



OFFICERS & EXECUTIVE COMMITTEE

President	David Vakil	VP Faculty Development	Chris Gold
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>		<u>Health Sci & Athletics/Nursing</u>		<u>Natural Sciences</u>	
Michael Mangan - English	09/10	Tom Hazell*	09/10	Miguel Jimenez	11/12
_____ (vacant)		_____ (vacant)		Chuck Herzig	11/12
		_____ (vacant)		Teresa Palos	10/11
<u>Behavior & Social Sciences</u>		Pat McGinley	09/10	David Vakil*	10/11
Randy Firestone	11/12	Kathleen Rosales	11/12	_____ (vacant)	
Christina Gold	10/11			<u>Academic Affairs</u>	
Michelle Moen	11/12	<u>Humanities</u>		Quajuana Chapman	
Lance Widman*	09/10	Brent Isaacs	11/12	Dr. Francisco Arce	
Michael Wynne	11/12	Peter Marcoux	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		Kate McLaughlin	11/12	Joshua Casper	
Philip Lau	11/12	Bruce Peppard	11/12	Begoña Guereca	
Jay Siddiqui*	11/12	Jenny Simon	11/12	Phillip Stokes	
_____ (vacant)		<u>Industry & Technology</u>		<u>President/Superintendent</u>	
<u>Compton Educational Center</u>	(1 yr terms)	Patty Gebert	09/10	Dr. Thomas Fallo	
Saul Panski	09/10	Ed Hofmann		<u>The Union</u>	
Estina Pratt	09/10	Douglas Marston*		Editor	
Tom Norton	09/10	Lee Macpherson	09/10		
Jerome Evans	09/10	_____ (vacant)		<u>Division Personnel</u>	
Darwin Smith	09/10	<u>Learning Resource Unit</u>		Jean Shankweiler	
<u>Counseling</u>		Claudia Striepe*	10/11	Don Goldberg	
Christina Pajo	11/12	Moon Ichinaga	10/11	Tom Lew	
Brenda Jackson*	10/11	<u>Mathematical Sciences</u>		<u>Counseling</u>	
Chris Jeffries	10/11	John Boerger	10/11	Ken Key	
<u>Fine Arts</u>		Greg Fry	10/11	<u>Ex-officio positions</u>	
Ali Ahmadpour	11/12	Marc Glucksman*	09/10	ECCFT President	
Randall Bloomberg	11/12	Susan Taylor	11/12	Elizabeth Shadish	
Patrick Schultz	11/12	Paul Yun	10/11	Curriculum Chair	
Chris Wells*	11/12			Lars Kjeseth	
Mark Crossman	11/12				

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For example 11/12 = 2011-2012.

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



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

<u>FALL 2009</u>		<u>SPRING 2010</u>		(changes denoted with <u>underlines</u>)
September 15	Communications 104	March 2	Communications 104	
October 6	Communications 104	March 16	Communications 104	
October 20	Communications 104	<u>April 1</u>	<u>Dist. Ed. Conf. Room</u>	
		April 6	Communications 104	
November 3	Communications 104	April 20	<u>Compton Board Room</u>	
November 17	Communications 104	May 4	Communications 104	
December 1	Communications 104	May 18	Communications 104	
December 15	Communications 104	June 1	Communications 104	

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2009</u>		<u>SPRING 2010</u>	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		5-10
C. REPORTS OF OFFICERS		
	A. President	11-25
	B. VP- Compton Center	
	C. Chair- Curriculum	
	D. VP- Educational Policies	34
	E. VP- Faculty Development	
	F. VP- Finance	26-33
	G. VP- Legislative Action	
D. REPORTS OF SPECIAL COMMITTEES		
	Deans' Council	35-37
E. UNFINISHED BUSINESS (1:00pm)		
	None	
F. NEW BUSINESS		
	A. Solicit election chair for President-Elect	
	B. Area C resolutions	41-43
	C. Program Review timeline	38-40
	D. Senate meeting with deans	
G. AGENDA ITEMS FOR FUTURE MEETINGS	April 20: Copyright policy & procedures, 2 nd reading May 4: Basic Skills presentation Upcoming: ARCC report, survey of deans about department chairs, evaluating Academic Senate, Program Discontinuance Policy/procedure	
H. PUBLIC COMMENT		
I. ADJOURN		



Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon		2 nd & 4 th Mon.	2:30-4:00	Library 202
COMPTON FACULTY COUNCIL	Saul Panski		Thursdays	2:00-3:00	CEC Board
CURRICULUM	Lars Kjeseth		2/23, 3/16, 4/6, 5/4, 5/25, 6/1	2:30-4:30	Board Room
EDUCATION POLICIES	Chris Jeffries		2 nd & 4 th Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING	Arvid Spor		1 st & 3 rd Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT	Chris Gold		2 nd & 4 th Tues	1:00 – 1:50	ADM 127
CALENDAR	Jeanie Nishime		Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp		Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<u>Campus</u>					
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura				
BOARD OF TRUSTEES	Nate Jackson		Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo		Mondays	12:00-1:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce		Thursdays	9:00-10:30	
CAMPUS TECHNOLOGY	John Wagstaff		3 rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor		Thursdays	9-10:00 am	Library 202

ACADEMIC SENATE ATTENDANCE & MINUTES
16th March 2010

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

<p style="text-align: center;">Adjunct Faculty</p> <p><u>Mangan, Michael(Hum)</u> X</p> <p style="text-align: center;">Behavioral & Social Sciences</p> <p><u>Firestone, Randy</u> X</p> <p><u>Gold, Christina</u> X</p> <p><u>Widman, Lance</u> X</p> <p><u>Wynne, Michael</u> X</p> <p style="text-align: center;">Business</p> <p><u>Siddiqui, Junaid</u> X</p> <p><u>Lau, Philip S</u> X</p> <p style="text-align: center;">Child Development</p> <p><u>Moen, Michelle</u> X</p> <p style="text-align: center;">Counseling</p> <p><u>Jackson, Brenda</u> X</p> <p><u>Jeffries, Chris</u> X</p> <p><u>Key, Ken</u></p> <p><u>Pajo, Christina</u> X</p> <p style="text-align: center;">Fine Arts</p> <p><u>Ahmadpour, Ali</u> X</p> <p><u>Bloomberg, Randall</u> X</p> <p><u>Crossman, Mark</u></p> <p><u>Schultz, Patrick</u> X</p> <p><u>Wells, Chris</u> EXC</p> <p style="text-align: center;">Health Sciences & Athletics</p> <p><u>Hazell, Tom</u></p> <p><u>McGinley, Pat</u> X</p> <p><u>Rosales, Kathleen</u> X</p> <p style="text-align: center;">Humanities</p> <p><u>Isaacs, Brent</u></p> <p><u>Marcoux, Pete</u> X</p> <p><u>McLaughlin, Kate</u> X</p> <p><u>Peppard, Bruce</u> EXC</p> <p><u>Simon, Jenny</u> X</p> <p style="text-align: center;">Academic Affairs</p> <p><u>Chapman, Quajuana</u></p>	<p style="text-align: center;">Industry & Technology</p> <p><u>Gebert, Pat</u> X</p> <p><u>Hofmann, Ed</u> X</p> <p><u>MacPherson, Lee</u> X</p> <p><u>Marston, Doug</u> X</p> <p style="text-align: center;">Learning Resources Unit</p> <p><u>Striepe, Claudia</u> X</p> <p><u>Ichinaga, Moon</u> X</p> <p style="text-align: center;">Mathematical Sciences</p> <p><u>Boerger, John</u></p> <p><u>Fry, Greg</u> X</p> <p><u>Glucksman, Marc</u> X</p> <p><u>Taylor, Susan</u> X</p> <p><u>Yun, Paul</u> X</p> <p style="text-align: center;">Natural Sciences</p> <p><u>Cowell, Chas</u></p> <p><u>Herzig, Chuck</u> X</p> <p><u>Jimenez, Miguel</u> X</p> <p><u>Palos Teresa</u> EXC</p> <p><u>Vakil, David</u> X</p> <p style="text-align: center;">ECC CEC Members</p> <p><u>Evans, Jerome</u></p> <p><u>Norton, Tom</u></p> <p><u>Panski, Saul</u> X</p> <p><u>Pratt, Estina</u> X</p> <p><u>Smith, Darwin</u></p> <p style="text-align: center;">Assoc. Students Org.</p> <p><u>Casper, Joshua</u> X</p> <p><u>Safazada, Ana</u></p> <p><u>Stokes, Philip</u></p> <p><u>Begona Guereca</u></p> <p style="text-align: center;">Ex- Officio Positions</p> <p><u>Arce, Francisco</u> X</p> <p><u>Nishime, Jeanie</u> X</p> <p><u>Shadish, Elizabeth</u></p> <p><u>Kjeseth, Lars</u> X</p>
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Guests and/Other Officers: Don Goldberg (Dean's Rep), Alice Grigsby, Barbara Jaffe, Caroline Pinedo, Irene Graff, Connie Fitzsimmons

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

The second Academic Senate meeting of the Spring 2010 semester was called to order at 12:35pm

Approval of last Minutes:

The minutes [pp. 5 -10 of packet] from the March 2nd Academic Senate meeting were reviewed. The minutes were approved following a motion from Mr. Marcoux, seconded by Mr. Widman.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV requested that the Senators read his written report [see pg. 11 of packet]

DV commented specifically on the following:

- Area C meeting in the Distance education Room of the ECC campus, Saturday 3/27, 10am-3pm.
- Reminder of Discipline's List revision. The State Senate examines this every few years. DV has received one potential proposal so far

- How shall we evaluate Academic Senate? See some of DV's thoughts on page 11.

Other items:

- DV asked whether the AS could meet at Compton on April 20 – the Tuesday after Spring Break? Ms. Jeffries and Mr. Panski agreed to coordinate the transportation angle. The meeting would take place in the CEC Board Room.
- Faculty will receive email notices during semester (up to 1 email per day) when students add or drop your class. Title 5 requires faculty be notified. Expect this to be ready by Summer. DV asked for AS reaction to this and feelings ranged from the positive - “helps keep rosters up-to-date”, to concerns that the practice might generate too much email, and that the practice be limited to 1 email per week. Mr. Widman felt that it would be more useful to note Withdrawals, but DV said that if a faculty member had given out 10 add stickers, but only 8 added showed up on the roster it would be useful to have that info and speak to the students in a timely manner. Ms. Taylor noted that this information can be obtained by faculty checking the online roster and felt that the emails were overkill. Mr. Marston noted that the sites needed to be more user friendly. Ms. Jeffries felt the add information was helpful as it was difficult to process late adds, so it was better to catch the situations in a timely fashion. Mr. Mangan noted it was very helpful for adjuncts shuffling the rosters of many schools. The consensus seemed to be that the practice should move forward.
- DV reported on the recent visit to Chaffey College to examine their Student Success centers, with a view to perhaps adopting or adapting some of their successful practices here. Thirteen(?) faculty, staff, and administrators attended. Debrief meeting to be held Wed, March 31 at 1pm in Admin 127. DV thanked Dr. Arce for arranging the visit. Ms. Taylor asked for more information. DV said that the visit was meant as a show and tell, to see what other Student success centers do differently, and how we can improve what we offer. Dr. Arce added that ECC could do better in the area of cross- campus coordination of Basic Skills and tutoring opportunities. Mr. Panski asked for confirmation that the

Faculty coordinator position in this area had been graded as a non- faculty position. Dr. Arce confirmed this fact. Mr. Panski further asked who was coordinating the Compton area in this regard. Dr. Arce replied that Dr. Dever had been part of the visiting team and that this area was under discussion. Mr. Panski noted that Ms. Pratt is the interim coordinator at Compton, being paid an appropriate stipend, but that this would probably be revamped as well. Dr. Arce agreed that this was the plan, but that no specifics were available as yet. Dr. Arce agreed to send Mr. Panski the job description.

- Program SUPPORT policy/procedure is being drafted. This was formerly called “Program Discontinuance”, but as the emphasis changed, so the name changed too. DV noted that he, Lars Kjeseth, Chris Wells, Barbara Jaffe, Elizabeth Shadish, were reviewing the documents and drafting the initial proposal, which would eventually be submitted to the Ed Policies Committee. DV reported that he had received questions from some faculty regarding support of some small academic programs. This proposal could address their concerns. In the meantime, we need to be alert to possible “de facto” program discontinuance via attrition or via starvation of resources/offerings.

Dr. Arce noted that program discontinuance policies can be part of Program Review. DV said that they did not want to take that path, but want to keep Program Review separate from Program Support, although he could see that they might be intertwined. Dr. Arce said that program Support could be a euphemism if you are studying programs that might merit being discontinued. DV said that program would be studied with a view to first seeing how they could be supported. Dr. Arce felt that was the job of Program Review and suggested a conversation with Dr. Jaffe. Mr. Kjeseth said that the boundaries between Program Review as one vehicle and program Support as another would still need to be fleshed out. Additionally, Program Support certainly needs to take into account the possibility of discontinuance. He felt it was too early to be overly worried about the implications as they were still looking for parameters that would fit the ECC/CEC culture. DV noted that Program Review currently happens only every four years, and Program Support could happen in-between. Dr. Arce noted that the Accrediting Commission would like to see annual reviews as an indicator of student success, as a review every 4 to 6 years was felt to be meaningless as taking the programs too long to adjust to changing demands. Mr. Marcoux commented that these increasing layers of bureaucracy left little time for actual teaching. Mr. Panski asked who would be reviewing the Program Review data and making recommendations? DV said that this is what the Committee would be deciding.

Program Review Highlight: Journalism – Kate McLaughlin (KM)

KM reported that there are 2 full- time instructors in the department. The department puts out three publications: The Union – a weekly publication, The Warrior Life – once a semester, and the ECC Union Online – which came online in 2008.

1. Who does your program serve and why is this program beneficial to the community?

The program serves the entire community, and has a worldwide online presence. The student publications are important as these are the only publications that serve this community specifically.

2. List 2-3 important items from your program review that are interesting or important.

Enrollment is on the rise since the transition year of 2008 when the department had a few retirements. 2009 saw enrollment surge, and KM noted that this was consistent with programs around the country. Most of the students go on to careers in the broader communications fields. A new class was created in 2009 - Journalism 14 (J14) – Multimedia Journalism., which teaches new skills like blogging and captures the immediacy of Web communications.

3. List 2 things you'd like other faculty to know about your program.

The publications are 100% student produced. Faculty serve as advisors only. Mistakes are noted and critiqued later. KM asked for faculty understanding of errors. KM also asked for faculty feedback to the students, as they want to know when they do not get it right. Criticisms have a greater impact when coming from the readership instead of being channeled through KM and other advisors.

Mr. Panski asked whether/how the CEC could be integrated into the paper. Currently the CEC has no voice, despite the fact that the Union is distributed at the CEC. Some way must be found to integrate the CEC into the paper, short of the ideal of having their own paper.

Dr. Arce asked whether the CEC has a journalism class. Mr. Panski said he would check. Dr. Gold asked how many sections of J14 were running, as this seemed like an ideal class to link with. KM said that there was currently just one, but that more sections could be added if the idea was serious.

VP – Compton Center - Saul Panski (SP)

No report.

Curriculum Committee – Lars Kjeseth (LK)

LK said there is no follow up report on the proposed cleaning up of the General Ed. Requirements as yet, as the Committee would only be meeting later today.

LK announced the rollout of CurricUNET, Phase 1, [see separate handout]. All new course proposals must be made via CurricUNET,. Training will be provided, and details will be sent out next week. Please send comments to LK.

VP - Educational Policies – Chris Jeffries (CJ)

CJ noted that the Ed Policies Committee is still working on BP 4010 - Degrees and Certificates. As per State resolution 9.02 There should exist general Education reciprocity amongst California colleges. This may take a few months to sort out, and in between the committee will be working on other things. CJ also announced change in the next meeting date from 23rd to 30th of March.

VP - Faculty Development – Chris Gold (CG)

CG reported that the Committee had been working on the **Outstanding Adjunct Faculty Award**.

CG noted that a **Hiring Workshop** will be held tomorrow evening, from 6 – 7:00pm in the Distance Education Room. Work is still going forward on **revising the Faculty Handbook** and it is hoped to have that out by Fall.

VP - Finance & Special Projects/Planning & Budgeting Committee (PBC)– Lance Widman (LW)

[See pp. 16 - 17 of packet] PBC 2/18/2010 Minutes

Council of Dean's Meeting Report –Moon Ichinaga (MI)

[See separate handout provided] MI reported some feedback from the Dean's Council to the Faculty Development Committee, with a suggestion from Barbara Perez to hold the next Hiring Workshop earlier when adjunct faculty could make the most practical use of the information.

MI noted that Ms. Graff had demonstrated the Informational Research webpage and had shared some statistics. MI reported that the CEC is working on their enrollment management plan, and that a survey had reported satisfaction with the online payment process.

VP – Legislative Action – Chris Wells (CW)

CW was out ill.

REPORTS OF SPECIAL COMMITTEES

Technology – Pete Marcoux (PM)

PM reported on three ITS and Campus Technology Committee Proposals:

- Plan to replace 240 faculty laptops, \$331,200
- Replace LMTC & main library student computers, \$310,438
- Update network infrastructure: \$340,531

Dr. Arce noted that faculty laptops were expensive to replace as they have a 3 year warranty. It was noted that Mr. Wagstaff had broached the idea of virtual desktops, and that this would probably be standard in the new buildings. This move would involve the CEC infrastructure as well.

UNFINISHED BUSINESS

Student Learning Outcomes –Core Competency Proposal - Jenny Simon (JS)

This is the second reading on this matter.

El Camino has 5 core competencies which were approved in March 2007. The ALC would like to add a sixth core competency. This sixth competency was included on the core competency list for the Flex Day mapping , but it was marked “pending approval” JS asked for ratification of the sixth competency as stated

VI: Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

Mr. Marcoux asked for some background on this and Ms. Striepe said that information competency had been set to become a graduation requirement in the mid 200’s. Budget constraints had killed the initiative for most colleges, but it remained an important skill to ensure student success – a develop ability to search for, interpret and evaluate information. This competency can be integrated into all class work. Ms. McGinley agreed, saying that it was important for Nursing Accreditation, where there has to be a change to electronic formats by 2014. Ms. Jeffries moved to ratify the competency, and it was unanimously voted to do so.

NEW BUSINESS

BP 3570 & AP 3570 - Copyright – Alice Grigsby (AG)

[See packet pg. 20: a Memo from Alice Grigsby, explaining changes to the procedure since our last viewing, also the Policy proposal on pg. 21 (no change), and the Procedures, pp. 22-25] Today’s meeting is the first reading.

Ms. Striepe asked about mention of student rights and responsibilities, as this seemed to be angled toward faculty. AG said that these were covered in a separate section which covered intellectual property. Mr. Marcoux asked who would determine “fair use: if a dispute came about, and what would be the procedure? AG said we would copy the CCL’s procedure. It was felt that there is a need for a step by step explanation of “fair use” and the procedure to navigate the concept. Dr. Gold asked who would resolve any issues on campus? AG noted that a committee from the Copy Center and the faculty would be convened. AG also made mention of a Form 59 re: infringements. DV repeated that this was the first reading, and asked that the mentioned forms

and policies be sent for inclusion in the packet for the next reading. The policy provides for the issue of music copyright. AG reminded the AS that copyright is an extremely complex issue and that there might always remain some “grey” issues.

Campus Climate Survey – Irene Graff (IG)

[See packet pp 26-31, with pp.26-27 being the Survey plan, and pp. 28-31 the questions draft] A supplementary handout was also distributed. IG stepped the senate through some changes to the survey, and fielded questions and noted more suggestions for the survey. IG pointed out a whole new section on relations between the ECC and CEC (questions 37-41) There was some discussion on the question of including Middle Eastern as an ethnicity marker. IG noted that it was not a common standard. IG asked for further comment/questions to be sent to her, and repeated that she took all suggestions seriously with the view to putting out a quality, meaningful survey.

Area C/ASCCC Resolutions – Dave Vakil (DV)

[See pp. 33-51 of packet]

These resolutions will be discussed on Saturday, March 27 at Area C meeting, and DV needs some indication of how ECC should vote on these resolutions?

- NOTE: there is a proposed amendment to Resolution 4.03 from Area B, not included in packet.

DV has received comments from Lori Suekawa, Sue Oda-Omori, and Ken Key about the amendment and related pending legislation (SB 1440 & AB 440).

FUTURE AGENDA ITEMS

ARCC report results for ECC & Compton

- Accountability Report for Community Colleges

DV’s survey of deans regarding thoughts on department chairs

PUBLIC COMMENT.

Mr. Siddiqui of the Business Division made a plea for faculty to join the Business Division’s hiring committee.

The Academic Senate meeting was adjourned at 1:58pm
Cs/ecc2010

Senate President Report, April 6, 2010

You have my apologies in advance for such a long Senate President report, much of which is related to the contents in this packet.

Statewide Senate (ASCCC) Spring 2010 resolutions

Please see pages 41-43 of the packet for the Table of Contents of the resolutions that will be considered by the ASCCC at our Spring Plenary session, held during Spring Break. I will vote on each of these resolutions and any potential amendments to them. During the meeting, I will be asking senators to assist me by seeking volunteers (or assigning) each resolution to a person(s) to advise me. If you have a favorite resolution (or two or three), please be prepared to volunteer.

Notes from College Council

The minutes of a couple of College Council meetings can be found on pages 18-21. Some highlights of these meetings and one or two prior meetings (which were included in the previous packet) that may be of interest to the faculty include:

- The power outage in late February was handled well. Note: if a building ever needs to be evacuated, the building captains will lead the process.
- ECC is projected to be approximately 1400 FTES (7%) over our enrollment cap. This is equivalent to over one hundred “extra” sections for which we must pay teachers and support staff, but for which we get no compensation from the state. To address the budget shortfall and extra enrollment, should the college consider eliminating a session, such as winter or summer? Should budget concerns be addressed by exploring changes to health benefits? These are the kinds of budget issues that are beginning to be discussed in Calendar Committee and Health Benefits Committee. If you have input to share, please make your voice heard!
- My recent discussions with ECC employees have suggested some employees are facing significant challenges in their personal lives, often related to the state and local economies, which is affecting their morale and their work performance. I strongly encourage people to explore assistance that is made available to us all through the EASE program. If you know someone who is struggling, consider referring them to EASE services. See pages 22-25 of this packet for more information.
- President Fallo has continued to express a strong desire to improve student learning, student outcomes, and student achievement. Like him, I urge the faculty to “take control” of the resources available to us and find ways to document and use relevant data to show improved student learning and improvements in our own teaching. For example, we can use SLO assessments and data gathered by Institutional Research (e.g. success rates, retention rates, grade distribution, sorted by course and by individual faculty) to help us in this area. When you’ve obtained (and analyzed) such data, please consider adding it to your next Program Review! (More on that below.)
- [From discussion during the March 29 College Council meeting] Regarding the issues surrounding the ASCCC resolution to vote no confidence in the ACCJC leadership, President Fallo noted that the CEOs had

questions related to the dialog between Chancellor Scott and the ACCJC. Not all of the dialog was well received. The CIOs (Chief Instructional Officers, e.g. VP Arce) have been building partnerships and are offering more training opportunities related to accreditation. As mentioned by Dr. Arce during the April 1 special meeting of the senate, ECC is also taking an active role to increase and improve accreditation-related training. Several faculty may be involved in upcoming opportunities. If you are asked to participate in such training, I strongly urge you to take advantage of this important chance to learn more about accreditation and educational institutions, in general.

Program Review cycle – should we shift to a 4-year cycle?

On pages 38-40 is a proposed 4-year cycle for Program Review (including Curriculum Review). The proposed 4-year cycle addresses some concerns from the ACCJC. However the language from ACCJC does not specifically suggest a 4-year cycle, and they make many references to an annual process. What follows is a summary of the letters from ACCJC to President Fallo, as it relates to a Program Review cycle.

The change to a 4-year process stems from ACCJC language including, “Commission Concern 2: El Camino College should shorten its timeline for program review so there is a mechanism to support a closer integration of the program review, planning and resource allocation processes.” (ACCJC letter to President Fallo, January 29, 2010, page2, available here: <http://www.elcamino.edu/administration/vpaa/docs/letter-01-29-2010.pdf>)

However, in another memo to President Fallo (December 14, 2009, page 6, found here: <http://www.elcamino.edu/administration/vpaa/docs/Letter-12-14-2009.pdf>), the commission says “... the projected timetables showing scheduled program reviews through 2016 should meet the Commission standard ... if the college adheres to its timetable for future program reviews, outlined through 2016, all program reviews will be completed once again.” On the next page, ACCJC says, “The gaps in the integration process have been resolved and the campus has completed all curriculum review and program review processes and has them on a timeline that will meet the Commission rubrics for planning and program review.”

Continuing on page 7, the Commission says, “The visiting team suggests that the campus consider a shorter form of annual review of all programs to address the allocation of resources and identify necessary curricular changes to ensure student learning... The intent of the Commission’s requirement of ongoing program review is to ensure that the institution identifies strengths and weaknesses on a regular basis and makes improvements to improve student success.” But they conclude with, “A six year cycle for program review is too long a period to wait for the institution to make corrections to quality. [emphasis added] El Camino College needs to determine what elements of program quality they will review annually and how improvements identified by annual reviews can be worked into the institution’s priorities for action. Consideration might be given to memorializing an annual program review for the purposes of improvement and resource allocation and a comprehensive review on the existing cycle for the purpose of assessing program viability and determining long range planning.” Later on pages 10-11, they say, “While all courses have been reviewed the visiting team has concern about course review essentially being done only each six years... Some notation might be included in an annual program review of any curriculum that might need further development based on the program review. ... It would strengthen the process if the college conducted annual program review process to evaluate student outcomes

and plan improvements relative to findings as well as inform the college about resource allocation for the short term and comprehensive program review on a longer term.”

The underlined sentence above (previous page) has dictated the current proposal to shift to a 4 year cycle. However, much of the other language indicates an annual process should be performed along with a less-frequent comprehensive review process.

OUR TASK: The senate needs to decide how to adjust Program Review in a way that fosters improvement of student learning, improves the linkage between academic planning and budgeting, and satisfies the requirements stated above by ACCJC in their letters to President Fallo.

Dean’s Council – report from Moon Ichinaga

Moon Ichinaga has included a written report of the Dean’s Council on page 35 of this packet. She also asked to include the Copy Center Direct instructions (pages 36-37) that were given to the deans following this meeting. (From personal experience, I urge you to note instruction 4a: choose the correct stapling location! The default, last I checked, was to saddle stitch, rather than to staple in the upper-left corner.)

Planning Summit comments

Dozens of employees from both Torrance and Compton attended a District-wide Planning Summit, on Friday, March 19. During the Summit, I noticed several people taking notes, so I asked them to share their notes with me, and I asked the attending senate officers to share their thoughts. I have compiled their notes and reflections into a summary, found on pages 13-17. Thanks to Arvid Spor, ECC’s planning guru and facilitator of the event, for his last minute suggestions and comments on this review!

Special Meeting on April 1. Resolution about No Confidence in ACCJC leadership.

Lastly, I want to thank all of you who attended the special meeting on April 1 and those of you who shared your insights with me via email even though you could not attend. I appreciate your thoughts and the considerable investment of your time to share them. Your efforts have helped me as I attempt to represent all of you to the statewide Senate. Just moments ago, the attendees of this special meeting strongly supported the resolution of no confidence and also supported a potential amendment to seek efforts to change the leadership and seek an alternate accreditation body. The latter recommendation (i.e. seek alternate accreditation) has already been made to ACCJC in resolution 2.04 of the Plenary session and became public moments after our meeting concluded. When it comes time to discuss and to vote on these resolutions, I will communicate the will of the ECC Academic Senate.

Enjoy your upcoming Spring Break!

Planning Summit – thoughts from a few participants

Notes compiled from written reflections by: Kristie Daniel-DiGregorio, Moon Ichinaga, Saul Panski, Lavonne Plum, Claudia Striepe, Chris Wells, and David Vakil

Overview

The entire session was a snapshot of where we were three years ago, a let's pat ourselves on the back for what we have recently done (led by a chorus of VPs) and some intensive dialogue about bringing the strategic initiatives in line with the current time and foreseeable future.

The various groups seemed to work well together and it was interesting to see the common threads that emerged from many of the groups. It seems like the partnership has taken hold very well, as Compton and El Camino folks engaged in productive and collegial dialogue on these issues, with results clearly reflecting the concerns of both sites. All in all, I thought the event was productive ... I particularly liked the tone set by VP Nishime at the beginning of the session.

The one thing that some found troubling was the under representation of students and how many of the good ideas came from the students. However, it is difficult to get students to attend these types of events even if the event is on campus, and on this occasion, many of the students were attending or getting ready to attend two other government functions in Washington, DC or Sacramento.

Details of the 2010 El Camino Planning Summit

Demographics overview by Irene Graff and reaffirmation of the college mission statement "ECC offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." Some of the demographics overview include: K-9 enrollment is declining and those are our near-future high school prospects, population is declining but not in every city, there are fewer working adults, more Latinos, and fewer high school graduates

How did we do? A reflection by the President, Dr. Cox, VP's and others on the past years' successes.

President Fallo states that he wants to hold firm to the commitment to Quality and to make that a priority as we move forward. ECC is well positioned for the next two years, if there are no major changes to the governor's budget. ECC is committed to no layoffs of permanent, regular, full-time employees. We are currently hiring some faculty. ECC will be looking to cut more as the state continues to cut more and more. Specially funded projects are for seen as taking the biggest hit. ECC is taking a middle of the road approach for planning for the future. ECC will have to continue to cut classes to come in line with cap. A goal is to get out to the local businesses to get their support. ECC has a great management team. ECC is also off warning which is a great accomplishment. There are also improved relations with Compton. Ultimately one goal is for the eventual separation and accreditation of the Compton campus. He also noted that funding comes 59% from the state, 36% from local taxes, and 6% from students. ECC has enough funds in our reserve to continue in the current budget environment for 2 years. Unless there are major changes, we expect to be able to keep all regular full-time employees. But we will need to keep reducing classes because we are not paid for the extra students.

Dr. Arce noted that the two campuses serve approximately 27,000 students. We have greatly improved in the areas of Program Review, Curriculum Review and the SLO project. Additionally, all programs work well together. We have offered 2200 sections, recently reduced to approximately 2000 sections. We will need to cut more

because of budget restrictions. Also, syllabi and SLOs have been put into 90% of courses. One question we need to consider: how have SLOs affected student success?

Dr. Nishime noted that we have an active enrollment management plan and we are growing. Registration has been computerized, and through electronic services, we have reduced error rates. We have also created financial aid debit cards along with mailed checks. There are counseling questions posted in a Q&A format on the web. And we have a strong student ambassador program.

Ms. Higdon, VP Administrative Services noted we have an increased commitment to safety and security and have created projects like Campus Watch. We have expanded the campus camera service. We also have had building expansions, including the MBA building at a lower-than-expected cost. The Chancellor's office has approved the remodel of the Social Sciences building so that will move forward. There is an infrastructure plan for Compton, and we have a soon-to-be-realized completion of the CEC Library building project. The Compton Center will be working on getting the LRC up to specs and has received approval for the Infrastructure Project Phase I and II.

Barbara Perez, VP Compton center noted the Nursing program has been able to keep going even with the loss of the building. Skills labs have been created in which students can get 8-10 of their hours for clinical skills. She also suggests that if possible, take time to visit the program to see what the students are required to do. Currently working to transition the ESL program

Lynn Solomita, interim Vice President of Human Resources mentioned the (online) Green Tree system, the incorporation of SLO's into the self- evaluation process.

Donna Manno, coordinator of Staff Development noted that appropriate Flex credit requirements were achieved compliance by all but two. She also noted that 90-91% of attendees reported they learned something they could use in various flex activities. We have also hired a new Technology Trainer and are conducting a new FIPP program.

Dr. Cox, CEO of Compton, discussed enrollment planning and the streamlined registration and financial aid processes, and the expanded outreach to schools. He also mentioned the BRIC project, the expansion of FYE which will benefit more students, the BSI – The Basic Skills Initiative – to ensure all students are properly prepared to be successful in college. He also discussed the accomplishments and work needed regarding the FCMAT report, the need to create an Educational Master plan, a Facilities Master plan, and a Technology Master plan and get out of the reaction mode. He noted Compton currently has a full board and though there are challenges the board is working to avoid going back to the way things were before the Partnership. In sum, he believes that the partnership is going great!

The teams were asked to improve upon/make changes to the 2007-2010 strategic Initiatives and come up with new ideas that would help ECC & CEC move forward into 2011-2014

The past initiatives:

- A. Offer excellent educational and student support services**
- B. Support self- assessment, renewal, and innovation**
- C. Modernize the infrastructure to support quality programs and services**

Some ideas expressed by the teams:

DEVER team: Add to Initiative A “to enhance student’s academic performance”. Reword Initiative B “To create and support a culture of self- assessment, renewal and innovation”. Add to Initiative C “improve facilities with sustainable practices”

LEW team: Initiatives ABC deemed still valid with minor additions. Add to Initiative A “provide and sustain support services...”. Add to Initiative B “...use research- based evidence as basis for integrated planning...”. Add to Initiative C “...use technology to enhance employee efficiency...”, and “Provide facilities that are clean, safe, and aesthetically pleasing.” This team wished to add a new initiatives. Initiative D: Ensure Accreditation, with the sub-point “Provide leadership and resources to ensure maintenance of accreditation. “

Initiative E: Provide Leadership and Training Opportunities, with the sub-point “develop and support leaders.”

Initiative F: Ensure and enhance collegial consultation.

KJSETH team: Amend Initiative A to replace word “excellent” with word “quality’, and recommend a feasibility study for reacting more quickly to trends by, for instance, transferring programs from ECC to the CEC. Also adding another sub-point to A that would promote the soft-skills development of students in the areas of self-awareness and expected campus/professional behaviors. Expanding Initiative B with a footnote to include examples of research- based evidence, for instance Environmental Scans. New ideas included:

1. emphasizing the campus climate by improving and enhancing co-operation and communication regarding the decision making process in order to respect the diverse needs and goals of the entire college community.
2. Promoting Student Achievement by more attention to Basic Skills, staffing, support structures, curriculum revision and coordinated professional development. Providing support and guidance that directs students towards their academic and career goals.
3. Ongoing development of human capital.

MANNO Team: Amending Initiative A 1 to read “Enhance college services to support teaching and student learning...”. Amending A@ to read ““...strengthen learning support programs and services...”. Add A 4 “Rapidly respond to changing workforce needs...”. Amend Initiative B 2 to read “Create a culture of evidence by using research as a basis for effective planning...”.

New ideas included: making more mention of fostering a school spirit. Enhancing a supportive collegial environment.

ORTIZ Team: Amending Initiative A into a two part statement that reads “...offer a high- quality educational environment..”, AND “..Provide and intellectually stimulating environment..”. Amend A 1 to read “...offer excellent student support services...” Amend A 3 to read “...Strengthen and maintain partnerships with...”. Amend C 1 to replace the word “technology” with “state of the Art”.

GOLDBERG Team: Voted to support student learning and success, to maximize funding opportunities, to strengthen partnerships, to work at a culture of accreditation at the CEC, to evaluate and allocate resources based on evidence, and to develop and maintain communications technologies.

GOLD Team: The overall theme was to foster a positive learning environment and sense of community. They felt that the college could provide a quality education and excellent support services to promote student success via establishing and demonstrating consistent fiscal stability guided by a comprehensive planning and review process, by utilizing SLO’s and assessment to improve student learning and inform decision making, by utilizing the planning and review process to prioritize infrastructure modernization to support quality programs and services, and by maintaining comprehensive, quality programs at both campuses.

CLICKERS VOTING BASED ON THEMES GLEANED FROM TEAM IDEAS

These ideas will be compiled and put into a narrative format. Four series of votes were conducted, and the results follow.

1. In Order of votes received – this is not a final tally, and may be adjusted

Teaching and learning 98% vote

Student support

Institutional Effectiveness

Financial Stability

Technology AND Campus Climate

The rest, in no particular order: Human resources/capital, Cultural diversity, Institutional advancement, Physical resources

2. In Order of votes received – this is not a final tally, and may be adjusted

Quality Education

Supportive learning Environment

Excellent student support

Stable fiscal environment

Leadership

Other: Strengthen and maintain partnerships

3. In Order of votes received – this is not a final tally, and may be adjusted

Data- driven planning

Structural improvement and maintenance

Accreditation

Sustainability

Efficiency

Funding

The rest, in no particular order: Communication technology, Community needs, Strategizing
Nimbleness of response to trends

4. In Order of votes received – this is not a final tally, and may be adjusted

Comprehensive programs and services

Achievement of student goals

Achievement of Basic Skills

Innovation

Improved decision making

The rest, in no particular order: Develop human capital, campus spirit, promote soft skills, Economic development needs, improved campus climate

NEXT STEPS? The college will also be surveyed on these ideas and then the total college vote will be used to narrow down the top initiatives. Dr. Spor will be surveying the summit participants on the effectiveness of the summit session. The 3 student attendees were introduced and thanked for their participation.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 15, 2010

Present: Francisco Arce, Josh Casper, Thomas Fallo, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Susan Pickens, Arvid Spor, Elizabeth Shadish, Lynn Solomita, and David Vakil.

1. The Compton Board Agenda will include the first draft of the revised Agreement between El Camino Community College District and the Compton Community College District. This will be posted.
2. Francisco and Jeanie will meet with Barbara Beno on the Accreditation White Paper which outlines the steps for accreditation for Compton.
3. The El Camino Community College District and Compton Community College District Community Profiles will be distributed to Board members and posted to ECC and Compton websites.
4. Board Agenda
 - a. There will be an oath of office for Student Trustee Christopher Pham.
 - b. Closed Session "A" Personnel Matters is being withdrawn.
 - c. Administrative Services, page 37, item C – Rejection of Bid Protest will probably be pulled.
 - d. Administrative Services, page 34 – Charles R. Drew – this is for a cooperative Title V Grant with Charles Drew University.
5. Assemblymember Warren Furutani's AB 37 was signed into legislation. AB 37 calls upon California's higher education institutions to extend honorary degrees to individuals whose college education was disrupted due to the forced incarceration of Japanese Americans during World War II. The Compton Center is planning on doing something. Mike has identified 95 students at the Center. This will be discussed at the Senior Management meeting.

Agenda for the March 22, 2010 Meeting:

1. Minutes of March 15, 2010
2. Morale problems – EASE Program
3. Publishing grades
4. Drug and Alcohol Survey

Policies completed 2009-10

- 3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
4050 – Articulation – Adopted 3/15/10
4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
5310 – Student Grievance deleted 1/19/10

5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09
AP 5520 – Student Discipline & Due Process Procedure 11/16/09
AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010

1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 22, 2010

Present: Francisco Arce, Thomas Fallo, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Susan Pickens, Arvid Spor, Elizabeth Shadish, Lynn Solomita, and David Vakil.

1. Employee morale problems – the economy is affecting people in their personal lives and therefore affecting them at work. We need to make people feel better about being an employee. This is an important time to discuss morale overall on campus. Irene can add a question about employee morale to the climate survey. EASE (Employee Assistance Service for Education) brochures were distributed. David believed that the EASE program was more for crisis management. This is more about how we treat our employees. Lynn will get a report of how many people used EASE last year. If possible she will identify categories used. Lynn said she could send out a campus-wide e-mail to remind people about the EASE program and what services are available. One possibility would be to have an EASE presentation as part of FLEX and Classified Development days. Lynn will also find out if they do stress reduction workshops. Another suggestion was to have a workshop showing what is available through EASE. We can also talk with Donna Manno about what types of esteem building workshops are available. One way we are improving morale is by giving more recognition for people doing things well. There was a suggestion to take one minute out of our meetings to recognize people for doing things well. Elizabeth suggested that we also add what it is that enabled us to succeed. Jeanie will provide a report on the monthly volume of Applause cards.
2. Publishing grades – Elizabeth is concerned with the rationale. She has heard three reasons for doing this: 1) Students need the information in order to make good decisions, 2) it is the law, and 3) it will cause dialog. Nothing that she has heard so far makes any sense. President Fallo is in favor of letting information out and letting people use it. This information is available to employees on the portal. It is not available to students at this time due to an accident of technology. Irene will survey faculty and deans to see if this information was used. We will continue this discussion at the next meeting.

Agenda for the March 29, 2010 Meeting:

1. Minutes of March 22, 2010
2. Publishing grades
3. Drug and Alcohol Survey

Policies completed 2009-10

3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09

4050 – Articulation – Adopted 3/15/10

4250 – Probation, Dismissal and Readmission – Adopted 2/16/10

5310 – Student Grievance deleted 1/19/10

5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09

AP 5520 – Student Discipline & Due Process Procedure 11/16/09

AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010

1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
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7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.



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EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 4, 2010

MEMBERS PRESENT

- | | |
|---|---|
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Lopez, Jessica – ASO | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input checked="" type="checkbox"/> Turner, Gary – ECCE |
| <input checked="" type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Francisco Arce, Janice Ely, Thomas Fallo, Ann Garten, Jo Ann Higdon, Ken Key, Luis Mancina, Jeanie Nishime, Emily Rader, John Wagstaff

Handouts: Revised PBC Responsibilities
Budget Update – LAO Analysis email from Erik Skinner

The meeting was called to order at 1:04 p.m.

Approval of February 18, 2010 Minutes

Minutes were approved with no changes.

Comments:

1. Page 2, #5 – most unit plans due at the end of February have been submitted on time. Area plans are due by end of March.
2. Faculty involvement: information discussed at division meetings and brought forward by reps to constituents is tenuous. As part of departmental meetings, Dr. Miranda will give all faculty information on Plan Builder and program review instead of leaving it up to individuals to pass on. Counseling is a model for involvement. Many faculty are drivers in writing program plans and program reviews in Fine Arts and Industry & Technology.

Responsibilities Recommendation (presented to President Fallo)

1. PBC responsibilities and purpose statement were restructured by PBC subcommittee. Aligned purpose statement with accreditation and deleted from responsibilities what PBC does not do, such as recommendations for generating revenue. Determined how PBC as a steering committee will process information to make recommendations and how to play a bigger role in communicating to the larger constituent base.
2. PBC must play big role in responding to some accreditation challenges. When President Fallo visited the Accrediting Commission, his issue was more about Compton and not about processes. Commission concerns: 1) substantive change is required if more than 50% program classes can be completed online and 2) shorten program review cycles. Must prove dialog, is taking place throughout campus.

President's Comments

Planning

1. It is important for PBC to understand, review, and use processes and report how it is working as feedback for improvement. Overview of campus is critically important, i.e. focus on serious cuts in categorical funds and how they relate to ECC values. President Fallo values PBC's understanding

of long term planning and its understanding, support, constructive criticism, and advice on planning process and review.

2. Commission recommended reducing five-year cycle of master planning – how long should cycle be? PBC input is important. Minutes are important as documentation of dialog.

Budgeting

3. PBC has sophisticated understanding of budget and how community colleges' budgets affect ECC.

Communication

4. Agrees with first bullet: "Provide recommendation to the President regarding College planning and budgeting activities."
5. Second bullet: did not quite understand how College community is not regularly informed of results of planning and budgeting process. What are responsibilities as PBC committee members and who are constituents?
6. Always supports third bullet: "Periodically review and evaluate the effectiveness of PBC communications to the College community."

Discussion

1. Committee members not sure if they are doing enough to communicate to College community. Don't expect all constituents to understand depth of concepts and issues. PBC concern was on the amount of searching needed to locate information. How can PBC disseminate planning and budgeting information to be more accessible to more people – in newsletters or other medium? Can't force someone to read information, but can make it more accessible and help people to understand planning process outcomes.
2. There's a perception that the budget is developed systematically (deadlines, benchmarks). But feedback from the Accreditation Commission says our planning is not fully transparent. May be due to issue of trust and unsure of how things are done. How does PBC communicate processes as a group? Not responsible how individuals internalize information, but making information available through newsletters, reports, and town hall meetings shows a transparent process. This sharing of information is the basis for asking President Fallo to this meeting to discuss revised PBC responsibilities.
3. PBC could have teaching role and present what the Committee does through flex day workshops or forums. Creates opportunity for more dialog.
4. How much information is actually reported back to the divisions from broad cross sections of constituent groups that meet on a regular basis (i.e. Dean's Council, ASO and Academic Senate)?
5. Concern was voiced that if program review cycles were shortened, most plans would be cut and pasted from the previous cycle unless there was something new to add. ECC cannot ignore Commission's concerns – must follow and show how we changed process. ECC did a good job in its response to the Commission; did not feel the accreditation visiting team completely understood what was presented to them.
6. Comment was made that it was unusual to see the team's Recommendation #1. Recommendation #1 appears to be continuous controversial issue (1990, 1996, and 2002) that will probably be brought up by next visiting team based on what they read from the previous recommendation. Opinion voiced that change to previous culture is taking place and ECC is involved. Faculty and PBC should become more involved in making sure changes continue and creating a culture more open to participation and communication. Being sanctioned forced ECC to make changes; cannot believe the Commission cannot see changes are being made.
7. President's major concern is that Compton's process will have more impact on ECC when the team visits after October 15th of this year.
8. Should another bullet on PBC flex forum be added under *Communication*? Leaving it vague provides the committee with more flexibility. Subject matter is already stated in the second bullet.
9. President Fallo approved of changes to PBC responsibilities.

State Budget Update:

1. Handout covers Erik Skinner's recent review of the Legislative Analyst's Office (LAO) analysis of the education proposals from the Governor's budget. Skinner encourages districts to use Governor's proposed funding level as best case scenario when planning budgets.
2. LAO recommends:
 - a. \$40 fee per unit may be good approach to take - over \$11M from ECC fees. Fees do not go to districts.
 - b. Directing revenue from fee increase to enrollment growth.
 - c. Rejecting negative COLA (\$400,000 for ECC). Should not affect community colleges, just K-12s.
 - d. Rejecting cuts to EOPS and part-time faculty compensation. Does this mean cuts to compensation or positions? Cannot answer as that might be considered a bargaining issue.
 - e. Increasing flexibility in categorical programs' rules and regulations are not related to first three items which are part of the general fund. How does this relate to proposal to add more programs for categorical flexibility? Proposing flexibility in rules on how money should be used, not in the number of programs.
 - f. Rejecting \$20M augmentation to SB 70 CTE from cuts to EOPS and part-time faculty compensation. Comment made that this is governor's own value statement on where funds should be directed.
3. Impacting all state agencies and community colleges, the Governor approved delaying March apportionment payment of \$2.4M until April. ECC will be fine, but should be watchful of cash flow issues. Delay in payment creates challenges.

Planning Update:

1. Unit plans not yet submitted: seven from El Camino and two from Compton. Should receive most of those plans on Monday. VPs have set up or in the process of setting up their meetings to prioritize their area plans. Areas plans should be finalized by the end of March so PBC will have information in April.
2. An email was sent to managers a month ago with five questions specifically asking how faculty, staff and students were involved in planning process or how they will get information out to them if they were not involved. A campus climate survey will be sent with four questions regarding involvement with planning, program review, and SLOs. The intent of the email and the questions on the climate survey is to assess the level of dialogue occurring throughout the college.
3. Planning Summit is scheduled on March 19th at Crestmont College. Agenda includes review of the College mission statement, and reviewing and updating strategic initiatives. Will start using strategic initiatives as goals for 2012 plans. PBC members would like to see samples of SIs from other institutions.

Miscellaneous

1. Discussed April timeline in the February 18th minutes on page 2, #8. Is this workable? Yes, can schedule additional meetings if needed.
2. Identify initial planning and budget assumptions by the end of March - suggestion was made to use planning and budget assumptions from this budget as a template. Spent time discussing budget assumptions when developing the 5-year budget, but still needs to be reviewed.
3. Special thanks given to Cheryl Shenefield for providing four PBC members access to the budget who didn't have access before.

The next meeting is scheduled on March 18, 2010. The meeting ended at 2:25 p.m.



PLANNING & BUDGETING COMMITTEE

March 18, 2010

1:00 - 2:30pm

Location: Library 202

Facilitators: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- Arvid Spor, Chair (non-voting)
- Thomas Jackson, Academic Affairs
- Jessica Lopez, ASO
- Jonathan Ott, Campus Police
- Margaret Quinones-Perez, ECCFT

- Dawn Reid, Student & Community Adv.
- Cheryl Shenefield, Administrative Services
- Gary Turner, ECCE
- Harold Tyler, Management/Supervisors
- Lance Widman, Academic Senate

Attendees

- Rocky Bonura – Alt., Adm. Serv.
- Ken Key – Alt., ECCFT
- Tom Lew – Alt., Ac. Affairs
- Luis Mancía – Alt., ECCE
- Bo Morton – Alt., Mgmt/Sup.

- Emily Rader – Alt., Acad. Sen.
- Regina Smith – Alt., SCA
- _____ - Alt ASO
- Francisco Arce – Support
- Janice Ely – Support

- Jo Ann Higdon – Support
- Jeanie Nishime – Support
- Lynn Solomita – Support
- David Vakil – Support
- John Wagstaff – Support

AGENDA

1. Minutes 3/4/10 ----- All PBC participants ----- 1:00 p.m.
2. State Budget Update ----- Higdon ----- 1:15 p.m.
3. Planning Update ----- Spor ----- 1:30 p.m.
4. Adjournment ----- 2:30 p.m.



PLANNING & BUDGETING COMMITTEE

April 1, 2010

1:00 - 2:30pm

Location: Library 202

Facilitators: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

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- David Vakil – Support
- John Wagstaff – Support

AGENDA

1. Planning Summit Debrief ----- Spor ----- 1:00 p.m.
2. April 15th meeting? ----- All PBC Members ----- 1:30 p.m.
3. Adjournment ----- 2:00 p.m.

Future Agenda Items:

- Tentative Budget for 2010-11
- Prioritized plan requests
- Accreditation response update
- Updated Planning Model

Tentative Budget Assumptions
Board of Trustees
June 21, 2010

DRAFT

DRAFT

The guiding assumptions for the 2010-2011 tentative budget are:

1. Continue to reflect the goals in the El Camino College Master Plan
2. Offer a comprehensive program with academic integrity and balanced student support services.
3. Maintain a fiscally responsible long-term vision.
4. Optimize Full-Time Equivalent Student (FTES) at approximately 19,000
5. Commit to retain support of permanent regular employees.
6. Manage reserves with the goal of maintaining a 6% reserve for contingency throughout a four-year period of fiscal changes.
7. Use planning, evaluation and assessment processes in reviewing programs.
8. Student enrollment fees will remain at \$26 per unit.

UNRESTRICTED GENERAL FUND

Ending Fund Balance

1. The 2009-10 ending fund balance is projected to be \$ _____ million or _____ % reserve, assuming all revenue and expenditures match budgeted expectations. The ending balance in excess of the reserve for contingency is used to support the cash flow needed as a result of the State's continuing deferrals of apportionment. This is a \$ _____ million decrease from the 2008-09 ending fund balance of \$18.7 million. This planned decrease in ending balance is due primarily to the revised base revenue limits imposed by the State beginning fiscal year 2009-10. The District implemented reductions in class offerings to offset the decline in State revenue. This resulted in budget reductions in faculty salaries. A reduction of \$1 million in hourly and student salary budgets and the elimination of capital outlay expenditures were also used in the 2009-10 budget to offset the revenue adjustment. The ending balance also reflects the planned use of reserves to supplement expenditures in the 2009-10 fiscal year. Budget reduction actions may need to be taken in the preparation of the Final Budget for fiscal year 2010-11 in anticipation of further budget allocation reductions from the State. Other contributing factors are listed below.
2. Other significant amounts during 2009-10: (none at this time—Tentative Budget)

Revenue & Incoming Transfers

The proposed Final Budget reflects the information available at this time from the California Community College System Office. Updates are expected from the State throughout the summer. It is anticipated that additional adjustments may be required in preparing the Final Budget.

1. State revenue projections for 2010-11 were formulated using:

- a. Foundation Base Revenue allocation of \$8,857,454 million; and
 - b. Credit Base Revenues calculated on 18,895 credit and 39 non-credit FTES;
 - c. Both the Foundation (\$8,857,454) and Credit Base Revenue calculations (\$86,253,740) are at the revised 2009-10 funding level. These amounts may be adjusted after the submittal of the final Attendance Report to the State. The State is not expected to apply a COLA (Cost of Living Adjustment) percentage to either the 2009-10 funding formula.
 - d. This formula provides for the total available general revenue of \$95,218,467 for fiscal year 2010-11.
2. Lottery funds are based on 18,895 FTES funded at a rate of \$122 per FTES.
 3. The projected revenue for 2010-11 does not include any unusual or one-time revenue amounts that were received in previous fiscal years, including:
 - a. Prior Year Apportionment Correction;
 - b. One-time Reappropriation/Trailer Bill;
 - c. Mandated Cost Claims.

Appropriations:

1. No COLA salary increases have been built into the 2010-11 budget. The budget does include step and column increases for employees.
2. Classified Salaries and Benefits appropriations include the costs of the Compton Educational Center Police Department (~ \$1,000,000).
3. Medical premiums are projected to increase by ____%. This allocation may be adjusted when the district's insurance companies announce their actual renewal rates.
4. Contract Services includes the College's Paramedic and Fire Academy program expense for faculty instruction.
 - a. These amounts are budgeted as contracts for personal services (#5100); then
 - b. The final salary related amounts of these contracts are transferred to the full time faculty salary expenditure accounts (#1100) at the end of the fiscal year.
5. Utilities (#5500) are projected to increase by ____%.
6. Additional hardware and software maintenance and licensing contracts (\$_____) are included in the Contract, Rental and Repair (#5600) accounts.
7. State Principal Apportionment includes \$4 million to El Camino College District as a result of its Compton Center activities:
 - a. El Camino CCD currently appropriates \$1 Million (Fund 14) of this allocation for specialized activities. (currently under review.)
 - b. \$3 million (Fund 15) is included in the Interfund Transfers Out (#7300) and has been historically available only to fund one-time programs to improve student learning outcomes and enrollment management efforts. However, given the current stresses on El Camino College's budget, a portion is now

appropriated to backfill revenue losses from the State as well as new budget planning requests. It is questionable whether this approach can or should continue in future years. (See page 76 for a list of allocations).

8. Interfund transfers (#7300) totaling \$5,640,000 include support to other District funds to support insurance premiums and to support the ongoing needs of the District's specially funded programs. Major transfers include:
 - a. \$1 million apportionment for Compton Center related expenses (Fund 14)
 - b. \$3 million apportionment used for Special Programs/Services (Fund 15)
 - c. Dental Premium \$900,000 (Fund 63)
 - d. Parking Citation revenue \$400,000 (Fund 12)
 - e. Child Development Center \$75,000 (Fund 33)
 - f. Auxiliary Services \$25,000 (Fund 79)
 - g. Foundation Scholars—Pioneer Theater \$10,000 (Foundation)
 - h. Parking Fund Expenditure Offset \$30,000 (Fund 12)
 - i. Workers' Compensation \$100,000 (Fund 61)
 - j. Property & Liability \$100,000 (Fund 62)

9. The Unrestricted General Fund budget does not include a transfer of funds for the Government Accounting Standards Board (GASB) – 45 Retirees' Benefits Fund reserve. The district will continue to support the Retirees' Benefit Fund (Fund 17) with other available funds.

RESTRICTED/CATEGORICAL FUNDS (unknown for 2010-11)

Perhaps the most difficult budgeting challenges are in the categorical programs. State and/or Federal budget reductions may continue in 2010-11. In addition, "the rules" on which categorical program reductions can be shared among categorical programs continue to change. Further, the amount of Federal stimulus funds that the State plans to use to backfill categorical programs remains unknown.

SUMMARY

The proposed Tentative Budget also reflects the collegial and consultative efforts of the Planning and Budget Committee, division deans and department staff to develop a strategic and meaningful financial plan for 2010-11. As a "living" document, it represents a starting point that will be referenced, adjusted and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed and presented in the form of budget assumptions, presented as a financial record of the college district's financial and operational plan for 2010-11.

Members Present: C. Jeffries, C. Wells, V. Robles, E. Uyemura, M. Odanaka, L. Suekawa, R. Smith

Guests Present: F. Arce, B. Mulrooney, E. Nieto, G. Sequeira, D. Snowden, M. Hall, A. Bosque, L. Young, A. Grigsby

- 1) Discussion regarding BP and AP 4100 – Graduation Requirements for Degrees and Certificates – no policy is currently in place at this time; C. Jeffries passed out copies of the CCLC templates for both the policy and procedures along with a draft version of the El Camino BP and AP 4100 which was drafted by C. Jeffries with aid from a similar policy and procedure from Cerritos College
 - a) F. Arce said the policy and procedure must go thru the consultation process which involves dean’s council, college council, area council, VP’s, Ed Policies, senate, cabinet, and the board
 - b) F. Arce recommended eliminating bullets and replace with paragraphs
 - c) #7 was discussed, petitioning for non-credit courses and in addition to including the credit by exam policy, it was recommended to add the AP credit policy approved by academic senate
 - d) Discussed the requirement of 12 units in residence and decided not to go below that even for extenuating circumstances; the 12 units can be done anytime at ECC
 - e) Wording was added to include that in the 18 units of general education it must include a “minimum” in the separate areas
 - f) The Ethnic Studies inclusion was discussed
 - g) Catalog rights were discussed and whether to include the new requirement of a C grade or better in math and English; decided that catalog rights already discuss that
 - h) How to use courses from colleges other than a California community college was discussed and it was agreed to use L. Suekawa’s wording regarding the use of courses from regionally accredited universities
 - i) A discussion of how foreign transcripts are evaluated ensued and also political science classes offered in other states
 - j) Discussion regarding courses taken from other 4-year schools and what is the philosophy of an ECC degree; the question arose if the courses are good enough for Berkeley since we pass along GE on IGETC to them from other 2-year and 4-year schools, why are they not good enough for ECC; this would cause a work load issue and additional staff may be required, but at the same time we want to be sympathetic to students and award more degrees at ECC; it was decided to include a note at the end of the procedures regarding this need for additional staffing

- 2) A. Grigsby came in to discuss the changes to BP and AP 3750 – Use of Copyrighted Material
 - a) The changes mostly had to do with the procedures; they were changed to be in an outline format and also verified the definition of “brevity.”
 - b) Changes to the outline structure were identified
 - c) The district does not provide funds for faculty to make requests for permission to use material and it is the faculty members responsibility to obtain this information
 - d) A website is provided for copyright information and how to obtain permission
 - e) It was added that resources can be found in the bookstore, the ECC website, and the copy center

Report on the March 25, 2010 Deans' Council Meeting

Moon Ichinaga
March 30, 2010

Note: Meeting was chaired by A. Spor in the absence of Drs. Nishime and Arce

- I. **Research Data and Its Planning Implications - I. Graff**
 - A. Review of data presented at recent Planning Summit.
 - B. Facts and figures reported on both ECC and CEC.
 - C. Over half to 2/3 of students at both campuses are in the first college-attending generation in their families.
 - D. Definition of ethnic groups has been changed to match the federal guidelines.
 - Students can describe themselves as being of 2 or more races.
 - Filipinos now included in Asian-American category.
 - E. About half of the student bodies speaks a language other than English at home
 - F. Well over half of the CEC students did not buy all of their textbooks.
 - G. Many students would like to see more online classes offered.
- II. **Copy Center Update – S. Smith/H. Parnock**
 - A. New online Copy Center Direct service will replace email process at ECC by end of spring semester.
 - B. Pilot began September, 2009.
 - C. Copy Center Direct is accessible through the portal.
 - D. Not clear if CEC will use this process eventually.
- III. **CEC Update – R. Curry**
 - A. Enrollment plan submitted to Faculty Council for feedback.
 - B. Recommendation to focus more on high school students.
- IV. **Academic Senate Report – M. Ichinaga**
- V. **Petitions Committee – B. Mulrooney**
 - A. Committee has been inundated with over 170 petitions, most of which are related to non-payment of overdue ECC fees.
 - Volunteers are needed to supplement the committee. (S. Rodriguez and J. Shankweiler volunteered.)
 - Probably over half of the petitions could have been avoided if faculty had processed no-show reports.
 - B. A meeting was held recently with Drs. Arce and Nishime regarding concurrent enrollment for students in or below 11th grade
 - Dr. Arce expressed his opinion that the policy should be strict, with an appeals process that would involve the deans.
 - Dean Goldberg indicated that “reasonable criteria” are needed to support rejection of student requests.

Copy Center Direct

Instructions for Uploading Files

Start by logging onto www.elcamino.edu/administration/facstaff/facstaff.asp. Select the **Copy Center Direct** link. Log in using your current El Camino College username and password. *Please disable any pop-up blockers in order for the Copy Center Direct window to appear correctly.*

There is also a link available on the Portal under 'ECC Links,' [click here](#).

You will need an electronic version of the file you want copied. The preferred file type to be uploaded is a PDF, but we also accept Microsoft Word, Excel, and Power Point files, as well as JPEG, GIF, tiff, PSD and EPS files.

Instructions for submitting your order through Copy Center Direct:

1. First window, Order Job: Select the **UPLOAD** button that best suits your request.



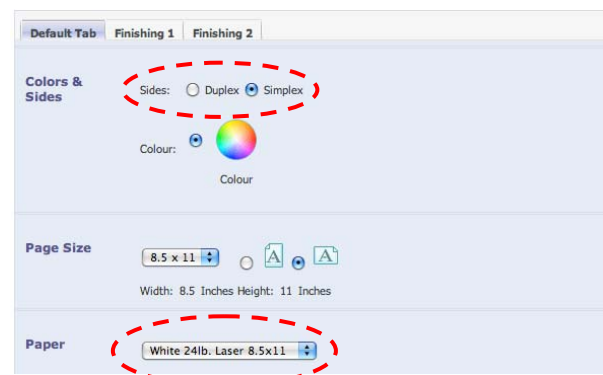
- a. Next two Finishing tabs: choose additional finishing choices, such as: collating and stapling -- be sure to select the staple location. *Please be aware that certain finishing options such as comb- or tape-binding may require a chargeback to your department.* Select **CONTINUE** (lower right hand corner) when done.

2. First tab, Upload File: Select **BROWSE** to find and choose your file.

- a. Choose your file by clicking 'open.'
- b. Select **CONTINUE** in the lower right hand corner.

3. Printing Options window: shows the page count, page size and allows you to choose the pages you want printed. Select **CONTINUE** in the lower right hand corner after you have entered your selection(s).

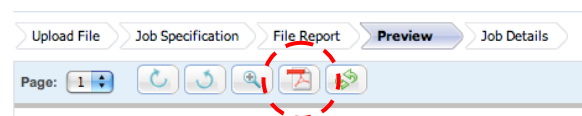
4. Job Specification tab: select details about your order such as single- (simplex) or double-sided (duplex) finishing; and paper choice, including but not limited to three-hole punch, some colors or plain white. Select **CONTINUE** (lower right hand corner).



5. File Report tab: If the system detects an inconsistency with your file compared to the type of order you are placing, it will identify the problem and ask you to review the file. For example: uploading a color document but requesting a black & white copy.

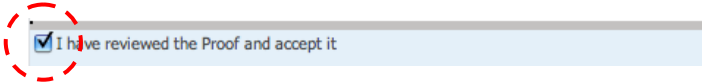
- a. You may click "review the problems" and bypass any minor issues, by scrolling to the bottom left corner of the screen and checking the box indicating you understand and are ready to proceed. Select **CONTINUE** in the lower right hand corner.
- b. Or you may check the "I want the Print Provider to resolve these problems" box, and the Copy Center Direct system will solve any issues. Select **CONTINUE** in the lower right hand corner.

6. Preview tab: Click on the red PDF symbol located on the tool bar to open your proof.



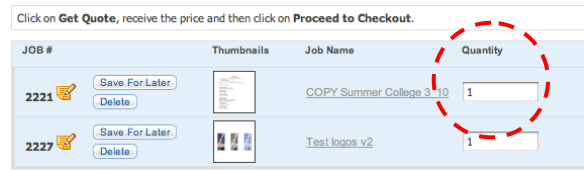
- a. Close the PDF window when you are done reviewing your file.

- b. After closing the pdf, **click** the box in the bottom left corner of the screen "*I have reviewed the Proof and accept it.*" Then select **CONTINUE**.



- 7. **Job Details** tab: shows a job number, type of job and the date the order was created.
 - a. The "**Note for Print Provider**" box, allows you to add instructions not covered by the previous tabs.
 - b. Otherwise, **Add to Cart and Order** will allow you to complete the ordering process. Select **Add to Cart** if you wish to return to the beginning and add more files.

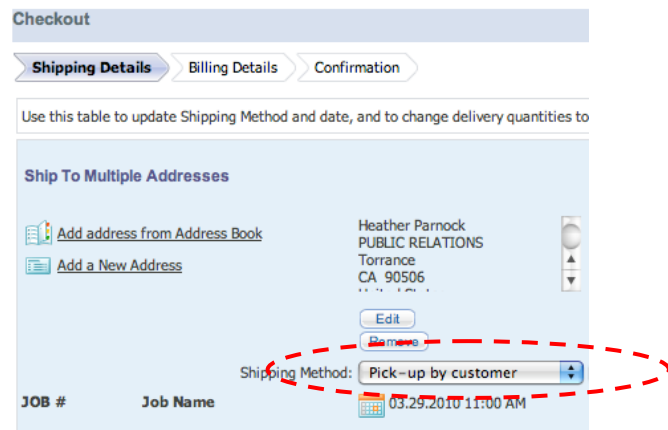
- 8. **Shopping Cart** window: This shows your uploaded job(s). Enter the **QUANTITY** desired here.



- a. Click "**Get Quote.**" *Note: black & white printing for classroom material is free of charge, unless specialty paper, binding or finishing is requested.*

- b. Once you receive your quote, click **Proceed to Checkout.**

- 9. **Shipping Details** tab: select pick up or campus mail as your shipping method.



- a. **Shipping Method** drop down menu: automatically defaults to "pick up by customer." You may leave this as your selection or choose "campus mail." *The only shipping methods available are "pick up by customer" or "campus mail."*

- i. On your first visit to Copy Center Direct, select the **EDIT** button, located below your "ship to this address" information. Please fill in your contact info, especially the **Extended Address** field, where you must enter your department location. *Be sure to scroll down to the bottom of the screen, and select **OK** when you are finished.*

- b. Then select **CONTINUE** (lower right hand corner).

- 10. **Billing Details** tab: brings you near the end of the ordering process. This page allows you to review the entire order and make minor changes if necessary. There is also a place to add a purchase order number if your request requires a chargeback.

- a. In the lower left corner please review and accept the **Terms and Conditions.**
- b. Then click **Place Your Order.**

Your order is now complete! We recommend printing the final window for your records.

There is an option to continue shopping which takes you back to the beginning of the ordering process, and you can upload more jobs; or you may **log out** by clicking the fourth button in the upper right corner of the window.

You may receive an e-mailed confirmation that your job has been successfully uploaded – *please note, this does not mean that your job is being processed.*

Please contact the Copy Center with any questions or concerns.

Sidney Smith
 Production Coordinator
 Copy Center/Print Shop
 Public Relations and Marketing Department
 310-660-3593 ext. 6521
 sosmith@elcamino.edu

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

Four-Year Cycle

Department/Program	Review Cycle	Proposed 4-year cycle
Behavioral and Social Sciences		
1. Anthropology	2013-14	2012-13
2. Child Development	2012-13	2011-12
3. Economics	2014-15	2013-14
4. History/Ethnic Studies	2011-12	
5. Human Development	2014-15	2013-14
6. Philosophy	2011-12	
7. Political Science	2013-14	2012-13
8. Psychology	2014-15	2013-14
9. Sociology	2012-13	
10. Study Abroad Program	annual	
11. Teacher Education Program	2010-11	
Business		
12. Business	2012-13	
13. Computer Information Systems	2011-12	
14. Paralegal Studies	annual	
15. Real Estate	2010-11	
Fine Arts		
16. Art	2013-14	2012-13
17. Art Gallery	2010-11	
18. Center for the Arts	2010-11	
19. Dance (current)	2009-10	2013-14
20. Film/Video	2011-12	
21. Music	2010-11	
22. Photography	2012-13	
23. Communication Studies (current)	2009-10	2013-14
24. Theatre	2014-15	2013-14
Health Sciences and Athletics		
25. Health Center	2013-14	2013-14
26. Kinesiology	2012-13	
27. Nursing	annual	
28. Physical Education –	2012-13	

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

Four-Year Cycle

Athletics Program		
29. Radiological Technology	annual	
30. Respiratory Care	annual	
31. Sign Language/Interpreter Training	2013-14	2012-13
32. SRC/ Adaptive Physical Education (APE)	2014-15	2013-14
Humanities		
33. English	2012-13	
34. English - Reading	2010-11	
35. English as a Second Language (current)	2009-10	2013-14
36. Foreign Language	2014-15	2013-14
37. Journalism	2014-15	2013-14
Industry and Technology		
38. Administration of Justice	2011-12	
39. Air Conditioning and Refrigeration	2010-11	
40. Architecture	2011-12	
41. Auto Collision Repair/Painting	2011-12	
42. Automotive Technology	2014-15	2013-14
43. CADD	2013-14	2012-13
44. Construction Technology	2010-11	
45. Cosmetology	2013-14	2012-13
46. Electronics & Computer Hardware Technology	2012-13	2011-12
47. Engineering Technology	2014-15	2013-14
48. Fashion	2014-15	2013-14
49. Fire and Emergency Technology	2012-13	2011-12
50. Machine Tool Technology	2010-11	
51. Welding	2013-14	2012-13
Mathematical Sciences		
52. Computer Science	2014-15	2013-14
53. Mathematics - Developmental	2013-14	2012-13
54. Mathematics – (for	2010-11	2011-12

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

Four-Year Cycle

engineering, science & math students)		
55. Pre-Engineering		2013-14
56. Mathematics—(for prospective elementary teachers)		2010-11
57. Mathematics—(for GE and non-science students)		2010-11
58. MESA and ASEM	annual	
Natural Sciences		
59. Astronomy (current)	2009-10	2013-14
60. Chemistry	2013-14	
61. Earth Sciences(Geology, Geography, Oceanography)	2014-15	2013-14
62. Environmental Horticulture	2013-14	2012-13
63. Honors Transfer Program	annual	
64. Life Sciences	2011-12	
65. Physics (current)	2009-10	2013-14
Library/Learning Resources Unit		
66. Distance Education	annual	
67. Learning Resources Unit	2012-13	
68. Music Library	2011-12	

Note from Academic Senate President: All of these resolutions will be voted on during the ASCCC Plenary Session, April 15-17. Each resolution should be read by at least one academic senator, which will allow our voting delegate (me) to make an informed vote and possibly discuss and/or share our opinions with other ASCCC delegates. I would like to “assign” at least one senator to read each relevant resolution and any proposed amendments that we have not already examined in detail and provide guidance. **I will seek volunteers during the meeting.**

The text for these resolutions can be downloaded from this website:

<http://www.asccc.org/Events/sessions/spring2010/materials.html>

Some of the resolutions have associated Appendices. Those resolutions are noted below. Earlier versions of these resolutions appeared in the March 16 packet.

1.0 ACADEMIC SENATE

1.01 S10 Bylaws Changes to Establish Caucuses.....1
 1.02 S10 Plan to Infuse Cultural Competence2
 1.03 S10 Noncredit Standing Committee.....2
 (for Resolution 1.03, see also Appendix A, 2 pages)
 1.04 S10 Increasing the Pool of Faculty for Academic Senate Service.....3
 1.05 S10 Emeritus for Hoke Simpson.....3
 1.06 S10 Emeritus for Barbara Davis-Lyman.....4

2.0 ACCREDITATION STANDARDS

2.01 S10 Paper Defining the Roles of College and District Researchers and Faculty..5
 2.01.01 S10 Amend Resolution 2.01 S10.....6
 2.02 S10 Making ACCJC Correspondence and Recommendations Public.....6
 (This resolution is moot for ECC, I believe.)
 2.03 S10 No Confidence in ACCJC President.....7
 (We discussed this and the following in the special meeting. See also Appendix B, 34 pages)
 2.04 S10 Accreditation Options7

3.0 EQUITY AND DIVERSITY

3.01 S10 Adopt the *Student Equity: From Dialog and Access to Action* Paper8
 (for Resolution 3.01, see also Appendix C, paper is 32 pages)
 3.02 S10 Adopt the *Practices that Promote Equity in Basic Skills in California* Paper.....8
 (for Resolution 3.02, see also Appendix D, 64 pages, one of the authors is Darwin Smith, from Compton)

4.0 ARTICULATION AND TRANSFER

(Note: I have already received input about all 3 of these resolutions and the amendment from 4 counselors.)

4.01 S10 Transfer Degree9
 4.02 S10 Response to SB 1440: “Transfer Degree”9
 4.03 S10 Title 5 Changes Defining a Transfer Associate Degree.....10
 4.03.01 S10 Amend Resolution 4.03 S10.....11

6.0	STATE AND LEGISLATIVE ISSUES	
6.01	S10	Opposition to Proposed Modification of the Community College Mission .12 (This resolution deals with offering Bachelor degrees, perhaps in nursing.)
6.02	S10	BSI Funding and Flexibility.....13
		6.02.01 S10 Amend Resolution 6.02 S10.....13
		6.02.02 S10 Amend Resolution 6.02 S10.....14
6.03	S10	Further Research on the 50% Law.....14
		6.03.01 S10 Amend Resolution 6.03 S10.....15
6.04	S10	Improving Degree Articulation for Early Childhood Students.....15 (for Resolution 6.04, <u>see also Appendix E</u> , 5 pages)
6.05	S10	Current Legislative and Regulatory Budget Concerns17
6.06	S10	Threat to Cal Grant17
7.0	CONSULTATION WITH THE CHANCELLOR	
7.01	S10	MOU with Kaplan University.....18
7.02	S10	Support for Academic Senate Participation in CCC Assess Project.....19
7.03	S10	Chancellor’s Office MOU with Kaplan University19
8.0	COUNSELING	
8.01	S10	Commitment to Established Principles and Guidelines Regarding Use of Paraprofessionals20
8.02	S10	Title 5 Changes to Include Counselor to Student Ratio.....21
9.0	CURRICULUM	
9.01	S10	International Baccalaureate (IB) Exam Applicability to Associate Degree General Education Requirements22
9.02	S10	General Education Reciprocity Among California Community Colleges.....22 (for Resolution 9.02, <u>see also Appendix F</u> , checklist)
		9.02.01 S10 Amend Resolution 9.02 S10.....23
9.03	S10	Granting of Early Childhood Education AA/AS Degrees and Course Credit.....23
9.04	S10	Defense of Physical Education Programs24
		9.04.01 S10 Amend Resolution 9.04 S10.....25
9.05	S10	Embedding Program SLOs in Program Review25
9.06	S10	Curricular Priorities Versus Budget-Driven Priorities.....25
9.07	S10	Maintain Authority for Determining Basic Skills Coursework26
9.08	S10	Application of Rubrics to Recode Noncredit Course Prior to Transfer.....27 (for Resolution 9.08 <u>see also Appendix G</u> , 12 pages)

10.0 DISCIPLINES LIST

10.01 S10 Noncredit Minimum Qualifications28
(for Resolution 10.01, see also Appendix H, two pages of related information)
10.01.01 S10 Amend Resolution 10.01 S10.....29

10.02 S10 Offering Guidance Regarding Equivalency to the Associate Degree
for Minimum Qualifications29
(IMPORTANT RESOLUTION, especially for vocational areas. for Resolution 10.02, see also Appendix I, three page of related information)
10.02.01 S10 Amend Resolution 10.02 S10.....30

10.03 S10 Alternatives to No Equivalency to an Associate Degree for Minimum
Qualifications30

10.04 S10 Maintaining the Current Minimum Qualifications30

10.05 S10 Title 5 §53410 Minimum Qualifications for Instructors of Credit Courses,
Counselors, and Librarians31

13.0 GENERAL CONCERNS

13.01 S10 Acknowledgement of Current California Community College Reform
Efforts32

13.02 S10 Understanding Student Accumulation of “Excess Units”32

13.03 S10 Research and Publish CCC Districts’ Current Expense for Administration..33

13.04 S10 Improving Noncredit Accountability Reporting through Progress
Indicators.....33

13.05 S10 Support for California Association for Developmental Education34

13.06 S10 Benefits of Student Accumulation of “Excess Units”34

20.0 STUDENTS

20.01 S10 Textbooks35