



Academic Senate of El Camino College 2013-2014

October 15, 2013

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

President	Christina Gold	Secretary	Chris Jeffries
VP Compton Educ'l Center	Michael Odanaka	VP Finance & Special Projects	Lance Widman
Curriculum Chair	Mark Lipe	VP Academic Technology	Pete Marcoux
VP Educational Policies	Alice Martinez	Co-VPs Faculty Development	Claudia Striepe
VP Instructional Effectiveness	Janet Young		Kristie Daniel-DiGregorio

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Nicholas Sean Bonness	12	Tom Hazell*	Sara Di Fiori 13/14
Kathryn Hall	12	Tom Hicks	Miguel Jimenez* 15/16
		Mina Colunga	Anne Valle 15/16
<u>Behavior & Social Sciences</u>		Kim Baily	vacant
Janet Young	12/13	Robert Uphop	vacant
Christina Gold	13/14		
Kristie Daniel-DiGregorio	14/15	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	vacant	Francisco Arce
Michael Wynne	14/15	Peter Marcoux*	Karen Lam
		Kate McLaughlin	Jeanie Nishime
<u>Business</u>		Barbara Jaffe	Robert Klier
Phillip Lau*	15/16	vacanat	<u>Associated Students Org.</u>
Tim Miller	15/16		Stefan Ecklund
Josh Troesh	15/16	<u>Industry & Technology</u>	
		Patty Gebert	
<u>Compton Educational Center</u>		Harold Hofmann	<u>President/Superintendent</u>
Estina Pratt	14/15	Lee Macpherson	Thomas Fallo
Chris Halligan	14/15	Douglas Marston*	
Essie French-Preston	14/15	Merriel Winfree	<u>Division Personnel</u>
Michael Odanaka*	13/14		Jean Shankweiler
vacant		<u>Learning Resource Unit</u>	Tom Lew
		Moon Ichinaga	
<u>Counseling</u>		Claudia Striepe*	<u>Counseling</u> Ken Key
Griselda Castro	14/15		
Chris Jeffries*	14/15	<u>Mathematical Sciences</u>	<u>Ex-officio positions</u>
Dexter Vaughn	13/14	vacant	ECCFT President
		Hamza Hamza	Sean Donnell
<u>Fine Arts</u>		Arkadiy Sheynshteyn	Nina Velasquez
Ali Ahmadpour	14/15	Alice Martinez	Curriculum Chair
Chris Wells*	14/15	Eduardo Barajas	Mark Lipe
Russell McMillin	14/15		CEC Chair-Elect
Vince Palacios	14/15		Jerome Evans
vacant			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, 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 (1st and 3rd Tuesdays)

FALL 2013

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

SPRING 2014

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2013

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

SPRING 2014

January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES	A. Minutes – Oct. 1, 2013	handout
C. OFFICER REPORTS	A. President – Christina Gold B. VP – Compton Education Center – Michael Odanaka C. Chair – Curriculum – Mark Lipe D. VP – Educational Policies – Alice Martinez E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness – Janet Young	6-11
D. SPECIAL COMMITTEE REPORTS	A. Assessment of Learning Committee and SLOs Update - Janet Young	12
	B. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
	C. Basic Skills, Humanities Basic Skills Coordinator – Sara Blake	13-16
	D. Faculty Position Identification Committee – Chris Gold	17-25
E. UNFINISHED BUSINESS	A. Senate 2013/14 Objectives and To Do List This is the second reading of the AS Objectives. The Senate may vote if it chooses.	26-27
	B. General Education Outcomes – This is the second reading of the GEOs, which have been brought to us with the approval of the Assessment of Learning Committee. The Senate may vote if it chooses.	28-29
	C. Proposed Planning Model – This is a second reading of the new draft ECC planning model that was developed in full consultation with the campus	30-34



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	<p>community beginning at the 2013 Planning Summit and continuing with a cross-campus planning committee over the summer. This is a second reading and the Senate may vote if it chooses.</p>	
<p>F. NEW BUSINESS</p>		
<p>G. INFORMATION ITEMS – DISCUSSION</p>	<p>College Council has asked for faculty feedback on the following three policies/procedures. They are not in the purview of the Senate, so they are information/discussion items.</p> <p>A. BP/AP 7110 Delegation of Authority B. BP 7510 Domestic Partners C. BP/AP 7700 Whistleblower Protection</p>	<p>35-36 37 38-41</p>
<p>H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN</p>		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Chris Wells Kristie DiGregorio Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader	1 st & 3 rd Thurs.	1-2:30	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you.

DRAFT

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting September 30, 2013

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, and Alex Ventura.

1. Proposed 2013-14 Goals:
 - a. Ensure that all actions focus on student success and student learning.
 - b. Discuss the California Community Colleges Student Success Initiative.
 - c. Incorporate evidence-based decision making when evidence is available.
 - d. Actualize the “Making Decisions at El Camino College” document.
 - e. Complete the review of all policies and procedures relating to Accreditation and set-up a review cycle for all policies and procedures.
2. El Camino College committees listing was reviewed and recommended changes will be made.
3. Administrative Hiring Procedure will be brought back in two weeks.

Agenda October 7, 2013:

1. Minutes of September 30, 2013
1. Finalize College Council Goals
2. AP & BP 3410 – Nondiscrimination (Linda)
3. AP 7150 – Evaluation (Linda)
4. El Camino College Committee listing (Jeanie)
5. Committees listed on Portal report (Susan)
6. Policies and procedures inventory (Vice Presidents)



NOTES – COUNCIL OF DEANS
SEPTEMBER 26, 2013

Present: J. Anaya, F. Arce, R. Bell, W. Garcia, E. Geraghty, C. Gold, I. Graff, A. Grigsby, D. Hayden, A. Hernandez, O. Hyacinth, B. Klier, T. Lew, G. Miranda, B. Mulrooney, R. Natividad, J. Nishme, T. Pao, D. Patel, B. Perez, V. Rapp, S. Rodriguez, R. Shabazz, J. Shankweiler, D. Shrader, J. Sims, R. Smith, J. Wagstaff

I. INFORMATION

A. Notes of 9/12/13: Distributed and reviewed.

B. CEC Update: B. Perez provided an update:

- Attended the SSTF Conference and will implement some new policies and procedures.
- Nine classes started onsite at some of the high schools.
- Construction interrupted telephone services on parts of the campus.

C. PBC Update: R. Natividad provided an update:

- W. Garcia presented the implications of the Board of Governors fee waiver and eligibility criteria for Student Services which will take into effect in 2015. Approximately 30% of students may possibly be affected.
- I. Graff discussed annual plans.
- There will not be changes to the annual evaluation.
- The statement of purpose was presented with the proposed changes.

D. Academic Senate Update: C. Gold provided an update:

- New officers: VP/Faculty Development – Kristie Daniel-DiGregorio; VP/Ed Policies – Alice Martinez.
- The college profile report by Josh Rosales was reviewed.
- SLO/PLO assessments will be an agenda item at every Senate meeting.
- General Ed outcomes were developed.
- The Senate will have its first reading at the next meeting on the proposed planning model.

E. Enrollment Update: 50 additional sections were added to the spring schedule for evening and weekend classes. The target is 8,600 FTES. The College will make goal if the momentum continues in the spring. 8,700 FTES was projected for Fall 2013. 2,100 sections were offered in the fall, plus 100 additional sections.

II. DISCUSSION/ACTION

- A. Final Grade Submission: It was recommended to change final grade submission to 12/20/13 because of the winter break. Deans will need to monitor closely and remind faculty when the deadline is approaching. The MIS report to the Chancellor's Office is due 1/10/14. RD grade will be due 1/6/14. It will be necessary to have an information campaign and inform faculty of the change. A meeting will be scheduled with B. Mulrooney, E. Nieto, and A. Garten to discuss ways to get the information to faculty.
- B. SSTF Implementation Conference: J. Nishime reported the Student Service Task Force (SSTF) Implementation Conference was attended by R. Smith, B. Perez, R. Shabazz, F. Arce, and two faculty members from CEC.
- The keynote speaker spoke on the completion agenda to increase Associate of Arts degrees and certificates by 2020.
 - A research report from the RP group indicated the six success factors are directed, focus, nurtured, engaged, connected, and valued. Providing support produces student success.
 - At the helm is the implementation task which starts with the student success summit and bring all parties together for discussion.
 - By 2015-16, the funding formula on student success will change based on services delivered and not on headcount.
 - Need to familiarize everyone about the student success act. The faculty will play a large role in making a successful transition.
 - The next three flex meetings will be dedicated to implementation and program change. Need to prepare faculty for change.
 - Data based on outcome is important to show where and what programs are successful.
 - Continue collaboration/communication between counselors and deans.
 - Faculty members will need to become familiar with matriculation process. Show faculty the data that students succeed. A lot of training and education which can be done through program review, assessment, and SLOs.
 - Students need to become better educated on what makes them successful.
 - Have faculty in classroom – better prepared students which is the key. Quality of students and faculty experience will improve.
 - Strength and weakness in Student Success Act and what are the opportunities.
 - Engage faculty what can happen at classroom level. What faculty can include in the syllabi and share with students about successful strategies. Need to be more goal-focused on student success.
- C. Accreditation: J. Nishime contacted ACCJC to verify the date for the follow-up visit. The visit will take place on 11/14 (1st choice) or 11/5 or 11/6 (2nd choice). The team leader has not been announced yet.

R. Klier reported the follow-up report will be completed by 9/28. It will be posted on the website and emailed campus wide. The last date to submit any feedback will be 10/4. The deadline to mail the report is 10/15/13.

Included in the report were extractions from faculty self-evaluations on statements of accomplishment and SLOs. The self-evaluations provided valuable information about faculty work and accomplishment on program review and assessments.

Kudos to B. Klier for his leadership role with the SLO facilitators and coordinators. Progress has been made.

- D. Added Sections: The list of added sections for spring 2014 was distributed. Added sections are evening and Saturday classes.

III. OTHER

A. Announcements:

1. D. Shrader thanked everyone for assisting with the student visitors from Japan. The event was a success.
2. The Nursing Department is preparing for its accreditation visit on 10/15 with the Accrediting Commission of Nurses. Kudos to O. Hyacinth for her efforts in preparing for the visit.
3. Two upcoming accreditations for the 2013 Fall semester: EMT and Fire Academy.

FTES AND SECTION COMPARISONS GOAL
EL CAMINO COMMUNITY COLLEGE
Academic Year: 2013-2014

2013-2014 Academic Year FTES Cap: 18,470

Academic Year-to-Year Comparison El Camino College	2012-2013 Annual Period FTES Report	2013-2014 FTES Actuals and Goals	Change	% Change	2012-2013 Number of Sections Offered	2013-2014 Projected Number of Required Sections	% Change	2013-2014 Number of Currently Scheduled Sections
Summer	1,399.23	1,601.28	202.05	14%	325	405	25%	405
Fall	8,175.57	8,762.52	586.95	7%	1,945	2,132	10%	2,058
Winter	205.86	0.00	-205.86	-100%	51	0	-100%	0
Spring	7,914.19	8,573.46	659.27	8%	1,932	2,086	8%	2,077
Subtotals	17,694.85	18,937.26 †	1,242.41	7%	4,253	4,623	9%	4,540
Summer (Credit FTES Shift)	465.15	(465.15) *	-930.30					
Total Usable FTES	18,160.00 **	18,472.11	312.11	1.72%				

*465.15 FTES shifted to 2012-2013 Academic Year

**Total FTES claimed was 18160; 465.15 FTES shifted from 2013-2014 Academic Year

† Projected FTES values (italicized) calculated using a per-section FTES Index of 4.11 multiplied by the term's projected number of sections

FTES AND SECTION COMPARISONS GOAL

EL CAMINO COMMUNITY COLLEGE COMPTON CENTER
Academic Year: 2013-2014

2013-2014 Academic Year FTES Cap: 6,060

Academic Year-to-Year Comparison Compton Center	2012-2013 Annual Period FTES Report	2013-2014 FTES Actual and Goals	Change	% Change	2012-2013 Number of Sections Offered	2013-2014 Projected Number of Required Sections	% Change	2013-2014 Number of Currently Scheduled Sections
Summer	902.78	800.98	-101.80	-11%	202	216	7%	216
Fall	2,381.84	2,659.17	277.33	12%	529	647	22%	547
Winter	207.71	0.00	-207.71	-100%	57	0	-100%	0
Spring	2,318.09	2,790.69	472.60	20%	555	679	22%	607
Subtotals	5,810.42	6,250.84 †	440.42	8%	1,343	1,542	15%	1,370
Summer (Credit FTES Shift)	189.58	(189.58) *	-379.16					
Total Usable FTES	6,000.00 **	6,061.26	61.26	1.02%				

*189.58 FTES shifted to 2012-2013 Academic Year

**Total FTES claimed was 6000; 189.58 FTES shifted from 2013-2014 Academic Year

† Projected FTES values (italicized) calculated using a per-section FTES Index of 4.11 multiplied by the term's projected number of sections

Program Learning Outcomes (PLOs) as of Spring 2013 10.10.13

64 Programs

1 or 2 PLOs	3 or More PLOs		Exemption for 1 or 2 PLOs Justifications Provided
2%	98%		
<p>1. Econ (1 PLO) (Waiting for justification or additional PLOs)</p>	<ol style="list-style-type: none"> 1. Accounting 2. Adaptive PE 3. Admin of Justice 4. Air Cond and Refrig 5. Anthropology 6. Architecture 7. Art 8. Astronomy 9. Autom, Rob, Manufac 10. ACRP 11. Biology 12. Business Management 13. Business Marketing 14. CADD 15. Chemistry 16. Childhood Ed 17. CIS 18. Construction Tech 19. Computer Science 20. Communication Studies 21. Cosmetology 22. Dance 23. Develop Math 24. Earth Sciences 25. Elec and Comp Hdware 26. English 27. Enivorn Horticulture 28. Environmental Technology 29. Fashion 30. Fire & ETEC 31. Film/Video 32. Foreign Languages 33. Health Sciences 34. Human Development 35. Kin Athletics 36. Kinesiology 37. Math for Eng, Sci, Math 38. Math for Teachers 39. Music 40. Nursing 41. Office Administration 42. Paralegal Studies/Law 43. Philosophy 	<ol style="list-style-type: none"> 44. Photography 45. Physics 46. Political Science 47. Rad Tech 48. Real Estate 49. Recreation 50. Respiratory Care 51. Sign Language 52. Special Res Center 53. Theatre 54. Welding 55. Psychology 56. Nut Foods 57. ESL 58. Acad Strategies 59. Journalism 	<ol style="list-style-type: none"> 1. History 2. Math for G.E 3. Pre-Engineering 4. Sociology

Date: October 9, 2013

To: Christina Gold, Academic Senate President

From: Sara Blake, Humanities Basic Skills Coordinator

As part of the Basic Skills Initiative annual report, which includes the 2012-2013 Basic Skills Allocation End-of-Year Report and the 2013-2014 Basic Skills Allocation Goals/Action Plan and Expenditure Plan, each college was asked to complete narrative response and a data analysis that responded to these four items:

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?**
- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**
- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**
- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

I've attached the response which Art Martinez, Math Basic Skills Coordinator, and I, in consultation with the Basic Skills Advisory Group, composed and submitted to the Chancellor's Office. I think it gives a good overview and honest assessment of how the college is assessing spending of BSI funds and how well the college is doing in meeting the needs of our Basic Skills students. It also identifies challenges we continue to face and highlights some innovative and successful strategies that we have implemented.

[2]. Narrative Response: El Camino College

- **How is your college assessing how it uses its BSI funds and how these funds are related to your college’s education master plan?**

The El Camino College Master Plan specifically refers to Basic Skills in a number of sections. In its vision for enrollment growth, the Master Plan advocates for a stronger emphasis on programs that address basic skills, which are “seen as an important point of entry to the College’s overall academic experience” (26). The plan calls for the development of “extended curricular activities that target basic skills education” (27). Many of these extended curricular activities, including tutorial support, supplemental instruction, and counselor intervention, have been piloted or expanded using BSI funding. In assessing the use of its BSI funds, the college carefully tracks the spending of BSI funds to ensure that they are used for activities and programs that promote success for Basic Skills students.

The Master Plan identifies the Writing Center as the English Department’s “key tutorial support service” (47). BSI funds provide tutor training related to Basic Skills needs, funding for additional tutors for Basic Skills students, and funding for staff to track the success of students using the center. The Writing Center tracks Basic Skills students using the center and collects data on their performance in their courses as compared to that of students who don’t use the center. The latest data indicates that Basic Skills English and ESL students who use the Writing Center have a course success rate that is at least 20% higher than those who don’t use the center.

Students enrolled in courses with counselor intervention are tracked to see how many of them have completed an educational plan, which has been demonstrated to contribute to student success. In Fall 2013, the counselor intervention program in math completed 222 education plans from 311 students (as of census). Approximately 70% of students from these math courses completed an education plan.

Pre and post placement scores are obtained for students who enroll in the Summer Math Academy (SMA) and retake the placement test to ascertain the efficacy of the academy in shortening the pathway to success. In the summer of 2013, 120 students completed the SMA and 84% showed significant improvement on the placement test.

Summer Math Academy Results Su2013	
Original Placement (Accuplacer)	Placement Score Post SMA
Four-levels below transfer	72% placed at least one level higher
Three-levels below transfer	79% placed at least one level higher
Two-levels below transfer	100% placed at least one level higher
One-level below transfer	41% placed at least one level higher

BSI professional development funds for faculty are reserved for workshops, conferences, and trainings that have a direct connection to improvement of Basic Skills instruction (such as acceleration, Reading Apprenticeship), identification of Basic Skills issues (such as Habits of Mind, counseling), and funding and reporting issues (Basic Skills Coordinator Workshops). To assess the use of BSI funds, faculty who attend professional development activities fill out an assessment form as part of the conference reimbursement process that identifies how this activity will be used to enhance teaching, develop curriculum, or inform practices that directly impact Basic Skills students.

The Master Plan identifies “Institutionalizing various support services currently funded by the Chancellor’s Basic Skills Initiative [as] a priority” (48). This process is beginning to occur although slowly. In the area of ESL, in the past, BSI funds were used to pay an adjunct counselor for ESL student advisement and planning. Based on improved educational plan completion and placement statistics, the college has now assigned a full-time

counselor for ESL. Based on data showing the success of students enrolled in BSI-funded supplemental instruction for math, as compared to their peers who weren't enrolled in SI, the SI program has become institutionalized and now receives general funding status. The college is also making a commitment to increase its financial support for the Writing Center in the future.

- **What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?**

One of the problems our college is facing in the area of ESL is a coding issue. Some of our ESL courses that are prerequisites for English 1A (the transfer-level course targeted student success data) are in fact transferable courses (not Basic Skills). This fact assists students who want to transfer, but it makes meaningful Basic Skills data collection difficult.

Another significant problem in assessment arises from the fact that the Chancellor's Office cohort tracker data is incorrect, according to our IR Office. Thus, while the cohort tool seems useful for aggregating data by various factors, the information yielded is questionable because the data is not valid. Additionally, because we have separate strands of courses for reading and writing creating a potentially 5 semester pre-transfer sequence, having the Chancellor's Office use two year intervals for measuring success seems arbitrary, especially since many of our students attend part time.

A significant problem that limits counselor intervention is a lack of counselors. Any tools that the Chancellor's office and/or 3CSN could provide to help with orientation would be very useful. Making available system-wide a tool like the *Steps to Success* online adaptive tool that was highlighted at the BSI Coordinator Meeting at Rio Hondo in May 2013 would be especially helpful.

Workshops, studies and publications on student success by RP Group, 3CSN, CCRC, and the Carnegie Foundation are great resources, but it's been difficult to reach the instructors that would benefit the most from them. Too often the instructors who attend professional development are the ones who don't need it, while the instructors who do need it don't participate. While this may be a campus issue, it would be helpful if the Chancellor's Office could find ways to promote professional development in the area of instructional practices as a priority system-wide, perhaps in conjunction with the Student Success Taskforce recommendations.

Involving adjunct instructors has become an even greater challenge with the implementation of the Affordable Care Act. Our college will not approve stipends, and offering special assignment hourly pay to adjuncts for participation can affect their part-time status.

Of great concern, especially to the Math department, is the issue of articulation and transferability of non-traditional, accelerated courses to CSU and UC schools. Perhaps the Chancellor's Office and 3CSN could address this issue with the CSU and UC schools.

Finally, now that some additional funding is available to community colleges, the Chancellor's Office could be helpful in encouraging college administrations to move toward institutionalizing the practices currently funded by BSI that have proven effective.

- **What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?**

The college's IR Office is continuing to track student cohorts participating in tutoring, in the Summer Math Academy, and in counselor intervention programs as they progress to the transfer level courses. The results of program redesign efforts are being tracked by IR as well. These include piloted accelerated math sequences, compressed reading and writing courses, and a pilot under development for an integrated reading and writing course.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool: El Camino College

- **Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?**

Program Success: Based on the data, our college's basic skills program was more successful in 2010-12 than it was in 2008-10. In measuring success of the Basic Skills program, we looked at our sequential courses and measured how many students beginning at the Basic Skill level of 2 levels or more below transfer successfully completed the transferable course in the sequence. We compared the success figures from 2010-12 with those of 2008-10. Then we looked at data for courses directly impacted by BSI interventions and support and compared this data with the college-wide data. Finally, we looked at disaggregated data to see what information it revealed about different groups of students.

English Reading and Writing:

- A comparison of the Data Mart data on the two cohorts for students beginning 3 levels below transfer in reading shows an improvement rate 3% higher in the 2010-12 cohort than in the 2008-10 cohort.
- For English reading and writing 2 levels below transfer, data was provided by our college's IR Office. Comparison of the two cohorts reveals an improvement of 1% in reading and 2% in writing in 2010-12 over 2008-10. However, the success level for the 2008 cohort rises by 10% if the time frame for completion is extended from 2008-12; likely the same would be true for the 2010 cohort. Our current two-tiered reading and writing sequences require a student beginning 2 levels below transfer to complete 4 semesters of course work before enrolling in the transfer-level course. We're now piloting an integrated reading/writing model to reduce this time frame to 2 semesters.
- Success rates for students enrolled in FYE-supported compressed 8-week reading and writing courses are *significantly* higher than those of students enrolled in traditional courses. The 2010-2012 FYE compressed cohort beginning 2 levels below transfer had a success rate of 69% for writing and 70% for reading as compared to a control group with success rates of 23% for writing and 29% for reading.

ESL: Analysis of our ESL data reveals problems with coding. Our ESL Dept. and our IR Office are working to correct these problems so as to provide more accurate data in the future. Information below is drawn from Data Mart.

- Success in ESL writing for the 2010-12 cohort 3 levels below transfer was significantly higher than for the 2008-10 cohort, with an increase of 15% for writing and 5% for reading.
- Success in ESL writing for the 2010-12 cohort 2 levels below transfer was higher than for the 2008-10 cohort, with an increase of 5% for writing and 3% for reading.

Math:

- According to data from the college IR Office, the Basic Skills success rate for math for the Fall 2008-10 cohort is 45%; the success rate for the Fall 2010-12 cohort is 49%, an improvement of 4%. (Note: Students who complete an AA or certificate don't need to reach transfer level math, so they aren't captured in this data.)
- The IR Office has also released a comparison study between students participating in our Basic Acceleration Math program (BAM) and students enrolled in our traditional 4-level developmental math program. For students enrolled 4 levels below transfer, 5.5% of them are passing a transfer level course within 2 years, compared to 0.4% of students in the traditional four-level math program.

Disaggregated Data Observations: When disaggregating data, for both math and English reading/writing, two things stand out. One is the relatively superior performance of EOPS students, probably because the program includes the student support essential for Basic Skills success (counseling, monitoring of progress, tutoring). The other thing that stands out is the relatively poor performance of African-American students in both math and English; this is an issue that demands our attention.

Full Time Faculty Position Identification Process

The process by which the college determines which full time faculty positions will be hired in the fall is outlined in the faculty contract. The contract excerpt is below followed by the email announcing the instigation of the process for fall 2014 hires and the form used to provided information for the requests.

APPENDIX M-1 EL CAMINO COMMUNITY COLLEGE TENURE-TRACK FACULTY HIRING PROCEDURES May 2008

NOTE: The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees in accordance with the Education Code, Section 87360.

I. Definition of Terms

- A. "VP" is Vice President.
- B. "VPAA" is Vice President of Academic Affairs.
- C. "Position(s)" refers to both new and replacement position(s).
- D. "AS" is the Academic Senate.
- E. "EEO" is Equal Employment Opportunity Officer.
- F. "EER" is Equal Employment Opportunity Representative.

II. Position Identification Process

- A. The VPAA will initiate the position identification process in a timely manner.
 - 1. The VPAA and the President of the Academic Senate shall establish the criteria to rank and make recommendations.
 - 2. The process shall be completed by November.
- B. Division Approval Process
 - 1. Positions to be requested will be identified jointly by the division dean and full-time faculty.
 - a. Input will be requested from each division by the appropriate VP before proposals for new or replacement positions are submitted by the deans to the appropriate VP. This input should come from existing division councils or a committee consisting of the dean and all interested faculty from the division.
 - b. All pertinent data shall be reviewed by the division councils and made available to any faculty member requesting it.
- C. Budget Identification
 - 1. Any position to be funded by the District's unrestricted general fund must be requested through the position identification process.
 - 2. Faculty positions to be funded by grant and categorical funds other than the general fund shall be exempt from this process.

3. Any time at which categorical funds expire or a grant anticipates the use of general funds, the position must go through the position identification process and shall be considered new.

D. Campus-Wide Approval Process

1. The Faculty Position Identification Process Committee will be convened by the AS President and the VPAA. The committee will prioritize and recommend faculty positions to the Superintendent/President for announcement. The committee will consist of the Council of Deans and an equal number of faculty appointed by the AS President.
2. The Superintendent/President will identify positions to be announced before the end of the current calendar year. At the request of the Senate, the Superintendent/President or designee will address issues concerning the approved list.

- E. After the official announcement of positions, the Superintendent/President may fill additional positions on a temporary or permanent basis due to unanticipated circumstances, such as programmatic needs, legal considerations, resignations, late retirements or death. The Superintendent/President will meet with the appropriate Vice President, Academic Senate President and President of the Federation regarding these positions.


From: Lam,
Kare §
n

Mon 9/30/2013 9:34 AM

To: Fitzsimons, Constance; Geraghty, Elise; Grigsby, Alice; Hayden, Diane; Hyacinth, Octavia; Klier, Robert; Lew, Thomas; Miranda, Gloria; Natividad, Rory; Pao, Tammy; Patel, Dipte; Rapp, Virginia; Rodriguez, Stephanie; Shankweiler, Jean; Shrader, Daniel; Sims, Jacquelyn; Smith, Regina

Cc: Arce, Francisco; Gold, Christina; Dunigan, Adam; Palacios Broadhead, Araceli; Amezcua, Patricia; Ashcraft, Ann; Brouillette, Susan; Hairston, Wilma; King, Dianna; Knapp, Beverly; Olsen, Linda; Plum, Lavonne; Santiago, Mariam; Snider, Angie; Spurlock, Denise; Taniguchi, Lori

Subject: Faculty Hiring Process

Attachments:  2013-2014 Full-Time Faculty Position Identification Form.xls(60KB)

Sent on behalf of F. Arce and C. Gold.

Deans/Directors (Please share with your faculty representative):

Please find attached the 2013-2014 FT Faculty Position Identification Form. Please note that the form continues to ask departments to count faculty on pre-retirement as 1.0 FTEF. We will continue with this practice because an individual on pre-retirement can rescind his/her election and return to teaching full time as has happened in the past. If a department chooses, the impact of faculty on pre-retirement can be addressed in a narrative section.

Those areas wishing to discuss the impact of unplaced faculty in general may do so in one of the narrative sections.

Timeline:

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

1. September 30-October 11: Deans/faculty work on position requests.
2. Friday, October 11 by 4:00 p.m.: Deans forward an electronic copy of position requests to A. Dunigan (adunigan@elcamino.edu) for data verification.
3. Friday, October 25, by 4:00 p.m.: 30 copies of position requests and supporting documentation due to the Office of the VP/AA.
4. Tuesday, October 29, 8:00 a.m.: Copies of division requests and ground rules available for pick up in the Office of the VP/AA.

5. Tuesday, November 5, 2:00-4:30 p.m.: Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: Alondra Room
6. Wednesday, November 13 by 1:00 p.m.: Deans and faculty representatives forward their ballots to the Office of the VP/AA.
7. Tuesday, November 19, 2:00 p.m.: Final meeting to review priority list. Location: Alondra Room.

Each division will have two votes (one faculty member, one dean). The votes will be tallied in the Office of the VP/AA with a faculty representative.

Should you have any questions, please do not hesitate to call.

**EL CAMINO COLLEGE
FACULTY POSITION IDENTIFICATION FORM
2013-2014**

Department Requesting Position:
Number of Positions Requested:
Division:
Division Ranking:

A. Program Profile (Academic Affairs and Student Services)

1. Impact of position on program quality and integrity, as well as on student needs

If requesting a vocational program teaching position, discuss labor market trends in the field and why this position is important. Information concerning additional expenses, start-up and on-going, must be provided if request has program requirements such as new equipment, facilities modifications, or classified support. Was the position recommended in the annual plan or recent program review?

2. Why does the program and College need this position?

3. Availability of Part-Time Instructors/Counselors/Librarians

4. Proposed Funding Source

- **General fund:**
- **Categorical fund (please identify):**
- **Grant fund (please identify):**

5. Hiring History of Department Requesting Position (Full-time Only)

Fall 2013	Fall 2012	Fall 2011
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B. FTEF Data for Fall 2013

Notes:

1. All faculty on pre-retirement should be counted as 1.0 FTEF. If the faculty member is teaching 0% in fall, add 1.0 to leave and subtract 1.0 from part-time FTEF. Same for faculty on medical leave.
2. A full-time *temporary* instructor who is *not* covering classes for a permanent faculty member on sabbatical, paid or unpaid leave, or reassigned time should be counted as part-time FTEF.
3. Faculty coordinators, on reassigned time or funded through grants, should be counted as full-time FTEF. A 100% RT faculty coordinator, for example, would count as 1.0 FTEF. The 50% RT faculty coordinator for the Writing Center would count as .5 FTEF.
4. A full-time faculty member's overload FTEF should be counted as part-time FTEF.
5. FTEF taught by a full-time faculty member in an area outside the individual's regular assignment should be counted as full-time FTEF if it is part of the individual's regular load.
6. Do *not* count any current faculty member as retired unless the dean has received a letter of retirement or resignation.

Full-Time Faculty FTEF

1. **Instructional FTEF (from Teacher Load Summaries):** _____
2. **Full-time Faculty FTEF (Instructional/Counseling/Library):** _____
 FTEF for counselors or librarians must be based on a 40-hour workweek.
3. **Total FTEF Reassigned Time (Please identify RT assignments below):** _____
 - Faculty member _____ %RT _____
 - Faculty member _____ %RT _____
 - Faculty member _____ %RT _____
 - Faculty member _____ %RT _____
4. **Total FTEF on sabbatical, pre-retirement, and/or leaves of absence:** _____
 (Identify faculty members and their FTEF.)
5. **TOTAL FULL-TIME FACULTY FTEF (items 2 plus 3 plus 4):** _____

Part-time faculty FTEF

6. **Part-Time Faculty FTEF (Instructional/Counseling/Library):** _____
 FTEF for part-time counselors or librarians must be based on a 40-hour workweek.
 An adjunct counselor assigned to 24 hours a week, therefore, should be counted as .60 FTEF.
7. **Full-Time Overload FTEF (to be counted as part-time):** _____
8. **FTEF Reassigned Time Replacements:** _____
9. **FTEF Sabbatical/Pre-retirement/Leave of Absence Replacements:** _____
10. **TOTAL PART-TIME FACULTY FTEF (item 6 plus 7 minus 8 minus 9):** _____
11. **PERCENTAGE OF PROGRAM PART-TIME FTEF:** _____
 Calculate by dividing line 10 by sum of lines 5 and 10.

C. Additional Full-time/Part-time and FTEF Data for Department Requesting Position

Academic areas, counseling, and the library should use faculty rosters and data from past contracts and faculty requests. Include FTEF for on-line courses. Counseling and library should base FTEF on a 40-hour workweek.

	Fall 2013	Fall 2012	Fall 2011
Number of Full-time Faculty (head count)	_____	_____	_____
Number of Part-time Faculty (head count)	_____	_____	_____
Total Faculty	_____	_____	_____
Full-Time FTEF	_____	_____	_____
Part-Time FTEF	_____	_____	_____

Total FTEF	_____	_____	_____
Percentage Ratio FT to PT FTEF	_____ / _____	_____ / _____	_____ / _____
Percentage Ratio FT to PT FTEF if position request is approved	_____ / _____		
(Provide percentage ratio of FT to PT FTEF for any additional positions requested)		<u>FT</u>	<u>PT</u>
If two		/	
If three		/	

D. Growth History and Productivity Data for academic areas, from Teacher Load Summaries

(Does not apply to Library and Counselors)

Weekly Census Classes	Fall 2013	Fall 2012	Fall 2011
Students	_____	_____	_____
WSCH	_____	_____	_____
FTEF	_____	_____	_____
FTES	_____	_____	_____
% Seats Taken	_____	_____	_____
# Sections	_____	_____	_____
Adjusted WSCH/FTEF	_____	_____	_____
FTES/FTEF	_____	_____	_____
Daily Census Classes - Short-Term Classes	Fall 2013	Fall 2012	Fall 2011
Students	_____	_____	_____
DSCH	_____	_____	_____
FTEF	_____	_____	_____
FTES	_____	_____	_____
% Seats Taken	_____	_____	_____
# Sections	_____	_____	_____
Adjusted WSCH/FTEF	_____	_____	_____

FTES/FTEF			
On-Line Classes	Fall 2013	Fall 2012	Fall 2011
Students			
WSCH			
FTEF			
FTES			
% Seats Taken			
# Sections			
Adjusted WSCH/FTEF			
FTES/FTEF			
Positive Attendance/ CreditClasses	Fall 2013	Fall 2012	Fall 2011
Students			
PSCH			
FTEF			
FTES			
% Seats Taken			
# Sections			
Adjusted WSCH/FTEF			
FTES/FTEF			
Overall FTES for Department			
Overall FTES/FTEF Total FTES from Weekly, Daily, On-Line, and P.A., then divide by total FTEF for all four categories.			

E. Student Services Program Data

1. Three-year trend history for Counseling and support services

	Fall 2013	Fall 2012	Fall 2011
# of students served			

# of educational plans completed (abbreviated and comprehensive)	_____	_____	_____
# of probation students served	_____	_____	_____
# of undecided students served	_____	_____	_____

2. Three-year trend history for Library Services

	Fall 2013	Fall 2012	Fall 2011
# of students served	_____	_____	_____
Ratio of librarians to FTES compared to Title 5 minimum standards for libraries	_____	_____	_____

3. State of federal mandates/required services to special populations, as applicable.

F. Validation of Data

Signature of Vice President _____ Date: _____

H. Definition of terms

1. FTEF

"Full Time Equivalent Faculty" (load); faculty's teaching obligation, presented as a ratio that assumes a 20 lecture hour/100% load ratio

2. FTES

"Full Time Equivalent Student;" derived according to the following calculations

Weekly Census: (WSCH x 16.4)/525

Daily Census: (DSCH x Number of Class Meetings)/525

Positive Attendance: (Total Number of Student Contact Hours)/525

Distance Education: (Number of Students x Course Units x 16.4)/525

3. Types of Attendance

WSCH: "Weekly Student Contact Hours;" calculated by multiplying a WEEKLY CENSUS section's number of WEEKLY contact hours by the number of students enrolled

DSCH: "Daily Student Contact Hours;" calculated by multiplying a DAILY CENSUS section's number of DAILY contact hours by the number of students enrolled

PSCH: "Positive Attendance Student Contact Hours;" actual number of student hours as recorded on positive attendance rosters

4. FTES/FTEF

The ratio of Full Time Equivalent Students (apportionment funding) to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

ACADEMIC SENATE, 2013/14

OBJECTIVES AND TO DOs

I) Continue to work for the improvement of collegial consultation at ECC.

A. Clarify the role and purview of the Senate to the faculty and campus community.

- Enhance Academic Senate website. [Senate President]
- Produce an Academic Senate handbook. [Senate President]

B. Improve the functioning of the Senate in consultative processes.

- Ensure full Division membership on the Academic Senate. [Division Senior Senators]
- Ensure full membership on the subcommittees of the Academic Senate and on the campus consultative committees. [Senate Vice Presidents and Senate President]
- Develop, conduct, review and respond to a survey of Senate performance. [Senate President]

C. Investigate the current state of collegial consultation and report the results to faculty.

- Review the results of the spring 2013 Employee Campus Climate Survey. [Senate body]
- Hold a collegial consultation flex workshop and report out to the faculty. [Senate President and Faculty Development Committee]

D. Ensure that the tenets of "Making Decisions at El Camino College" are enacted.

- Through College Council, advocate for and monitor the dissemination of "Making Decisions." [Senate President]
- Advocate for and attend training for committee leaders in actualizing "Making Decisions." [Senate President and Vice Presidents]

II) Determine a concrete role for the Academic Senate in enhancing student success and enacting the Student Success Task Force Recommendations at ECC.

- Review the Student Success Task Force recommendations and keep updated on related legislation. [Senate President]
- Work with the Vice President of Academic Affairs and the Vice President of Student and Community Advancement to coordinate efforts to meet the new regulations and fully participate in any related campus-wide efforts. [Senate body]

III) Support and provide leadership in the area of accreditation, especially in the effort to move ECC off accreditation warning.

A) Engage faculty in revising and consulting on the 2014 Self-Evaluation accreditation report.

- Participate in accreditation standards committee efforts to revise the Self-Evaluation draft during fall 2013. [Individual faculty members]
- Present the entire Self-Evaluation draft to the Senate and faculty, encouraging feedback and sharing that feedback with accreditation leaders and editors in spring 2014. [Senate body and faculty body]

B) Support the Assessment of Learning Committee and Academic Program Review Committee efforts to embed assessment within our classrooms and campus processes.

- Present and provide feedback on Institutional Learning Outcomes assessment. [VP of Instructional Effectiveness and Senate body]
- Investigate the extent to which assessment data and program review recommendations have been integrated into campus planning and budgeting and report back to the Senate. [Senate President]

C) Support the efforts of Compton Educational Center to seek eligibility for accreditation as a college within the ECC District and ultimately as a college within the Compton Community College District.

- Ensure the CEC faculty are invited and encouraged to serve on all Academic Senate subcommittees. [Academic Senate Vice Presidents]
- Invite CEC faculty to all related trainings and flex programs offered at ECC and offer programs at CEC when appropriate. [Academic Senate Vice Presidents]

General Education Outcomes (GEOs) 9.25.13

General Education Outcomes (GEOs) are measurable outcomes that directly correspond to each of the General Education areas. A General Education Task Force comprised of faculty from each division, deans, the Academic Senate, the Curriculum Committee, and the Evaluations Unit developed the criteria and selected the courses for each of the six General Education areas. The College has identified the following outcomes for each of the six General Education areas:

Current Catalog Verbiage	Proposed GEO
<p>Area 1: Natural Sciences Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.</p> <p>This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines which emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only their call of facts. Courses which focus on personal, practical, or applied aspects are not suitable for this category.</p>	<p>Area 1: Natural Sciences: Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.</p>
<p>Area 2: Social and Behavioral Sciences Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.</p>	<p>Area 2: Social and Behavioral Sciences: Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.</p>
<p>Area 3: Humanities Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</p>	<p>Area 3: Humanities: Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.</p>
<p>Area 4: Language and Rationality Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, and precise expression, and critical evaluation.</p> <p>A. English Composition A. English Composition. Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.</p> <p>B. Communication and Analytical Thinking. Courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.</p>	<p>Area 4: Language and Rationality: Develop principles and applications of language toward logical thought and clear, and precise expression, and critical evaluation.</p>

<p>Area 5: Health and Physical Education</p> <p>Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.</p>	<p>Area 5: Health and Physical Education:</p> <p>A. Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions.</p> <p>B. Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.</p>
<p>Area 6: Mathematics Competency</p> <p>A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.</p>	<p>Area 6: Mathematics Competency: Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.</p>

Proposed New Planning Model 2013

At the May 10, 2013 Planning Summit, El Camino College and Compton Center constituents gathered in teams to propose a new visual planning model based on existing processes; these models were voted on by all summit invitees.

The Planning Model Team, which met twice in summer 2013, was charged with developing a final model that captured the intentions of the top models and other recent changes. The proposed model, developed over two meetings, is provided below. In the final publication, each component of the model will be accompanied by explanatory text, either in the form of a supplement or “rollover” text and links to more information. Drafts of this rollover text follow the model.

The new model will proceed through final consultations in early fall 2013 so that the model can be approved and placed into use for pending reports and the upcoming 2014-15 academic and fiscal year planning process. We anticipate that the new model will be approved in final form in late August/early September 2013.

Participating team members represented El Camino College (12) and Compton Center (3); Classified (2), Faculty (4), Managers or Supervisors (8), and Administration (1); Academic Affairs (9) and Student & Community Advancement (6); and Planning & Budgeting Committees (4). Students were not a part of this team since it was held in summer and feedback from students was or would be sought at the Planning Summit and from ASO (ECC) and ASB (Compton Center) in fall 2013.

The model image (p. 2) was created by Robin Dreizler.

The proposed planning model will be further reviewed and revised as needed through a final consultation process detailed below:

Planning Model Review Timeline

Event	Date
Conceptualize models at Planning Summit	May 10, 2013
Follow up vote by participants	May 2013
Planning Model working team assembled	June 2013
Planning Model Team develops mockup & narrative of final model	Summer 2013
President’s Cabinet preview	August 2013
Feedback from Planning Summit participants	August 2013
Review by Planning & Budgeting Committees (both locations)	August 2013
Review by ECC Academic Senate and Compton’s Faculty Council	September 2013

Review by student governments (ASO and ASB)	September 2013
Review by Assessment of Learning Committee	September 2013
Final Review by College Council	September 2013
Final Cabinet review	October 2013
Model finalized; Board informed	October 2013

Proposal respectfully submitted by the Planning Model Team:

Bonacic, Trish

Director, CalWORKs, TANF, GAIN and Special Resource Center

Robin Dreizler

Director, Outreach and School Relations

Constance Fitzsimons

Dean of Fine Arts

Christina Gold

Professor of History, Academic Senate President

Irene Graff

Director, Research and Planning

Robert Klier

Associate Dean, Academic Affairs

Marci Myers

Research Analyst, Compton Center

Rory Natividad

Dean, Health Sciences and Athletics

Jeanie Nishime

Vice President, Student and Community Advancement

Julieta Ortiz

Student Services Specialist, Outreach and School Relations

Dipte Patel

Director, Special Resource Center

Michelle Priest

Professor of Biology
SLO Facilitator
Honors/TAP Program Coordinator

Claudia Striepe

Instruction Librarian/Reference

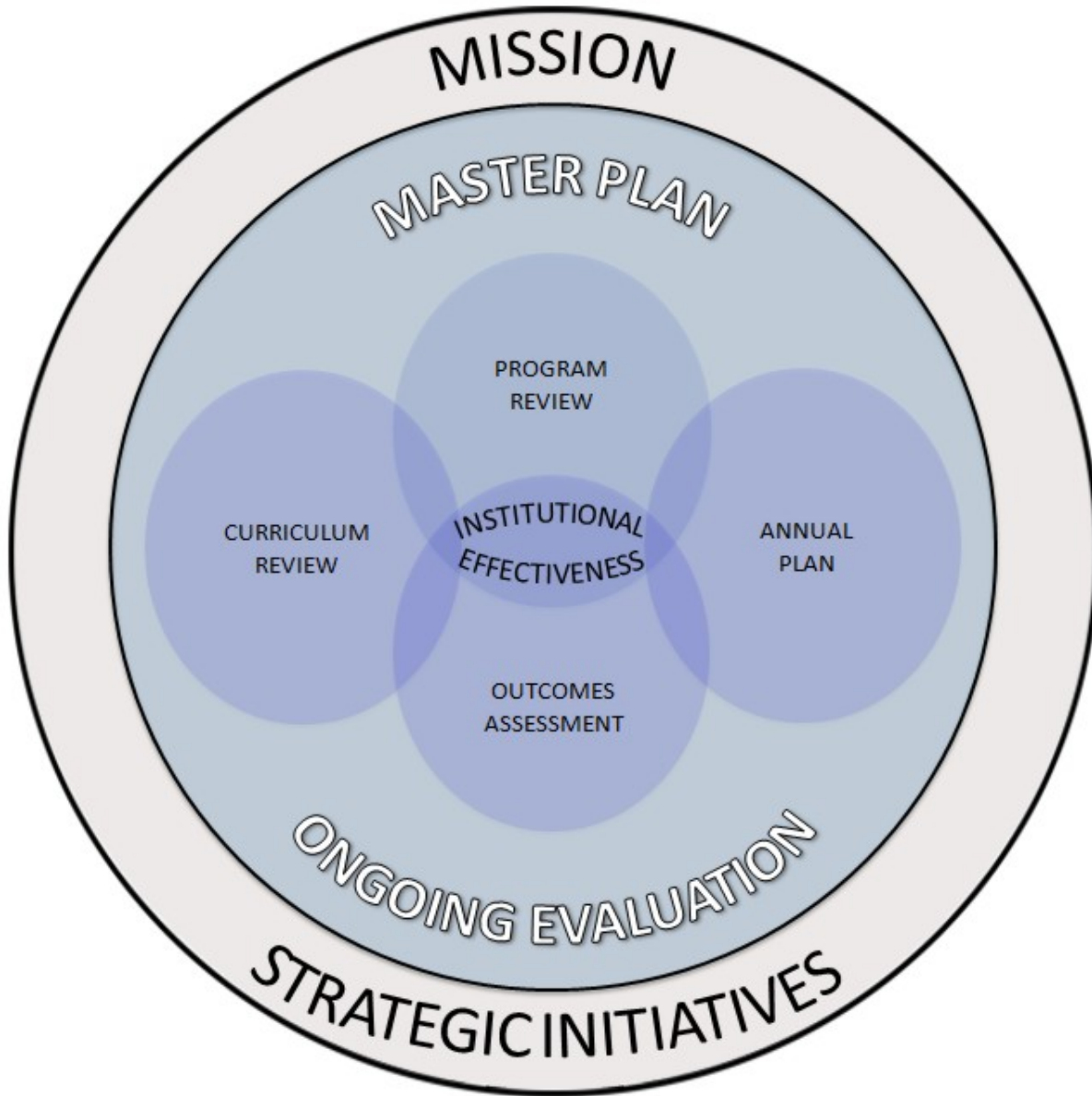
Naomi Tokuda

Director, Career Pathways

Janet Young

Professor of Childhood Education
SLO Campus Co-Coordinator
Academic Senate Vice President of Instructional Effectiveness

El Camino College Planning Model



The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness and student success. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success.

Rollover text & links to more information

The following explanatory texts will appear as rollovers on the different components of the model. Associated links will also be included for more information, as appropriate.

Mission & Strategic Initiatives:

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative C

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative D

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Strategic Initiative E

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F

Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

Master Plan:

The College's Master Plan (CMP) is a detailed strategic plan for the future that is founded on the mission, directed by the strategic initiatives, and promotes ongoing evaluation and planning processes. The CMP is composed of integrated technology, facilities, and staffing plans that support an overarching educational plan for the College and Center.

Ongoing Evaluation:

While the Master Plan is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its strategic initiatives, and achieving the mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review:

All courses, certificates and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Results from the reviews are incorporated into the discipline Program Review.

Program Review:

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Outcomes Assessment:

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment.

Annual Plans:

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

Institutional Effectiveness:

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—more students from our diverse community attain educational success and achieve their academic and life goals.

Board Policy 7110

Delegation of Authority

The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation or ratification by the Board.

The Board delegates authority to the Superintendent/President to establish non-administrative academic and classified positions as appropriate to meet the needs of the District.

The Board will consider the elimination or creation of educational administrator or classified administrator positions upon the recommendation of the Superintendent/President.

See Administrative Procedure 7110.

Reference:

Education Code Section 70902(d) and 72400

El Camino College
Adopted: 5-21-01
Amended: TBD - 2013

Administrative Procedure 7110

Delegation of Authority

The District's Vice President of Human Resources is delegated responsibility from the Superintendent/President to authorize employment, develop job responsibilities, and perform other personnel actions provided that all federal and state law and regulations, Board Policies, and Administrative Procedures are followed.

Reference:

Education Code Section 70902(d)

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Domestic partners registered with the California Secretary of State shall have, insofar as permitted by California law, all of the same rights, protections, and benefits, as well as the same obligations, responsibilities, and duties of married persons (spouses) under state law. Former domestic partners shall have all of the rights and obligations of former spouses. Surviving domestic partners shall have the same rights, protections, and benefits as are granted to a surviving spouse of a decedent.

Therefore, all references to “spouses” in the District’s policies or procedures shall be read to include registered domestic partners as permitted by California law.

See applicable collective bargaining agreements.

References:

Family Code Sections 297, 297.5, 298, 298.5, 299, 299.2, and 299.3

The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by district employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or District policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not:

1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, refused to obey an illegal order; actions related to Title I of the Affordable Care Act, or

2) directly or indirectly use or attempt to use the official authority or influence of his or her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

See Administrative Procedure #7700.

References:

Education Code Sections 87160-87164;

Labor Code Section 1102.5;

Government Code Section 53296;

Private Attorney General Act of 2004 (Labor Code Section 2698)

Title I of the Affordable Care Act

Individuals are encouraged to report suspected incidents of unlawful activities by District employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, in good faith, reported such activities and/or assist the district in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 titled Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the District's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a District employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another District official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the District. When the alleged unlawful activity involves the Superintendent/President, the report should be made to the president of the board of trustees. When the alleged unlawful activity involves the board of trustees or one of its members, the report should be made to the Superintendent/President who will confer with the president of the board of trustees and/or legal counsel on how to proceed.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor or administrator should elicit as much information as possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make every attempt to get the reporter to confirm by his/her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received and/or prepared a written report of the alleged unlawful activity, he/she must immediately forward to the

Superintendent/President. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or trustee who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to conduct the investigation, and that the assistance of counsel and/or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted and/or interviewed shall be advised of the District's no-retaliation policy. Each individual shall be: a) warned that retaliation against the reporter(s) and/or others participating in the investigation will subject the employee to discipline up to and including termination; and b) advised that if he or she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt and appropriate corrective action shall be taken.

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. District employees and applicants for employment who make a protected disclosure are protected from retaliation.

Any employee who believes he/she has been (1) subjected to or affected by retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a report, or who otherwise is aware of retaliatory conduct, is required to advise the Superintendent/President. If the allegations of retaliation, or the underlying allegations of unlawful conduct involve the Superintendent/President, the supervisor shall report to the highest level administrator and/or trustee who is not implicated in the reports of unlawful activity and retaliation.

All allegations of retaliation shall be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of an investigation, as appropriate, remedial and/or disciplinary action will be taken where the allegations are verified and/or otherwise substantiated.

Whistleblower Contact Information

Employees who have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or

limited liability company to its shareholders, investors, or employees should contact the California Community Colleges Chancellor's Office or the District's Board of Trustees. Employees can contact the State Personnel Board with complaints of retaliation resulting from whistleblower activities. The State Personnel Board hotline is (916) 653-1403.

Other Remedies and Appropriate Agencies

In addition to the internal complaint process set forth above, any employee who has information concerning allegedly unlawful conduct may contact the appropriate government agency.

References:

Education Code Sections 87160-87164;

Government Code Section 53296;

Labor Code Section 1102.5;

Private Attorney General Act of 2004 (Labor Code Section 2698)

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