Academic Senate of El Camino College 2017-18

November 21, 2017

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Paul Flor**	Curriculum Chair	**Janet Young**
VP Educational Policies	**Chris Gold**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS)	17/18
Karl Striepe (BSS)	17/18

Behavioral & Social Sciences

Stacey Allen	19/20
Kristie Daniel-DiGregorio	17/18
Chris Gold	19/20
Renee Galbavy	17/18
Michael Wynne*	17/18

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Josh Troesh	18/19

Compton College

Paul Flor	17/18
Chris Halligan	17/18

Counseling

Seranda Bray	17/18
Anna Brochet*	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
C. Striepe*/G. Medina	18/19

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19
Chris Wells*	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

Rose Ann Cerofeci	18/19
A. Gallagher/S. Donnell	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
A. Sharp/K. McLaughlin	18/19

Industry & Technology

Ross Durand*/Bob Diaz	18/19
Dylan Meek	18/19
Renee Newell	18/19
Jack Selph	18/19
Charlene Brewer-Smith	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Matthew Mata*	17/18
Catherine Schult-Roman	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori*	18/19
Troy Moore	18/19
Shanna Potter	19/20
Ryan Turner	19/20
Anne Valle	18/19

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Linda Clowers

Associated Students Organization

Bryant Odega

President/ Superintendent

Dena Maloney

Division Personnel

Stephanie Rodriguez

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Irene Graff

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.
*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).
SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

COMPTON COLLEGE FACULTY COUNCIL MEETINGS:
1st and 3rd Thursdays 1-2 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/27, 2:30-4, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays & 11/30 (Fall only), 12:30-2, Library 202.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.
Distance Education Advisory Committee. Chair: Chris Gold. 4th Thursdays, 1-2, DE 166.
Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2,
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.
Calendar. Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
College Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thurs., 8:30-10, TBA.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**

   Measures:
   - Provide leadership for the college on issues related to Senate purview,
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit and elect executive and committee chairs according to Senate by-laws,
   - Ensure divisions have required number of senators and that elections are held accordingly,
   - Review and complete revision of Faculty Handbook,
   - In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
   - In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
   - Update Minimum Qualifications and develop a consistent, fair equivalency process,
   - Maintain communication and effective collaboration with ECC Federation of Teachers.

2. **Strengthen faculty involvement in the activities of the Academic Senate**

   Measures:
   - Arrange a Senate orientation at the start of the academic year,
   - Provide regular, ongoing communication with all faculty,
   - Encourage greater participation of senators in meetings and other activities of Senate,
   - Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

3. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**

   Measures:
   - Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement.

Approved 10.3.17

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

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Agenda & Table of Contents: Tuesday November 21, 2017 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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 a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Christina Gold
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☐ Seranda Bray
☐ Anna Brochet
☒ Rocio Diaz

Fine Arts
☒ Ali Ahmadpour
☒ Daniel Berney
☒ Diana Crossman
☐ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☒ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☒ Rose Ann Cerofeci
☒ Sean Donnell
☒ Pete Marcoux
☐ Kate McLaughlin
☒ Christina Nagao

Industry & Technology
☒ Bob Diaz
☐ Dylan Meek
☒ Renee Newell
☒ Jack Selph
☒ Charlene Brewer-Smith

Library Learning Resources
☒ Analu Josephides
☒ Mary McMillan
☒ Claudia Striepe
☒ Gary Medina

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Matthew Mata
☐ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☐ Sara Di Fiori
☒ Troy Moore
☒ Shanna Potter
☒ Ryan Turner
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☐ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☒ Bryant Odega

Compton College
☐ Paul Flor
☐ Chris Halligan

ECC Federation
☒ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☐
☐

Excused: S. Bray, A. Brochet, R. McMillin, K. McLaughlin, S. Di Fiori, C. Schult-Roman

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

A. CALL TO ORDER
Senate President Kristie Daniel-DiGregorio called the fifth Academic Senate meeting of the fall 2017 semester to order on November 7, 2017 at 12:31 p.m.

B. APPROVAL OF MINUTES
See pgs. 6-15 of the packet for minutes from the October 17, 2017 meeting.   B. Diaz moved, C. Striepe seconded; a few minor adjustments and there was unanimous approval of minutes.

There was a call to suspend our normal order of business. Motion by L. Kjeseth, seconded by C. Wells. We will start with Special Committee Reports. Linda Clowers will be our Division Personnel for today's meeting.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 16-17)

I haven't been here for a month. I went to the CIO Conference, which is always interesting. The Chancellors Office comes to visit us.   The big topic of discussion is AB 705, and the chancellor indicated that colleges will need to work to meet the ambitious timelines. People are calling and asking "What do we do?" There is no answer and we are still learning. There is a sign-up to attend the Southern Regional Curriculum meeting (ASCCC) to learn more about implementing AB 705. We have a number of people going to that, Janet Young is one.   Hopefully, we will learn how we might proceed on this. The Chancellor spoke at the conference and when asked if we could have more time, he said, "Our students don't have more time." Last week I went to the EDUCAUSE Conference with Art Leible and appreciated having Art's help identifying relevant tools for the many options available at this "huge playground for techies." We participated in something called "Digital Fellows" where I learned about some of the technology that we can use in the classroom. Thank goodness Art was there to tell me "We need this, and we need that." Things we can add to DE and Canvas with syllabi and interesting things. Some things I know we need to be looking at include some kind of program that will help us with curriculum and scheduling.

You know the Faculty Prioritization Process is in play. The results were handed out last week. It has gone to your dean, but it isn't finalized yet, so I'm not sending it out yet. I am working with the President and HR and my office to calculate the Faculty Obligation Number (FON). We are still waiting on some calculations, that is why is hasn't been finalized yet. It will be somewhere between 14-16 positions. Remember, the list you will see is a recommendation to the President, not the final list. Kristie has the list and will show you later.

We are still 3 years away from our accreditation visit in fall 2020. The statewide Academic Senate has an accreditation institute the end of February, so I am working very hard to get my co-chairs for the accreditation process and all the standard chairs in place. I need one more standard chair, then I will publically thank all the people, and start getting everyone signed up for the accreditation institute. If you know someone who will be good for standard #4, (governance), let me know.

Ross Miyashiro – VP of Student Services

Ross was attending another meeting off campus and was unable to attend.

E. UNFINISHED BUSINESS

Recommendation to Enroll in Google for Education: 2nd Reading – Pete Marcoux (pgs. 18-19)

KDD: This is the same information that was in our last packet. This is our second reading, so we need a motion to discuss. C. Wells motioned, L. Kjeseth seconded, so now we can talk about this. P. Marcoux: This requests that ITS enable Google for Education at our campus. We have been purchasing Chrome Book carts that we can check out for the day. If we become a Google for Education Campus, it allows us to easily track the Chrome Books and allow us to track features and products that non-participants can't access. Namely, in the SRC area, there are a lot of add-on tools that are only accessible if we are in Google for Education. ITS is on board and they are willing to do it, we just need to go through the process. In Google for Education you will also be able to get larger storage space. One Drive is a Microsoft product, and you already have access to that. You get one terabyte of storage. Eventually, when you log in to a computer on campus, using your credentials, your One Drive folder should pop up on the desktop. It will be like Drop Box, you will have access to all your files. They are transferring the student email accounts to One Drive this semester as a test. They will get to faculty and staff in winter and spring. One Drive has apps on Apple and android products. The students probably won't notice a big difference. Faculty will notice that they don't have to delete email files anymore.

I am primarily just Google now, it is easy. It was a long haul, because ITS is locked down with Microsoft. We will still be a Microsoft campus. It is better for our students, because we are giving them tools to learn in both environments. Putting that on your resume will look good for a student. Google is easy to use and is commonly used in the K-12 setting. If you are interested, normally we have 35-40 computers in a computer lab. They cost about $1,000/computer. We bought that cart (a picture was shown), with the Chrome Books, for $12,000 and that included a printer, so it will be mobile with all wireless printing. It also included a 3-year service contract. All those in favor? The motion passed unanimously, so we can "flip-the-switch" on campus for Google for Education.

Online Education Initiative Course Exchange Pilot: 2nd Reading – Chris Gold (pgs. 20-31)

KDD: This is a very important topic, thank you for the discussion last meeting. We want to make sure everyone understands the opportunity or down sides for joining the exchange. Chris has provided a lot of information in the packet and we also have slides, but if you want additional information, please visit: http://opencampus.com/downloads/faculty/OEI_faqs.pdf. C. Gold: We talked about the OEI Consortium at the last 2 meetings. Last time there were quite a few questions about curriculum, so I am going to back up and make sure everyone understands what the exchange is. This is the recommendation that we are looking at to apply to join. We would still have to fill out everything and be chosen. We may decide that we don't want to do this, but we could start the process. The OEI involved about $60 million in grants from the state to the Chancellors Office. The whole point with the Online Education Initiative is about helping students complete their educational goals. We are looking at access, success, completion and quality. All these courses are vetted and are high-quality courses that have met the rubric.

There are different ways to participate in the OEI. There are about 5 colleges that are using OEI resources. Most colleges have adopted Canvas and are using OEI resources. OEI funds a variety of resources. Some of them we use, some we don't. Net Tutor is something we were already using. Proctorio is something we should be using, it is proctoring software. We use Cranium Café (Counseling), and SmarterMeasures. What we are looking at is moving into the 2nd circle, which would mean using those resources, using Canvas and having access to the course exchange. The decision-making hierarchy for the OEI is granted to the Chancellors Office. It's managed by Foothill, De Anza and Butte Glen Colleges. Decisions come out of the steering committee and consortium colleges. That is what we are looking at joining, the consortium. There are 24 colleges in the consortium. If we were in the consortium, we would agree to offer courses on the exchange. We would send people to the consortium meetings so they could help with decision-making. Our students would have access to the exchange, we would have tech support and faculty would get support. We would have professional development support. Some of the things we are paying for would be free once we were in the consortium.

It is hard to conceptually see this because students swirl. They don't just stay at ECC, they go to SMC or Harbor also. The exchange isn't a place. It is more a cluster of services that help students find classes on other campuses. The exchange helps them with financial aid, admissions, and enrolling in courses. It would help our students find places where they could take these classes. They could go to Lake Tahoe and their students would come to us. Then they become ECC students. We are the teaching college, and our policies and procedure would apply to them. It is more of a service that helps connect students. The advantages are flexibility, and it would help enrollment management. It might help if students were leaving to take some classes elsewhere. That might tell us that we need to up our game here at ECC.

It can help us understand what students want and where they are going. In terms of faculty, it gives us access to all the resources. They are looking into some new accessibility software called Ally. It embeds into Canvas and it can rate the accessibility of the course. It not only points out needed changes, it also makes suggestions on how to fix those areas.

The questions from the last meeting had a lot to do with what kinds of classes would be offered online, and how much control we would have over our curriculum. The courses offered right now are very narrow, they are still working things out and making decisions. The courses on the exchange need a CID designation. They need a certain identifier across campuses. You need to have prerequisites that aligns with the course. Right now, all the courses offered on the exchange are all part of an Associate Degree for Transfer. Only transfer-level Math and English and ESL. They have to be fully online but there can be proctored exams. Yes, our local enrollment caps do apply. Our local board policies and procedures still apply to our courses and us. We can not limit what courses our student take on the exchange. Students have to be enrolled in an ECC class before they can be in the exchange. They can only take 2 exchange classes per semester. If we have students from somewhere else taking a class here at ECC, we get credit for that student, as well as their home college. We would be applying to join the consortium. There are no guarantees that we would get selected. We wanted to get Senate approval. We do have the approval from DEAC. Students have to have completed an Ed Plan before they can get into the exchange. P. Marcoux: I think we should do this. We have a chance to back out later if we want. There are still a lot of unanswered questions, but this is a good opportunity for us to be early adopters. KDD: Are there any other questions? C. Gold: The application packets haven't even gone out yet. It is supposedly a 16-20 week implementation process. My best guess is the earliest we would be able to offer classes in the exchange would be spring 2019. KDD: The recommendation to join the exchange passed unanimously. Thank you Chris for all the research and legwork.

F. NEW BUSINESS

Call for Elections – Pete Marcoux

P. Marcoux: You are lucky you are in the room. We need to have an election for president-elect. We have a vote this semester to elect a new president starting fall of 2018. What will happen in the spring, is this president will shadow the outgoing president. It is like job training for a semester. I have been put in charge of the election, "voluntold" more like it. I am opening the floor for nominations. Would anyone like to nominate a President-elect? C. Gold: I would like to nominate Kristie Daniel-DiGregorio. She has been wonderful for the Senate, she has done a remarkable job. She works smoothly with the administration. We would be so lucky to have her back. P. Marcoux: Do you accept the nomination? KDD: I should have my head examined. But because we have such a great team, I will say yes. It has really been a privilege to serve the college and all of you. Lars inquired how she would shadow herself (there was much laughter at this point). Someone volunteered to make a cut-out board for her. P. Marcoux: Are there any other nominations? This is important, don't miss a meeting or you will be nominated. We will be accepting nominations at the next meeting. If you want to nominate someone please send me an email.

P. Marcoux: The second election is for secretary. C. Striepe: I nominate Traci Granger (T. Granger: I'm sure this was a rigged election). Yes, T. Granger accepted. P. Marcoux: We do always need new blood on the e-board. If you are even a smidgen interested in serving, please let one of us know.

KDD: There is the opportunity to participate in the Faculty Leadership Institute in June. You can learn about the senate state-wide. We are always looking to cultivate new Senate leadership.

G. INFORMATION ITEMS –DISCUSSION

Survey of Entering Student Engagement (SENSE) – Marci Myers, Institutional Research (pgs. 32-33)

KDD: Marci has been waiting patiently. She was on the agenda the last meeting and we ran out of time. She updated her slides -- thank you Marci. M. Myers: Hi, I am here to present the results from the SENSE survey, which is the Survey for Entering Student Engagement. We did this in fall 2016, a year ago. We got the results back in spring, so this is our earliest chance to present them. This is a study out of the University of Texas, which was a national survey where we can

benchmark ourselves against other colleges across the nation. This is done in the 4th or 5th week of the semester, and we surveyed Math and English classes. The ones which likely had first-time students. This is a summary of students that were surveyed. The last time we did this was 2014. 51% of students surveyed indicated that neither parent had any college experience. 33% indicated that English was not their first language. 94% of first time students indicated that they wanted to transfer. There are themes of questions in these surveys so you can set benchmarks. They average the scores and you can track your progress against a national cohort. We had improvement in all the measures. In most themes, we were below the national survey. In two of the themes, we are above the national standards. We want to do this again in 2018, so we can track our progress.

I am going to talk about 3 themes today. 82% agree/strongly agree that instructors at ECC wanted them to succeed. 83% say are prepared to succeed in college academically. 80% of those students were in a basic skills course. This is a 2-year comparison. Students never turn in assignments late. This is from the 4th week of class, so maybe they haven't had to turn in any assignments as of yet. Engaged learning: Students ask questions or participate in class 2-3 times by the 4th or 5th week. Work with other students on projects in class by the 4th or 5th week. Most had never used an electronic device to communicate with their instructor. Most students did get prompt feedback from their instructor. By the 4th or 5th week, students said at least one instructor knew their name. Two-thirds said that instructors clearly explained academic and student support services available.   The full report is on the website, and it has a lot more content in it. We also have the ability to disaggregate the data, so please let us know if you need any other information. There were other suggestions from the Senate concerning possible questions for the next SENSE survey. We track the trends of the survey to see where we are going. If you would like to see the complete results, log onto ECC's website and go to Institutional Research.
KDD: Thank you Marci!

Center for Urban Education Institute: Strategies for Equity-Minded Hiring Practices – Jaynie Ishikawa, Linda Clowers, Scott Kushigemachi, Jane Miyashiro

J. Miyashiro: We wanted to bring back the EEO Plan to all of you, and it has gone through the consultation process. We are now implementing a lot of portions of it. We wanted to talk about some of the subcommittees that have been developed from the EEO Plan, what is coming and where you can participate and provide your feedback. J. Ishikawa: For those who don't know me, I am the Director of Staff and Student Diversity. I was here over a year ago to talk about the EEO Plans. I am going to provide a brief recap. We are required by California state law to do a couple of things. Community Colleges are required to have a workforce that is continually responsive to the needs of a diverse student population. We are required to make sure that every person receives an equal opportunity to apply for employment and for promotion. We are required as a California Community College to have an EEO plan. It provides instruction to the school to address and foster diversity in our workforce. We have an EEO plan, it came out last year. Part of the plan was to create a committee that consists of a cross-section of employees. This whole plan is representing diversity in the workforce. Basically, our committee is divided into six subcommittees. Each subcommittee represents a large and substantial portion of our EEO Plan. I am going to walk through them fairly quickly.

The first is Climate Survey. At the end of spring semester, we sent out an employee survey. We need to be surveying our employees on an ongoing basis on different aspects and workplace issues as it relates to diversity. That is from recruitment and outreach, from the hiring process itself, to when you are hired and how it is to be an employee here. That is the first subcommittee which provides basic information that lets us know how employees feel. As a committee, what do we do with that information? What are the next questions we want to ask?

The 2nd subcommittee is on recruitment practices here at ECC. The ones targeted are our minoritized populations. To see what do we do and what can we do to reach out and increase the pool of qualified applicants that apply for our jobs. Whether we go to conferences or job fairs, what publications do we reach out to and looking at targeted practices and are we using them?

The 3rd is Committee Trainings. Currently, all screening committees for full-time positions require the participation of an EER. To make sure the process is fair and unbiased. EER's are required to have training once every 12 months to make sure they are abreast of all requirements. The requirements are that every person on a hiring committee needs training. That training is what we cover in this subcommittee to make sure it is adequate and makes sense. We hope to start this in spring 2018.

The 4th subcommittee is addressing campus-wide training. This will develop trainings with all employees. In September, my office hosted two, 3 ½ hour workshops that were open to all employees. It was sponsored through EEO funds. The justification for the training came from the EEO survey. 70% of people surveyed said it was important as a district to have the training. We had the opportunity to send 10 participants to the "CUE Institute" at USC's Center for Urban Education. The conference addressed equity in community colleges. Two of the people who attended the institute will address the last 2 committees.

The last subcommittees deal with underrepresentation. You are probably aware that our student population is very diverse. We have a lot of Hispanic students. Are our faculty hiring practices relative to the faculty who are eventually hired? We are not necessarily looking for parity between our faculty demographic distribution to our students. Are the faculty we eventually hire looking at our campus and realizing that our student population in the classroom is going to be diverse? We are looking at the selection percentage of hires. Is it an 80% rule or less? The other big area we are looking at is job announcements. This is where you can actively get involved. We are getting ready in HR to start posting as soon as we get the green light. We are going to really look at job announcements and find faculty who are going to be successful here at the college. And help the students be successful. S. Kushigemachi: The institute we attended a few months ago was research-oriented and very practical. They gave us specific tools that we were supposed to use to try and start thinking about some of these concerns. One practical thing they had us do is to look at our job announcements. Do we think of equity? Do we value equity? What kind of candidates do we attract? We want to attract equity-minded faculty. A couple of different job announcements were displayed. It is very basic about who ECC is and our institution. We would like to get more meaningful information about our campus and what we value with regard to equity. We may want to talk about student demographics. We want to talk about our racially and socioeconomic diverse student population. These are just examples of what a subcommittee can work on – they haven't yet been through the consultation process.

J. Ishikawa: Our real purpose today is to recruit as many people as possible to consider joining our EEO subcommittees to help get things moving along. We would like your insights and input on how to move this plan along. K. Hull asked about training and if it was going to be offered digitally. J. Ishikawa: We'd like to have you join a subcommittee on training! We want faculty participation. This affects everyone. We want suggestions and as much feedback as we can get. We are rolling out this training in spring. We want to address all the topics that might come up. Input is necessary. Training is huge and we want to make this as efficient and effective as possible. We want to reach people, how do we get the best of the best? If you aren't sure if you want to be on a subcommittee? Email me.

New ECC Website Redesign – Heather Parnock, Amy Hanoa, Brad Seng

H. Parnock: We are introducing the new website. The number one goal was to make it mobile friendly. If you haven't had a chance to look at it on your mobile phone or iPad with smaller screens, that is the #1 reason for redesigning the website. Even the content resizes. Functions like phone numbers and emails are usable links now on the website. We worked with a website taskforce, made up of faculty and staff and students. We went through a process over a year ago where we asked for feedback. We went to other college websites. Did the task force like it? What did they like about it? What didn't they like? Did they like the navigation and templates? We ranked the sites and picked out the pieces we all liked. There was a process, PR and the OU campus users. We asked everyone to clean up their pages. We had over 7,000 webpages in the site. We are down to 6700 pages now which is huge. We still need help cleaning things up. If you see anything that isn't used anymore, please tell us. If there are broken links, please let us know and we will fix it. The site map was revised. The navigation is user-centered, versus organizational chart-centered like it was for quite some time.

We contracted with an outside vendor for the programming and design. We are still doing ongoing maintenance and clean-up. The web task force will be meeting again and turned into a working group. We will meet, and work on the site to make improvement live. We do analytics on the site. We have the top 20 pages visited on the site. All these pages have now been added to the homepage. There are direct links to every one of these from the home page. The site index moved. The new design cleaned up the contrast and visibility. We simplified the navigation. There are 4 ways to navigate the site, 5 if you count the search bar.

If you don't know the person behind the "Webmaster email," here is Brad Seng. Now you all have a face that goes with the email. Also, Amy Hanoa, who is our Digital Media Communication Coordinator. She helps with the digital newsletters, the website, and she is the backup for the webmaster. (We were given a demonstration on how to navigate through the website.) Please test things out, and let us know if there are any questions. The site is ADA compliant. There

are quick links across the middle. We have an events calendar. Our footer has access to everything. At the bottom is the A-Z search. We need users to use this and give us recommendations and feedback. We haven't put any videos up because they need to be closed captioned, so we are working on that. It is very time-consuming. There were a few suggestions from senators for the re-designed website. ECC has a Flicker account with thousands of pictures. If you need anything specific email Heather or Brad. Heather Parnock – Publications Supervisor, hparnock@elcamino.edu. Amy Hanoa – Digital Media & Communications Coordinator, ahanoa@elcamino.edu. Brad Seng – Web Master, bseng@elcamino.edu

C. OFFICER REPORTS

Given the variety and depth of presentations at today's meeting, there was no time for Officer Reports. Please view the slides for Officer Reports when the notes are sent to the listserv and posted to the website.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Ask Me Button Campaign – Evaluation and Recommended Next Steps

I. PUBLIC COMMENT

J. ADJOURN
The meeting adjourned at 1:58 pm
TG/ECC Fall 17

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – September 18, 2017

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: Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Jeffries, Jane Miyashiro, Ross Miyashiro, Jean Shankweiler, Debbie Turano, Tiffany Ushijima

Alternates/Support: Cindy Constantino, Ann Garten, Jaynie Ishikawa, David McPatchell

1. Minutes – September 5, 2017: Approved as presented with the following correction on item #3: College Council Self-Evaluation – "Irene ~~R~~reported that her office…."

2. Non-Discrimination Statement Recommended Revisions – Jaynie Ishikawa
   Committee reviewed the recommended changes to ECCCD's non-discrimination statement. It was agreed that the language should be consistent in both long and short form. Ms. Ishikawa will report back at the next meeting with an update on the context of the term "sexual orientation," a third version of a non-discrimination statement that is used in AP/BPs, and a recommendation to make both long and short forms consistent.

3. Review of Survey of Entering Student Engagement (SENSE) Results – Irene Graff
   The SENSE serves as one of the measures of student engagement and of the intentional work that is being done to ensure student readiness for college and student success both inside and outside the classroom. Highlights from the reports were noted as follows:

   · We have a better sense of our First Generation population (*entering, degree/transfer-oriented students*):
     o ECC: 51% (±4%)
     o CEC: 70% (±6%)
   · For at least a third of our entering students, English was not their first language:
     o ECC: 33%
     o CEC: 40%
   · About half relied on family, friends and other students as the main source of academic advising
     o ECC: 51%
     o CEC: 49%
   · On six benchmarks of early student engagement, Compton and ECC both rated at or above the national mean on two measures:
     o High Expectations & Aspirations
     o Effective Track to College Readiness

- Compared to 2014, more ECC students reported in 2016:
  - A welcoming environment,
  - High expectations (of themselves),
  - Helpful counseling/advising experiences, and
  - Instructors explaining policies and support services.
- More Compton students reported:
  - Positive and helpful financial aid experiences,
  - Helpful counseling/advising experiences, and
  - Instructors explaining policies and support services.
- Entering 2016 students at both campuses were much more likely to communicate with classmates and instructor *through electronic means* than in 2014.

Rates of student engagement with instructors, student services, and other students did not all trend positive since 2014. Individual questions could be reviewed by the Student Success Advisory Committee, faculty-led committees, and other groups to determine target areas and strategies for improvement.

The SENSE data was highlighted at Professional Development Day and has or will be shared with the following groups:
- Academic Senate
- Student Success Advisory Committee
- Student Success Committee (Compton)
- Council of Deans
- Student Services Area Council
- Guided Pathways
- Counseling meeting

4. VP Status Reports of Legally Required BP/AP's: Carry-over for next meeting.

5. Future Meeting Dates: Mondays at 1:30 p.m. (Library 202)
   October 2, 2017
   October 16, 2017
   November 6, 2017
   November 20, 2017

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EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 2, 2017

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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: Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Halligan, Chris Jeffries, Dena Maloney, Jane Miyashiro, Ross Miyashiro, Susan Pickens, Jean Shankweiler

Alternates/Support: Ann Garten, Luis Mancia, David McPatchell

1. Minutes – September 18, 2017: Approved as presented.
   a. SENSE – Irene reported that they are 50% through the process of sharing the data with constituent groups. The report will be shared at the Guided Pathways meeting this week. Dr. Maloney noted that SENSE data is very important and should be referenced with our strategic planning.

2. Non-Discrimination Statement Recommended Revisions: Carry-over for next meeting.

3. Review of College Council Self-Evaluation Results – We used the standard Collegial Consultation instrument. There were nine out of 12 responses which is less than in the past. The results are comparable to last year with an overall grade of B+.
   a. Page 1 #f: "Received an orientation to this committee when I began my term of membership." This was completed via review and revision of the orientation materials. Orientation materials will be sent to the new members.
   b. Page 1 #d: "Received supporting materials in advance to review." The agenda is normally sent out on the Friday before the meeting. Members would like the agenda sent sooner. The agenda will now be sent out on the Wednesday before the meeting. There was a request that College Council meeting dates be sent out via an Outlook meeting calendar request.
   c. Page 1 #e: "Have a regular practice of communicating with the constituents whom I represent." The Academic Senate sends out the minutes. The Confidential employees receive a meeting summary. College Council members can choose any method of communication as they wish.
   d. Prior Year Goal Discussion
      i. Goal 1: "Conduct an annual evaluation of college-wide progress on Strategic Initiative C." It was decided that we should pull from all groups and see where we are as an institution. The results will be reviewed at College Council.

ii. Goal 2: "Review and endorse all components of the Comprehensive Master Plan 2017-2022." College Council reviewed the Education Master Plan, Staffing Plan, and Facilities Master Plan.

iii. Goal 3: "Develop a timeline for completion of all legally required policies and procedures." We developed the timeline but realized it was not realistic and needed to be revised.

iv. Goal 4: "Review results from college-wide SENSE and Technology surveys and refer to appropriate committees for response." We reviewed the SENSE and Technology surveys this year.

v. Goal 5: "Participate in the annual review of the Mission & Strategic Plan." Participation of members of College Council in the Planning Summit satisfies this goal.

vi. Goal 6: "Increase College Council awareness of Strategic Initiatives and dissemination of information to constituent groups." (See discussion in item c above.)

e. 2017/18 Proposed Goals

i. Goal 1: Clarify the planning process and College Council's role in it. This year we launch the start of a new strategic plan which is a two-year plan. One goal might be that we review and provide input on the strategic plan. PBC will also be reviewing the plan. There was a question as to what the purview of all committees in regards to the whole planning process and the plan. The "Making Decisions at El Camino College" document has some information as to the purview of the committees, but not in the planning document. It was reported that committees are confused and don't know what their roles are.

ii. Goal 2: Receive regular updates regarding the El Camino College and Compton College transition planning.

iii. Goal 3: Stay informed on the development of an equity minded culture. It was reported that job descriptions and policies and procedures are being reviewed and revised to develop templates on job descriptions. The goal is to create job announcement templates that are more attractive to faculty. CUE (Center for Urban Education) attendees could give a presentation to College Council members.

iv. Goal 4: Receive, review, and share data received from student focus groups. There was a request to find out what students expect from ECC and see if we are meeting those expectations. This data could be received by conducting focus groups.

4. Future Meeting Dates/Agendas: Mondays at 1:30 p.m. (Library 202)

a. October 16, 2017

i. Board agenda review

ii. QFE 1st Reading

iii. Finalize College Council Goals

iv. View new website (Ann Garten)

v. Non-Discrimination Statement (Jaynie Ishikawa)

2

      vi. Guided Pathways

  b. November 6, 2017
        i. QFE 2nd Reading
       ii. Board Policies and Administrative Procedures
     iii. Presentation from CUE (Center for Urban Education) (Jane Miyashiro)

  c. November 20, 2017
        i. Update on Compton College Transition Plan (Chris Halligan)
       ii. Board Agenda Review

5. Other
  a. Earthquake and Active Shooter Drills - The annual Earthquake Drill is in the fall and the Active Shooter Drill is in the spring. It was noted that we should have the Active Shooter Drills more often. There was a suggestion to conduct one annual campus wide drill and then do more in depth drills by building on a schedule. Brian Fahnestock agreed with that suggestion and will have the Police Department coordinate with each building.

     It was reported that surveys were conducted after the drills. It is unclear who is analyzing the data. There was also a mention of a report that was done about the UCLA incident. The report was very informative and our college could learn from it.

EL CAMINO COLLEGE
Office of the President
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Alternates/Support/Guests: Ann Garten, César Jiménez, Amy Hanoa, David McPatchell, Virginia Rapp, Brad Seng

1. Minutes – October 2, 2017: Approved as amended.
    Discussed Goal 3 on page 2 and recommended we note that "We developed the timeline but realized it was not realistic and needed to be revised".

2. The October 16, 2017 Board agenda was reviewed.
    a. 7.20 AS – AB 2910 Quarterly Fiscal Status Report: Brian Fahnestock reported he will create a more user friendly quarterly fiscal report to share with College Council.
    b. 7.21 AS – Purchase Order and Blanket Purchase Order: It was noted that some of the detail in the PO listing cuts off. Brian Fahnestock will see if he can reformat the listing so it is clearer.

3. Compton Quality Focus Essay (QFU) First Reading: Chris Halligan presented the QFE and requested that feedback be sent within the next two weeks. Feedback can be sent to: challigan@elcamino.edu (Chris Halligan) and agillis@elcamino.edu (Amber Gillis).

4. 2017/18 College Council Goals were reviewed and approved as follows:
    a. Conduct an annual evaluation of college-wide progress on Strategic Initiative C (on-going).
    b. Implement the timeline for the development and completion of legally-required policies (ongoing).
    c. Participate in regular updates regarding El Camino College and Compton College transition planning (new).
    d. Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College (new).
    e. Review and share data received as part of the community and college perceptions study which will inform the development of the next Strategic Plan (new).

    f. Review and endorse college-wide plans such as the Guided Pathways Plan, the Integration Plan for BSI/SSSP/SEP, Enrollment Management Plan, and other plans (ongoing).

5. View new website: Ann Garten gave an overview of the new ECC website. The launch date for the new website is October 19, 2017.

6. Non-Discrimination Statement Recommended Revisions: Carry-over for next meeting.

7. Guided Pathways: César Jiménez gave a presentation on Guided Pathways. The presentation is posted here. It was noted that the due date for the self-assessment has been changed to December 23, 2017. The assessment will be reviewed by College Council at an upcoming meeting (date to be determined).

8. Future Meeting Dates/Agendas: Mondays at 1:30 p.m. (Library 202)
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      iv. Non-Discrimination Statement Recommended Revisions (Jaynie Ishikawa)

    b. November 20, 2017
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2

NATIVE HAWAIIANS & PACIFIC ISLANDERS IN HIGHER EDUCATION

El Camino College has partnered with EPIC (Empowering Pacific Islander Communities) to provide an interactive professional development workshop for faculty and staff to increase their knowledge of Native Hawaiian and Pacific Islander history, culture, people, and communities.

Lunch is provided and 4 hours of flex credit is available

FOR MORE INFORMATION, CONTACT

Sina Fifita at cfifita@elcamino.edu or 310-660-3593 x7857

FRIDAY, DECEMBER 1 9:00 AM–1:00 PM EAST DINING HALL

RSVP FOR THIS EVENT @ HTTP://BIT.LY/ECC-NHPI

Please RSVP by Wednesday, November 29.

Sponsored by:
STUDENT EQUITY PROGRAM

EPIC

The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.

Fall 2017 SLO Training Schedule:

These trainings are for SLO/PLO sections of TracDat ONLY.

Program Review Trainings will be scheduled at other times.

Entering Fall 2017 Assessments: working workshop.

Wednesday, November 29 3:00-4:00 PM

Wednesday, December 6 3:00-4:00 PM

All Fall 2017 reports should be entered into TracDat by Friday, March 2!!
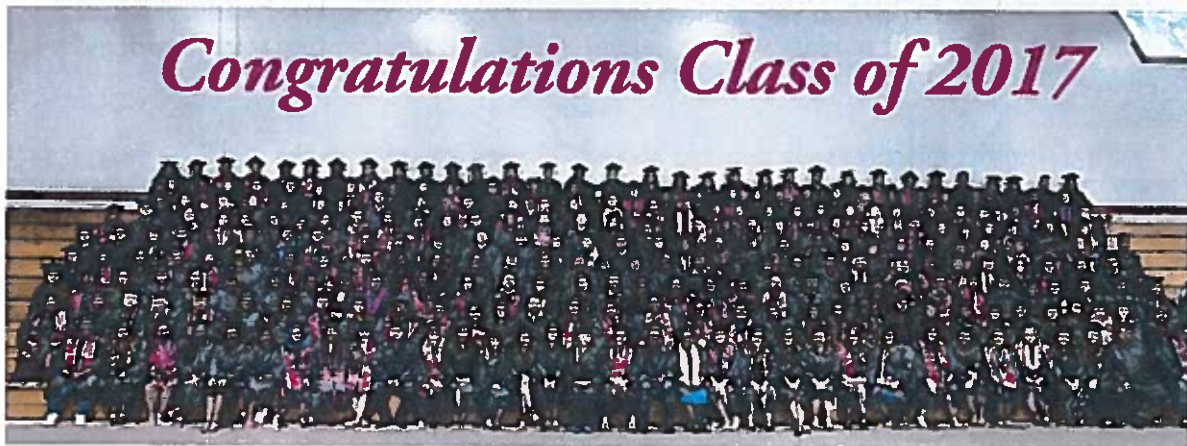
All trainings will be in the Library West Basement (ECC Campus).

To register for a training log into: http://elcamino.flexreporter.com

Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Jenny Simon (jsimon@elcamino.edu)

COMPTON COLLEGE
Quality Focus Essay Special Report

Congratulations Class of 2017

Submitted by:
El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

November 2017

COMPTON COLLEGE
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November 2017

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Compton College Quality Focus Essay Special Report Certification

To: The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges.

From: Keith Curry
               President, Compton College
               CEO, Compton Community College District
               1111 East Artesia Boulevard
               Compton, CA 90221

This Quality Focus Essay Special Report is submitted to the ACCJC. I certify there was effective participation by the Compton College campus community, and I believe the Quality Focus Essay Special Report accurately reflects the nature and substance of Compton College.

Signatures:

Dena P. Maloney, Ed.D. (Superintendent/President, El Camino College)

Kenneth Brown (President, Board of Trustees, El Camino College)

Keith Curry, Ed.D. (President/CEO, Compton College)

Barbara Perez, M.S. (Accreditation Liaison Officer, Compton College)

Kristie Daniel-DiGregorio, Ph.D. (President, El Camino College Academic Senate)

Paul Flor, M.A. (President, Compton College Academic Senate)

Amankwa McKinzie (Classified Union President, Compton College)

Alexys Quero (President, Associated Student Body, Compton College)

Quality Focus Essay

Creating a New Compton College

Upon gaining accredited status in June of 2017, Compton College administrators, faculty, and staff immediately set out to build on their recent achievements with a renewed sense of purpose. Compton College has a number of goals over the next two years as it concludes its partnership with El Camino College, and it is well prepared to make the necessary effort to meet these goals.

Compton College has several critical objectives to consider, but two keystones required to build the institution's next chapter are **integrated planning** and **distance education**. These areas encompass a number of standards from the Accrediting Commission for Community and Junior Colleges and are reflected in the recommendations and commendations received from the visiting evaluation team. As such, these keystone issues have a fundamental impact on the growth and vitality of the entire institution.

Action Plan One: Integrated Planning

Quality Focus Project One: Strengthen the Link Between Annual Plans and Resource Allocation.

Compton College's first area of focus in Integrated Planning is to determine how to develop a clear connection between planning and resource allocation. This Quality Focus Project is multifaceted in the sense that there are various areas in the current process that need to be strengthened to achieve success in this area and to "close the gap" between Annual Plans and resource allocation. Currently, Compton College has a system capable of integrating prioritized recommendations from Program Plans into the annual planning process that begins with Program Review, where faculty and staff make recommendations based on emerging needs. These recommendations then inform Unit Plans, followed by VP Area Plans, ultimately culminating in a final College budget that funds a prioritized set of recommendations. However, recent information suggests that Program Plan-derived suggestions are not consistently implemented across divisions and service areas. Furthermore, the College realizes that it will also need to make significant organizational changes that will involve adjustments to current committee responsibilities as well as the development of a workgroup connected to the College's Institutional Effectiveness Committee (IEC). This workgroup would be responsible for ensuring that the recommendations of completed plans make their way through the pipeline to funding and allocation as further outlined in Quality Focus Project Two.

To facilitate this process, Compton College has created the Program Review Coordinator position. This faculty member is responsible for the oversight, training, and assistance with Program Reviews. The Program Review Coordinator also works with faculty and staff to build a working schedule of Program Reviews to be completed accurately at regular intervals. Historically, Compton College has been inconsistent in Program Review completion. However, with the hiring of a Program Review Coordinator in 2016, consistent training has been offered, updated Program Review templates and rubrics have been developed, regular office hours are

offered for faculty and staff needing one-on-one assistance, and the webpage hosting completed Program Reviews is regularly updated.

Going forward, Compton College must rely more on its own faculty and staff to ensure that this process continues and is meaningful. Hence, Compton College will create the position, Manager of Research and Planning in fall 2017, and will fill this position in spring 2018. The role of this manager will include the oversight of campuswide planning. Moreover, Compton College will create a "Core Planning Workgroup" by summer 2018. This Core Planning Workgroup will be comprised of the Manager of Research and Planning, an academic dean, the Program Review Coordinator, the SLO Faculty Coordinator, and Curriculum Chair. Their primary role will be to assist Compton College with integrated planning.

Another way to strengthen the link between Program Review and planning and resource allocation is to select and implement a Program Review and Planning (PRP) system at Compton College. At this time, Compton College uses TracDat; however, only a handful of Program Plans have been entered. Since yearly Program Plans are supposed to be based on Program Review recommendations, Compton College needs to utilize either TracDat or another PRP system. While there are several programs that enter their individual recommendations directly into TracDat, the College must indicate how the larger plans are informed by the smaller Program Plans. Also, without Program Review documents, there is not an "official" justification for any recommendations. This bypasses institutional planning processes and potentially suggests an *à la carte* style of funding.

By spring 2018, Compton College will have a PRP System in place—either an updated version of TracDat, or an entirely new software system. Several presentations and examples have been provided by various PRP system vendors during 2017, and the Strategic Planning Committee is seeking feedback from faculty and staff at Compton College before selecting the PRP system. Once this PRP system is in place, the Core Planning Workgroup will help develop and guide faculty and staff with training beginning summer 2018. SLO assessments and Program Reviews will be entered into the PRP system in fall 2018. Previous Program Reviews completed within the last two years will also be input into this PRP system during the 2018-2019 academic year to ensure that faculty and staff have their Program Reviews in place to inform future Program Reviews and reporting.

Quality Focus Project Two: Improve Campus Communication Regarding Planning Processes and Actions.

In fall 2016, Compton College requested advice from the Chancellor's Office Institutional Effectiveness Partnership Initiative regarding strategies to help the institution develop an improved plan for linking campuswide planning efforts to resource allocation and communicating such links. As Compton College becomes an independent institution, the campus community is aware of the need to establish a campus culture of transparency in its communication and processes. Through increased shared governance with the input and support of Compton College's Academic Senate, Compton College will be successful in this Quality Focus Project.

As mentioned above, the annual planning process originates in Program Review, where faculty and staff make any necessary recommendations related to their programs. Recommendations are

sent forward to join Unit Plans, VP Area Plans, and then result in a comprehensive College budget that funds prioritized recommendations. While the process has been in place for many years, there are fundamental concerns about Program Reviews not being completed in a timely manner. Additionally, faculty and staff feel uninformed about which recommendations were funded, and there also seems to be a lack of understanding regarding how funded recommendations are prioritized. Planning process evaluations conducted in 2011 and 2015 revealed that communication and transparency were among the top concerns of Compton College's stakeholders. As mentioned in Quality Focus Project One, Compton College is working on the development of a Core Planning Workgroup that will work in conjunction with the Institutional Effectiveness Committee (IEC) to improve strategies related to the Program Review process. Compton College's Academic Senate will also work with this Core Planning Workgroup, the Institutional Effectiveness Committee, and with the President/CEO to help ensure that faculty and staff are informed about major planning and budget concerns and timelines. In addition, Compton College will utilize the following Planning and Budget calendar in its efforts to improve communication to the campus community:

COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON COLLEGE
PLANNING AND BUDGET CALENDAR

Month	Activities	Responsible Party
July	A. Tentative Budget is rolled into active status (purchasing can begin) on July 1.	1. Accounting
	B. Final evaluation of current-year goals and objectives are entered into plans in TracDat.	2. Program faculty, staff, and managers
	C. Final revenue and expenditure adjustments are made to budget and reviewed by Planning and Budget Committee (PBC).	3. President/CEO
August	A. Review and discussion of the final budget assumptions by President/CEO with the PBC.	1. President/CEO
	B. Presentation of comments made by El Camino College to the final budget.	2. President/CEO
	C. Final Budget line item review with PBC.	3. VP Administrative Services
September	A. Final Budget submitted to Board.	1. President/CEO

Month	Activity	Responsible Party
October	A. Review and discuss the status of the Accreditation Recommendations.	1. PBC
	B. PBC conducts annual self-evaluation.	2. PBC
November	A. Review and revise planning priorities.	1. Program faculty, staff, and managers
	B. Assess Program Review cycle to make sure program reviews are being completed in a timely manner.	2. PBC
	C. Written communication/reminder to submit prioritized Program Plan recommendations to faculty and staff.	3. PBC/Academic Senate
December	A. Submit prioritized Program Plans for the next fiscal year in TracDat.	1. Program faculty, staff, and managers
	B. Review proposed midyear cuts/budget augmentation proposals and their linkage to budget and planning.	2. President/CEO
	C. Written communication to faculty and staff about proposed midyear cuts/budget augmentation proposals.	3. President/CEO, Academic Senate
January	A. Determine preliminary revenue estimates.	1. VP Administrative Services
	B. Begin assessment of key budget issues.	2. PBC
	C. Identify budget development assumptions.	3. President/CEO and Cabinet
	D. Written communication to faculty/staff on status of key budget issues.	4. President/CEO
	E. Evaluation of current fiscal year program plan goals and objectives by January 31.	5. Program faculty, staff, and managers

February	A. Submit prioritized Unit plans for the next fiscal year by February 28.	1. Deans/Directors
	B. Review planning process to make sure that programs plans were submitted on time and that prioritization of goals and objectives took place.	2. PBC
	C. Review and discuss linkage between Program Plans and College mission statement, strategic initiatives, and program reviews.	3. PBC
March	A. Determine enrollment targets, sections to be taught; full- and part-time FTEF.	1. VP Academic Affairs

	B. President/CEO determine ongoing operational costs including:
	   i. Full-time salaries
	   ii. Benefits, utilities, GASB
	   iii. Legal and contract obligations
		2. President/CEO and Cabinet

	C. Develop line-item budgets for Operational Areas.	3. VP Administrative Services
	D. Prioritized Area Plan recommendations for the next fiscal year submitted to PBC by March 31.	4. President/CEO and Cabinet
	E. Review and discuss the status of the 2017 Accreditation Self-Study Future Plans items.	5. PBC
	F. Written communication reviewing status of Accreditation Self-Study Future Plans items to campus community.	6. PBC, Academic Senate
April	A. Tentative budget information completed for PBC review by April 15.	1. CBO
	B. Initial planning and budget assumptions are finalized.	2. President/CEO and Cabinet
	C. Presentation of comments made by El Camino College to the final budget.	3. President/CEO
	D. Proposed tentative budget is reviewed and discussed for recommendation.	4. PBC

May	A. PBC submits recommended funding to President/CEO.	1. PBC
June	A. Tentative Budget is presented to the Board by June 30.	1. President/CEO

Action Plan Two: Distance Education

Quality Focus Project Three: Create a Clear Organizational Management Structure for Distance Education.

As the institution moves toward fully independent status, one of its foremost goals is to improve the success of students engaging in distance education (DE). (See Enrollment Growth and Academic Course Performance Report, pages 8-12.) Compton College has benefited from abundant distance education resources shared in its partnership with El Camino College, but the creation of an independent distance education infrastructure tailored to the specific needs of Compton College students and faculty is a central priority. This requires appointing student-centered personnel who have an established record of success in distance education administration, management, and/or teaching. It also requires creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support.

In preparation, Compton College created an ad hoc committee comprised of faculty and administrators closely involved with distance education, in order to investigate areas of potential improvement and growth. Although it began meeting during fall 2016, this group was formalized at the beginning of the spring 2017 semester as the Distance Education Advisory Committee in order to help create and maintain a systematic, centralized approach to online instruction as an independent institution. Comprised of Compton College faculty and staff, the Distance Education Advisory Committee will be fully operational by spring 2018.

Recognizing the need for robust instructional support, the Advisory Committee will recommend Distance Education Faculty Coordinator candidates from the ranks of full-time instructors for approval by the Vice President of Academic Affairs. The Faculty Coordinator will oversee the creation of a mentor program for new distance education faculty, implement a course shell evaluation process, and assist with the creation of discipline-specific "model" courses to ensure that all online classes meet or exceed legal requirements and robustly support student learning. This new position will help ensure that a vigorous DE support structure is in place when Compton College regains full self-determining status.

The Compton College Distance Education Faculty Coordinator will be selected by the spring of 2018 with a start date in the subsequent fall term. The Coordinator will report directly to the appropriate academic deans and the Vice President of Academic Affairs. Serving as a liaison between administrators and instructors, the DE Faculty Coordinator will be supported by the DE Instructional Coordinator, who currently oversees technical support for online students and faculty, reporting directly to the division dean overseeing distance education. The DE Faculty Coordinator and the DE Instructional Coordinator will chair the Distance Education Advisory Committee to foster campuswide communication of objectives and resources.

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Quality Focus Project Four: Implement Best Practices to Increase Online Student Success.

To address the disparity in success rates between online and face-to-face courses at Compton College, the Distance Education Advisory Committee has identified several methods to create and maintain high standards for online course design, implementation, and delivery. The Committee anticipates the development and adoption of the *Compton College DE Faculty Handbook* as its initial goal. This text will serve as a concrete guide and central resource for those teaching and evaluating online courses so that standards are clear, specific, and easily accessible.

Using state and federal parameters as a starting point, with particular emphasis on regular effective contact guidelines and accessibility, the *Compton College DE Faculty Handbook* will serve as a campuswide clearinghouse for authoring and maintaining a robust online course. The handbook will include sections on College standards for meaningful instructor-student contact; customization and personalization of publisher content; and diverse means of content delivery to stimulate student interest, including audio-supported lectures, webinars, video, and real-time conferences. In addition, sections on providing helpful feedback online as well as the design and incorporation of discussion forums will deliver additional resources to enhance learning. During spring 2017, the Advisory Committee will forward the handbook through the consultative process.

To further support DE student success, the Advisory Committee will create a mentor program to assist online faculty in meeting new instructional standards at Compton College. This pilot program is slated to begin at the start of summer 2018, with full implementation for new DE instructors starting in fall 2018.

To assist instructors with effective course design that takes full advantage of supplementary features available in the newly adopted Canvas Learning Management System, the Advisory Committee will recommend the implementation of a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric. In addition, the committee will propose the adoption of a campuswide student feedback survey to be built by default into every course shell. This will help ensure accountability and quality online instruction, in addition to providing data upon which to base future improvements. The DE Advisory Committee will incorporate the Online Education Initiative (OEI) Course Design Rubric and the student survey no later than spring 2018.

Finally, the Advisory Committee plans to make model course shells available to online faculty in a variety of disciplines. Based on existing course outlines of record, such models will serve as a template to assist distance education faculty in the design of cogent, well-organized course shells that are proven to enhance student success. With the support of the academic deans and DE faculty campuswide, the Advisory Committee will propose implementation of the model shell program by the end of spring 2018 for use in the subsequent fall semester.

Quality Focus Project Five: Promote student awareness of distance education resources and develop new tools to facilitate success.

As noted in the External Evaluation Report submitted to the ACCJC in April 2017, student survey results from spring 2016 suggest that the majority of Compton College distance education students did not take advantage of online support services, indicating a need for increased awareness of these services to enhance success rates. Institutional Research further validates this finding in its most recent student survey, which demonstrates a clear need for proactive measures to improve awareness and usage of support services. (See Distance Education Survey Results, pages 8-9.) Approximately 30 percent of DE students appear to be unaware of the *DE Student Handbook* or simply do not access it. Approximately 20 percent of DE students indicated they were not aware of the DE webpage or simply did not access it. At most, only 33 percent of DE students are taking advantage of the various online support services, although there are potentially a number of "hybrid" students who may have chosen to access such resources on campus. Nonetheless, increased awareness and use of DE support services is a priority for increasing online retention and course completion rates.

The Distance Education Advisory Committee has proposed the production of an online student orientation video that will be required viewing for all DE students. This is particularly important with the full implementation of Canvas, which will be the sole campus learning management system by the beginning of spring 2018. To mitigate the learning curve and prevent the changeover to Canvas from becoming another barrier to student success, the online orientation video will introduce students to the DE webpage and the use of Canvas, with particular emphasis on support services. In conjunction with enhanced online course design, the orientation video will help provide a seamless academic experience for online students. Production of the online orientation video is slated for the end of fall 2018.

As use of the Etudes LMS officially ends in December 2017, the Compton College Distance Education webpage will require significant redesign to reflect the campuswide implementation of Canvas. With assistance from the DE Advisory Committee and the Vice President of Academic Affairs, the Distance Education Faculty Coordinator and Distance Education Instructional Coordinator will oversee these changes, including links to instructional resources, professional development, and student guides.

By incorporating elements from the ACCJC-commended El Camino College Distance Education Program, as well as best practices in online course design and instructional support, Compton College will deliver a preeminent distance education program created to increase student success and address the achievement gap, establishing the institution as a leading community college ready to meet emerging needs.

COMPTON COLLEGE
DISTANCE EDUCATION CALENDAR

Term	Activities	Responsible Party
Spring 2018	A. Establish formal Distance Education Advisory Committee. B. Appoint the Distance Education Faculty Coordinator. C. Incorporate OEI Course Design Rubric and the student survey. D. Implement model course shell program. E. Update website to reflect full transition to Canvas LMS.	1. Advisory Committee, division deans 2. Advisory Committee 3. Advisory Committee 4. Instructional and Faculty Coordinators
Summer 2018	A. Pilot peer mentor program.	1. Advisory Committee
Fall 2018	A. Full implementation of peer mentor program.	1. Advisory Committee

Ask Me Button Initiative Survey

1. How many days would you estimate you wore your button in the first two weeks of school?

Response	Frequency	Percent	
1-2 days	11	8.03	
3-5 days	34	24.82	
6-8 days	45	32.85	
9-10 days	41	29.93	
Did not wear button	6	4.38	

3. Would you participate in the "Ask Me" button initiative again in future semesters?

Response	Frequency	Percent	
Yes	127	92.70	
No	3	2.19	
Not Sure	5	3.65	
Invalid	2	1.46	

5. What is your employee group?

Response	Frequency	Percent	
Classified Staff	45	32.85	
Faculty	65	47.45	
Manager/Supervisor/Administrator	20	14.60	
Student Employee	0	0.00	
Other	6	4.38	
Invalid	1	0.73	

6. What is your campus work unit?

Response	Frequency	Percent	
Academic Affairs	42	30.66	
Administrative Services	5	3.65	
Human Resources or Presidents Office	9	6.57	
Student Services	43	31.39	
Other	25	18.25	
Invalid	13	9.49	

Question #2: Approximately how many student approached you for help?

	#	%
None	16	12.4
1-2	20	15.5
3-5	31	24.0
6-8	16	12.4
9-10	12	9.3
More than 10	34	26.4

Average number of students = 10

Question: 2. Approximately how many students approached you for help?

Response
2
30

Question: 3a. Please explain why you would or would not participate in the "Ask Me" button initiative in the future semesters.

Response
I would participate since being a former a ECC alumni I have insight on what students are looking for.
I think it is important that students easily identify the people here to help them. The button also encourages them to ask questions.
Great way to build rapport with new students.
I will definitely participate because it assist those new and unfamiliar with our campus. Here to help!
I think the "Ask Me" button is a wonderful idea. I remember being a student and not wanting to ask a question from anyone - just trying to go it alone. The "Ask Me" button along with a friendly smile and being on the lookout for that "lost" look is our job!
I would most definitely participate in the "Ask Me" button initiative because I felt that students felt more comfortable approaching staff with questions.
I was in the office the majority of my time on campus so my interaction with students was slim. However, I am always available to help students when I am out walking the campus.
I think wearing the button identified me as a person who was willing to be helpful. Hence, students approached me and felt comfortable asking a question.
I would definitely participate in future semesters as I think this is a brilliant idea and it seemed to be very helpful to students looking around and being lost. I think it will help retention for the college, because there are many obstacles for new students and this helps. I had a returning student that was very confused about her classes and where to go. I had time, so I spent 20 minutes with her talking about where the catalog is, the class schedule, and mapping out her courses. I pulled out my laptop to show her. She was so grateful that she chased me down a bit after to thank me again!
N/A
I would participant again. Unfortunately I am not in a high traffic area but would sometimes get questions when walking to a meeting or restroom.
Fun way to encourage students to ask questions and bonding item among ECC personnel.
Did not find it effective. Many students are able to identify our staff in our building and ask for assistance without the buttons
I think people would perceive that I was an employee even without the button, but maybe it does help give them permission to ask for help. One student in class asked me what it meant. (Maybe we should always wear them in class? j/k)
I think it is welcoming and helpful to students
Loved the button!! Every time I went on errands, it was like bees to honey. Numerous students would come up to me left and right with various issues. I like the design of this current button and it seemed to have stood out to the students as opposed to previous buttons in the past. I also loved that it had a magnet instead of a pin. Great idea!!!!!
It doesn't take much effort and I believe students feel more comfortable asking questions.
It is a good idea. I was very busy with large classes and adds. Plus I am not on campus full time. However, we should all wear these to reinforce the idea that we can help.
I think these buttons are essential for new students. We have all been "lost" on a college campus before. So it is very helpful to have these buttons around for students.
To assist first-year students find their classrooms and/or faculty offices.
It feels good to be able to help a student who is lost and needs to get somewhere
I think it is a great way that students will know who they can ask questions and get accurate information.
I always stand in the courtyard to greet students during the first few days of class. I think the buttons helped break down the barrier of students to ask for help. One of my faculty members said that she wore the button all through lecture, and she felt that students were more likely to ask her questions in class!
It's important to make students feel welcome, provide the information that they need, and guide them to navigate our beautiful campus.

Question: 3a. Please explain why you would or would not participate in the "Ask Me" button initiative in the future semesters.

Response
The librarians felt the buttons were excellent also for the Reference desk...as in "Ask me"...for help with Research! :)
Great initiative! I think it enhanced our wELCOming environment significantly at ECC :)
Great for College unity and service to students.
The more we can make ourselves stand out as welcoming and helpful staff/faculty the better. The college needs more of this. We get so many complaints about other departments, "they don't answer the phone", "finally a live person", "please don't transfer me, I have already been transferred 3 times", "nobody knows where your office is", "they said you were not a part of El Camino", "the other departments told me this program was not offered here but I knew it was", "I was lost and there was nobody to help me".
I tended to forget about the button when I changed shirts. Attachment mechanism was not explained.
It really helped me help students.
Wearing the button allowed others to know that it was "safe" to ask me and that I probably had the information they were seeking.
"Ask Me" buttons seem to allow students to approach and ask for help and I think it helps to put the human connection to the support students do have...the experience allows them to trust staff across campus.
I dislike wearing buttons, wasn't totally clear on where to get them, and didn't really see the point.
I felt it helped students feel safe to approach me and ask me questions. It made me look more official.
Because I'm retiring in December.
Answering simple questions from the parking lot to the office is not that difficult. Questions are usually geared towards navigating the campus, so it helps to carry around a campus map.
The first two weeks of school the students don't know where things are. It makes it easier.
I think this is a wonderful initiative and it provides a welcoming environment for students. Most of the questions students had were in relation to locating services on campus/finding offices.
Loved the camaraderie and school spirit it generated!
It feels good to foster community in a visible way. I like to SEE the values of El Camino reflected on campus through the buttons.
For me personally, I don't think it made a difference - I was asked questions by students more times when I didn't have the button on than when I did. I am behind closed doors a lot, or I would have expected to be asked for help a lot more often. Or it's possible the set up we already had with the volunteers and Ambassadors being stationed around campus meets most of the needs. I was asked most often "where is"
This seemed like a reasonable campaign. However, I am typically approached by numerous students during the first few weeks of school who are asking for assistance. I don't know whether the button had any impact on how many students asked me for help.
Although not many students approached me for help, I might have beat them to the question. I approached "lost looking students" and asked if they needed help. I like the idea of making help visible and the buttons serve that purpose. I think the Help Booths set up (with the tents outside) are a tremendous help.
I think it is a good idea, even tho I had no inquiries.
We had this on campus when I was a newbie (1997) and it was always well received by new students and parents. I was happy to see it restarted after so many years. I am retiring or I would be participating in the spring. I would encourage anyone to join the initiative. You meet really nice students and they appreciate getting their question/need met and not a run around to find someone who can help them. Good Job!!
I would participate because it is a visible sign to students that instructors and staff are here to help them. The buttons demonstrate a cohesive, united campus community.
Was not present till the second week.
Such a simple and effective way to show our students we are here for them.
Our students need to know that we are here to support them--especially when they first are getting to know the campus. These buttons are an easy way to identify those of us who are able to guide our students.
I am always willing to help students.
I love this! It builds community across the campus. =)
It maintains a presence of continuity for students and signs for assistance if necessary.

Question: 3a. Please explain why you would or would not participate in the "Ask Me" button initiative in the future semesters.

Response
Would have liked to participate, but there weren't enough buttons for everyone in our division. Faculty were given priority to get the buttons. Many classified staff did not get one.
While walking across campus I had a lot of lost students asking for directions. Thought it was great that I could help them make it to their classes!
I think it is a good idea to encourage students to approach faculty for help - to know that they shouldn't be scared us or think we'll be annoyed, that they're disturbing us.
I would participate in this initiative in the future because I want to make students feel comfortable enough to ask questions when they are not sure where to go or what to do. I want them to know that there are friendly staff here to help.
Creates a warm, inviting environment on campus for the students.
It gave students a safe way of asking for help. They weren't shy or hesitant to ask since it was obvious by the button we wore that we were willing to help. I think it calmed a lot of nerves knowing who they could go to with questions.   I really feel the buttons were a great idea!
I would definitely participate. I didn't get asked many questions because I don't work in a public space and I don't walk around campus much.
I think it was a great program and created a sense of community.
it's why we work here!!
I think its important for students to know that there are multiple people on campus that they can approach for a quick answers to their questions. If they are first time students, the campus can be intimidating, and having a sea of friendly faces ready to help them really makes them feel at ease and welcomed.
I found that the button not only stimulated questions from lost students, but also from members of my classes. The buttons are a great idea!
It's welcoming to students. Many have questions and the Ask Me button seems to make it easier for them to approach a faculty member.
I think the button was really effective for instructors and others who work at ECC. Irnoic ass it sounds, the buttons provided a visible reminder to us all of why we're here: to help students. It's important to nurture the campus culture and we don't do that well. The buttons were a step in the right direction. I'm sure it helped students, too, though that wasn't my experience, as evidenced by the fact that the three questions I received happened when I was buttonless.   Good effort!
Feel it helps to foster a more "friendly/welcoming" environment on campus, esp. to those new to ECC.
Think the button design is FRIENDLY. I would have worn one if I had one.
It is definitely a warmer welcome to our ECC community.
I would because it is a great way to assist someone who may have a question and cant find someone to answer their question.
It's an easy way for students to see that staff are open and accessible.
I think it's a student-friendly and welcoming initiative!
I don't mind answering the student's questions.
I've always helped students so this just makes me more visible to them. It's easy to be part of this.
I liked the campaign. I thought it was nice to advertise that the students should feel free to ask me questions. Sometimes we are out of touch with the students and we shouldn't be. We are here to support the students.
It's a great idea, and we should all be responsible for student success, regardless of our individual roles or what we teach.
it was a nice addition to our already openness to help students!
Wearing the Ask Me button is a way to show our willingness to answer questions and help our new students. It also sends a welcoming message to new people who are not familiar with our college.
I loved that we made our willingness to help visible to our students. Walking across campus and seeing all the faculty wearing the buttons made me proud to be part of such a welcoming community.
Students loves it and it showed unity on campus.
I tended to wear the button more when I wasn't in a hurry. I think it would be good to ask the students what they thought of the campaign and if they found it helpful or comforting to see people wearing the buttons.
I think it is a great way for students to identify ECC staff and faculty!!

Question: 3a. Please explain why you would or would not participate in the "Ask Me" button initiative in the future semesters.

Response
Interacting with a friendly resource on campus helps students succeed--for that reason alone, I am happy to participate in the future!
I think this is a GREAT idea and I'd like to see it continue! While I didn't have any students not in my class ask me questions, I did approach students who were looking at a map and who couldn't find their classroom building. I think because I was wearing the button, I didn't seem like a random stranger.
It creates a welcoming environment for students and helps them to feel like they are not getting the run around.
Although I did not have any students approach me as a result of wearing the button, I think it could potentially be helpful for students to see that staff is open and ready to assist them.
Although I did not have students approach me beyond express counseling I believe that this initiative shows solidarity and shows the students that we are here to help.
I think it's a good idea for the first two weeks of any semester. This identifies us as someone who can help out.
It's a great way to help students who are in a panic during the first couple of weeks. It was a great help to students this semester since much of the campus was under construction.
It helped to identify people that can help answer questions.
I think it's a great way to identify who can provide assistance.
I am a new adjunct and teach only one night a week. I was happy to wear the button. When students approached me, I either referred to the handout sheet or helped students look on the El Camino web site to find resources/answers. All in all a great program.
It's a nice way for people to know they can ask you for help
It was fun!
I helped more students on days when I forgot the button than when I brought it. I like the idea of having a visible signal that says we are approachable. But college employees should be willing to stop and help students when we see they aren't on the right track anyway.
I would participate because I know what it feels like to be a student on a large campus and have no clue what to do or where to go. I have also been approached by many students who feel like they have been mislead when they've asked for help and would want to ensure that I am doing everything I can to make sure the student gets the help they need.
I love helping students not waste time looking for buildings when they need to be in class learning .
The students seemed to greatly appreciate the fact that there was someone nearby who was designated to assist them.
It was helpful to the students.
I was stopped for questions even without the button but I think students feel more at ease about stopping a person if they can see the "Ask Me" button.
I think it helped students feel more comfortable approaching professors in class also. It helped seeing it all many of the faculty I think.
I think it's good to participate in anything that could help students.
Important for students to know that help is available throughout our campus and not only in designated areas.
I didn't get a button to wear and have no experience with it, so I don't know.
I think it's a great initiative to show students we are here to help. Beginning college is daunting and intimidating for many students. Knowing they have support is crucial for their understanding they have support all over campus.
Not much effort
I would participate in wearing the "Ask Me" button again because it creates a welcoming environment and allows us to help our students.
Although no one approached me this time, I'll be happy to participate again as I believe making El Camino a welcoming and friendly environment for students is essential.
I think it may help students know that I am willing to help them. They already know I am a faculty because I wear my badge and keys around my neck. Although one student wanted me to stop what I was doing and help him find his classes from the schedule because he got dropped for non payment. I was only on a short break from my class. I tried to send him to counseling, but he had already had the run around and was ready to give up and go home - So I did what I could to help him, and set him on the right track.
I think it is important for students to feel like their are people on campus that they can go to to ask questions & get the help they need.

Question: 3a. Please explain why you would or would not participate in the "Ask Me" button initiative in the future semesters.

Response
I would participate as it helps to ease the apprehension students might have during the first week of school.
It is important for the El Camino College team to help, support, and guide all our students into the right direction. It sets the student up for success!
It helps the students in a small, but simple way.
Students are a little lost the first week of school. I did take note that when they asked me for help that it was usually where a classroom was located. I believe that the buttons helped students.
If I had been given a button or if they were in the faculty workroom I would have worn one :)
It makes sense. Students need someone with a friendly face to help them answer their questions.
Help students in any way possible.
It's a great idea and helps people feel welcome.
It is a pleasure helping students that need guidance. Sometimes, coming out of high school or simply returning to college can be overwhelming. Students may feel anxious and afraid to ask questions. The buttons show them that we are here to assist in any way that we can.

Question: 4. What suggestions do you have for how to improve the "Ask Me" button initiative?

Response
Maybe include a calendar of events and deadlines for the first two weeks.
Buttons are affective as well as posters to remind students/visitors to campus someone is available.
Perhaps signs telling student about the program: "Look for people wearing the "Ask Me" button - they are happy to assist you while you navigate your way on El Camino College's campus....something along that theme.
It was great!
Great idea!!! Buttons should be only in English....no bilingual or in 4 different languages because students will start talking in their native language and most of us won't be able to assist the student(s).
Make sure the students know what the button signifies. Perhaps that step was taken.
Most questions are about "where is...?" It would be helpful for everyone to carry and pass out campus maps the first 2 weeks. That's what I do all semester and I pass out a lot of maps. When you refer them to services and resources, they need a map to go to them. That gets them over another obstacle and helps retention.
N/A
As is, really great!
Magnet on buttons did not work and buttons fell off and got lost.
I liked the magnets, but I heard some people were nervous about magnets (will it damage their cellphone, erase their credit card strip, affect their heart, etc.) It seems silly to me, but people have ideas...
I noticed not a lot of faculty in my area were wearing the buttons. Would be nice if more of them could get on board.
I feel the buttons should be sufficient. Anything more I feel would be costly or overkill.
None
I think it is critical that the correct information is always given so that they can have confidence they are getting the right information. I hear so much wrong information being given out. I really believe the college needs to do a better job of informing employees of changes in policies and procedures, especially when it effects students.
I think we appreciated the magnet backing, but I really had to hang on to my button in the restroom, if you know what I mean.
Maybe blue lettering (ECC Colours) on a neon background to make them stand out more.
Was it promoted on Facebook, Instagram, and Twitter? How about temporary posters at each parking lot and drop off area/bus stop?
.
Go to a traditional pin.
I think it went off pretty well.
I think this semester was well prepared with the info sheet and such.

Question: 4. What suggestions do you have for how to improve the "Ask Me" button initiative?

Response
Make students aware of what these buttons mean. I had several ask me what they were all about. Also, are staff/faculty here so oblivious/introverted that they can't just see someone who is clearly lost or confused and ask if they need help?
I thought it was fine that way it was.
This is a great idea! Let's keep doing it.
Since most questions are about directions, I suggest carrying around a laminated campus map and an eraser marker. I used the ECC planner (the ones we give out at the Special Resource Center). I would use the marker and show them how to navigate and have the student take a picture of my "artwork." I think it worked pretty good. Saved paper too!
none
Continue the initiative in the future- send out reminders so the divisions/departments can continue to encourage staff participation.
Can we get a few that actually have pins? The magnet wasn't strong enough to go through thicker clothes.
I really didn't like the magnetic fastener for the button. It kept getting turned upside down and fell off on 2 or 3 different occasions.
For every day we wear the button, we get a paid day off. Okay, maybe that wouldn't work, but incentives do tend to motivate faculty. Many faculty commented on my button (who were not wearing theirs). I wish this simple task (of putting the button on/off) was fully supported by the staff. Not sure why more staff didn't wear the button. I forgot to wear it 1-2 days at the end of the second week. Maybe memory is an issue that prevented people from wearing their buttons. Not sure. Would sending out an email reminder help? I think one was sent out though. With all of this being said, even if no student approached any faculty/staff member, the buttons make it visible that we ARE available to help. On a scale of 1-10 (10 being the best idea ever) I give the button initiative a "5-6." Just not sure how to improve it. My last comment will be that I appreciated the buttons being magnetic so they wouldn't tear holes in my clothing. Thanks.
Make signs with the logo to share with students and post around campus, or maybe put something up on MyECC/Portal??
Explicit instructions from upper management for EVERYONE to wear these buttons for the first two weeks.
Posters around campus for incoming students to build greater awareness of the program
Make sure there are enough buttons for everyone.
None
Ensure all offices are informed of the campaign and all have buttons. I didn't know about the buttons beforehand. I received my button and FAQ sheet from Outreach staff.
Start this campaign earlier in the summer - maybe at the beginning of August or even throughout the summer - for students who are matriculating to find the proper locations on campus, especially with the new construction. I was approached often during the summer (not wearing a button) by potential students asking me where the Testing Center, Counselor, Financial Aid, etc were located.
I really don't have any suggestions
Great fun! No changes.
No suggestions.
I think it was great. But if you wanted to add an incentive it might spur more engagement, so maybe if button-wearers take a selfie and post on social and tag El Camino they could get entered in a raffle for good stuff.
Possibly providing faculty/staff with an up-to-date map of the campus (maybe on PD day)? With all the construction/relocation of offices going on now, I think I had inadvertently misinformed some when giving directions to a classroom/office on campus b/c I didn't realize certain walkways/areas (e.g., in or around the Admin. Bldg.) were inaccessible/blocked off (due to construction).
Ensure all faculty can obtain buttons easily. Perhaps stage in each division's mailroom area.
none at this time
It was great! Thank you.
None :)
None
Announce to faculty that is it ok to not wear it when they are in class. I went out of the classroom during break and got so many questions I couldn't return to class on time so my class had a loss. On another occasion I was between classes and got so many questions it cut so much into my time to get ready for the next class that I was behind and stressed then. Good example of having too much of a good thing???

Question: 4. What suggestions do you have for how to improve the "Ask Me" button initiative?

Response
Maybe better marketing to the students?
it was brought up to possibly have them in other languages that staff and faculty speak so students can ask for help in other languages.
Nothing in particular. I like the half yellow sheet that has some instructions and some FAQs. I think we need to get the campaign going a little earlier and remind everyone to wear the bottom.
None
Extra magnets!!
Someone suggested making buttons in other languages--most notably Spanish. I agree!
I think it would be great for professors and staff who are fluent in another language get a button in that language! By the way, I like the idea of "Warrior Wednesdays" and wearing ECC-branded clothing. However, as an adjunct, spending extra money to buy a few extra t-shirts give me pause. Do we get a discount in the bookstore for clothing..? If not, that might be a nice incentive.
none
I don't know that students really knew about the initiative. Although the buttons state a purpose, I wonder if maybe some of students did not notice the buttons or if the did they didn't know what they were for. I suggest putting some banners around campus to let students know about the initiative and maybe a notice on the ECC website would also be helpful to get the word out.
Maybe hand them out the week before school starts? Also shirts would be much more noticeable but probably less cost effective?
None. I think they're pretty clear. No further explanation is necessary.
I agree with Albert Britton. If possible, pins in English and the language of the button wearer should be made.
Have buttons in different languages, including ASL.
N/A
You will get a variety of opinions on this, but my button kept getting knocked off when I put my purse or bag on my shoulder. A pin or clip may have been better.
Stronger magnets. The button fell off my shirt a few times
I would change the color - maybe invert them to be white with blue writing because the blue can blend in with clothing or make the buttons a different color all together. Change them to something a little more eye catching.   It would be nice if they were in other languages to or, if the phrase "ask me" was in different languages in the background of the existing button.
Make the buttons geared towards certain departments, so if a student sees them they know who may be able to help them.
Perhaps, there could be more visible signage across campus to highlight the campaign (e.g., with a picture of the button and with verbiage indicating that students are literally invited to approach anyone wearing the "Ask Me" button wherever they are on campus).
None that I can think of.
I thin that the suggestion to have them perhaps in other languages would be great.
It might be helpful to have large placards up around campus letting students know what the buttons mean, encouraging them to approach faculty and staff; also, they're not very big (the "ask me" is bigger but students may think, "ask me what?"). Also, fliers with some common questions/answers given out on campus would help as well.
Put one in everybody's mailbox so no one is missed.
None. Keep it the same. I think it's great as is. I might suggest having a "roamer" go around maybe one day during the initiative and give "on the spot" rewards for wearing it. Perhaps ECC themed give-a-ways or something similar.
Position some folks at the entrance to buildings between classes.
I say, it would be nice to have an "Ask Me" button with different languages, showing our ability to communicate in another language and display solidarity.
Perhaps do more to get the word out to students that they should feel free to ask anyone wearing the button for help? Or maybe make buttons in the future that stand out more while being worn (red or orange, vs. blue?)

Question: 4. What suggestions do you have for how to improve the "Ask Me" button initiative?

Response
I had the most students stop me on a Saturday. Although other than directing them to the right building, there were a lot of questions I could not answer. I don't think it was made aware to faculty or students that there were student services open on the 1st Sat. I think the Division offices should have been available as well, just like they should stay open until the evening hours (at least 7 pm) the first couple weeks of school. The survey Dr. Maloney showed that the majority of our students are part-timers, but we do little to serve those attending evenings or weekends. I did not see anyone but me around to answer questions on a Sat, or during the evenings. At least not in the area where I am located (which is a broad area)
none
None
Please include Spanish, as well as other language "Ask Me" buttons.
There be an annual Students Services Meeting with a representative from each department giving a short presentation. Meeting should also include a common Q & A from students/staff (Cashier QA, Admissions QA, etc.).   This would be helpful when students "Ask Me" a question.
More Signage.
Perhaps making it clear to those seeking answers that there are people with buttons waiting to help.

Question: 6. What is your campus work unit?

Response
Instruction
Library
Humanities
BSS division faculty
Humanities Division
Humanities
Instructor ?
HSA Dept
Natural Sciences Division Professor
Humanities Division
ECHT
Humanties Division
Humanities and Behavioral Science
Humanities
Admissions
BSS
Humanities
Library and Leraning Resources
BSS Division
Library
Humanities