



Academic Senate of El Camino College 2014-2015

September 2, 2014

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

Officers & Executive Committee

Co –Presidents	Chris Jeffries/ Claudia Striepe	VP Finance & Special Projects	Lance Widman
VP Compton Educ'l Center	Paul Flor	VP Academic Technology	Pete Marcoux
Curriculum Chair	Mark Lipe	Co-VPs Faculty Development	Kristie Daniel-DiGregorio
VP Educational Policies	Alice Martinez	VP Instructional Effectiveness	Karen Whitney
Secretary	Sara Di Fiori		

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
vacant		Mark Lipe 14/15	Sara Di Fiori 15/16
vacant		Robert Uphoff 14/15	Miguel Jimenez* 15/16
		vacant	Anne Valle 15/16
<u>Behavior & Social Sciences</u>		vacant	Mohamed Abbani 16/17
vacant		vacant	Ryan Turner 16/17
Christina Gold 14/15			
Kristie Daniel-DiGregorio 14/15			<u>Academic Affairs & SCA</u>
Lance Widman* 13/14		<u>Humanities</u>	Francisco Arce
Michael Wynne 14/15		Rose Ann Cerofeci 15/16	Karen Lam
		Peter Marcoux* 15/16	Jeanie Nishime
<u>Business</u>		Kate McLaughlin 15/16	Robert Klier
Phillip Lau* 15/16		Barbara Jaffe 14/15	
Tim Miller 15/16		Ashley Gallagher 15/16	<u>Associated Students Org.</u>
Josh Troesh 15/16			Kristina Nakao
		<u>Industry & Technology</u>	
<u>Compton Educational Center</u>		Patty Gebhart 15/16	<u>President/Superintendent</u>
Estina Pratt 14/15		Ross Durand 15/16	Thomas Fallo
Chris Halligan 14/15		Mark Fields 15/16	
Essie French-Preston 14/15		Tim Muckey 15/16	<u>Division Personnel</u>
Paul Flor 14/15		Merriel Winfree 15/16	Jean Shankweiler
vacant		Lee MacPherson* 15/16	Tom Lew
		<u>Learning Resource Unit</u>	
<u>Counseling</u>		Moon Ichinaga 15/16	
Griselda Castro 14/15		Claudia Striepe* 15/16	
Chris Jeffries* 14/15			<u>Ex-officio positions</u>
Rene Lozano 16/17		<u>Mathematical Sciences</u>	Ken Key (ECCFT)
		Zachary Marks 15/16	Nina Velasquez (ECCFT)
<u>Fine Arts</u>		Jasmine Ng 16/17	
Ali Ahmadpour 14/15		Megan Granich 16/17	
Chris Wells* 14/15		Alice Martinez* 14/15	
Russell McMillin 14/15		vacant	
Vince Palacios 14/15			
Karen Whitney 14/15			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015

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



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SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
1. Curriculum, including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards and policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development, and
 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2014

September 2	Alondra Room
September 16	Alondra Room
October 7	Alondra Room
October 21	Alondra Room
November 4	Alondra Room
November 18	Alondra Room
December 2	Alondra Room

SPRING 2015

February 3	Alondra Room
February 17	Alondra Room
March 3	Alondra Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

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

FALL 2014

September 4	Board Room
September 18	Board Room
October 9	Board Room
October 23	Board Room
November 6	Board Room
November 20	Board Room
December 4	Board Room

SPRING 2015

January 22 (if needed)	Board Room
February 5	Board Room
February 19	Board Room
March 5	Board Room
April 9	Board Room
April 23	Board Room
May 7	Board Room

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

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

Committees

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm		Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 st & 3 rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake		1-2:00	Library 202

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



AGENDA & TABLE OF CONTENTS

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C. OFFICER REPORTS	A. President – Chris Jeffries/Claudia Striepe B. VP – Compton Education Center – Paul Flor C. Chair – Curriculum – Mark Lipe D. VP – Educational Policies – Chris Jeffries E. VP – Faculty Development –Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Karen Whitney	10-24 handout 25-26 27-29 30 31-34
D. SPECIAL COMMITTEE REPORTS	A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
E. UNFINISHED BUSINESS		
F. NEW BUSINESS	A. ECC Proposed Strategic Plan 2015-2020 – Irene Graff The following Strategic Plan, containing the College’s new Mission, Vision, Values, and Strategic Initiatives, was developed through a collaborative process.	35-39
	B. ECC & CEC Institutional Effectiveness Outcomes Strategic Plan 2015-2020 (Draft) – Irene Graff Institutional effectiveness involves College and Center efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission.	40-45

G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		

ACADEMIC SENATE ATTENDANCE

8th, May 2014

Name: Initials

Adjunct (1year)

Vacant

Vacant

Behavioral & Social Sciences

Daniel-DiGregorio, Kristie EXC

Gold, Christina X

Widman, Lance

Wynne, Michael X

Vacant

Business

Lau, Phillip X

Miller, Tim

Troesch, Josh

Counseling

Castro, Griselda

Jeffries, Chris X

Vaughn, Dexter

Fine Arts

Ahmadpour, Ali X

McMillin, Russell EXC

Palacios, Vince EXC

Wells, Chris X

Whitney, Karen X

Health Sciences & Athletics

Baily, Kim EXC

Colunga, Mina

Hicks, Tom

Lipe, Mark X

Uphoff, Robert EXC

Humanities

Cerofeci, Rose Ann X

Gallagher, Ashley

Jaffe, Barbara X

Marcoux, Pete

McLaughlin, Kate EXC

Industry & Technology

Durand, Ross

Fields, Mark

Gebert, Pat X

MacPherson, Lee

Muckey, Tim

Winfree, Merriel

Name: Initials

Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo

Hamza, Hamza X

Marks, Jachary X

Martinez, Alice X

Sheynshteyn, Arkadiy

Natural Sciences

DiFiori, Sara X

Jimenez, Miguel

Valle, Anne

VACANT

VACANT

Academic Affairs & SCA

Arce, Francisco

Klier, Bob

Nishime, Jeanie X

Assoc. Students Org.

Ecklund, Stefan

Compton Education Center

French-Preston, Essie

Halligan, Chris

Odanak, Michael

Pratt, Estina X

VACANT

Ex-officio Positions

Donnell, Sean (ECCFT)

Velasquez, Nina (ECCFT)

Flor, Paul (CEC Chair-Elect) X

Deans' Reps.; Guests/Other Officers:

Geraghty, Elise X

Pineda, Carolyn (IR) X

Rapp, Virginia (Dean's Rep) X

Reed, Preston (IR) X

ACADEMIC SENATE MINUTES

May 8, 2014

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

Academic Senate President Gold called the sixth and final Academic Senate meeting of the Spring 2014 semester to order on May 8, 2014 at 12:36pm. The meeting was relocated to the Board Room.

Approval of last Minutes:

[See pgs. 6-10 of packet] for minutes of the April 15, 2014 meeting. There was one correction on page 9 under New Business. K. Whitney clarified that when looking at realignment in the fall and that any SLOs based on content knowledge “could be included in critical thinking” instead of “will be included in critical thinking.”

NEW BUSINESS

President Gold made a change in the agenda to begin with the Resolutions of Congratulation for Cynthia Mosqueda and Michael Odanaka which can be found on pages 53 and 54 respectively. Both recipients addressed the Senate and thanked us for this recognition.

J. Nishime then addressed the Senate by thanking the entire faculty for making a positive difference in people’s lives here at El Camino College.

JN then went on to thank C. Gold for her two plus terms of service as Academic Senate President. She acknowledged that she had been put through the wringer and suffered some clashes, but also had many successes. She presented her with the traditional gavel handed down to outgoing Senate Presidents even though it was noted that the gavel was something CG could have used at the beginning of her tenure! Incoming co-presidents, Claudia Striepe and Chris Jeffries, then presented CG with a Resolution of Appreciation and a fossil given to her by S. Di Fiori. CG thanked everyone for all our support throughout the years.

UNFINISHED BUSINESS

Institutional Learning Outcomes (pgs. 11-31)

The revised Institutional Learning Outcomes are being brought to the Senate after careful and extensive discussion in and approval by the Assessment of Learning Committee. This is a second reading and the Senate may vote.

The current and proposed Institutional Learning Outcomes (ILOs) can be found on page 11. K. Whitney began her presentation by explaining why they were recommending changes with the ILOs. Basically it is to make ILOs more assessable by providing good data that then can actually be used to look at ILOs. KW gave a history of ILOs. We began reviewing ILOs in Fall 2013. An ad hoc committee was formed to review previous assessments and research what other schools were doing. This committee created on-line discussion boards. They looked at other schools such as Pasadena CC and San Diego Mesa. ILOs such as communication, critical thinking and social responsibility were being worded in ways that could be assessed. Some schools still did have content knowledge as one of their ILOs, but the trend was moving away from including content knowledge as an ILO. The reason is that content knowledge was already being assessed at the Program and SLO-levels, so it was a duplication of effort. Most of the ILOs just did not align with content knowledge. The team proposed using PLO assessment results and External Exam pass rates to measure the content knowledge ILO. They looked at approximately 1200 courses and only 8.7% of those aligned with content knowledge and that was using just one SLO and now with multiple SLOs that is down to 5%. The Industry and Technology Division is concerned about removing content knowledge from ILOs since so many of their programs are skill based.

The proposed realignment for the fall then is to align SLOs to PLOs and PLOs to ILOs. There will be an alignment of PLOs with content knowledge, but would also be aligned to another area, so the PLO can

align with the ILOs. There will be no SLO to ILO alignment, but courses in general will align to an ILO to help with general education courses. There was a motion to accept this new alignment by M. Lipe and seconded by C. Wells. Discussion followed. C. Wells wondered why ILOs could be assessed on grades, but SLOs could not. C. Mello answered that specifically with ILOs that the only concrete data available was grades and exit exams, so we are not getting much by doing this. I. Graff suggested that because ILOs are so much broader that if we see that people are passing then they must know the content being taught. C. Mello suggested we look at the ILO assessments on the web page and see how there are many mechanisms to assess the other areas while content knowledge assessment is so limited that is why there was a decision to eliminate content knowledge from ILOS. C. Mello said that everyone is welcome to the ALC meetings if they wish to understand this process better. C. Wells asked why other schools are moving away from content knowledge and C. Mello said that previously 60% had content knowledge and 40% did not, but now this year that ratio has been reversed. He also noted that one couldn't always find assessments on their websites. He stated that we are just finishing our last ILO assessment and we really need to move forward. He also suggested we ask the statewide Academic Senate to see what they are doing in regards to content knowledge and ILOs. M. Ichinaga asked if Industry and Tech were on board with the change and K. Whitney said yes, it was unanimous from the members on the ALC. A. Ahmadpour asked if we can do a survey a year from now to see what the faculty thinks. C. Mello said the assessment process is done yearly. There was a call for the question and it passed with two abstentions.

SPECIAL REPORTS

Assessment of Learning Committee: SLO Coordinators

The SLO Coordinators were invited by the senate to report on accreditation requirements and our local assessment processes.

K. Whitney started with an explanation of the history of the assessment cycle. The goal is to achieve sustainability on the ACCJC rubric, which is where we are, but need to demonstrate continuous and on-going sustainability. In December of 2012 we received communication from the ACCJC that we should not just have one SLO per course. In February of 2013 we were put on warning by the ACCJC and were told we must increase and strengthen our assessment of SLOs. We also had to show they were using information that was coming from these assessments and it was not enough to do these every four years. Now that we have multiple SLOs, the ACCJC said in their letter to us that we are making progress and all assessments must be done at a minimum of a four-year average. We also need to show that these changes have been sustained. An example of how other institutions are looking at SLO assessment is Cerritos, which is assessing every course in the year it is offered. Glendale is another example in that they are doing continuous assessment. CG said it is smart that we are looking at what the ACCJC has said to other schools. KW said what has been decided is to do an annual assessment within a 4-year cycle. With the three SLOs that are required, each year one of them will be assessed. In the fourth year, we will look at action plans in TracDat and see if they have been followed up on. At the end of all these assessments, it will lead to program review. KW showed us some screens from TracDat, so faculty could see that the ALC is looking for quick and concise action plans. These really are not that daunting after all. C. Striepe asked what if there were 10 SLOs since she felt three seems static and KW responded that yes, all 10 would have to be assessed in that four-year cycle. She recommended that each course not have more than three SLOs and it really isn't static since each year we will be reexamining how we are assessing. K. Degan, co-SLO coordinator from Humanities, suggested that we assess all SLOs for each course offered. M. Wynne recommended we assess all three SLO's for half the classes in the fall and the other half in the spring. C. Wells pointed out that all SLO assessments should be included in department meeting minutes.

Degrees and Certificates Report (pgs. 32-53)

Preston Reed of Institutional Research (IR) presented a report that highlights the trends in degrees and certificates awarded for the years 2008-09 to 2012-13 for both El Camino and the Compton Center. There has been a steady increase during those five years and reached a peak in 2012-13. Much of the increase is in STEM and CTE majors. As an institution, we have set institutional standards and now are

working on setting institutional goals. E. Geraghty asked where the numbers for the standard came from and the reply was from IR, deans, and the Senate, but now also through the Student Success Advisory Committee. CG cautioned that we should be conservative with the standard, but the goal can be higher. C. Wells wondered if we can assess the importance of the AA-T/AA-S degrees and the reply was we can look at the drop in non-transfer degrees with the increase in transfer degrees. C. Pineda, from IR, then handed out the “Student Success Scorecard Trends for El Camino College and the Compton Center.” The cohort starts in 2006 and this can be found on the Chancellor’s website. CG pointed out that the Compton Center’s numbers have seemed to decline, but noted that it is a small population. C. Wells noted that some colleges are not offering enough courses for underprepared students, so this would skew the rates for prepared students to be higher. He also asked about the Federal Score Card and C. Pineda said that is more geared towards four-year colleges and universities.

NEW BUSINESS

Senate Handbook

CG went over the Senate Handbook which she has completed and has posted on the website. It was originally started by David Vakil some years back. She feels it is helpful for new senators to have and a place where the constitution and by-laws can also be found. The first section is organized by Senate state laws and regulations. The second section addresses the subcommittees of the Senate with a special section dedicated to the Ed Policy Committee since it is a more complicated committee. CG added the Faculty Development Committee and said the memorandum of agreement with the Union needs updating. A brief overview of Roberts Rules of Order is included along with a copy of the “Making Decisions at El Camino College, 2012-13” document. CG said reassigned time for Senate officers needs to be included in the handbook.

OFFICER REPORTS

President – Christina Gold (CG) (pgs. 56-58)

Included were copies of the College Council Meeting of April 21, 2014 and the Student Success Advisory Committee Meeting of April 10, 2014. CG put a strong plea out to the vice-presidents to increase the reassigned time for Senate leadership. She pointed out that Title 5 requires the Board of Trustees to provide appropriate resources. She added that more time is needed to address accreditation and SLO demands. C. Wells asked if instead of reassigned time if a stipend could be offered and CG felt that wouldn’t work because of the amount of time needed to complete Senate work. M. Lipe noted that the president-elect of the Curriculum Committee is not common and normally the extra 10% could go the president. He has pointed out that his position is up after one more year and that there is no one in place to replace him. A. Martinez was wondering if we shouldn’t start recording our hours spent on Senate work and bring that back to the VP’s. A. Ahmadpour wondered if there is a conflict with the Union since it involves collective bargaining and CG replied that she would love for it to be in our Union contract, but unfortunately it is not. J. Troesh motioned to approve more reassigned time for the Senate leadership and A. Martinez seconded it. CG amended the motion to include an extra 10% for Curriculum chair-elect. A. Ahmadpour pointed out that we no longer had a quorum, so no vote could be taken on this important issue.

ADJOURN

The meeting adjourned at 2:04pm.

CJ/ECCSpring14

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting – **May 5, 2014**

Present: Linda Beam, Irene Graff, Jo Ann Higdon, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Claudia Striepe.

1. May 19, 2014 Board meeting location. Linda will send out an official correspondence to the faculty and classified unions to inquire if there will be a large turnout at the Board meeting.
2. BP/AP 4021 (Program Discontinuance) is ready to go to the Board for first reading.
3. BP 3570 (Smoke and Tobacco Free Campus) - Correspondence
The following talking points will be highlighted.
 - a. Designated smoking areas very costly;
 - b. The majority of staff, students and faculty preferred a complete ban on campus smoking;
 - c. Board of Trustees requested that a policy be developed that specifically addresses e-cigarettes;
 - d. The College is committed to creating a healthy environment.
4. AP 2510 (Collegial Consultation). The final revision will be sent to College Council via email.
5. BP 4027 (Administration of Relations with the Academic Senate) was distributed for the purposes of deletion. This will go to the Board in May.

College Council 2013-14 Goals:

1. Focus on student success and learning.
2. Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the "Making Decisions at El Camino College" document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.

Policies/Procedures Pending:

BP	AP	Title	Status
1200		The El Camino College Mission, Philosophy, Values and Guiding Principles	Will be updated following the 2014 Planning Summit
	2510	Collegial Consultation	Reviewed and revised 12/2/13. Has gone through Senate and consultation. Will be brought back to CC.
3440		Service Animals	New policy – Linda working on.
3570		Restricted Smoking Areas (Smoke & Tobacco Free Campus)	Pulled from 12/16/13 Board agenda Revised & distributed @ CC 4/7/14
4021	4021	Program Discontinuance	Distributed 4/29/13 – approved by Senate and distributed at CC 4/28/14. Julio taking to ECCFT then back to CC
4027		Administration of Relations with the Academic Senate	Deletion – CC review 5/5/14. Ready for Board in May 2014.
5405.1		Student Political Organizations is recommended for	Deletion - CC review 3/10/14: Jeanie will present to ASO for their review
5506		El Camino College Student Rights and Responsibilities	Deletion - Jeanie
	7145	Personnel Files	Distributed on 11/18/13 - Linda
	7233	Claims for Work out of Classification	Distributed on 11/18/13 - Linda
7330	7330	Communicable Disease	Distributed on 11/18/13 - Linda
	7336	Certification of Freedom from Tuberculosis	Distributed on 11/18/13 - Linda
		Faculty Hiring Procedures	Distributed on 4/29/13 - Linda will bring back in the summer.
		Administrative Hiring Procedures	Linda working on.

		Classified Hiring Procedures	Linda working on.
		Student Activities Fee	Distributed on 5/12/14 - Jeanie

Policies/Procedures Completed:

BP	AP	Title	Status
1100		The El Camino Community College District	Adopted 3/17/14
1500		Display of Federal and State Flags	Adopted 3/17/14
2010		Board Membership	Adopted 3/17/14
2015		Student Member	Adopted 3/17/14
2100		Board Elections	Adopted 3/17/14
3200	3200	Accreditation	Adopted 4/21/14
3410	3410	Nondiscrimination	Adopted 1/21/14
3430	3430	Prohibition of Harassment	Adopted 2/18/14
5025		Foreign Students – Visa	Deletion – First Reading 4/21/14
5205		Student Accident Insurance	Adopted 3/17/14
5505		Minimum Academic Standards and Service Limitations for Student Participation in Student Government, Campus Committees and Student Clubs	Deletion – First Reading 4/21/14
5555		Guest Speakers	Deletion – First Reading 4/21/14
5800		Removing Pupils from School During School Hours	Deletion – First Reading 4/21/14
7110	7110	Delegation of Authority	Adopted 1/21/14

	7150	Evaluation	Adopted 1/21/14
	7160	Professional Development	Adopted 3/17/14
7351		Retirement – Classified Service	Deletion approved 12/16/13
7510		Domestic Partners	Adopted 1/21/14
7700	7700	Whistleblower Protection	Adopted 1/21/14

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting – **May 19, 2014**

Present: Linda Beam, Thomas Fallo, Chris Gold, Irene Graff, Chris Jeffries, Jeanie Nishime, Susan Pickens, Luukia Smith, Claudia Striepe, Michael Trevis.

6. The next College Council meeting is: Monday, June 16, 2014 at 1 p.m.
7. The May 19, 2014 Board agenda was reviewed.
8. Irene distributed the California Community Colleges Student Success Scorecard and Student Success Scorecard trends for El Camino College. Irene will be making a presentation to the Board today.

College Council 2013-14 Goals:

7. Focus on student success and learning.
8. Monitor and support the advancement of the College’s completion agenda of increasing the number of degrees, certificates, and transfers.
9. Incorporate evidence-based decision making when evidence is available.
10. Actualize the “Making Decisions at El Camino College” document.
11. Complete the review of all policies and procedures relating to Accreditation.
12. Set up a review cycle for all policies and procedures.

EL CAMINO COLLEGE

Office of the President

Minutes of the College Council Meeting – **June 16, 2014**

Present: Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Jo Ann Higdon, Chris Jeffries, David Mc Patchell, Jeanie Nishime, Susan Pickens, Luukia Smith, Nina Velasquez.

1. The next College Council meeting is: Monday, July 21, 2014 at 1 p.m.
2. The June 16, 2014 Board agenda was reviewed.
 - a. The Board meeting will be held in the East Dining Room.
 - b. The new student trustee (Kimberly Garcia) will take the oath of office.
 - c. Jean Shankweiler will give a presentation on Title V Grants.
 - d. Board agenda corrections:
 - 1) Human Resources page 96, stipend for Amy Hanoa is retroactive to January 2014.
 - 2) Human Resources page 97, item E should read "pages 101-103."



EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: May 8, 2014

Present: F. Arce, S. Blake, K. Daniel-DiGregorio, R. Dreizler, W. Garcia, I. Graff, S. Kunisaki, J. Nishime, D. Reid, J. Shankweiler, J. Sims, R. Smith

The meeting began at 1:03 p.m.

I. INFORMATION

A. Notes of April 24, 2014: Distributed and reviewed.

1. Corrections: (Page 1, B1) – “Shateo Griffin is the new Coordinator of Student Success Support Services & Programs at CEC.”

II. DISCUSSION/ACTION

A. SSSP Plan Review – J. Nishime/F. Arce

1. Core Services – Counseling, Advising, and Other Educational Planning Services
 - a. Raw numbers regarding target student audience should be listed instead of percentages.
 - b. “Target student audience” must be more clearly defined. Essentially, all new non-exempt students are the target student audience. This should also include students that are actively seeking AA certificates or plan to transfer.
 - c. Counselor to student ratios should be removed from the plan.
 - d. The plan must state how the Counseling Division achieves goals, what services and activities are used to achieve those goals, and how each service/activity will assist in reaching those goals.
 - e. “Student Success & Support/Counseling/Advising” should be changed to “General Counseling.”
 - f. The list of ECC partnerships must be clarified. Identify how each partnership plays a role in developing education plans.
 - g. The process for pre-registration and post-registration counseling must be more detailed. Explain the process the Counseling Division uses to provide pre-registration services to new incoming students, and the process to provide post-registration counseling to continuing students.
 - h. The method in which students develop their education plans must be described. For example, every new student is provided with an abbreviated plan and new non-exempt students receive a comprehensive education plan. Include the format used for each plan.
 - i. The sequence in which students go from an abbreviated education plan to a comprehensive education plan should also be described.
 - j. Describe how the technological tools identified are used for educational planning purposes.
 - k. K. Daniel-DiGregorio, D. Reid and I. Graff will define “at-risk” students.
 - l. J. Sims will work with a faculty subcommittee to select recommendations on how to integrate events like drop roster, active enrollment, early alert, and the use of student progress reports so that they are more useful and easily accessible to faculty.
 - m. The SSSP Plan should include what the College is currently doing as well as recommendations of what the College would like to do.

- n. All ECC terminology and insider based information should be written in laymen's terms. For example, readers outside of ECC will not know what "MyECC" is, so it should be called "portal" instead. Each question should be answered in a descriptive narrative.
- o. A completed draft of the SSSP Plan will be available at the next SSAC meeting on 8/14/14. F. Arce and J. Nishime will further discuss the next steps in drafting the plan.

III. NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on August 14, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 2:10 p.m.

Academic Senate: Review of purview and responsibilities

2014 Fall





History of the Academic Senate in California

In 1963, an Assembly Concurrent Resolution asked the State Board of Education (which at that time had a junior college bureau) to establish academic senates “...for the purposes of representing [faculty] in the formation of policy on academic and professional matters ...” While there were at the time local academic senates, this resolution gave senates legal recognition and a specific jurisdiction—academic and professional matters.

In 1967, legislation was enacted to create the Board of Governors and the Chancellor’s Office for the California Community Colleges. In 1968 Norbert Bischof (Math and Philosophy, Merritt College), called the first statewide meeting of local academic senate presidents to explore ways to create a state senate to represent local senates at the Chancellor’s Office and before the Board of Governors. A constitution was drafted in May 1968, ratified statewide, and approved by the Board of Governors in October 1969; the Academic Senate was incorporated as a nonprofit organization in November 1970

AB 1725

In 1986, the Commission for the Review of the Master Plan for Higher Education issued a report focusing exclusively on the community colleges. This document, *The Challenge of Change: A Reassessment of the California Community College*, led the way for the great reform legislation, **AB 1725**. Passed by the legislature in 1988, **AB 1725** gave many new responsibilities to both local senates and the Academic Senate for California Community Colleges, including:

- Creating the focus for CCCs on transferring students to universities
- Shifting the power of governance from the legislature to local boards
- Involving faculty directly in matters of hiring and participatory governance, and creating areas of responsibilities known as the 10+1
- Instilling the 75:25 ratio of full-time to part-time instructors, creating a calculation known as the Faculty Obligation Number, or FON
- Creation of funding models (which have undergone many revisions)

In 1989, the document *California's Faces, California's Future* supported this community college reform and ultimately resulted in the July 1990 adoption of Title 5 Regulations, "Strengthening Local Senates."

In 1992, the Academic Senate and the trustee's organization the Community College League of California (CCLC), issued a Memorandum of Understanding that offers a joint interpretation of the Title 5 regulations.

What is the Senate's Purpose?

To provide an organization through which faculty have the means of full participation in the formulation of policy on academic and professional matters relating to the college. Specifically as provided for in BP 2510 (and listed on the next slide as the 10 +1), the Board of Trustees will normally accept the recommendations of the Academic Senate

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.



What are the 10+1?

Since faculty are directly involved in participatory governance matters per AB 1725, these matters are delineated into the 11 agreed-upon areas of responsibility that faculty are charged with. This agreement means that faculty undertake these duties as part of their faculty obligation. These areas are:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate



How does information get to and from the Academic Senate?

Locally, each college has a senate with a president and vice president, officers, and representatives and committee chairs. The Senate will appoint members to committees and liaise with Administration.

State-wide senate is known as ASCCC and holds twice-annual plenaries and annual institutes. ASCCC writes papers and conducts research, is consulted by legislators and Chancellor's Office, and serves on task forces as needed.

The Academic Senate is a public governing body that is bound to the Brown Act, which governs the operation of open meetings. The Brown Act stipulates that agendas of all open meetings be posted 72 hours in advance of the meeting. Likewise, information comes from the [State Chancellor's Office \(CCCCO\)](#), the [ASCCC](#), and other sources on a regular basis. Therefore, local Academic Senate leadership frequently send out electronic and hard copy communications to all faculty to keep them informed.

http://ag.ca.gov/publications/2003_Intro_BrownAct.pdf

New Developments at ECC re: the Brown Act

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

This statement will appear on all Senate packets beginning Fall 2014

Sharing/Informing the Work of the Senate: What YOU do?

- Each Division has representatives on the Academic Senate whose job it is to receive and disseminate information to and from the division.
- Senate representatives should give a report at every division meeting on what the Senate is working on.
- Senate reps should ask how faculty wish him/her to vote on matters of importance, or if they have concerns that they think should be voiced. All faculty are always welcome to attend a senate meeting, but only representatives and officers may vote.
- The Senior representative will arrange a vote in the department when it is time to elect a new Senator from that Division or department

Academic Senate's minutes and agendas are always posted online at <http://www.elcamino.edu/academics/academicssenate/agenda.asp> but it might also be useful to post the past Senate packet in the division/department workroom.

Past Senate President Gold arranged for a Senate Handbook that has a lot of other valuable information on the Academic Senate history, procedures, by-laws and so on. The handbook is online at <http://www.elcamino.edu/academics/academicssenate/Senate%20Handbook.pdf>

Thank you so much for serving your campus, your faculty, and your students!

Chris and Claudia 2014

Faculty Development Committee

<u>Name</u>	<u>Division</u>
Florence Baker	Behavioral & Social Sciences
Dustin Black	Behavioral & Social Sciences/Compton Center
Rose Ann Cerofeci	Humanities
Kristie Daniel-DiGregorio*	Behavioral & Social Sciences
Ross Durand	Industry & Technology
Briita Halonen	Humanities
Donna Manno	Professional Development
Sumino Otsuji	Humanities
Margaret Steinberg	Natural Sciences
Evelyn Uyemura	Humanities
Andree Valdry	Learning Resources/Compton Center

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Fall 2014 Meetings: September 9 & 23, October 14 & 28, November 25, December 9 (if needed).

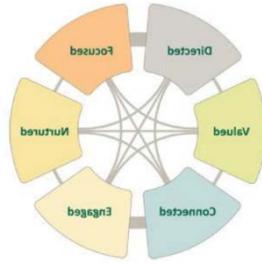
Summer Update:

The FDC was hard at work over the summer preparing for the Fall Professional Development/Flex Day, “Building Pathways to Student Success: Continuing the Conversation.” The theme echoed that from spring (“Building Pathways to Student Success”) to provide a sense of continuity in the Flex Day experience and to emphasize that conversations about student success are ongoing. In spring, the lead author of the Chancellor’s Office Research and Planning Group shared results of the study, “Student Support (Re)defined: What Students Say They Need to Succeed.” The fall program afforded faculty an opportunity to discuss the study’s Six Student Success Factors and was designed to achieve the following objectives:

- Raise awareness regarding statewide mandates related to student access and success,
- Enlist faculty assistance in helping students understand how the changes impact students, and
- Generate enthusiasm for the start of the new semester by providing a forum for faculty to exchange ideas and set goals for the semester.

The afternoon program commenced with a presentation by Dr. Jeanie Nishime entitled, “It’s Not A Sprint: An Allegorical Tale.” Using marathon-running as a metaphor for college attendance, Dr. Nishime encouraged faculty to help students successfully train, register, and overcome challenges. She shared timelines for the implementation of the Student Success Act.

Sara Blake and Kristie Daniel-DiGregorio offered a brief recap of key findings from the RP Group research as an introduction to the afternoon sessions, illustrated below.



Student Support (Re)defined: What Students Say They Need to Succeed, The Research & Planning Group for CA Community Colleges. www.rpgroup.org

During Session One, twelve sessions were offered (two for each of the six Student Success Factors) by 17 facilitators and had a number of components:

1. The factor was defined and highlights from the research were provided in a handout.
2. Faculty were invited to brainstorm answers to the question: What CAMPUS-WIDE strategies are we using or could we be using to help students develop this success factor?" Results of the brainstorm will be compiled and shared with the Student Success Advisory Committee to inform campus-wide planning.
3. In a think-pair-share exercise, faculty were asked to reflect on the question "In your work with students what do YOU do to encourage students to develop this Student Success Factor?" They then shared their responses with two different partners. Space was provided for faculty to exchange contact information with the goal of promoting ongoing networking among faculty.
4. Modeling a strategy for student success, faculty were invited to set a goal for implementing one new strategy related to the Success Factor and include a deadline. For example, "I will invite a counselor from the Career/Transfer Center to come to my classroom during Week 4 of the semester to explain about workshops offered by the Center during the semester." Goals were completed on an NCR form so the FDC could easily collect a copy. At the mid-point of the semester, goals will be returned to faculty with a request that they report on their progress.

The FDC was well-represented among the facilitators with all but one member serving. Planning meetings and a Facilitator's Guide were organized to ensure consistency across sessions.

Session Two featured workshops focused on exemplary programs at El Camino and Compton, each related to one or more of the Six Student Success Factors. A total of 18 workshops were offered by 33 facilitators.

The FDC looks forward to another productive school year.

KDD/8.22.14

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 7, 2014

MEMBERS PRESENT

Members

Alice Grigsby - Management/Supervisors	Dawn Reid - Student & Community Adv.
Ken Key - ECCFT	Cheryl Shenefield - Administrative Services
Liliana Lopez – ASO	Dean Starkey – Campus Police
Rory K. Natividad - Chair (non-voting)	Gary Turner - ECCE
Dipte Patel - Academic Affairs	Lance Widman - Academic Senate

Other Attendees: Members – David Brown, William Garcia, Irene Graff, **Support** – Francisco Arce, Jose Anaya (representing Jeanie Nishime), Babs Atane, Linda Beam, Jo Ann Higdon, Claudia Striepe, Will Warren. **Guest** – K. McLaughlin

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

Note: Student Liliana Lopez and John Wagstaff (Support) will no longer be members of the committee.

Approval of July 17, 2014 Minutes

1. On page 2, under Adjournment, number 1, **delete:** June 19, **change to:** August 7.
2. The minutes were approved with the one clarification.

Budget Update – J. Higdon (powerpoint)

1. The following information was presented on what was received at the state budget workshop.
 - a. It was reported that COLA has settled at 0.85%.
 - b. The TRAN which had been done twice a year will now be cut to only once for this year.
 - c. Statewide growth was noted as 2.5%. The only new funding was the SSSP categorical fund.
 - d. The deficit came in at about 1.07%. This amount will be accrued at the end of the 2014 fiscal year. The impact of this will be a hit of \$300,000 in the unrestricted general fund for 13/14.
 - e. DSPS on a statewide level is being returned to approximately the level it was at in 2008.
 - f. It was also reported there will be no COLA for the categorical funds. J. Ely will be working with each categorical fund to see which will be allowed to carry over into the next year.
 - g. The only true new money is the AB86 money.
 - h. The money for planning purposes will be in the 40 to 50 million dollar range for AB 86. The pot of money overall in the planning will be somewhere between 250 to 750 million.
 - i. It was noted that there will not be any backfill for any of the increased STRS expenses.
 - j. Statewide growth was noted at 2.75%.
 - k. We will be borrowing 291 FTES (estimate) from summer 2014. This will translate to 60 extra sections that can be added to the current year to make up for the borrowing. It was recommended for the next meeting that Dr. Arce's office provide the current the enrollment update.
 - l. Credit was given to School Services of California whose slides were used for the presentation. Some key items on the economic policy were presented with these slides. The job gains include higher level jobs and jobs from all professions.

- m. It was projected that personal income is going to grow at a good percentage rate.
 - n. The California unemployment rate is not as bad as it could be as compared to other states.
 - o. Proposition 98 taxes were noted as temporary. If these taxes are not extended and the economy does not pick up dramatically, education will be hit hard.
2. As a follow up it was reported that for summer enrollment for 2014, 80 sections were added to the schedule in order to erase the 368 FTES deficit from last year and get on top of some of the growth.

Planning Update – I. Graff (handout)

1. Proposed Strategic Plan 2015-2020 was provided for committee review and discussion. Committee was provided second opportunity to review the first two pages. No changes to the mission, vision or values.
2. Institutional Effectiveness Outcomes have been added to the document. This is a federal mandate facilitated by the ACCJC. The mandate states that we have global college measures of student achievement and that the institution is publishing those. The institution is setting ACCJC standards as well as aspirational goals. These measures have been incorporated into the institutions five year strategic plan. We aspire to achieve these aspirational goals by 2020. Annual updates will be provided to the committee on the progress of these standards and goals.
3. Question arose as to how the committee will be gathering the appropriate data on the number of transfers in CTE and STEM. Suggestion was made to include an additional outcome for students in relation to the English completion rate that might be similar to outcome #9 addressing math completion rate. This addition can be made to the outcomes as we move forward. Gathering the data is challenging but various ways of getting the information is in development. Typically we cannot receive this data until the student received their four year degree.
4. Future meeting will provide the final version of the strategic plan.
5. Annual plans have been updated and a year in review document has been provided to the campus. Information from Deans and Directors on goals achieved or funded should be provided to Irene for publication in the annual plan update newsletter.
6. The updated/new board policy on institutional planning will be forthcoming to the committee for review. This document will also be provided to other appropriate committees or areas on campus.

PBC Membership – R. Natividad

1. Annual review and reaffirming of the committee membership. Members were asked to communicate with the chair about any changes to the committee or support group. A new student will be identified by William Garcia.
2. General timeline for the next few meetings was discussed.

Additions for Future Meetings – B. Atane, L. Beam

1. Enrollment Report – Dr. Arce
2. Accreditation Update – Dr. Nishime, Dr. Shankweiler

Negotiations and Hiring– L. Beam

1. Most employee group negotiations have been finalized. The Police Officer Association (POA) is pending. The District will be meeting with the POA soon. The faculty union ratified the tentative agreement and that will be going to the board in August. The classified union ratified and went to the board in July.
2. The timing for the new faculty identification process for hiring is being moved up due to the shortened recruitment period. The district hopes to identify new positions in October for advertising in November. This will provide additional time to complete the hiring in the spring semester and minimize the impact of interviewing in summer.
3. Faculty Obligation Number (FON) should be provided to the district soon. The FON has been under review by the Chancellor’s Office. Discussion ensued about meeting the FON or not hiring and letting the number slip. The law states that 75% of the instruction at an institution should be provided by full time faculty. The

calculation used by the Chancellor's Office has been around since the 80's. There are penalties for each full- time faculty member that a district is short. The economic downturn resulted in the Board of Governors recognizing the difficulties districts would have in meeting this number. The FON was held in abeyance by the Board of Governors during that time but districts were still supposed to aspire to meet that number. This year the Board of Governors are now expecting district to meet the number. Six districts have already been assessed penalties by the Board of Governors. The district does have an interest in meeting the FON and replenishing the faculty ranks.

Adjournment – R. Natividad

1. The meeting adjourned at 2:20 p.m. The next meeting will be **August 21, 2014 at 2:00 p.m.**, in Library 202.

RKN/lmo

Academic Technology Committee Goals 2014-2015 (Pete Marcoux)

The Academic Technology Committee will be working on the following this semester:

Faculty Laptops

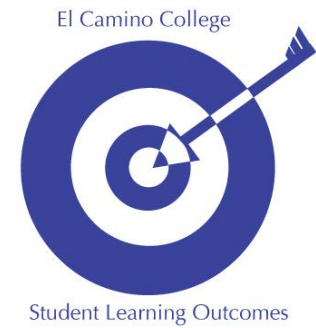
Standardizing the technology in classrooms throughout campus

Campus WiFi

Technology Plan

Technology Conference

Fall 2014 SLO Due Dates:

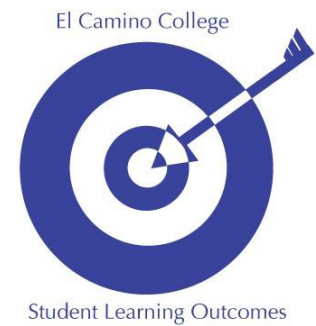


**Alignment Grids
due to SLO Coordinators
September 5**

kwhitney@elcamino.edu, rserr@elcamino.edu, mpriest@elcamino.edu

**Spring Assessments
due in TracDat
September 12**

Fall 2014 SLO Training Schedule:



Entering Spring Assessments: working workshop. Led by Russell Serr.

Tuesday, Sept 2, 1-2pm
Wednesday, Sept 10, 3-4pm
Thursday, Sept 11, 1-2pm

TracDat 101: Learn the software basics. Led by Russell Serr.

Thursday, Sept 25, 1-2pm
Wednesday, Oct 22, 3-4pm
Friday, Nov 14, 1-2pm

Entering Fall Assessments: working workshop. Led by Russell Serr.

Friday, Dec 5, 1-2pm
Wednesday, Dec 10, 3-4pm
Thursday, Dec 11, 1-2pm

All trainings will be in the Library West Basement (ECC Campus).

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

You will receive flex credit and a bag of M & M's for attending a workshop.



**Making the SLO Process
Meaningful and Manageable**



EL CAMINO COLLEGE
Vice President – Academic Affairs

Academic Program Review – 2014

Date of Review by Academic Program Review Committee (ADM 127 1:00-2:00pm)	Program	Division	Responsible Faculty Member(s)
Thursday September 25	Air Conditioning and Refrigeration*	Industry and Technology	Timothy Muckey
Thursday October 2	Real Estate*	Business	Donna Grogan
Thursday October 9	Mathematics (for GE and non-science students) CM2	Mathematics	Linda Ho
Thursday October 16	Mathematics (for prospective elementary teachers) CM3	Mathematics	Trudy Meyer
Thursday October 23	Respiratory Care*	Health Sciences and Athletics	Roy Mekaru
Thursday October 30	Nursing (including School Health programs)*	Health Sciences and Athletics	Peggy Kidwell-Udin Kathleen Rosales
Thursday November 6	Radiological Technology*	Health Sciences and Athletics	Dawn Charman
Thursday November 13	Construction Technology*	Industry and Technology	Ross Durand Jack Selph
Thursday November 20	Music	Fine Arts	James Hurd

** Program Review and CTE Supplemental Questions to be completed*

2014 CTE Review & Supplemental Questions Only Due

Program	Division	Responsible Faculty Member(s)
Business (Office Administration, Marketing, Accounting, Business Management)	Business	
CADD	Industry and Technology	Doug Glenn
Cosmetology	Industry and Technology	Merriel Winfree
Digital Arts (Art)	Fine Arts	Joyce Dallal
Environmental Horticulture	Natural Sciences	Ron LaFond
Photography	Fine Arts	Darilyn Rowan
Sign Language/Interpreter Training	Health Sciences and Athletics	Susan Marron
Welding	Industry and Technology	Renee Newell, Sandy Bartiromo

2014 Program Review & CTE Review by Division

<p>Behavioral & Social Sciences</p>	<p>Business Real Estate</p> <p>Business (Office Administration, Marketing, Accounting, Business Management) (CTE ONLY)</p>	<p>Fine Arts Music</p> <p>Digital Arts (Art) (CTE ONLY) Photography (CTE ONLY)</p>	<p>Health Sciences & Athletics Nursing (including School Health programs) Radiological Technology Respiratory Care</p> <p>Sign Language/Interpreter Training (CTE ONLY)</p>
<p>Humanities</p>	<p>Industry & Technology Air Conditioning and Refrigeration Construction Technology</p> <p>CADD (CTE ONLY) Cosmetology (CTE ONLY) Welding (CTE ONLY)</p>	<p>Mathematics Mathematics (for GE and non-science students) CM2 Mathematics (for prospective teachers) CM3</p>	<p>Natural Sciences Environmental Horticulture (CTE ONLY)</p>

El Camino College

Proposed Strategic Plan 2015-2020

August 26, 2014 DRAFT

The following Strategic Plan, containing the College's new Mission, Vision, Values, and Strategic Initiatives, was developed through a collaborative process that involved the 2013 Planning Summit, Strategic Initiatives working group, Strategic Planning Committee, 2014 Planning Summit, and the Planning & Budgeting Committee. Each group or committee included broad representation from El Camino College and El Camino College Compton Center.

MISSION

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

VISION

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

VALUES

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength, and its driving force. With this in mind, our five core values are:

- People** – We strive to balance the needs of our students, employees, and community.
- Respect** – We work in a spirit of cooperation and collaboration.
- Integrity** – We act ethically and honestly toward our students, colleagues, and community.
- Diversity** – We recognize and appreciate our similarities and differences.
- Excellence** – We aspire to deliver quality and excellence in all we do.

INSTITUTIONAL EFFECTIVENESS OUTCOMES

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

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College¹.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate
8. Transfer Rate
9. Degrees and Certificates awarded
10. Number of Transfers

Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College-wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, *an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.*

STRATEGIC INITIATIVES

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. *Strategic Initiatives* represent the areas of focused improvement. *Objectives* are College-wide plans to make progress on each initiative. *Measures* are ways to assess the objectives during the period of the Strategic Plan.

A (STUDENT LEARNING)

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Objectives:

- 1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.**

Measure: Develop, publish, and track progress of professional development plan. (Source: Professional Development Plan reports)

¹ Definitions and established goals for these outcomes are detailed in *Institutional Effectiveness Outcomes*, published on the [Institutional Research & Planning webpage](#).

2. Incorporate instructional approaches that are positively associated with student success and persistence.

Measure: Increase in student learning following instructional changes. (Source: individual faculty SLO outcomes)
Measure: Increase in student engagement reported by students and faculty. (Source: Community College Survey of Student Engagement, CCSSE, 2014 to 2018)

3. Provide specific and relevant technology training to support integration of technology with instruction.

Measure: Increase in favorable use of technology for classroom engagement and learning. (Source: Faculty Technology Survey)

4. Provide equipment needed to support faculty use of technology.

Measure: Favorable faculty ratings of adequate technology available in classrooms and labs. (Source: Faculty Technology Survey)

5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

Measure: Increase in faculty-to-faculty events, such as brown bags and flex events (Source: Dean reports/Council of Deans)

B (STUDENT SUCCESS & SUPPORT)

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Objectives:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).

Measure: Number of students served by these programs (Source: SSSP annual reports)

2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.

Measure: Decrease in equity gaps identified in SEP (Source: annual SEP updates)

3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

Measure: Implementation of the College Master Plan

C (COLLABORATION)

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

Objectives:

1. Develop, promote, and implement an employee recognition plan.

Measure: Implementation and promotion of the employee recognition plan

2. **Conduct annual review of the *Making Decisions at El Camino College* document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.**

Measure: Percentage of consultation committees that completed all aspects of the review

3. **Strengthen collaboration among programs, across disciplines and college areas.**

Measure: Improvement in College-wide evaluations of collaboration on College projects and processes

4. **Improve publication of the broad input on college processes.**

Measure: Collegial consultation committee evaluation results

Measure: Incorporate items on employee/program collaboration on campus climate survey

5. **Add this initiative to the purpose statement of each collegial consultation committee.**

Measure: Proportion of collegial consultation committees that have this initiative on their purpose statement

D (COMMUNITY RESPONSIVENESS)

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

Objectives:

1. **Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.**

Measure: Establish at least one broad-based business advisory committee.

Measure: Inventory input from program advisory committees and track program development and / or modifications from their input.

2. **Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.**

Measure: Establish at least four STEM-supporting corporate partnerships. Survey partners on potential STEM program improvements and track improvement development.

Measure: Job placement rates for Technical degree and certificate earners (Source: CTE Employment Outcomes survey)

Measure: Increase in students completing STEM gateway courses

Measure: Increase in STEM degrees and certificates awarded

Measure: Increase in STEM-intended transfers [not sure how to measure this one yet]

3. **Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.**

Measure: Complete the development of at least one inter-segmental program, with plans for others in process

Measure: Increase in enrollment for targeted pathways.

Measure: Improve academic English and math preparedness of students in pathway programs (Source: Annual Assessment test report)

Measure: Increase the number of transfers to regional universities

Measure: Increase the transfer rate

E (INSTITUTIONAL EFFECTIVENESS)

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

Objectives:

- 1. Develop an integrated program review and planning tool.**
Measure: Program review and planning tool fully implemented
Measure: Achieve higher rates of satisfaction with planning tool than in the past by way of the annual planning evaluation
- 2. Establish benchmarks and aspirational goals for student achievement.**
Measure: Benchmarks and aspirational goals set for student achievement
- 3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.**
Measure: Complete a comprehensive external environmental scan of the College's service area
Measure: Revise U.S. Census-based District Profile on a 5-year cycle
Measure: Conduct a community survey on a 5-year cycle, or as needed
- 4. Strengthen collaboration between programs serving students.**
Measure: Conduct assessment of programs that would benefit from greater collaboration
Measure: Cross-program councils convened on a regular basis to share and exchange information and ideas
- 5. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.**
Measure: Proportion of institutional effectiveness committees that have this initiative as part of their purpose statement

F (MODERNIZATION)

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Objectives:

- 1. Implement the Technology Plan to meet the developing information technology needs of the campus.**
Measure: Complete the implementation of the current Technology plan is implemented
Measure: [Other outcomes as a result of the Tech Plan?]
- 2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.**
Measure: Facilities master plan remains on schedule, and is modified regularly to reflect emerging needs
- 3. Implement safety cameras and other technological aspects of campus safety plan.**
Measure: Proportion of the campus safety plan that is implemented

El Camino College

Institutional Effectiveness Outcomes

Strategic Plan 2015-2020 (August 26, 2014 DRAFT)

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

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College. These outcomes will be monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (Academic Year 2019-2020). *An overriding goal is to reduce existing differences in achievement by demographic characteristics across all measures.* The baseline year used for comparison is indicated for each measure. Each measure is defined on the following page.

1. Increase in **Student Readiness Rate** by X to 100%. [new measure pending]
Source: Annual Student Achievement Report; Baseline year: 2013-14.
2. Increase in **Successful Course Completion Rate** by 5% to 73.7%.
Source: Annual Factbook; Baseline year: 2012-13.
3. Increase in **Remedial English Completion Rate** by 10% to 54.3%.
Source: Student Success Scorecard; Baseline year: 2012-13.
4. Increase in **Remedial Math Completion Rate** by 10% to 29.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
5. Increase in **3-Term Persistence Rate** by 5% to 72.1%.
Source: Student Success Scorecard; Baseline year: 2012-13.
6. Increase in **30-Units Achievement Rate** by 5% to 69.4%.
Source: Student Success Scorecard; Baseline year: 2012-13.
7. Increase in **Completion Rate** by 5% to 50.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
8. Increase in **Transfer Rate** by 5% to 41.1%.
Source: Chancellor's Office Data Mart; Baseline year: 2012-13.
9. Increase in annual **Number of Degrees and Certificates** awarded by 10% (to 2,232 and 659, respectively).
Source: Annual Certificates & Degrees report; Baseline year: 2012-13.
10. Increase in annual **Number of Transfers** by 5% to 1,509, with special focus on CTE and STEM.
Source: Institutional Research reports; Baseline year: 2012-13.

Table 1. Student Achievement Outcomes, AY 2013-14

#	Achievement Measure	2012-13 (baseline)	AY 2013-14	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
Student Readiness and Progress Rates							
1	Student Readiness*			--	--	100%	
2	Successful Course Completion	70.2%		65.0%	✓	73.7%	
3	Persistence (Fall to Fall)	68.7%		--	--	72.1%	
4	30 Units Achievement	66.1%		--	--	69.4%	
5	Progression			--	--		
6	Remedial English Completion	49.4%		--	--	54.3%	
7	Remedial Math Completion	26.9%	▲	--	--	29.6%	
Student Outcomes - Annual Tallies							
8	Degrees Earned	2029	▲	1463	✓	2232	
9	Certificates	599	▲	435	✓	659	
10	Transfer	1437	▼	1299	✓	1509	
Student Completion Rates - Cohort Rates							
11	Transfer Prepared			--	--		
12	Overall Completion	48.2%	▲	--	--	50.6%	
13	Degrees Earned			--	--		
14	Transfer	39.1%	▲	--	--	41.1%	
15	CTE Completion	61.1%		--	--	64.2%	
16	Licensure Pass			--	--		
17	Employment			--	--		

Note. Std. = Standard. Green arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. Outcomes defined on next page.

*Baseline year is 2013-14.

Outcome Definitions

3-Term Persistence Rate. Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate. Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate. Percentage completing degree or certificate, or transferring within six years of college entrance.

CTE Completion Rate. Percentage completing certificate, degree, or transfer among students in CTE programs.

Progression Rate. In development. May include basic skills and “college-prep” progression rates. Subgroup rates for English and math.

Remedial English Completion Rate. Percentage successfully completing a college-level English course within six years whose first English course completed was at the remedial level.

Remedial Math Completion Rate. Percentage successfully completing a college-level math course within six years whose first math course completed was at the remedial level.

Student Readiness Rate. Percentage of new, non-exempt, students completing assessment, orientation, and educational planning

Successful Course Completion Rate. Percentage of students earning an A, B, C, or P in a course.

Transfer Prepared. Completion of 60 transferrable units and a 2.0 GPA.

Transfer Rate. Percentage of students who transfer to a four-year university within six years of first enrollment.

El Camino College Compton Center Institutional Effectiveness Outcomes Strategic Plan 2015-2020 (August 21, 2014 DRAFT)

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

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College Compton Center. These outcomes will be monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (Academic Year 2019-2020). *An overriding goal is to reduce existing differences in achievement by demographic characteristics across all measures.* The baseline year used for comparison is indicated for each measure. Each measure is defined on the following page.

1. Increase in **Student Readiness Rate** by X to 100%. [new measure pending]
Source: Annual Student Achievement Report; Baseline year: 2013-14.
2. Increase in **Successful Course Completion Rate** by 5% to 68.3%.
Source: Annual Factbook; Baseline year: 2012-13.
3. Increase in **Remedial English Completion Rate** by 10% to 36.0%.
Source: Student Success Scorecard; Baseline year: 2012-13.
4. Increase in **Remedial Math Completion Rate** by 10% to 21.9%.
Source: Student Success Scorecard; Baseline year: 2012-13.
5. Increase in **3-Term Persistence Rate** by 5% to 49.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
6. Increase in **30-Units Achievement Rate** by 5% to 55.4%.
Source: Student Success Scorecard; Baseline year: 2012-13.
7. Increase in **Completion Rate** by 5% to 32.8%.
Source: Student Success Scorecard; Baseline year: 2012-13.
8. Increase in **Transfer Rate** by 5% to 33.8%.
Source: Chancellor's Office Data Mart; Baseline year: 2012-13.
9. Increase in annual **Number of Degrees and Certificates** awarded by 10% (to 319 and 111, respectively).
Source: Annual Certificates & Degrees report; Baseline year: 2012-13.
10. Increase in annual **Number of Transfers** by 5% to 544, with special focus on CTE and STEM.
Source: Institutional Research reports; Baseline year: 2012-13.

Table 1. Student Achievement Outcomes, AY 2013-14

#	Achievement Measure	2012-13 (baseline)	AY 2013-14	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
<i>Student Readiness and Progress Rates</i>							
1	Student Readiness*			--	--		
2	Successful Course Completion	65.0%	▲	58.0%	✓	68.3%	
3	Persistence (Fall to Fall)	47.2%		--	--	49.6%	
4	30 Units Achievement	52.8%	▲	--	--	55.4%	
5	Progression			--	--		
6	Remedial English Completion	32.7%	▼	--	--	36.0%	
7	Remedial Math Completion	19.9%	▼	--	--	21.9%	
<i>Student Outcomes - Annual Tallies</i>							
8	Degrees Earned	282	▲	199	✓	319	
9	Certificates	98	▼	77	✓	111	
10	Transfer	518	▲	278	✓	544	
<i>Student Completion Rates - Cohort Rates</i>							
11	Transfer Prepared			--	--		
12	Overall Completion	31.2%	▼	--	--	32.8%	
13	Degrees Earned			--	--		
14	Transfer	32.2%	▲	--	--	33.8%	
15	CTE Completion	54.1%		--	--	56.8%	
16	Licensure Pass Rates			--	--		
17	Employment Rate			--	--		

Note. Std. = Standard. Green Arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. Outcomes defined on next page.

*Baseline year for this item is 2013-14.

Outcome Definitions

3-Term Persistence Rate. Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate. Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate. Percentage completing degree or certificate, or transferring within six years of college entrance.

CTE Completion Rate. Percentage completing certificate, degree, or transfer among students in CTE programs.

Progression Rate. In development. May include basic skills and “college-prep” progression rates. Subgroup rates for English and math.

Remedial English Completion Rate. Percentage successfully completing a college-level English course within six years whose first English course completed was at the remedial level.

Remedial Math Completion Rate. Percentage successfully completing a college-level math course within six years whose first math course completed was at the remedial level.

Student Readiness Rate. Percentage of new, non-exempt, students completing assessment, orientation, and educational planning

Successful Course Completion Rate. Percentage of students earning an A, B, C, or P in a course.

Transfer Prepared. Completion of 60 transferrable units and a 2.0 GPA.

Transfer Rate. Percentage of students who transfer to a four-year university within six years of first enrollment.