Academic Senate of El Camino College 2015-2016

May 3, 2016

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

Officers & Executive Committee

Co –Presidents	**Chris Jeffries/ Claudia Striepe**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Paul Flor**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Allison Carr**	VPs Faculty Development	**Kristie Daniel-DiGregorio**
VP Educational Policies	**Chris Gold**	VP Instructional Effectiveness	**Russell Serr**
Secretary	**Sara Di Fiori**		

Adjunct (1yr term)

Dustin Black (BSS)	15/16
Karl Striepe (BSS)	15/16

Behavior & Social Sciences

Christina Gold	16/17
Kristie Daniel-DiGregorio	17/18
Daniel Walker	16/17
Lance Widman*	17/18
Michael Wynne	17/18

Business

Kurt Hull	**18/19**
Phillip Lau*	18/19
Nic McGrue	16/17
Josh Troesh	15/16

Compton Educational Center

Chris Halligan	14/15
Paul Flor	14/15

Counseling

Yamonte Cooper	17/18
Chris Jeffries*	15/16
Rene Lozano	16/17

Learning Resource Unit

Moon Ichinaga	15/16
Claudia Striepe*	15/16

Fine Arts

Ali Ahmadpour	14/15
Chris Wells*	14/15
Russell McMillin	14/15
Vince Palacios	14/15
Daniel Berney	17/18

Health Sciences & Athletics/ Nursing

Russell Serr	17/18
Robert Uphoff*	15/16
Colleen McFaul	17/18
Andy Alvillar	16/17
Traci Granger	16/17

Humanities

Rose Ann Cerofeci	15/16
Peter Marcoux*	15/16
Christina Nagao	15/16
Barbara Jaffe	15/16
Ashley Gallagher	15/16

Industry & Technology

Patty Gebert	15/16
Ross Durand	15/16
Mark Fields	15/16
Tim Muckey	15/16
Merriel Winfree	15/16
Lee MacPherson*	15/16

Mathematical Sciences

Zachary Marks	15/16
Jasmine Ng	16/17
Megan Granich	16/17
Matthew Mata	17/18
Benjamin Mitchell	16/17

Natural Sciences

Sara Di Fiori	15/16
Miguel Jimenez*	15/16
Anne Valle	15/16
Mohhamed Abbani	16/17
Ryan Turner	16/17

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Linda Ternes

Ex-officio positions

Ken Key	ECCFT
Nina Velasquez	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 15/16 = 2015/2016
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

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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.

C.   Strategic Initiative C - COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays/12:30-2pm)

FALL 2015		SPRING 2016	
September 1	Alondra Room	February 2	Alondra Room
September 15	DE166	February 16	Alondra Room
October 6	DE166	March 1	Alondra Room
October 20	DE166	March 22	Stadium Room
November 3	Alondra Room	April 5	Alondra Room
November 17	Alondra Room	April 19	Alondra Room
December 1	Alondra Room	May 3	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate/1-2pm)

FALL 2015		SPRING 2016	
September 3	Board Room	January 21 (if needed)	Board Room
September 17	Board Room		
October 8	Board Room	February 4	Board Room
October 22	Board Room	February 18	Board Room
November 5	Board Room	March 3	Board Room
December 3	Board Room	March 24	Board Room
		April 7	Board Room
		April 21	
		May 5	

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			Alonda Room
Assessment of Learning Comm.	Jenny Simon Russell Serr	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Russell Serr, Linda Clowers, Co-Chairs	Most Thursdays	12:30-2:00	Admin 131
Compton Academic Senate	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Allison Carr, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Gold	2nd & 4th Tues	1:00-2:00	Admin 127
Faculty Development Comm.	Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

Committees

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jeanie Nishime	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Arturo Martinez	Jason Suarez			
Board of Trustees	Ken Brown	Chris Jeffries, Claudia Striepe	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios Alice Martinez			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Dena Maloney	Chris Jeffries, Claudia Striepe	Mondays	1-2:00	Admin 127
Dean's Council	Jean Shankweiler	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	John Ayala				
Facilities Steering Comm.	Dena Maloney	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1st & 3rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Dipte Patel & Mary Beth Barrios	Chris Jeffries, Cynthia Mosqueda, Janice Pon-Ishikawa	2nd Thursday	1-2:00	Library 202
Enrollment Management Committee	Jean Shankweiler/ Jeanie Nishime	Chris Jeffries Sara Di Fioria	4th Thursday	1-2	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

AGENDA & TABLE OF CONTENTS

F. NEW BUSINESS	. **A. Draft Enrollment Management Plan – J. Shankweiler –** This is being brought to the Academic Senate for information only and a vote is not required.	**27-47**
G. INFORMATION ITEMS – DISCUSSION	**A. CEC Accreditation Self-Evaluation Report – P. Flor & A. Gillis** **B. Changes to Financial Aid Regs and Processes – W. Garcia**	**48-49**
H. FUTURE AGENDA ITEM	**A Bill Mulrooney – discussion regarding census, no-show and attendance reports; possibly looking at +/- grades**	
I. PUBLIC COMMENT **J. ADJOURN**	**Thank you for a wonderful two years and have a wonderful summer! Chris and Claudia**	

Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*

- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*

- Build campus morale. *Measure: Arrange for "positive" presentations showcasing success, General faculty survey of perception.*

- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*

- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*

- To foster awareness and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention, and completion. *Measure: monitor faculty participation*

ACADEMIC SENATE ATTENDANCE

Adjunct (1 year)
Dustin Black   XX
Karl Streipe   XX

Behavioral & Social Sciences
Daniel Walker
Christina Gold   XX
Kristie Daniel-DiGregorio XX
Lance Widman   XX
Michael Wynn   XX

Business
Phillip Lau   XX
Josh Troesh   XX
Nic McGrue   XX
Kurt Hull   XX

Counseling
Yamonte Cooper
Chris Jeffiries   XX
Rene Lozano   XX

Fine Arts
Ali Ahmadpour   XX
Chris Wells   XX
Russell McMillin
Vince Palacios   exc
Daniel Berney   XX

Health Sciences & Athletics
Russell Serr   XX
Robert Uphoff   XX
Andrew Alvillar   XX
Tracy Granger   XX
Colleen McFaul   XX

Humanities
Rose Ann Cerofeci
Christina Nagao   XX
Barbara Jaffe
Ashley Gallagher   XX
Pete Marcoux

Industry & Technology
Patty Gebert   XX
Ross Durand
Mark Fields   XX
Tim Muckey
Merriel Winfree   XX
Lee MacPherson

Jack Selph
Ed Matykiewicz   XX

Learning Resources Unit
Moon Ichinaga   XX
Claudia Striepe   XX

Mathematical Sciences
Zachary Marks   XX
Jasmine Ng   XX
Megan Granich   XX
Matthew Mata   XX
Ben Mitchell   XX

Natural Sciences
Sara Di Fiori   XX
Miguel Jimenez   XX
Anne Valle   XX
Mohamad Abbani
Ryan Turner   XX

Academic Affairs & SCA
Jean Shankweiler   XX
Karen Lam
Jeanie Nishime   XX
Karen Whitney   sab

Assoc. Students Org.
Brianna Thomas
Patrick McDermott   XX

Compton Education Center
Estina Pratt
Chris Halligan
Essie French-Preston
Paul Flor   XX
Vacant

Division Personnel
Connie Fitzsimons

Ex-Officio Positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Curriculum Chair
Allison Carr

Deans' Reps.; Guests/Other Officers:
Linda Liddle   XX
Irene Graff   XX
Marci Myers   XX

ACADEMIC SENATE MINUTES
April 19, 2016

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

1. CALL TO ORDER Senate Co-Presidents Jeffries (CJ) and Striepe (CS) called the Academic Senate meeting semester to order on April 26, 2016 at 12:37 p.m.

2. APPROVAL OF MINUTES
See pgs. 6 - 9 of packet for minutes of the December 1 meeting. Minutes approved as amended.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 10 - 14)

CS: Last night at the Board of Trustees meeting, Dr. Shankweiler presented an update on Enrollment Management and FTES. The Board of Trustees urged ECC to think creatively. Students had some great ideas and contributions. We introduced Kristie to the Board. ASO reported gratitude for our support for OER. Dr. Maloney said that we have lots of hiring, with good pools. Ken Key asked how non-instructional faculty can notify students that they are title IX. The Board of Trustees made special mention of Emily, Connie and Florence for their service. The senate secretary search is over. Traci Granger will fill the position. And Dr. Gold is faculty of the year. Congratulations!

B. VP – Compton Education Center – Paul Flor

P. Flor: There is a lot going on at Compton. We've had a lot of events promoting programs. Our Enrollment Management plan includes Senior Day, with students invited from feeder high schools to look at our programs and other events, like a microbiology symposium. And on April 28, we will have an accreditation workshop. Our visit is March 2017. Our self-evaluation is in the works. I asked to present on May 3 here, to share that information with the help of Amber Gillis.

C. Chair – Curriculum – Allison Carr (pgs. 15 - 20)

No report

D. VP – Educational Policies –Chris Gold (pg. 21 - 23)

See new business

E. VP – Faculty Development – Kristie Daniel –DiGregorio (KDD) (pgs. 24 - 27)

CS: KDD wanted us to highlight Active Shooter training. See packet.

F. VP – Finance – Lance Widman (pgs. 28 - 32)

pp. 28-30, 2/24 PBC Minutes: two items of particular interest, Technology Update and Faculty/Classified Hiring. Please carefully review these items in the packet.

pp. 31-32, 3/3 PBC Minutes: Of particular interest is the Master Plan Update. Again, please carefully review this item in the packet. Planning Summit held last Fri., 4/15. Report forthcoming.

G. VP – Academic Technology – Pete Marcoux

No report.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Russell Serr (pgs. 33-36)

CS: Russell asked us to highlight the SLO training schedule (see PPT for dates and locations.)

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime

Dr. Shankweiler: We have a lot of hiring, and with good candidates. The enrollment management plan has been sent to Chris and Claudia and PBC. All comments welcome. Also, congratulations Chris Gold on being a distinguished faculty member. I also want to congratulate all the nominees. Today is the Presidential Scholars and Academic Achievement awards. Please come by.

Dr. Nishime: I want to recognize distinguished staff Blanca Prado. We announced her award during last week's conference. We're happy to recognize her work. The Master Planning summit was last Friday. We had a great group and good ideas came from that. We will also look at SSSP, Student Equity, etc. to support master plan. An integrative plan retreat is upcoming in August. We will bring it to senate in fall, and to BOT in November. A new grant, BSI (basic skills initiative) has been awarded It's 1.5 million, over three years. Congrats to basic skills faculty. We will pilot the Starfish early alert this summer.

5.UNFINISHED BUSINESS

A. Change in Minimum Qualifications for Communication Studies – C. Gold and C. Wells. This is the second reading and will be voted on. 37-44

CJ: BP/AP3710 (securing of copyright) is not in the packet. We'll return to it in fall. A change in minimum qualifications is in the packet. C.Wells: Can address questions. C.Wells: There is a lot of support in the state for this. We have a second for it. It will go to his plenary. P. Marcoux: Move to approve. L. Widman: Seconded. C. Wells: Only one person was against it in the western states. This is consistent with many other western states. This will be a good plenary. CJ: We are voting on the changes to minimum qualifications (p. 37.) All in favor?

No opposed or abstentions. See attendance for senators voting in favor.

6. NEW BUSINESS

A. Recommendation of the ECC Academic Senate Course Management Task Force – P. Marcoux and C. Gold

CJ: See p. 45 of the packet for the system task force objective. C. Gold. The senate must make a recommendation if we choose to switch. We've worked along side DEAC. They advise the Director of the Learning Resources Unit. The ITS department weighed in, and the DE department, and ASO. P. Marcoux: They were receptive. C. Gold: The Chancellor's Office recommends that decision based on the recommendation of the state senate. The state has funded many initiatives, including OEI (see PPT for details.) We can use CANVAS to access resources. Involved colleges will use the course exchange, in a process that is seamless for students. Even enrollment is done for students. P. Marcoux: And it could boost enrollment. C. Gold: Or we could lose enrollment by not participating. C. Wells: How do our online offerings compare? Is our program robust? C. Gold: Some do and some don't. We don't have a robust program. C. Wells: Will we gain enrollment. C. Gold: We need to be thoughtful about it. We have a high quality program. C. Wells: Can we hire an outside faculty to teach a course for us? We could poach adjunct faculty from other colleges. C. Gold: That's an advantage to CANVAS; it's easier for our adjunct faculty. H. Storey: At this point we are not recommending that we participate in the course exchange. C. Gold: Correct. We are just switching to CANVAS. 71 colleges are migrating to CANVAS. Of the 113 in system many have already switched. There is a migration tool. P. Marcoux: This will take 18 months. The recommendation goes to the cabinet, then to ITS (if approved by the cabinet). It will likely be Spring of 2017 when faculty get their shells. But you can get one now on your own. Etudes will be offered until Spring of 2018. C. Gold: Here are some pros and cons. Pros include participation in the exchange, there are FTES advantages, and tech support is really good. The Chancellor's Office does the contracts. The cost isn't a pro, but it's free during the transition. The Chancellor's Office offers training. Etudes is familiar. The relationship with the company is valued. It takes time to learn a new program, and staff will be retrained. Student evaluations are streamlined through Etudes. There is one login on etudes. Here are the results from the DEAC survey. H. Storey: We are concerned about faculty input, and student input too, and I want to thank Irene and IR office. More faculty are experienced with CANVAS. Some faculty had used both. Faculty that had used both preferred CANVAS. You don't have to teach online to use a LMS. You can use it in a traditional class. Most faculty (78%) would consider switching to CANVAS. These faculty would like resources and the support the Chancellor's Office goal to create a state wide system. P. Marcoux: We haven't heard from people against moving to CANVAS. C. Gold: This is the resolution from the task force (see slide.) We recommend that we switch to CANVAS, and that online teachers be grandfathered in. and that faculty gain tech support. We want monetary savings to support professional development. P. Marcoux: This is the first reading. We will vote next meeting. C. Wells: Did the people who switched need training? C. Gold: Not me or Sara Di Fiori. P. Marcoux: We're not the first ones. K. Hull: For CANVAS users, can we waive training? H. Storey: That's our typical model. We have a waiver process in place. D. Black: During the overlap period, will faculty decide what to use? P. Marcouz: Yes. A. Lieble: It's up to teaching faculty, but try one of each. C. McFaul: Has anyone tried the migration tool? P. Marcoux: Other schools have, and they report that it's easy. C. Gold: You will need to put in your syllabus. CJ: Other questions? Second reading May. 3.

B. BP/AP 4228 Independent Study – C. Gold

C. Gold: We're revising an existing BP/AP. There is a template. Notice that the template is numbered differently, which we wish to change. The divisions were consulted, especially fine arts. We also checked it with the contract. CJ: The other thing (p. 48,) eligibility is a 3.4 cumulative. We changed that to 3.0 in disciplines. C. Gold: Standards have to be the same as regular courses, and students need access to instructors.

7. INFORMATION ITEMS –DISCUSSION

A. Institutional Effectiveness Framework of Indicators 2016 – IRP 50-53

B. Student Success Scorecard and Institutional Effectiveness Outcomes Update – IRP

I. Graff: This is Marci Meyers, our student support networker. The student success scorecard is a mandate, state legislated, requiring us to publish academic outcomes based on data and other areas. We wanted to develop institutional outcomes. BP1200 is to this purpose, IE outcomes. This is year 2 of IEPI. Thanks Claudia for opening the IE outcomes in PPT. They were identical goals. Budget legislation requires that we set and publish goals to the public through the statewide portal. We could plateau, or set more ambitious goals. We need to make 3 decisions. Decision 1: Set 1 year and 5 year goals. Decision 2: We must report additional measure on unprepared population, completion rate, or remedial math rate. Last year we reported both. M. Meyers: Using IE outcome goals for 2019, we met that goal for math already. We added 10% increases to those numbers. Our goals can be reported in the document. Decision 3: Optional college choice goal, reported locally. We can pick one or none. C. Wells: Have the math faculty been consulted? College algebra vs. statistics is an issue. I. Graff: Yes. I believe they have made a recommendation. I'll double check. J. Ng: We have a department meeting Thursday and I think we will discuss it then. We can bring it up. Email us your questions. CJ: Art Martinez didn't comment at the planning committee. C. Wells: Are there comparisons to other colleges? I. Graff: The Chancellor's Office released the median. I think we are within that range. C. Gold. The completion rate goal seems high. Can we reset goals? I. Graff: That's our published goal. We could lower it. C. Gold: The other goals seem attainable. When UC admits a lot of students, we may lose out. Dr. Nishime: We only measure the cohort that comes to us. C. Wells: Multiple forms of assessment impact this. Things have changed since the goal was set. I. Graff: There is no penalty for changing a goal. CJ: Are we looking at these today, and voting in two weeks? I. Graff: Yes. (CJ clarified the three items of interest for the senate.) C. Wells: Is there any reason not to report it? I. Graff: They are already published. It would make our information accessible.

C. EEO Plan – Jaynie Ishikawa

J. Ishikawa: Our equal employment plan is getting attention from the Chancellor's Office. It's all covered under title IV. (Jaynie provided the framework.) I'm here to talk about developing a plan. It must be submitted to CCCCO every 3 years, and it's due in June. It must incorporate six of nine methods. There is now funding for the new plan. (See PowerPoint for a description of the 9 methods, the demography of the students, and employee groups.) C. Wells: Are we consistent with the service area for demography? J. Ishikawa: That's a great suggestion to streamline it with the equity plan. Gender skewed areas are of interest. The ethnic distribution of the workforce is 50% white. 64% white fore tenure and tenure track white, non Hispanic. IR will replace this with older data to match. C. Wells: Is diversity of Masters Degrees awarded consistent with this data? C. Gold: They have the ethnic distribution of applicants, white are only 30 %. The data that is missing is eligibility. The Chancellor's Office asks for that but won't provide data. C. Wells: It's also discipline specific. Please look at the plan, and the data analysis. CJ: Is there a link? J. Ishikawa: I can send a version to Claudia. J. Troesh: Does the plan incorporate data of breakdown of hires of tenure track faculty for the last five years. We have longevity of employees. J. Ishikawa: we want to report this area, including disabled employees. Diversity is more than ethnicity. Some data are misleading. CS: We chose realistic measurements. IR is short staffed. J. Ishikawa: The Chancellor's Office recommended incorporating diversity in the evaluation process. CJ: Do we have to sign off, or give a blessing? CJ: I trust the committee.

8. FUTURE AGENDA ITEMS

A. Bill Mulrooney – discussion regarding census, no-show and attendance reports; possibly looking at +/- grades

B. William Garcia – possible loss of BOG Fee Waiver for students on probation

9. PUBLIC COMMENT

10. ADJOURN
The meeting adjourned at 1:54.pm
SD/ECC Spring16

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 4, 2016

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Linda Beam, Ann Garten, Vishu Gupta, Susan Pickens, Jo Ann Higdon, Jeanie Nishime, Jean Shankweiler, Claudia Striepe, Irene Graff, Susana Meiers, Chris Halligan, Chris Jeffries, Luukia Smith.

Guest: David Mc Patchell.

1.   Minutes – March 21, 2016 minutes were approved as presented.
2.   Proposed Indicators and Goals for IE Framework 2016 was distributed.
      a) Decisions that need to be made include: 1) selecting a required college choice
           goal related to unprepared student outcomes; 2) selecting an optional locally-
           sourced performance indicator; and 3) setting 1-year and 6-year goals for all
           selected Indicators.
      b) A consultation and decision-making timeline was distributed that indicated the
           committees schedule to review recommended goals in time for Board approval
           in May. Indicators must be selected and goals set, approved and uploaded to the
           Chancellor's Office IEPI Portal by June 15, 2016.
3.   Institutional Effectiveness Outcomes 2014-2015 for ECC and the Center were
      distributed for informational purposes.
4.   BP 3750 (Use of Copyrighted Material) – Revised policy was reviewed and the
      following changes were recommended: First sentence: "El Camino College"
      should read: "El Camino Community College District," and "harmonization"
      should be capitalized. Sentence 2: The "/" before Superintendent/President will be
      deleted. With these changes this policy is ready for the Board.
5.   AP 3750 (Use of Copyrighted Material) – Revised procedure was reviewed and the
      following change was recommended: Page 4 last sentence/paragraph the following
      section will be deleted: "forms and other references, including links to." With this
      change this procedure is ready for the Board.
6.   AP 4040 (Library Services) – Revised procedure was reviewed and the following
      change will be made: First sentence "Director Library Learning Resources" should
      read "Director of Library Learning Resources." With this change this procedure is
      ready for the Board.

2

7.   BP 4250 (Probation, Dismissal and Readmission) – revised policy was reviewed. It
      was noted that "Fall and Spring" should not be capitalized. With this change this
      policy is ready for the Board.

8.   AP 4250 (Probation, Dismissal and Readmission) – revised procedure was reviewed and there were no recommended changes. This procedure is ready for the Board.

9.   AP 5530 (Student Rights & Grievances) – revised procedure was reviewed. It was noted that "Chair" should not be capitalized. Page 7, # 6, sentence #2: "not less than" will be changed to "no less than." Page 7, #6, sentence #1: There was a question about the statement that indicates the Grievance Hearing Committee would make the decision if a person would be represented by an attorney. It was thought that the "chair" would be the appropriate decision maker. Jeanie will change the language to indicate that the chair rather than the committee would determine whether or not legal counsel will be allowed. With the corrections, the procedure is ready for the Board.

Summary Report on the ASCCC Plenary Session April 21<u>st</u>-23<u>rd</u> Striepe & Jeffries

Full Session presentations will soon be available from this URL http://asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session Scroll down and click on "Presentation Materials". Currently only a few presentations are loaded.

State of the Senate Report

Progress and news on issues of interest to all CC Senates:

ACCREDITATION. Here the focus is on two areas: working with the ACCJC to investigate issues brought up be the Chancellor's report, and investigating aligning with 4-year institution accreditors like WASC.

BA DEGREES. The pilot programs are moving ahead, but more funding is needed to investigate this initiative thoroughly.

OPEN EDUCATION RESOURCES. AB 798 grant applications are due by June 30th. These need to be endorsed by local Senates (ECC passed a resolution in support), and the local Senate must sign off on the college plan for this area. This initiative has much support. The Z Degree (Zero text book cost degrees) taskforce is investigating possible pathways.

LEGISLATION. In progress: AB 1985: AP Credit (with a score of 3 or higher)
       Bills on Cal Grants and Financial Aid
       AB 2412: Incentive Grants for CTE completion
       AB 2017: Mental Health services
       SB 906: Priority enrollment for DSPS, EOPS, Foster Youth
       AB 1995: Homeless students and campus shower facilities
       AB 1837: CPEC replacement
       AB 2434: Blue Ribbon Commission

GOVERNOR'S JANUARY BUDGET. .47% COLA, no funding for f/t hiring, Budget Trailer Bill – spending money via implementation of Strong Workforce Program degrees and strengthening Basic Skills.

TRANSFER & CURRICULUM. There are now 2000 transfer degrees in place. The C-ID area continues to expand.

50% LAW & FON. The 50% law is still in place. Proposals are investigating proposals/questions like:
What is "instructional"? Currently this area includes librarians and counselors.
Faculty release time for curriculum and Senate work.

Supervised tutoring.

Taking technology expenses out of the equation.

Redetermine the 50% percentage.

These proposals have been taken to the Consultation Council.

As re: FON, there is a desire to re-benchmark, a system that is committed to f/t faculty hiring is desired, any decisions/proposals must go through the full consultation process.

UPCOMING EVENTS: CTE Leadership workshops, Faculty Leadership Institute in June at the Mission Inn.

OTHER:

A big emphasis was given to diversity issues – diversity in hiring, cultural competency training…

The ASCCC noted that over 300 general faculty are serving on ASCCC Committees. Thanks to all. Visit/"like" the new ASCCC facebook page for more information and support.

Faculty Development Committee Meeting
Minutes for Tuesday, April 26, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Stacey Allen** (present)	(SA)	Behavioral & Social Sciences
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Diaa Eldanaf (present)	(ED)	Mathematics
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (excused)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair 2015-2016   **Committee Chair 2016-2017

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.
Spring 2016 Meetings: ~~January 26~~, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA
1. **Introductions:** To recognize (FB)'s last meeting on the FDC before she retires, the team organized a small celebration and thanked her for her many years of service. (KDD) noted that, over the years, the committee benefitted from her expertise, experience and insights. She has made valuable contributions to discussions and was always willing to help, whether it was at Professional Development Day or attending off-campus conferences and reporting back to the team. (FB) reflected that she enjoyed being part of the FDC and that she appreciated the positive energy and collaboration that characterizes the FDC. She is looking forward to having "and endless summer" and to traveling to India again. (KDD) shared that Trustee Ken Brown mentioned (FB) by name at the most recent Board of Trustees meeting, recognizing her many years of distinguished service.

   As evidence of (FB)'s tremendous impact on the committee, four new additions will be made to the FDC to balance her departure: (SA), the incoming Vice President, Claudia Striepe, who has agreed to rejoin the committee after finishing her term as Co-President of the Academic Senate, a new instructor from Natural Sciences, and Diaa Eldanaf, from Mathematics. (KDD) remarked that she was impressed that, despite being relatively new to the college, (DE) was willing to serve on the Master Planning Committee this semester.   (DE) attributed some of her success in the faculty application process to the insights she gathered from the FDC's "Getting the Job" workshop series. (KDD) pointed out that (BH) was responsible for creation of the program in its current format which includes a panel of faculty and administrators as well as cv reviews and mock interviews.

2. **Campus Safety: Spring PD Day Follow-Up**: (RD) reported on the FDC event, "Effective Responses to an Active Shooter," on April 21st. Despite the fact that 3 or 4 large divisions had mandatory meetings at the same time, attendance was strong and represented many areas on campus. The session was highly interactive and attendees were very appreciative. The goal was to minimize the presentation portion of the program so that attendees could have a chance to practice the strategies. Topics included how to use a belt to secure a door and using everyday objects like water bottles and papers to create distractions during an emergency situation.

(SA) attended and remarked that the more role playing opportunities faculty have, the more prepared they will feel should there be an emergency. She previously attended an active shooter training and found that the workshop on the 21st provided a review of strategies that she may have otherwise forgotten. She thinks the workshop would be useful to offer every semester. She appreciated learning about the different types of phones on campus and learning what's happening regarding campus safety improvements. (RD) underscored that information can be very reassuring. Even when Chief Trevis responded that buildings slated for demolition may not receive all updates, attendees seemed to still find reassurance in having answers to their questions. (KDD) provided copies of the folder of handouts distributed by the FDC, which included a checklist of "Suggested Next Steps," campus safety information from the ECC website which can easily be distributed to students, an AIMS brochure, and information about psychological services provided by Student Health.

(RD) suggested that all faculty include on their syllabi information about registering for Nixle. (LMT) noted that at a recent training for building and floor captains, the speaker suggested that Nixle subscribers periodically confirm they are still subscribed by attempting to sign up for Nixle. When she did so, she received a message saying she was already enrolled.

(KDD) reported that she was working closely with Christina Nagao who has arranged a repeat the "Effective Responses to an Active Shooter" training for Humanities on April 28th. (RD) will again co-present with Chief Trevis.

(KDD) reminded the team about the Mental Health First Aid Training being offered May 6th. This event, co-sponsored by the FDC, was most recently provided to faculty on April 1st. Feedback was overwhelmingly positive and as (KDD) and Michelle Arthur coordinated the day-long program, they were impressed that all but one of the attendees stayed for all eight hours of the training. (AV) was referred to Michelle Arthur (marthur@elcamino.edu) when she expressed interest in arranging a similar training for the Compton Center. The organizers require at least 15 registrants and no more than 25.

3. **Fall Professional Development Day:** (LMT) reported that Dr. Maloney was considering revising the structure for the day to better incorporate managers and classified staff. The team discussed a number of possibilities for keynote speakers, including Pamela Cox-Otto, communications consultant, Jackie Reza, of DeAnza College, and Rebecca Cox, author of *The College Fear Factor: How Students and Professors Misunderstand Each Other*. Cox-Otto has an engaging approach and addresses paradigm shifts in customer service. Rebecca Cox's research focuses on the assumptions that community college students and faculty make about learning, college, and student success and how these can prevent students from getting the help they need. A number of faculty on campus have read the book and found it to be relevant. (LMT) noted that Justin Tibeaux, from University of Ottawa, speaks about developing a new approach to customer service on his campus. He has experience addressing a heterogeneous crowd composed of faculty, classified staff and managers.

(BH) commented that Rebecca Cox would be most appropriate for faculty because she would be providing insights that were able to be implemented right away and were classroom-oriented. The concept of "customer service," doesn't feel salient to many faculty, especially as it involves bringing students into the institution. It could feel like a more corporate topic. (LMT) remarked that the college is concerned about declining enrollments and FTES. (KDD) shared that Dr. Maloney commented at the most recent Board of Trustees that the challenge might be better viewed as the institution not meeting its mission because we are funded for more students than we are serving. (LMT) noted that all faculty provide customer service though they may not call it that.

(EU) noted that the topic of enrollments was explored at length at a recent faculty meeting and that it could be more effective to summarize the key issues and then shift to topics relevant to faculty, such as success and retention. (SA) cautioned that discussion of declining enrollments could be perceived as a downer and that a more productive focus could be on best practices that are helping our students succeed. (BH) emphasized that the language used to discuss enrollment management will affect how invested faculty are in the process. And that one risk in focusing on customer service is that a speaker may come in with the assumption that faculty are

<u>not</u> customer service-oriented, for example, that they don't learn their students' names. Some do not but they are a small minority and no PD Day program will persuade them. The key is to not alienate those who are open to considering ways that the experience for our students can be more positive.

A decision will be made in the near future regarding the PD Day program. (BH) asked how the decision is made, for example, is it made unilaterally? (KDD) reported that it was typically a collaborative process involving the administration and FDC leadership. (EU) said that those programs that are more effective are those that give us a new perspective on our students. (DB) concurred, saying that it's important to remember that faculty will be most attentive to programs that focus on what faculty like talking about: student success and learning. Programs that seem to focus on a business perspective will be less likely to engage faculty. For most faculty, the business functions are behind-the-scenes. (BH) added that discussions of the business model and of customer service may lead some to feel that faculty are being encouraged to lower standards. We should be clear on what we mean linguistically when we use terms like "customer service." (FB) remarked that students are not "customers" and that faculty are not here to please students but to prepare them. Discussions of customer service may raise issues of why we don't provide funding for adjunct faculty to hold office hours and why we don't have places for students to meet with their instructors.

4. **FDC Achievements.** (KDD) provided a listing of FDC initiatives and a summary of recent Professional Development Day programs. She highlighted a number of new initiatives over the past two years, including: a focus on action and goal-setting during PD Day, extensive follow-up activities for PD Day such as the Spotlight on Student Success newsletter series and workshops, a fully funded endowment which provides $500 annually for the Outstanding Adjunct Faculty Award, an overhaul of the academic rank system and recognition for those promoted to a new rank, integrated learning opportunities such as FIPP. These are in addition to ongoing programs such as PD Day planning, the "Getting the Job" workshop series, and the Faculty Book Club. Each of these initiatives provides testimony to the innovation and student-centered focus of the members of the FDC. She thanked them for several productive, educational, and enjoyable years. And emphasized that (SA) was ideally suited to lead the team given her experience, her creativity and her strong commitment to student success.

Meeting was adjourned at 1:55 pm.

KDD/over and out/4.27.16

Effective Responses to an Active Shooter

Thursday, April 21 @ 1:00-2:00 pm, Social Sciences 203
Facilitated by Chief Michael Trevis and Professor Ross Durand
Organized by the Academic Senate Faculty Development Committee

Suggested Next Steps

1. Assess Your Work Environment

    a. How many doors?

        i. What type of doors (solid wood, glass, combination)?

        ii. What types of locks?

    b. How many windows?

        i. Do they open?

        ii. Are they a viable exit in an emergency?

    c. Where are the nearest building exits?

    d. Phones:

        i. What are the locations of the nearest office phones, emergency phones and blue phones?

        ii. Do you have a cell phone signal in your work environment?

2. Emergency Preparation

    a. Sign up for Nixle & encourage your students to do the same. Text ECCPD (CECPD for the ECC Compton Center) to 888777.

    b. Add Campus Police to your phone contacts and suggest that your students do as well. (ECC: 310.660.3100, ECC Compton Center: 310.900.1600 x2999)

    c.   Provide campus safety resources handouts to students.

3. Additional Training Opportunities & Resources:

    a.   <u>ECC Community Emergency Response Team (C-CERT)</u> Six four-hour sessions spread over six weeks cover basic skills such as first aid safety, disaster medical operations, light search and rescue, team organization and more. Contact Valerie Wagner in the Office of Health and Safety at x3156 or <u>vwagner@elcamino.edu</u> about the next training, starting June 2016.

    b.   <u>Kognito</u> Online, self-paced training simulations on best practices for supporting students in psychological distress, LGBTQ students, and veterans. Maximum of two hours of flex credit. For more information, visit <u>https://ccc.kognito.com/.</u>

    c.   <u>AIMS</u> (Assessment, Intervention, and Management of Safety) is a multidisciplinary campus team that guides the campus in effectively assessing and addressing worrisome student behaviors, with the goal of intervening before behaviors reach a critical level. Visit <u>http://www.elcamino.edu/administration/vpas/aims/</u>.

    d.   <u>Identify, Respond & Connect</u> is a monthly forum facilitated by Jan Schaeffer, Ph.D. (ECC Clinical Psychologist and AIMS co-chair). Learn strategies to effectively manage students who have personal concerns and/or behavioral difficulties. The next forum will be Tuesday, April 26th, 1-2 pm in the Decathalon Room (one hour of flex credit).

    e.   <u>Classroom Safety Presentations</u> are available for your class, office, club, committee or any other function. Contact Officer Jan Caldwell at <u>jcaldwell@elcamino.edu</u> or 310-660-3100.

ADOPTION OF CANVAS CMS RESOLUTION

Whereas; After discussion of the California Online Education Initiative and in order to better meet the needs of our students, the ECC Academic Senate Course Management System Task Force, in consultation with Information Technology Services and the Distance Education Advisory Committee, recommends that El Camino College transition to Canvas as our designated course management system (CMS).

Whereas; The ECC Academic Senate also recommends that certified distance education faculty be grandfathered in as certified to teach online using Canvas and that training and workshops in the application of Canvas be provided to all interested faculty throughout the transition period.

Whereas; The ECC Academic Senate further recommends that the College consider various ways in which to provide technical and other support to faculty involved in migrating their courses from the current CMS to Canvas.

Whereas; The ECC Academic Senate recommends that any monetary savings that may result from the transition to Canvas be used primarily to support the professional development needs of distance education faculty making the transition to the new CMS.

Therefore Be It Resolved; That the El Camino College Academic Senate supports the migration to the CANVAS course management system and develops a plan for implementation.

REVISED POLICY

Board Policy ~~4228~~ **4101** **Independent Study**

It is the policy of El Camino College to provide enhanced educational opportunities for students wishing to explore a subject area more fully by establishing an Independent Study program. Under the guidance of a supervising instructor qualified to teach in the specific subject area, students in Independent Study courses will complete projects that reflect scholarly or creative efforts of an advanced nature that go beyond the scope of a regular course. <u>Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study Course is being attempted.</u>

~~Independent study projects must be approved by the supervising instructor and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses.~~

~~To be eligible for Independent Study, a student must be in good academic standing and~~

- ~~Have completed at least 12 degree-applicable units at El Camino College with a GPA of 3.0 or higher, and~~
- ~~Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least two courses six degree applicable units in this discipline at El Camino College with a grade of B or higher, and~~
- ~~Be concurrently enrolled in at least one other course at El Camino College.~~

Procedures for implementing this policy will be developed ~~by the Superintendent/ President~~ in collegial consultation with the Academic Senate.

Reference: CCR, Title 5, Section ~~55300~~ <u>55230</u> et seq.
ECCFT Contract Article X Section 19

El Camino College
Adopted: 8-21-06

Ed Policies Committee Readings: Nov. 2015, Feb. 2016, March 2016
Deans Council: April 2016
Academic Senate: First reading April 12, 2016
College Council

REVISED PROCEDURE

Administrative Procedure   ~~4228~~ 4101 Independent Study

Independent study projects must be approved by a supervising instructor qualified to teach in the specific subject area and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Access to the instructor is the same as that commonly available to students courses conducted by other instructional methods.

To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between the District and the ECC Federation of Teachers in effect at that time. In accordance with the Agreement, the Dean of the Division in which the Independent Study will be offered shall approve or disapprove each independent study request.

To be eligible for Independent Study, a student must be in good academic standing and
 • Have completed at least 12 degree-applicable units at El Camino College;
 • Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least six degree applicable units in this discipline at El Camino College with a GPA of 3.0 or higher in the discipline;
 • Be concurrently enrolled in at least one other course at El Camino College.

Independent study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rule must be approved by the Dean of the Division of the student's academic major. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study course is being attempted.

The supervising instructor will scrutinize proposed projects for appropriate depth and rigor. Such projects might, for example, include a lengthy research study, an original production, or a comprehensive exam. The supervising instructor will provide appropriate orientation, guidance, and information regarding course content materials and services and will document progress toward project completion. The instructor will provide each Independent Study student with a consultation schedule for the semester. Procedures for evaluation of student progress will be the same as those applied to other courses in the discipline. Projects will be evaluated by the supervising instructor, and the basis for evaluation will be kept on file for at least one semester.

Each Independent Study project ~~will normally be for one unit of credit, with a maximum of~~ can range from one to three units per semester; one unit of credit will be granted for ~~60~~ 54 hours of work devoted toward the project. A student may earn a maximum of 6 units of Independent Study at El Camino College.

3. To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between the District and the ECC Federation of Teachers in effect at that time. In accordance with the Agreement, the Dean of the division in which the Independent Study will be offered shall approve or disapprove each course to be offered.

4. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Independent Study courses will be accepted by the college toward completion of an associate degree. and shall be eligible for transfer credit by an institution of The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. California State University (CSU) accepts independent study units towards admission as elective units. Specific credit will be determined by CSU after admission. Students should be advised to see a counselor for details.

August 21, 2006

Ed Policies Committee Readings: Nov. 2015, Feb. 2016, March 2016
Deans Council: April 2016
Academic Senate: First reading April 19, 2016
College Council

College Student Performance and Outcomes

8. Completion Rate (Scorecard) - College Prepared
Percentage of degree, certificate, and/or transfer seeking College Prepared (Student's lowest course attempted in Math and/or English was college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome

Historical Rates					Rate to stay on target with I.E. Outcome 2019-20 Goal	I.E. Outcome Goal Plateau
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017	2021-2022
72.3	70.8	73.8	73.0	71.9	74.3	78.0

9. Completion Rate (Scorecard) - Unprepared for College
Percentage of degree, certificate, and/or transfer seeking students who were Unprepared for College (Student's lowest course attempted in Math and/or English was pre-collegiate level) starting first time tracked for six years who completed a degree, certificate, or transfer related outcome

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal +2% increase
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
38.6	36.2	39.0	39.5	39.1	39.5	40.9

10. Completion Rate (Scorecard) - Overall
Percentage of first time degree, certificate, and/or transfer seeking students tracked for six years who attempted any level of Math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal +2% increase
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
47.7	45.5	48.5	48.4	48.9	49.7	51.9

11. Remedial Rate (Scorecard) - Math
Percentage of credit students tracked for six years who started below transfer level in Math and completed a college-level transfer course in Math

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal +10% increase
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
23.6	25.5	26.9	28.0	30.4	31.0	32.6

14. Career Technical Education Rate (Scorecard)
Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, cretificate, or transferred

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal Plateau
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
54.3	55.6	57.3	55.4	58.4	59.1	60.2

15. Successful Course Completion FALL (Datamart)
Percentage of Fall term credit course enrollments where student earned a grade of C or better

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal Plateau
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
67.0	67.4	69.7	67.5	67.4	69.7	73.2

16. Completion of Degrees (Datamart)
Number of associate degrees completed (Goal should be set as count)

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal Plateau
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
1,374	1,659	2,012	1,998	1,977	2,079	2,232

17. Completion of Certificates (Datamart)
Number of Chancellor's Office approved certificates completed (Goal should be set as count)

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal Plateau
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
439	516	592	478	410	510	659

College Choice Indicators

21. College Choice Student Achievement

Remedial Rate (Scorecard) - Math

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal +10% increase
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
23.6	25.5	26.9	28.0	30.4	31.0	32.6

22. Optional College Choice

30 Units Achievement
Percentage of degree, certificate and/or transfer-seeking students, tracked for six years who achieved at least 30 units.

Historical Rates					Rate to stay on target with I. E. Outcome 2019-2020 Goal	I.E. Outcome Goal +2% increase
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017 Goal	2021-2022 Goal
62.8	66.1	66.0	67.2	68.3	68.7	70.7

DRAFT   **El Camino College**   **DRAFT**
Enrollment Management Plan
2016-2019

PURPOSE

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the College Mission to make a difference in people's lives. The plan strives to provide and protect the college's educational programs not only during periods when funding and demographic trends are supporting enrollment growth, but also during periods when resources are declining. The plan attempts to ensure the following:

- the achievement of enrollment targets in order to obtain the maximum resources available to the college
- maintenance of the greatest possible student access consistent with educational quality
- a well-balanced and varied schedule, responsive to the needs of our students and community, which supports the El Camino College student retention and completion agenda
- a comprehensive educational program that is responsive to the needs of our students and community

BASIC PRINCIPLES

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

In order to fulfill the mission and make progress toward this vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative.

    A - STUDENT LEARNING
    B - STUDENT SUCCESS & SUPPORT
    C - COLLABORATION
    D - COMMUNITY RESPONSIVENESS
    E - INSTITUTIONAL EFFECTIVENESS
    F – MODERNIZATION

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

2016-2019 Enrollment Management Objectives

I. Increase Campus-wide Enrollment by nearly 1500 FTES in three years to meet 19,539 FTES goal in 2018-19.

Enrollment at El Camino College has declined dramatically. The estimates as of March 2016 have the college borrowing 1522 FTES from summer in order to reach the fully funded growth FTES of 19,539. The first six-week summer session and the eight week summer session will need to fill at greater than 90% in order to generate enough FTES. As a result, the college will likely need to go into stabilization in 2016-17. This enrollment management plan outlines the strategies needed to generate an additional 1500 FTES per year for each of three years, bringing the college back to the fully funded 19,539 FTES by 2018-19. Strategies include the increasing student yields in outreach efforts, implementing AB 288 and Dual Enrollment Pathways to increase access to high school students to advance student success and provide students with a head start on their college education, increasing online offerings, expanding business partnerships to support bringing in-demand degree options to working adults, designing Adult Education Pathways, expanding the South Bay Promise to all schools in the district, and strengthening our retention efforts using Completion by Design and Student Success (Re)defined principles.

II. Increase student retention and persistence rates (ECC's three-term persistence rate goal for 2019-2020 is 72.1%. The student retention goal is 85%.)

In 2014-15, El Camino College established a five-year aspirational goal for persistence of 72.1% following an extensive collegial consultation process. This goal supports BP1200, Strategic Planning. Although no aspirational goal was set for retention within semesters, new initiatives such as early alert and degree planner should increase retention rates which have ranged between 81%-84% over the past four years.

El Camino College Center
2015-2018 Enrollment Management Indicators

The following section contains enrollment and FTES data generated by the Institutional Research department and also the Academic Affairs analyst. This data was used to determine areas enrollment has increased or declined and where growth can be achieved.

1. Campus-wide All FTES and Enrollment Data

    In fiscal year 2009-10 El Camino College earned 20,533 FTES. After fiscal year 2009-10 however, enrollment and FTES began to steadily decline during the following three years. To combat the decrease in enrollment and FTES, the number of sections were gradually increased each year from fiscal year 2013-14 until present. The increase in sections helped generate more FTES, but enrollment remained unchanged.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	4,840	166,247	163,182	98%	20,533
2010-11	4,494	152,624	152,977	100%	19,483
2011-12	4,206	140,964	142,000	101%	18,264
2012-13	4,180	139,604	135,540	97%	17,739
2013-14	4,476	150,836	139,767	93%	18,584
2014-15	4,707	158,756	143,243	90%	18,933
2015-16	4,713	159,591	138,485	87%	18,653

Source: Academic Affairs Research, February 2016

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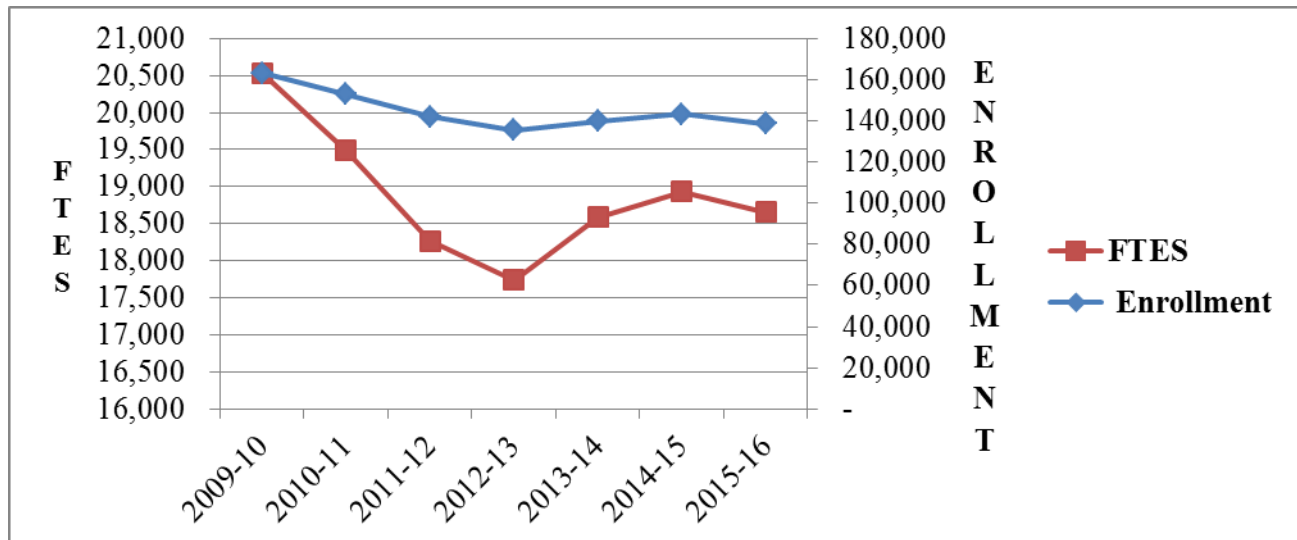
2. Campus-wide Online FTES and Enrollment Data

From fiscal year 2009-10 to 2012-13 enrollment and FTES steadily declined. In subsequent years until present, enrollment and FTES increased proportionally with each other as the number of sections was increased.

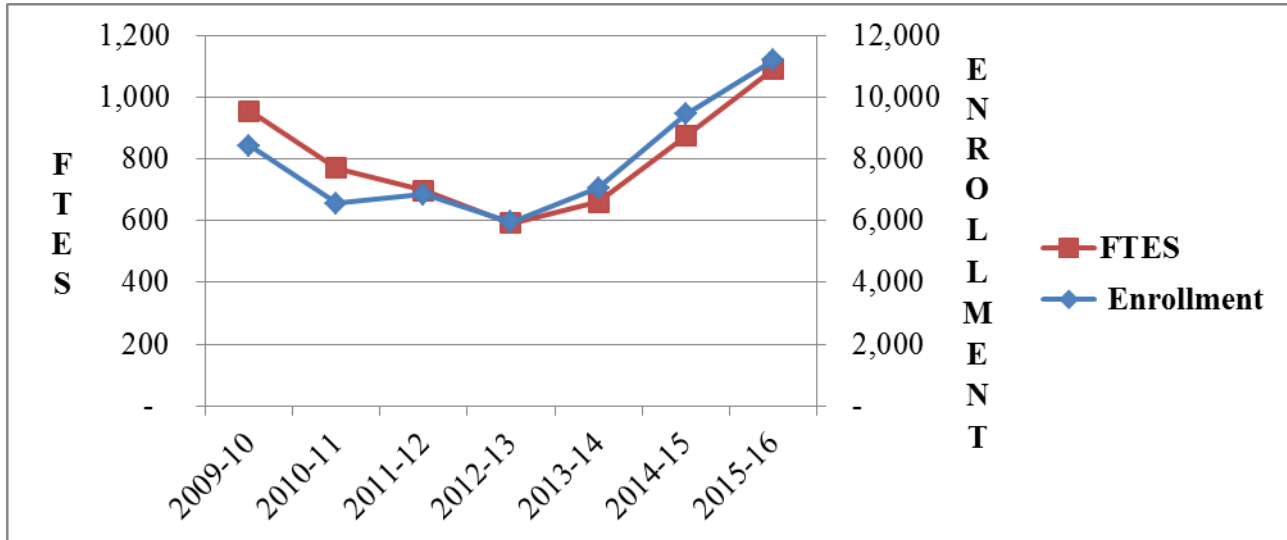| Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	197	8,205	8,423	103%	955
2010-11	161	6,789	6,571	97%	770
2011-12	163	6,755	6,843	101%	698
2012-13	152	6,162	5,967	97%	592
2013-14	182	7,578	7,056	93%	661
2014-15	238	10,175	9,447	93%	874
2015-16	299	12,505	11,196	90%	1,089

Source: Academic Affairs Research, February 2016

3. Campus-wide Day FTES and Enrollment Data

From fiscal year 2009-10 to 2012-13 enrollment and FTES steadily declined. In subsequent years until present enrollment and FTES increased proportionally with each other as the number of sections was increased.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	3,739	128,565	129,474	101%	16,150
2010-11	3,532	120,388	122,588	102%	15,452
2011-12	3,323	111,648	114,087	102%	14,543
2012-13	3.316	110,981	109,511	99%	14,212
2013-14	3,576	120,868	113,704	94%	14,958
2014-15	3,758	127,293	117,043	92%	15,263
2015-16	3,790	129,491	114,449	88%	15,147

Source: Academic Affairs Research, February 2016
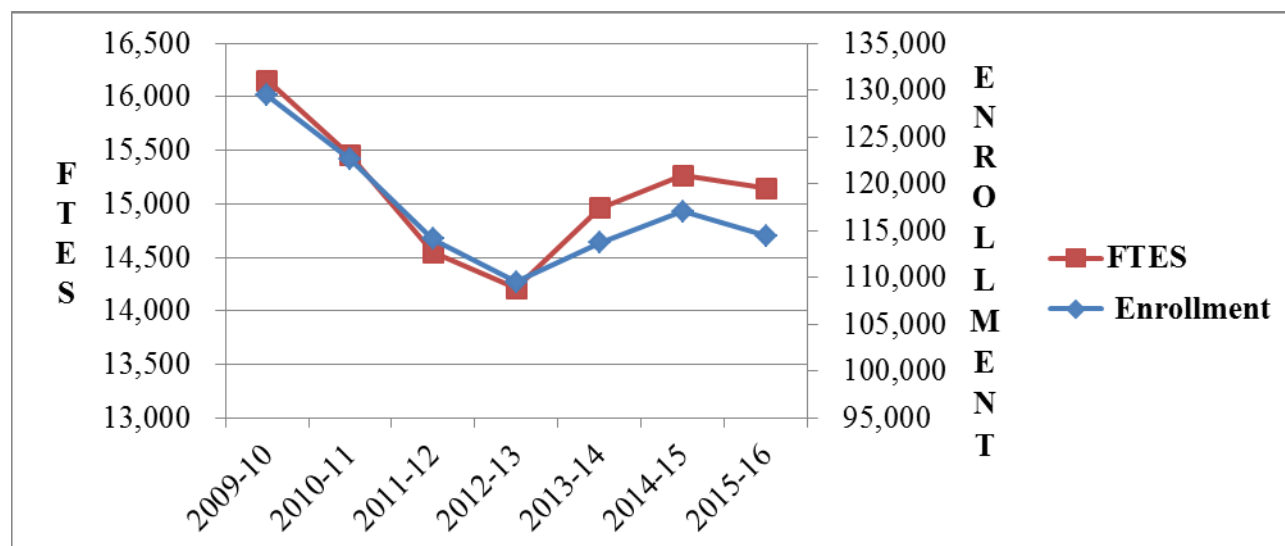
4. Campus-wide Afternoon FTES and Enrollment Data

For this repot, afternoon classes were those starting between 3:30 and 5:00 p.m. In the past seven years enrollment and FTES has significantly increased.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	11	672	135	20%	2
2010-11	6	50	47	94%	9
2011-12	12	78	53	68%	15
2012-13	20	374	306	82%	60
2013-14	55	1,361	1,117	82%	177
2014-15	85	2,278	1,530	67%	244
2015-16	70	1,805	1,506	83%	247

Source: Academic Affairs Research, February 2016
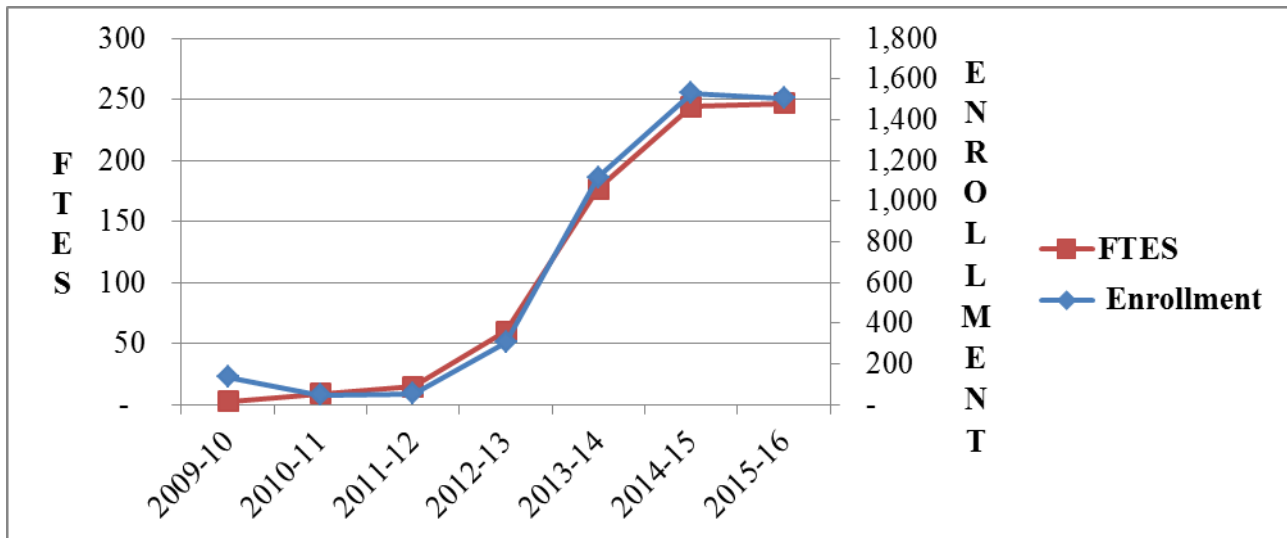
5. Campus-wide Evening FTES and Enrollment Data

In the past seven years enrollment and FTES has gradually declined.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	1,090	37,010	33,573	91%	4,380
2010-11	956	32,186	30,342	94%	4,023
2011-12	871	29,238	27,860	95%	3,707
2012-13	844	28,249	25,723	91%	3,467
2013-14	845	28,607	24,946	87%	3,450
2014-15	864	29,185	24,670	85%	3,425
2015-16	853	28,295	22,530	80%	3,260

Source: Academic Affairs Research, February 2016
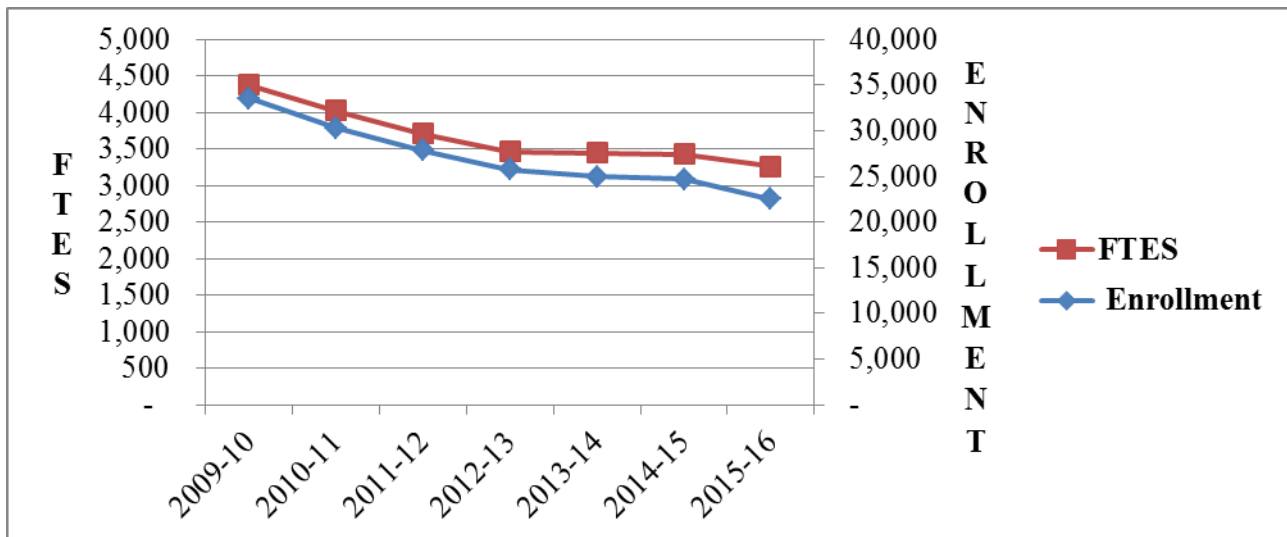
6. Student Age Enrollment Data

Academic Year	19 or less	20 to 24	25 to 29	30+
2008-09	13,697	13,130	5,094	9,777
2009-10	12,928	13,119	5,073	8,633
2010-11	10,642	12,491	4,656	7,627
2011-12	9,583	12,365	4,491	6,459
2012-13	9,148	12,221	4,289	6,045
2013-14	9,355	12,675	4,417	5,731
2014-15	9,895	12,741	4,499	5,551

Source: Management Information Systems Data Mart, February 2016

7. Feeder High School Yield Rates 2011-2015

	2011			2012			2013			2014			2015		
	Class of 2011	Enrolled at ECC in Fall 2011	Yield Rate	Class of 2012	Enrolled at ECC in Fall 2012	Yield Rate	Class of 2013	Enrolled at ECC in Fall 2013	Yield Rate	Class of 2014	Enrolled at ECC in Fall 2014	Yield Rate	Class of 2015	Enrolled at ECC in Fall 2015	Yield Rate
Carson High	563	62	11%	630	71	11%	346	57	16%	277	43	16%	Coming Soon	47	Coming Soon
El Segundo	305	33	11%	291	38	13%	274	36	13%	291	33	11%		48	
Gardena High	432	104	24%	394	89	23%	345	90	26%	318	78	25%		73	
G. Washinton	301	35	12%	319	24	8%	267	16	6%	237	22	9%		22	
Hawthorne	410	112	27%	339	104	31%	344	121	35%	420	146	35%		94	
Inglewood	426	28	7%	402	22	5%	388	18	5%	306	35	11%		34	
Kurt T. Shery	69	10	14%	76	17	22%	64	6	9%	76	9	12%		19	
Lawndale	267	64	24%	373	90	24%	426	139	33%	466	120	26%		170	
Leuzinger	353	96	27%	368	99	27%	335	100	30%	341	93	27%		85	
Mira Costa	579	78	13%	568	59	10%	549	56	10%	551	62	11%		61	
Morningside	265	24	9%	291	22	8%	248	28	11%	216	29	13%		26	
Narbonne	574	110	19%	590	111	19%	592	127	21%	446	125	28%		84	
North High*	54	194	37%	520	230	44%	556	233	42%	505	215	43%		204	
Palos Verdes	481	13	3%	362	24	7%	445	25	6%	463	22	5%		27	
PV Peninsula	554	52	9%	635	51	8%	567	59	10%	620	45	7%		60	
Redondo	571	147	26%	572	171	30%	587	145	25%	577	115	20%		170	
San Pedro	544	68	13%	536	59	11%	500	46	9%	473	42	9%		44	
South High*	546	146	27%	498	119	24%	505	102	20%	468	102	22%		109	
Torrance	579	185	32%	509	179	35%	500	132	26%	474	151	32%		170	
West High*	460	167	36%	526	141	27%	506	135	27%	531	158	30%		187	
TOTAL	8,803	1,728	20%	8,799	1,720	20%	8,344	1,671	20%	8,056	1,645	20%		1,734	

Note: 2014-2015 High School graduation class sizes are not yet available through the California Department of Education

*In-district High Schools

El Camino College District
5-Year FTES Projection

Year	2014-15	2015-16	2016-17[1]	2017-18	2018-19
Budget[2]					
Base FTES	-	19,163	*19,539*	*19,539*	*19,539*
Base FTES with 2% Growth (Fully Fund)	-	19,539	*-*	-	-
Reported	19,163	19,539	*17,616*	*19,702*	*19,993*
Earned[4]					
Summer[5]	1,662	1,451	*387*	*1,983*	*1,983*
Fall	8,780	8,577	*8,577*	*8,577*	*8,577*
Spring	8,189	7,915	*7,915*	*7,915*	*7,915*
Loss of BOG Fee Waiver			*(500)*	*(500)*	*(500)*
Initiatives:					
Outreach[6]	-	-	*205*	*337*	*473*
Dual/Concurrent Enrollment[7]	-	-	*100*	*166*	*240*
Number of Sections	-	-	*25*	*41*	*60*
Online[8]	-	-	*60*	*144*	*164*
Number of Sections	-	-	*15*	*36*	*41*
Business Partnerships[9]	-	-	*8*	*16*	*16*
Number of Sections	-	-	*2*	*4*	*4*
Adult Education Pathways[10]	-	-	*14*	*52*	*88*
Number of Sections	-	-	*4*	*13*	*22*
South Bay Promise[11]	-	-	*50*	*75*	*100*
Number of Students	-	-	*60*	*90*	*120*
Adult Re-entry Evening/Weekend Program[12]	-	-	*-*	*8*	*8*
Number of Sections	-	-	*-*	*2*	*2*
Winter Intersession[13]	-	-	*800*	*800*	*800*
Number of Sections	-	-	*200*	*200*	*200*
Completion by Design/Student Support[14]	-	-	*-*	*129*	*129*
Borrowed	532	1,596	*-*	-	-
Sections Offered	4,707	4,715	*4,960*	*5,011*	*5,044*
Total Funded FTES	19,163	19,539	19,539	19,702	19,993

Please Note: *Italicized* figures indicate projected amounts. The **bold** figures indicate FTES amounts.

The loss of the BOG Fee Waiver is estimated based on the 2014 CSSE report that 34% of the approximately 2000 students affected by the loss of BOG fee waivers would not re-enroll in the college. Since many of these students are likely part time, an estimate of 25% of the 2000 students was used.

[1]El Camino College plans to go into stabilization in fiscal year 2016-17.

[2]The fully funded cap for fiscal year 2015-16 (19,539 FTES) is budgeted for the following three years due to the college district's strategy to go into stabilization.

[3]The projected amount of FTES to be reported in fiscal year 2016-17 is 17,616; however, the college district will be funded   for 19,539 FTES due to stabilization funding.

[4]The projected growth in FTES is outlined in the initiatives.

[5]The FTES amounts for summer 2015 and 2016 are actual FTES earned less the borrowed amount from the previous year.

[6]The projected FTES is based on an expected 2% increase in yield rates for off-campus student testing and feeder high school applicants beginning fiscal year 2016-17 to 2018-19.

[7]The estimated FTES is founded on an 8 to 24 section expansion over the next three years in potential courses offered at high schools. The adoption of AB 288 College and Career Access Pathways (CCAP) will provide an additional 12 to 28 section   increase over the next three years as well. Also included are a projected 10% growth in concurrent enrollment.

[8]The expected FTES is grounded on a 10 section (strictly online) increase in fiscal year 2016-17 with the plan to increase the number of sections to 20 by 2018-19. Additional sections in hybrid courses, 2-year sequence GE and CSU/IGETC courses, and awareness of distance education opportunities will assist in generating more FTES in fiscal years 2017-18 and 2018-19.

[9]The expansion of partnerships with businesses to offer degree options for employees will require a 2 section increase in fiscal year 2016-17 to produce more FTES. In the following two years the number of sections will increase to 4.

[10]Adult Education Pathways are expected to generate 2 pathways by 2017-18 and 5 pathways in 2018-19, generating 60 FTES. A marketing campaign to attract online GED students will produce an additional 28 FTES.

[11]The expansion of the South Bay Promise will create more FTES with a 50 student increase in fiscal year 2016-17 and 25 student increase every year thereafter.

[12]The proposed FTES increase will result from adding 2 sections for attractive certificate programs for evening and weekend students to earn a degree.

[13]The FTES projections are based on reproducing similar results to winter 2009 which consisted of approximately 227 sections with a reported 841 FTES. The college district assumes the winter intersession will have no significant impact on enrollment in the following spring and summer terms.

[14]An analysis of constraints in the college district's enrollment processes is expected to produce an increase of .25% in enrollment, .25% in persistence, and .15% in retention which will aid in FTES generation. In addition, the implementation of   the Starfish Degree Planner, increase communication between faculty and counselors, and increase student engagement in division activities is projected to raise retention by .35%.

A. Outreach Strategies

The Outreach Plan and the Communications Plan will be annually reviewed and refined for compatibility and consistency with the Enrollment Management Plan.

Strategy 1: Increase off-Campus Outreach Assessment Testing of Students
An increase off-campus assessment testing of students at high schools and other applicable sites will increase yield rate from off-campus testing from 65% in 2015-16 to 67%. This increase will generate 30 FTES. The strategy will include busses to transport high school students and additional staffing to assist with assessment. Support will come from the SSSP programs.

Strategy 2: Increase yield rates for all feeder high schools
Increase number of high school students that complete core services and enroll in courses for subsequent semester/term. Outreach efforts are expected to increase applicant yield rate 2%, from 34% to 36% and generate 473 FTES by 2018-19. SSSP support will provide the necessary resources to complete the orientations and educational plans for students.

B. Access Strategies

Strategy 1: Expand Dual Enrollment Pathways with in-district high schools.
Enrollment at local high schools can be increased through the development of College and Career Access Pathways and through improving the service to high schools as they increase offerings. The increase in offerings along with the conversion of courses currently offered as contract education to FTES generating sections can increase apportionment to 208 FTES by 2018-19. The success of this endeavor will require a full-time staff member to develop pathways. Costs include staff and faculty salaries.

Strategy 2: Strategically design online offerings to increase access and options.
The online course offerings provide an avenue for growth. An increase in the number of online courses offered, increasing hybrid course offerings and developing CTE sections and general education patterns can provide up to 41 additional sections with 164 FTES by 2018-19. Instructor salaries and training will determine costs to the general fund.

Strategy 3: Expand partnerships with business to offer degree options for employees.
The Business Division is developing new certificates in Retail Management, Business Information Worker and Computer Support Specialist. Partnerships will be developed with local businesses to offer these programs. The partnerships are expected to generate four sections and 16 FTES per program each year. Costs include faculty salaries.

Strategy 4: Design Adult Education Pathways with Adult Education Consortium
Bridge pathways will be developed to bring students from local adult education programs to El Camino College. Marketing campaigns will be developed to attract GED students to El Camino College. Efforts are expected to generate up to 88 FTEs by 2018-19. Costs include faculty

salaries.

Strategy 5: Expand the South Bay Promise.
Student enrollment in South Bay Promise will be increased by inviting additional high school districts to participate and by increasing number of learning cohorts from 60 students to 120 students and 100 FTES in 2018-19. South Bay Promise costs are currently covered by the ECC Foundation.

Strategy 6: Increase Concurrent Enrollment 10% in each of next three years
Improved processes and additional outreach efforts will increase concurrent enrollment by 10% in 2016-17 and an additional 10% in 17-18 and 18-19. Up to an additional 32 FTES will be generated by 2018-19. Students will fill current course offerings at no additional cost to the college.

Strategy 7: Evening/weekend program for adult and re-entry students.
Scheduling efforts and attractive certificates will be used to attract returning students to an evening/weekend program. Modest offerings will generate 8 FTES per program by 2018-19.

Strategy 8: Implement Winter Intersession in January 2017.
Winter intersession will be returned to the 2009 level of 200 sections and 800 FTES. Faculty salaries will be the cost to the college.

C. Retention Strategies
Strategy 1: Analysis of student experience and redesign of process using Completion by Design. Improved enrollment processes and the implementation of early alert technology will increase student enrollment by 0.25%, student retention by 0.15% and persistence by 0.25% to provide 111 FTES by 2018-19. Costs to the district include a consultant to examine enrollment process.

Strategy 2: Application of RP Group "Student Support (Re)defined concepts
and
Strategy 3: Adoption of best practices for Student Engagement
The use of educational planning technology, improved customer service and strategies to encourage students and increase engagement will generate 18 FTES by 2018-19. Current faculty and staff will complete these activities.

FTES to be Generated and Associated Costs

Strategies	2016-17		2017-18		2018-19	
	FTES	Cost	FTES	Cost	FTES	Cost
A1: Outreach testing	30	--	30	--	30	
A2: Applicant yield rate	175	$10,000	307	$10,000	443	$10,000
B1: Dual Enrollment	80	$160,000	144	$216,000	208	$272,000
B2: Online	60	$52,500	144	$118,500	164	$136,000
B3: Partnerships	8	$7,000	16	$14,000	16	$14,000
B4: Adult Education	14	--	52	$21,000	88	$52,500
B5: South Bay Promise	50	$23,040	75	$34,560	100	$46,080
B6: Concurrent Enrollment	20	$19,000	22	$19,000	32	$26,000
B7: Adult Re-entry	--	--	8	$7000	8	$7000
B8: Winter Intersession	800	$700,000	800	$700,000	800	$700,000
C1: Completion by Design	--	$190,000	111	$40,000	111	$40,000
C2: Student Support (Re)defined	--	--	18	--	18	--
C3: Best Practices						
Total	1237	$1,161,540	1727	$1,180,060	2018	$1,303,580
Goal						

Outreach Strategy A1: Increase off-Campus Assessment Testing of Students				
Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Antici-pated Cost**
Action item #a Free transportation is provided to all in-district high schools to test on-campus.	OASR	Annually from November through May	Increase yield rate from off-campus testing from 65% in 2015-16 2016-17 67% 30 FTES 2017-18 30 FTES 2018-19 30 FTES	No additional costs
Action item #b Utilize the Learning Resources Center, Basic Skills lab for increased on-campus testing (100 computers vs 44 computers in the Assessment Center).	OASR Learning Resource Center	Annually from November through May		No additional costs
Action item #c An increase of outreach personnel will provide a greater number of off-campus testing. (Part-time counselors and hourly staff)	OASR Testing and Assessment	Annually from November through May		No additional costs

Outreach Strategy A2: Increase yield rates for all feeder high schools				
Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Antici- pated Cost**
Action item #a Increase applicant yield rate 2% from 34% to 36% (Fall 2015 – 20683 applicants: IR February 2016)		Fall 2016 Fall 2017 Fall 2018	34.7% yield **175 FTES** 35.3% yield **307 FTES** 36% **443 FTES**	
• Provide free transportation for completion of core services to in-district high schools.	OASR	Annually from November through May		No additional costs
• Pursue agreements with all in-district high school districts for all seniors to apply to ECC as a "back-up plan"	OASR Student Services Dean VPSCA VPAA	2016-17 AY 4 Districts 2017-18 AY 8 Districts 2018-19 AY 14 Districts		No additional costs
• Follow-up with students who have only completed one or two of the core services and encourage them to complete all three services. (Part-time Counselors, Hourly staff, one-to-one digital marketing)	OASR Counseling PRM	Annually from November through August		$10,000 annually
Enrollment Strategy B1: Expand Dual Enrollment Pathways with in-district high schools.				
Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Antici- pated Cost**
Action item #a Hire a full-time coordinator through Academic Affairs to manage expanding course offerings and dual enrollment pathways.	Assoc. Dean AA OASR VPAA	October 2016	n/a	$90,000 Per year
Action item #b Reach out to high schools with "Menu" of potential courses to offer on their respective sites. Expand from 13 – 40 sections/yr	Assoc. Dean AA OASR CAA	2016-17 2017-18 2018-19	8 Courses 32 FTES 16 Courses 64 FTES 24 Courses 96 FTES	$28,000 $56,000 $84,000

Action item #c Adoption of AB 288 College and Career Access Pathways (CCAP)	Assoc. Dean AA VPAA VPSCA Deans OASR PRM A&R	2016-17 2017-18 2018-19	12 sections 48 FTES 20 sections 80 FTES 28 sections 112 FTES	$42,000 $70,000 $98,000

| **Enrollment Strategy B2:** Strategically design online offerings to increase access/options |||||

Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Antici-pated Cost**
Action item #a Increase number of sections for online courses with high fill-rates and successful outcomes	Academic Deans	2016-2017 2017-2018 2018-2019	10 sections 40 FTES 15 sections 60 FTES 20 sections 80 FTES	$35,000 $52,500 $70,000
• Conduct assessment of online courses to identify successful offerings (e.g., FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Schedule online certification courses to expedite faculty readiness to provide distance education (e.g, completion of both courses within one semester).	Professional Development Distance Education	Fall 2016		
Action item #b Schedule hybrid courses for sequences of laboratory coursework (e.g., Biology, Chemistry)	NATS Division	2017-2018 2018-19	2 sections 8 FTES 2 sections 8 FTES	$10,000 $10,000
• Conduct outcomes assessment of current hybrid courses with laboratory components (e.g., Math, CIS)	IRP; Math Division Business Division	Spring 2016		
Action item #c Schedule hybrid course sequences reflecting required coursework for high potential CTE certificates.	I&T division leadership; other divisions, as applicable	2017-2018 2018-2019	8 sections 32 FTES 8 sections 32 FTES	$28,000 $28,000
• Conduct assessment of CTE outcomes to identify high demand courses and certificates.	IRP; Division leadership	Spring 2016		
• Identify potential CTE courses and certificates for hybrid offering based on Advisory Committee recommendations, industry demand, and/or trends in CTE course delivery.	I&T division leadership; other divisions, as applicable	2016 - 2017		
Action item #d Schedule 2-year sequences (8- and 16-week online courses) to reflect the ECC GE pattern and CSU/IGETC transfer patterns	Academic Affairs; Academic Deans	2017-2018 2018-2019	8 sections 32 FTES 8 sections 32 FTES	$28,000 $28,000

• Conduct outcomes assessment of current online 8-week courses within BSS, HUM, I&T, and MATH divisions to identify most viable GE courses for accelerated online delivery	IRP; division leadership (BSS, HUM, I&T, MATH)	Spring 2016		
• Develop 2-year sequences of ECC GE and CSU/IGETC transfer coursework	Academic Affairs; Academic Deans	2016 - 2017		
Action item #e Increase awareness of and readiness for distance education opportunities among internal and external constituents.	PRM Professional Development Distance Education ITS 2017-18 2018-19		Increase online success rate by 5% 3 sections 12 FTES 3 sections 12 FTES	No cost
• Enhance and increase training opportunities for faculty and students on the LMS platform (e.g., Etudes, Canvas)	Professional Development Distance Education	2016-2017		
• Enhance the searchable schedule on the college website to more clearly distinguish between hybrid and online courses.	ITS PRM	2016-2017		
• Launch internal and external marketing campaigns for online "pathways" to GE pattern completion (e.g., accelerated 8-week, semester-length 16-week)	PRM	Fall 2017		
Action item #f Explore opportunities to offer select 3-unit lecture courses online during Winter term	Academic Affairs	2016-17	5 sections 20 FTES	$17,500
• Conduct assessment of currently offered online courses to identify most successful offerings (e.g., highest FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Identify GE courses that are in high demand among current and prospective students (e.g., students enrolled at local community colleges and 4-year colleges/universities) •	Academic Affairs ITS	Fall 2016		
Action item #g Explore opportunities to offer online coursework for local high schools with sufficient technological resources	Academic Affairs OASR	2017-2018	TBD	
Enrollment Strategy B3: Expand partnerships with business to offer degree options for employees.				

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Work with Business faculty to promote Retail Management Certificate of Western Association of Food Chains (WAFC) to local grocery chains.	Business Division Community Advancement	2016 – 2017	2 sections 8 FTES	$7000
Action item #b Work with Business Division to identify section needed to offer and promote Business Information Worker Certificate Program for Information Technology workers. Market as Skills Builder courses to individuals and businesses.	Business Division Community Advancement PRM	2017 – 2018	4 sections 16 FTES	$14,000
Action item #c Identify sections needed to offer and promote CIS Computer User Support Specialist Certificate program. Market as Skills Builder courses to businesses and individuals.	Business Division Community Advancement PRM	2018 – 2019	4 sections 16 FTES	$14,000
Action item #d Expand for-credit and apprenticeship offerings through ECC Contract Education and market to existing and future clients (e.g. SpaceEx).	Community Advancement PRM	2016 – 2018	No FTES generating activity	

Enrollment Strategy B4: Design Adult Education Pathways with Adult Education Consortium

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Develop Bridge programs from adult schools to ECC CTE Programs in automotive, business, health, IT and welding. (5 pathways with 3 classes each)	Community Advancement	2017- 2018 2018– 2019	2 pathways 6 sections 24 FTES 5 pathways 15 sections **60** FTES	$21,000 $52,500
Action item #b Marketing campaign to attract online GED student to enroll in ECC college courses. (240 students/year ~ 7 sections)	Community Advancement PR&M	January 2017 2017 - 2018 2018 - 2019	3.5 sections 14 FTES 7 section 28 FTES 7 section 28 FTES	Current staff

Enrollment Strategy B5: Expand the South Bay Promise.

Action Item	Lead	Timeline	Expected sections/	Antici- pated

			FTES	Cost
Action item #a Grow South Bay Promise cohorts	Dean Student Services OASR FYE	2016-17 AY 60 Students 2017-18 AY 90 Students 2018-19 AY 120 Students	2016-17 50 FTES 2017-18 75 FTES 2018-19 100 FTES	$200 per semester per student for textbook $552 per semester per student for tuition for non-BOGFW

Enrollment Strategy B6: Increase Concurrent Enrollment 10% in each of next three years

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Re-establish the high school newsletter to publish and market an Afternoon College schedule of courses starting after 3:00 pm. Direct mail to homes of high school seniors, HS counselors and via high school distribution. Also digital distribution. 10% increase over 2015-16 concurrent enrollment (1126)	Deans OASR PRM	Fall and spring semesters 2016-17 2017-18 2018-19	 3 sections 12 FTES 3.5 sections 14 FTES 4.0 sections 16 FTES	$12,000 annually
Action item #b Identify and offer CTE programs for inclusion in Afternoon College	Dean, I&T	 2016-17 2017-18 2018-19	1 sect/sem 8 ftes 8 ftes 8 ftes	 $7000 $7000 $7000
Action item #c Develop a math class to be offered at high school that will count for degree credit at ECC. Utilize High School Newsletter	Math Division Dean and Faculty PR&M	2016-17 Identify 2017-18 Curriculum 2018-19 Offer	 2 sections 8 FTES	 $7000

Enrollment Strategy B7: Evening/weekend program for adult and re-entry students.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost

Action Item	Lead	Timeline	Expected sections/FTES	Anticipated Cost
Action item #a Develop attractive certificate program for evening weekend students to earn a degree.		2017-2018 2018-19	2 sections 8ftes 2 sections 8ftes	$7000 $7000
• Determine which pathway to develop into block classes - entrepreneurial studies, project management, health care management, or others	VPAA PRM, IR Counseling Faculty and Deans	Fall 2016	--	Current staff
• Develop block scheduling sequencing courses over a 4-year time span (1 class/semester for 2 years)	VPAA PR&M Counseling Faculty and Deans	Spring 2017	--	Current staff
• Create stackable certificate leading to AA and transfer	VPAA PR&M Counseling Faculty and Deans	Fall 2017	--	Current staff

Enrollment Strategy B8: Implement Winter Intersession in January 2017.

Action Item	Lead	Timeline	Expected sections/ FTES	Anticipated Cost
Action item #a Re-introduce winter intersession for January 2017 at 200 sections and continue at that level for 2018 and 2019.		2016-2017 2017-18 2018-19	200sections 800 FTES 200sections 800 FTES 200sections 800 FTES	$700,000 $700,000 $700,000

Enrollment Strategy C1: Analysis of student experience and redesign of process using Completion by Design

Action Item	Lead	Timeline	Expected sections/F TES	Anticipated Cost
Action item #a Hire a consultant to assess our processes to enrollment (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process).	VPSCA	 2017-18 2018-19	0.25% increase in enrollment 47 FTES 47 FTES	$150,000 Consultant contract
• Prioritize request through annual planning process	VPSCA			
• Identify consultant	VPSCA	May 2016		
• Contract to Board	VPSCA	June 2016		

Action Item	Lead	Timeline	Expected sections/ FTES	Anticipated Cost
• Consultant review	Consultant	July – September 2016		
• Implementation of recommendations	VPSCA	fall 2016 – spring 2017		
Action item #b Develop positive messages (email, letter, social media) to encourage continuing students to return following fall and spring semesters.	PR&M	 2017-2018 2018-2019	0.25% increase in persistence 56 FTES 56 FTES	$40,000 annually
• Form committee (including students) to review/develop appropriate messages	PR&M VPSCA	April 2016		
• Committee completes first draft of new messages		June 2016		
• Finalize messages and establish timeline for sending messages to students	PR&M VPSCA	September 2016		
• Send messages beginning	PR&M	Winter 2017		
Action item #c Utilize Starfish Early Alert to identify students at risk and provide intervention Cost – current program and staffing	Counseling	 2017-2018 2018-2019	0.15% increase in retention 8ftes 8ftes	Current staff
• Determine who will receive the early alert messages and what type of intervention will be provided.				
• Pilot Starfish with a small cohort of instructors		summer 2016		
• Evaluate the process and make revisions,		end of summer 2016		
• Develop faculty training and roll out training schedule		fall 2016		
• Fully implement Starfish		spring 2017		

Enrollment Strategy C2: Application of RP Group "Student Support (Re)defined concepts

Action Item	Lead	Timeline	Expected sections/ FTES	Anticipated Cost

Action Item	Lead	Timeline	Expected sections/FTES	Anticipated Cost
Action item #a Utilize Starfish <u>Degree Planner</u> to facilitate goal development and academic planning Cost – current program and staffing	Dean, Counseling	 2017-2018 2018-2019	0.25% increase in retention 13 FTES 13 FTES	Current staff
• Beta test with selected counselors	Assoc. Dean Counseling	Summer 2016		
• Evaluate the process and make revisions	Assoc. Dean Counseling	End of summer 2016		
• Develop training for counselors for fall pilot	Assoc. Dean Counseling	Fall 2016		
• Fully implement Starfish Degree Planner	Dean, Counseling	Spring 2017		
Action item #b Develop strategies faculty can use during first two weeks of the semester to encourage students to remain in their class. Cost – FDC chair has RT	FDC Chair	 2017-2018 2018-2019	0.10% increase in retention 5 FTES 5 FTES	Current staff
• Ask the Faculty Development Committee (FDC) to publish tips for nurturing students to get them committed to staying during the first two weeks before census.	FDC Chair	April 2016		
• Have the FDC develop workshops for fall PD Day on enacting the tips.	FDC Chair	Aug. 2016		
• Publish tips for distribution to faculty	FDC Chair	Aug 2016		

Enrollment Strategy C3: Adoption of Best Practices for Student Engagement

Action Item	Lead	Timeline	Expected sections/FTES	Anticipated Cost
Action item #a Improve customer service to students	VPAA VPSCA		Included in C1.a	Current staff
• Ongoing training for staff on college procedures/deadlines to give uniform messages to students				
• Provide on-going maintenance and updates for the Website, including regular staff training for Omni Update.	PR&M Professional Development			Current Staff
Action item #b Increase communication between faculty and counselors	Academic Deans Faculty Counseling Dean			Current staff

• Invite counselors to participate in course scheduling process				
• Schedule limited counselor hours in divisions				
Action item #c Increase student engagement in division activities	Faculty			Current staff
• Hold discipline/division meetings for students				

Budgeting assumptions:
- Average class size = 35
- FTES generated per section = 4.0
- Cost of instructor per section = $3500
- Non-BOGFW students for SB Promise = 1/3 students

El Camino College and El Camino College Compton Center
2016-2017 AWARD YEAR - CHANGES TO FINANCIAL AID REGULATIONS AND PROCESSES

Board of Governors Fee Waiver (BOGFW)
Students will need to meet academic and progress standards in addition to income criterion to receive the BOGFW beginning the Fall Semester 2016. Students will need to sustain a cumulative grade point average (GPA) of at least 2.1 and will need to maintain a cumulative satisfactory completion of more than 50% of attempted units. Students who lose their BOGFW eligibility may appeal directly with the Admissions & Records Office.

Federal Pell Grant
The U.S. Department of Education has confirmed that the maximum Federal Pell Grant award will increase to $5,815 for the 2016-2017 Award Year – an increase of $40 from the past award year.

Financial Literacy
The Financial Aid Office offers students a free suite of money management and financial literacy titled, Cash Course. More information is available on the Financial Aid Office webpage.

Freeze Date Implementation
The freeze date will lock units as of the census date for fall and spring semesters to determine financial aid eligibility for the term. This means that any changes to unit load following the census date (e.g., registration in late start classes, course withdrawals) will not result in changes to financial aid awards unless a student drops from all units. Students need to register early for classes in order to receive the maximum financial aid award.

Verification
The U.S. Department of Education selects financial aid applicants to complete a process titled, Verification when an error has been made on the financial aid application or additional information is needed to determine financial aid eligibility. Students who are selected for Verification 1, 4, or 6, may subsequently be selected for Verification 5 and required to submit additional documentation to the Financial Aid Office.

Higher One → Bank Mobile Vibe
The U.S. Department of Education announced changes to how colleges and universities will work with third party vendors for the disbursement of federal student aid - this includes Higher One.

1. Disbursement Options - Students will only be given two disbursement options: (1) Direct Deposit into an existing bank account; and (2) ECC Debit Card. Students who do not select a disbursement option will automatically default to a paper check 14-days from the date of disbursement to be sent via U.S. mail. Students who had previously chosen paper checks as their preferred disbursement will be grandfathered.

2. Students will no longer automatically receive their ECC Debit Cards upfront. Students will need to choose the ECC Debit Card disbursement option in order to receive a card.

3. Higher One has been acquired by Customers Bank and as a result will have its name changed to Bank Mobile Vibe. New branding and marketing efforts will be initiated.

4. Bank Mobile Vibe will provide students with access to the Allpoint Network for over 43,000 ATMs nationwide, most fees will be removed or reduced, customer service hours will be expanded, and new ECC Debit Cards will be issued.

More information, please visit the Financial Aid Office at El Camino College or El Camino College Compton Center

El Camino College and El Camino College Compton Center
2017-2018 AWARD YEAR - CHANGES TO FINANCIAL AID REGULATIONS AND PROCESSES

Early FAFSA Submission Date
The U.S. Department of Education announced that beginning with the 2017-2018 Award Year, students will be able to submit the Free Application for Federal Student Aid (FAFSA) beginning on October 1, 2016, rather than the traditional submission date of January 1, 2017. The earlier submission date will be a permanent change.

Prior-Prior Year Income
The U.S. Department of Education announced that beginning with the 2017-2018 Award Year, students (and their parents, if dependents) will be able to report income information from an earlier tax year rather than just the immediate past tax year. For the 2017-2018 Award Year, information from tax year 2015 will be reported rather than their tax year 2016 income information. This means that for both the 2016-2017 and 2017-2018 Award Years, financial aid applicants will utilize tax year 2015 income information.

FINANCIAL AID INITIATIVES

Financial Aid Awareness Fairs
The Financial Aid Offices have begun to host Financial Aid Awareness Fairs on-campus throughout the academic year to educate students on federal, state, and local financial aid opportunities.

Financial Aid "Go Live" Date
The Financial Aid Offices for the past three years have gone live with the awarding of financial aid on April 1st for the following award year thus allowing students to complete required documentation prior to summer. Students are automatically awarded the Board of Governors Fee Waiver (BOGFW) and Federal Pell Grant, if eligible.

Financial Aid Internal Priority Deadline
The Financial Aid Offices for the past three years have made a guarantee to students that if they apply for financial aid and submit all required documentation by June 1st they will receive their first financial aid disbursement during the first week of the fall semester. Students that apply or submit their documentation after June 1st will be processed on a first come, first served basis.

Financial Aid Outreach
The Financial Aid Offices have hired personnel specifically to conduct financial aid outreach efforts on-campus (including classroom presentations and campus events) and off-campus at high schools and other venues.

Financial Aid Student Ambassadors
The Financial Aid Offices have hired student employees to work in the Financial Aid Office Computer Labs to assist prospective and current students apply for financial aid and complete required documentation.

Financial Aid Webpages
The Financial Aid Offices have updated their respective webpages to include the vast majority of forms required for submission, helpful links to financial aid applications and resources, and applicable deadlines.

More information, please visit the Financial Aid Office at El Camino College or El Camino College Compton Center