



**Agenda & Table of Contents: Tuesday March 6, 2018 in Distance Education Room 166**

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| <b>I. Public Comment</b>  |                         |
| <b>J. Adjourn</b>   |                         |

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenat/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

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

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



# Academic Senate of El Camino College 2017-18

March 6, 2018

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

|                         |                                  |                                |                      |
|-------------------------|----------------------------------|--------------------------------|----------------------|
| President               | <b>Kristie Daniel-DiGregorio</b> | VP Finance & Special Projects  | <b>Josh Troesh</b>   |
| VP Academic Technology  | <b>Pete Marcoux</b>              | VP Instructional Effectiveness | <b>Russell Serr</b>  |
| VP Compton College      | <b>Paul Flor</b>                 | Curriculum Chair               | <b>Janet Young</b>   |
| VP Educational Policies | <b>Darcie McClellan Descalzo</b> | Secretary                      | <b>Traci Granger</b> |
| VP Faculty Development  | <b>Stacey Allen</b>              | Parliamentarian                | <b>Pete Marcoux</b>  |

### Adjunct (One-year terms)

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

### Fine Arts

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

### Mathematical Sciences

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

### Behavioral & Social Sciences

**Stacey Allen** 19/20  
**John Baranski** 19/20  
**Kristie Daniel-DiGregorio** 17/18  
**Renee Galbavy** 17/18  
**Michael Wynne\*** 17/18

### Health Sciences & Athletics/Nursing

**Andy Al Villar\*** 19/20  
**Traci Granger** 19/20  
**Yuko Kawasaki** 18/19  
**Colleen McFaul** 17/18  
**Russell Serr** 17/18

### Natural Sciences

**Sara Di Fiori\*** 18/19  
**Darcie McClellan Descalzo** 19/20  
**Troy Moore** 18/19  
**Shanna Potter** 19/20  
**Anne Valle** 18/19

### Business

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

### Humanities

**Rose Ann Cerofeci** 18/19  
**Sean Donnell** 18/19  
**Ashley Gallagher** 18/19  
**Pete Marcoux\*** 18/19  
**Christina Nagao** 18/19

### Academic Affairs & Student Services

**Jean Shankweiler**  
**Ross Miyashiro**  
**Linda Clowers**

### Compton College

**Paul Flor** 17/18  
**Chris Halligan** 17/18

### Associated Students Organization

**Bryant Odega**

### Counseling

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

### Industry & Technology

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

### President/ Superintendent

**Dena Maloney**

### Division Personnel

**Walter Cox**

### Ex-officio positions

**Chris Jeffries** ECCFT

**Carolee Vakil-Jessop** ECCFT

### Library Learning Resources

**Analú Josephides** 18/19  
**Mary McMillan** 18/19  
**Claudia Striepe\*** 18/19

### Institutional Research

**Irene Graff**

**Carolyn Pineda**

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.

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

# El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

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

## **ECC ACADEMIC SENATE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

**FALL 2017:** September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).

**SPRING 2018:** February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

## **COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Thursdays 1-2 p.m., Compton College Board Room.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

**Assessment of Learning.** Chairs: Russell Serr & Jenny Simon. Spring meetings: 3/12, 4/16, 5/14, 2:30-4, Communications 109.

**Academic Program Review.** Chairs: Russell Serr & Linda Clowers. Meets fall semester only.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166/Library 202.

**Distance Education Advisory Committee.** Chair: Asma Said. D.E. Liaison to the Senate: Renee Galbavy. 4<sup>th</sup> Thurs, 1-2, DE 166.

**Educational Policies.** Chair: Darcie Descalzo. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2,

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

**Board of Trustees.** Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> Mondays (exceptions: 2/26, 3/26, 9/4), 4 pm, Alondra.

**Calendar.** Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

**ECC Technology Committee.** Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1<sup>st</sup> & 3<sup>rd</sup> Wed, 2-3 DE 166.

**Planning & Budgeting (PBC).** Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, Library 202.

**Process Improvement.** Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

**Student Success Advisory.** Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2<sup>nd</sup> Thurs. 1-2, COM 109.

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

# El Camino College Academic Senate 2017-2018 Goals

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

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

Measures:

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

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

Measures:

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

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

Measures:

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

## ECC (El Camino College) Acronyms

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

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

**Adjunct (1 Year)**

- Josh Casper
- Karl Striepe

**Behavioral & Social Sciences**

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Josh Troesh

**Counseling**

- Seranda Bray
- Anna Brochet
- Rocio Diaz

**Fine Arts**

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

**Health Sciences & Athletics**

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

**Humanities**

- Rose Ann Cerofeci
- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao

**Industry & Technology**

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

**Library Learning Resources**

- Analu Josephides
- Mary McMillan
- Claudia Striepe

**Mathematical Sciences**

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

**Natural Sciences**

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

**President/Superintendent**

- Dena Maloney

**Academic Affairs & SCA**

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

**Assoc. Students Org.**

- Bryant Odega

**Compton College**

- Paul Flor
- Chris Halligan

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Dean's Reps.; Guests/Other Officers:**

- Annie Aboulian (Adjunct, Humanities)
- Carolyn Pineda
- Irene Graff

**Excused:** O. Villareal

**ACADEMIC SENATE MINUTES**

February 20, 2018

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

**A. CALL TO ORDER**

Senate President Kristie Daniel-DiGregorio called the first Academic Senate meeting of the spring 2018 semester to order on February 20, 2018 at 12:31 p.m.

**B. APPROVAL OF MINUTES**

See pgs. 6-13 of the packet for minutes from the December 12, 2017 meeting. J. Casper moved, S. Di Fiori seconded, and there was unanimous approval of minutes.

**C. OFFICER REPORTS****a. President – Kristie Daniel-DiGregorio (pg. 14)**

I would like to offer another congratulations to Dr. Cynthia Mosqueda. I know it was also on the listserv for being the “Faculty of the Year”. As you know, she is a good friend to the senate. In her hard work to support our undocumented students, she has been such a critical collaborator for the senate in helping us get initiatives off the ground. She has continued to support our students who are Dreamers and undocumented. This is well-deserved and we are so happy for her. Congratulations, Dr. Mosqueda!

That brings us to some news related to our undocumented students. Your information on the listserv over the break, and I wanted to reiterate it because you might have missed it. The Immigration Service is now accepting DACA applications. There are a few key points that we want to pass on to our students. Here is the link with the official press release.

<https://www.uscis.gov/humanitarian/deferred-action-childhood-arrivals-response-january-2018-preliminary-injunction>

We want to be sure our students are consulting with an attorney. We are grateful to Jeff Jung for his ongoing support not only as an English Professor but also as an immigration attorney. He is available to consult with students and help point them in the right direction. Every situation is different. We want our students to consult with an attorney so they can see if they are eligible to submit for renewal application. There is funding available, the applications aren't cheap, they are almost \$500. There are grants to support students in submitting their applications. Our El Camino resource page is constantly being updated, thanks to Dr. Mosqueda and her team.

<http://www.elcamino.edu/student/student-services/financialaid/ab540/daca.aspx>

We want to get the word out to our students so they can get connected with resources. The California Dream Act is not affected by changes to DACA. Students should still be monitoring their application and getting those in by the March 2<sup>nd</sup> deadline. The First Year Experience office has information about a one-time emergency grant for undocumented students. Is there anything you want to add Seranda? S. Bray: The one-time emergency funding is from the state of California and they have to have AB540 status. It is \$650, but if the student needs more, they can put in a special request. They can come to the FYE department and pick up an application, but they don't have to be an FYE student. We have been communicating with all the students on the list serve. KDD: This is another reason to refer students to our resource page, because there is a link to sign up for the listserv so they are always in the loop for new information. Thanks Seranda!

Welcome to our new senators! I know with some of our teaching schedules, some may need to wander in after the meeting has started. Darcie McClellan Descalzo (Biology), is one of our Natural Sciences senators. We are so pleased that she has agreed to step in as Vice President of Ed Policies. John Baranski (History) and Ashley Gallagher is returning from English.

Let's welcome our Division Personnel now. Jackie Sims is our Dean of Mathematical Sciences. Dean Jackie Sims: I am the Dean of Mathematical Sciences. I am giving a shout-out to all my senators that I see. I started off as a faculty member teaching Math for about 12 years. I accepted an interim position as the Associate Dean while we were in limbo

looking for a new dean. My plan wasn't to become the dean, I was just taking a break from the classroom. As luck would have it, I assumed the role of Dean. I have been doing that for the past 3 ½ years. Thank you all for everything you do and thank you to my senators.

Congrats to our newly tenured senators. If you weren't able to make it to the reception, it was interesting that at least half of them are currently serving as senators or have previously served as a senator. We have strong involvement from our new faculty in the senate and we are grateful for that. Congratulations everybody! Thanks to Stacey for all her efforts in celebrating that milestone in El Camino fashion.

We have an audit report in the senate packet on page 14 from the California state auditors. It is a one-page overview fact sheet. A lot of news and information came through during the winter session, as you might imagine. I want to pass some of this along to you. They are highlighting some issues relating to accessibility and technology. They looked at three community colleges to "take the temperature" and see where we are in terms of accessibility and technology. There were three key themes. CCCs need to improve our monitoring, in terms of availability of accessible instructional materials. But also how quickly we respond when students register for an accommodation, how quickly are the institutions actually meeting those needs with accessible instructional materials? The other thing they are calling for is for us to formalize processes for updating and upgrading our technology. Pete, have we gotten better at that in recent years? P. Marcoux: Yes, I think we have. KDD: Do we have a formula? P. Marcoux: They are trying to have a cycle. It is different for different machines. Typically, every 5-7 years and it is all based on funding. KDD: They also made a note that training on accessible instructional materials is available, but not mandated.

In related news, the Special Resource Center has noted that there are many more students requesting/needing adjustable desks in their classrooms in order to be have an accessible learning environment. If you have a student who has that need, they are trying to respond as quickly as possible. They might be a little overwhelmed, so reach out to the SRC. P. Marcoux: I have something to add. In Canvas, when you are creating your content pages, they have a little button that is about accessibility. It will test whether your page is compliant or not. If you are creating a content page, it is on the toolbar I think on the right. KDD: Is it called Ally? I seem to remember that it doesn't just identify things that need to be more accessible, it shows you how to do it. It seemed like a good resource.

News about our Lockdown/Shelter-In-Place Drill. The date was chosen, based on input from the Academic Senate. You will remember that the Chief came to visit us in the Fall and we took a vote that was very close. There was one vote difference between our two proposed dates, week three or week five. The decision was to schedule the drill for week five, Thursday, March 15<sup>th</sup> which was the preferred date. Please help us get the word out, this hasn't been posted to the listserv yet. The Chief has said that he will get the word out. I'm sure he would appreciate our help with this. We had requested that instead of doing this right at the start of class at 9:30 am, we could have maybe 10 minutes to get situated in our classrooms. Then the drill will occur at 9:40 am. For the evening classes it will be 7:10 pm. Remember from the fall, we have gotten more efficient with this drill. The first time it probably took us 25-30 minutes. The second time it was down to 10 minutes. That is the goal, 10 minutes. We will lockdown/shelter in place, and we will be getting more instructions. This is in our minds, especially with recent news. There are some resources that may help you as you prepare your classes or just talk to them about the upcoming drill. There is a video that we showed at Spring Professional Development day a few years ago from Ohio State University and it is only six minutes long. You may want to show this in class before the drill to talk through it. We have some new resources on the ECC campus police website. Some handouts and materials and information how to easily sign up for Nixle. We may have new students on campus, so this is a good time to invite students to sign up for Nixle so that we have more people who are in the loop. We thank Chief Trevis for coming and collaborating with us to make our campus safer!

Thank you for wearing your "Ask Me" buttons to help our students. We are in our second semester of this initiative. We evaluated this in the fall and learned about a number of benefits. Not just supporting our students, but helping people to remember what it is like to be in students' shoes. Darcie makes a good point, if you are new to campus, don't worry if you don't have all the answers. Most of the questions are about how to read the schedule, simple directions about where their classes meet, and where the buildings are located. The welcome tents are only out for the first week. You will notice the blue tents aren't out any more, so send students over the RISE Center or the Info desk in the Student Services Building. Hopefully, you are seeing the posters. One of the great suggestions that came out of the evaluations in the fall was to put posters around campus to alert students to the fact that we have this initiative. We are going to be revamping and looking into bringing in some additional languages when we reorder for next fall. Stay tuned for more details.



The topic of overlapping enrollment has come to us before. The senate has been concerned about it impacts our students and our enrollment. Students are able to enroll in multiple sections of the same course. I want to give you a bit of an update on what is happening with this. They are pulling information from ITS. We can now see students which students are enrolled in multiple sections of the same course. The divisions are reaching out to those students inviting them to choose the course they would like to stay in and drop the overlapping courses. If they choose not to choose, admissions is going to drop them. They are given a date, a choice, and if they don't respond or take action by that date, they will get dropped from one of the courses. The deans have also asked us to stay on top of our no show reports. Hopefully, this will help with the redundant registrations. We are looking for more permanent solutions. One of the things that went through the Council of Deans this month was BP/AP 4226. This is coming to the senate soon, it spells out for our students what our policy is. You can not register for multiple sections of the same course. ITS is looking at long-term solutions, so students won't be able to do this in the future.

Julie Land is going to be one of the co-presenters at a regional state-wide senate event at Los Angeles Southwest College. That is happening on March 9<sup>th</sup> and it is a regional meeting of the Transfer, Articulation, and Student Services Committee. Remember that Julie and the Educational Development Department were recognized by the statewide senate as an exemplary program last year. That experience allowed her to get networked with the state-wide senate and now she is serving in leadership roles. We appreciate her ongoing leadership! The website will give you more information on how to register. <https://www.asccc.org/events/2018-03-09-160000/tassc-south-regional-meeting>

Please remind students about the March 2<sup>nd</sup> deadline to apply for degrees and certificates. When we talk about the changes to the funding formulas for California Community Colleges, this is becoming more important for the colleges. Part of our funding will be based on what our degrees and completions are. This is following up on an initiative that we have been working on for many semesters. We are trying to get students to be sure they don't leave our campus empty handed. If they have earned a degree, we want to make sure that they get it. Let them know that there is help in Counseling. They do need to see a Counselor if they are applying for an Associate Degree for transfer. They don't need an appointment, they can just drop in. S. Bray: For our local associate degrees (not Associate Degrees for Transfer) the student can get the form from Admissions and Records and fill them out on their own. KDD: The blue form they get from Admissions, the yellow form from Counseling, and meet with a Counselor.

#### **b. VP – Compton Education Center – Paul Flor**

Unable to attend

#### **c. Chair – Curriculum – Janet Young**

Our first meeting is next week. We are going to be reviewing Title 5 changes that are coming to certificates of achievement and accomplishment. I will be reporting back. I will have a more comprehensive report at the next meeting. The minutes are available on the website at <http://www.elcamino.edu/academics/ccc/>.

#### **d. VP – Educational Policies –Darcie McClellan Descalzo**

Our first meeting is also next week. Our priorities include professional development and student discipline. We talked about this in the fall, and are going to keep these topics moving forward. The senate has charged the EPC with ensuring faculty purview and faculty concerns are effectively addressed in these areas. We are working with Dr. Shankweiler, because there are several board policies and procedures that we need because they are legally mandated and we don't have them right now. With accreditation coming up, we need to make sure that we are current with those.

#### **e. VP – Faculty Development – Stacey Allen (pgs. 15-16)**

Good afternoon everyone, I have two announcements. I mentioned at Spring Professional Development Day that the Faculty Development Committee has partnered with the Student Equity Advisory Council. There is an on-going series, Student Dialogue & Empowerment and we will be partnering with them so that our series parallels theirs. Next week on Thursday is our first "Informed & Inspired." The Faculty Book Club is going to be reading a book that many on campus have already stated reading, *Redesigning America's Community Colleges*. You will recall from PD Day, our general session focused on Guided Pathways. This book will launch some of those discussions. Thank you to Chris Wells and Bryant Odega, who helped to convey the message about Guided Pathways from PD Day. The FDC will also have their first meeting next week on Tuesday.

**f. VP – Finance – Josh Troesh (pgs. 17-18)**

Obviously, enrollment is a frequent topic at PBC. The state has informed the community colleges about recent legislative efforts. There seems to be significant movement for a new funding formula which emphasizes degree and certificate completion. When we know more about that, the college may have decisions to make. The governor has put out a state budget that is par for the course. This is the first shot in a very long war. I would also like to put out an appeal. We do have accreditation coming up. The college is starting the process of looking for participants to help participate with the self-study. It is an opportunity to see how we are doing. This will identify ways to improve what we are doing in all areas of the college. If you are interested, please contact myself or Claudia, who is co-chair. Do spread the word that this is a long-term commitment.

**g. VP – Academic Technology – Pete Marcoux (19-25)**

The minutes are on page 19 of your packet. The Technology Committee meets again today and we'll get more updates. Last time I spoke to Claudio, they were still working on moving students emails from our server to the cloud. They were running into some issues. All new students will go to the cloud. Current students they are still working on. They are waiting to figure out how to move faculty and staff over. If you move to the cloud, you will have more storage. You will get one terabyte of storage. One Drive is the Google version of Dropbox if you are using Windows 10. If you have Windows 10, it should be working. I know a lot of the classrooms aren't running Windows 10. J. Troesh: What do we do with part-timers and their data and access to that data? P. Marcoux: I will ask today to find out. P. Marcoux: Nothing is working seamlessly with our system. I started using it, but I am back to using Dropbox because it was slow. We definitely need some training.

**h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 26)**

Deadline for Fall SLO assessments is next Friday, March 2nd. There is one workshop on Thursday 3/1 from 1-2. Lots of Program Reviews going on. Contact Caroline if you need assistance. I sent out a nice SLO bulletin out earlier today. Everyone keep up the good work. If you need help, see your facilitator or email me.

**D. SPECIAL COMMITTEE REPORTS****Dr. Jean Shankweiler - VP of Academic Affairs**

Off campus today, school business

**Ross Miyashiro – VP of Student Services**

Unable to attend, out sick

**Distance Education Advisory Committee**

There is no DEAC report. Professor Renee Galbavy has agreed to serve the senate as the senate's Distance Ed Liaison. She will report in future meetings. Asma Said, our new Interim Distance Education Coordinator was introduced. A. Said: I am an adjunct, I have been here since 2015, and I teach Physics and Astronomy in the Natural Sciences Department. I am very excited to start working here. I can see that the senate is very active, and I am going to enjoy working with all of you.

**E. UNFINISHED BUSINESS**

None

**F. NEW BUSINESS**

## ECC Climate Survey: 1<sup>st</sup> Reading – Beth Katz, Gina Park & Linda Clowers

G. Park: Since 2001, we have been administering Campus Climate Surveys on a fairly regular basis, every 3-5 years. The most recent was administered in 2013. We will be administering the 2018 survey during the spring semester. The two committees convened to review the previous Campus Climate Surveys and revise them. The newly revised survey items come primarily from the previous surveys to allow for longitudinal analyses. We also looked at surveys from peer institutions to make it better align to our current interests. Currently, we are getting feedback from collegial consultation committees. Linda Clowers: I know some of you are thinking, “Haven’t we done a survey on that already?” The EEO survey comes out of our EEO Plan that was submitted. It addresses particular protected groups and focuses more on those groups. It focuses on hiring practices and it delves a little deeper into those groups. We wanted to make that distinction. This survey is a little bit different. I wanted to reiterate that. G. Park: The new committee members consist of students, staff, and faculty. B. Katz: To distinguish this survey between student surveys and faculty surveys or climate surveys, we developed a set of research questions. Some of the questions may not be the same. We want to see parallels between students and faculty. We want to know how students and employees feel on campus. Are they welcomed, valued, nurtured, safe, and does their experience vary? We are collecting different demographics characteristics. We want to identify where we are doing well and where we need to improve. We want to understand if students feel valued. We want to know if students are satisfied with the education they are getting. We do maintain some questions from previous surveys. We are looking for trends. The surveys are administered a little differently. All employees will be surveyed. With the student survey, we are selecting a random sample of course section numbers. Please respond to an email from Beth Katz that may tell you one of your classes has been selected. It is going to be online for students and we will come to your class to field questions so that students can log onto their phones and do the surveys. We thank you in advance for your cooperation. We want to get good student feedback. Your handout is laid out into eight themes. Physical Environment and Safety, Campus life and Activities, Diversity and Inclusion, Services and Resources students have access to, Classroom Instruction, Overall Experience, Open ended questions and Demographics. When you get a chance to review this, you can see the different categories.

G. Park: The next 2 slides also provide some overview of how these items were divided by themes and events. The employee survey looks at the experiences that are unique to employees. Their overall perception of whether or not ECC is achieving the mission, general work environment, sense of belonging and value, professional development, overall job satisfaction, effectiveness of communication, perceived service to students, overall sense of belonging, what limitations are at ECC. In the next few weeks, we hope to revise and finalize the survey items based on the feedback. We would like to be able to pilot this by early March. We hope to have the survey ready to administer on campus by April or May. By fall of 2018, we hope to present results to the campus. A. Ahmadpour: Do all faculty have to do this? These should be administered at department meetings. Then we can really use it and rely on the results. C. Wells: Will we know differences between the divisions? B. Katz: It will depend on the sample size, some divisions are much smaller. If we get enough responses that is a possibility. KDD: We can help get the word out, because it needs to be a representative sample. The senate will be endorsing this, take it back to your division, get feedback and bring it back to the next meeting. We will vote on it at the next meeting. C. Wells: Will we be comparing this to other colleges? B. Katz: We can do that with the SENSE and the CCSSE surveys. No college will be administering the same surveys in the same exact way. We have tried to tailor the questions to fit ECC. We have looked, in developing this, of what peer institutions do. KDD: We are comparing ourselves against ourselves from previous years. L. Clowers: It sound like you all want some juicy information that can help us have actionable responses, know how our students are feeling in relation to other campuses. We do have enough items in common that we can get some trends. We do need some new items and items that you think are important. Please do forward that information, we are always thinking about the next survey. How can we make it more robust and actionable? B. Katz: We will be able to compare our student and employee responses. We want to share and align where we can. KDD: Thank you everyone!

## G. INFORMATION ITEMS –DISCUSSION

### Intros, Info, & Innovations: New Faces @ Admissions & Records – R. Dreizler, L. Justice

KDD: We have some returning faces -- I’d better not say “old” faces. Our new Dean of Enrollment Services, Robin Dreizler, who you know from Outreach. And Lillian Justice, our new Registrar. R. Dreizler: I am here to tell you about the restructuring that happened in Student Services. We took what was Bill Mulrooney’s and Espe Nieto’s positions and created the Dean of Enrollment Services and the Registrar position within this new division, Enrollment Services. To put

it simply, Enrollment Services is designed to help students with the onboarding process. Anything from recruitment, outreach, matriculation services, core services, and SSSP services. I have Financial Aid, Registrar, Outreach, Assessment -- those programs designed to get students here. Student Support services, of which Idania Reyes is now Dean, has got those programs that are designed to get students through the process. EOPS, CalWORKS, CARE, Puente, Student Development, Student Equity, Veterans Programs. I don't have a fancy slide, we are tweaking some of the restructuring. It should be up on the Vice President, Ross Miyashiro's, web page under student services. Lillian, would you like to add anything? Lillian Justice: My role is not a replacement of Espe. Not that anyone could replace her. I do things a little differently, I like to put my own spin on things, even though regulations are the same. I have been here since December 4<sup>th</sup>. Just a little about myself. I spent 10 years at Long Beach City College as the Director of Enrollment Services. I had Financial Aid, Admissions & Records, Veteran's Services and Articulation under me. I am happy to give all of those things back and concentrate on Admissions & Records. That was a huge undertaking, so my hat is off to my new dean. I am here to support him in any way that I possibly can and be a collaborative partner. I am glad to get back to Admissions & Records. I started in Admissions & Records as a Financial Aid work study student at Barstow Community College. I was there for 10 years in Admissions & Records. I wasn't a work-study student for 10 years, I did graduate and become an employee. I am working on my Masters now. Admissions & Records to me is the hub of the college and we touch students at the beginning, middle and end. When students leave, they still have to come back to Admissions & Records. We want to have a "student-focused" and "student-centered" Admissions & Records. We want to make the process seamless. It is my job to give you the tools you need to get your job done. I look forward to working and getting to know all of you. R. Dreizler: What a blessing and a pleasure it is to have Lillian on board. There have already been a number of times where people have left the office saying, "It was that easy?" We have a golden opportunity to look at processes right now and see what type of road blocks students are running into, and there are plenty of them. We are identifying those and I know the same thing will happen from the faculty side too as far as processing grades, etc. Lillian is here to save the day! A. Ahmadpour: I have heard for years from students that Admissions & Records didn't have a very friendly attitude towards students. I hope that you change that perception. L. Justice: We will, we like to have fun and laugh. We don't like to be staunch. R. Dreizler: Please don't hesitate to reach out if you hear otherwise. We have already had a significant number of staff members who have also come to us saying there is a different aura. Nothing against Espe and Bill, we've seen some of the problems from the past, let's fix these problems. Let's modify it as long as it's not breaking any laws. Thank you. KDD: Lillian's mantra since she has got here has been collaboration, I'm part of the team. You can tell she has great positive energy. We know from past experience that Robin can take something that is a tangled mess and figure out a way to get through it. Make it more efficient and make it work better for our students.

### **IEPI Partnership Resource Team – Robin Dreizler**

KDD: Robin is doing double duty today. R. Dreizler: President Maloney submitted a letter requesting an Institutional Effectiveness Partnership Initiative (IEPI) team to come in. It is an initiative supported by the Chancellors office. If you are interested in more details, they can be found at <http://iepi.cccco.edu/faq>. March 6<sup>th</sup> is the visit by the Partnership Resource Team. We have sent the invites out, and a significant number of people have been invited, based on their committee affiliation (Academic Senate, Federation, Student Government, relevant campus committees, etc.). The President has identified, as it relates to our area of focus, what she wants the IEPI Team to focus on: student outreach and recruitment, marketing, onboarding process, retention of students, and the use of technology. A significant portion of that I oversee, so it is natural that I was the point person here on campus. We have identified a number of teams and meetings for that March 6<sup>th</sup>. Some of you received an invitation, others don't need to worry about it. The way I describe what the team is going to do is similar if any of you participated in the Clarus group interviews. They are going to come in and talk to some of the people on some of these committees. They want to know how things are going and what you are doing, what areas would you like to have us focus on? They want some recommendations. No preparation is needed. Then we will have a second meeting which has yet to be determined. Then the 3<sup>rd</sup> and final meeting will be the action items meeting. I have had requests from some who can't attend, asking if someone else can attend in their place, absolutely. After our 3<sup>rd</sup> meeting, which I suspect will be mid to late April, we can apply for up to \$200,000 to implement the action items that are identified in these meetings. That is a significant chunk of change as it relates to what we are doing with students; onboarding, getting them here and through the process. Are there any questions? I will definitely be reporting back here to discuss what the PR team decides as far as the action items. KDD: Thank you. We wanted to keep the senate in the loop, if you want to get involved or get more information, please contact those involved.

### **Associated Student Organization Update – Bryant Odega**

KDD: Bryant Odega is next on our agenda. You may recognize him, as Stacey pointed out, as one of our actors throwing the sea stars back. It matters to each one that there is somebody there! There are so many things happening with ASO that I invited him to come and give us an update. You can pass this on to your students. B. Odega: Thank you and hello

everyone, it's nice to see you all again. Just a few things going on with ASO. In regards to the Warrior Pantry, I want to say thank you for your support. We have helped 300 students and 1,000 households. We have raised \$43,000 so now we have a surplus of food, which is a good problem to have. The way we are going to address that is we now have two days where the students can come into the pantry, Mondays from 9-12 and Wednesdays from 3-6 pm. It is in the same location, Physics 116. Same as last semester, students just bring in their student ID to verify that they are a student at El Camino College. Are there any questions about the Warrior Pantry? R. Galbavy: Do they need volunteers to staff the Pantry? KDD: I think the student leaders are filling in the gap. How much did you say that you had raised? B. Odega: \$43,000 donations from faculty and students and ASO has been funding the pantry.

ASO is having our first meeting this Thursday, you are welcome to stop by. Communications 109 from 1-2, every other Thursday. We are having our Spring Club Rush next week Monday - Thursday 10-2 pm. It is a good opportunity for students who want to be involved on campus. Students can stop by, pick up flyers, and sign up for student government or student clubs.

We are doing our Metro U Pass subsidies again. From February 26-28 from 1-5pm in the ASO Executive Office in the Student Activities Center. Last semester we funded 50 students at a 50% discount. This semester students will only have to pay \$25 for a Metro U Pass. The original cost of the pass is \$100, so they will be saving \$75. This offer is good for the first 75 students. Dean Sims asked if there was a way to sponsor a student to get a pass. KDD: Do you mean can faculty pay for a pass? B. Odega: We've never thought about that, I will take it back to the cabinet and ask. P. Marcoux: You may want to talk to the Foundation. KDD: That money gets rolled over if it isn't used this semester. C. Wells: I like that idea of having the Foundation do it because it helps the students who are here instead of rewarding those who are leaving us. B. Odega: The U Pass helps students with transportation problems.

We are celebrating Black History Month. There are a number of events that are being organized, culminating with the annual Taste of Soul. We are having a movie night. Faculty are also invited to enjoy the presentations. For more info, <http://www.elcamino.edu/events/blackhistorymonth/>

Our Blood Drive is March 13-15. We also need more blood to support those who need it. If you would like to give students community service credit for donating blood, you are encouraged to do that. KDD: As you can see, our student leaders are very active.

## **H. FUTURE AGENDA ITEMS**

Ed Policies: BP 3050 Code of Ethics; AP 7160 Professional Development; AP 5500 Standards of Student Conduct  
 Noncredit Courses  
 South Bay Promise Program  
 Planning and Budgeting  
 Zero Cost and Low Cost Textbooks

## **I. PUBLIC COMMENT**

An email went out about Digital Day, this Thursday 2/22. We are hosting a meeting in room 102 of the library.

A. Ahmadpour: The students in Florida are hosting a nationwide walkout because of the shooting. I hope that we can organize and get involved.

## **J. ADJOURN**

The meeting adjourned at 1:48 pm  
 TG/ECC Spring 18

El Camino College  
College Council  
Minutes Tuesday, January 16, 2018  
1:30 – 2:30 p.m., Library 202

College Council Purpose Statement:

To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C - Collaboration:

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

Members Present:

|                                |                  |                  |
|--------------------------------|------------------|------------------|
| Kristie Daniel-DiGregorio      | Dena Maloney     | Erika Solorzano  |
| Brian Fahnestock               | Jane Miyashiro   | Debbie Turano    |
| Rory Natividad for Irene Graff | Ross Miyashiro   | Tiffany Ushijima |
| Chris Jeffries                 | Jean Shankweiler |                  |
| Rose Mahowald                  | Luukia Smith     |                  |

Alternate Members/Support:      Ann O'Brien – Support  
David McPatchell – Alternate

1. The Minutes from December 18, 2017 meeting were approved
2. The committee briefly discussed the Interim Financial Aid Supervisor – during the Compton Transition
3. Dr. Maloney provided a high-level overview of the new Governor's Budget and how it may possibly affect ECC's Enrollment strategies. There is a proposal for a new, fully online community college as well as a proposal for a new funding formula.
4. The January 16, 2018 Board agenda items were reviewed
5. VP Jane Miyashiro presented the change of titles and roles within HR. She further explained that all "Human Resources Service Partners" would work within their assigned divisions providing end to end assistance rather than have specialists knowledgeable in one specific area of expertise.
6. Ann O'Brien presented the eventual renaming of the Community Relations Department to the Office of Marketing and Communications.
7. Board agenda review took more time than anticipated, Board Policies and Administrative Procedures were not adequately addressed. The remaining proposed agenda items were also not addressed. Due to the large number of BPs/APs, the College Council is considering meeting every week or having a few "summit" style days dedicated to the review and amendments of the BPs /APs. Dr. Maloney prefers the latter. A decision will be made and information will be sent via email.

The remaining items in *italics* will be addressed at the next College Council meetings or moved to the Policy Workshop Dates.

1. *Board Policies & Administrative Procedures (handouts)* Miyashiro (20 minutes)
  - a. *BP 3420 Equal Employment Opportunity*
  - b. *BP 7330 Communicable Diseases*
  - c. *AP 7330 Communicable Diseases*
  - d. *BP 7335 Health Examinations*
  - e. *AP 7336 Certification of Freedom from Tuberculosis*
  
2. *Future Meeting Dates: 1:30 p.m. in Lib. 202* Maloney *Reminder only*
  - a. *Monday, February 5 2018*
  - b. *Tuesday, February 26, 2018 (to coincide with new Board Meeting date)*
  - c. *Monday, March 5, 2018*
  - d. *Monday, March 26, 2018 (to coincide with new Board Meeting date)*
  - e. *Monday, April 2, 2018*
  - f. *Monday, April 16, 2018*
  - g. *Monday, May 7, 2018*
  - h. *Monday, May 21, 2018*
  - i. *Monday, June 4, 2018*
  - j. *Monday, June 18, 2018*
  
3. *Other*
  
4. *Adjournment*

#### *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 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.*



**EL CAMINO COLLEGE**  
Office of the Vice President, Academic Affairs

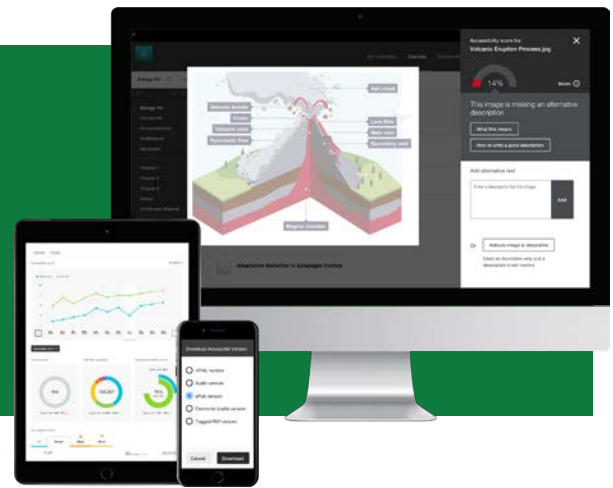
## ACCREDITATION TIMELINE

| DATE                           | ITEM  |
|--------------------------------|---|
| Fall 2017                      | Select Co-chairs & Steering Committee<br>Identify and select document management system |
| February 2018                  | Steering Team Start Training<br>Implement and train on document management system       |
| March - August 2018            | Collect Data / Evidence   |
| September 2018 - February 2019 | Write Draft 1<br>Select QFE topic   |
| February 2019                  | Write QFE   |
| Summer 2019                    | Finish QFE & Draft 2  |
| November 2019                  | Start Consultation & Forums   |
| March 2020                     | Final Draft & Consultation Complete   |
| May 2020                       | Board Approval  |
| May - August 2020              | Finish Copy   |
| August 2020                    | Mail Documents  |
| October 2020                   | Team Visit  |



# Introducing Blackboard Ally

Making course content more accessible



Blackboard Ally is a revolutionary product that focuses on making digital course content more accessible. Using inclusivity, sustainability and automation as its key pillars, Blackboard Ally helps you understand and tackle accessibility in a way that benefits all students.

## Highlights of Blackboard Ally



### Close and Seamless Integration

Raise awareness and visibility of accessibility by integrating directly into the Learning Management System and existing workflows.



### Accessibility Checklist

Automatically checks course materials against the WCAG 2.0 standard



### Alternative Accessible Formats

Apply advanced machine learning algorithms to provide all students access to more accessible alternatives such as Semantic HTML, ePub, Audio and Electronic Braille.



### Feedback and Guidance

Deliver in-context feedback and guidance to help instructors improve the accessibility of their content and build towards a sustainable change in behavior.



### Comprehensive Reporting

Gain deep understanding of your institution's performance through the institution-wide course content accessibility report.



### Proactive Approach

Proactively tackle accessibility and target both instructors and content to maximize results.



### Benefits All Students

A unique inclusive approach to accessibility that focuses on improving the quality and usability of course materials for all students.

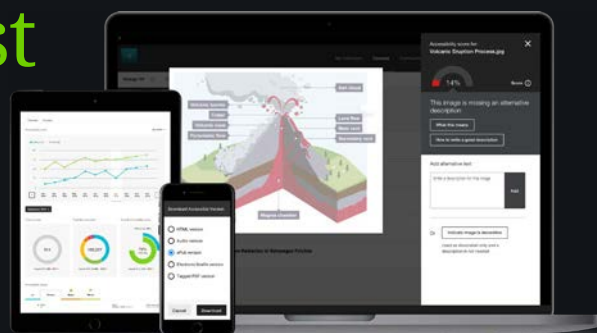


### Accessibility Spectrum

Move your institution up on the accessibility spectrum through Ally's 3-step approach of automation, instructor engagement and measuring performance.

# Accessibility Checklist

A quick-start reference to creating more accessible course content



Accessible course content makes it easier for everyone to read and access your materials and can help improve overall quality and usability.

There are many low-effort adjustments you can make to start creating more accessible content.

Find out more about Blackboard Ally at [ally.ac](https://ally.ac)



Use a font size of at least 12px.



Ensure that there is sufficient contrast between text and background. The **Paciello Group Contrast Analyzer** is a great tool.



Ensure that proper heading styles are used.



Ensure that a logical heading structure is used.



Ensure that images have an alternative description that can convey the full meaning of the image.



Ensure that tables are used for tabular data only.



Ensure that all tables have column headings.



Ensure that all lists use built-in list functionality.



Ensure that all links have text that describes the target.



Ensure that built-in PowerPoint slide templates are used.



Don't use scanned PDFs.



Ensure that all PDFs are tagged.

# El Camino College

## Student Campus Climate Survey - Draft



### Research Questions

The student campus climate survey will help us address the following research questions:

1. To what extent do El Camino College students feel welcome, valued, included, nurtured, and safe on campus?
2. How does the student experience vary by student characteristics, including ethnicity, gender, age, sexual orientation, gender identity, disability status, and economic circumstances?
3. From the perspective of students, what is El Camino College doing well and in what areas can the college improve?
4. From the perspective of students, to what extent does El Camino College value diversity and maintain an inclusive environment?
5. To what extent are students satisfied with the education they receive at El Camino College and the resources the college provides to support them?
6. How have student perceptions of campus climate changed over time?

### Timeline

| Dates                      | Tasks/Milestones                    |
|----------------------------|-------------------------------------|
| December 2017 – March 2018 | Survey Development and Review       |
| March 2018                 | Survey Pilot                        |
| April – May 2018           | Survey Administration               |
| June – July 2018           | Process and Analyze Results         |
| August – September 2018    | Review Results and Draft Report     |
| October – November 2018    | Present Results to Campus Community |

### Survey Items

The Student Campus Climate Survey questions can be loosely divided into eight topics, though the survey itself will not be ordered that way. Some questions are naturally relevant to multiple topics; however, we only list them once in this document to get an accurate count of the total number of questions.

This draft includes 51 multiple-choice items and three open-ended questions, and addresses 18 demographic and other student characteristics. We estimate that a survey of this length could take 20 to 25 minutes to complete.

The current survey items include or were informed by questions from:

- Previous ECC campus climate surveys;
- Surveys from peer institutions and other organizations; and
- Externally validated tools.

Specifically, the student survey includes questions from a survey tool piloted as part of the [U.S. Department of Justice’s Campus Climate Survey Validation Study \(CCSVS\)](#), the USDA’s [U.S. Household Food Security Survey Module](#) (Appendix A), and the [Wisconsin HOPE Lab’s Housing Insecurity and Homelessness Scales](#) (Appendix B). These items are freely available for colleges to use.

## Question Prompts

Most questions will begin with the following prompts:

*“Please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.”*

OR

*“Please indicate how much you agree with each of the following statements, and answer as best as you can.”*

## Overall Experience

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- ECC makes a positive difference in people’s lives.
- ECC provides excellent comprehensive educational programs and services.
- ECC is a welcoming environment for students.
- ECC listens to students and responds to student concerns.
- If I could start my college experience over, I would select ECC again.
- I am able to get the classes I need to meet my educational goal(s).
- I will be able to reach my educational goal(s) in the amount of time I had planned.

## Physical Environment and Safety

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- I feel safe when I am on campus during the daytime.
- I feel safe when I am on campus after dark.
- I know how to contact the El Camino College Police Department if I need to.

- D. I feel comfortable contacting the El Camino College Police Department.
- E. Overall, campus police are genuinely concerned about my well-being.
- F. I believe ECC is working toward an environmentally sustainable campus.
- G. There is adequate space for students to study, eat and socialize on campus.
- H. ECC's campus is easy to navigate and I am able to find where I need to go.
- I. Signs and maps are clearly posted on campus.
- J. ECC's campus is clean and well maintained.

## Campus Life and Activities

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- A. I feel part of a wider ECC community.
- B. I feel knowledgeable about events and activities on campus.
- C. I often participate in events and activities on campus.
- D. There are high quality food options on campus.
- E. Campus food options are fairly priced.
- F. I feel close to people at this school.

## Diversity and Inclusion

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- A. ECC values the diversity of its student body.
- B. The ethnic mix of the faculty and staff reflects the diversity of the student body.
- C. Faculty, staff, and administrators are aware of the diverse needs of ECC students.
- D. I feel comfortable expressing my political views on campus.
- E. ECC respects and supports its diverse students, including...
  - a. Students of different races/ethnicities.
  - b. Students of different genders and gender identities.
  - c. Students with disabilities.
  - d. Students from different economic backgrounds.
  - e. Students with different religious affiliations.
  - f. Students with different political affiliations.
  - g. Students with different sexual orientations.
- F. I have witnessed or heard about instances of discrimination or harassment on campus.
- G. I believe that ECC is trying hard to make sure that all students are treated fairly.

## Services and Resources

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- A. It was easy for me to enroll at ECC and register for classes.
- B. I feel comfortable approaching and asking questions of ECC employees.
- C. Counselors and advisors are available when I need them.
- D. Overall, employees at ECC are genuinely concerned about my well-being.

- E. There is an ECC counselor, instructor, or other staff member I feel comfortable turning to if I need support.
- F. There are enough academic support and tutoring services available to ECC students.
- G. There are enough places on campus where I can access a computer and the internet when I need them to complete my coursework. (Add 'N/A' answer choice.)
- H. At ECC, I feel supported in finding financial aid and other resources to help me pay for college and my living expenses. (Add 'N/A' answer choice)

## Classroom Instruction

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- A. My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching.
- B. For the most part, my instructors include course materials that reflect/include a variety of diverse populations.
- C. Instructors welcome and encourage students to contribute diverse perspectives in class.
- D. My instructors are available outside of class time if I have questions or need help.
- E. I feel comfortable talking to my instructors outside of class.
- F. Overall, instructors at ECC treat students fairly.
- G. Overall, instructors at ECC are genuinely concerned about my well-being.

## Open-Ended

- A. Please list up to three things that ECC is doing well.
- B. Please list up to three things that ECC can do to improve.
- C. Use this space to add any other comments or suggestions.

## Demographics

|  |   |
|--|---|
| A. Credit load (Number of units enrolled in at the beginning of the Spring 2018 semester (at the end of the add/drop period) | 15 or more<br>12 - 14.5<br>9 - 11.5<br>6 - 8.5<br>3 - 5.5<br>Fewer than 3 |
| B. Did you drop any courses after February 23 <sup>rd</sup> (the add/drop date)?   | Yes<br>No   |

|   |   |
|---|---|
| C. Age  | <18 ( <i>Will not be allowed to take the survey.</i> )<br>18<br>19<br>20-24<br>25-29<br>30-34<br>35-44<br>45-54<br>55+  |
| D. Major division                                     | Behavioral & Social Sciences<br>Business<br>Engineering<br>Fine Arts<br>Health Sciences & Athletics<br>Humanities<br>Industry & Technology<br>Liberal or General Studies<br>Mathematical Sciences<br>Natural Sciences<br>Other<br>Undecided |
| E. Which term best describes you?<br>(Gender)         | Man<br>Woman<br>I prefer another term<br><i>Please feel free to specify:</i><br>Decline to state  |
| F. Do you identify as transgender?                    | Yes<br>No<br>Decline to State   |
| G. Which term best describes your sexual orientation? | Bisexual<br>Gay<br>Heterosexual or straight<br>Lesbian<br>Questioning<br>I prefer another term<br><i>Please feel free to specify:</i><br>Decline to state   |

|   |  |
|---|--|
| H. Ethnicity ( <i>Select all that apply</i> ) | African American or Black<br>American Indian or Alaska Native<br>Asian<br>Latino or Hispanic<br>Pacific Islander or Hawaiian Native<br>White<br>Other<br>Decline to state  |
| I. When are you taking classes this semester? | Daytime (finish up by 4:30 p.m.)<br>Evening (start at 4:30 p.m. or later)<br>Mix of daytime and evening classes<br>Only weekend courses  |
| J. Disability Status                          | I do not have a disability that affects my learning, working or living conditions.<br>I have a disability that affects my learning, working or living conditions.<br>I have a disability, but it does not affect my learning, working or living conditions.<br>Decline to state  |
| K. Educational goal                           | Transfer (with or without a degree)<br>Receive a degree or certificate<br>Retrain or recertify<br>Receive my GED<br>Personal enrichment and improvement<br>Other<br>Undecided  |
| L. Food security (USDA six item scale)        | See <a href="#">Appendix A</a> .<br>HH3. "The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more."<br>HH4. "(I/we) couldn't afford to eat balanced meals."<br>AD1. In the last 12 months, since last (name of current month), did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?<br>AD2. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?<br>AD3. In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food? |



|  |   |
|--|---|
| <p>M. Housing insecurity<br/>(From the Wisconsin HOPE Lab.)</p>  | <p>See <a href="#">Appendix B</a>.</p> <ol style="list-style-type: none"> <li>1. In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?</li> <li>2. In the past 12 months, did you not pay or underpay your rent or mortgage?</li> <li>3. In the past 12 months, did you not pay the full amount of a gas, oil, or electricity bill?</li> <li>4. In the past 12 months, have you moved two times or more?</li> <li>5. In the past 12 months, did you move in with other people, even for a little while, because of financial problems?</li> <li>6. In the past 12 months, did you “live with others beyond the expected capacity of the house or apartment”?</li> </ol>   |
| <p>N. Homelessness<br/>(From the Wisconsin HOPE Lab.)</p>  | <p>See <a href="#">Appendix B</a>.</p> <ol style="list-style-type: none"> <li>1. In the past 12 months, were you thrown out of your home by someone else in the household?</li> <li>2. In the past 12 months, were you evicted from your home?</li> <li>3. In the past 12 months, did you stay at a shelter?</li> <li>4. In the past 12 months, did you stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night?</li> <li>5. In the past 12 months, did you not know where you were going to sleep at night, even for one night?</li> <li>6. Currently, where do you live? (Include choices such as house, duplex or multi-family house, apartment, college residence hall or dormitory, and do not have a home.)</li> </ol> |
| <p>O. Which of these best describes you? (Possibly modifying this item.)</p>   | <p>I do not have any dependents.<br/>I have dependents who live with me.<br/>I have dependents, but none of them live with me.</p>  |
| <p>P. Which of the following ways do you pay for the expenses associated with attending college? (Modified from the Wisconsin HOPE Lab.)</p> | <p>Mark all that apply</p> <ol style="list-style-type: none"> <li>1. I have a work-study job</li> <li>2. I work at a job that isn't a work-study job</li> <li>3. I get grants from the federal or state government</li> <li>4. I get a scholarship from another organization</li> <li>5. I take out student loans</li> <li>6. I get help from family or friends</li> <li>7. I use savings</li> <li>8. I use credit cards</li> <li>9. My employer pays</li> <li>10. Other _____</li> </ol>   |

|  |   |
|--|---|
| Q. How many hours per week are you currently working for pay?  | 0 or only work occasionally or seasonally<br>1 to 9<br>10 to 19<br>20 to 29<br>30 to 39<br>40 or more   |
| R. When did you first enroll at ECC? (Do not include dual enrollment while you were in high school.) | 2017-2018 academic year<br>2016-2017 academic year<br>2015-2016 academic year<br>2014-2015 academic year<br>Prior to the 2014-2015 academic year  |
| S. Transportation  | Thinking about your mode(s) of transportation to ECC since the start of the Spring 2018 term, mark all that apply:<br>1. I drove my own vehicle to campus<br>2. I got a ride from someone else<br>3. I took the bus<br>4. I rode the train<br>5. I rode my bicycle or skateboard<br>6. I walked<br>7. I used a ride sharing service like Uber or Lyft<br>8. I had trouble paying for transportation to campus |

## Appendix A. U.S. Household Food Security Survey Module: Six-Item Short Form

Economic Research Service, USDA

September 2012

<https://www.ers.usda.gov/media/8282/short2012.pdf>

### Introduction

*“These next questions are about the food eaten in your household in the last 12 months, since (current month) of last year and whether you were able to afford the food you need.*

*The next questions include several statements that people have made about their food situation. For these statements, please indicate whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months—that is, since last (name of current month).”*

### Questions

|      |  |  |
|------|--|--|
| HH3. | “The food that (I/we) bought just didn’t last, and (I/we) didn’t have money to get more.”  | Often true<br>Sometimes true<br>Never true<br>Don't know   |
| HH4. | “(I/we) couldn’t afford to eat balanced meals.”  | Often true<br>Sometimes true<br>Never true<br>Don't know   |
| AD1. | In the last 12 months, since last (name of current month), did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food? | Yes, almost every month<br>Yes, some months but not every month<br>Yes, only 1 or 2 months<br>No<br>Don't know |
|      | If HH3 = "never true" and HH4 = "never true" and AD1 - "no," Skip AD2 and AD3 (Assign raw score of 0)  |  |

|      |   |                         |
|------|---|-------------------------|
| AD2. | In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food? | Yes<br>No<br>Don't know |
| AD3. | In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?            | Yes<br>No<br>Don't know |

## Coding Responses and Assessing Households' Food Security Status

- Responses of “often” or “sometimes” on questions HH3 and HH4, and “yes” on AD2 and AD3 are coded as affirmative (yes).
- For AD1: either of the first two responses is scored as two affirmative responses, while “Yes, only 1 or 2 months” is scored as a single affirmative response.
- The sum of affirmative responses to the six questions in the module is the household’s raw score on the scale

Food security status is assigned as follows:

- Raw score 0-1—High or marginal food security (raw score 1 may be considered marginal food security, but a large proportion of households that would be measured as having marginal food security using the household or adult scale will have raw score zero on the six-item scale)
- Raw score 2-4—Low food security
- Raw score 5-6—Very low food security

For some reporting purposes, the food security status of households with raw score 0-1 is described as food secure and the two categories “low food security” and “very low food security” in combination are referred to as food insecure.

## Appendix B. Housing Insecurity and Homelessness Scales from the Wisconsin HOPE Lab

Source: <http://www.wihopelab.com/publications/Basic-Needs-Insecurity-College-Students.pdf>

*Adapted from the adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module to measure students' access to and ability to pay for safe and reliable housing. (<https://www.census.gov/programs-surveys/sipp/about/sipp-content-information.html>)*

### Questions

#### Housing Insecurity

1. In the past 30 days (12 months), was there a rent or mortgage increase that made it difficult to pay?
2. In the past 30 days (12 months), did you not pay or underpay your rent or mortgage?
3. In the past 30 days (12 months), did you not pay the full amount of a gas, oil, or electricity bill?
4. In the past 30 days (12 months), have you moved two times or more?
5. In the past 30 days (12 months), did you move in with other people, even for a little while, because of financial problems?
6. In the past 30 days (12 months), did you “live with others beyond the expected capacity of the house or apartment”?

#### Homelessness

1. In the past 30 days (12 months), were you thrown out of your home by someone else in the household?
2. In the past 30 days (12 months), were you evicted from your home?
3. In the past 30 days (12 months), did you stay at a shelter?
4. In the past 30 days (12 months), did you stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night?
5. In the past 30 days (12 months), did you not know where you were going to sleep at night, even for one night?
6. Currently, where do you live? (Include choices such as house, duplex or multi-family house, apartment, college residence hall or dormitory, and do not have a home.)

### Scale

“Students are counted as housing insecure if they answered “Yes” to any of the six housing insecurity questions on page 6. Similarly, students are counted as homeless if they answered affirmatively to any of the six homelessness questions. (Count question 6 as “Yes” if the student answers that they do not have a home.)”

## California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary

### Introduction

The State of California's \$150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college will receive support to begin an intensive five-year planning and implementation process to rethink and redesign their institutions to be more student-centered. To begin this cultural and institutional transformation to make our colleges student-ready, each college was invited to complete and submit the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how the college will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents will be needed to access available funding.

### Purpose

This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. Note that full scale adoption is not expected for every college on every element within the five-year time frame. Rather, each college, given its current adoption stages based on the completed Self-Assessment, should outline a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning only need to address only those areas addressing planned activities. As a result, all 14 items are unlikely to include planning efforts and will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

### Use

Each completed Work Plan will be reviewed by Wednesday, May 30, 2018 by a team of reviewers who will supply feedback on the plan intended to support implementation efforts. A rubric will be developed to allow each reviewer to gather similar information from each college work plan to inform future capacity building support including resource materials, field guides, and online learning modules that will provide resources to support Guided Pathways inquiry, design, and implementation. A summary of the information gleaned from the college plans will be completed to provide context for the statewide guided pathways movement overall. This summary will also be provided to the legislature to support inquiries regarding statewide implementation.

### Overview

The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways effort. Mirroring the Self-Assessment, an action plan template is provided for three categories— inquiry, design, and implementation—with a row for each of the Self-Assessment elements. It is not expected that colleges will be undertaking work on all of the elements during this Phase I time frame. For Phase I, the colleges should select which elements will be the primary focus during this first phase, and provide action plans for these. Many colleges will be at the inquiry stage and will not begin design or implementation efforts at this time. However, colleges who have already engaged in efforts regarding specific elements may continue focus efforts in these areas. For each of these elements, a local cross-functional team is asked to outline and vet plans to advance along the scale of adoption. Efforts and programs that will be aligned and integrated to support the work on each element should be noted.

**Deadline**

The completed Work Plans must be submitted via the online portal by Friday, March 30, 2018. Until the online portal is made available, colleges may use this Word document for preparing individual submissions.

**Funding**

If a Self-Assessment was completed and submitted by Saturday, December 23, 2017 and college representatives attended an IEPI workshop dedicated to the self-assessment process, the college's submission of a completed Work Plan will trigger the first [allocation payment](#). The payments will be released by Monday, April 30, 2018.

**Follow-Up**

The Work Plan is a living document that will be updated periodically along with the Self-Assessment to document the college's process and progress for adopting a Guided Pathways framework. Colleges have the option to update their Work Plan at any time. However, an updated version of the Work Plan and the Self-Assessment will be due annually. The completion and submission of an updated Work Plan and Self-Assessment will trigger the second allocation payment. These payments are expected to be released in late spring every year through 2022.

**INSTRUCTIONS FOR COMPLETION OF THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS ACTION PLAN, TIMELINE, AND ALLOCATION SUMMARY (Note that these instructions include directions that will appear in the online portal that do not appear in the Word version)**

Plan

STEP 1: Print or download the college's completed Self-Assessment.

STEP 2: Select your college from the dropdown menu at the top of the Action Plan page.

STEP 3: Ensure that the pre-populated Scales of Adoption are correct for each element based on the completed Self-Assessment. If not, please contact [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

STEP 4: Outline plans—strategies, approaches, policies, activities, actions—that will move the college toward the next stage(s) of adoption for each key element described in the Self-Assessment tool. If your college will not address a particular element in during this Phase I, please select from the available dropdown menu: “Will not address during this time period.” If that is selected, there is no need to outline plans, strategies or actions for this element. The timeline (see STEP 8) will provide an opportunity to indicate when you will anticipate incorporating the remaining elements into your plan.

STEP 5: List the initiatives, programs, funding streams, and efforts that will be aligned and integrated to make progress for those elements that will be addressed in this Phase I timeframe.

STEP 6: Indicate what success will look like—how these plans are anticipated to benefit the institution and its students--as a result of these efforts for each element to be addressed in this Phase I time frame? To what extent will efforts impact the college structure, culture, or key performance indicators?

STEP 7: Select the change in the scale of adoption anticipated during the selected timeframe using the dropdown menu.

Implementation Timeline

STEP 8: Complete the GANTT chart to indicate the timeframe during which you would anticipate addressing each of the 14 key elements included in the CCC GP Self-Assessment. It is assumed that you will provide plans and strategies for those most germane to your college's current stage, but that you will be forecasting when you are most likely to address the remaining elements over the five-year timeframe. This can be revisited in future plans as your work progresses.

Key Performance Indicators

STEP 9: Review current KPI data. The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Allocation Summary

STEP 10: Estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages indicated based on the college's allocation for this time period.



**College:** (*dropdown menu with list of all colleges*)  
**Timeframe:** (*dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019*)

| <b>Inquiry:</b> Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions   |  |  |  |   |   |
|---|--|--|--|---|---|
| <b>Key Elements of Self-Assessment (1-3)</b>  | <b>Current Scale of Adoption</b>   | Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.  | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b> | <b>Outcomes:</b> Indicate what success will look like as a result of these efforts.   | <b>Anticipated Change in Scale of Adoption During Timeframe</b>   |
| 1. <b>Cross Functional Inquiry</b> - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.<br><br>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence. | <u>Autofill information</u> from submitted self-assessment <b>for each cell in this column in each table:</b> <ul style="list-style-type: none"> <li>• No change</li> <li>• Pre-adoption</li> <li>• Early Adoption</li> <li>• Scaling in Progress</li> <li>• Full Scale</li> </ul> | <ul style="list-style-type: none"> <li>• Will not address during this time period</li> </ul> <p><b>Note, this selection should make the next three columns unfillable.</b></p> | <p><b>Add "Not applicable" option to a dropdown menu <u>for each cell in this column for each table.</u></b></p>   | Dropdown menu <u>for each cell in this column in each table:</u> <ul style="list-style-type: none"> <li>• No change</li> <li>• Pre-adoption</li> <li>• Early Adoption</li> <li>• Scaling in Progress</li> <li>• Full Scale</li> </ul> | Dropdown menu <u>for each cell in this column in each table:</u> <ul style="list-style-type: none"> <li>• No change</li> <li>• Pre-adoption</li> <li>• Early Adoption</li> <li>• Scaling in Progress</li> <li>• Full Scale</li> </ul> |

| Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions   |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
| Key Elements of Self-Assessment (1-3)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.   | Outcomes: Indicate what success will look like as a result of these efforts.   | Anticipated Change in Scale of Adoption During Timeframe |
| <p><b>1. Cross Functional Inquiry</b> - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p>Early Adoption</p>     | <p><u>Spring 2018</u><br/>Develop small teams to visit divisions, explain GP and solicit input.</p> <p>Determine appropriate focus areas for development by the workgroups (curriculum, meta-majors, milestones, professional development, career exploration, multiple measures, onboarding, etc)</p> <p><u>Fall 2018</u><br/>The cross-functional work groups will work on focus areas and develop recommendations to share with campus</p> <p><u>Spring 2018</u><br/>The workgroups will develop timelines for implementation of the agreed upon</p> | <p>The focus areas for the design teams will overlap with some current efforts. Most notably, the math and English faculty members already have a Multiple Measures committee (MMAP) that has been working to streamline the math and English pathways to transfer level.</p> <p>In addition, last year the college hired a firm to review our intake processes. This has resulted in a Process Improvement team which will play a major role in clarifying the path and assisting students to enter the path.</p> | <p><u>Spring 2018</u><br/>Workgroups will be developed for each focus area that includes faculty, counselors, librarians, staff manager and students</p> <p><u>2018-19</u><br/>Work groups will review the KPI, develop appropriate milestones and work plans (strategies) for each focus area</p> | <p>Scaling in Progress</p>                               |

| Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions  |                           |   |  |  |   |
|---|---------------------------|---|--|--|---|
| Key Elements of Self-Assessment (1-3)   | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts.   | Anticipated Change in Scale of Adoption During Timeframe  |
|   |                           | recommendations.  |  |  |   |
| <p><b>2. Shared Metrics -</b><br/>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p> | In Progress               | <p><u>Spring 2018</u><br/>The workgroups visiting divisions will share the data developed and approved in fall 2017 along with the key performance indicators. Disaggregated data will be included for division discussions.</p> <p>Implement a questionnaire during registration to determine educational goals.</p> | Institutional Research has already developed a data set with disaggregated data for the Guided Pathways Design team in fall 2017.  | <p>Increase of student success in each category by a total of 20-40% over the course of 5 years. Increase need not be uniform each year.</p> <p>(Data from IRP and Chancellor Vision for Success)</p> <p>Revisit: increase data sharing/collection (tracking): look at data where students major, AATs</p> | No change.  |
| <p><b>3. Integrated Planning -</b><br/>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as</p>                           | Early Adoption            | Incorporate SWP/CTE into SSSP/SE/BSI Integrated Planning by including them in Student Success Advisory Committee (SSAC). Alternatively, form or transition this team to align, track, and oversee integration of SWP/CTE with   | SSAC and Integrated Plan Implementation Group (SSSP/SE/BSI) may be leveraged to address where these overlap with Guided Pathways framework. SWP/CTE  | <p>Increased collaboration and communication on areas that overlap.</p> <p>Improvement on 5 Integrated Goal (SSSP/SE/BSI) Success Indicators.</p>  | <p>By Summer 2019, assess progress on Success Indicators.</p> <p>By Summer 2019, map alignment of SSSP/SE/BSI with SWP goals and Strategic Plan</p> |

| Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions  |   |  |   |  |  |
|---|---|--|---|--|--|
| <p><b>Key Elements of Self-Assessment (1-3)</b></p> <p>an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>  | <p><b>Current Scale of Adoption</b></p> | <p>Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.</p> | <p>What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b></p> | <p><b>Outcomes:</b> Indicate what success will look like as a result of these efforts.</p> | <p><b>Anticipated Change in Scale of Adoption During Timeframe</b></p> |
| <p>existing initiatives, Strategic Planning, and GP plans.</p> <p>Examine where KPIs for GP overlap with Integrated Goal (SSSP/SE/BSI) Success Indicators.</p> <p>Integrate SSSP/SE/BSI/SWP into Strategic Planning.</p> <p>Integrate GP framework into Strategic Planning efforts.</p> |   |  | <p>Strategic Planning Team</p>  | <p>GP framework integrated into Strategic Planning efforts.</p>                            | <p>objectives.</p> <p>Move to "Scaling in Progress."</p>               |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways   |                           |   |  |  |
|--|---------------------------|---|--|--|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.   | Outcomes: Indicate what success will look like as a result of these efforts.   |
| <p><b>4. Inclusive Decision-Making Structures -</b> College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> | <p>Early Adoption</p>     | <p>Develop qualifications, job duties and RT for faculty program director</p> <p>Strategically embed Guided Pathways within the existing committee structure by identifying current committee members who will serve as liaisons to the Guided Pathways Committee. For instance, a student who is already a leader in the ASO would serve as a Guided Pathways liaison and "cheerleader." Similarly, liaisons will be selected from the existing membership of the Academic Senate, Curriculum Committee, Enrollment Management Committee, Equity Committees, Division Councils, etc.</p> <p>Draw upon the membership</p> | <p>The existing Guided Pathways Committee includes members who represent classified staff, faculty, directors, students, and managers.</p> <p>The Guided Pathways Summit and flex day presentation created broader awareness of Guided Pathways, simplifying the selection of liaisons and "cheerleaders."</p> | <p>The implementation of the Guided Pathways action plan will be led by a faculty program director, in coordination with campus VPs. Key leaders of campus constituent groups will help inform decision-making and implementation, and they will act as "cheerleaders" for Guided Pathways amongst their constituent group. The planning and implementation of the Guided Pathways action plan will be embedded within the existing campus committee structure, creating deeper understanding, opportunities for broad college-wide input, and</p> |
|  |                           |   |  | <p>Scaling in Progress</p>   |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| In addition, this plan strategically engages college governance bodies college-wide.                                       |                           | of the Guided Pathways Committee and liaisons to campus committees to lead and assemble work-teams/task-forces to focus on key, large projects to implement the Guided Pathways action plan.<br><br>At a Guided Pathways Planning mini-summit in the fall and spring, Guided Pathways Committee members, liaisons, and work-team members will meet to report out, plan, and share ideas.<br><br>Include adjunct faculty | The creation of a working team of counselors/faculty to discuss Meta-Majors is in progress.<br><br>A Career Advisory Committee will be aligning workshops with the Meta-Majors.                                  | greater buy-in. Students will be included at all levels.                     |  |
| 5. Intersegmental Alignment - (Clarify the Path)<br>College engages in systematic coordination with K-12, four-year        | Early Adoption            | K-12 visits to:<br>a. develop data-sharing agreements<br>b. align curriculum w/ K-12 and CSU/UC<br>c. Faculty RT to align   | Counselor Collaborative: existing effort<br><br>Ross & Robin: Data sharing with districts, MOU w/ SBP: existing effort   |  |  |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways   |                           |   |   |  |   |
|--|---------------------------|---|---|--|---|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.                                 | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.  | Outcomes: Indicate what success will look like as a result of these efforts.   | Anticipated Change in Scale of Adoption During Timeframe                          |
| institutions and industry partners to inform program requirements.   |                           | University: align curriculum w/CSU/UC<br>Industry: later in the process   | Spring meeting w/ Industry partners   |  |   |
| 6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway)<br>College has structures in place to scale major and career exploration early on in a student's college experience. | Pre-Adoption              | Meta-Majors and Career Exploration to link careers with major selection<br>Academic Divisions Students<br>Program mapping | Develop Design Principles (new)<br>Working team of counselors/faculty to discuss how many Meta-Majors our existing majors should break down into (new).<br>Career Advisory Committee to work align workshops with the Meta-Major break down<br>GE redesign (future discussion beyond spring 2019) | Focused principles from a student-centered concept<br>4-5 meta majors or program maps that give students potential to look at a broad range of careers<br>Career workshops reach a larger range of students, more information<br>GE courses to get students started earlier in career exploration; possible reworking of | Fall 2019 to have the majors ready, Fall 2020 to go live with the GP/MIM concept. |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways   |                           |  |   |   |  |
|--|---------------------------|--|---|---|--|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.  | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.  | Outcomes: Indicate what success will look like as a result of these efforts.  | Anticipated Change in Scale of Adoption During Timeframe   |
| 7. <b>Improved Basic Skills</b> - (Help Students Choose and Enter a Pathway; Ensure Students are Learning)<br>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English. | In Progress               | Expand and organize MMAP committees in order to fully implement multiple measures in Math and English.<br><br>Redesign Summer Reading and Writing Academy and Summer Math Academy.<br><br>Increase English 1AS (supported co-requisite) and RWE (integrated, high-unit reading and writing developmental English) course offerings.<br><br>Scale up course-redesigned, accelerated developmental Math offerings: Basic | English Department has joined the MMAP initiative already underway in Math and will assess a large cohort of students for Fall 2018. Math and English MMAP will likely continue to grow and will become automated in 2019.<br><br>Piloting English 1AS and RWE.<br><br>Collecting and analyzing data from initial MMAP cohort of 2017 to assess effectiveness of placement.<br><br>Course-redesigned, accelerated developmental | Reduction in students enrolling in basic skills and developmental courses, speeding them through the pipeline to transfer and degree attainment, and more students placing into transfer-level Math and English courses.<br><br>Improve the rate at which developmental Math and English students complete remediation and pass the corresponding transfer-level courses.<br><br>Developmental students | Multiple Measures should be brought to full scale by Fall 2019 to be compliant with AB 705.<br><br>English 1AS and RWE offerings will increase.<br><br>Basic Accelerated Math (Math 37) and General Education Algebra (Math 67) offerings will increase.<br><br>Math and English sections offering Embedded Counseling will continue to increase, and/or Embedded Counseling will be restructured based on new course sequences. |



| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways |                           |   |  |   |   |
|--|---------------------------|---|--|---|---|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.   | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>   | <b>Outcomes:</b> Indicate what success will look like as a result of these efforts.   | <b>Anticipated Change in Scale of Adoption During Timeframe</b>                                 |
|  |                           | <p>Accelerated Math (Math 37) and General Education Algebra (Math 67).</p> <p>Scale up and/or redirect Embedded Counseling in developmental Math and English courses.</p> <p>Form faculty inquiry groups to: implement AB 705, improve instructional practices and student learning in redesigned English and Math sequences.</p> | <p>math courses were implemented in 2011. There are currently 15 sections of Basic Accelerated Math (Math 37) and 6 sections of General Education Algebra (Math 67).</p> <p>Embedded Counseling in developmental Math and English courses: all developmental Math courses 4 -3 levels below transfer, accelerated Math courses, and Reading courses 2 levels below transfer have embedded counselors.</p> <p>Limited professional development opportunities already exist in developmental Math and English.</p> | <p>enter college-level courses more quickly, having completed gateway courses.</p> <p>Students save money, with the need to take fewer developmental and preparatory classes.</p> <p>Improve the three-term persistence rate of students in developmental Math and English.</p> <p>Math and English faculty discover creative and effective instructional practices and participate in implementing AB 705.</p> | <p>Professional development in Math and English will increase.</p> <p>Move to "Full Scale."</p> |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways  |                           |  |  |  |  |
|---|---------------------------|--|--|--|--|
| Key Elements of Self-Assessment (4-8)   | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.  | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| <p><b>8. Clear Program Requirements -</b> (Clarify the Path)<br/>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.<br/>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or</p> | Early Adoption            | <p>Program Maps for career/major/metals</p> <p>Select milestones of importance to meet identified goals</p> <p>Incorporate milestones and maps into Starfish(?)</p> <p>Schedule review to align schedules with metas</p> <p>College Scheduler</p> <p>Code Alignment Project is in process with the Chancellor's Office and the ASCCC to evaluate course, program, Top, CIP and SOC codes for five areas. This could be expanded in 2018-19 for all five years to make sure students and the college receive credit for programs correctly.</p> |  |  |  |

| Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
| Key Elements of Self-Assessment (4-8)  | Current Scale of Adoption | Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period. | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b> | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes). |                           |   |  |  |  |

| Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale   |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
| Key Elements of Self-Assessment (9-14)   | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.   | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| <p><b>9. Proactive and Integrated Student Supports</b> - (Help Students Stay on the Path)<br/>                     College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> | <p>Early Adoption</p>     | <p>Starfish Early Alert<br/>                     Degree Planner<br/>                     Degree Audit<br/>                     Program Maps<br/>                     Learning Communities</p> | <p>The college piloted Starfish Early Alert in 2017 with a small group of professors from multiple disciplines throughout campus and worked closely with counseling to test features that allow faculty to provide timely and direct feedback to students on academic progress in their course(s), while connecting students to campus resources.<br/><br/>                     Counseling created a degree planner focus group responsible for inputting catalog years, testing degrees, and certificate programs into Starfish.<br/>                     Further, training was provided to advisors, staff, and counselors on how to create success plans, degree audits, and how to track referrals from professors. The counseling division provided training at</p> |  |  |

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|--|---------------------------|---|---|--|--|
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|  |                           |   | <p>the annual College Day event and plans on providing at least three to five more trainings for adjunct counseling faculty.</p> <p>Learning Communities have been in existence for over 30 years at El Camino College and within the last five years have expanded through the Student Equity Initiative. Further, the Basic Skills Initiative has funded new learning communities for students in our English &amp; Math accelerated programs. The KEAS program on campus has also contributed to the increase in learning communities for students who placed into pre-college level coursework.</p> <p>The South Bay Promise initiative on campus has resulted in new learning communities in Math to accommodate 300 new students for fall 2018.</p> |  |  |

| Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale  |                           |  |   |  |  |
|---|---------------------------|--|---|--|--|
| Key Elements of Self-Assessment (9-14)  | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.  | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.  | Outcomes: Indicate what success will look like as a result of these efforts.   | Anticipated Change in Scale of Adoption During Timeframe   |
| <p>10. <b>Integrated Technology Infrastructure</b> - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p> | <p>Early Adoption</p>     | <p>Identify and fund technology needs for student success, including the replacement of any underperforming/underutilized software that we are currently using.</p> <ol style="list-style-type: none"> <li>1. Course Scheduler</li> <li>2. Course Catalog</li> <li>3. Degree Planner</li> <li>4. Degree Audit</li> <li>5. Curriculum</li> <li>5. Accessibility software (possibly Ally for Canvas)</li> </ol> <p>Make technology supports fully available to online students, embedding them within Canvas when possible (i.e. Cranium Café, Starfish/ECC Connect, NetTutor, Degree Planner and Degree Audit)</p> <p>Investigate the accessibility of technology supports and consider the purchase accessibility software for</p> | <p>Some of the software is already in place and in use, although it may be underutilized – Cranium Café (counseling), Starfish/ECC Connect (early alert), NetTutor, etc.</p> <p>The selection process for software that incorporates curriculum, scheduling, and course catalog functions has begun.</p> <p>First demo of Chumura – JobsEQ – to assist in data collection, particularly for career information.</p> <p>Starfish/ECC Connect and NetTutor embedded in Canvas.</p> <p>Consultation has gained the support of key constituent leaders to apply for the Online Education Initiative Consortium.</p> | <p>Students, classified staff, managers, and faculty (including those with disabilities) have online access to technological tools that support student planning and successful outcomes.</p> <p>Software for student use will be accessible and intuitive, not requiring any special training.</p> <p>Classified staff, managers, and faculty will be trained on and making broad use of efficient and intuitive software for planning and tracking student outcomes.</p> | <p>Scaling in Progress</p> <p>(Scale will vary - some software may still be under pre-adoption and others may be full scale)</p> |

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

| Key Elements of Self-Assessment (9-14)  | Current Scale of Adoption | Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.  | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b> | <b>Outcomes:</b> Indicate what success will look like as a result of these efforts.                     | <b>Anticipated Change in Scale of Adoption During Timeframe</b> |
|---|---------------------------|--|--|---|---|
| <p><b>11. Strategic Professional Development</b> - (Help Students Stay on the Path; Ensure Students are Learning)</p> | <p>Early Adoption</p>     | <p>Canvas, possibly Ally.</p> <p>Make fuller use of software that is already purchased and in place, including Cranium Café (counseling), NetTutor, etc.</p> <p>Incorporate explanations of technology for student use into new student orientations and highlight online resources on the web.</p> <p>Apply to join the Online Education Initiative Consortium, including the course exchange, to help students get all the classes they need to move more quickly to degree/certificate.</p> |  | <p>Outcome: A better educated campus and greater cross-functional participation in the work groups.</p> | <p>No change</p>  |

| Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale   |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
| Key Elements of Self-Assessment (9-14)   | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes. |                           | <p><u>Spring 2018</u></p> <p>3CSN will be invited to hold their regional conference at El Camino College.</p> <p><u>2018-2019</u></p> <p>One or more professional development activities will be provided for the campus community, focus to be determined.</p> <p>Budget needed to pay for speakers and food and supplies for such events.</p> | <p>Topics for professional development can come from existing committees, such as the Multiple Measures Committee, the Process Improvement Team or the Student Equity Re-Envisioned program.</p>                 |  |  |
| 12. Aligned Learning Outcomes - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to  | Full Scale                | <p>Will not address during this time period</p> <p>Investigate program outcomes for all areas of the college, not just instruction. and student services</p>  | <p>Not applicable</p> <p>Existing efforts, linking SLO webpage to GP page</p> <p>Review program level outcomes as program reviews are completed.</p>   | Not applicable   | No change  |



| Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale   |                           |  |  |   |  |
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| ensure students' success in subsequent educational, employment, and career goals.  |                           |  |  |   |  |
| <p><b>13. Assessing and Documenting Learning</b> - (Ensure Students are Learning)</p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the</p> | In Progress               | <p>Assessment of Learning Committee involvement</p> <p>Student Learning Outcomes Assessment</p> <p>TracDat – Departmental Planning and Review</p> <p>Curriculum Review Committee</p> | <p>The Student Learning Outcomes creation and evaluation process can be aligned with the Key Element. This will also impact the Planning and Review process for departments, as well as Committee work.</p>      | <p>A review and potential alignment of the previously mentioned existing initiatives.</p> | Not Applicable   |

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

| Key Elements of Self-Assessment (9-14)   | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period.   | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts.   | Anticipated Change in Scale of Adoption During Timeframe   |
|--|---------------------------|---|--|--|--|
| effectiveness of instruction in their programs.  |                           |   |  |  |  |
| <p><b>14. Applied Learning Outcomes</b> - (Ensure Students are Learning)<br/>           Students have ample opportunity for applied/contextualized learning and practice.<br/>           Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p>Early Adoption</p>     | <p>Math Contextualization in CTE programs<br/>           Career Advancement Academy<br/>           Professional development workshops to improve instructional practices and offer greater opportunities to apply/contextualize learning.<br/>           Determine the what Divisions are doing related to Applied Learning Outcomes.</p> | <p>Professional development for all faculty, but with an emphasis for developmental math and English.</p>  | <p>Faculty will be exposed to "best instructional practices" and gain experience contextualizing math instruction.</p> | <p>More professional development workshops will be available to instructors. Since we are surrounded by several world-leading engineering &amp; aerospace companies near our campus, MESA can initiate or expand a joint program that STEM students have an opportunity to learn about their future career directly from engineers through field trips or both short-term &amp; long-term internships.</p> |

| Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale |                           |   |  |   |  |
|--|---------------------------|---|--|---|--|
| Key Elements of Self-Assessment (9-14)   | Current Scale of Adoption | Outline <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period. | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b> | <b>Outcomes:</b> Indicate what success will look like as a result of these efforts. | <b>Anticipated Change in Scale of Adoption During Timeframe</b>  |
|  |                           |   |  |   | These are wonderful ways for our STEM students to apply and contextualize what they learn at El Camino College |

| Please complete the following GANTT chart to indicate the timeframe during which you would anticipate incorporating each of the 14 key elements included in the CCC GP Self-Assessment into your plan. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements. |                         |                       |                       |                       |  |
|---|-------------------------|-----------------------|-----------------------|-----------------------|--|
| Key Elements  | Spring 2018-Summer 2019 | Fall 2019-Summer 2020 | Fall 2020-Summer 2021 | Fall 2021-Summer 2022 |  |
| EXAMPLE 1. Cross-functional inquiry   |                         |                       |                       |                       |  |
| EXAMPLE 5. Intersegmental alignment   |                         |                       |                       |                       |  |
| EXAMPLE 14. Applied learning opportunities  |                         |                       |                       |                       |  |
| <b>Inquiry (1-3)</b>  |                         |                       |                       |                       |  |
| 1. Cross-functional inquiry   |                         |                       |                       |                       |  |
| 2. Shared metrics   |                         |                       |                       |                       |  |
| 3. Integrated planning  |                         |                       |                       |                       |  |
| <b>Design (4-8)</b>   |                         |                       |                       |                       |  |
| 4. Inclusive decision-making  |                         |                       |                       |                       |  |
| 5. Intersegmental alignment   |                         |                       |                       |                       |  |
| 6. Guided major and career exploration opportunities  |                         |                       |                       |                       |  |
| 7. Improved basic skills  |                         |                       |                       |                       |  |
| 8. Clear program requirements   |                         |                       |                       |                       |  |
| <b>Implementation (9-14)</b>  |                         |                       |                       |                       |  |
| 9. Proactive and integrated student supports  |                         |                       |                       |                       |  |
| 10. Integrated technology infrastructure  |                         |                       |                       |                       |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 11. Strategic professional development               |  |  |  |  |  |  |
| 12. Aligned learning outcomes                        |  |  |  |  |  |  |
| 13. Assessing and documenting learning opportunities |  |  |  |  |  |  |
| 14. Applied learning opportunities                   |  |  |  |  |  |  |

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

| Key Performance Indicators  | Current KPI Data<br>(Autofill from Launchboard) | Spring 2018-<br>Summer 2019  | Fall 2019-<br>Summer 2020 | Fall 2020-<br>Summer 2021 | Fall 2021-Summer<br>2022 |
|---|---|--|---------------------------|---------------------------|--------------------------|
| <b>PARTICIPATION</b>  |   |  |                           |                           |                          |
| Number of students  |   | To be pre-populated in advance of next work plan; make these columns unfillable. |                           |                           |                          |
| Average number of credits attempted in year one                         |   |  |                           |                           |                          |
| Average number of degree-applicable credits attempted in year one       |   |  |                           |                           |                          |
| Full-time students  |   |  |                           |                           |                          |
| Persisted from term one to term two                                     |   |  |                           |                           |                          |
| College-level course success rate                                       |   |  |                           |                           |                          |
| <b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>                      |   |  |                           |                           |                          |
| Successfully completed transfer-level math in year one                  |   |  |                           |                           |                          |
| Successfully completed transfer-level English in year one               |   |  |                           |                           |                          |
| Successfully completed both transfer-level English and math in year one |   |  |                           |                           |                          |
| <b>FIRST TERM MOMENTUM</b>  |   |  |                           |                           |                          |
| Successfully earned 6+ college credits in first term                    |   |  |                           |                           |                          |
| Successfully earned 12+ college credits in first term                   |   |  |                           |                           |                          |
| Successfully earned 15+ college credits in first term                   |   |  |                           |                           |                          |
| Attempted 15+ college credits in first term                             |   |  |                           |                           |                          |

**CCC GP Guided Pathways Allocations**

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

| Sample Categories                | \$ (Prefilled from allocation formula) |  |          |
|----------------------------------|--|--|----------|
|                                  | Anticipated %                          | Anticipated amount<br>(auto populate based on % noted) | Actual % |
| <b>Personnel or Release Time</b> |  |  |          |
|                                  |  |  |          |
|                                  |  |  |          |
| <b>Professional Development</b>  |  |  |          |
|                                  |  |  |          |
|                                  |  |  |          |
| <b>Software</b>                  |  |  |          |
|                                  |  |  |          |
|                                  |  |  |          |
| <b>Other</b>                     |  |  |          |
|                                  |  |  |          |
|                                  |  |  |          |
|                                  |  |  |          |
| <b>TOTAL</b>                     | 100%                                   |  |          |

Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.



**Required per EC Section 88922 (c)**

**Briefly describe the college's efforts on the following issue:**

The inclusion of high school grades into the assessment/placement process

Describe here

**Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):**

Describe here

**NEW POLICY****Board Policy 4266****Multiple and Overlapping Enrollments**

The Superintendent/President shall establish procedures to ensure that students may only enroll in two or more sections of the same credit course during the same term only if the length of the course provides that the student is not enrolled in more than one section at any given time.

The El Camino Community College District does not permit enrollment in two or more classes (sections) when the meeting times overlap. An overlap occurs when any part of the meeting time or two or more sections ~~occurs~~ **occur** on the same day at the same time.

Reference: Title 5 Section 55007

Council of Deans: 11/9/17

Educational Policies: 2/27/2018

Academic Senate:

College Council:

Board Approval:

**NEW PROCEDURE****Administrative Procedure 4266****Multiple and Overlapping Enrollments**

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses when the meeting times for the courses overlap.

**Students violating this policy will be dropped from all but one section of the course.** ~~Students violating this policy will be dropped from one section of the course.~~

Reference: Title 5 ~~Sections~~ **Section** 55007

Council of Deans: 11/9/17

Educational Policies: 2/27/2018

Academic Senate:

College Council:

Board Approval:

**Board Policy 3050****Institutional Code of Ethics**

The El Camino Community College District (the District) is committed to maintaining a positive, healthy, inclusive, equitable, and respectful environment for board members, employees, students, visitors, and all other parties who conduct business or interact with the District. Creating a climate of respect and trust is a responsibility shared by all. All members of the college community have the right to learn and to work in an environment free from discrimination. This code of ethics seeks to articulate commonly held values that are central to the mission of the District. It provides principles that employees are expected to adhere to and support.

In addition, the Board of Trustees is subject to its own Code of Ethics/Standards of Practice (BP 2715). As constituents of the District, students are expected to maintain high Standards of Student Conduct (BP 5500, AP 5500 and 5520).

Employees will demonstrate the following ethical standards:

**Integrity** – Act with integrity, avoid actual or apparent conflicts of interest between personal and professional relationships. Affiliation with the District will not be used for personal gain.

**Honesty** – Provide information that is accurate, complete, objective, relevant, timely and understandable. Whether work is in the classroom or in the delivery of administrative or support services, an honest climate which serves the interests of the institution and protects the well-being of individuals is expected.

**Accountability** – Comply with current rules and regulations of federal, state, and local governments, and other appropriate private and public regulatory agencies.

**Individual Responsibility** – Act responsibly and exercise due care, competence, and diligence, without misrepresenting material facts.

**Confidentiality** – Respect the confidentiality of information acquired in the course of one's work, except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of one's work will not be used for personal advantage.

**Professional Standards of Conduct** – Proactively promote professional standards of conduct as a responsible partner among peers in the work environment and in the community.

**Appropriate Use of Resources** – Demonstrate responsible use of and control over all assets and resources employed and entrusted by the District. ~~Use of district resources for personal gain is not permitted.~~ **Use of district resources for personal gain is prohibited.**

**Respect** – Demonstrate a high regard for the rights of others and establish a climate of mutual respect. Respect differences of opinion and make best efforts to resolve those differences in a civil and professional manner. An environment promoting collegiality and civility will be observed and an environment free from discrimination and harassment will be promoted, as determined in Board Policies.

Violations of the *Institutional Code of Ethics* harm the District and its standing in the community. Any disciplinary action taken, based on violation of this Policy, shall be in accordance with applicable law and collective bargaining agreements.

Reference: ACCJC Accreditation Standard III.A.1.d

Council of Deans: 11/9/17, 1/11/2018

Educational Policies:2/27/18

Academic Senate:

College Council:

Board Approval:

# Academic Senate Collegial Consultation Evaluation

N=16

Fall 2017

a. Participate in a process to review the committee's purpose. (Senate Orientation at 9/5/17 meeting)

| Response                 | Frequency | Percent | Mean: 2.88 |
|--------------------------|-----------|---------|------------|
| Yes                      | 15        | 93.75   |            |
| Mostly                   | 0         | 0.00    |            |
| No                       | 1         | 6.25    |            |
| <i>Not sure or N/A 0</i> |           |         |            |

b. Review the Making Decisions at El Camino College document during a committee meeting. (Senate Orientation at 9/5/17 meeting)

| Response                 | Frequency | Percent | Mean: 2.94 |
|--------------------------|-----------|---------|------------|
| Yes                      | 15        | 93.75   |            |
| Mostly                   | 1         | 6.25    |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |

c. Participate in goal-setting for the committee. (9/17/17 and 10/3/17 meetings)

| Response                 | Frequency | Percent | Mean: 2.87 |
|--------------------------|-----------|---------|------------|
| Yes                      | 14        | 93.33   |            |
| Mostly                   | 0         | 0.00    |            |
| No                       | 1         | 6.67    |            |
| <i>Not sure or N/A 1</i> |           |         |            |

d. Review progress on the committee's annual goals. (9/17/17 meeting)

| Response                 | Frequency | Percent | Mean: 2.75 |
|--------------------------|-----------|---------|------------|
| Yes                      | 14        | 87.50   |            |
| Mostly                   | 0         | 0.00    |            |
| No                       | 2         | 12.50   |            |
| <i>Not sure or N/A 0</i> |           |         |            |

a. Have a good understanding of the committee's purpose and responsibilities. (Senate Orientation at 9/15/17 meeting)

| Response                 | Frequency | Percent | Mean: 2.94 |
|--------------------------|-----------|---------|------------|
| Yes                      | 15        | 93.75   |            |
| Mostly                   | 1         | 6.25    |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |

b. Have a good understanding of my role on the committee. (Senate Orientation at 9/5/17)

| Response                 | Frequency | Percent | Mean: 2.94 |
|--------------------------|-----------|---------|------------|
| Yes                      | 15        | 93.75   |            |
| Mostly                   | 1         | 6.25    |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |

c. Received a copy of meeting agendas sufficiently in advance to review (and consult, where applicable).

| Response                 | Frequency | Percent | Mean: 2.88 |
|--------------------------|-----------|---------|------------|
| Yes                      | 14        | 87.50   |            |
| Mostly                   | 2         | 12.50   |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |

d. Received supporting materials in advance to review (and consult, where applicable).

| Response                 | Frequency | Percent | Mean: 2.94 |
|--------------------------|-----------|---------|------------|
| Yes                      | 15        | 93.75   |            |
| Mostly                   | 1         | 6.25    |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |




e. Have a regular practice of communicating with the constituents whom I represent.

| Response                 | Frequency | Percent | Mean: 2.63 |
|--------------------------|-----------|---------|------------|
| Yes                      | 10        | 62.50   |            |
| Mostly                   | 6         | 37.50   |            |
| No                       | 0         | 0.00    |            |
| <i>Not sure or N/A 0</i> |           |         |            |






f. Received an orientation to this committee when I began my term of membership (e.g., meeting or correspondence with committee chair or other member). (Senate Orientation at 9/5/17 meeting)

| Response                 | Frequency | Percent | Mean: 2.73 |
|--------------------------|-----------|---------|------------|
| Yes                      | 13        | 86.67   |            |
| Mostly                   | 0         | 0.00    |            |
| No                       | 2         | 13.33   |            |
| <i>Not sure or N/A 1</i> |           |         |            |




**4. To what degree is this committee fulfilling its purpose:**

| Response        | Frequency | Percent | Mean: 3.00  |
|-----------------|-----------|---------|---|
| Very well       | 16        | 100.00  |  |
| Somewhat well   | 0         | 0.00    |  |
| Not very well   | 0         | 0.00    |  |
| <i>Not sure</i> | 0         |         |   |






**7. Goal #2: Strengthen faculty involvement in the activities of the Academic Senate.**

| Response            | Frequency | Percent | Mean: 3.67  |
|---------------------|-----------|---------|---|
| Completed           | 10        | 62.50   |  |
| Mostly completed    | 5         | 31.25   |  |
| Partially completed | 0         | 0.00    |  |
| Not started         | 0         | 0.00    |  |
| <i>Not sure</i>     | 0         |         |   |
| <b>Invalid</b>      | 1         | 6.25    |  |





**a. This committee's purpose statement incorporates the spirit of Strategic Initiative C.**

| Response        | Frequency | Percent | Mean: 3.00  |
|-----------------|-----------|---------|---|
| Very well       | 15        | 100.00  |  |
| Somewhat well   | 0         | 0.00    |  |
| Not very well   | 0         | 0.00    |  |
| <i>Not sure</i> | 1         |         |   |





**12. In terms of how well it 1) fulfills its purpose, 2) functions effectively, and 3) works actively toward its goals, what grade would you assign this committee?**

| Response    | Frequency | Percent | Mean: 3.88  |
|-------------|-----------|---------|---|
| A Excellent | 14        | 87.50   |  |
| B Good      | 2         | 12.50   |  |
| C Average   | 0         | 0.00    |  |
| D Poor      | 0         | 0.00    |  |
| F Fail      | 0         | 0.00    |  |





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

| Response            | Frequency | Percent | Mean: 3.81  |
|---------------------|-----------|---------|---|
| Completed           | 13        | 81.25   |  |
| Mostly completed    | 3         | 18.75   |  |
| Partially completed | 0         | 0.00    |  |
| Not started         | 0         | 0.00    |  |
| <i>Not sure</i>     | 0         |         |   |








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

| Response            | Frequency | Percent | Mean: 3.88  |
|---------------------|-----------|---------|---|
| Completed           | 14        | 87.50   |  |
| Mostly completed    | 2         | 12.50   |  |
| Partially completed | 0         | 0.00    |  |
| Not started         | 0         | 0.00    |  |
| <i>Not sure</i>     | 0         |         |   |





**b. This committee actualizes Strategic Initiative C.**

| Response        | Frequency | Percent | Mean: 2.93  |
|-----------------|-----------|---------|---|
| Very well       | 14        | 87.50   |  |
| Somewhat well   | 1         | 6.25    |  |
| Not very well   | 0         | 0.00    |  |
| <i>Not sure</i> | 0         |         |   |
| <b>Invalid</b>  | 1         | 6.25    |  |





**13. Please indicate the consultation committee you evaluated in this survey?**

| Response               | Frequency | Percent | Mean: 1.00  |
|------------------------|-----------|---------|---|
| Academic Senate        | 15        | 93.75   |  |
| Calendar Committee     | 0         | 0.00    |  |
| College Council        | 0         | 0.00    |  |
| Facilities Steering    | 0         | 0.00    |  |
| Planning and Budgeting | 0         | 0.00    |  |
| Technology Committee   | 0         | 0.00    |  |
| <b>Invalid</b>         | 1         | 6.25    |  |

**14. Your length of time as a member:**

| Response          | Frequency | Percent | Mean: 1.60  |
|-------------------|-----------|---------|---|
| 0-2 years         | 8         | 50.00   |  |
| 3-5 years         | 5         | 31.25   |  |
| More than 5 years | 2         | 12.50   |  |
| <b>Invalid</b>    | 1         | 6.25    |  |

**15. Your role on this committee:**

| Response  | Frequency | Percent | Mean: 1.20  |
|---|-----------|---------|---|
| I represent a constituent group faculty staff students managers | 12        | 75.00   |  |
| confidentials   |           |         |   |
| I serve as chair or in a supporting role                        | 3         | 18.75   |  |
| Other e.g. guest presenter                                      | 0         | 0.00    |  |
| spectator   |           |         |   |
| <b>Invalid</b>  | 1         | 6.25    |  |



# Academic Senate Collegial Consultation Evaluation

Fall 2017

**Question: 3. Comments on effective committee functioning.**

**Response**

I just wish all senate members were active. I feel like some division representatives do nothing but show-up twice a month. It would be nice to have senate reps who are actually active with meeting senate needs, participating in opportunities, and assisting in activities (action oriented senators instead of passive seat fillers).

Moving the officer meetings to the end has been a big help when it's happened. I suggest we make that the regular practice if possible so we don't have to take time with a motion to move the reports.

None.

Give more time for topics of discussion as they are sometimes left to the end of the meeting when people have to leave for class.

These meetings are organized and are very effective.

**Question: 5. If you marked somewhat or not very well for the committee purpose, please share your concerns, being as specific as possible.**

**Response**

N/A

**Question: 9. Comments on goals.**

**Response**

None.

**Question: 11. If you marked somewhat or not very well, please share your concerns, being specific as possible.**

**Response**

In Academic Senate, I feel like important discussions are sometimes rushed. Only sometimes.

**Question: 16. If there is anything else you would like to share about your experience on this committee, please provide them in space below.**

**Response**

Encourage newer senators to their thoughts and questions. It can feel a little intimidating sometimes when 'seasoned' senators take the lead on agenda items.

No.

## Senate Evaluation: Strengths and Areas for Improvement

|                                 | <b>2015</b>  | <b>2017</b>  |
|---------------------------------|--|--|
| <b>Highest Agreement/Scores</b> | b. Ensured Executive and Committee Chairs are in Place                           | +8.7%<br>4. To what degree is this committee fulfilling its purpose  |
|                                 | 4. To what degree did this committee fulfill its purpose                         | +21.7%<br>a. This committee's purpose statement incorporates the spirit of Strategic Initiative C                                |
|                                 | a. Ensure full division representation on Senate                                 | +24.18%<br>a. Participate in a process to review the committee's purpose.  |
|                                 | e. Assert faculty voice and leadership on campus                                 | +28.53%<br>b. Review the Making Decisions at El Camino College document during a committee meeting.                              |
|                                 | c. Participate in goal-setting for the committee.                                | +28.53%<br>a. Have a good understanding of the committee's purpose and responsibilities.   |
|                                 |  | 93.75%<br>b. Have a good understanding of my role on the committee.  |
|                                 |  | 93.75%<br>d. Received supporting materials in advance to review.   |
|                                 |  |  |
| <b>Lowest Agreement/Scores</b>  | f. Received an orientation to this committee when I began my term of membership. | +32.07%<br>e. Have a regular practice of communicating with the constituents whom I represent.                                   |
|                                 | e. Have a practice of communicating with the constituents whom I represent.      | +14.67%<br>7. Goal 2: Strengthen faculty involvement in the activities of the Academic Senate.                                   |
|                                 | d. Enhance communication with all groups and partners                            | +29.08%<br>Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510).            |
|                                 | b. This committee actualizes Strategic Initiative C.                             | +25.8%<br>f. Received an orientation to this committee when I began my term of membership (Senate Orientation at 9/5/17 meeting) |

Updated 3.1.18