



El Camino College

College Council Minutes

Monday, June 18, 2018

1:30 – 2:30 p.m. Library 202

Members Present:

Kristie Daniel-DiGregorio, Chris Jeffries, Rose Mahowald, Debbie Turano, Irene Graff, Dena Maloney, David McPatchell, Ann O'Brien, Jean Shankweiler, Jane Miyashiro, Ross Miyashiro

Absent: Erika Solorzano, Chinua Taylor-Pearce

Agenda:

1. Approval of Minutes Dena Maloney

- Minutes from the June 4, 2018 College Council meeting are approved.

2. Board Review Dena Maloney

- There is a Groundbreaking ceremony at 3:30pm for the Pool and Classroom building. Following the Groundbreaking, we will go to the Alondra Room, open the meeting and go into Closed session at 4:00pm. After Closed session, we will continue with the agenda: <https://www.boarddocs.com/ca/ecccd/Board.nsf/Public>
- We will be administering the Oath of Office to Marilyn Valdez the new Student Trustee.
- Irene will give the Student Success Scorecard presentation she just presented here today.
- Brian will present the 2018-19 Tentative Budget.
- AS items 7.20 and 7.21 | BP 6200 and BP 6250. Kristie points out that one is very specific and the other is very general. Do we want our policies to be consistent? Can the language "prudent" be argued? It is agreed to let the policies to go through tonight. If we want to take it back in the Fall to clean it up we can.
- AS item 7.13. - Brian defines Surplus Property for clarity. If the property has no value, it is recycled or give it to e-waste. If it has some value we give it to an auctioneer and they sell it. We just sold a lot of surplus property and received \$7,000 on \$500,000 worth of obsolete equipment.
- Item 7.37 - BP 7310 - HR has a minor typo error that will be fixed.
- Item 16.11 - BP 4226 - word order correction that will be made for the second reading.
- Item 16.16 - AP 7211- Typo needs to be corrected prior to posting (on page four, at the top, 2nd line).
- No other questions on the Consent agenda.
- Jean clarified the Academic Affairs Action items. Item 8.1 is for the 2017-18 Agreement. It has small changes to the dollar amounts due to changes made by the regional consortia. The agreement was brought back for ratification. Item 8.2 is the agreement for the upcoming year. We will receive additional funding for our local projects sometime later this year.
- Brian reviewed the Administrative Action items. Item 10.1 - Interfund Transfers are now required to be reviewed by the Board. This is new protocol. The other two items are self-explanatory.

- Measure E - Item 11.1 - Toba Construction. It is a large change order but made at our request. The request to have an outdoor place to park and charge cart was made prior to Brian's tenure.
- Item 11.3 - Release of Retention AMG. The Lot E & F project is finishing up.
- HR Item 12.1 - Amendment to Agreement of Superintendent/President. The original contract was for four years. Language in the contract indicates after year two, the Board could choose, if they want, to extend the contract by a year, for consideration each year. It also provides a 5% increase. Changes to the language about the Superintendent/President evaluation process is included.
- The remaining Action items and agenda items are very straightforward with no questions or remarks.
- A brief review on the 2018-2019 Board Presentation was conducted. There are a few new presentations as well as the usual presentations scheduled. Irene requested the 2019-20 Strategic Plan be shifted after the Planning Summit – the month of May would be ideal. This change will be made. This schedule can be updated and changed if needed.

3. Scorecard/Board Presentation

Irene Graff

- After 12 years of presenting the Student Success Scorecard, this will be the final year of presenting. The Student Success Scorecard will be replaced by a simplified set of 21 metrics by the Chancellor's office.
- The Power Point Presentation detailing the information is attached.
- We evaluate the performance rates of students who enter college prepared (can be placed into college level English/math), unprepared, and over-all rates. Currently 73% of student are unprepared.
- These rates will look very different next year or, more probably, in two years because Multiple Measures and AB 705 will be fully implemented. Trends are changing rapidly because of Multiple Measures.
- This year's presentation includes a hyperlink to Power BI, providing access to interactive slides that can aggregate/desegregate the Scorecard information. This will inform our Equity efforts.
- El Camino College historically performs very well in our Persistence rate. This year the rate is even higher. Irene will have to get the definition of students that are included in this rate given the Fact Book indicates the retention rate for FULL TIME students is 79% but for ALL students is 51%.
- Three-Term Persistent, and 30 Units Completed are leading indicators. If you do well on those, you should see an output of more students completing. However, our completion is not matching that. There is a disconnect there. It could be due to timing factors. Keep in mind there is a 5-8% mismatch on National Student Clearing House.
- It would be interesting to see follow up on the last two years since outreach efforts have been implemented reminding students to submit their Intent to Graduate and also our Certificates Task Force efforts. Those results will be reflected in the Degree & Certificate report, when it comes out. Early indicators show the numbers are going up. We are seeing continuous improvement in those two areas.

4. Collegial Consultation Survey

Irene Graff

- The Making Decision document recommends that all Collegial Consultation committees evaluate themselves - review of Purpose, were goals achieved, how was the collegial process in general.
- College Council is currently under evaluation. Please submit your evaluation at your earliest convenience. We would like to have as many responses as possible. Irene will resend the link to the evaluation. The results will be available in July for discussion prior to setting our goals for the next year.
- Last year all collegial consultation committee evaluations were identical except for the goals. The intent is to provide a combined report of all six Collegial Consultation committees.
- Additionally each co-chair was asked to complete a survey confirming the process in the Making Decision document was followed. Irene will resend the link to this survey as well. The results will inform the Governance Review in the Fall.

5. Policy Review AP/BP 2365- Recording and BP/AP 6307 Debt Issuance

The above policies and procedures are legally required or advised. They were reviewed by College Council. After meaningful discussion, questions, clarification and edits, College Council decided that it was appropriate for the BP/AP 6307 to go before the Board of Trustees, June 18, 2018. Changes to BP/AP 2365 will be made and will be placed on the Board agenda for the July 16, 2018.

6. Formation Food Services Committee

Brian Fahnestock

- We believe one of the reasons people were generally unhappy with the previous food service vendor was there was no way to give feedback to help them maintain a certain level of quality of service. We want to build a feedback mechanism from the onset with the new vendor. The idea is to have an advisory committee that would be advisory to College Council as to things that we would want to do with the food vendor. The concept of a College Council subcommittee is a new idea. This subcommittee would consist of representation from stakeholders campus wide and whose focus and charter is to provide input, advice and recommendations with regards to food services. The recommendations would come to College Council for action. The Administrative Services team that oversee food services could take the recommendations for implementation.
- This structure is important to help the vendor and help us succeed with quality food service options on campus. It will provide a forum for funneling suggestions. The subcommittee will be chaired by someone who is involved in food services. That individual will come to our meetings periodically to give us reports. The vendor would also have a representative on the committee to share ideas. Kristie shared the positive experience of those faculty members who served on the Food Service Selection committee. The distribution of revenue from food services would also be discussed in the subcommittee. The group could possibly include one faculty, one staff, one management, one student, one food vendor representative and two bookstore personnel. Kristie is thinking about inviting Professor Firestone per the recommendation from the Bookstore staff. A formalized charter will be developed to present to College Council. Council generally agrees that this is a good idea.

- The Manhattan and the area in front of the bookstore, will be surveyed by an architect to propose a better, more appealing food venue and eating area.
- There is a new food truck on campus and the new vendor is already providing catering services prior to actually being on campus.
- The Atomic Cafe will be gone at the end of the month. He is not a part of the new contract. Coffee equipment is already on order by the new vendor for the Common Grounds. The new vendor will feature Peet's Coffee
- We remain a Coke (not Pepsi) campus.
- Good things to come! Congratulations and great job to the selection committee.

Future Meeting Dates: 1:30 p.m. in Lib. 202

D. Maloney

Reminder only

- a. Monday, July 16, 2018 (Board Day) plus BP and AP 2110, BP and AP 7160 and Strategic Initiative C report and AP 6750 Parking.
- b. Monday, August 20, 2018 (Board Day)

BP/AP scheduled for summer review: Academic Affairs - AP 4237, AP 4235

Collegial Council review, student success matrix

2017/18 College Council Goals

- 1) Conduct an annual evaluation of college-wide progress on Strategic Initiative C.
- 2) Implement the timeline for the development and completion of legally required policies.
- 3) Participate in regular updates regarding El Camino College and Compton College transition planning.
- 4) Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College.
- 5) Review and share data received as part of the community and college perceptions (Bridging) study, which will inform the development of the next Strategic Plan.
- 6) 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.



Student Success Scorecard 2018

ECCCD Board of Trustees
June 18, 2018

IRENE GRAFF, INSTITUTIONAL RESEARCH AND PLANNING

Scorecard 2018



Make a selection (Click here for the text version)

Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 114 community colleges.

This scorecard represents an unprecedented level of transparency and accountability on student progress and success metrics in public higher education in the United States. The data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state's economy.

Please contact us at scorecard@cccco.edu if you have questions about the data or [documentation](#) used to develop the Student Success Scorecard.

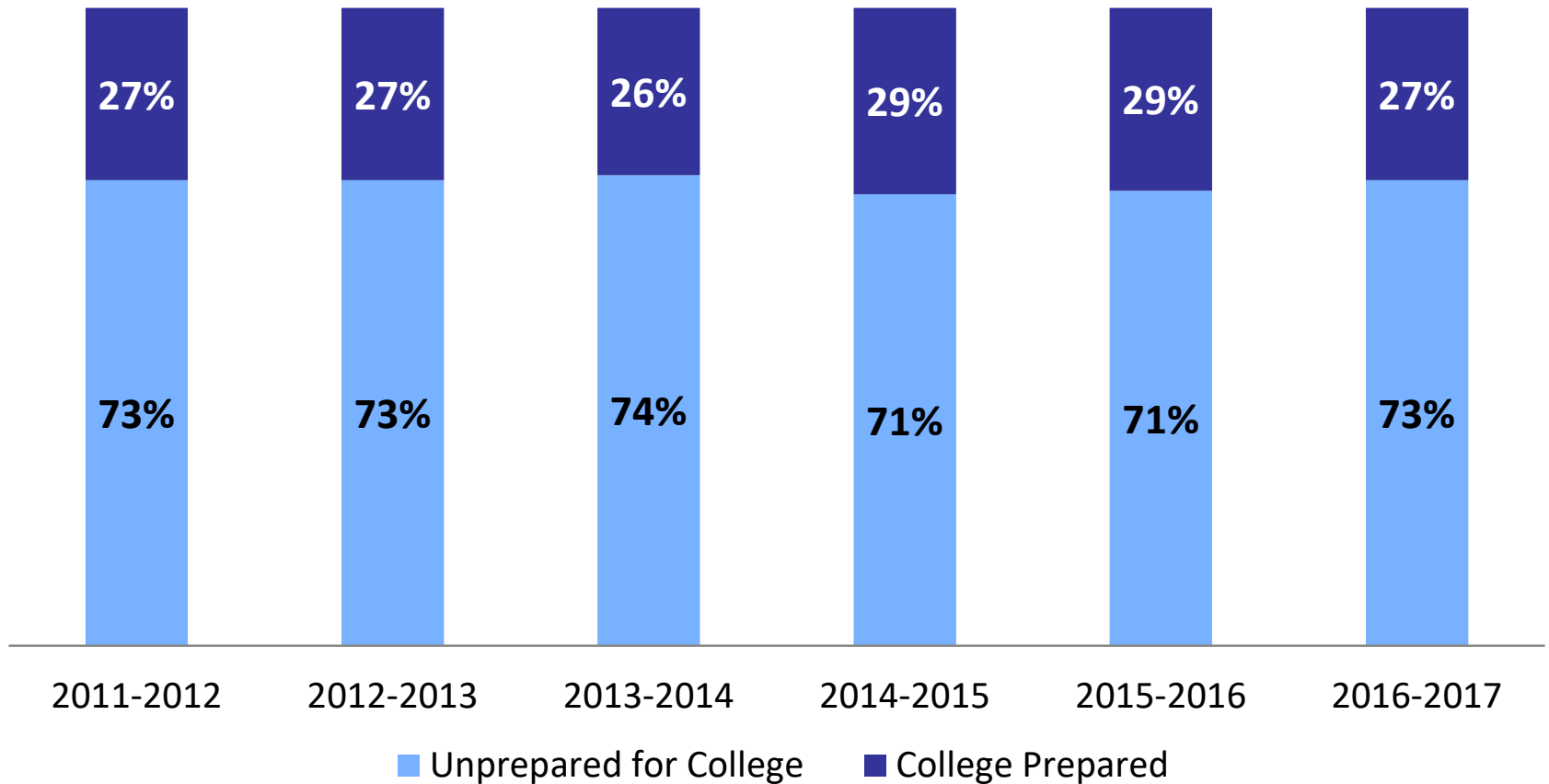
Scorecard Definitions

COLLEGE PREPARED: Student's lowest course attempted in Math and/or writing was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or writing was remedial level

OVERALL: Student attempted any level of Math or writing in the first three years

Percentage of Cohort Unprepared for College



Scorecard Performance Rates

Let's explore the
Scorecard Performance
Rates using Power BI!

2018 El Camino College Scorecard



Table of Contents

Math and English Metrics

1. Remedial Math
2. Remedial English
3. English as a Second Language (ESL)
4. Transfer Level Completion

Completion Metrics

5. Persistence
6. 30 Units Completion Rate
7. Completion

Career Education Metrics

8. CTE Completion
9. Skills Builder

This report is a visualization of the 2018 Student Success Scorecard produced by the California Community Colleges Chancellor's Office. The Student Success Scorecard contains a variety of achievement rates that measure colleges on:

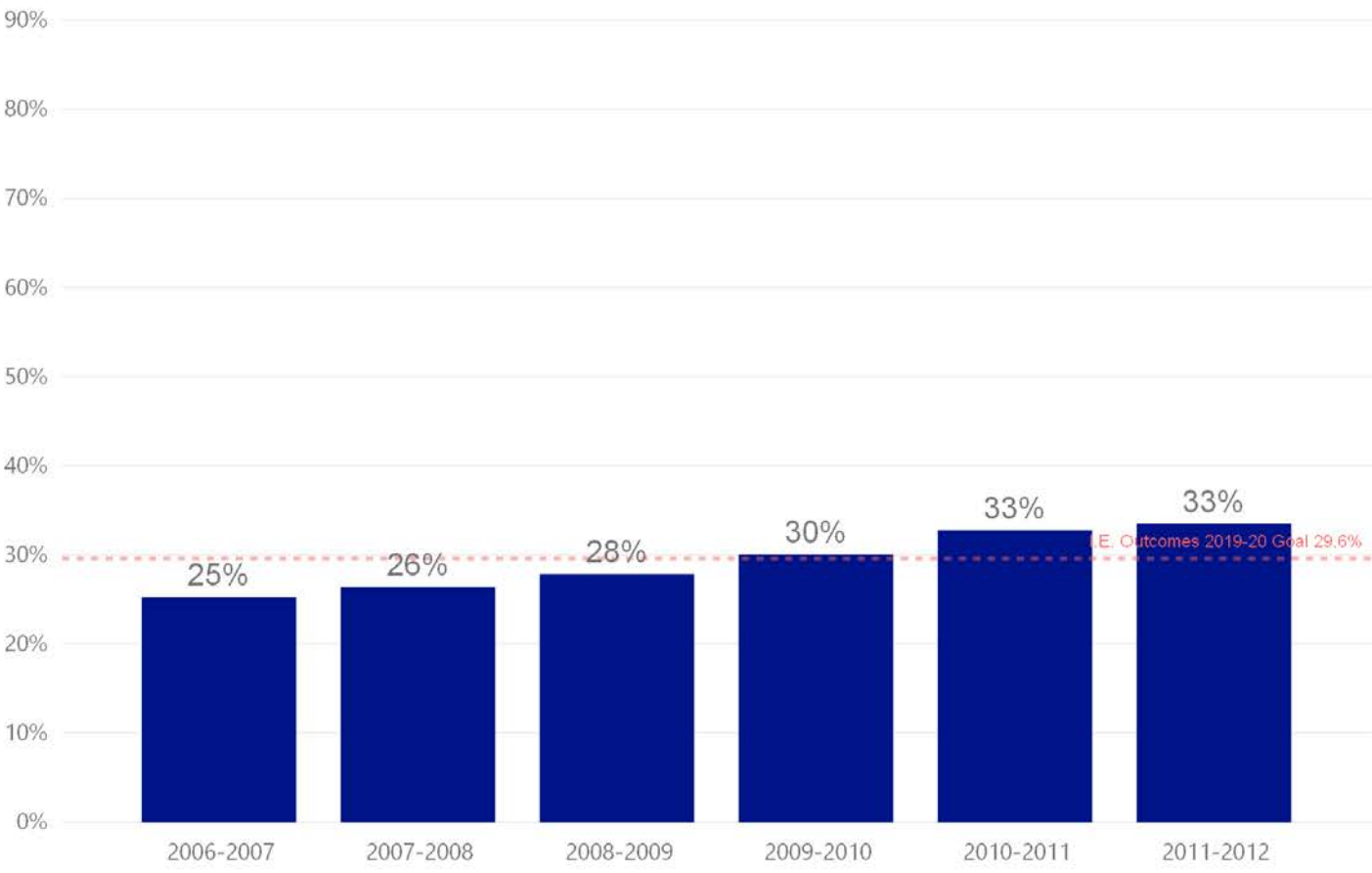
- Basic Skills- Are students able to achieve college-level coursework in English and Math?
- Progress- Are students remaining enrolled and completing coursework?
- Completion- Are students completing degrees and certificates, or transferring?
- Career Education- Are students completing programs or gaining the skills to further their careers?

The Scorecard tracks cohorts of students based on first-time status or course taking patterns for a time period to determine if the outcomes in each metric are achieved. Because metrics each have their own cohort definition, they may contain different sets of students, even when looking at the same year. The page for each metric displays the corresponding cohort size for the most recent year. Where applicable, the page will also display the College's Institutional Effectiveness (IE) Outcome goal for 2019-20.

Each achievement rate contains slicers which allow the selection of multiple characteristics, such as age, ender, race/ethnicity, economic disadvantage, and disability status, to see how different groups, or combinations of groups perform on each metric.

Basic Skills Math Progress Rate

Percent of credit students who first enrolled in a course below transfer level in Math and completed a college-level Math course within 6 years. The Institutional Goal is set locally through the strategic planning process.



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

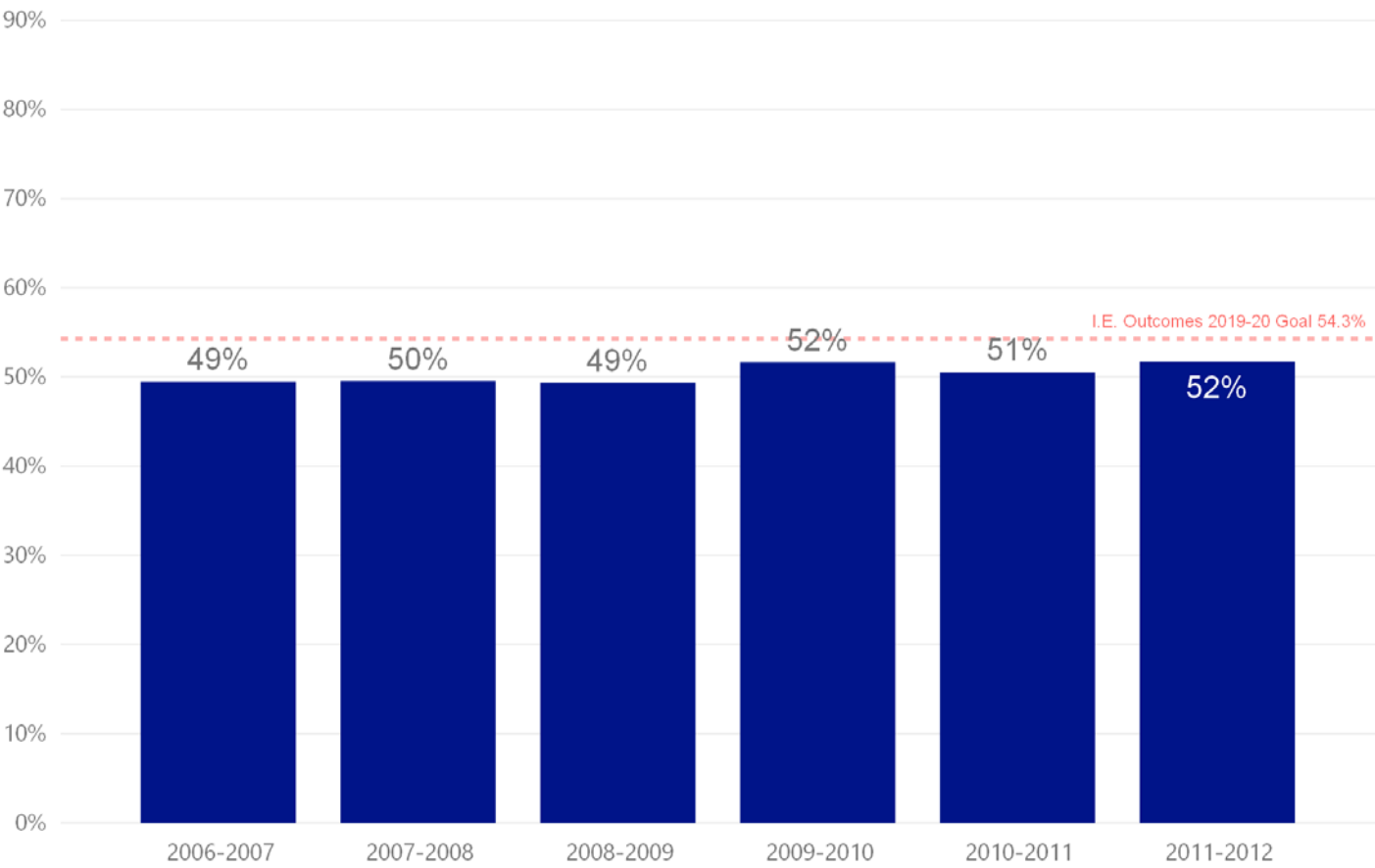
Disability Status
All

2186
Student Headcount - 2011-12
Cohort

732
2011-12 Cohort Progress

Basic Skills English Progress Rate

Percent of credit students who first enrolled in a course below transfer level in English and completed a college-level English course within 6 years. The Institutional Goal is set locally through the strategic planning process.



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

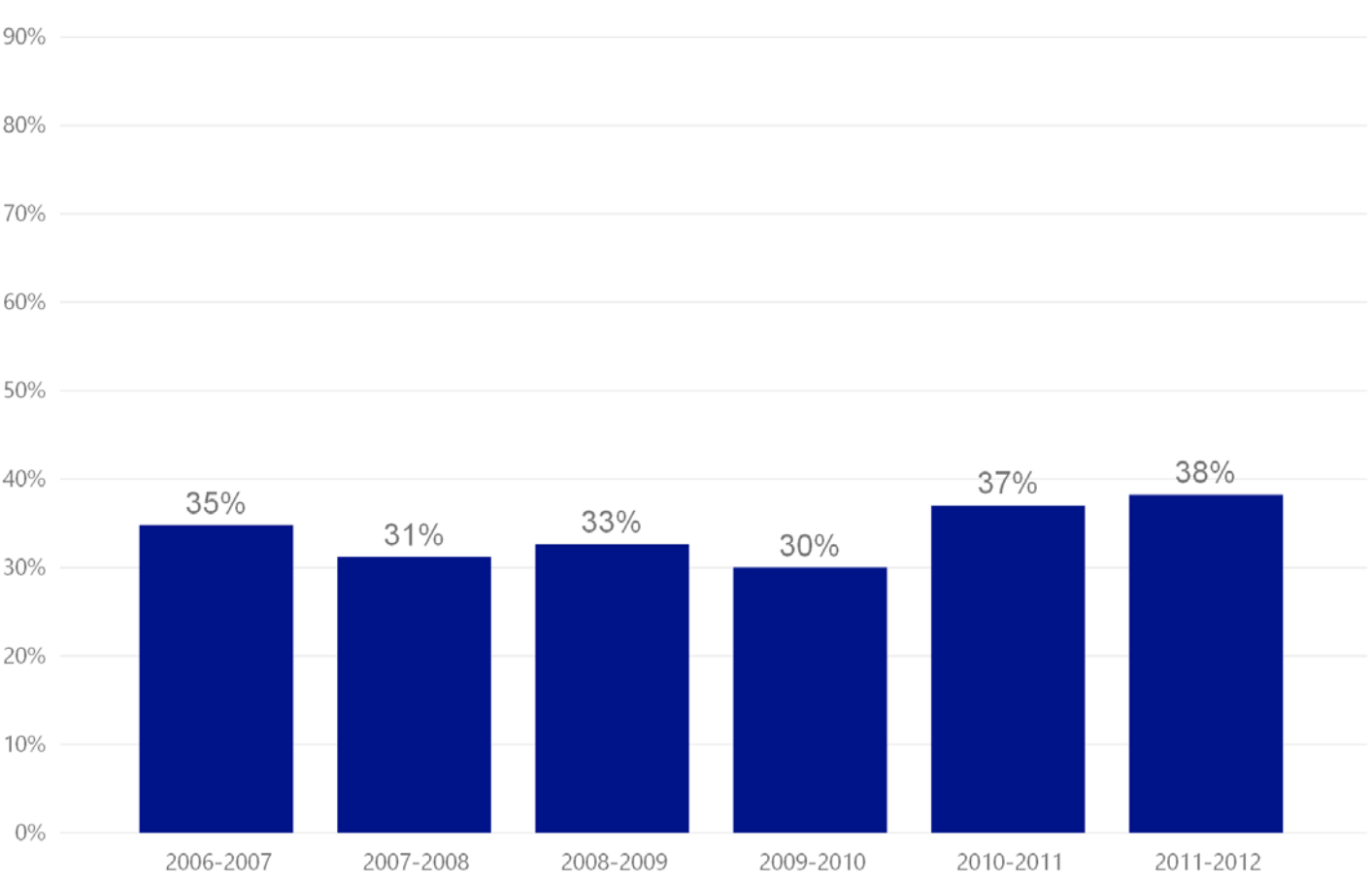
Disability Status
All

2800
Student Headcount - 2011-12 Cohort

1478
2011-12 Cohort Progress

Basic Skills ESL Progress Rate

Percent of credit students who first enrolled in a course below transfer level in ESL and completed a college-level English or ESL course within 6 years.



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

Disability Status
All

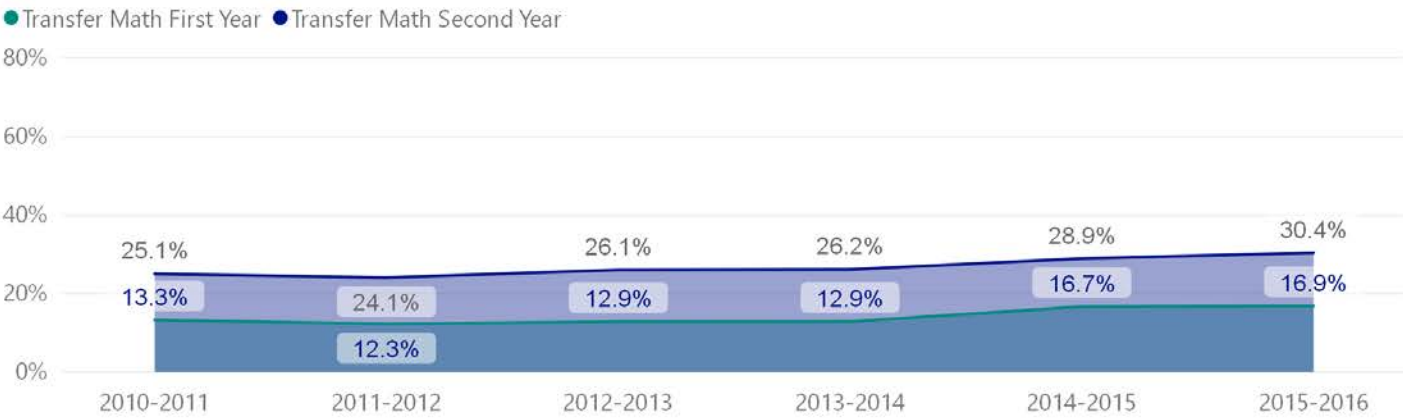
319
Student Headcount - 2011-12
Cohort

122
2011-12 Cohort Progress

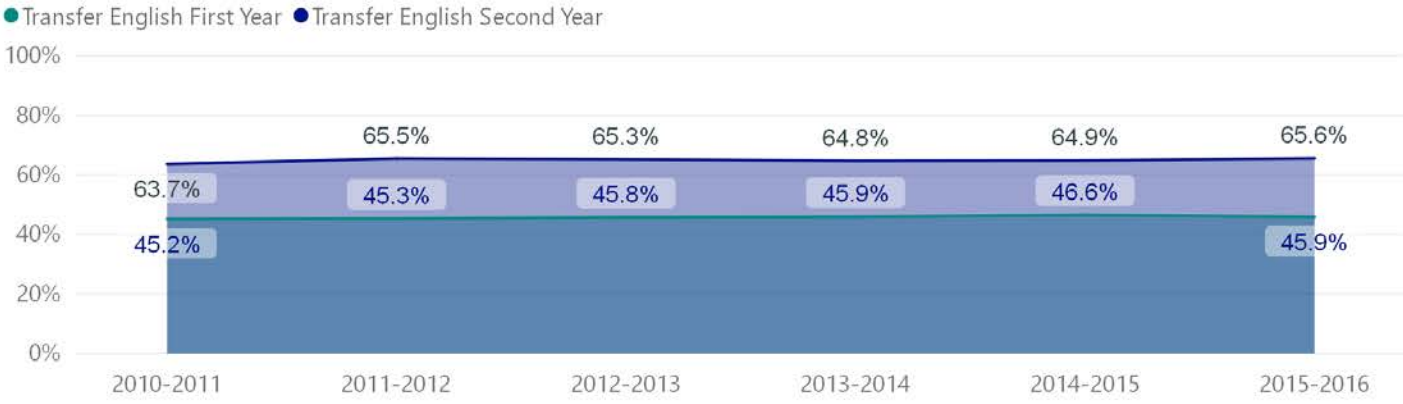
Transfer Level Achievement in Math and English

Percent of first-time students who complete 6 units and attempt any English or Math in their first year who complete a transfer-level course in English or Math in their first or second year.

Transfer Math Completion Within 1 or 2 Years



Transfer English Completion Within 1 or 2 Years



Age Group
All

Gender
All

Race/Ethnicity
All

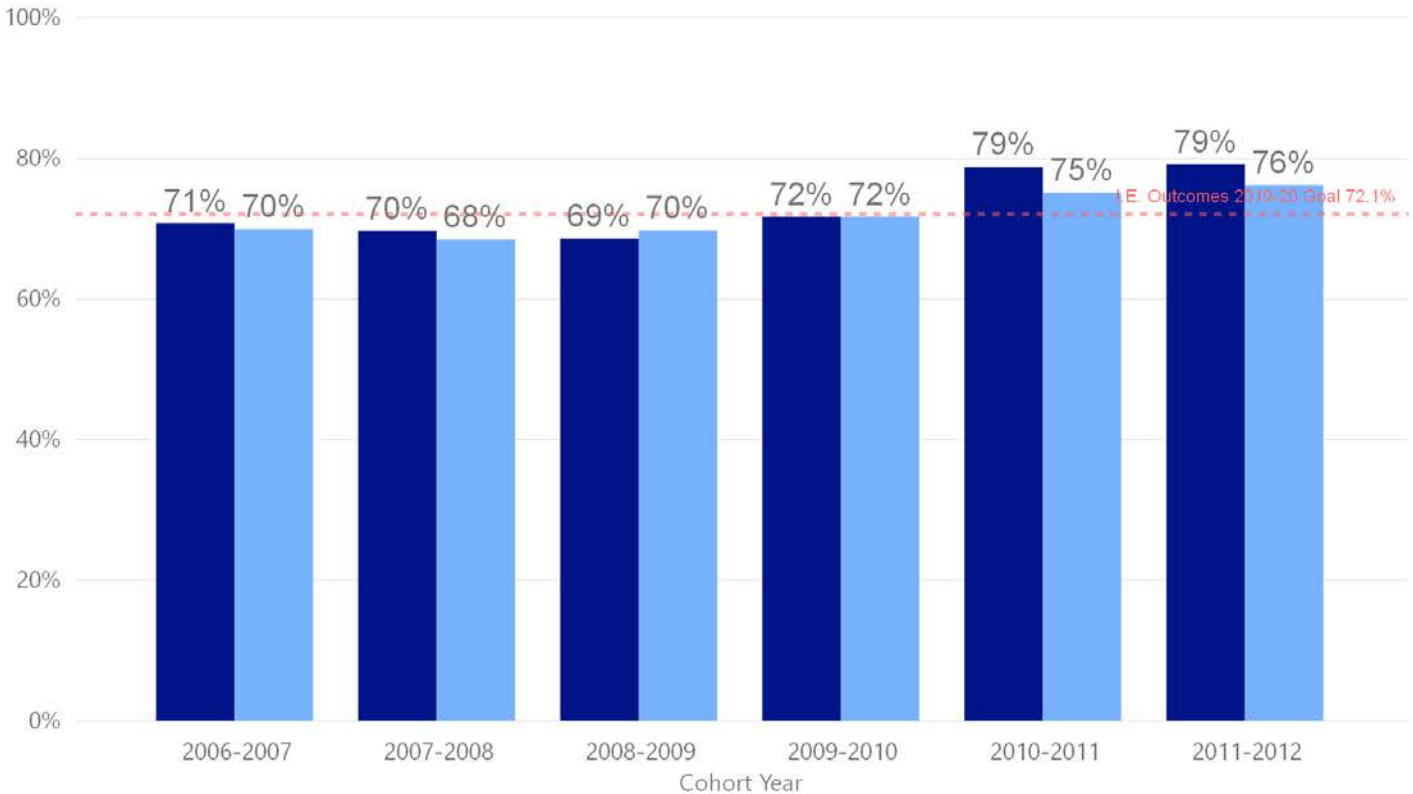
2888

Student Headcount - 2015-16 Cohort

Three-Term Persistence Rate

Percent of degree, certificate, and/or transfer-seeking students starting for the first time who enrolled in the first three consecutive major terms. The Institutional Goal is set locally through the strategic planning process. College Prepared students' lowest enrolled Math or English course is college level.

College Prepared ● Prepared ● Unprepared



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

Disability Status
All

2258

Unprepared Students - 2011-12

Cohort

855

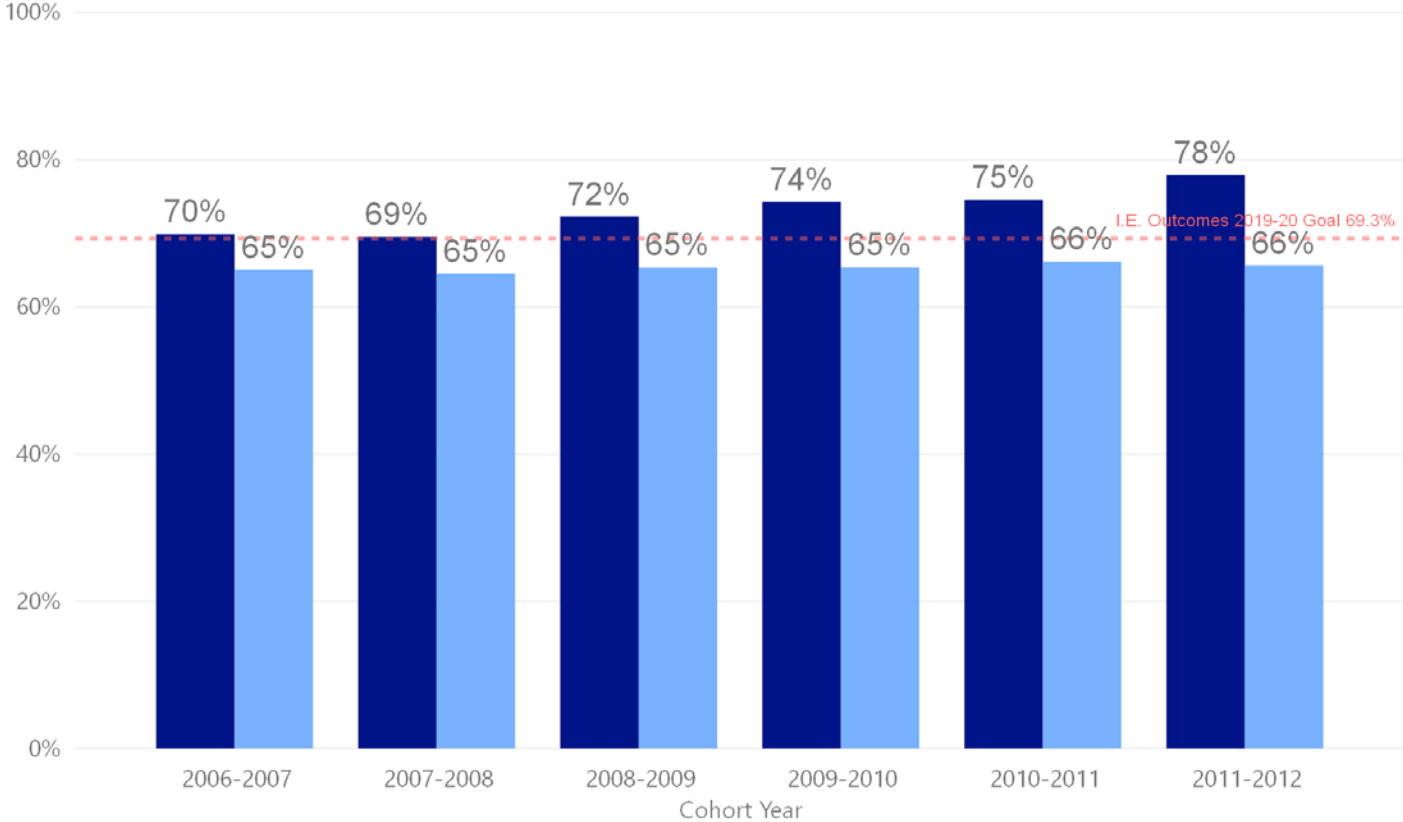
Prepared Students - 2011-12

Cohort

30 Unit Completion Rate

Percent of degree, certificate, and/or transfer-seeking students starting for the first time and tracked for six years who achieved at least 30 units. The institution goal is set locally through the planning process. College Prepared students' lowest enrolled Math or English course is college level.

College Prepared ● Prepared ● Unprepared



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

Disability Status
All

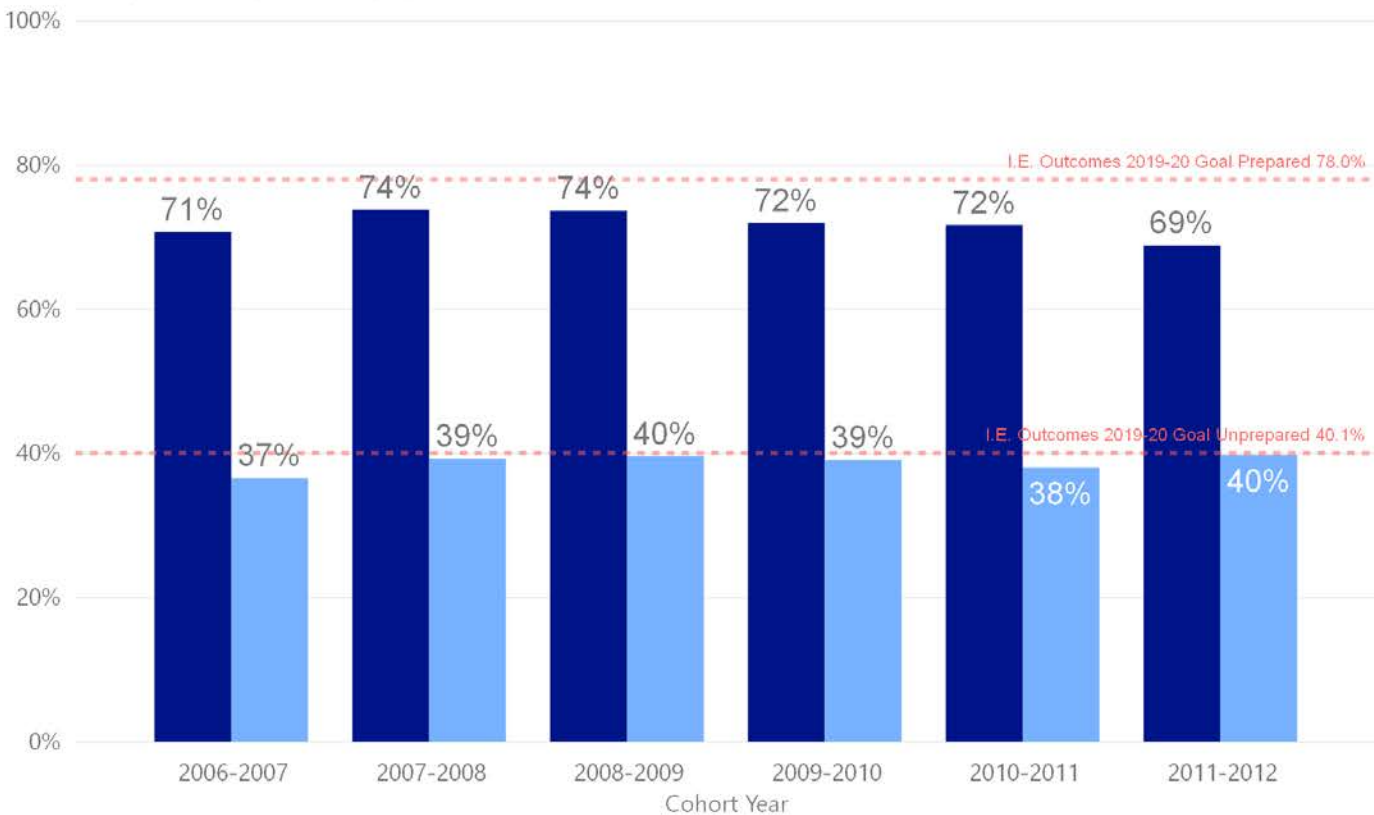
2258
Unprepared Students - 2011-12
Cohort

855
Prepared Students - 2011-12
Cohort

Completion Rate

Percent of degree, certificate, and/or transfer-seeking students starting for the first time and tracked for six years who completed a degree, certificate, transferred, or achieved "transfer prepared" status. The Institution goal is set locally through the planning process. College Prepared students' lowest enrolled Math or English course is college level.

College Prepared ● Prepared ● Unprepared



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

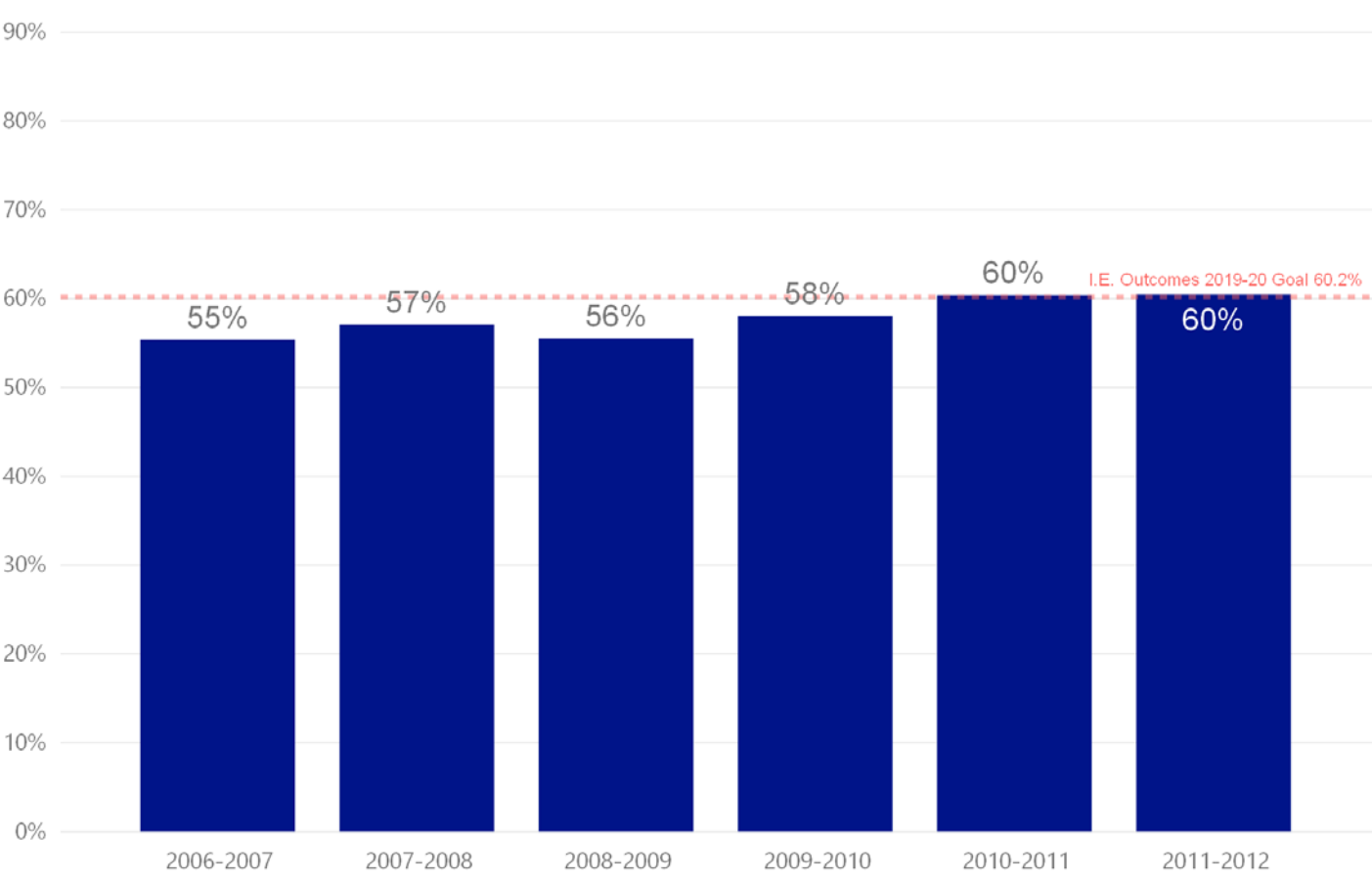
Disability Status
All

2258
Unprepared Students

855
Prepared Students

Career Technical Education Completion Rate

Percent of students who complete 8 or more units in CTE classified courses in a single discipline who complete a degree, certificate, apprenticeship, transfer, or "transfer prepared" status within 6 years.



Age Group
All

Gender
All

Race/Ethnicity
All

Economic Disadvantage
All

Disability Status
All

1282
Student Headcount - 2010-11
Cohort
775
CTE Completion

Skills Builder Outcomes

Median change in wages for students who completed higher level CTE coursework and then left the system without achieving a formal outcome, such as degree, certificate, or transfer to a four year institution.

Cohort Year
 2014-2015

TOP Code Title	Median Enrollment	Median Earnings Change	Median Wage Difference	Median Wage After Classes
Computer Information Systems	66	42.7 %	\$7,502	25,333.50
Accounting	61	14.7 %	\$2,398	28,993.00
Child Development/Early Care and Education	59	22.6 %	\$5,380	20,886.00
Emergency Medical Services	46	57.0 %	\$6,239	20,605.00
Administration of Justice	41	34.9 %	\$8,158	36,318.00
Nutrition, Foods, and Culinary Arts	40	19.5 %	\$4,373	22,783.50
Drafting Technology	33	26.9 %	\$8,900	58,332.00
Mill and Cabinet Work	31	7.8 %	\$4,978	62,115.00
Architecture and Architectural Technology	26	16.7 %	\$8,111	39,621.50
Fire Technology	26	72.5 %	\$8,719	27,306.50
Real Estate	26	18.8 %	\$5,335	40,757.50
Children with Special Needs	25	11.8 %	\$1,216	20,745.00

\$8,165
 Overall Median Wage Difference

29.2%
 Median Earnings (%) Change

What's Next?

Simplified Metrics

- Focus will be on students and their educational journeys from recruitment to completion
- Equity will be observed across all metrics.
 - Each metric will be drillable by gender, age, ethnicity, first-generation status, socio-economic status, and others.

Simplified Metrics: Student Journey

Simplified Metrics: Student Types

Next Steps

1. Board and community questions & discussion
2. Acceptance of the 2018 Student Success Scorecard

