prominent, as well as the
need for the student to provide documentation.)

Our next meeting is scheduled for October 9.

Evelyn Uyemura

BOARD POLICY 4220 or 4230   **Grading and Academic Record Symbols**

SEMESTER UNIT OF CREDIT
College work at El Camino College is measured in terms of semester units. <u>One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.</u>

~~In lecture courses, one unit of credit is assigned for a minimum of 16 hours of class time and a minimum of 32 hours of study and preparation time. In laboratory or shop-based classes, one unit of credit is assigned for a minimum of 48 hours of in-class work.~~

~~In accordance with Title 5, one credit hour requires a minimum of 48 hours of lecture, study, or laboratory work.~~

GRADES, GRADE POINTS, AND GRADE POINT AVERAGE
Grade points are numerical values which indicate the scholarship level of letter grades. Grade point average equals total grade points divided by total units attempted for credit courses in which letter grades have been assigned. Grade points are assigned according to the following scale:

A-Excellent	4 points for each unit
B-Good	3 points for each unit
C-Satisfactory	2 points for each unit
D-Passing, less than satisfactory	1 point for each unit
F-Failing	0 points for each unit
P – Pass (at least satisfactory – units awarded not counted in grade point average)	See Note 1
NP – No Pass (less than satisfactory, or failing – units not counted in grade point average)	See Note 1
I-Incomplete	See Note 2
IP-In Progress	See Note 3
W-Withdrawal	See Note 4
MW-Military Withdrawal	See Note 5

Notes:

    1. <u>Pass-No Pass (formerly Cr/NC for Credit/No Credit)</u> A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to probation or dismissal regulations.

2.<u>I-Incomplete</u>

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. <u>The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF. Collectively, these grades will be referred to as an "I" grade.</u> The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

    3. <u>IP-In Progress</u>

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

    4. <u>W-Withdrawal</u>

    It is the student's responsibility to process a withdrawal. A student may also be dropped by the instructor if the student has excessive absences. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade-A through F, P or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating

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

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the fourth week of a 16-week class, or 30% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

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

5. MW –Military Withdrawal

Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

Previous Board Policy Number: 6130
El Camino College
Adopted: 4/11/83
Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89, 5/9/91, 6/22/98
Renumbered: 4/18/05

Note:

The Grade Change procedure is now covered by BP 4231.

The Probation and Dismissal portion of this policy is now covered by BP 4250.

The Course Repetition portion of this policy is now covered by BP 4225.

The Academic Renewal portion of this policy is now covered by BP 4240.

Reviewed by Educational Policies Committee 20 March 2008.

per Marc Glucksman: The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF. Collectively, these grades will be referred to as an "I" grade.

per Don Goldbegr:
 Dr. Arce and I agree that the Board policy should specify "54 hours of lecture, study or laboratory" for each unit. Perhaps adding "approximately" would allow some technical flexibility to the CCC.

FACULTY DEVELOPMENT TEAM MINUTES

September 9, 2008

Attendees: David Vakil, Donna Manno, Mercedes Thompson, Barbara Jaffe, Moon Ichinaga, and Matt Kline.

Most of the meeting was devoted to the Spring 2009 mandatory flex day events. There were three ideas that were mentioned for the "keynote" portion of the activities:

A. Ask Hunter Boylan, an expert in developmental education and basic skills students, to come give a keynote address. Possibly also have him spearhead a day-long retreat, where faculty develop plans to increase success rates of basic skills students. Faculty who complete follow-up work would receiver a stipend. The committee also discussed the possibility of reading his "*What Works*" book. This proposal was brought to the committee by Barbara Jaffe.

B. Ask Kay Gregory to give a keynote address about "Digital Storytelling," which is an activity she does in her writing class. Students become knowledgeable and much more connected to their work than what they did in Ms. Gregory's previous writing courses. Trudy Meyer recommended her as a possible speaker.

C. Ask ECC faculty to share teaching strategies that successfully reach and improve student success for basic skills students.

After much discussion, the team opted to continue discussion on option C. Options A & B are still viable, but may be more appropriate in setting other than as the keynote speaker for Flex Day. For example, either or both of the ideas may be good suggestions for the annual First Year Experience sponsored conferences. Last year, that conference was the "Celebration of Teaching & Learning" and showcased the talents and thoughts of the 11 Distinguished Faculty.

The committee discussed option C in more detail, and came up with the following thoughts:

1. Recruit ECC faculty to give brief – perhaps 10 minutes – presentations about how they reach, engage, and help students succeed.
2. Emphasis for these presentations should be focused on basic skills students.
3. The solicitation for presentations should ask only for a brief description and samples of the activities.
4. Before the presentations begin, have Irene Graff give a presentation to the faculty to give a brief demographic overview of our student body. The presentation should emphasize the importance of basic skills strategies, because basic skills students are in most classes. Using clickers provided by David Vakil, she could ask all of the faculty several data questions and have them guess what the student population is like, followed by the correct answers.
5. Some specific people were suggested based on the committee's knowledge of their teaching: Jason Suarez in History, Cynthia Silverman in Humanities, David Vakil in Astronomy (to present clickers), and someone from Math to be recommended by Trudy Meyer (the math department's basic skills coordinator).
6. The committee discussed possibly limiting the number of math-english-ESL presenters because those classes focus on basic skills, while this activity would be focusing more on "Basic Skills throughout the curriculum."

FACULTY DEVELOPMENT TEAM MINUTES

September 23, 2008

Attendees: David Vakil, Donna Manno, Mercedes Thompson, Moon Ichinaga, Christina Gold, Margaret Steinberg, and Dovard Ross.

Regarding the Spring 2009 flex day, the team decided to postpone any further decisions because we've developed a fairly thorough outline already, and there are two big uncertainties. Flex day may be needed for other issues, depending on our accreditation review and ECC's progress with SLO assessment. The committee will reconsider this topic after the accreditation results are known. The team will also wait for feedback from the Basic Skills Task Force (BSTF). The BSTF's next meeting may be on Tuesday, October 14 during the Faculty Development Team's next meeting. If so, the team agreed to attend the BSTF in lieu of having a Faculty Development meeting. David Vakil will confirm the times for the next BSTF meeting and inform the team.

The rest of the meeting was devoted to improving our mentorship program. The corrections to the mentorship documents appear in the pages below. The committee also discussed the need to specify goals and expectations so that we may have specific tools to evaluate the successfulness of mentorships and the mentorship program.

Some of those goals, discussed during the meeting are:
- For the mentee to feel they are a part of the ECC community
- To increase the mentee's participation in ECC activities, events, and training

Other goals submitted by Donna Manno after the meeting include:
- Assist mentee with campus terms, culture, policies, and procedures
- Develop an informal network allowing for questions and information exchange
- Establishing professional and social contacts
- Sharing, guide, and being a a source of information on classroom/job related issues (e.g. syllabus, classroom activities & lectures, grading, etc.)

A reminder: the mission of the mentorship program is "Develop a nurturing and trusting culture and academic community at El Camino College."

Agenda for upcoming meetings:
- Examine CCSSE and faculty-equivalent survey for possible faculty development activities
- Develop more goals for the Faculty Development Team
- Examine objective criteria (e.g. data) that could be included in the evaluation of Distinguished Faculty and Distinguished Adjunct Faculty awards. Incorporating objective measures will make the administration much more likely to create the adjunct award.
- Discuss the possibility of forming a "Lecture Club" where faculty visit each other, make observations, and provide feedback.

The meeting adjourned at 2pm.

The Faculty Mentorship Program revisions suggested by the Humanities faculty and revised by the Faculty Development Team are attached below.

FACULTY MENTORSHIP PROGRAM

PILOT PROGRAM -- OVERVIEW

All suggestions, revisions, additions, or deletions for this process are welcome. This is still a working document.

Mission of mentorship program: Develop a nurturing and trusting culture and academic community at El Camino College.

Goals of the mentorship program: INSERT THE GOALS HERE.

Overview: Four monthly contacts, minimal writing requirements, and up to $6?$ hours of flex credit available per semester for mentors and mentees each. Mentor-mentee interactions are confidential.

Program Eligibility
  a   Mentors must be full-time and tenured.
  b   Mentees can be either full time or part time.
  c   Mentees have the option to renew their mentorship for a second semester.
  d   There is no limit on the number of times someone can serve as a mentor.

Program Requirements
  a   Mentors and mentees should contact each other at least twice each month. Note:
      i.   It is recommended that the first visit be face-to-face
      ii. At least 2 contacts per month, which can include face-to-face visits, telephone conversations, email or other electronic dialogues, or classroom/workplace visits.
  b   The completed "contact form" will be submitted in mid-to-late November to the Staff Development Office. This form should be written jointly or agreed upon by both mentor and mentee.
  c   Mentors and mentees will complete an anonymous final evaluation of the mentorship program, mentorship training, and mentorship orientation meeting at the end of the semester.
  d   OPTIONAL: We hope to offer an end-of-semester mentorship program gathering. There may also be optional mid-semester gatherings.

Mentor-Mentee Matching process
  a   We will try to match mentees with mentors who have performed identical work within the past year. For teachers, this means teaching the same class currently or within the past year.
  b   Participants will be able to switch mentors/mentees if necessary.
  c   Mentors will not be scheduled as the mentee's evaluator for duration of the mentorship, if at all possible. (Deans/directors should accommodate this request whenever possible.)

Suggestions or comments _____

The sign-up sheet is later in this packet.

SUGGESTED TOPICS FOR MENTORS AND MENTEES

☐ Mentors will coach mentees not to feel like an intrusion or bother.

☐ Mentor reviews the following with mentee:

  ☐ Overview/recommendations for the first day of class and/or first week of work

  ☐ Tenure process. Mentors, please feel free to refer mentee to the Federation office, located at Cherry Tree Office 108.

  ☐ Things to consider when asked to write a letter of recommendation for a student

  ☐ Student discipline, code of conduct, and plagiarism issues that may arise

  ☐ Attendance, grades, and active enrollment forms, paper & online versions, where applicable.

  ☐ Health services, library services (including division's library liaison) & student services on campus

  ☐ Other items: _____

☐ Mentor and mentee exchange copies of assessments, syllabus or other work-related documents

☐ Discuss available workplace technology, supplies, and equipment

☐ Review the Mentee Self-Assessment Information Sheet if mentee wishes.

☐ Mentors should be willing to either allow the mentee to shadow the mentor during committee meetings or will arrange for the mentee to attend committee meetings.

☐ Both mentor and mentee should arrange to visit each other's classroom/work area at least once during semester

☐ Mentor will help mentee become familiar with people and services on campus. Suggestions include:
  1. Have mentee meet a (non-mentor) colleague every month
  2. Make sure mentee knows about important employee services and facilities (e.g. Special Resource Center, Copy Center, Library) and where they are located.

☐ Mentors will encourage mentees to keep copies of any document or report submitted to the school (e.g. grades, attendance), even if submitted online.

☐ Ask mentee to sit in on a class NOT taught by mentor, or visit a workplace for non-teaching faculty, and a list of other faculty who would be comfortable being visited by mentees. See question 12 on the application.

☐ Other items: _____

MENTOR/MENTEE SIGN UP

This form is also available online. See http://www.elcamino.edu/administration/staffdev/index.asp
(WEBSITE NEEDS TO BE VERIFIED)

1. Applying to be: (circle one)   Mentor   Mentee

2. Name _____

3. Email address [please print very clearly] _____

4. Best telephone number to reach you _____

5. Division _____

6. Department _____

    a. Mentors: Would you be willing to mentor someone in your division but who is NOT
        in your department?   ____ yes   ____ no

7. For teachers: which courses are you teaching during the upcoming semester?
    For non-teaching faculty: indicate your work area and any relevant specialty.
    _____

8. What days and hours are you available to meet on campus? _____
    _____

9. If you have already selected a mentor/mentee, please indicate that person's name here.
    _____

10. If you are teaching or working in more than one area and have NOT already selected a
    mentor/mentee, which area do you prefer your mentor/mentee be in?
    _____

11. *This question is for mentors only*: For which other courses/areas would you be comfortable
    serving as a mentor? For each, list the most recent semester when you worked in that area.
    _____

12. *This question is also for mentors only*: Would you be willing to have another person's
    mentee visit your class/work area, if arranged in advance? (circle one)   Yes   No
    If yes, how much advance notice would you like? _____

By signing below, I understand discussions related to mentorships are strictly confidential.
Furthermore, I agree that no part of any discussion in the mentorship will be used as part of any
mentor's or mentee's formal departmental evaluation unless necessary.

Signature of applicant.
Mail the completed application to the Staff Development Office

Acadcemic Senate of El Camino College

MENTOR-MENTEE CONTACT FORM

This form, both front and back should be submitted to the Staff Development Office in mid-to-late November. Program suggestions are that you contact your mentor/mentee at least two times per month, including at least one face-to-face meeting.

Mentor _____   Mentee _____

Dates of contact _____

Mode of contact (circle one) face-to-face   electronic   telephone   other _____

Brief summary of items discussed

Next steps for items discussed

Items for next meeting/contact

Add more questions to this form because it will only be submitted once?

MENTORSHIP PROGRAM EVALUATION

1. Was your mentorship successful for you? Why or why not?
2. For mentors: was the amount of flex credit: too little, about right, or too much for the hours you worked on this mentorship?
3.

MENTEE SELF-ASSESSMENT
INFORMATION SHEET

This worksheet is designed for mentees to complete about themselves. Mentees may wish to share this information with mentors.

Date _____

Mentor's name _____

Mentee's name _____

Mentee's position _____

Years in job _____

Significant Strengths   **Key Development Needs**

_____   _____

_____   _____

_____   _____

_____   _____

Job/Career Development Goals and   **Comments**
Desired Outcomes

_____   _____

_____   _____

_____   _____

_____   _____

CHARACTERISTICS OF GOOD MENTORS

Requirements:

1. Mentors must be full-time and tenured.
2. Confidentiality is a requirement for this program. Mentor/mentee discussions should remain confidential and should not be part of either person's evaluation under normal circumstances.
3. Other thoughts: _____

Suggested characteristics for mentors.

Mentors should:

- Not be scheduled as the mentee's evaluator for duration of the mentorship, if at all possible. (Deans/directors should accommodate this request whenever possible.)
- Be performing or have performed the same work as mentee within the past year. (Staff Development office will try to assure this during the matching process.)
  - For teachers, mentors should be someone who is teaching or has taught the same class(es) as the mentee within the past year.
  - For non-teaching faculty, mentors should have worked in the same area as the mentee within the past year.
- Review mentee's exams, handouts, or other written documents when requested.
- Be good listeners, ask appropriate questions and provide appropriate materials as needed.
- Be honest.
- Be positive but realistic.
- Give advice a mentee wouldn't know to ask about. For example, "During your first five years, you might want to have done the following …"
- Be approachable and willing to approach mentee when appropriate
- Be accessible for meetings and have mentor's workplace and/or office located near the mentee's when possible.
- Be a sounding board for frustration and difficulty; hence the need for confidentiality.
- Be willing to share lessons learned and mistakes with mentee.
- Be open to change.
- Should be willing to write a letter of recommendation for mentee, if asked.
- Other thoughts: _____

CHARACTERISTICS OF GOOD MENTEES

Requirements:
1. Mentor/mentee discussions should remain confidential and should not be part of either person's evaluation under normal circumstances.
2. Other thoughts: _____

Suggested characteristics for mentees. Mentees should:
1. Be willing to ask questions.
2. Be willing to meet as needed.
3. Be able to receive constructive criticism and view it as constructive in nature rather than as evaluative.
4. Be willing to be an active learner as a mentee and to follow up accordingly.
5. Be honest.
6. Be positive but realistic.
7. Be approachable and willing to approach mentor when appropriate.
8. Be accessible for meetings and have mentee's workplace and/or office located near the mentor's when possible.
9. Be open to change.
10. Other thoughts: _____

TRAINING

Mentor training

    a A formal training session is strongly recommended for all mentors. This training session will take place on flex day before the beginning of the mentorship semester:

        i. The need for confidentiality and therefore the need to exclude all aspects of mentorship from mentee evaluations

        ii. Briefly discuss the materials distributed to mentees, both those received as new faculty and as part of the mentorship program.

        iii. Overview of the program

        iv. Discuss what mentorship is and what it is not (e.g. teaching a mentee to be clones of the mentor).

        v. Time for questions and answers session at the end

    b Hopefully there will be informal mentor gathering times during the semester to discuss mentorships

    c Other thoughts: _____

Mentee training – Mentee training has not been scheduled yet. The need and feasibility will be assessed first. It would be nice to have a 1 hour training session for mentees, with mentors present.

    a Mentees will be coached to take initiative. In previous ECC (less formal) mentoring programs, mentors have been less likely to take initiative, so the mentee needs to.

        i. Mentees should be strongly discouraged from feeling like they are bothering or intruding upon their mentor.

    b Hopefully there will be informal mentee gathering times during the semester to discuss mentorships

Other thoughts: _____

The committee briefly discussed some recommendations from the Humanities faculty about our pilot mentorship program. A suggestion was made to postpone full deployment of this mentorship system until Fall 2009, instead of Spring 2009.

See the next several pages for the suggested revisions by the Humanities faculty. This topic will need to be continued at the next Faculty Development meeting.

Other thoughts the Humanities faculty recommended that didn't lend themselves to the notes below include:
- Sharing the English departments "A-Z resource guide" written by Jennifer Annick.
  - Note: this guide was developed as part of her release time.
- Offer meet and greet sessions for mentors and mentees
- Get specific suggestions from Kristie Daniel-DiGregorio and Inna Newbury about meetings they've held in the past for mentors and mentees.

At the end of the meeting, it was suggested that we recruit more members because several people on our team last year are no longer able to attend, including one who no longer works at El Camino. Donna Manno will follow up. [After the meeting, David Vakil contacted Christina Gold, and she seems amenable to joining the group.]

The meeting adjourned at 2pm.

<u>The Faculty Mentorship Program revisions suggested by the Humanities faculty are attached below.</u>

FACULTY MENTORSHIP PROGRAM
PILOT PROGRAM

All suggestions, revisions, additions, or deletions for this process are welcome. This is still a working document.

Mission of mentorship program: Develop a nurturing and trusting culture and academic community at El Camino College.

Overview: Four monthly contacts, minimal writing requirements, and up to 8 4? 2? hours of flex credit available per semester for mentors and mentees each. Mentor-mentee interactions are confidential.

Program Eligibility
- a Mentors must be full-time and tenured.
- b Mentees must be in their first semester with ECC, either full time or part time. *Exceptions* will be made for the pilot program in the Fall 2008 semester in the Humanities division and the first campuswide launch of the program.
- c Mentees have the option to renew their mentorship for a second semester.
- d There is no limit on the number of times someone can serve as a mentor.

Program Requirements
- a Mentors and mentees should contact each other 4 times each month, and preferably once per week, as follows:

  - i. ~~At least one~~ Recommend first visit face-to-face ~~per month (need not be in classroom/workplace)~~

  - ii. At least ~~3~~ 2 ~~other~~ contacts per month, which can include face-to-face visits, telephone conversations, email or other electronic dialogues, or classroom/workplace visits.

- b The completed "contact form" will be submitted ~~on the first day of the month,~~ in mid-to-late November ~~beginning October 1 in Fall and April 1 in Spring,~~ to the Staff Development Office. This form should be written jointly or agreed upon by both mentor and mentee.
- c Mentors and mentees will complete an anonymous final evaluation of the mentorship program at the end of the semester.
- d ~~See also the checklist of *recommendations*, below.~~
- e OPTIONAL: We hope to offer an end-of-semester mentorship program gathering. There may also be optional mid-semester gatherings.

Mentor-Mentee Matching process

a   We will try to match mentees with mentors who have performed identical work within the past year. For teachers, this means teaching the same class currently or within the past year.

b   Participants will be able to switch mentors/mentees if necessary.

Suggestions or comments _____

The ~~application~~ sign-up sheet is later in this packet.

~~CHECKLIST~~ SUGGESTIONS

FOR MENTORS & MENTEES

☐   Mentors will coach mentees not to feel like an intrusion or bother.

☐   Mentor reviews the following with mentee:

  ☐   ~~THIS ITEM IS TIME SENSITIVE:~~ Overview/recommendations for the first day of class and/or first week of work

  ☐   Tenure process, ~~if mentee is a full-time faculty if mentor has received handout/coaching from the ECC Federation of Teachers and/or Human Resources. If mentor has not received such information,~~ Feel free to refer mentee to the Federation office, Cherry Tree Office 108, ~~located between Communications and Auto Shops, which is west of the Mathematics building. Phone number: extension 6084~~

  ☐   Things to consider when asked to write a letter of recommendation for a student

  ☐   Student discipline, code of conduct, and plagiarism issues that may arise

  ☐   Attendance, grades, and active enrollment forms, paper & online versions, where applicable.

  ☐ Health & related student services for students on campus

  ☐   Other items: _____

☐   Mentor and mentee exchange ~~provides~~ copies of assessments, syllabus or other work-related documents

~~☐   Mentee provides copies of assessments, syllabus or other work-related documents when ready and asks for feedback~~

☐   Work with mentee on the Mentee Development Profile and follow up accordingly.

☐ Mentors should be willing to either allow the mentee to shadow the mentor during committee meetings or will arrange for the mentee to attend committee meetings.

☐ Both mentor and mentee should arrange to visit each other's classroom/work area at least once during semester

☐ Mentor will help mentee become familiar with people and services on campus. Suggestions include:
1. Have mentee meet a (non-mentor) colleague every month
2. Make sure mentee knows about important services and facilities (e.g. Special Resource Center, Copy Center, Library) and where they are located.
3. ~~Assign a "homework" where mentee finds the relevant offices and obtains a signature of an employee [Staff Development can provide a template form, if mentors, as a group, feel this is a useful idea]~~

☐ Mentors will encourage mentees to keep copies of any document or report submitted to the school (e.g. grades, attendance), even if submitted online.

☐ OPTIONAL: ask mentee to sit in on a class NOT taught by mentor, or visit a workplace for non-teaching faculty, and a list of other faculty who would be comfortable being visited by mentees. See question 12 on the application.

☐ Other items: _____

MENTEE DEVELOPMENT PROFILE –
SCRAP THIS PAGE

Date _____

Mentor's name _____

Mentee's name _____

Mentee's position _____

Years in job _____

Significant Strengths

_____

_____

_____

_____

Job/Career Development Goals and Desired Outcomes

_____

_____

_____

_____

Key Development Needs

_____

_____

_____

_____

Comments

_____

_____

_____

_____

Acadcemic Senate of El Camino College

MENTOR/MENTEE SIGN UP

~~APPLICATION~~

This form is also available online. See http://www.elcamino.edu/administration/staffdev/index.asp
(WEBSITE NEEDS TO BE VERIFIED)

1. Applying to be: (circle one)   Mentor   Mentee

2. Name _____

3. Email address [please print very clearly] _____

4. Best telephone number to reach you _____

5. Division _____

6. Department _____

7. For teachers: which courses are you teaching during the upcoming semester?
   For non-teaching faculty: indicate your work area and any relevant specialty.
   _____
   _____

8. What days and hours are you available to meet on campus? _____
   _____

9. If you have already selected a mentor/mentee, please indicate that person's name here.
   _____

10. If you are teaching or working in more than one area and have NOT already selected a
    mentor/mentee, which area do you prefer your mentor/mentee be in?
    _____

11. *This question is for mentors only*: For which other courses/areas would you be comfortable
    serving as a mentor? For each, list the most recent semester when you worked in that area.
    _____
    _____

12. *This question is also for mentors only*: Would you be willing to have another person's
    mentee visit your class/work area, if arranged in advance? (circle one)   Yes   No
    If yes, how much advance notice would you like? _____

By signing below, I understand discussions related to mentorships are strictly confidential. Furthermore, I agree that no part of any discussion in the mentorship will be used as part of any mentor's or mentee's formal departmental evaluation unless necessary.

_____

Signature of applicant.

Mail the completed application to the Staff Development Office

MENTOR-MENTEE CONTACT FORM

This form, both front and back should be submitted ~~once per month~~ to the Staff Development Office in mid-to-late November. Program ~~requirements~~ suggestions are that you contact your mentor/mentee at least ~~four~~ two times per month, including at least one face-to-face meeting.

Mentor _____   Mentee _____

~~Contact 1~~

Date of contact _____

Mode of contact (circle one) face-to-face   electronic   telephone   other _____

Brief summary of items discussed _____
_____

Next steps for items discussed _____
_____

Items for next meeting/contact _____

Expand this form because it will only be submitted once.

Provide these two after mentor & mentee are assigned or after they have applied.
CHARACTERISTICS OF GOOD MENTORS

Requirements:
1. Mentors must be full-time and tenured.
2. Confidentiality is a requirement for this program. Mentor/mentee discussions should remain confidential and should not be part of either person's evaluation under normal circumstances.
3. Other thoughts: _____

Suggested characteristics for mentors.

Mentors should:
- Not be scheduled as the mentee's evaluator for duration of the mentorship, if possible. (Deans/directors should accommodate this request whenever possible.)
- Be performing or have performed the same work as mentee within the past year. (Staff Development office will try to assure this during the matching process.)
  - For teachers, mentors should be someone who is teaching or has taught the same class(es) as the mentee within the past year.
  - For non-teaching faculty, mentors should have worked in the same area as the mentee within the past year.
- Review mentee's exams, handouts, or other written documents when requested.
- Be good listeners, ask appropriate questions and provide appropriate materials as needed.
- Be honest.
- Be positive but realistic.
- Give advice a mentee wouldn't know to ask about. For example, "During your first five years, you might want to have done the following …"
- Be approachable and willing to approach mentee when appropriate
- Be accessible for meetings and have mentor's workplace and/or office located near the mentee's when possible.
- Be a sounding board for frustration and difficulty; hence the need for confidentiality.
- Be willing to share lessons learned and mistakes with mentee.
- Be open to change.
- Should be willing to write a letter of recommendation for mentee, if asked.
- Other thoughts: _____

CHARACTERISTICS OF GOOD MENTEES

Requirements:
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2. Other thoughts: _____

Suggested characteristics for mentees. Mentees should:
1. Be willing to ask questions.
2. Be willing to meet as needed.
3. Be able to receive constructive criticism and view it as constructive in nature rather than as evaluative.
4. Be willing to be an active learner as a mentee and to follow up accordingly.
5. Be honest.
6. Be positive but realistic.
7. Be approachable and willing to approach mentor when appropriate.
8. Be accessible for meetings and have mentee's workplace and/or office located near the mentor's when possible.
9. Be open to change.
10. Other thoughts: _____

TRAINING

Mentor training

    a A formal training session is strongly recommended for all mentors. This training session will take place on **Thursday, September 4 from 1pm-2pm in the planetarium**. To be discussed:

> # i. The following still need to be done
> ii. The need for confidentiality and therefore the need to exclude all aspects of mentorship from mentee evaluations
> iii. Briefly discuss the materials distributed to mentees, both those received as new faculty and as part of the mentorship program.
> iv. Overview of the items listed on this outline, especially the checklist.
> v. Discuss what mentorship is and what it is not (e.g. teaching a mentee to be clones of the mentor).
> vi. ~~Review of the some Student Services programs.~~
> vii. Time for questions and answers session at the end

    b Hopefully there will be informal mentor gathering times during the semester to discuss mentorships

    c Other thoughts: _____

Mentee training – Mentee training has not been scheduled yet. The need and feasibility will be assessed first. It would be nice to have a 1 hour training session for mentees, with mentors present.

    a Mentees will be coached to take initiative. In previous ECC (less formal) mentoring programs, mentors have been less likely to take initiative, so the mentee needs to.

> i. Mentees should be strongly discouraged from feeling like they are bothering or intruding upon their mentor.

    b Hopefully there will be informal mentee gathering times during the semester to discuss mentorships

Other thoughts: _____

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs   <u>REVISED</u>

NOTES – COUNCIL OF DEANS
4 SEPTEMBER 2008

Present: J. Anaya, F. Arce, K. Baily, K. Curry, S. Dever, I. Drew, C. Fitzsimons, A. Garten, D. Goldberg, A. Grigsby, J. Harmon, T. Jackson, B. Jaffe, C. Lee, T. Lew, G. Miranda, B. Mulrooney, R. Murray, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, J. Wagstaff

Guests: L. Kjeseth, J. Simon

I. DISCUSSION ITEMS

A. SLOs – Flex Day: L. Kjeseth and J. Simon attended the meeting to receive feedback from Council members.
- Counseling – SLO workshop went well and was well attended, including faculty from CEC. Discussed history, collaboration from management perspective, and made corrections and updates on SLOs.
- CEC – good session. Goal is to complete assessment by October 1.
- L. Kjeseth and J. Simon will meet with each area/division for an update.
- There was some confusion on deadline dates.
- It was suggested to provide a FAQ handout for faculty.
- There were some questions regarding the difference between course objective and SLO.
- Encourage faculty to continue to participate in different cycles of SLO.
- Showcase one SLO a month or have a brown bag workshop on how others have completed SLOs.
- Basic skills SLOs geared toward services instead of instructional.
- Fine Arts made good progress. A chart was set up to identify which courses are complete and incomplete.
- J. Simon and L. Kjeseth would like to attend department and division meetings to meet with faculty as part of their outreach effort.
- L. Kjeseth indicated each division needs to post SLOs on website. He will provide a zip file and have each division convert to a PDF file. By the end of the semester, timelines and plans should be posted. LK will provide deans with additional information in the near future.
- It was suggested that A. Spor, J. Simon, L. Kjeseth and J. Wagstaff meet to discuss how SLOs will be posted on the web.

B. <u>Opening of Fall Semester:</u>
What worked well?
ECC:
- Enrollment is up at ECC and CEC.
- Admissions worked well and quickly.

- Counselors were available on Friday during the add/drop process until 7:30 pm.
- Portal worked well for the students. Hits on the website did very well the first day.
- C. Lee well organized the fall welcome week.
- The Nursing Forum was attended by over 500 students which received positive feedback from both campuses.

CEC:
- Experienced shorter lines at the cashier which moved quickly.
- Students are utilizing the bookstore.
- The electronic marquee is operational.
- Welcome week was a boost.
- Signage has improved on campus.
- Rosters were delivered prior to the opening of the fall semester.
- Adjusting to the CEC/ECC partnership and seeing results.
- Students are more visible on campus and the morale among students has improved. First day of campus was packed with students and a campus BBQ was provided.

What did not work well?
- Limitation of parking spaces.
- CEC – added two online courses. Adding students to online courses was a problem.
- Copy Center issues - request for copy orders were not completed in a timely manner.
- Software problems -- not updated. (J. Wagstaff to discuss inventory of software at next VP/AA staff meeting.)
- Add process – need online process. (It will be tested during an off semester – possibly winter or summer 2009)
- Lack of information on enrollment of high school classes. (R. Dorn will send weekly updates to each division.)

C. <u>Repeats</u>: Discussion was held regarding repeats:
-- B. Mulrooney reported according to the Chancellor's office, if a student exceeded the number of repeats allowable, the College cannot allow students to take the class and not collect apportionment. Students would need to attend another District to take the course. Exception to this rule is lapse of time and extenuating circumstances.
-- The repeat policy needs to be revised before the next catalog is published. Need to look at every component and the different scenarios that can and cannot be done. The deadline to revise the 2009-10 catalog is early March 2009.
-- For extenuating circumstance, need dual approval. At ECC: E. Nieto and B. Mulrooney; CEC: J. Harmon and K. Curry.
-- If a student receives three substandards grades, the student cannot take the class even though apportionment ~~will not~~ can be collected. However, the system is not stopping multiple Ws.
-- Students can find current information on repeats under Title 5.
-- The repeat policy needs two readings and the Senate for approval.
-- Need to set up a subcommittee regarding repeats – Counseling representative, T. Lew, I. Drew, J. Harmon, K. Curry.
-- Should students be informed how many Ws he/she have? Will it make a difference how students perform in class when he/she knows how many Ws or two strikes.

D. <u>Student Emails</u>: CEC kicked off a "got email" campaign on September 1 to encourage student use. All faculty were asked to provide students with an assignment to activate their account. It was noted that ECC needs to take a pro-stance level on this as well. Beginning this year, students will not receive a registration letter. Students will receive a postcard informing them that they can access information on the web.

K. Baily will provide step by step instructions for faculty to utilize student email.

II. Other
   A. <u>CEC Student Handbook</u>: K. Curry distributed two copies of the CEC student handbook to each division.

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Special Contract Funding Requests 2008/09

ACADEMIC AFFAIRS

Division, Department and/or Area	Project Name	Amount Requested	Amount Recom-mended	Comments	Strategic Initiative
Business	Small Business Academy	$127,000.00	$30,000	scope of project too large	1a
Fine Arts: Communication Studies	Forensics Team Competition	$10,000.00	$1,500		1a
Fine Arts: Dance	Pilates - Reformers	$10,673.74	$10,674	Hold - are teachers certified?	1a
Fine Arts: Dance	Ballet Barres Rooms PE 212 and 230	$2,598.62	$2,599		3b
Fine Arts: Dance	Dance Floor	$1,200.00	$1,200		3b
Fine Arts: Dance	Industrial Floor Fans	$784.00	$784		3b
Fine Arts: ECC Art Gallery	Publicity for ECC Art Gallery	$2,945.00	$2,945		1b
Fine Arts: Film/Video	Initiating the Move to High Definition Film/Video Production from Traditional Processes	$95,000.00	$95,000		3a, 1a
Fine Arts: Music	Quality Musical Instruments Play a Role in Student Success	$27,500.00	$27,500		1a
Fine Arts: Music	Grand Pianos, Ear Training Software, and Portable Recording Equipment: Working Toward a Better-Equipped and More Modern Evironment for Music Students	$47,531.00	$47,531		1a
Humanities	Writing Center/English 100 Tutorial Services	$122,818.00	$115,000	Hold - more analysis needed	1a, 1b
Humanities: Learning Resources Center	Academic Strategies 100 - LRC	$43,057.00	$43,057		1a, 1b
Industry and Technology: Electronics and Computer Hardware Technology	Information Security/Computer Forensics Technician Certificate	$50,000.00	$10,000	stipends for curriculum development not approved	1b
Industry and Technology: Fashion Design	Fashion Design Department Improvements	$27,060.00	$25,000	narrow scope of project	1a, 1b
Industry and Technology: Welding	Welding Program Improvements and Expansion Project	$243,600.00	$243,600	how much is autho-rized Bond expenditure?	1a,3b
Natural Sciences	Onizuka Space Science Day	$2,765.00	$2,765		1a
Natural Sciences	Student Laboratory Aides	$10,000.00	$10,000		1a
Natural Sciences: Honors Transfer Program	Augmentation Funds for the HTP Secretary and Counselor	$88,000.00	$48,000		1a
VP-AA Office	Accreditation	$75,000.00	$75,000	Visiting Team and publication costs	2b
Social Science	GETT Program	$48,000.00	$30,000		1a, 1c
VP-AA Office	SLO Coordinators	$50,000.00	$50,000		2b
		$1,085,532.36	**$872,155.00**		

Special Contract Funding Requests 2008/09

STUDENT AND COMMUNITY ADVANCEMENT

Division, Department and/or Area	Project Name	Amount Requested	Amount Recommended	Comments	Strategic Initiative
Admissions & Records	Temporary Non-Classified Supplemental Funding	$53,000.00	$27,500		1a
Community Advancement	Integration of KeyTrain online Basic Skills Instruction into LRC computer based support for Academic Strategies	$145,376.00	$100,000	project coordinator time should be reduced	1a, 1c
Community Advancement: Community Education	Community Education Older Adult Education Program	$50,320.00	$50,320		1a, 1b
Counseling: CalWORKs	Outreach and Retention of Funded and Unfunded CalWORKS Students	$87,400.00	$87,400	must be sustainable within one year	1b
Counseling: Adult Re-Entry	Adult Re-Entry	$47,000.00	$10,000	cannot use funding for book vouchers	1a, 1c
Counseling: Project Success	Project Success	$179,400.00	$40,000	Hold for more info. reduce personnel costs	1a, 1b
Counseling: Puente Project	Puente Project	$25,080.00	$9,060	Hold for more info. for student trips	1a, 1b
Counseling: Transfer Center	Motivational and Student Success Transfer Program	$16,300.00	$14,300	funds cannot be used for food	1a, 1b
Counseling, Financial Aid, A&R, Outreach, ITS, Humanities	ECC Access-One Center	$113,814.00	$113,814	rework proposal to maximize staff time during non-peak times	1a, 1b
Counseling, A&R, Outreach, Student Development, etc.	New Student Welcome Day	$42,992.00	$42,991		1b
Enrollment Services: FYE/LC	FYE/LC Counseling Project	$80,000.00	$75,000		1a, 1b
Enrollment Services: FYE/LC	Evergreen College National Summer Institute - Learning Communities Training	$9,345.00	$4,500	send new teams who have not been trained	1a
Financial Aid	Overtime Funds 08-09	$18,000.00	$18,000		1b
Athletics	Stadium, Gym, Transportation	$71,000.00	$39,000		1a, 3b
		$939,027.00	$631,885.00		

HUMAN RESOURCES

Division, Department and/or Area	Project Name	Amount Requested	Amount Recommended	Comments	Strategic Initiative
Human Resources: Staff Development	Comprehensive Professional Development Program for ECC/CEC Employees	$100,000.00	$75,000		1b
Human Resources: Staff Development	Leader Development/Succession Planning Program	$54,800.00	$54,800	Hold for evaluation of past efforts	1b
		$154,800.00	$129,800.00		

Special Contract Funding Requests 2008/09

PRESIDENT

Division, Department and/or Area	Project Name	Amount Requested	Amount Recom-mended	Comments	Strategic Initiative
Public Relations and Marketing	Mailing Spring and Fall Class Schedules District-Wide	$137,650.00	$0	Included in EM Plan	1b

ENROLLMENT MANAGEMENT COMMITTEE

Division, Department and/or Area	Project Name	Amount Requested	Amount Recom-mended	Comments	Strategic Initiative
Enrollment Management	2008-09 Enrollment Management Plan	$388,129.00	$388,129	Funding to attain growth goal of 19,312	1a, 1b, 1c
		$388,129.00	**$388,129.00**		

New Totals   **$2,567,488.36**   **$2,021,969.00**

Not recommended by VPs for funding at this time

Division, Department and/or Area	Project Name	Amount Requested	Amount Recom-mended	Comments	Strategic Initiative
Basic Skills Math Courses, Human Development Dept.	Integrating Student Success Principles and Strategies into Basic Skills Math Courses	$164,322.00	$0	use BSI & Title V funds	1a
Fine Arts: Communication Studies	Documentation of Assessment of SLOs of Oral Presentation Skills	$10,483.00	$0	No funds recommended	2a
Fine Arts: Film/Video	Digital Production Center for Film/Video	$88,000.00	$0	not part of Master Plan; not discussed	3a/b, 1a
Fine Arts: Music	www.ECCMUSIC.com	$10,000.00	$0 (possible $50,000 for all departs.	All department websites need revisions - redirect to Public Info. Dept.	1b
Humanities: Foreign Language	Academic Strategies 100 - Foreign Language Lab	$157,638.00	$0	project is not sustainable	1a, 1b
Humanities: Journalism	Journalism Department Multimedia Program Development and Tutorial Laboratory Expansion	$52,198.00	$0	not sustainable for long term	1a, 3a
Industry and Technology: Machine Tool Technology, MT, ET	Equipment Upgrade - Automation Equipment Replacement, Robot Project Supplies, Marketing Materials	$135,000.00	$0	may be more appro-priate for bond; more info. needed	1a, 3a
Program Review, Curriculum, SLOs, and Accreditation	Expanding the Curricuware Database and Faculty Interface	$39,732.00	$0	More info. needed	2a
Community Advancement	Multimedia Kiosk to Market ECC and Community Advancement Programs and Services	$100,805.00	?	more discussion needed to determine feasibility of commitment	1b
Financial Aid	Federal Work Study Institutional Match	$150,000.00	$0	Use $1m fund	1b
		$908,178.00	**$0.00**		

Total Submissions - 49

Revised 9/16/08

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 28, 2008

MEMBERS PRESENT:

☒ Alario, Miriam – ECCE   ☒ Spor, Arvid – Chair
☐ Jack, Christina – 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, Jo Ann Higdon, Ken Key, Luis Mancia, Jeanie Nishime, Barbara Perez, Emily Rader, Regina Smith, John Wagstaff

Handouts: 2008-09 Final Budget Bluebook
2008-09 Tentative vs. Final Budget
Special Contract Funding Requests 2008/09

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

Approval of the August 14, 2008 Minutes

Corrections:
1. Page 3, #34 –after "caused by the fires," add "mortgage crises"; add "subsequent" before "decrease in property taxes."

Questions:
2. Page 2, #8 – where did the loss of $879,000 come from? Wrote off some student receivables and bookstore payroll debt (p. 71), an accounting financial statement write-off.
3. Page 2, #12 – what happened to the $1.4M ERAF? The Los Angeles County adjustment was tied to property taxes.
4. Page 2, #14 – non-resident tuition referred to out of country students, account 8885. The capital outlay fee was reduced not the tuition fee.
5. Page 2, #20 – can ask for a waiver for the 1:1 match for 2007-08 capital outlay. Page 3, #44(a) referred to a typographical correction.
6. Page 2, #21 – independent sources of grants and allocations are outside of the special contract funds process. If money is going out to various projects that are not part of planning and budgeting, it seems to compromise planning and budgeting. These projects can be found in other planning documents. A meeting will take place to discuss incorporating multiple funding sources (i.e. iGrants, VTEA) and program review into Plan Builder as one source for all department plans. The Foundation will allocate funds according to iGrants criteria and still be part of the planning and budgeting process.
7. Page 2, #23 – 2007-08 funds were set aside for GASB.   2008-09 funds have not yet been identified. The additional $600,000 was what was left from Fund 15.
8. Page 2, #24 – Clarification: Budgeted for expenditures exceeding income by $3M, but ending balance did not drop by $3M. Income exceeded budgeted expenditures by $600,000.
9. Page 2, #17 – where were Compton Police salaries listed before? The salaries were added to ECC budget with the transfer of the Compton Police force to ECC. An income line was added to the budget revenue because Compton will reimburse ECC for the Compton Police salaries (p. 4 of the budget book, account 8800).
10. The August 14, 2008 meeting minutes were approved as amended.

2008-09 Final Budget Review:
1. Page 3 of the 2008-09 Tentative vs. Final Budget handout shows differences between the tentative and actual budget. Differences are insignificant and are shown in the right hand column. Federal revenue was adjusted by $15,000 and the State revenue by $40,000.
2. Page 4 shows the addition of $1,093,681 income for the Compton police salaries. Adjusted revenue amounts are based on year-end actuals.
3. Page 5 adjusted the academic salaries and classified salaries based on actual staffing list. Significant increase in the 2008-09 P/T faculty salaries budget.
4. Lowered the Health and Welfare Medical amount to reflect 7.5% actual increase; however, the increase to the workers' compensation insurance is based on the actual bill received.
5. Overall, the expenditure differences between the tentative and final budget is $2M.
6. This budget has clarity and transparency and it is easy to work with.
7. With the Compton partnership, ECC receives an additional $4M.
8. Budget book, pages 71-73 were covered by President Fallo at the last meeting. There was a typo on page 72, #3: delete '7' after 'years'.
9. It was suggested that the budget assumptions PBC reviewed in the spring looked different from the final budget assumptions – would PBC review the budget assumption details? It wasn't specified which components of the assumptions to review. It was also suggested that this section should be renamed "Final Budget Highlights". The assumptions in the spring were developed as the budget was being built; the assumptions in the final budget book are very similar to the spring assumptions with differences tied to changes in the final budget.
10. There could be a change in health premium cost estimates after open enrollment and after the new hires have been added. Open enrollment runs mid-September through mid-October.
11. Budget book, page 73 – is item 'J' the 1:1 matching funds maintenance? Yes, still listed because waiver was not requested. Justification is required for a waiver.
12. Reference was made to a previous discussion regarding PBC recommendations to eventually move GASB out of special projects and paid wholly from general funds. Did not bring closure to the previous discussion and should continue at a later date.
13. Page 72, #6 – Original amount for hardware/software maintenance was $1.8M: $900,000 for computers and $900,000 for maintenance. Decision made to budget $800,000 for maintenance. New technology to keep computers current affects costs.
14. A motion was made and seconded to recommend the final budget for Board approval. Six members agreed; no one disagreed or abstained.

Special Project Fund Proposals:
1. Proposals were reviewed and in some cases, funding was denied or reduced. Some received 50% of the funding requested because they requested and received funding the previous year.
2. Some instructional proposals required new use of space or new computer labs that were not part of the Master Plan. Some requests were denied because the objectives were not clear or outcomes proposed could not be documented to be realistic proposals.
3. 'Not sustainable' means that programs were deemed to require funding beyond one year. The special contract funds are short-term funds that will not sustain a program for a long term. If a project is highly successful and the use of general funds is desired, budget cuts in other areas can result. Multi-year funding is not suggested at this time although PBC recommended flexibility for multi-year funding. An evaluation component has not been implemented to determine if on-going funding is warranted.
4. What does 'hold' mean for some projects? For request #5, Fine Arts Pilates, funding is recommended, but on 'hold' to investigate if certified faculty is required because of liability issues.

5. One Academic Affairs proposal missing from the list is a request for $50,000 for SLO coordination in the VP, AA office. This proposal is recommended for funding.
6. #13, www.ECCMUSIC.com proposal to create a website is not recommended for funding and redirected to Public Information.
7. A suggestion was made to add column to chart and indicate 'yes/no' whether projects were part of the Unit Plan.
8. #1 – proposal already receives substantial funding from Basic Skills Initiative Grant (BSI) and from a Title V grant focused on developmental and basic skills in Math, English and ESL. It appeared this proposal requested additional faculty and more workshop training without changing what was already being done. A discussion about paying for more faculty workshops followed.
9. If a project is not funded or given much less money than requested, are only the deans included in discussions or are the ones who submitted proposals included as well? Those who submit proposals work with their deans to endorse their plans. Each side should participate in discussions so they can contribute and mutually understand decisions made regarding their projects. The VPs will meet with the initiators to discuss their proposals and the reasons why their funding requests were reduced or will not be funded. To help the VPs in the decision making process, the writers have to state their objectives and needs clearly and support them with documentation/evidence. With so many proposals, it may be easier to communicate to the proposal initiators through their deans. Maybe when process is moved into the Plan Builder, discussion may not be needed.
10. A concern was voiced about total funding granted for Academic Affairs was less than half than what was requested. About two-thirds of funding requested was granted to Student and Community Advancement. Faculty proposals are not being granted. Is this because faculty members do not know how to frame their proposals to receive further consideration? Something needs to be done to promote Academic Affairs faculty initiatives. The amount for Student and Community Advancement is dramatically inflated because the Enrollment Management Committee request was placed under the VP-SCA instead of on its own. Why is there still $1M left? Should programs get funding just because money is available or should they be funded because they are reasonable propositions?

SCA Funding Requests
11. #28, A&R – did receive $55,000 last year, but only recommended to receive half ($27,500) this year. But A&R's general fund hourly budget was increased to compensate for the loss. The decision to decrease funds requested a second time by 50% was not endorsed by PBC and the committee was not notified this practice would be used.
12. Recommending full funding for #32, CalWORKs. But project must be sustainable within one year because cannot continue to give program support from one-time funds. CalWORKs' categorical funding is based on headcount. This program was hit the hardest because of funding formula change.
13. The decision for Project Success funding is on hold until state budget is passed to determine what the program's ultimate needs will be and if this is a priority request to continue with general funds.
14. Disparity in requested amounts between Project Success and Puente is due to need for adjunct Project Success faculty.
15. ECC Access-One Center is a one-stop center that will utilize the former scholarship office. A concern was voiced that this program is similar to what was done years before. This proposal may be impractical in its design and implementation in its use of adjunct counselors and exclusion of full-time counselors.
16. A. Spor can send PBC members email copies of the proposals. How about posting proposals on-line through the Portal?

17. One of the problems of using other departments to develop a Music Department web page is the other departments' lack of time and personnel. A discussion about a college web developer followed.
18. It's a challenging process to review all proposals and to make funding decisions. Need further explanation on how decisions focused on retention, student success, and persistence were made. The VPs have a more global picture of what is needed for the college.
19. Special Contract Funding Request recommendations cannot be allocated until the state budget is passed.

The next meeting is scheduled on September 4, 2008.

Meeting adjourned at 2:45 p.m.

Note taker: Lucy Nelson

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: September 4, 2008

MEMBERS PRESENT:

☒ Alario, Miriam – ECCE   ☒ Spor, Arvid – Chair

☒ Jack, Christina – 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, Jo Ann Higdon, Ken Key, Luis Mancia, Jeanie Nishime, Barbara Perez, Emily Rader, Regina Smith, John Wagstaff

Handouts: Special Contract Funding Requests 2008/09 (revised)

The meeting was called to order at 1:00 p.m.

The August 28, 2008 meeting minutes will be reviewed at the next meeting.

Special Project Fund Proposals:
1. On the revised grid, the 2007-08 funding column was deleted and replaced by a column indicating the strategic initiative(s) related to each proposal. There are three sets of goals with sub-categories: 1(a) Enrich services and student outcome, grow enrollment, and build partnerships within the community; 2(a) SLO component and assessment; 2(b) focused on institutional research; 3(a) use of technology to enhance and improve services to students; and 3(b) building the infrastructure.
2. 2007-08 funding column was omitted because of space.
3. #2 – 'scope of project was too large.' With funding still available, is it a worthwhile project even with a large scope? Discussed with Virginia Rapp and questionable whether project could be done as originally proposed.
4. Discussion on sustainable programs and on-going funding:
    a. A number of requested projects did not appear to be sustainable based on whether a project could sustain itself once the funding is gone.
    b. Nursing and Respiratory Care class sizes are small and depend on large lecture classes to offset the difference. Wouldn't the quality of a program or service outweigh sustainability? Need to consider how a program best meets the needs of the college mission.
    c. A suggestion was made to use funds as start up money to allow programs to grow, and then shift support to general funds. This was the general sentiment of PBC. Need to take out on-going funding limitations. The Special Contract Funding Request form was crafted without time restriction to give latitude to programs that could last for 2-3 years. Institutionalization could be accomplished in some cases without extra costs, but in other cases something has to be cut from the budget to accommodate the program if no more funding was provided.
    d. An opinion was expressed that it is better to have a good program for three years than not at all. How do you know if a program is good if it hasn't been evaluated? For multi-year funding without an evaluation up-front, it is difficult to determine if subsequent funding is warranted. More narrative/explanations needed on why decisions were made. Since it appears Compton partnership will continue for awhile, it seems we're giving up on good

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Acadcemic Senate of El Camino College   Page 71 of 121

ideas that may merit funding now; programs could be evaluated later to determine if funding were to continue.

5. Conservative funding decisions were made because the nature of the state budget is not known. Based on current information, ECC general fund budget is deficit by $4M. Need flexibility until state budget, categorical programs funding, and amount of property taxes backfilled is known.

6. Need closure on discussion about recommendation of remaining contract funds, up to $900,000, going to GASB 45. GASB was not considered when VPs made contract funding decisions. PBC had recommended to the President and Board to use remaining contract funds to backfill budget deficit.

7. Healthier reserves may be needed if the late passing of state budget indicates an on-going trend. Most CEOs agree next year will be worse. Reserves are not just used for ending balance; reserves help college's cash flow with salaries, insurance, utilities, etc. Plan A is to rely on reserves. Plan B is to borrow from the county that can provides loans up to $20M. Back up plan is to consider mid-year Tax Revenue and Anticipation Notes (TRANS) but must repay by the end of the year.

8. If PBC can only recommend and not direct, what is PBC's role in the funding decision process? The Special Contract Funding Request grid is to give PBC members a sense of what the VPs were recommending. PBC could decide whether or not to endorse decisions.

9. #18 – last year Academic Strategies requested over $100,000 and this year $43,000. What changed from last year? Program should become self-supporting with non-credit FTES.

10. #25 – Honors Transfer Program – funding cut 50% from last year. What will they eliminate with half funding? The program has been supported by supplemental funds. Requested funds are for an administrative assistant and part-time counselor. If program is worthy for continuation, then it needs to be prioritized in the division's general fund budget.

11. #4 – there is a considerable difference on what was requested and recommended. Were requested funds for Forensic Team competition? Funds requested to replace auxiliary funds. This has been an on-going program for many years and should be considered when division prioritizes their programs.

12. In his budget presentation to the committee, Dr. Fallo said '50%' was pretty much a hard and fast rule with some exceptions.

13. #13 – A concern was voiced that the Public Information Department may not have the resources to handle the volume of all department and program websites. Where does the ECC website stand within the college's priorities? The web developer position is on the list of vacant positions to be filled for Cabinet consideration once the state budget is released. Compton used an outside consultant to develop their website – an option for ECC to consider.

Student Services

14. #30 – Admissions was recommended to receive 50% funding of what was requested. They also received additional general fund monies for part-time staff.

15. #31 – Recommend amount reduced for Community Advancement KeyTrain because scope of project proposed did not justify a full-time coordinator.

16. #32 – The multimedia kiosk at the Del Amo Mall proposal did not demonstrate the number of FTES it claimed to bring in. Need to discuss more fully with Community Advancement managers.

17. #33 – Recommend full funding for the Community Education Older Adult Education Program. Submitted very good plan to increase non-credit state funds.

18. #34 – CalWORKs funding greatly impacted by state budget because of change in funding formula based on headcount. Full funding is recommended for program's recruitment efforts to help boost their allocation from the state.

19. #35 – About $30,000 requested was for Adult Re-Entry book vouchers. Need more information whether general fund monies could be used for book vouchers. A suggestion was made that grouping campus-wide older adult programs could pool monies and eliminate duplicate efforts.

20. #36 & #37 – disparity between Puente and Project Success requests – hold until further discussion with the Dean of Counseling and Student Services about the use of full- and part-time counselors.
21. #38 – Transfer Center – use of general fund monies for food is not appropriate.
22. #39 – ECC Access-One Center is a one-stop center for student services. Proposed center location is in the former scholarship office. Ran a fairly successful pilot program last spring.
23. #40 – If New Student Welcome Day established a strong track record, why isn't part of the general fund? Successful projects could be considered for prioritization against other general fund programs for full or partial funding. This request was primarily for advertising.
24. Unless temporary positions are considered, program requests for personnel become permanent costs.
25. #41 – FYE/LC – recommending most funds requested. Supplemental Instruction (SI) received funding from Basic Skills, Math Title V and $34,000 from general fund to promote the program's sustainability. The goal is to move worthwhile projects into the general fund but difficult to do without new money.
26. Recommending overtime funds for Financial Aid (#44), but not the Federal Work Study Institutional Match (#43). The reduction of $248,000 in Federal Work Study (FWS) money due to decrease in Compton enrollment in 2006-07. Compton is making up deficit by charging back to departments 25% of costs of FWS students. At ECC, necessary 25% match will come from fund 14. One hundred eligible work study students would be affected without funding.
27. #45 – 50% rule applies to Athletics; program will have to find a way to fund difference from general funds. Some overtime costs should be covered by Facilities (paint stripes on field, clean restrooms and locker rooms) without charging back to Athletics. Will require further discussion between departments.
28. #46 – asking for more funds than last year for the Enrollment Management plan. The plan helped the college meet goal of 19,300 FTES. Recommending full funding. This plan includes the $137,650 request from Public Relations and Marketing (#49) for fall, winter and spring schedule mailing. Zip code data is collected and analyzed to evaluate success of mailings.
29. Reason Adult Re-Entry allocation shows $20,000 and Puente $5,000 from 2007-08 funding is because the previous administration asked to combine programs together. Adult Re-Entry, Puente and Project Success were combined and then Counseling was asked to separate them out. The original allocation of $25,000 for Adult Re-Entry and Puente was divided in half for each program. Only allowed to have 50% of the $100,000 salary savings from vacant Puente counselor position for an adjunct counselor. Created a three-tiered process for Puente, Project Success and Adult Re-Entry. First tier: an adjunct counselor for all three programs worked with first year students. Second tier: one counselor supported continuing students for all three programs. A SSTARS counselor was used to follow-up with students. All three support programs had an equal amount of counseling. The $9,000 funding from special contracts for Puente will provide an adjunct counselor as usual, but $40,000 will not be enough to fund an adjunct counselor for Project Success; will need about $50,000. Why can't current adjunct counselors support programs and why is additional monies needed? Puente salaries savings were used to backfill vacant position, but didn't have a salary savings for Project Success. All adjunct counselors are currently allocated to cover 26 student programs.
30. #36 and #37 – Project Success and Puente are different programs because students start at different academic levels (Puente students with English A and Project Success students with English 80 to English 1A) – adjunct counselors may not have skills to deal with students' basic issues and basic skills. #39 – had an opportunity to test concept with full-time counselors and compare results using full- and part-time counselors, but didn't. Need to address use of full-time staff for this proposal. #40 – concerns with New Student Welcome Day – the entire campus would have supported the program if it was a campus-wide open house and funding may not have been an issue.

31. #34 – how can CalWORKs be sustainable when the numbers of students increase? More students lead to higher costs. This year's state funds are less than last year because of new funding formula. The funding request is an attempt to keep the program alive with minimum staff.

Human Resources/President's Area

32. #47 and #48 – Staff Development projects. #47 - the $100,000 request was to provide a comprehensive staff development program for Compton and ECC staff. The special contract funds last year were used before state funds because state funds could be rolled over. This request is separate from Professional Development for classified staff.

33. #48 - Leader Development/Succession planning is a program the College has worked on for a number of years. Donna Manno developed a detailed plan for staff/faculty leadership training. Decision is on hold until past efforts have been evaluated. A comment was made that part of the problem is the career ladder ceiling - there is no place for staff/faculty to move up.

34. If #49 is part of Enrollment Management, shouldn't it show zero funds since it's already included under #46? Yes, it will be clarified on grid.

35. The $50,000 difference between the revised total and the original is because the SLO coordinators were omitted on the original grid.

36. If this is the first distribution decision, when will the next distribution decision be made? When will PBC revisit decisions that still need to be made? It was suggested the grid be re-sorted to show decisions made and decisions on hold. Still waiting for the state budget decision/cash flow.

37. A. Spor will prioritize lists to show initial distribution and will bring to the next PBC meeting. PBC will review updated decisions at November 2nd meeting. The Committee would like to add to agenda what to do with remaining 15 funds.

38. The bond rating agency will review Compton on September 16th. Will be questioned on the college's GASB 45 plan and how much was set aside.

39. This process should be completed sooner to match the tentative budget timeline, but still contingent when state budget is passed.

40. PBC will finalize discussion of funding requests at the next meeting.

The next meeting is scheduled on September 18th in the Alondra Room.

The meeting adjourned at 2:40 p.m.

Note taker: Lucy Nelson

Standard IA/B: Institutional Mission and Effectiveness		Lead(s)
1	The college will review the mission statement every three years (IA.4).	College Council
2	The college should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (IB.2).	President's Office and Public Relations and Marketing
3	Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).	Institutional Research (IR)
4	The college will invest in a system to store and display SLOs and SLO-related documents (IB.5).	Vice President Academic Affairs (VP-AA)
5	The college will reassess the program review models and the SLO assessment process after the current cycle is completed (IB.7).	VP-AA
Standard IIA: Student Learning Programs and Services		Lead(s)
- Institutional Programs		
1	The college will evaluate the progress of SLOs on an annual basis (IIA.1.b).	Assessment of Learning Committee (ALC) and VP-AA
2	The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).	Staff Development
3	The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).	VP-AA
4	During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of Fall 2009; all programs will write a first draft of their program/degree SLOs by Spring 2009; all programs will continue assessing SLOs (IIA.1.c).	ALC
5	The college will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).	Academic Senate, ALC, and IR
6	The college will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).	VP-AA

	7	The college will continue to develop, assess, and revise SLOs and related assessments for all college courses, programs, certificates, and degrees. (IIA.2.b).	ALC and VP-AA
	8	The results of program reviews in all three areas should be published on the college website under a link titled Program Review. (IIA.2.e)	Vice Presidents
	9	The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).	Dean, Enrollment Services
	10	The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).	Academic Senate
	11	The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).	ALC
	12	The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).	ALC, Academic Senate, and Associate Dean Academic Affairs
	13	The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).	Instituional Research
	14	The college will develop a degree audit program in the next four years (IIA.6.a).	ITS and A&R
Standard IIB: Student Learning Programs and Services			**Lead(s)**
- Student Support Services			
	1	Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).	Outreach and School Relations
	2	Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).	IR and Dean, ES & Staff and Student Diversity
Standard IIC: Student Learning Programs and Services			**Lead(s)**
- Library and Learning Resources			
	1	Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).	Learning Resources Unit (LRU)
	2	Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).	LRU

	3	The college will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b).	LRU
	4	The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).	LRU
	5	The college will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).	LRU
Standard IIIA: Resources - Human Resources			**Lead(s)**
	1	All employee evaluations must be completed in a timely manner (IIIA.1.b).	Human Resources
	2	Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).	Human Resources
	3	Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).	SLO Coordinators and Staff Development
	4	The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).	Human Resources
	5	The college will develop a classified staffing plan (IIIA.2).	Human Resources and Dean, ES
	6	Continue to review and revise personnel policies including procedures as needed (IIIA.3).	Human Resources
Standard IIIB: Resources - Physical Resources			**Lead(s)**
	1	ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB1).	Provost, VPs and Dean, ES
	2	Update the facilities modifications request form and procedure (IIIB.1.a).	Facilities Planning and Services (FPS)
	3	The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).	FPS
	4	The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).	Vice President Administrative Services (VP-AS)

Standard IIIC: Resources - Technology Resources		Lead(s)
1	The college will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1).	Information Technology Services (ITS)
2	The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).	ITS and the Technology Committee
3	ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).	ITS
4	ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).	ITS, VP-AA, and academic deans
5	The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).	VP-AS
6	The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).	FPS
7	The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).	ITS and IR
8	The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).	ITS
9	The college will complete the technology plan (IIIC.1.d).	ITS
10	The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).	ITS
Standard IIID: Resources - Financial Resources		Lead(s)
1	The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).	Dean, Enrollment Services and PBC
2	The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).	President's Cabinet
3	The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).	PBC
Standard IV A/B: Leadership and Governance		Lead(s)

1	Continue to improve communication about the governance process with the college community (IVA.1).	College Council
2	Improve student participation on consultation committees where appropriate (IVA.1).	Associated Students Organization (ASO) and Director, Student Development
3	Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).	College Council
4	Continue efforts to improve communication (IVA.3).	Public Relations and Marketing
5	Improve student involvement in the consultation process (IVA.3).	ASO and Director Student Development
6	Continue efforts to improve communication (IVA.4).	College Council
7	Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4.)	Dean, Enrollment Svcs and PBC
8	All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).	College Council
9	Institutional Research will formalize the publication of an annual fact book (IVB.2.b).	IR
10	The college and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).	College Council and Provost Council

Standard IA/B: Institutional Mission and Effectiveness		Lead(s)
1	The college will review the mission statement every three years (IA.4).	College Council
2	The college should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (IB.2).	President's Office and Public Relations and Marketing
3	Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).	Institutional Research (IR)
4	The college will invest in a system to store and display SLOs and SLO-related documents (IB.5).	Vice President Academic Affairs (VP-AA)
5	The college will reassess the program review models and the SLO assessment process after the current cycle is completed (IB.7).	VP-AA
Standard IIA: Student Learning Programs and Services		Lead(s)
- Institutional Programs		
1	The college will evaluate the progress of SLOs on an annual basis (IIA.1.b).	Assessment of Learning Committee (ALC) and VP-AA
2	The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).	Staff Development
3	The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).	VP-AA
4	During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of Fall 2009; all programs will write a first draft of their program/degree SLOs by Spring 2009; all programs will continue assessing SLOs (IIA.1.c).	ALC
5	The college will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).	Academic Senate, ALC, and IR
6	The college will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).	VP-AA

	7	The college will continue to develop, assess, and revise SLOs and related assessments for all college courses, programs, certificates, and degrees. (IIA.2.b).	ALC and VP-AA
	8	The results of program reviews in all three areas should be published on the college website under a link titled Program Review. (IIA.2.e)	Vice Presidents
	9	The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).	Dean, Enrollment Services
	10	The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).	Academic Senate
	11	The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).	ALC
	12	The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).	ALC, Academic Senate, and Associate Dean Academic Affairs
	13	The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).	Instituional Research
	14	The college will develop a degree audit program in the next four years (IIA.6.a).	ITS and A&R
Standard IIB: Student Learning Programs and Services			**Lead(s)**
- Student Support Services			
	1	Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).	Outreach and School Relations
	2	Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).	IR and Dean, ES & Staff and Student Diversity
Standard IIC: Student Learning Programs and Services			**Lead(s)**
- Library and Learning Resources			
	1	Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).	Learning Resources Unit (LRU)
	2	Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).	LRU

	3	The college will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b).	LRU
	4	The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).	LRU
	5	The college will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).	LRU
Standard IIIA: Resources - Human Resources			**Lead(s)**
	1	All employee evaluations must be completed in a timely manner (IIIA.1.b).	Human Resources
	2	Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).	Human Resources
	3	Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).	SLO Coordinators and Staff Development
	4	The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).	Human Resources
	5	The college will develop a classified staffing plan (IIIA.2).	Human Resources and Dean, ES
	6	Continue to review and revise personnel policies including procedures as needed (IIIA.3).	Human Resources
Standard IIIB: Resources - Physical Resources			**Lead(s)**
	1	ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB1).	Provost, VPs and Dean, ES
	2	Update the facilities modifications request form and procedure (IIIB.1.a).	Facilities Planning and Services (FPS)
	3	The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).	FPS
	4	The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).	Vice President Administrative Services (VP-AS)

Standard IIIC: Resources - Technology Resources		Lead(s)
1	The college will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1).	Information Technology Services (ITS)
2	The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).	ITS and the Technology Committee
3	ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).	ITS
4	ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).	ITS, VP-AA, and academic deans
5	The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).	VP-AS
6	The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).	FPS
7	The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).	ITS and IR
8	The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).	ITS
9	The college will complete the technology plan (IIIC.1.d).	ITS
10	The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).	ITS
Standard IIID: Resources - Financial Resources		**Lead(s)**
1	The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).	Dean, Enrollment Services and PBC
2	The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).	President's Cabinet
3	The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).	PBC
Standard IV A/B: Leadership and Governance		**Lead(s)**

1	Continue to improve communication about the governance process with the college community (IVA.1).	College Council
2	Improve student participation on consultation committees where appropriate (IVA.1).	Associated Students Organization (ASO) and Director, Student Development
3	Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).	College Council
4	Continue efforts to improve communication (IVA.3).	Public Relations and Marketing
5	Improve student involvement in the consultation process (IVA.3).	ASO and Director Student Development
6	Continue efforts to improve communication (IVA.4).	College Council
7	Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4.)	Dean, Enrollment Svcs and PBC
8	All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).	College Council
9	Institutional Research will formalize the publication of an annual fact book (IVB.2.b).	IR
10	The college and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).	College Council and Provost Council

Standard IA/B: Institutional Mission and Effectiveness		Lead(s)
1	The college will review the mission statement every three years (IA.4).	College Council
2	The college should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (IB.2).	President's Office and Public Relations and Marketing
3	Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large (IB.5).	Institutional Research (IR)
4	The college will invest in a system to store and display SLOs and SLO-related documents (IB.5).	Vice President Academic Affairs (VP-AA)
5	The college will reassess the program review models and the SLO assessment process after the current cycle is completed (IB.7).	VP-AA
Standard IIA: Student Learning Programs and Services		Lead(s)
- Institutional Programs		
1	The college will evaluate the progress of SLOs on an annual basis (IIA.1.b).	Assessment of Learning Committee (ALC) and VP-AA
2	The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).	Staff Development
3	The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).	VP-AA
4	During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of Fall 2009; all programs will write a first draft of their program/degree SLOs by Spring 2009; all programs will continue assessing SLOs (IIA.1.c).	ALC
5	The college will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).	Academic Senate, ALC, and IR
6	The college will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).	VP-AA

7	The college will continue to develop, assess, and revise SLOs and related assessments for all college courses, programs, certificates, and degrees. (IIA.2.b).	ALC and VP-AA
8	The results of program reviews in all three areas should be published on the college website under a link titled Program Review. (IIA.2.e)	Vice Presidents
9	The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).	Dean, Enrollment Services
10	The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).	Academic Senate
11	The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).	ALC
12	The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).	ALC, Academic Senate, and Associate Dean Academic Affairs
13	The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).	Instituional Research
14	The college will develop a degree audit program in the next four years (IIA.6.a).	ITS and A&R
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1	Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).	Outreach and School Relations
2	Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).	IR and Dean, ES & Staff and Student Diversity
Standard IIC: Student Learning Programs and Services		**Lead(s)**
- Library and Learning Resources		
1	Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).	Learning Resources Unit (LRU)
2	Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).	LRU

3	The college will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b).	LRU
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4	The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).	Human Resources
5	The college will develop a classified staffing plan (IIIA.2).	Human Resources and Dean, ES
6	Continue to review and revise personnel policies including procedures as needed (IIIA.3).	Human Resources
Standard IIIB: Resources - Physical Resources		**Lead(s)**
1	ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB1).	Provost, VPs and Dean, ES
2	Update the facilities modifications request form and procedure (IIIB.1.a).	Facilities Planning and Services (FPS)
3	The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).	FPS
4	The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).	Vice President Administrative Services (VP-AS)

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4	ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).	ITS, VP-AA, and academic deans
5	The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).	VP-AS
6	The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).	FPS
7	The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).	ITS and IR
8	The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).	ITS
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1	The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).	Dean, Enrollment Services and PBC
2	The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).	President's Cabinet
3	The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).	PBC
Standard IV A/B: Leadership and Governance	**Lead(s)**

1	Continue to improve communication about the governance process with the college community (IVA.1).	College Council
2	Improve student participation on consultation committees where appropriate (IVA.1).	Associated Students Organization (ASO) and Director, Student Development
3	Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).	College Council
4	Continue efforts to improve communication (IVA.3).	Public Relations and Marketing
5	Improve student involvement in the consultation process (IVA.3).	ASO and Director Student Development
6	Continue efforts to improve communication (IVA.4).	College Council
7	Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4.)	Dean, Enrollment Svcs and PBC
8	All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).	College Council
9	Institutional Research will formalize the publication of an annual fact book (IVB.2.b).	IR
10	The college and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).	College Council and Provost Council

The Community College Faculty Survey of Student Engagement (*CCFSSE*)

Overview of 2008 Survey Results
El Camino College

Introduction

The Community College Survey of Student Engagement (*CCSSE*) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion to the CCSSE, elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

The *CCFSSE* report enables participating institutions to view faculty expectations and perceptions of student engagement alongside student responses. However, it is important to remember that the side-by-side tables, while illustrative, are not entirely equivalent – that is, the *CCSSE* asks students to report perceptions and experiences across the period of the current academic year. Faculty, in contrast, are asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences in the college more generally.

The *CCFSSE* was administered through the Internet. To view a sample copy of the faculty survey, visit: http://www.ccsse.org/facsamp.cfm.

CCFSSE Member Colleges

CCFSSE utilizes a 3-year cohort of 286 participating colleges (2006 through 2008) in all of its data analyses,[1] including the computation of benchmark scores. This cohort is referred to as the **2008 *CCFSSE* Cohort**. This approach increases the total number of institutions and faculty contributing to the national dataset; this in turn increases the reliability of the overall results.

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[1] For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 data would be used in the 3-year cohort.

The college summary is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the 2008 CCFSSE Cohort. In the first section, a profile of El Camino College faculty respondents is provided. This is followed by a summary of selected findings from the engagement and professional activity questions found in the remainder of the survey.

Frequency and percentage responses are provided on each survey question for all faculty with an additional breakdown by employment status (full-time/part-time) in tables published on ECC's Institutional Research website (www.elcamino.edu/administration/ir - click on "Surveys" on the left-hand menu bar).

Faculty Respondents and Sampling of Course Sections

Faculty teaching at least one credit, non-lower-level-ESL course on campus in Spring 2008 were selected to participate in the *CCFSSE*. Out of 759 faculty invited to participate in the online survey, 217 responded (29% response rate, ±5.6% margin of error with 95% confidence). The average institutional response rate for the 2008 *CCFSSE* administration was 30%. A total of 128 (59%) full-time and 89 (41%) part-time faculty responded to the survey, similar to the 2008 *CCFSSE* cohort.

On many survey items, faculty were asked to respond considering one selected course they were currently teaching. For all faculty meeting the above criteria, one class was randomly selected from their spring 2008 teaching load to serve as the focus. For faculty who taught sections selected for the *student* survey, this course section may or may not have been the same one selected for the student survey.

2008 Faculty Respondent Profile

ECC faculty were queried on a variety of demographic, educational and employment characteristics. Where notably different, percentages for the entire instructional workforce at ECC are provided.

Gender (survey item #25)
Of the 204 faculty respondents at El Camino College who answered this item, 59% are female and 41% are male. This contrasts with the full population of ECC faculty, comprised of 51% female and 49% male. An even larger percentage of part-time respondents were female (63%) compared to male (37%).

Racial Identification (survey item #27)
Six percent of respondents identify themselves as African American, 15% as Asian, 11% as Latino/Hispanic, and 65% as White/non-Hispanic. Full-time respondents are more likely to be White/non-Hispanic (71%). Les than 1% of the faculty respondents are Native American. Three percent marked "other" when responding to the question, "What is your racial or ethnic identification?" These response rates are similar to the ethnic distribution of faculty at El Camino College.

Age Group (survey item #24)
The 2008 *CCFSSE* respondents at ECC range in age from 25-29 to over 65 years old. Approximately 46% are between 25 to 49 years old, while 54% are aged 50 or older.

Teaching Experience (survey item #22)

Reflecting in part the current faculty age distribution, 28% of respondents have been teaching for 20 years or more. Over half (55%) have been teaching for 5 to 19 years. Just under 17% have been teaching for less than 5 years.

Education (survey item #23)

Twenty-three percent of faculty respondents have earned a doctorate or professional degree, higher than the *CCFSSE* cohort average (18%), while two thirds claim a Master's degree. Nine percent have other degrees or experience.

Employment Outside ECC (survey item #28)

Faculty respondents frequently are employed in other positions outside of El Camino College (58%). Of these, 14% are self-employed, 30% are teaching at another college, 2%-5% are in full-time or part-time non-academic positions, and 4% are in a non-teaching position. Thirteen percent are working in a field related to their teaching position. The percentage of part-time employees working outside ECC was 83%, while 40% of full-timers worked elsewhere.

Selected Findings

This section of the overview features selected findings from El Camino College faculty about their perceptions of student engagement and how faculty spend their professional time both inside and outside the classroom. Many responses are sub-grouped by employment status.

Faculty Perceptions about Student Engagement

On the *CCFSSE* survey, faculty members are asked how often their students participate in activities that encourage engagement, mirroring similar questions asked of students. In the *CCFSSE* frequency reports available online, responses from both faculty and students are set side by side to compare perceptions from each group.

Tables 1 through 4 summarize these comparisons grouped under 4 of the 5 *CCSSE* benchmarks of effective educational practice: Active and Collaborative Learning, Academic Challenge, Student-Faculty Interaction, and Support for Learners (see also *Benchmarks of Effective Educational Practice*, available on ECC's Institutional Research website). Each table shows the percentages of faculty and students who indicated that the activity occurred *Often* or *Very Often*. Frequency percentages with larger gaps between faculty and student are highlighted in bold italics.

Active and Collaborative Learning

Table 1 highlights response percentages on items related to Active and Collaborative Learning. Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

On most of the items, faculty perceived higher frequencies of active learning inside and outside the classroom. Items with larger gaps include asking questions in classes, working on projects with students in class, and tutoring or teaching other students. Students perceived that they

discussed ideas from reading or classes with other students outside of class with much *greater* frequency than faculty thought.

Table 1: Active and Collaborative Learning (Responses of *Often* or *Very Often*)

Active & Collaborative Learning Items	Faculty Responses	Student Responses
Asked questions in class or contributed to class discussions	*84%*	53%
Made a class presentation	24%	22%
Worked with other students on a project during class	*63%*	53%
Worked with other students outside of class to prepare class assignments	28%	24%
Tutored or taught other students (paid or voluntary)	*17%*	9%
Discussed ideas from your readings or classes with others outside of class	30%	*51%*

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Items related to academic challenge showed a similar pattern with faculty indicating higher frequency of academically challenging activities than students (see Table 2 and further discussion below).

Although differences between faculty and student responses are large on some items, most students consider ECC courses to be academically rigorous. In fact, El Camino College students indicated higher frequencies of academic challenge than other colleges in the 2008 *CCSSE* student cohort.

Table 2: Academic Challenge (Responses of *Often* or *Very Often*)

Academic Challenge Items	Faculty Responses	Student Responses
Worked harder than they thought they could to meet your standards or expectations	*56%*	49%
Analyzing the basic elements of an idea, experience or theory	*80%*	72%
Synthesized and organized ideas, information, or experiences in new ways	*82%*	63%
Made judgments about the value or soundness of information, arguments or methods	60%	57%
Applied theories or concepts to practical problems or in new situations	*70%*	59%
Used information they have read or heard to perform a new skill	67%	62%

In addition to the items above, students and faculty were both queried about the volume of work asked of students. In question 6, when asked about the number of assigned textbooks, manuals, books and reading packets, most faculty (80%) indicated that they typically assigned 1 to 3. However, about 44% of *students* indicated that they read 4 or fewer textbooks, books or reading packets during the entire school year. This breaks out by educational status as 51% of part-time students and 27% of full-time students; 66% of full-time students read between 0 and 10 books per year. Similar results were found in terms of the number of papers students were asked to write.

Another indicator of academic challenge is the perceived difficulty of examinations in terms of challenging students to do their best work. On a scale of 1 to 7, where 1 is easy and 7 is extremely challenging, the mean faculty rating was 5.4, while the mean student rating was 4.8. Students tended to find their current-year exams slightly easier than faculty evaluating their selected course.

Finally, both faculty and students were asked how much El Camino College encourages students to "spend significant amounts of time studying." Sixty-eight percent of faculty and 74% of students indicated "Quite a bit" or "Very much."

Student-Faculty Interaction

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.

As Table 3 highlights, on every item listed, faculty reported higher rates of interaction than students did, most notably with respect to communicating via email, discussing grades, receiving prompt feedback (written and oral), and discussing grades or assignments.

Table 3: Student-Faculty Interaction (Responses of *Often* or *Very Often*)

Student-Faculty Interaction Items	Faculty Responses	Student Responses
Used e-mail to communicate with you	*63%*	44%
Discussed grades and assignments with you	*78%*	42%
Talked about career plans with you	*42%*	23%
Discuss ideas from their readings or classes with you outside of class	*31%*	14%
Received prompt feedback (written or oral) from you about their performance	*93%*	52%
Worked with you on activities other than coursework	11%	9%

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Table 4 highlights faculty and student evaluations of El Camino College's support for learners. Although some gaps are much wider than others, a much larger percentage of faculty than students on many items felt that the college emphasized activities and services that support learners. ECC student ratings on items in this category were, overall, above the national average.

Table 4: Support for Learners (Responses of *"Quite a bit"* **or "***Very Much"***)**

How much does ECC emphasize…	Faculty Responses	Student Responses
Providing students the support they need to help them to succeed at this college	*83%*	72%
Encouraging contact among students from different econ., social and racial backgrounds	*66%*	55%
Helping students cope with their non-academic responsibilities (work, family, etc)	*51%*	27%
Providing students the support students need to thrive socially	38%	37%
Providing the financial support students need to afford their education	*66%*	42%

How Students Spend Their Time

Faculty and students also were queried about the number of hours students spend, on average, doing a variety of tasks. Students indicated that they spent only slightly more time preparing for class than faculty thought.

A more dramatic difference was found in terms of working for pay. Nearly all faculty thought that students worked at some kind of job, with 38% indicating that students worked 6 to 20 hours per week and 61% that they worked 21 hours or more. Twenty-two percent of students reported not working at all (17% of part-time, 32% of full-time), while 28% indicated they worked 6 to 20 and 50% worked more than 20. Similarly, most faculty (86%) perceived that students spend at least some hours per week providing care for dependents (parent, child, spouse, etc). In comparison, 55% of students indicated that they provide some level of care to a dependent in a typical week. Twenty-three percent of students indicated heavier obligations of 11 or more hours per week, while 48% faculty perceived that students were so involved. Faculty and student perceptions on weekly commute times were more similar to each other. However, on average, faculty thought students commuted longer distances than students indicated.

Finally, a much larger percentage of faculty thought students spent more time participating in college-sponsored activities, such as clubs, campus publications, student government and sports. Eighty-five percent of faculty thought students were involved on campus at some level, while only 17% of students indicated any involvement. However, most faculty (76%) thought that the involvement was low (1 to 5 hours per week).

How Faculty Spend Their Time

Faculty were queried about how they spend their time in a typical week both inside and outside the classroom. Table 5 summarizes time spent on teaching-related and other professional tasks, while Table 6 examines in-class activities.

Question 15 highlights the teaching-related and other professional activities on which full- and part-time faculty reported spending their time in a typical 7-day week (Table 5). As expected, full-time faculty reported spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spent 1 and 12 hours a week on many other teaching-related activities. However, a much larger percentage of full-time faculty spent between 1 and 12 hours on other professional activities such as advising students, working with students on activities other than coursework, and interactions with students outside the classroom.

Table 5: Hours Spent on Selected Activities in a Typical 7-day Week

Hours per week spent on …	Part-time			Full-time		
Teaching-related Activities	1-12	13-20	20+	1-12	13-20	20+
Teaching students in class	72%	29%	9%	27%	57%	17%
Grading papers	92%	6%	1%	82%	12%	4%
Giving other forms of written and oral feedback to students	96%	2%	1%	93%	6%	1%
Preparing for class	89%	8%	3%	91%	8%	1%
Reflecting and working on ways to improve my teaching	92%	7%	1%	95%	3%	2%
Other Professional Activities						
Research and scholarly activities	76%	6%	1%	82%	4%	1%
Working with honors projects	16%	0%	0%	18%	0%	0%
Advising students	75%	2%	1%	84%	2%	2%
Supervising internships or field experience	17%	1%	0%	18%	4%	0%
Working with students on activities other than course work	27%	0%	0%	56%	3%	1%
Involvement in other interactions with students outside the classroom	57%	0%	0%	74%	1%	3%
Conducting service activities	36%	0%	0%	31%	0%	1%

Question 16 asks faculty to report the percentage of class time spent on activities such as lecture, student computer use, and small group activities. The highest percentage for each

activity is in bold italics. Twenty-nine percent of faculty respondents revealed spending 50% or more of their class time lecturing, slightly lower than the 2008 *CCFSSE* cohort. El Camino College faculty tend to spend more time on small group activities compared to faculty at other participant colleges, with 58% of ECC faculty devoting 10% of class time or more compared to 47% at other colleges. A greater percentage of ECC faculty also spend class time with hands-on practice and experiential activities such as lab and field work, performances, clinical placements, and internships; 44% devote at least some time to experiential activities compared with 35% nationally. ECC faculty spend slightly less time on teacher-led discussion than the cohort average.

Table 6: Percent of Class Time Spent on Various Activities (All Faculty)

| Percent spent on …	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Lecture	0%	9%	15%	17%	13%	16%	*20%*	9%
Teacher-led discussion	3%	20%	*30%*	17%	10%	7%	7%	6%
Teacher-student shared responsibility	24%	*27%*	18%	13%	6%	3%	4%	5%
Student computer use	*49%*	24%	7%	6%	3%	3%	6%	1%
Small group activities	14%	*28%*	21%	17%	7%	6%	5%	2%
Student presentations	33%	*42%*	15%	4%	3%	0%	1%	1%
In-class writing	36%	*38%*	15%	5%	1%	1%	3%	0%
Testing and evaluation	3%	*42%*	36%	8%	5%	2%	2%	1%
Performances in applied and fine arts	*93%*	2%	1%	0%	0%	1%	0%	1%
Experiential (labs, field work, art exhibits, clinical)	*56%*	16%	8%	4%	3%	2%	9%	0%
Hands-on practice	*23%*	19%	18%	8%	6%	9%	13%	4%

Finally, question 19 asked faculty about aspects of their teaching role that further support student engagement. Figure 1 highlights the percentage of participation in each area by employment status.

Part-time ECC faculty were more likely to than their full-time colleagues to participate in team teaching and more than twice as likely to participate in such activities compared to the 2008 *CCFSSE* cohort (19% vs. 9%). Part-timers were less likely than full-timers to participate in other engagement activities with the exception of clinical/field experiences and service learning.

Full-time faculty were much more likely to provide students with academic advising than part-time faculty, but at a much lower rate when compared to the *CCFSSE* cohort. This may be partially due to the fact that some colleges provide departmental-based academic advising (60% nationally). Full-timers were more likely to teach linked courses (18%) and within learning

communities (16%) than the national cohort (13% and 12%, respectively). However, they were much less likely to teach a capstone course (6% vs. 16% nationally). In addition, full-time faculty at ECC were less than half as likely to participate in distance education (17%) compared to the national average (35%).

Figure 1: Aspects of Teaching Role
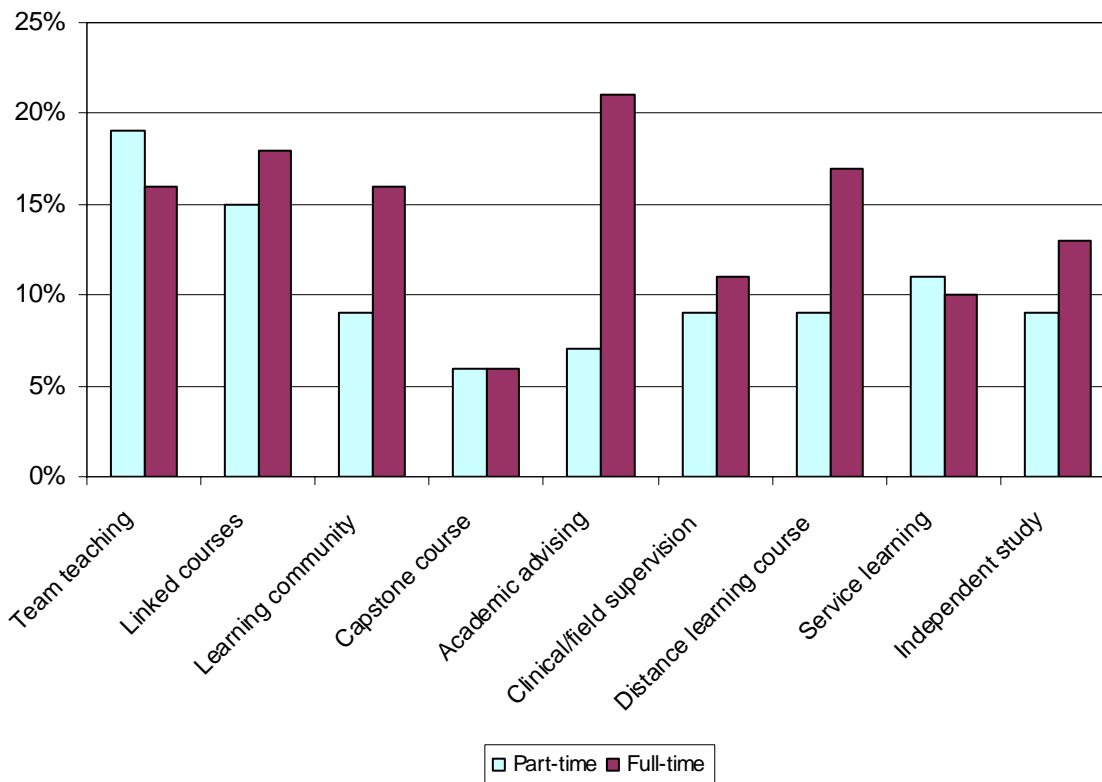
Conclusion and Future Directions

In general, faculty at El Camino College (as at other institutions) perceive that students participate in engagement activities more often than students perceive they do themselves. The survey also revealed important information on students' lives outside the classroom, which found them working and supporting families much less, on average, than faculty perceived they did. Finally, faculty reported on the current levels of engagement activities they pursue in a variety of questions. Responses revealed that ECC is at the vanguard in some areas (part-time faculty involvement, team teaching, learning communities), but less involved than average in others (capstone courses, distance learning courses).

The evidence is strong and often unequivocal that increasing engagement of students improves academic success and persistence. This can be achieved in a variety of ways both inside and outside the classroom. Since engagement research guided the development of questions for both the *CCSSE* student survey and *CCFSSE* faculty survey, local responses and their comparison within the campus and to other survey participants can suggest areas where El Camino College might expand its successes or benefit from greater focus.

The Community College Survey of Student Engagement (*CCSSE*)

Overview of 2008 Survey Results El Camino College

Introduction

The Community College Survey of Student Engagement (*CCSSE*) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. *CCSSE*'s goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for *CCSSE*'s work. *CCSSE*'s survey instrument, the Community College Student Report (*CCSR*), is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE will again utilize a 3-year cohort of participating colleges (2006 through 2008) in all of its data analyses,[1] including the computation of benchmark scores. This cohort is referred to as the **2008 *CCSSE* Cohort**.

This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2008 *CCSSE* Cohort is comprised of a total of 585 institutions across 48 states, plus British Columbia, Nova Scotia, and the Marshall Islands. Two hundred ninety-five of these member colleges are classified as small (< 4,500), 147 as medium (4,500-7,999), 96 as large (8,000-14,999), and 47 as extra-large institutions (15,000 + credit students).[2] One hundred fourteen of the Cohort member colleges are located in urban areas, 129 in suburban areas, and 342 in rural-serving areas.

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[1] For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 data would be used in the 3-year cohort.

[2] These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

El Camino College (ECC) falls into the Extra Large College size category and is classified as being located in a Suburban-serving area. El Camino College and Compton Center are also members of the Hispanic Student Success Consortium composed of 24 other 2-year Hispanic-Serving Institutions.

Student Respondents

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at our institution, 1,024 students submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 68%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.[3])

2008 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2008 *CCSSE* Cohort survey respondent population to the total student population of the 2008 *CCSSE* Cohort member colleges.

Gender (survey item #30)
Of the 1,010 student respondents at El Camino College who answered this item, 48% are male and 52% are female. This contrasts with the full population of the *CCSSE* Cohort community college students, comprised of 41% males and 59% females as well as the underlying ECC population of 45% male and 55% female.

Age (survey item #29)
2008 *CCSSE* student respondents at ECC range in age from 18 to over 65 years old. Approximately 94% are between 18 to 39 years old; 77% are 18 to 24 years old while 17% are 25 to 39 years old.

Racial Identification (survey item #34)
Twelve percent of student respondents identify themselves as African American, 17% as Asian, 29% as Latino/Hispanic, and 19% as White/non-Hispanic. Les than 1% of the student respondents are Native American. Eight percent marked "other" when responding to the question, "What is your racial identification?" African-American students were slightly underrepresented in the survey relative to their representation on campus. However, some survey responses are weighted according to the most recent college data reported to IPEDS (fall 2007).

International Students (survey item #33)
Fourteen percent of our students responded yes to the question, "Are you an international student or foreign national?"

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[3] See exclusionary rules on page 4.

Enrollment Status (survey item #2)

Sixty-four percent of the student respondents at El Camino College report attending college full-time, while 38% of the 2008 *CCSSE* Cohort colleges' total student population attended full-time. Only 36% of surveyed students report being part-time college students, compared to 62% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Languages Other Than English (survey item #32 and local college item #1)

Students whose first language is not English comprise a significant proportion of students in community colleges. At El Camino College, 40% of enrolled students are bilingual or non-native English speakers. In addition, 49% speak another language at home, either exclusively or in combination with English. A full 30% of ECC students speak Spanish at home.

First-Generation Status (survey item #36)

Of all students reporting parental education, 34% indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Forty-four percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 46% indicate that level for their fathers.

Educational Attainment (survey items #1, #23 and #35)

Seventy-two percent of the respondents report starting their college careers at El Camino College. Approximately 76% of students indicate that their highest level of educational attainment is a high school diploma or GED; 64% have completed fewer than 30 credit hours of college-level work; 11% report either a certificate or an associate degree; 8% have earned a bachelor's degree; and 2% have earned an advanced degree.

Credit Hours Earned (survey item #23)

Thirty-nine percent of surveyed students have completed fewer than 15 credit hours; 25% have completed 15-29 credit hours; and 36% have completed more than 30 credit hours.

Grades (survey item #21)

Thirty-six percent of students report that they earned average grades of *B+* or higher, while 8% of students report that they earned grades of *C-* or lower. Fifty-five percent report earning an average of Bs and Cs.

External Commitments (survey item #10)

Fifty-one percent of students work 21 or more hours per week; 23% of students care for dependents at least 11 hours per week; and 23% of students spend at least 6 hours per week commuting to class.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✖ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ✖ The survey is invalid.[4]
- ✖ Students reported their age as under 18.
- ✖ Students indicated that they had taken the survey in a previous class.
- ✖ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

A total of 31 surveys were excluded for El Camino College (1,055 – 1,024).

Selected Findings

Many crucial questions that community colleges need answered—What are our students' goals? What issues keep our students from persisting? How effectively are we engaging students in the classroom? How satisfied are our students with the support services we offer?—can be answered by investigating the percentage of student responses to specific *CCSSE* survey items. This section on Selected Findings from El Camino College data mirrors that found in the *Overview of National 2008 CCSSE Cohort Survey Results.*

The section is organized in terms of seven key topics: Educational Goals, Time on Task, Relationships, Academic Experience, Barriers to Persistence, Student and Academic Support Services, and Student Satisfaction.

The report concludes with a discussion of the degree to which students are engaged in educationally purposeful activities at El Camino College.

Educational Goals

Community colleges have multiple missions and goals, as do their students. Students responding to the survey were given the opportunity to mark Primary Goal, Secondary Goal, or Not a Goal in response to a list of possible goals for attending El Camino College (item #17). As a result, many students mark more than one primary goal; therefore, the percentages in the table below do not sum to 100%.

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[4] If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

As seen in Table 1, students identify various educational goals. Sixty-nine percent are interested in transferring to a 4-year college or university. Forty-three percent of the student respondents identify obtaining an associate degree as a primary goal, while 33% are primarily interested in obtaining or updating job-related skills. Twenty percent of respondents seek to change careers, and 27% aspire to complete a certification program.

Although the majority of students indicated a goal of transfer, 54% of these students also had a primary or secondary goal of obtaining an associate degree.

Table 1: Educational Goals

	Primary Goal	Secondary Goal	Not a Goal
Complete a certification program	27%	20%	52%
Obtain an associate degree	43%	30%	27%
Transfer to a 4-year college or university	69%	16%	15%
Obtain or update job-related skills	33%	31%	36%
Self-improvement/personal enjoyment	42%	33%	25%
Change careers	20%	18%	62%

Time on Task

Students' behaviors and obligations contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Table 2, featuring item #10, highlights that only 12% of full-time students spend at least 21 hours per week preparing for class while 37% spend 5 hours or fewer preparing for class. Work and family obligations can often interfere with spending sufficient time studying classes. Fifty-nine percent of part-time and 34% of full-time students spend more than 20 hours per week working for pay. More than a third (36%) of part-time students and 26% of full-time students spend at least 6 hours per week caring for dependents. Twenty percent of ECC students indicated that they have children who live with them (item #28).

Table 2: Time on Task

|	Part-time			Full-time		
	5 or fewer	6-20 hours	21 hours or more	5 or fewer	6-20 hours	21 hours or more
Preparing for class	46%	47%	7%	37%	51%	12%
Participating in college-sponsored activities	97%	3%	0%	91%	6%	3%
Working for pay	22%	19%	59%	40%	27%	34%
Providing care for dependents	64%	16%	20%	74%	16%	10%
Commuting to and from classes	79%	18%	2%	73%	24%	2%

Relationships

Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus groups conducted with community college students, it was found that when asked to cite the factor that was most important in helping them stay in school and succeed there, students inevitably talk about *relationships.*

Various items on the survey can address the level and extent of students' relational experience while attending the college. Item #4q on the survey asks students to indicate how often they worked with instructors on activities other than coursework. Nearly three-fourths (71%) indicated they "Never" engaged in such activities. When asked how much their college encouraged contact among students from different economic, social, and racial or ethnic backgrounds (#9c), 51% stated that this occurred "Quite a bit/Very much." Over a third (37%) indicated that ECC provided "Quite a bit/Very much" of the support needed to thrive socially (#9e). Finally, 69% of their friends are "Quite a bit/Extremely" supportive of their attending the college while 78% of their families were supportive of this decision (items #15 and #16). This is considerably lower than the average of the *CCSSE* cohort (see also *Barriers to Persistence* below).

Figure 1 highlights results from item #11 on the survey, which ask specifically about students' relationships with other students, instructors, and administrative personnel and offices at the college. Overall, students gave high ratings to their relationships. Regarding relationships with other students, respondents judged the quality of their relationships quite favorably with a rating of 5 or higher given by 73%. An even higher percentage (82%) gave favorable ratings to the quality of their relationships with instructors, while relationships with administrative personnel and offices were given a lower favorable rating (55%).

Figure 1: Relationships

Legend:
- Relationships with other students
- Relationships with instructors
- Relationships with administrative personnel and offices
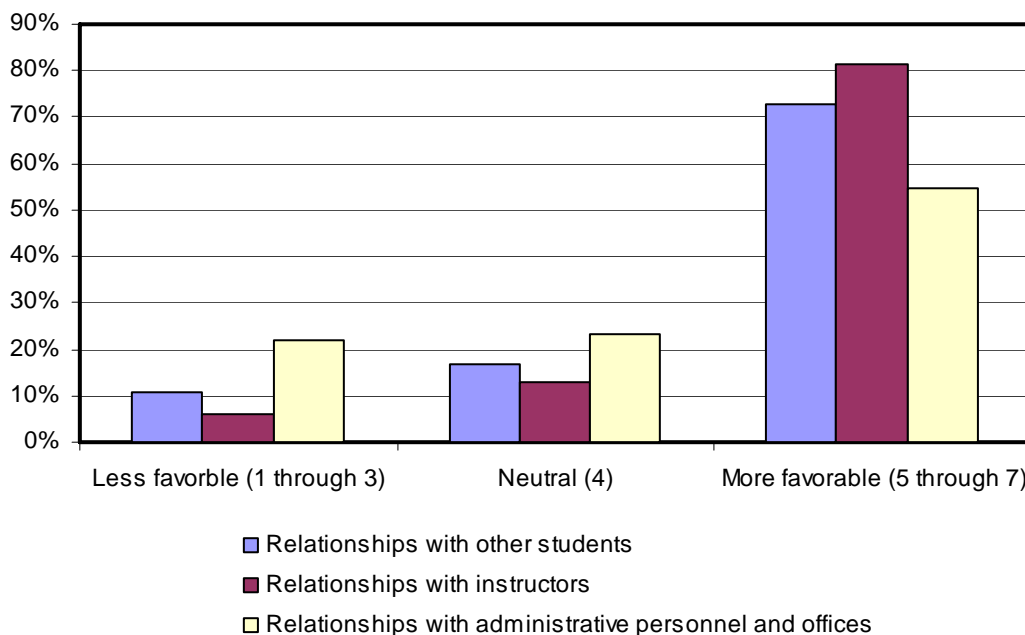
Finally, a locally-selected item asked students about interest in having "one faculty or staff member to whom I could go to with any questions or concerns about my life as a student at El Camino College." Thirty percent of students selected either *Agree* or *Strongly Agree*, with 34% of full-time students selecting one of these options.

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy that students invest in their academic work. The *CCSR* asks students to respond to several survey items in order to gauge how actively they are involved in their education (see items 4a, 4b, 4f, 4g and others). Students were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following:

- ✖ "Asked questions in class or contributed to class discussions"
- ✖ "Made a class presentation"
- ✖ "Worked with other students on projects during class"
- ✖ "Worked with classmates outside of class to prepare assignments"

While some students are highly involved in their academic experience (those who marked *Often* or *Very Often*), others are less engaged, as illustrated by their responses of *Never,* as displayed in the figure below.

Figure 2: Academic Experience
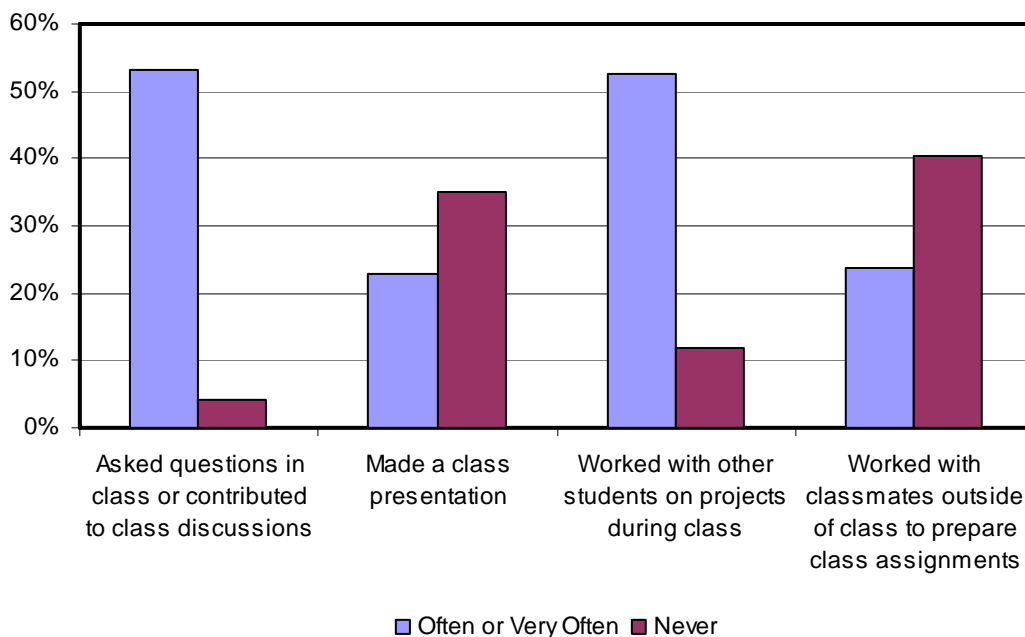
Community colleges have quite diverse student populations, and in order to adequately serve student needs, the institutions offer a variety of courses and special programs. Item #8 on the *CCSR* asks students to identify which course paths they are following. These options are discussed in the sections below.

Developmental Education and English as a Second Language (ESL)

As shown in Figure 3, large percentages of students either have taken or plan to enroll in developmental reading, writing, and/or math courses, while a smaller percentage plan on taking an ESL course. With the exception of math, enrollment in developmental courses is much higher for ECC students than for the *CCSSE* cohort. However, the ECC percentages are about the same as those of the Hispanic Student Success Consortium, likely indicating that the consortium serves a higher percentage of English language learners.

Figure 3: Developmental Education and ESL
(Have Done or Plan to Do)
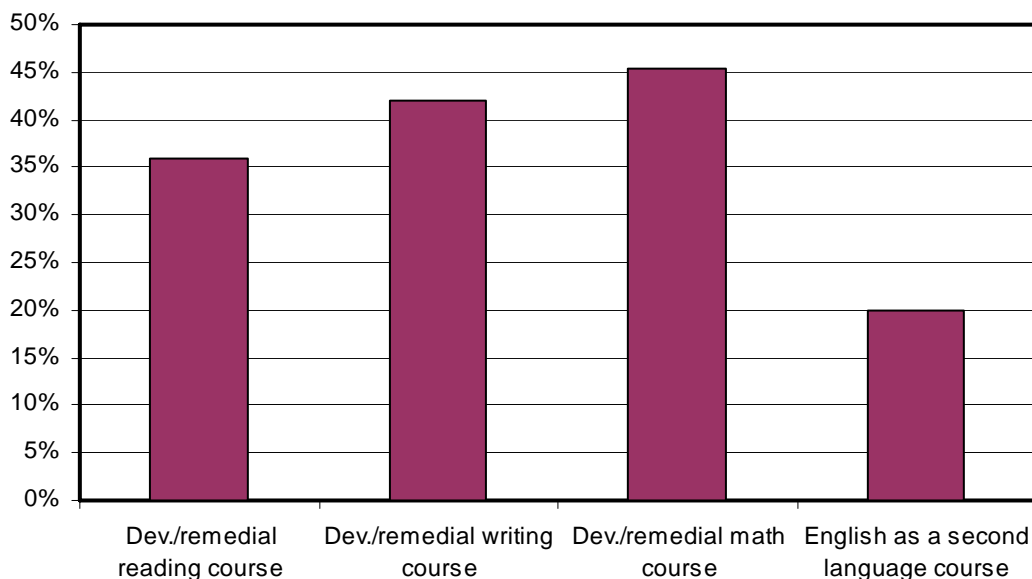
Study Skills and Orientation Courses

Over 42% of students have taken or will enroll in a study skills course, and nearly half (47%) have taken or will enroll in an orientation program or course. This level of participation in programs or courses that directly aid student academic success and persistence is considerably higher than the *CCSSE* cohort as a whole.

Curricular Experience

El Camino College offers a variety of curricular ways that students can become more engaged in their learning process, such as through honors courses, internships, field experiences, clinical assignments, and learning communities (linked courses/study groups led by faculty or counselors). As shown in Table 3, 55% have participated or plan to participate in some form of internship or field experience (10% have done so). Well over a third plan to or have participated in an honors course. Finally, 33% have participated or plan to participate in an organized learning community—item #8h. The latter two categories are well above the average of the *CCSSE* cohort.

Table 3: Curricular Experiences

	Have Done or Plan to Do
Internship, field experience, or clinical assignment	55%
Honors course	38%
Organized learning communities	33%

Student Learning

Student respondents indicate how much their coursework emphasizes intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. Figure 4 illustrates students' perceptions of the extent to which El Camino College promotes these cognitive activities (item #5). Over 60% of students perceived that ECC course work encouraged higher-order cognitive activities such as analyzing and synthesizing ideas "quite a bit" or "very much."

**Figure 4: Student Learning
(Quite a bit or Very Much)**
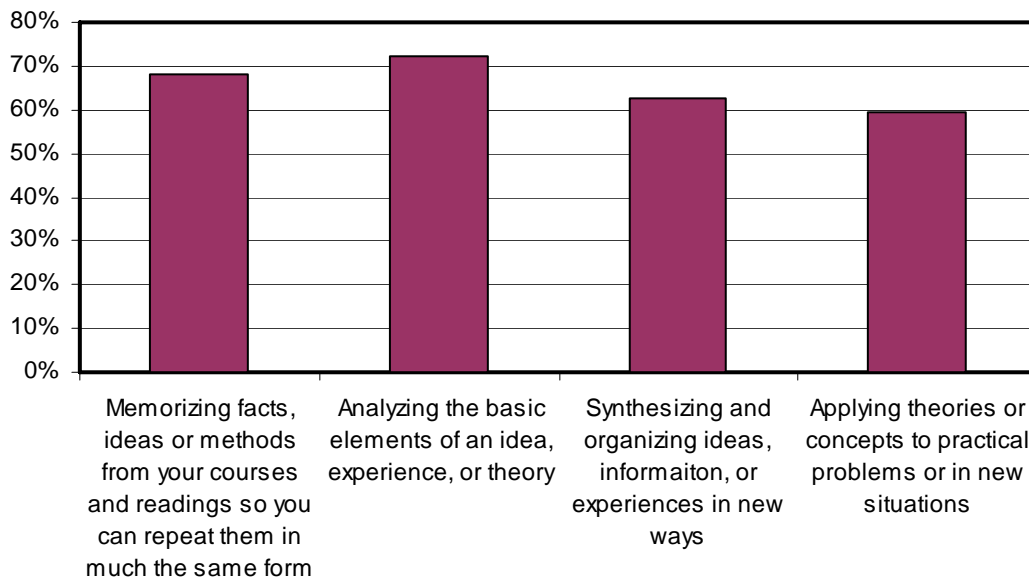
Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college (item #14). That is, what keeps students from achieving their educational goals? The percentage of students who report that the various factors would result in their withdrawing from class or from college is highlighted in Figure 5. Again, students could mark more than one factor; therefore, percentages will not sum to 100%. About 45% of students felt that working full-time and lack of finances would likely or very likely cause them to withdraw from

El Camino College. Other barriers to persistence include lack of peer or familial support (items #15 and #16). Nearly one third (31%) of students report that their friends are Somewhat or Not Very supportive of "your attending this college" while 22% respond similarly about support from their immediate families.

Similar results were found in a parallel local item selected by the college. This local item also found that "time management or study skills" was considered the biggest obstacle to academic success by 39% of ECC students.

Figure 5: Barriers to Persistence
(Likely or Very Likely Cause)
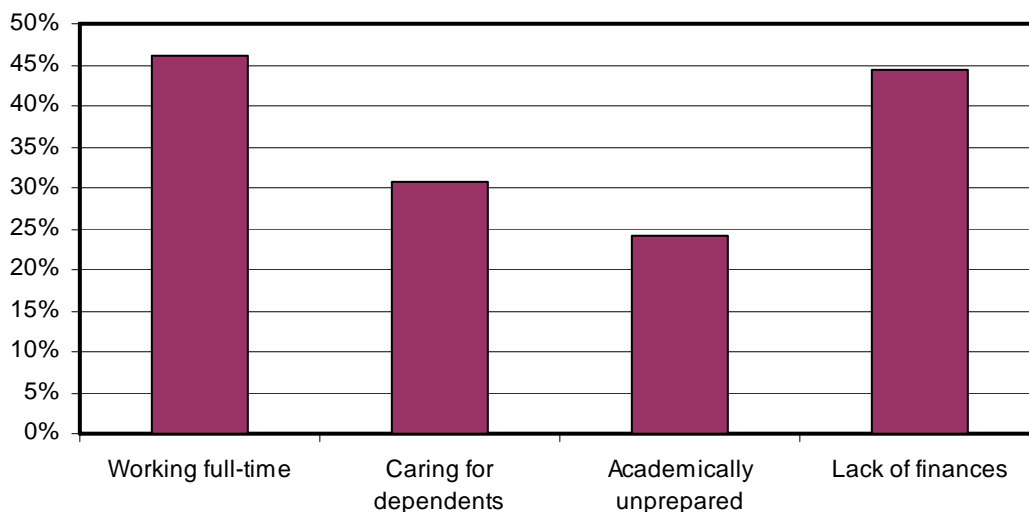
Student and Academic Support Services

Often surveys ask a combination of questions relating to satisfaction, use, or importance levels of services, but rarely are surveys designed in a way that asks students to link all three, as does *CCSSE*. Table 4 displays use, satisfaction, and importance of a number of key academic and student support services (item #13). The first column reports the percentage of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percentage of students who report they are *Somewhat* or *Very Satisfied* with the service; and the third column reports the percentage of students who rate the service as *Somewhat* or *Very Important*.

Many El Camino College students do not use the variety of student services available to them. Just over 50% of students indicated that they use computer labs and academic advising *Sometimes* or *Often*, the top two in usage. Eleven percent or fewer were periodic or frequent users of job placement assistance, child care, and services to students with disabilities (4% of ECC students have a registered disability).

Students were most satisfied with skills labs (writing, math, etc), computer labs, and academic counseling/advising. Academic and career counseling and computer labs also rated as the highest in importance.   Students were least satisfied with child care, job placement services and service to students with disabilities, although these services all garnered over 50% satisfaction and represent categories of low usage.

Table 4: Student Services by Use, Satisfaction, and Importance[5]

	Use (Often/Sometimes)	Satisfaction* (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	**53%**	**88%**	**89%**
Career counseling	39%	82%	**83%**
Job placement assistance	*11%*	*64%*	66%
Peer and other tutoring	24%	79%	74%
Skills labs (writing, math, etc.)	**41%**	**92%**	78%
Child care	*5%*	*52%*	*46%*
Financial aid advising	33%	73%	74%
Computer lab	**54%**	**91%**	**81%**
Student organizations	16%	73%	*62%*
Transfer credit assistance	29%	77%	77%
Services to students with disabilities	*7%*	*66%*	*60%*

* Percent of periodic or frequent users who are *somewhat* or *very satisfied*.
Note: Percentages in **bold** are the three highest ratings in each column; *italicized* percentages are the three lowest in each area.

Under the local questions section, students were asked if they knew "*where to go on campus with concerns about non-academic issues*" (local item #7). Only 51% indicated that they *Agree* or *Strongly Agree* with this statement. In fact, 18% strongly disagreed that they knew where to bring their concerns. More student could find what they were looking for on the college's website. Sixty-six percent could find what they needed *Often* or *Very Often* (local item #8). About 30% felt they could find information only "occasionally."

<u>Student Satisfaction</u>

A useful measure of satisfaction is whether a student recommends a service or institution to others. The *CCSR* asks students if they would recommend El Camino College to a friend or family member (item #26). Ninety-six percent report they would make such a recommendation, slightly higher than the national *CCSSE* average. Another item asks students to evaluate their entire educational experience (item #27). Eighty-seven percent describe their experience as *Good* or *Excellent*, and less than 2% rate their experience as *Poor*.

Another measure of student satisfaction is the percent of returning or successful students. Sixty-four percent of the students indicate that they plan to enroll at El Camino College within the next 12 months, while 13% report that they have accomplished their goals and will not be returning. On the other hand, 24% report they are uncertain or have no plans to return.

[5] The satisfaction percentages in Table 4 are not comparable to the *CCSSE* cohort percentages in the *Overview of National 2008 CCSSE Cohort – Survey Results*. The *CCSSE* report shows percentage satisfied out of all respondents, while the above table shows percentage satisfied out of all <u>users</u> of the service.

Participation in Engagement Activities

The first 21 engagement items on the *CCSR* ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, *CCSSE* collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that half of all students had to report participating in the activity. This information is highlighted in Table 5. Across the board, part-time students are less likely than full-time to indicate substantial levels of engagement.

Table 5: Percentage of Students Who Reported Participating Often or Very Often in Selected Engagement Activities by Enrollment Status

Most Frequent Student Activity Items	All	Part-time	Full-time
Used the Internet or instant messaging to work on an assignment	59%	54%	70%
Worked on a paper or project that required integrating ideas or information from various sources	58%	53%	67%
Had serious conversations with students of a different race or ethnicity other than your own	54%	52%	59%
Asked questions in class or contributed to class discussions	53%	53%	55%
Worked with other students on a project during class	53%	52%	54%
Received prompt feedback (written or oral) from instructors on your performance	52%	50%	57%
Prepared one or more drafts of a paper or assignment before turning it in	51%	48%	57%
Discussed ideas from your readings or classes with others outside of class	51%	50%	52%

In comparison, it is also important to note what students are not doing in college as frequently as one might expect. To report the least frequent activities, *CCSSE* uses the *never* response category. Table 6 consists of items where 30% or more of all students report never engaging in that particular activity. Part-time students are more likely than are their full-time peers to report never when responding to student activity items.

Table 6: Percentage of Students Who Reported Never Participating in Selected Engagement Activities by Enrollment Status

Least Frequent Student Activity Items	All	Part-time	Full-time
Participated in a community-based project as a part of a regular course	75%	77%	71%
Tutored or taught other students (paid or voluntary)	72%	74%	67%
Worked with instructors on activities other than coursework	71%	73%	67%
Discussed ideas from your readings or classes with instructors outside of class	50%	53%	43%
Worked with classmates outside of class to prepare class assignments	40%	45%	30%
Made a class presentation	35%	41%	21%
Talked about career plans with an instructor or advisor	34%	37%	26%

Course Delivery and Marketing Survey Items

Although not directly related to "student engagement," questions about student preferences for course offerings are critical to ensure that the college is offering courses and services needed by students. In addition, marketing questions ensure that ECC reaches the full extent of its service area to ensure broad access to ECC's programs and services. Responses to these questions should assist campus leaders with future enrollment planning.

Course Delivery

Repeating a questioned asked on a Spring 2006 survey, El Camino College asked students about their desire for more online (internet-delivered) courses. Forty-eight percent selected *Somewhat Agree* or *Strongly Agree*, with similar results found among both full- and part-time students.

When asked about time periods preferred for courses, 50% selected 8:00 a.m. to noon , while 19% preferred the afternoon (noon to 4:00 p.m.). Twenty-four percent requested evenings after 4:00 p.m. Many more part-time students selected this category with 31% of part-timers desiring evening classes. Very few showed interest in Saturday classes; however, the question design forced one top choice. Students who prefer evening classes may also prefer to attend on Saturday. More detailed survey items may be administered in the future to tease out interest in a "weekend college."

Marketing and Outreach

Easy access to the Schedule of Classes assists students in choosing their courses. One question on the survey asked students how they access the class schedule. Over 39% indicated that they access the schedule in some sort of electronic form, either with the online searchable schedule of classes (26%) or the online (pdf) version of the class schedule

(13%). Another third (32%) used a combination of printed and searchable schedule. Twenty-four percent used only the printed schedule.

In the last survey, students were asked about their preferred radio stations. The results suggested an expansion of the number and type of radio station on which El Camino College advertised. This time, students were asked if they had a personal home page on any social networking websites. Sixty-three percent responded in the affirmative, with nearly 50% on two major sites—MySpace (37%) or Facebook (12%).

Future Reports

In addition to this brief summary of results, a wealth of information still remains to review and discuss. This section highlights a series of future reports based on the Spring 2008 CCSSE results.

Special Focus Items – Financial Aid

Each year *CCSSE* selects a different topic for the special item set, based on interest among *CCSSE* colleges and the research community, and *CCSSE* will share national results in its annual report. This strategy will help to keep the survey fresh — addressing issues of importance to community colleges and their students — while also keeping the core survey stable.

The special focus items for 2008 were about Student Financial Aid. Results from these questions along with other financially-related questions on the *CCSR* will be summarized in a future report.

Mean Score Comparisons and Frequency Reports

This report summarizes results based on percentages of students who responded in each category or groups of categories. Another approach is to compare ECC's mean, or average, score on each item with those of the entire cohort and the Hispanic Student Success consortium. For *scaled* items, a point value is awarded to each part of the scale (for example, *Very Often* = 4 to *Never* = 1). Comparing two mean scores also permits the opportunity to "test" the difference between them to determine if that difference is large enough that it's likely to remain if we were to survey *all* students, not just a sample. This is known as a "statistically significant" difference.

A mean score report will be published in a separate document. However, no statistically significant differences were found between El Camino College and the *CCSSE* cohort. A number of differences were found when comparing ECC to other Hispanic Student Success colleges, however. These will be outlined in a future report.

Frequency reports (tables containing the number and percentage of respondents by category for each item) will be published at a later date.

Benchmarks of Effective Educational Practice

The *Community College Survey of Student Engagement (CCSSE)* utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.

The five benchmarks encompass 38 engagement items from the *CCSSE* survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the most powerful contributors to effective teaching, learning, student retention, and student success.

The five *CCSSE* benchmarks are:

* Active and Collaborative Learning
* Student Effort
* Academic Challenge
* Student-Faculty Interaction
* Support for Learners

More information about *CCSSE*'s benchmarks and how well El Camino College performed will be featured in a separate report entitled, *Benchmarks of Effective Educational Practice*.

Community College Faculty Survey of Student Engagement (*CCFSSE*)

The *CCFSSE,* designed as a companion to the *Community College Student Report,* elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

El Camino College elected to participate in the *CCFSSE* along with the student survey. A summary of ECC faculty responses along with comparisons of student and faculty perceptions has been released in a separate document.

Index of Survey Items Associated with Selected Findings Categories

Educational Goals
17a-f

Time on Task
10a-c

Relationships
4q, 9c, 9e, & 15

Academic Experience
4a, 4b, 4f, 4g

Developmental Education, ESL, Study Skills, and Orientation Courses
8b, 8c, 8d, 8e, 8f, and 8h

Curricular Experiences
8a, 8g, 8h, 8i

Student Learning
5a-f

Barriers to Persistence
14a-d

Student Satisfaction
20, 26, and 27

Student and Academic Support Services
13a-k

Student Activity Items
4a-u

Academic Technology Committee
25 September 2008
12:30-2 pm

Agenda

1) <u>Approve the minutes of the 29 November 2007 meeting of the ATC</u>

2) <u>Maintaining Technology: Identifying Staffing Needs</u>

   - Retirements and new buildings add to the burden

   - Draft a resolution to the Academic Senate on the issue

3) <u>Transition to Office 2007</u>

   - How would faculty like to see it done?

   - What special issues do you have that might interfere with your work?

4) <u>Software:</u>

   - What are your division's academic software needs?

   - What has your experience been obtaining your software?

   - Anti-Plagiarism Software

5) <u>Promoting Innovation</u> (with a special emphasis on technology)

   - Develop "data-driven"/"culture of evidence" institutions

   - How to publish and widely distribute "best practices"

6) <u>Strategic Technology Plan</u>

   - Discuss with the Committee and get input

The Copy Center

copycenter@elcamino.edu

Located in Room 103 of the Student Services Center (south of Admissions)

310-660-6521 • Fax 310-660-3946

Hours: Monday - Friday 7:30 a.m. - 4:30 pm; Closed Fridays during summer sessions

Sidney Smith, Production Coordinator

EL CAMINO COLLEGE COPY CENTER CUSTOMER GUIDE

GENERAL INFORMATION

The Copy Center (and Print Shop) provide printing, photocopying and digital color copying services campus-wide.

Most jobs submitted to the Copy Center for photocopying are completed in one- to three-days for pick-up at the Copy Center. Offset print jobs completed by the Print Shop require two to four days to complete, and will be delivered to the Copy Center for pick-up or delivery by campus mail.

What Services Are Provided?

What would be copied (duplicated on a high-speed xerographic duplicating machine) **and what will be printed** (duplicated on a printing press):

Offset printing usually calls for larger quantities, higher quality and has the option for specific PMS inks and a greater selection in paper and weights.

Black and white photocopying provides a very good gray scale reproduction with quick turnaround, online collating/stapling and computer networking.

Digital color copying provides professional four-color reproduction for your posters, postcards, brochures and newsletters. *All four-color services have a charge. Contact the Production Coordinator for a quote.

"While-You-Wait" and "Same-Day" Copy Services are not available due to the busy production volume. We do not offer typing or paste-up services - your job must be submitted as camera-ready.

Who to Contact For Assistance and/or More Information

Production Coordinator: Mr. Sidney Smith
       E-MAIL: copycenter@elcamino.edu
       Extension: 6521 • FAX: 3946 • ROOM: SSC 103

EL CAMINO COLLEGE COPY CENTER CUSTOMER GUIDE

Time Requirements

Our goal is one- to three-day turnaround. If your job has complex specifications, allow more time to meet your requirements. Turnaround times for all orders whether submitted by e-mail, hard copy or campus mail, begin upon receipt/acknowledgement by the Copy Center.

Orders sent after hours or on weekends will be acknowledged on the following business day. The Copy Center stamp serves as the official time an order is submitted/received. Allow additional time for acknowledgement when using the campus mail delivery system.

Monday e-mail submissions: are processed after the orders received over the weekend. During busier times, an order submitted on a Monday might not be acknowledged until the following day.

At the beginning, midterm and end of the each semester, requests should be submitted at least two weeks in advance, especially large and/or specialty copy/print orders. These are extremely busy times for the entire campus, and normal turnaround times will not apply. Orders will be processed on a first-come, first-serve basis, regardless of any previously set standard. We would prefer that you select campus-mail for your delivery method at this time, since we are limited on space to store completed jobs waiting tobe picked up.

In order for the Copy Center to have a better idea of the types of printing and photocopying projects coming from various departments, it is requested that each department/office submit to the Production Coordinator a list of publications, with dates and quantities, that are printed every semester/year, e.g., The Center for the Arts posters, mailers and programs; Financial Aid Handbook; contracts for Human Resources; in-house forms, etc. **Please send a department calendar to copycenter@elcamino.edu to establish an pattern of known recurring requests.**

Emergency Requests

The Copy Center policy is to offer the most efficient service possible in the shortest amount of time. Realizing that emergencies occur, we strive to accommodate emergency requests when possible, but please be aware that these exceptions are extremely rare. **ALL EMERGENCY REQUESTS FOR TURNAROUND TIME IN LESS THAN THE POSTED TURNAROUND TIME MUST BE APPROVED BY THE PRODUCTION COORDINATOR** (Sidney Smith, Ext. 6521, copycenter@elcamino.edu). Please do not interrupt the Copy Center personnel while they are operating equipment to request emergency processing.

EL CAMINO COLLEGE COPY CENTER CUSTOMER GUIDE

How to Submit Work

Compete a Copy Center Work Order Request Form (available at the Copy Center). A sample is found online at *MyECC*, under 'Forms.'

We do not accept copy/printing requests via fax. We do not accept the use of faxed materials as originals, since that would compromise the quality of the output of your job.

Please have camera-ready (ready to copy) originals when submitting hard copy requests. The quality of the originals greatly impact the outcome of your order. Wrinkled, previously stapled, and whited-out items, can and will affect the appearance of your print job. Submit appropriate original art for your job: Black and white originals for black and white reproductions, not color ink-jet originals. Please submit your order via e-mail, CD or flash drive, so we can work from an electronic file, rather than a hard copy. The use of shaded backgrounds, anything less that 30%, will not reproduce on print jobs. The Xerox machines will not accept pages from magazines and articles torn from newspapers as originals. Magazine pages and newspaper articles must be photocopied onto an 8.5" x 11" or 11" x 17" to be fed into the machines. Copyright information must be included when requesting pages, articles or photos to be reproduced.

File types accepted when submitted electronically: PDFs are preferred. When possible submit a hard copy so we may verify the file when we open and begin your job. Word, Excel and Power Point files are acceptable, but exported as PDFs they are more likely to not have problems with missing fonts and images. Publisher and Corel Draw files are not accepted. We are able to accept math equations that have been created using Microsoft Equation Editor.

Submitting files via e-mail: copycenter@elcamino.edu

Turnaround time and pick-up/delivery rules are the same as requests delivered, in-person. After-hour requests will be processed the next day, in the order in which they are received. A "Received by Copy Center" reply will be sent via E-mail upon receipt of your request.

Send your original(s) as an attachment. Do not include your original artwork as a typed e-mail message. See above list of accepted file types.

Send each request as a separate email; do not include multiple jobs in one email.

Do not zip or compress your files. If your original artwork to be copied/printed is a file size of 4-MB or larger, please submit it on a CD or flash drive.

In the message portion of your email, please provide the following information:
- Name/Department/Office
- Contact information person/phone #
- Fund/Organization
- Job Title
- Request Date
- # of Originals
- # of Copies
- Stock
- Paper Size
- Binding/Drilling/Special Requests
- Pick-up or Delivery

Contact the Copy Center with any questions, Ext. 6521.

EL CAMINO COLLEGE COPY CENTER CUSTOMER GUIDE

Pickup and Delivery

Materials can be picked up from the Copy Center between 7:30 a.m. - 4:30 p.m. Monday - Friday. Materials may also be mailed to your division office. Allow an additional day for each direction when using the campus mail delivery system.

There is no pick-up service at the Print Shop unless it is cleared by the Production Coordinator.

After-Hours Pick-up and Delivery

For orders picked up or dropped off after 4:30 p.m. there is a box provided, near the rear (north) entrance to the Copy Center. Work may be picked up and dropped off between 4:30 p.m. and 7:00 p.m. Monday through Thursday, by entering the Admissions Office on the northwest side of the Student Services Center. All other doors are locked at 4:30 p.m. each day.

Inter-Office Mail Delivery

The morning mail is delivered/picked-up by 7:45 a.m. and the afternoon mail is delivered/picked-up by 11:30 a.m. Any packages picked-up in the morning will usually be delivered to the departments in the afternoon. Packages picked-up in the afternoon will usually be delivered to the departments in the morning.

Allow an additional day for job completion for each direction when using the campus mail system, whether sending or receiving requests/completed orders.

Copyright Notice

• Material from newspapers or magazines must have the name of the publication and the date it was published written on the original to be copied/printed.

• We will not reproduce multiple copies of cartoons without authorization from the syndicate that owns the copyright. However, we can make one copy or transparency for use in a classroom.

• Material taken from a book (even an instructor's manual) must have the name of the publisher and the date it was copyrighted, noted on the original to be copied/printed.

• Materials originating from the Internet, must list the Internet address/Web site on the original to be copied/printed.

• For textbooks that have not been delivered to the Bookstore, you must first get written permission from the book's publisher to photocopy chapters for classroom use.

**Orders without the required information will be held until you are notified
and can supply us with the above information.**

All copyrighted material can only be used once. Orders cannot be repeated for more than one semester.

For further information, please refer to the Copyright Guidelines information sheet, provided by the Copy Center.

EL CAMINO COLLEGE COPY CENTER CUSTOMER GUIDE

Billing

Faculty/Division/Department [General Fund-Unrestricted (Fund 01), Object Code 55960 and 55980]

Black and white copying is free of charge, unless otherwise noted. Special services required to complete your request may incur charges.

Charge-back system

General Fund-Restricted accounts, such as Child Development, Foundation, Bookstore, Food Services, CSEA, AFT, Auxiliary Services and all other miscellaneous accounts will be charged for all reproduction services. Use the Copy Services Request Form.

Complete a blanket purchase order after the cost of the job is estimated by the Production Coordinator. No production will commence on any project without an approved blanket purchase order signed by the division/department dean/director.

All digital color copy/print jobs will be charged to the requester through the established chargeback system.

Administrative approval is required for any chargeback request. Customers must have a blanket purchase order number with sufficient funds to cover the costs of their color print requests. The work order request form requires administrative approval (signature), i.e. director, dean, VP or designee.

6