Academic Senate of El Camino College 2013-2014

February 4, 2014

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

Officers & Executive Committee

President	**Christina Gold**	Secretary	**Chris Jeffries**
VP Compton Educ'l Center	**Michael Odanaka**	VP Finance & Special Projects	**Lance Widman**
Curriculum Chair	**Mark Lipe**	VP Academic Technology	**Pete Marcoux**
VP Educational Policies	**Alice Martinez**	Co-VPs Faculty Development	**Claudia Striepe**
VP Instructional Effectiveness	**Karen Whitney**		**Kristie Daniel-DiGregorio**

Adjunct (1 yr term)

Nicholas Sean Bonness 12
Kathryn Hall 12

Behavior & Social Sciences

vacant
Christina Gold 13/14
Kristie Daniel-DiGregorio 14/15
Lance Widman* 13/14
Michael Wynne 14/15

Business

Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center

Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Michael Odanaka* 13/14
vacant

Counseling

Griselda Castro 14/15
Chris Jeffries* 14/15
Dexter Vaughn 13/14

Fine Arts

Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
Karen Whitney 14/15

Health Sci & Athletics/Nursing

Tom Hazell* 13/14
Tom Hicks 13/14
Mina Colunga 12/13
Kim Baily 13/14
Robert Uphoff 14/15

Humanities

Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
Ashley Gallagher 15/16

Industry & Technology

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

Learning Resource Unit

Moon Ichinaga 13/14
Claudia Striepe* 13/14

Mathematical Sciences

Zachary Marks 15/16
Hamza Hamza 13/14
Arkadiy Sheynshteyn 13/14
Alice Martinez 14/15
Eduardo Barajas 13/14

Natural Sciences

Sara Di Fiori 13/14
Miguel Jimenez* 15/16
Anne Valle 15/16
vacant
vacant

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.

Stefan Ecklund

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

Counseling **Ken Key**

Ex-officio positions

ECCFT President
Sean Donnell
Nina Velasquez
Curriculum Chair
Mark Lipe
CEC Chair-Elect
Jerome Evans

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

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SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

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

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

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

FALL 2013	
September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

SPRING 2014	
February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

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

FALL 2013	
September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

SPRING 2014	
January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room

AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES	**A. Minutes – Dec. 3, 2013**	**6-10**
C. OFFICER REPORTS	**A. President – Christina Gold**	**11-21**
	B. VP – Compton Education Center – Michael Odanaka	
	C. Chair – Curriculum – Mark Lipe	**22-27**
	D. VP – Educational Policies – Alice Martinez	**28**
	E. Co-VPs – Faculty Development – Claudia Striepe and Kristie Daniel-DiGregorio	**30-31**
	F. VP – Finance – Lance Widman	**32-35**
	G. VP – Academic Technology – Pete Marcoux	
	H. VP – Instructional Effectiveness – Karen Whitney	
D. SPECIAL COMMITTEE REPORTS	**A. Assessment of Learning Committee and SLOs Update – Karen Whitney**	
	B. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
	C. Linda Beam - VP of Human Resources – Faculty hiring search update.	
	D. Student Success Showcase: Anthropology Program. The purpose of this showcase of 6 programs is to highlight ECC programs that are particularly successful in providing one or more of the six factors students say they need to succeed: directed, focused, nurtured, engaged, connected, and valued.	**36-61**
E. UNFINISHED BUSINESS	**A. Administrative Procedure 7160 – Professional Development.** This procedure falls partially in the 10+1 purview of the Senate and requires two readings and a vote. This is the third reading. BP 7340 Leaves of Absence is included for information along with the portion of the faculty contract dealing with sabbaticals. This draft has been approved by the ECC VP of	**62-70**

	Human Resources; the Senate Faculty Development Committee, and the Senate Educational Policies Committee.	
F. NEW BUSINESS	**A. BP/AP 3200 Accreditation.** This BP/AP falls partially within the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the Educational Policies Committee and the VP of Student Services and campus Accreditation Liaison Officer. **B. BP/AP 4021 Program Discontinuance**. This BP/AP falls fully in the 10+1 purview of the Senate and require two readings and a vote. This draft has been approved the Deans Council, VP of Academic Affairs, and the Educational Policies Committee.	**71-73** **74-76**
G. INFORMATION ITEMS – DISCUSSION	**A. Study Abroad.** RP Group study and discussion by Pete Marcoux.	**77-101**
H. FUTURE AGENDA ITEMS **I. PUBLIC COMMENT** **J. ADJOURN**		

Committees

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2nd & 4th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

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

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

ACADEMIC SENATE ATTENDANCE

3rd, December 2013

Name:	Initials
Adjunct (1year)	
Bonness, Nicholas Sean	
Hall, Kathryn	X
Behavioral & Social Sciences	
Daniel-DiGregorio, Kristie	X
Gold, Christina	X
Widman, Lance	X
Wynne, Michael	X
Young, Janet	X
Business	
Lau, Phillip	
Miller, Tim	
Troesch, Josh	X
Counseling	
Castro, Griselda	X
Jeffries, Chris	X
Vaughn, Dexter	X
Fine Arts	
Ahmadphour, Ali	X
McMillin, Russell	
Palacios, Vince	X
Wells, Chris	X
VACANT	
Health Sciences & Athletics	
Baily, Kim	X
Colunga, Mina	X
Hazell, Tom	
Hicks, Tom	
Uphoff, Robert	EXC
Humanities	
Cerofeci, Rose Ann	X
Gallagher, Ashley	
Jaffe, Barbara	
Marcoux, Pete	SAB
McLaughlin, Kate	X
Industry & Technology	
Gebert, Pat	
Hoffmann, Ed	X
MacPherson, Lee	X
Marston, Doug	
Muckey, Tim	X
Winfree, Merriel	X

Name:	Initials
Learning Resources Unit	
Ichinaga, Moon	X
Striepe, Claudia	X
Mathematical Sciences	
Barajas, Eduardo	
Hamza, Hamza	X
Martinez, Alice	X
Marks, Zachary	X
Sheynshteyn, Arkadiy	X
Natural Sciences	
DiFiori, Sara	
Jimenez, Miguel	
Valle, Anne	X
VACANT	
VACANT	
Academic Affairs & SCA	
Arce, Francisco	X
Nishime, Jeanie	X
Lam, Karen	
Assoc. Students Org.	
Ecklund, Stefan	
Compton Education Center	
French-Preston, Essie	
Halligan, Chris	
Odanak, Michael	X
Pratt, Estina	X
VACANT	
Ex-officio Positions	
Donnell, Sean (ECCFT)	
Velasquez, Nina (ECCFT)	
Evans, Jerome (CEC-VP)	
Lipe, Mark (CCC Chair)	X
Deans' Reps.; Guests/Other Officers:	
Geraghty, Elise	X
Hernandez, Maribel	X
Pineda, Carolyn	X

ACADEMIC SENATE MINUTES
December 3, 2013

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

Academic Senate President Gold called the seventh and final Academic Senate meeting of the Fall 2013 semester to order on December 3, 2013 at 12:38pm. The meeting was held in the Distance Education Room, Library 166.

Approval of last Minutes:
[See pgs. 6-10 of packet] for minutes of the November 19, 2013 meeting. There were no corrections to the minutes, but it was noted that the list of committees found on page five should remove Enrollment Management Committee and add Student Success Advisory Committee. Sara Blake's name should also be added to the Basic Skills Advisory Group. The minutes were accepted as written.

OFFICER REPORTS
Academic Senate President's report – Christina Gold (CG)
CG directed us to the Minutes of the College Council Meeting of November 25, 2013 on page 11-12 of the packet. The Council has been looking at policies and procedures that are not directly under the purview of the Senate. AP 2510 – Collegial Consultation is up for revision which mostly includes some cleanups. It will be brought to the Senate for review. BP/AP 3430 – Prohibition of Harassment is included in the packet, but will not be discussed unless someone wants to discuss it. BP 3570 – Restricted Smoking Areas is almost completed as is BP/AP 4021- Program Discontinuance.
The Faculty Position ID Committee has completed its work and the list of 20 positions to be hired for 2014/15 can be found on pages 13-14 of the packet. Two of the positions are rollovers from last year; Nursing and Accounting. The memo also indicated that the approved list is similar to the prioritized 18 positions; however it does not include Sociology and Communication Studies/Forensics and the reasons were noted. C. Wells had questions regarding this difference and Dr. Arce indicated that the voting was all over the place and statistical analysis was done to show the most needed positions. Dr. Arce feels people voting on the committee need to pay more attention to the data when voting. He agrees that conversations do need to happen and C. Wells feels not everyone has knowledge of the programs. CG suggested the Senate do a priority list. M. Ichinaga knows the Forensics position was a higher priority in the division, but it still didn't get voted on. C. Wells would like an explanation of why it was so out of line with the desires of the division.
K. Bailey mentioned that the new MBA building has lots of smokers outside that are annoying for non-smokers. CG said she would bring that to the attention of the College Council.
CG reminded the Senate that the spring is her last semester as President of the Senate. She was awarded a sabbatical in the fall, so we need to find someone willing to step up. Nominations will be opened up at the first meeting in the spring.

NEW BUSINESS
Academic Senate Resolution – Janet Young
Taken out of order on agenda with consent.
A Resolution of Appreciation was given to Janet Young for all her hard work she has done with SLOs and accreditation. C. Wells and B. Klier were instrumental in helping write the resolution. The resolution was approved unanimously by the Senate and J. Young gave us her heartfelt thanks.

OFFICERS REPORTS (CONTINUED)

VP – Compton Educational Center report – Michael Odanaka (MO)

MO announced that the position for Academic Dean for Student Success at the Center is currently being interviewed and should be filled soon. The Dean of Student Services, Ricky Shabazz is leaving for a position at San Bernardino CC, so the Center will also be hiring for that position soon.
The College Council by-laws are being sent to the faculty for a vote. It was not; however, a unanimous vote from the current Council, so if it doesn't pass, the by-laws will default to the current by-laws of three members.

Curriculum Committee report – Mark Lipe (ML)

The minutes of the October 22, 2013 College Curriculum Committee can be found on pages 16-36. The Committee has reviewed over 200 course outlines just in fall 13 alone. This is a huge increase from last year when just 250 were reviewed for the entire year! Twenty-three out of 25 vetted AA-Ts and AS-Ts have been approved. Kinesiology is currently on hold and Film is still waiting to be developed.

Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)

The minutes of the November 26, 2013 Faculty Development Committee meeting can be found on pages 38-40. CS announced that the "Getting the Job Series' was starting up that Friday, the 12th of December. CS also pointed out that Margaret Steinberg's Synopsis of the iFalcon Conference on Student Success at Cerritos College which was held November 1, 2013 can be found on pages 41-45.

NEW BUSINESS

Due to some officers not being present, the agenda was changed to accommodate the following award recipients:

Academic Senate Achievement Awards for Distinguished Teaching

K. Daniel-DiGregorio next presented the Academic Senate Achievement Awards for Distinguished Teaching. The Achievement Awards went to Kathy Hall of English, Kathryn Maschler of Office Administration and Tom Stewart of Chemistry.

Academic Senate Outstanding Adjunct Faulty Award

The Faculty Development Committee was proud to announce Maribel Hernandez of Counseling as the 2013 Outstanding Adjunct Faculty recipient. Maribel holds a B.A. in Latin American and Latino Studies and an M.S. in Counseling. Since 2009 she has served as a Human Development instructor and the Coordinator and Counselor for the Puente Project Program. Congratulations to Maribel for an award well deserved!

Sound Principles for Faculty Evaluation

CG provided a handout that had been marked with boxed paragraphs that specify how the Senate and Union should consult as it relates to negotiating faculty evaluations. Specifically she pointed out the recommendations on the last page which includes having a standing committee of senate representatives and bargaining unit representatives; working with the local bargaining unit when selecting evaluators; developing a training program for members of faculty evaluation committees; making sure there are reasonable protections for both the evaluators and the persons being evaluated; and the unique situations of distance learning courses within the evaluation process among other things. L. Widman noted that the usual meetings between the Union and the Senate have been missing of late. He feels it is especially needed now that there is a push to include SLOs in faculty evaluations. M. Colunga said she would bring back these concerns to the Federation E-board. A. Ahmadpour asked if SLOs are legally required and the response is they are being pushed by accreditation. C. Wells recommended we look at what is happening at other community colleges. K. Hall thought we should question self-administered evaluations. CG said she would consult with the Union. A. Ahmadpour wondered how we could have a Town Hall Meeting and CG said it would have to come from someone willing to lead it and would require an official resolution.

OFFICER REPORTS (CONTINUED)

VP- Finance – Lance Widman (LW)

LW referred us to page 47 of the packet and to a memo written by VP Jo An Higdon as a delegate to President Fallo regarding the PBC recommendation that he revisit the closing of the Child Development Center. As a reminder, the PBC had voted 4-2 to bring the recommendation back to the president. Fallo basically said there is no compelling reason to revisit it and the door is closed. C. Jeffries asked if this memo fulfills the requirements of the new "Making Decisions Document" recently passed in that is this considered a written response from the president and did it come in a timely manner? C. Wells wondered if this response can be given to the Board and LW said that the Board never saw it. J. Nishime commented that the PBC never gave a full rationale for the recommendation and asked why L. Widman did not bring it back to the Senate. L. Widman said he felt he was representing the Senate because there were many email responses from the faculty regarding the closing of the CDC. He felt he was representing the Senate to the best of his ability. CG also mentioned that everything cannot always be addressed in Senate meetings since we meet only every two weeks. She suggested bringing back the "Making Decisions Document" to the Senate.

VP – Educational Policies – Alice Martinez (AM)

AM gave her report out of order since she came in late.
The minutes of the Educational Policies Committee meeting are on page 37. AP 7160 – Professional Development is being brought back to Senate for a second reading today. The Accreditation policy and the Program Discontinuance policy will be discussed in Senate in the spring.

VP – Academic Technology – Pete Marcoux (PM)

No report. On sabbatical

VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update – Janet Young (JY)

No report.

SPECIAL COMMITTEE REPORTS

ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)

FA announced that recruitment for the Dean of Math position has begun and it will be closing the end of February. The screening for the Director of Nursing has already begun. The job announcements for the 20 new positions will be going out and will close by mid-February with screening to begin in March.
JN stated that the self-evaluation report for accreditation is moving along. It is being edited now and will be posted after the first of the year for review. There will also be a Town Hall Meeting sometime in February. C. Wells asked about the written response from the one person who came out to do the evaluation and JN said that we are waiting for it to be returned by the Commission and we should have it in a few days, so we can respond to it at that time.

UNFINISHED BUSINESS

Administrative Procedure 7160 – Professional Development.

This procedure falls partially in the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the ECC VP of Human Resources, the Senate Faculty Development Committee, and the Senate Educational Policies Committee.
The procedure can be found on page 48 of the packet. There was a motion to approve by C. Jeffries and seconded by L. Widman. F. Arce asked we replace the word "Flex" with "Professional Development" since that is the current term being used. K. Bailey asked if speaking at conferences still counted as flex or professional development and the answer was yes. C. Wells asked why AP 7341 – Sabbaticals is listed at the bottom of the procedure and CG answered she believed it was on the CLCC template. C. Wells

made a motion and A. Ahmadpour seconded it to amend the original motion and to hold off the vote at this time for AP 7160 until it can be brought in tandem with AP 7341. This motion was approved unanimously.

INFORMATION ITEMS – DISCUSSION

Student Success Plenary Meeting Follow-up

The summary from the Plenary Meeting held on November 5, 2013 can be found on pages 49-52 of the packet. CG mentioned that what was left out of the questions was what does Administration need to do to help with student success? She feels that those responsible learners may look towards Administration to see how they are helping them be successful. CG wants students to be proactive. One of the common themes under what faculty can to do to promote student success is to collaborate with counselors and other student services on campus. A less common theme, but one that was mentioned, was that faculty have to be more approachable. CG then asked for ideas on what the Senate can do to support student success. Some ideas she gave were to start with some suggestions via email, maybe have the Executive Committee meet to discuss ideas or even do a survey monkey. C. Wells suggested we look at similarities that were brought forward by all eight groups and recommended finding some software that looks at common words to prioritize them. CG stated that Institutional Research will be gathering information from administration, faculty, staff, and student input. A. Ahmadpour asked what the role of Administration was because even if faculty come up with ideas, what can we do if we do not have any authority to push these ideas. J. Nishime suggested we can look towards Title 5 grants to help fund some ideas. For example, the idea of alternative text books really needs to be followed up with the ASO. It was also suggested to hire Graduate Assistants to help with student tutoring or maybe adding an hour of lab to writing classes. K. Daniel-DiGregorio suggested that the Faculty Development Committee could springboard from some of the topics discussed at the plenary session and develop workshop series across disciplines that would include staff also. She suggested we focus on the "Six Factors." K. Bailey suggested faculty mentoring and wondered if there were any stipends available for this type of activity. It was noted that David Vakil had attempted to do this years ago, but it was very difficult to manage. M. Colunga seconded the idea of mentoring. C. Wells mentioned that many of the Program Reviews have a need for mentoring or even department chairs. K. Hall suggested that we already have a prototype structure in place with the "Learning Teams." These teams are still active and could be given extra tutoring hours. E. Geraghty noted that the stipends for this activity have to be broken down into hours and cannot go over 25 hours. CG said that unfortunately the Senate doesn't always have the power if it involves funding. J. Troesh noted that the state is changing funding as regards to success and we get monies for certificates, degrees, and transfers, so is there a way to capture and track those students that are not degree or transfer bound? C. Wells also mentioned that there will be a focus on the College Scorecard both at the state and federal level, so we could possibly expand our certificate offerings. CG mentioned that she and others on the Senate such as C. Jeffries are on the Student Success Advisory Committee. The Statewide Academic Senate also has an Academic Academy that focuses on completion and degrees and is going to be held in Napa this year. We could possibly look at sending someone to that and C. Jeffries eagerly volunteered! CG will type up the list of suggestions and we can continue to add to it.

ADJOURN

The meeting adjourned at1:55pm.
CJ/ECCFall13

Board of Trustees Senate Report (via email) – 12/13/13

Dear Trustees,

I'm unable to attend our December Board meeting and am delivering the Senate report via email.

I'd like to highlight the excellent work of our Senators and the many, many faculty members who serve on the Senate subcommittees and represent the Senate on various consultative and advisory committees across campus. The sheer volume of work and the professionalism with which it is done deserves to be commended. Their work is essential to the accreditation and functioning of our college.

Below is a summary of some of the major accomplishments of our Senate subcommittees and following that is a quick overview of the major work planned for the Senate in Spring 2014.

Academic Program Review Committee: The APRC worked with faculty colleagues on a whopping 20 program reviews this fall. The faculty used a template and materials that were improved and revised by the committee in Spring 2014, and the APRC will continue to fine tune the process beginning with a survey of this year's program review authors and Deans.

Assessment of Learning Committee: The ALC has led our campus effort to complete quality assessments of nearly all of our courses and programs. Our SLO Coordinators played an instrumental role in authoring the follow-up accreditation report and meeting with the accreditation evaluator. Finally, they have help choose, modify and implement the new TracDat system. TracDat trainings were going on until the very end of the semester!

Compton Educational Center Faculty Council/Academic Senate: The council is undergoing the careful process of revising its by laws and has proposed a new Board policy on Academic Rank. They established a set of goals, heard reports from their Institutional Standing Committees, and reviewed/discussed a variety of center and college reports, including the FCMAT report, community survey, and ECC Planning Summit report.

College Curriculum Committee: The CCC reviewed and approved 241 courses and programs during the 2013 fall term. Inclusive were 14 new courses, 4 new Associate Degree Transfer (ADT) programs, and 55 course inactivations. The committee also approved an additional 48 course number changes in response to

courses not being eligible for repeatability and with departments' re-organization plans for renumbering courses.

Faculty Development Committee: The FDC conducted an orientation and self-evaluation (modeled on "Making Decisions at El Camino College"), presented the 4th annual "Outstanding Adjunct Faculty Award," established an achievement award for distinguished teaching among part-time faculty, and hosted the first of a two-part series, "Getting the Job." The FDC is updating the faculty rank recognition process, planning for Professional Development Day activities, and hosting the Faculty Book Club.

Educational Policies Committee: The committee engaged in the complicated consultation process on eight Board policies and procedures, including the Accreditation procedure and the Program Discontinuance policy and procedure. Most of these will be brought to the Senate in the spring.

Three of the major issues facing the Senate in spring will be accreditation, collegial consultation, and student success.

1. The Senate will be methodically and carefully discussing the draft accreditation report and will be voting on the accreditation administrative procedure.
2. The Senate will be investigating the state of collegial consultation on campus, in addition to reviewing recommended changes to our board collegial consultation procedure and the board policy regarding the Senate. These will be discussed in tandem with a review of the ECC "Making Decisions" paper.
3. The Senate will be developing a concrete approach for supporting student success at ECC.

Enjoy the holidays!

Chris

Christina Gold, Ph.D.
History Dept.
Academic Senate President

El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
January 9, 2014

Present: J. Anaya, F. Arce, R. Bell, C. Fitzsimons, W. Garcia, A. Garten, E. Geraghty, I Graff, D. Hayden, O. Hyacinth, T. Lew, B. Mulrooney, R. Murray, R. Natividad, D. Patel, B. Perez, V. Rapp, S. Rodriguez, J. Shankweiler, D. Shrader, J. Sims, R. Smith, C. Subramaniam

Other Guests: W. Warren

I. INFORMATION

A. CEC Update: R. Murray provided an update:
- All roads are open and accessible except Greenleaf which will open next week.
- Comparison: fill rate for Spring 2014 is 68% vs. fill rate for spring 2013 was 74%.
- Down 21% in FTES.
- Chelvi Subramaniam was introduced as the new Dean-Student Success.

II. DISCUSSION/ACTION

A. Changes to A&R Services: B. Mulrooney reported that due to the recent retirements and medical/personal leaves in personnel, there will be a change in services provided by A&R. Changes reflect reduction in service to employees rather than students.
-- The grades and error report is not completed and will not meet MIS deadline. It will impact financial aid.
-- Disbursement for the spring semester will be delayed for those remaining on academic probation or warning until the outcome of fall 2013 academic progress is received. Students were informed in an email.
-- Questions relating to reinstatement and section level transfer will be handled and collected through the academic division offices.
-- Add code stickers and temporary rosters will be picked up in the IT Department.
-- Last day of registration is Wednesday, 1/15. Registration must be closed before add stickers can be completed.
-- It was suggested that an "out of office reply message" be set up on the email address for the three employees that retired. The message should include that they have retired and to refer faculty to his/her dean.

B. Counseling Outreach: R. Smith reported that twelve new part-time counselors have been hired to work with the high schools. Counselors will meet next week to start training. Plan A – veteran part-time counselors that are trained will serve as outreach counselors at the high schools. Plan B - full-time veteran counselors will help with the overflow of high school students. Students will be brought on campus or counselors will go out to the high schools. Plan C – all new part time counselors will be trained and in place by March 1.

All service area high schools will be visited. Two or three counselors will serve the larger feeder schools. A database will be kept for tracking purposes. A. Garten reported high school seniors will receive a post card. Counseling is working on social media to post at the high schools.

C. Enrollment Management: The last enrollment management plan was completed six years ago and a new plan will need to be in place. It was suggested a forum similar to the student success vision building take place. Council members and some faculty will help develop the new plan. CEC will create its own.

D. Applicant Notification Letter: There were concerns regarding the application letter. In the letter that welcomed students to ECC and provided information on Portal, password, and student ID, there was a code level problem in which a step was left out in Colleague. It has since been resolved and validated. Letter was re-sent to students on 1/8/14.

The College is down 1,700 in headcount. There are open seats available in most disciplines. Natural Sciences and Behavioral & Social Science classes are full. Low enrolled classes will need to be cancelled.

The deadline to drop for non-payment is 1/13/14. It was recommended to raise the threshold to $250. F. Arce will discuss with J. Hidgon. Last day to register for classes will be 1/15/14.

E. Desktop Refresh & Windows 7: New computers will be distributed on campus. It will be a new type of desktop which will include a wireless mouse, keyboard, touch screen, and Windows 7. It will take place in mid-April. Management will determine the scheduling of new computers.

F. Adult Education Planning: J. Anaya reported that adult education is going through reorganization. The College will receive a grant for $300,000 which will allow putting together a plan for the 2015-16 fiscal year. The College will be given 18 months to put the plan together which must address five program areas: (1) elementary and secondary basic skills for high school diploma; (2) classes for immigrants; (3) education programs for disabled; (4) short-term CTE programs; and (5) program with apprentices. All programs must be addressed in the plan with seven objectives.

Deans that were suggested to participate include T. Lew, V. Rapp (Math), G. Miranda and S. Rodriguez. Recommendations for faculty are Sara Blake and Arturo Martinez.

G. Attendance Policy & Procedure: It was noted there is a vast difference in practice on the attendance policy and procedure. A campus wide attendance policy and procedure will be developed. A. Dunigan and T. Lew will gather information on this issue. It will be discussed at a future meeting.

H. Student Success: Darla Cooper will be the keynote speaker on flex day. She will speak on student success from the student's perspective under six categories: directed, focused, nurtured, engaged, connected, and value. Council members were encouraged to read the research brief that was distributed.

Management, faculty, and classified employees participated in focus groups on student success. Institutional Research put together the three segments into one document with the recommendations and ideas that were shared.

III. OTHER

A. Announcements:

- Louis Sinopoli: Director of Respiratory Care passed away on 1/7/14. He was with El Camino College for 34 years.
- Department/Division Meetings: Forward a list of department and division meetings on flex day to Karen Lam.
- Language Academy: Destyn LaPorte, Program Manager of El Camino Language Academy, will retire on 2/14/14. Stella Kabelitz will be the new Program Manager who will also oversee the International Student Program (ISP).

EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: December 12, 2013

Present: M. Abani, F. Arce, S. Blake, K. Di-Gregorio, W. Garcia, C. Gold, I. Graff, C. Jeffries, S. Kunisaki, C. Mosqueda, W. Mulrooney, J. Nishime, D. Reid, I. Reyes, J. Shankweiler, J. Sims, R. Smith, J. Suarez

Other Guests: Cheryl Shenefield, Will Warren

The meeting began at 2:00 p.m.

I. INFORMATION

A. Notes of November 14, 2013: Distributed and reviewed.
   1. Page 2, D.1., 3rd sentence – correction: Institutional *Research and* Planning.
   2. The notes were approved as corrected.

II. DISCUSSION/ACTION

A. Exemption Criteria
   1. The Student Success and Support Programs Initiative will require students to complete an orientation, assessment and education plan to participate in priority registration and will be a requirement for all new students by fall 2015.
   2. Assessment exemptions:
      i. Advanced placement score – it was recommended to add AP stats. Correct advanced placement score to 3 or higher for Calculus AB, Calculus BC, Engl Comp and or Engl Lit.
      ii. Discussed personal enrichment/lifelong learner exemptions – 'discover, formulate career interests, plans, goals' is a Chancellor's office data element.
      iii. Audit fees may be increasing.
      iv. ECC will accept Accuplacer results taken at another institution and English and math coursework taken at other institutions that articulate with ECC courses (does not include ESL courses).
      v. Students without goals (including personal enrichment) should not have priority registration.
      vi. DSPS eligible student exemption for students who take alternate SRC assessments.
      vii. Smarter Balanced test for Common Core is to be taken during 11th grade (tests for college and career readiness). Will see how test develops.
   3. Orientation exemption – only exemption would be an AA degree or higher.
   4. Initial Ed Plan exemptions:
      i. Discussed personal enrichment students. Do we want personal enrichment students to have priority registration? By fall 2015, all new students will be required to complete orientation, assessment and an Ed plan to register. Is there a way to exempt personal enrichment students from priority registration, too, so they will not be barraged with emails reminding them to get an Ed plan?
      ii. The number of lifelong learners would not be an issue if the numbers are small. Will have the flexibility to add a supplemental lifelong learner/personal enrichment question to OpenCCCApply.
      iii. Personal enrichment students can be limited to take less than 6 units.
   5. Comprehensive Ed Plan: add 'Goal of personal enrichment taking less than 6 units.'

6. Program of study – need to consider whether or not to include an undecided or personal enrichment option. Recommendation was made to consider not having undeclared or undecided as an option on the new admissions application going live in February. Is there a way to suggest students chose general studies if undecided? The problem is that there are five different general studies degrees.
7. Changing a major may trigger an auto response for students to update their Ed plan, but they will not lose their current Ed plan.
8. There is a unit calculation in place that exempts basic skills. A suggestion was made to bring to the next meeting a list of basic skills and ESL courses.
9. If no further discussion, the exemptions will be adopted. Codes will be entered manually. Exemptions are for spring 2015.

B. Appeal Process for Loss of Enrollment Priorities
1. Students on academic and progress probation for two or more consecutive semesters and have earned 100+ units will their lose enrollment priority and/or BOG fee waiver.
2. Priority Registration appeal process draft is similar to the Financial Aid appeal process. Board of Governors may delay implementation of the new BOGFW requirements until 2016.
3. It was recommended to add an administrative section on the form (i.e. for signing off, comments, etc.). In the future, both priority registration and BOGFW appeal forms may be combined into one form. Appeal decisions will be more liberal during the first year of transition.
4. Appeal Instructions (page 1): Acceptable reasons for submitting an appeal mirror financial aid reasons (#4, #5, and #6 are state mandated by SB 1456 Student Success Act).
    i. Discussed expanding #2 to include illness or accident of an immediate family member. Suggested changing #1 to "*Illness or accident of the student or immediate family member.*"
    ii. Decision was made to revise #8 and the back of the appeal form to "*Additional units needed to complete an educational goal.*"
5. Appeal process will be implemented in spring 2014 as it applies to summer/fall 2014 registration. Students need to be notified they will lose enrollment priority 30 days after the end of the term to give them sufficient time to appeal. Students will be notified of the appeal process if they are in danger of losing their priority registration. It was suggested to inform all students through mass advertising/videos. Early intervention may be more effective.
6. Financial aid students on currently on warning or probation status at risk of losing their financial aid as of this term were informed they will receive their disbursements late for spring. How will this impact faculty? W. Garcia will email faculty & staff a copy of the message sent to these students.
7. Need to have the priority registration appeal process in place as early as the end of January.

C. Enrollment Priority Restrictions: Impact on Students
1. If the new enrollment priority registration policy were in effect in fall 2011, just over 3,000 (unduplicated count) students at El Camino placed on academic probation, progress probation, or with 100+ units would lose their enrollment priority if they were enrolled in the next semester. Of those, 45% or 1,456 students would have lost their enrollment priority in fall 2012. 10% or 823 students at Compton would lose their priority; and of those 40% or 330 students enrolled the next semester would lose their enrollment priority.
2. The largest mandated groups affected include EOP&S, CalWORKs and DSPS.
3. Institutional Research & Planning will bring the BOG report to the next meeting. It was recommended to move the BOG presentation to the February meeting after the Board of

Governors decision on the BOGFW.

4. The researchers will be tracking probation students to see what happens after they receive their initial probation notice.

D. Graduation Application

1. The deadline for students to submit degree or certificate petitions is February 13, 2014, less than a month when students are back in school. The committee discussed deadline dates and recommended having two deadline dates for students to submit their intent to graduate – one date for students who want their names in the commencement booklet and another date for those who just want to get their degree/certificate (extend to April 1st). W. Mulrooney will discuss this with the evaluators. The Graduation Initiative can help market both deadline dates.

E. Miscellaneous

1. Agenda items (D) Automatic Granting of AA & AS Degrees and (E) Student Achievement Goal Recommendation will be tabled until the next meeting.
2. Cynthia Mosqueda is one of ten outstanding coordinators to be recognized nationally by First Year Experience.

III. NEXT MEETING

The committee agreed to hold the next meeting on January 30, 2014 at 1:00 p.m. The committee also agreed to change the meeting time to 1:00 – 2:30 p.m. in the spring.

The meeting adjourned at 3:28 p.m.

Notes on Student Achievement Goals

Advice from ACCJC

Dr. Barbara Beno says...

"Accreditation is moving from evaluation of process alone to evaluation of outcomes."

"[A] college should identify appropriate measures that allow it to demonstrate achievement of mission."

"[A] college should examine performance, evaluate it and make changes where it thinks it necessary."

"The federal and national emphasis is now on producing more college completers, so improvement of institutional outputs is needed."

National Demands for 'Improvements':

1. Improvements in student learning, and in their accumulated and demonstrated knowledge and skills upon completion – i.e., student competencies
2. Improvements in the number of completers
3. Improvements in the completion of diverse populations
4. Improvements in affordability through efficiencies, reduction in costs.

Self-Evaluation Report – Data Requirements

1. Longitudinal data over five years:
   a. Enrollment (as the baseline for understanding other numbers)
   b. Data on student characteristics (gender, ethnic, age diversity; student education goals; enrollment patterns in different institutional programs)
   c. Retention or persistence (measure of milestone achievement)
   d. Data disaggregated by key subpopulations of institutional importance
   e. Course, program and degree completion data
   f. Licensing examination pass rates and/or job placement
   g. Transfer
2. Completion of student learning outcomes for programs and degrees, and evidence thereof
3. Institution-set standards for student achievement, and institutional performance data and analysis

Proposed Achievement Measures

Proposed Achievement Measures	Source	Notes on Aspirational Goals
Student Readiness		
Matriculation Completion Rate	Internal	In development
Student Progress		
Successful Course Completion Rate[1]	Internal	1-pt & 2-pt/yr gains shown
Persistence Rate (Fall to Fall)	Scorecard[2]	Pending new Scorecard data
30 Units Achievement Rate	Scorecard	Pending new Scorecard data
Progression Rate[3]	Internal	In development
CTE Progression Rate	Scorecard/CTE	Completion of several CTE courses
Student Outcomes – Annual Tallies		
Degrees Earned (annual count)	Internal	5% incr/yr vs. 1.2% incr/yr
Certificates (annual count)	Internal	5% incr/yr vs. 1% incr/yr
Transfer (annual count)	Internal	5% incr/yr vs. 1% incr/yr
Student Outcomes – Cohort Rates		
Transfer Prepared Rate	Scorecard	Compl. 60 units trans units & 2.0 GPA
Degrees Earned Rate	Scorecard	
Transfer Rate	Scorecard	
Completion Rate	Scorecard	Combined goal completion rate
Licensure Pass Rates	ACCJC/CTE	Where applicable
Employment Rate	ACCJC/CTE	Where applicable

[1]Subgroup rates for Distance Education, CTE, basic skills, college-level, and transfer-level courses.
[2]Most Scorecard measures are disaggregated by level of academic preparation; all measures are disaggregated by gender, age and race/ethnicity.
[3]In development. May include basic skills and "college-prep" progression rates. Subgroup rates for English & math.

Collegial Consultation Statement

The following statement is the collegial consultation statement language to be used in all Board policies and administrative procedures that fall under the 10+1 purview of the Academic Senate. This includes all BP/APs in the 4000 series and some in other series.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference: Title 5, section 53200

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
November 12, 2013

Present: T. Bui, W. Brownlee, A. Cornelio, B. Flameno, E. French-Preston, L. Houske, L. Kjeseth, S. Kushigemachi, M. Lipe, V. Nemie, D. Pahl

Absent: F. Arce, S. Bartiromo, S. Bosfield, R. Klier

Ex-Officio Members Present: Q. Chapman, S. Ecklund, L. Suekawa

Ex-Officio Members Absent: G. Florimon, M. Hall, J. Simon

Guests: A. Ahmadpour, M. Fields, D. Hayden, S. Rodriguez, D. Shrader, M. SomdeCerff, P. Sorunke, J. Troesh

CALL TO ORDER
Mark Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

VICE PRESIDENT'S REPORT
F. Arce was not available to attend the meeting.

APPROVAL OF MINUTES
The minutes from the October 8th meeting were sent via email and approved by the committee.

CURRICULUM REVIEW – Full Course Review Proposals

Industry and Technology Division
M. Fields presented an overview of Administrative of Justice 100, 103, 111, and 115. Chair Lipe will remove the word "eligibility" in the conditions of enrollment section for Administration of Justice 100 and 103. The committee recommended the following changes to the course outline of records:

Administration of Justice 100 – Introduction to Administration of Justice
- Provide a justification statement for English A in the Course Summary checklist.

Administration of Justice 103 – Concepts of Criminal Law I
- Provide a justification statement for English A in the Course Summary checklist.
- Verify recommended preparation, entrance skills, and matching course objectives.
- Edit the "recommended skills" section in the Conditions of Enrollment checklist. The MLA related objective of English A with recommended skill "Ability to apply strategies in the writing process…" seems to be a mismatch.

Administration of Justice 111 – Criminal Investigation
- Provide a justification statement for English A in the Course Summary checklist.

- Increase estimated independent study hours from 2 to 6 in the Work Outside of Class checklist.
- Verify recommended preparation, entrance skills, and matching course objectives in the Entry Skills checklist.

Administration of Justice 115 – Community and Human Relations

- Provide a justification statement for English A in the Course Summary checklist.
- Increase estimated independent study hours from 4 to 6 in the Work Outside of Class checklist.
- Verify recommended preparation, entrance skills, and matching course objectives in the Entry Skills checklist.

Chair Lipe called a motion to approve the proposed changes to Administration of Justice 100, 103, 111, and 115, including the conditions of enrollment proposals and all amended recommendations made by the committee. W. Brownlee moved, V. Nemie seconded, and the motion passed unanimously.

In addition, a motion was made to approve the proposed new distance education courses for Administration of Justice 111 and 115. L. Kjeseth moved, D. Pahl seconded, and the motion passed unanimously.

Environmental Technology 102 – Sustainable Energy and Renewable Building Sciences and Technologies

S. Rodriguez concurred with A. Cornelio's recommendation to replace the textbook with the newer 3rd edition, Renewable Energy: Power for a Sustainable Future, by Oxford University Press.

Environmental Technology 103 – Environmental Technology Materials and Methodologies

The recommendations made by the committee were addressed during the voting process in CurricUNET, and the course outline of record was updated.

Nutrition and Foods 15 – Nutrition for Infants and Young Children

- A recommendation was made to insert the word "the" between "during" and "growth" in the first sentence of the catalog description "….nutritional needs during the growth and development of infants….."
- Faculty is advised to consider replacing the industry standard textbook with a newer version during the next course review.

Chair Lipe called a motion to approve the course proposals for Environmental Technology 102, 103, and Nutrition and Foods 15, including the conditions of enrollment changes and recommendations made by the committee. L. Kjeseth moved, W. Brownlee seconded, and the motion passed unanimously.

Fine Arts Division

Art 205B – History of Asian Art - China, Korea, and Japan

Chair Lipe introduced A. Ahmadpour from the Art Department. It was recommended the department check the C-ID descriptor for Asian Art to ensure the course covers content in 205A and 205B.

Art 207 – Art History of Mexico and Central and South America

Chair Lipe will correct the typographical error in the text author's name in the Required Texts/Materials checklist.

Chair Lipe called a motion to approve the course proposals for Art 205B and Art 207, including the conditions of enrollment changes and amendments made by the committee. L. Houske moved, A. Cornelio seconded, and the motion passed unanimously.

Business Division

J. Troesh of the Business Department provided an overview of the course proposals under review for Business 12, 17, 21, and 24. Minor changes were made to Business 17 to meet Area 3 on the CSU General Education pattern. The committee recommended the following changes to the course outline of records:

Business 12 – Advertising

- Course Objectives Recommendation: In lieu of starting the sentence - Student will …. Consider the following: 1) Create compelling and effective… 2) Explain the concept of brand …
- With conditions of enrollment change, English B = primary focus on paragraph structure and students can write short essays. Assignments ask for 1-2 page papers. During next course review, assess if this advisory level is appropriate.

Business 17 – Personal Finance

- In the Evaluation Methods and Assignments checklist, remove the word "analyze" in the Typical Assignment section "Using the expenses you tracked for the last 3 weeks, write a one-page paper analyzing analyze how your actual expenses compare to the budget you developed."
- Writing skills are matched to English B but students are asked to write 1-2 page analysis papers.
- In the Objectives checklist consider replacing the sentence "Student will learn …." with the following: 1) Discuss the use of money as a tool…. 2) Explain the purpose and use of …. 3) Identify loan and insurance options…

Business 21 – Human Resources Management

There were no issues requiring discussion at the time of the meeting.

Business 24 – Small Business Entrepreneurship

- Replace the slash in the second sentence of the catalog description "… manage a small business/organization" with "manage a small business or small organization."

- In the Objectives checklist consider replacing the sentence "Student will learn (or) Students learn to …." with the following: 1) Identify personal business interests…. 2) Given an entrepreneurial venture…..

Chair Lipe called a motion to approve the proposed changes to the business courses and corrections, including changes to the conditions of enrollment (COE). E. French-Preston moved, V. Nemie seconded, and the motion passed unanimously.

CURRICULUM REVIEW – Standard Review Proposals/Consent Agenda
The committee discussed the unresolved issues and concerns that were raised during the Standard Review process and recommended the following corrections be made to the course outline of records.

Business Division
Computer Information Systems 80 – SQL Programming

- This course was tabled and returned to course proposer for major changes.

Industry and Technology
Fire and Emergency Technology 60D – Hazardous Materials, Tactical Field Operations

- Modify Evaluation Methods and Assignments checklist by replacing the Primary Method of Evaluation from "skill demonstration" to "problem solving".

Chair Lipe called a motion to approve the Standard Review/Consent Agenda Proposals and all amended recommendations made by the committee. D. Pahl moved, S. Kushigemachi seconded, and the motion passed unanimously.

In addition, a motion was made to approve course inactivations for Administration of Justice 60 and 67, Dance 150, and Music 50. E. French-Preston moved, V. Nemie seconded, and the motion passed unanimously.

Course Number Changes
The committee reviewed the proposed course number changes for Educational Development, Physical Education, and Sign Language/Interpreter Training. Course reviews will be conducted during the six year review. A motion was called to approve the course number changes.
L. Houske moved, V. Nemie seconded, and the motion passed unanimously.

Full Course Review
The following courses were approved and are ready for final action:

1. Administration of Justice 100 (AJ 100)
2. Administration of Justice 103 (AJ 103)
3. Administration of Justice 111 (AJ 111)
4. Administration of Justice 115 (AJ 115)
5. Art 205B (ART 205B)

6. Art 207 (ART 207)
7. Business 12 (BUS 12)
8. Business 17 (BUS 17)
9. Business 21 (BUS 21)
10. Business 24 (BUS 24)
11. Environmental Technology 102 (ET 102)
12. Environmental Technology 103 (ET 103)
13. Nutrition and Foods 15 (NFOO 15)

Standard Review/Consent Agenda Proposals

The following courses were approved and are ready for final action:

1. Administration of Justice 132 (AJ 132)
2. Architecture 150A (ARCH 150A)
3. Architecture 150B (ARCH 150B)
4. Architecture 170 (ARCH 170)
5. Architecture 171 (ARCH 171)
6. Architecture 172 (ARCH 172)
7. Art 101 (ART 101)
8. Art 102A (ART 102A)
9. Art 102C (ART 102C)
10. Art 106 (ART 106)
11. Art 205A (ART 205A)
12. Business 27 (BUS 27)
13. Communication Studies 22abcd (COMS 22abcd)
14. Communication Studies 23abcd (COMS 23abcd)
15. Electronics and Computer Hardware Technology 142 (ECHT 142)
16. Film 21 (FILM 21)
17. Fire and Emergency Technology 60B (FTEC 60B)
18. Fire and Emergency Technology 60C (FTEC 60C)
19. Fire and Emergency Technology 60D (FTEC 60D)
20. Photography 2 (PHOT 2)
21. Photography 3 (PHOT 3)
22. Photography 57 (PHOT 57)

The following course inactivations were approved and are ready for final action:

1. Administration of Justice 60 (AJ 60)
2. Administration of Justice 67 (AJ 67)
3. Dance 150 (DANC 150)
4. Music 50 (MUSI 50)

The following course number changes were approved and are ready for final action:

1. Educational Development 8 (formerly EDEV 8ab)
2. Educational Development 9 (formerly EDEV 9ab)
3. Educational Development 10 (formerly EDEV 10abcd)
4. Educational Development 11 (formerly EDEV 11abcd)
5. Educational Development 31 (formerly EDEV 31abcd)
6. Educational Development 32 (formerly EDEV 32ab)

7. Educational Development 33 (formerly EDEV 33ab)
8. Educational Development 35 (formerly EDEV 35ab)
9. Educational Development 36 (formerly EDEV 36ab)
10. Educational Development 121 (formerly EDEV 21)
11. Educational Development 122 (formerly EDEV 22)
12. Educational Development 140 (formerly EDEV 40)
13. Physical Education PE 400 (formerly PE 400abcd)
14. Physical Education PE 401 (formerly PE 401abcd)
15. Physical Education PE 402 (formerly PE 402abcd)
16. Physical Education PE 404 (formerly PE 404abcd)
17. Physical Education PE 407 (formerly PE 407abcd)
18. Physical Education PE 409 (formerly PE 409abcd)
19. Sign Language/Interpreter Training 120 (formerly SLAN 214)
20. Sign Language/Interpreter Training 130 (formerly SLAN 202)
21. Sign Language/Interpreter Training 131 (formerly SLAN 201)

CHAIR'S REPORT

Chair Lipe informed the committee that the Student Learning Outcomes (SLOs) grid for division courses may be copied and pasted into the course outline of record. Further discussion will be continued at the next CCC meeting where R. Klier will be asked to provide committee with SLO update.

ADVISORY REPORT

Q. Chapman is forwarding many course proposals and degrees and certificates for the committee to review prior to the next CCC meeting scheduled for November 26th. Committee is advised to consult with Chair Lipe for the cutoff date.

ADJOURNMENT

Chair Lipe called for a motion to adjourn the meeting. W. Brownlee moved, L. Kjeseth seconded, and the motion was carried. The meeting was adjourned at 3:55 p.m.

Educational Policies Committee
Agenda
Date: 2/11/14 Time: 1:00-2:00pm
Location: MBA 130C

Members:
Rosemarie Cervantes, Susan Taylor, Lori Suekawa,
Christina Gold, Alice Martinez, Jean Shankweiler, Kathryn Hall, Mark Fields

11/26 Present: Christina Gold, Alice Martinez, Jean Shankweiler, Rosemarie Cervantes, Susan Taylor
Not present: Lori Suekawa, Kathryn Hall, Mark Fields.

Last Meeting

1) Accreditation Policy– Discussed the changes. Approved by Jeanie N. Chris to get final copy from Jean S., add in the senate statement and bring to Academic Senate on 2/4.
2) Program Discontinuance – Jean reports that it's with the deans and should be coming back soon.
3) Administration of Relations (BP4027) – Senate wants to see BP2510 in comparison. Chris provided and it's going to the senate again.
4) AP 2510 – Collegial Consultation – Was brought to college council for minor changes to groups. Chris will try to add in the senate that the administration needs to provide the financial support for the senate. Chris will bring it back after college council proposes the changes.
5) BP/AP 4250 Probation, Dismissal and RE-admittance – Rosemarie still needs the computer copy. Jean will send. Then Rosemarie will send to Ed Policies Committee, Bill Mulrooney and Dr. Regina Smith.
6) Articulation (AP 4050) Jean read over and sent suggestions to Lori S. and is waiting to hear back
7) Professional Development (AP 7160) – Going for second reading at the senate.
8) Credit by Exam (BP/AP 4235) – Need to locate the changes that were made/ suggested. We can work on this in the Spring.
9) Academic Renewal (BP 4240) – To do in Spring.

This meeting:

1) Accreditation Policy– Discuss results from Academic Senate. (Alice/Jean)
2) Program Discontinuance – Jean, is it back from the Deans?
3) Administration of Relations (BP4027) – Senate Results (Chris)
4) AP 2510 – Collegial Consultation – waiting on college council (Chris G)
5) BP/AP 4250 Probation, Dismissal and RE-admittance – Rosemarie to bring. Email was sent 12/13 to our committee. Thanks!
6) Articulation (AP 4050) – (Jean)
7) Professional Development (AP 7160) – Second reading 2/4
8) Credit by Exam (BP/AP 4235) – Need to locate the changes that were made/ suggested. Anyone know?
9) Academic Renewal (BP 4240) – Let's get this started. Who can help? Lori? Kathy? Mark?
10) Update Policy list. Volunteers?
11) New priorities from Senate Exec meeting. (Chris/Alice)

Faculty Development Committee Meeting

Minutes for Tuesday, 28th January 2014, in Library West Basement

Committee Members

Name	Abbreviation	Division
Fazal Aasi	(FA)	Compton Educational Center
Florence Baker	(FB)	Behavioral and Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio**	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe**	(CS)	Learning Resources
Evelyn Uyemura	(EU)	Humanities

**Committee Co-Chairs

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

Spring 2014 Meetings: January 28th, February 11th &25th, March 25th, April 8th & 22nd.

Present: F. Baker, R. Cerofeci, R. Durand, B. Halonen, D. Manno, C. Striepe, E. Uyemura.
Excused: M. Steinberg, S. Otsuji, K. Daniel- DiGregorio

AGENDA

The first meeting of Spring 2014 was called to order at 1:14pm.

- **Ongoing projects**
  - **Getting the Job Series**
    - **Part 1 The Application process – Report .** CS reported that the Workshop had gone well. 16 people attended. The analysis of comments and ratings showed a score of 5 (highest score), and a desire to see the Workshops repeated annually.
    - **Part 2 The Interview – Planning.** Possible dates were discussed. DM noted that the rooms were already booked for the proposed Feb 21st date. The ECC Technology Conference is also on that day. DM will check for room availability for Feb 28th. Once a location has been finalized CS will contact the Application Workshop panel -Dean Fitzsimons (Fine Arts), R. Cerofeci (Hum), B. Halonen (Hum), G. Fernandez (Bus), J. Gard (Nat. Sci), all of whom had expressed interest in serving on the panel for the next Workshop. BH suggested, and all agreed, that "mock interviews" with feedback could be offered as an optional post-session workshop.
  - **Academic Rank progress.** The FDC looked at the draft from the last meeting. Some more edits were noted. The document will be forwarded to the Academic Senate for discussion and feedback. For the future it was hoped that Human Resources might

note rank changes in the annual contract/salary letter. DM will also run the document past Linda Beam. Once these points have been cleared up the FDC will clarify the process for updating academic rank and submitting the information to Public Information for inclusion in the Catalog, and changes in rank being again recognized through congratulatory certificates distributed during an Academic Senate meeting.

- **Spring Flex feedback.** Evaluations were sent out to all session attendees, and final feedback is due January 31st. DM shared the numbers – 48 attended the Etudes session, 51 the Hostile Behaviors session, 10 the CTEA session, 10 the Honors Transfer session, and 11 the Open Forum by Darlene Cooper. Feedback on the keynote speaker, Darlene Cooper, has been positive. Dr. Arce is looking for a keynote speaker for Fall flex day, ideally dealing with the brain and learning. RC suggested Carol Dweck, author of "Fixed Mindset: a new psychology of success.
- **Compton College membership.** FA is not able to join us this semester and the FDC agreed to ask the Compton Academic Senate President Michael Odinaka to extend an invitation for a CEC liaison to join our team.
- **Academic Senate Student Success Showcase: Programs and Practices.** CS reported that the Academic Senate is going to showcase ECC Programs and practices that contribute to student success. The FDC has been asked to suggest programs. The Senate is starting with the Anthropology Department program. The FDC members gave feedback for marketing these events, including making it more obvious that all faculty are invited to Senate meetings, having AS President Gold send out informational emails just highlighting specific events instead of folding the announcements into a lot of text/information about Senate matters, and making it clear WHEN in the Senate agenda the presentations would take place so that people could time their visit to the Senate meeting to catch the presentations.
- **FIPP & On Course training.** The On Course training was held January 8th – 10th for three full days, and proved very successful. 32 faculty from ECC (19) and CEC (13) participated; all hired in the last three years. The focus was on the 6 key student success factors, and they were asked to link teaching strategies to these factors. The training is a natural progression for new faculty from the Learning Academy and allows new hires to continue their networking and connections. They received a stipend ($600.) for the training and for the three additional meetings during the Spring. The participants will next decide which strategies to implement this Spring, and conduct a student survey. It is hoped these faculty will take a leadership role in this area on campus, and perhaps some could be persuaded to make a presentation next flex day.
- **OTHER.** The Chairs will follow up with Sumino on the status of the Faculty book club. DM reminded all that the Technology Conference will be coming up in February. DM also asked for ideas for the Women's Month program, March 11th in the East dining room. The film "Girl Rising" - success stories on nine girls from the developing world, will be shown. FB noted that an ECC faculty member is working on a play based on "Electra" called "Electricidad and she may be a good person to invite as a speaker. DM will follow up. RC and BH also mentioned two local groups doing good work with girls – Write Girl, and Girls on the Run.

Cs2014

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: December 5, 2013

MEMBERS PRESENT

☐ Jan Caldwell - Campus Police	☒ Dawn Reid - Student & Community Adv.
☐ Sean Donnell - ECCFT	☒ Cheryl Shenefield - Administrative Services
☒ Dipte Patel - Academic Affairs	☒ Rory K. Natividad - Chair (non-voting)
☒ Alice Grigsby - Management/Supervisors	☐ Gary Turner - ECCE
☒ Liliana Lopez - ASO	☒ Lance Widman - Academic Senate

Other Attendees: Members – Irene Graff, Ken Key, Emily Rader, **Support –** Linda Beam, Jo Ann Higdon, Bob Klier

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The meeting was called to order at 1:06 p.m.

A welcome was given to the new student representative, Lilliana Lopez.

Approval of November 21, 2013 Minutes

The minutes were reviewed and approved with the following corrections:

1. Making Decisions: number 2, after identified, **delete:** and restructured.
2. Program Plans 2014-2015: number 2, third line down, **delete:** Kleir, **replace with:** Klier. Fourth line down, **delete:** Kleir, **replace with:** Klier. Fourth line down, **delete:** Trich, **replace with:** Trish.
3. PBC Goals for 2013-2014: in front of the title for this section, **insert:** Proposed.
4. Number 4, **delete:** entire sentence, **replace with:** The chair advised that committee recommendations in the future be processed over a two meetings, when time allows, providing constituent representatives the opportunity to have discussions with their group prior to making their recommending vote.
5. Closing Comments: **Add:** 2. It was suggested PBC continue to be involved in the development of the new comprehensive master plan.

The minutes will be posted as presented with the corrections as noted.

It was suggested PBC needs to continue to address the accuracy of information and discussions which ensue that are then accounted for in the minutes. Members were encouraged to utilize the meeting and minute review process to assist in maintaining accuracy and clarity of the minutes. Corrected minutes are electronically provided in a timely manner to all members as well as placement on the website.

Strategic Planning Committee – I. Graff

1. A regular report will be coming forth from the Strategic Planning Committee as they make progress. The Strategic Planning Committee is an Ad hoc committee of PBC. The goal of the committee is to develop a new comprehensive master plan that is considerably more integrated and will contains an implementation plan. An external scan team is working on gathering information from the community in terms of the job market, demographic changes, high-school enrollment changes, and other items that will impact the college.

Draft

2. The new comprehensive master plan will take time to develop as it is a huge document with many segments. It is important that the committee provide direction as to what is to be done in the meantime with the accrediting commission when they come to visit. It was asked if the accrediting committee needs to be informed that a new plan is in the works or should we proceed with an annual update to provide to the team upon their arrival. An annual update could provide up-to-date information on the current situation and comprehensive master plan. Discussion ensued that placing annual updates into the comprehensive master plan might not provide the right information. Efforts might be better utilized by updating specific plans or committees that complement the comprehensive master plan.
3. As we move forward we must also be aware our strategic initiatives need to be measurable. Currently these initiatives are not. The strategic initiative team has suggested developing targeted objectives associated with each initiative which could be measured.
4. The student success plan provided by the Student Success Advisory Committee will be integrated into the new comprehensive master plan. Currently they are separate. Information for the student success plan is being provided from workshops, brainstorming sessions and other discussions as the Student Success Advisory Committee for development of the action plan.
5. The next comprehensive master plan will include the Compton Center because we will still be partnered. Compton is doing some parallel process, such as, their own external plan for their own community in anticipation of a separation plan with the two colleges. Right now it is too soon to have two separate plans.
6. Discussion ensued as to the official standing of this Ad hoc committee. It was questioned if the work of the committee in response to information from the PBC or in an effort to accomplish steps in the formation of the new comprehensive master plan. The committee is charged by the president to accomplish necessary steps and PBC oversees the progress of the Strategic Planning Committee. A new version of the comprehensive master plan and implementation plan is the ultimate goal of the Strategic Planning Committee. PBC will oversee the accomplishment of the implementation plan.
7. The Ad hoc committee is a working body that reports back to PBC as the document is developed. The first meeting of the committee is forthcoming. The structure and meaning, as well as a complete list of the members, will be provided as the committee moves forward. Further discussion within the PBC will be necessary to fully understand the process and provide feedback to the committee.
8. As they precede the Ad hoc committee, will work to address the student success action plan and summarizing the progress we have made in the other activities in the form of annual updates.

PBC Annual Update Discussion – I. Graff

1. Bob Klier, associate dean of Academic Affairs, was welcomed to the committee for this presentation. A new tool is in the process of being developed for program review and planning. This combined tool (planning and program review) will provide more integration between program review and the annual program plan.
2. The program review recommendations should provide the needed information for the program annual plan.
3. TracDat is the new tool being examined for this integration. TracDat is currently the new software for institutional learning outcomes (SLO's/PLO) on campus. It is a versatile software that provides a relational database for users. Assessment data can be immediately moved over into program review. The feedback has been overwhelmingly positive.
4. Other schools have been utilizing TracDat for planning and program review with success. A small working group will be meeting to further examine our institutional needs and possible implementation. A few programs will be selected to pilot the use of the software for planning. They will do this in Plan Builder and TracDat as part of the pilot.
5. Academics will be utilizing TracDat for learning outcomes. Student services elected not to implement the use of TracDat for SAO's at this time.

Draft

6. Discussion ensued about the implementation and possible effects on accreditation of changing to new software. Our institutional processes will be remaining the same. While the software is changing it will not be switching until after the visit. We are not changing the processes, we are changing the tool. Plan Builder is no longer being updated and is a dead tool.
7. Plan Builder is our tool but the process should be identified as the annual plan. The process is the important item to identify not the software we use.
8. Issues with Plan Builder as a tool and what differences would like to be seen in the new software were discussed.
    a. Reporting out. Summarizing and finding information. Automated reports.
    b. Reporting trends over multiple years.
    c. Alignment with other resources and staffing on campus.
    d. Utilization of images and charts within the program.
    e. Automation of program plan recommendations moving into the area plan.
    f. Linked reports to various resource areas.

Fiscal Management Self Evaluation – J. Higdon

1. A four-page handout, ECC Sound Fiscal Management Self-Assessment Checklist was distributed. This is based on the year that has been completed (2012-2013). UGS stands for unrestricted general fund and is our operating fund.
2. The Chancellors office distributes this check list for institutions to complete. Each section has an overarching question and subsequent sub-questions that should be responded to. This is a draft of the completed document. Review by the committee as to the response and accuracy of the document is still needed. An amount was placed in the category as opposed to simply stating that we are deficit spending.
3. It was indicated there are no significant areas of current concern with regards to this document and our compliance. A five-year window is one aspect that auditors use for their regular review. The blue book and internal controls are commonly reviewed during the audit process. The auditors do not commonly review the self-assessment document directly. The district response to #6 is yes since there have been no changes to the contract and salaries other than insurance benefits which are noted.
4. This document will be reviewed by the College Council and will also be provided as an informational item to the Board.
5. Regarding 7b of the handout – this is for year ending 2012. The state-wide average has not yet been made available for year ending 2013.

PBC Goals for 2013-2014 – R. Natividad

1. An open discussion occurred about the potential goals from the previous meeting. They are as follows:
    a. A presentation at fall faculty development day regarding PBC and the institutional budget.
    b. Orientation for new members – this will be accomplished by the chair with participation from the new member's constituent group.
    c. A brief constituent update on area developments.
    d. Annual review of processes that PBC commonly accomplishes (such as recommendations and consensus).
    e. Website development and external communications outside of our group.
    f. Comprehensive Master Plan
    g. Stronger connection to the Compton Center PBC.
2. The possibility of surveying the entire campus about the needs or expectations of the future PBC website was discussed. It is recommended that a campus survey would elicit the best information. How the constituent groups communicate back to their groups should also be done to address a common question on the annual survey. The availability of information is important as well as the ease to find it. Various institutional PBC sites will be reviewed in the development phase of our site.

Draft

3. A suggestion was made to look at the goals we accomplish each year and then look for other key topics for discussion. Another suggestion to develop an annual plan update from the committee was noted.
4. Some of the members of the PBC from the Compton Center didn't hear about new program plan deadline of November 15. They would like a stronger connection with this PBC. There is a lot of planning and budgeting processes that Compton is obliged to follow, thus having a stronger connection is important. This will be noted as another goal.
5. The process for filling the numerous classified positions through Human Resources was discussed. This places a tremendous load on the Human Resources department. There were many retirements and it is the intent of the organization to look and see what the needs are of the campus. Currently there is no intent not to fill them. The many retirements were evident in the last Board meeting. A dozen classified positions are open along with all of the faculty positions.

Closing Comments – R. Natividad

1. The classified awards should be taking place this spring.
2. Twenty-two new faculty members were recommended for hiring through the faculty prioritization process. Two additional positions will be hired since they were hold overs from the previous year.
3. Many EER representatives are needed to serve on the many hiring committees.

Adjournment – R. Natividad

1. The meeting adjourned at 2:10 p.m. The next meeting will be **January 16 at 1:00 p.m.,** in Library 202.

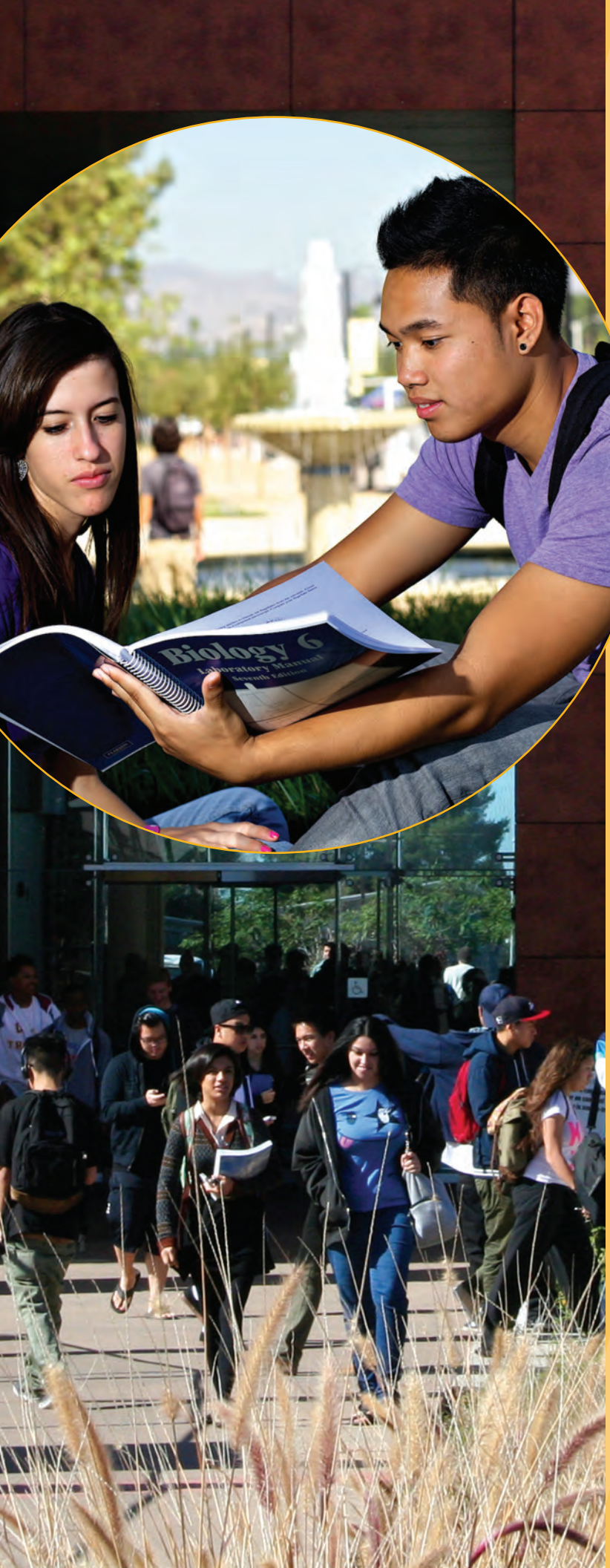
RKN/lmo

Draft

STUDENT SUCCESS SCORECARD

2013 STATE OF THE SYSTEM REPORT

California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor



CIRCLE: LOS ANGELES PIERCE COLLEGE; LEFT: SAN DIEGO MIRAMAR COLLEGE

BRICE W. HARRIS

from the CHANCELLOR

California community colleges, with their more than two million students, play a critical role in boosting our state's economic recovery.

After years of rationing education forced by budget cuts, community colleges are focused on two goals: expanding access to our campuses and helping students succeed in greater numbers.

The California Community Colleges Board of Governors has charted a path to achieve these goals, and all 112 colleges in our system are working to improve educational opportunities for Californians and meet the workforce needs of our changing economy. In addition to workforce training, our colleges provide certificate and degree programs, preparation for transfer to four-year institutions as well as basic skills courses in English and math.

In the coming years we expect to see more of the fruits of our Student Success Initiative, which aims to close achievement gaps, improve outcomes for all students and make the California Community Colleges the most accountable system of public higher education in the nation.

Sincerely,

Brice W. Harris

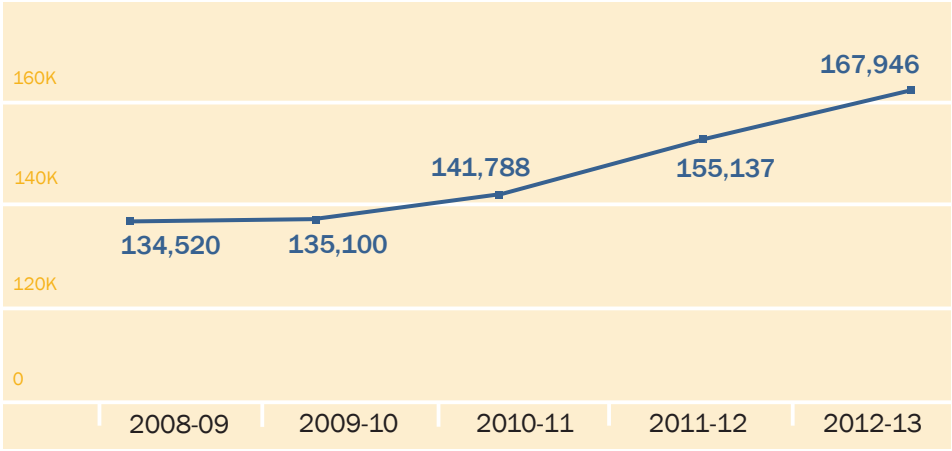
Brice W. Harris, *Chancellor*

The California Community Colleges is the largest system of higher education in the United States.

Community colleges remain the primary point of access to higher education in California, and the California Community Colleges Chancellor's Office State of the System report is designed to provide the public, policymakers, administrators, faculty and students with performance indicators for the largest system of higher education in the country.

The report offers a comprehensive view of the California Community Colleges and is part of the Student Success Scorecard, an accountability framework that is a cornerstone of the California Community Colleges Board of Governors Student Success Initiative.

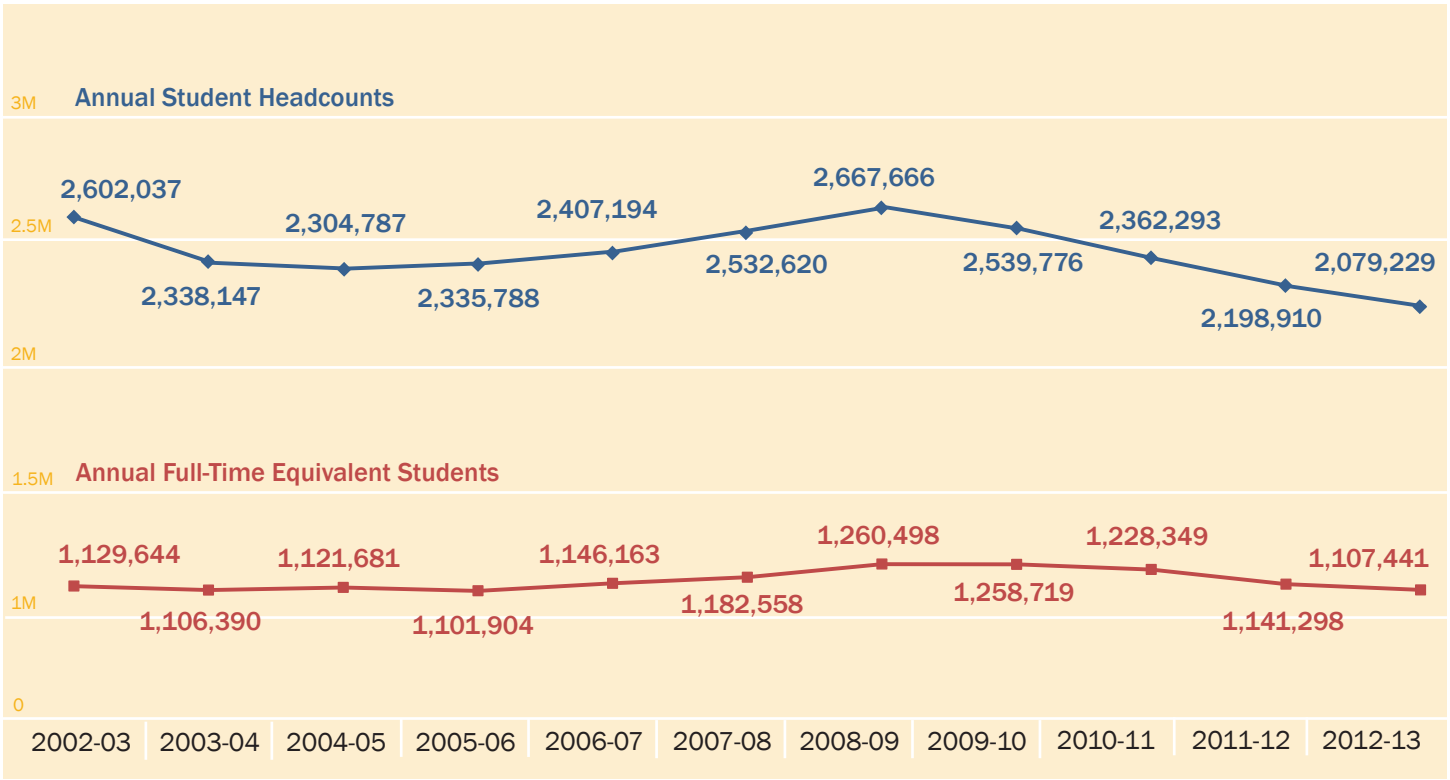
Total Number of Annual Awards by Academic Year



An advisory group guided the development of the accountability system and recommended a four-tiered framework where each level focuses on a different audience. This report is the first tier, or the highest reporting level of the framework. It provides an overview for stakeholders by detailing many of the contributions the colleges have made and the challenges they are facing.

In recent years, budget cuts during the recession forced a rationing of education, with a 22 percent drop in

Annual Student Headcounts* and Annual Full-Time Equivalent Students**



*The system headcount is unduplicated and therefore students are only counted once even if they attend multiple colleges. In the past, the Chancellor's Office measure of headcount counted students if they attended multiple colleges. **Full-Time Equivalent (FTE) is the equivalent of 525 hours of student instruction.

the number of students served between 2008-09 and 2012-13. Colleges are only beginning to restore some of the access to students who were turned away. This is in large part due to the improving economy and voter approval of Proposition 30.

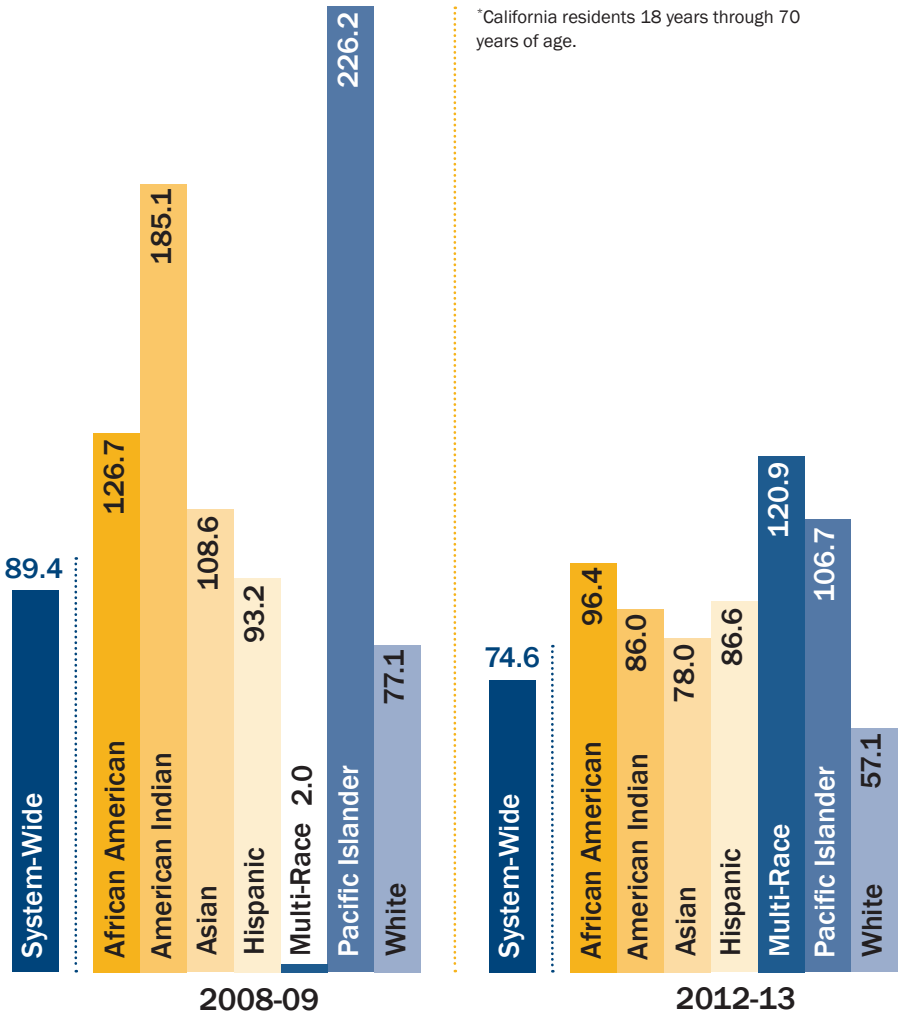
Despite this rationing of higher education and a 15 percent drop in statewide participation rates in community colleges in recent years, a number of positive trends have emerged throughout the system, and the Student Success Initiative, coupled with ongoing efforts to expand educational opportunities for students of diverse backgrounds, is designed to yield additional improvements.

Community colleges awarded 167,946 certificates and degrees in 2012-13, a 25 percent increase since 2008-09. Significant subcategories of these awards are the Associate in Arts for Transfer and Associate in Science for Transfer degrees. Some 5,301 of these new streamlined degrees with guaranteed admission to California State University were conferred in the first full year that they were available.

Completion rates for all credit classes has trended up in recent years to 70.7 percent in 2012-13, and completion of career technical education programs has increased slightly. Success rates for instruction in remedial math, English and English as a Second Language have also shown modest gains.

As the overall completion metrics show, 71 percent of students who arrive prepared for college complete a certificate, degree or are prepared for transfer. That rate drops to 41 percent for students in need of remediation. Unfortunately 77 percent of the incoming students fall into this category. These metrics are designed to assist colleges in developing

Participation Rate by Race/Ethnicity per 1,000 Population*



Seventy-one percent of students who arrive at community college prepared for collegiate level work complete a certificate, degree or transfer to a four-year institution.

CIRCLE: SAN DIEGO MIRAMAR COLLEGE

strategies, along with the system office under the direction of the Board of Governors, to improve success rates and close unacceptable performance gaps among some historically underrepresented students.

This new accountability system is just one of 22 recommendations by the Board of Governors Student Success Task Force that is being implemented throughout the 112-college system. These changes, along with improvements pioneered at the local level, are transforming community colleges throughout the state and making the system one of the most transparent and accountable systems of public higher education in the nation.

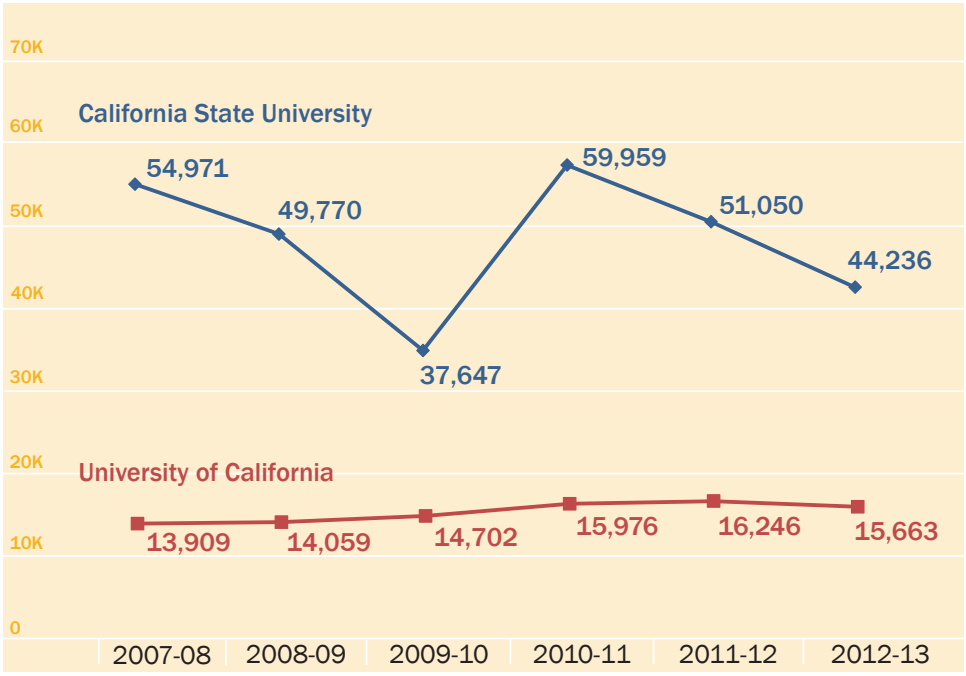
A system-wide priority enrollment policy adopted by the Board of Governors will create incentives for students to complete assessment for placement purposes, participate in a college orientation and develop an education plan – all of which have been shown by research to increase the odds of students achieving their academic goals.

The Board of Governors affirmed its commitment to improve student success and expand access by awarding $31 million in funding for online tools that will streamline assessment for entering students, help them develop education plans and expand access to online courses offered by colleges.

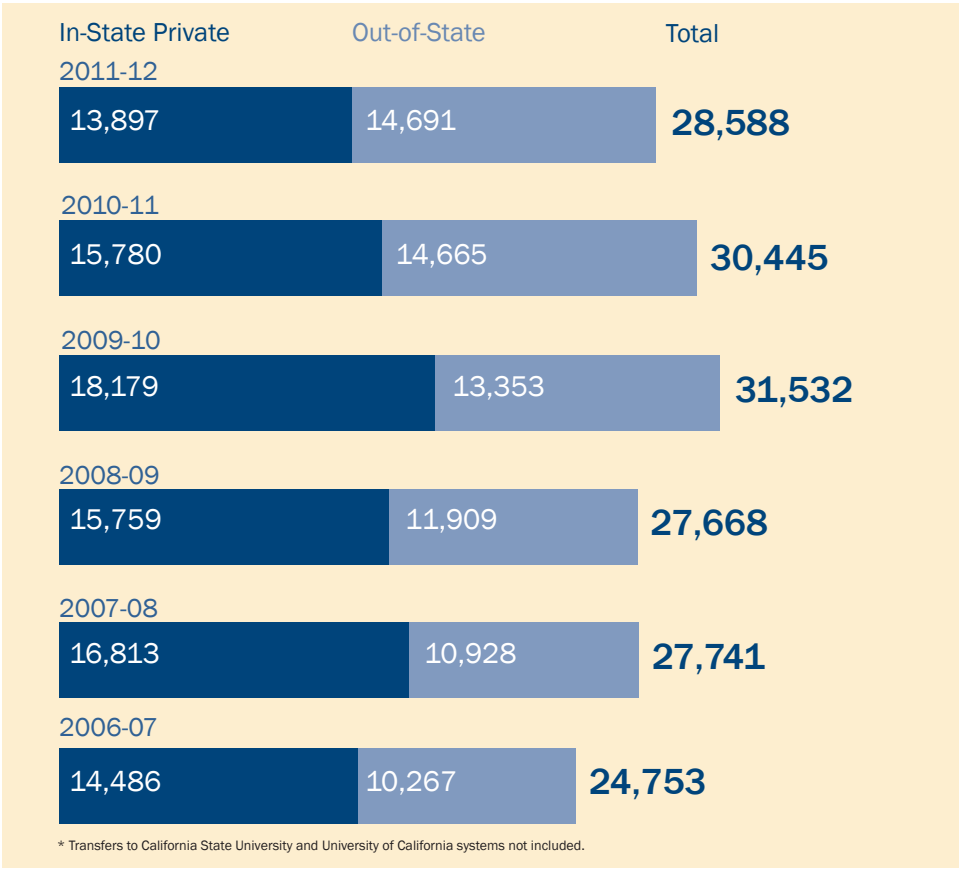
Throughout its drive to expand access for students and improve time to completion, the Board of Governors has made transparency a top priority.

The online Student Success Scorecard released in April 2013, enables users to easily track a college's certificate and degree attainment and transfer rates, persistence rates and

Community College Transfers to California State University and University of California Systems



Annual Number of Community College Transfers to In-State Private and Out-of-State Institutions*



* Transfers to California State University and University of California systems not included.

"momentum points," such as the completion of 30 units, which is typically considered to be the halfway mark to transferring to a four-year institution completing an associate degree.

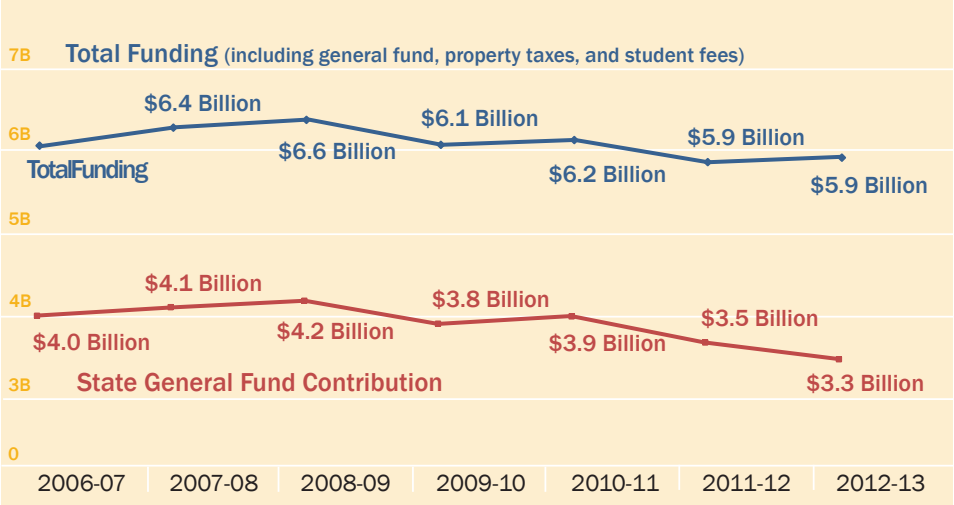
Another online tool called Salary Surfer released in 2013 allows students and the public to view aggregated median earnings of those who complete a certificate or degree in a specific community college discipline and then enter the workforce. Salary Surfer displays median annual incomes for those who complete 179 of the most widely enrolled program areas and do not transfer to a four-year institution.

An analysis of the data contained on Salary Surfer shows students who complete an associate degree more than double their annual pre-degree earnings after two years in the workforce and nearly triple their pre-degree earnings after five years in the workforce.

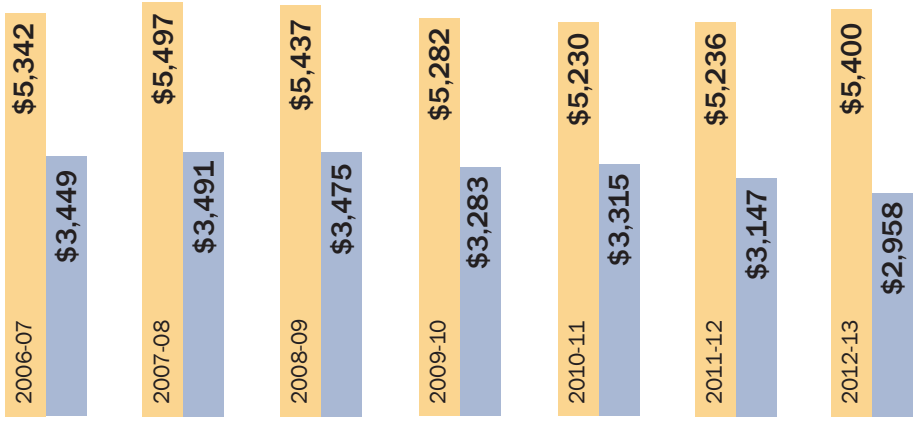
As the state's largest provider of workforce training, the California Community Colleges Chancellor's Office in 2013 led a reorganization of career technical education resources that will improve the ability to supply in-demand skills for employers, create relevant career pathways and "stackable" credentials and get Californians into open jobs.

The initiative, called Doing What Matters for Jobs and the Economy, takes a regional approach in identifying priority and emergent industries and leveraging job training funds to effectively meet employer needs.

California Community Colleges Funding 2006 to 2013



Funding per Student



Funding per Full-Time Equivalent Student from all sources, including general fund, property taxes, and student fees.

Funding per Full-Time Equivalent Student from state general fund contributions.

Community colleges offer associate degrees and short-term job training certificates in more than 175 fields, and approximately 25,000 apprentices are educated each year to meet the demand for a skilled workforce.

Go to: doingwhatmatters.cccco.edu

CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

CIRCLE: FOOTHILL COLLEGE

The sections contained in this report focus on the system's performance relative to access, progress and completion. The source for most of the information in this report is the Chancellor's Office Management Information System (COMIS). The system collects student and course information from the 112 colleges and 72 districts.

The system-level metrics for access and progress include:

System-wide Participation Rates – The participation rates provide an indication of how many students are enrolled in the California Community Colleges system relative to California's population. The rate is calculated by age groups, gender and race/ethnicity for the most recent five years using statewide population data and community college system data.

Students and Sections – The community colleges serve a large number of students from diverse backgrounds with various interests. The volume of students, or the Annual Student Headcount, in the system is provided for the past eleven academic years.

Credit sections have increased slightly over the past decade, while noncredit section sizes have remained stable Data shows that in 2002-03 the median size of credit sections was 25 and a decade later increased to 28. The low was 23 (2005-06, 2006-07) and the high, 29, came in 2010-11 and 2011-12. Non-credit section sizes averaged 30 students over the decade and never dipped to fewer than 29 students (2007-08) or rose to more than 31 students (2009-10, 2011-12).

Top 25 Credit Programs in 2012-13 by Volume of Total Awards

Program	Total Credit Awards	AA/AS Degrees	All Certificates (Credit)
Liberal Arts and Sciences, General	32,860	18,288	14,572
Biological and Physical Sciences (and Mathematics)	10,119	10,102	17
Humanities	9,185	9,159	26
Social Sciences, General	8,349	8,348	1
Child Development/Early Care and Education	7,577	2,240	5,337
Nursing	7,154	5,432	1,722
Administration of Justice	6,164	3,350	2,814
Business Administration	4,952	4,325	627
Psychology, General	3,214	3,207	7
Accounting	3,064	1,454	1,610
Automotive Technology	3,059	363	2,696
Fire Technology	2,859	1,055	1,804
Business and Commerce, General	2,117	1,910	207
Business Management	2,024	1,109	915
Human Services	1,812	647	1,165
Cosmetology and Barbering	1,641	109	1,532
Office Technology/Office Computer Applications	1,635	505	1,130
Other Interdisciplinary Studies	1,631	1,595	36
Electronics and Electric Technology	1,572	352	1,220
Nutrition, Foods, and Culinary Arts	1,508	389	1,119
Biology, General	1,432	1,426	6
Speech Communication	1,369	1,183	186
Manufacturing and Industrial Technology	1,288	206	1,082
Sociology	1,208	1,198	10
Medical Assisting	1,145	264	881

Full-Time Equivalent Students (FTES) – Students in the California Community Colleges system do not always attend full-time since many of them are also working or supporting families. The community colleges are actually funded by FTES since this indicates more accurately the workload of the students. This report provides the annual credit and noncredit FTES and the changes in the system over the past decade.

Course success rates are one of the progress indicators in this report. The various types of courses and their success rates are representative of the various missions of the colleges within the system.

The success rates of the four major categories of credit courses - basic skills, degree applicable, transferable and career technical education - have held relatively steady over the past decade. basic skills course completion rates increased the most over that time span, with a change of 4.5 percent. The other three course types had completion rates that improved an average of 2.7 percent during the same time.

The following indicators in the report examine completion trends:

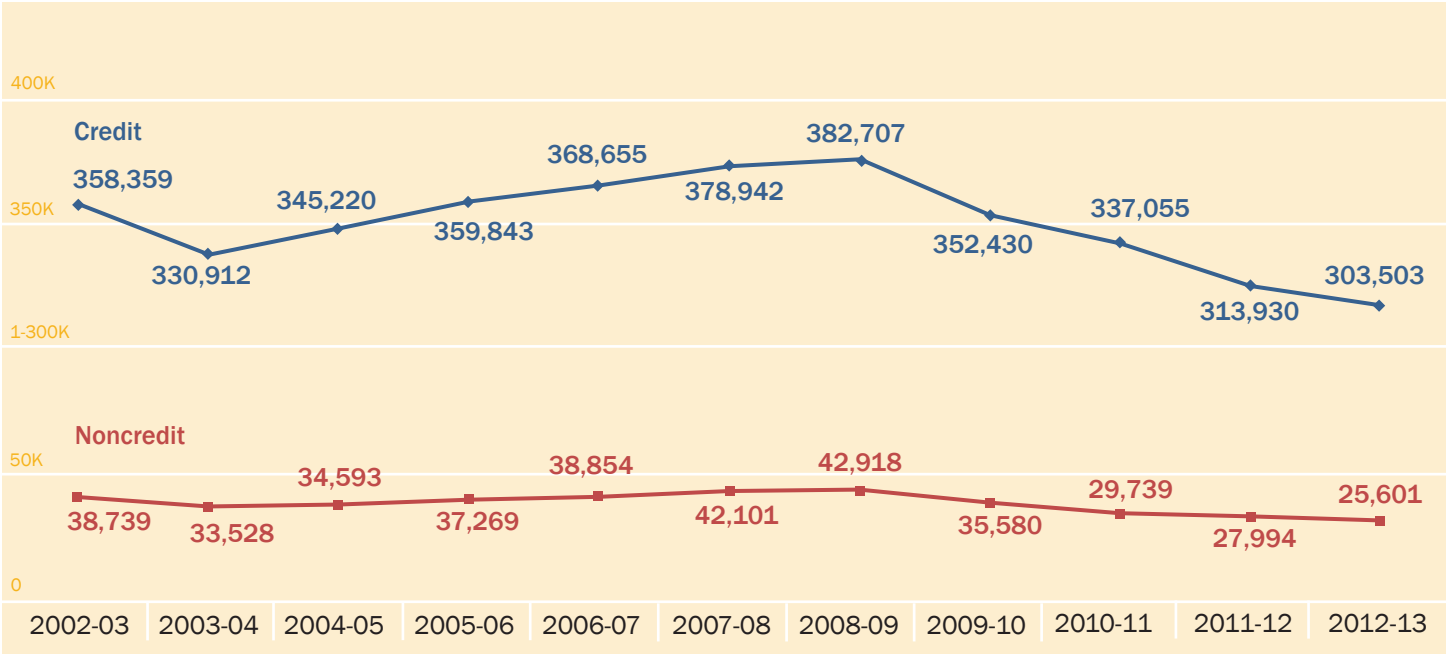
Annual Number of Transfers to Baccalaureate Institutions - This system-wide indicator provides the annual number of California community college transfers to four-year institutions over a six-year period. The volumes of transfers are categorized by type of institution and therefore will reflect the number of transfers to University of California, California State University, In-State Private and Out-of State four-year institutions.

Scorecard Metrics*

	2007-08	2011-12
Completion Rate	52.3%	49.2%
Three-Term Persistence Rate	63.6%	65.8%
30-Units Completion Rate	63.6%	66.4%
Career Technical Education (CTE)	52.0%	55.0%
Remedial - English	35.6%	38.1%
Remedial - Math	23.1%	25.9%
Remedial - ESL	22.3%	23.6%

* The Scorecard outcomes are measured over a six-year period. The first cohort was formed during the 2002-03 academic year and their outcomes were measured through 2007-08. Similarly, the last cohort was created in the 2006-07 and their outcomes were measured through academic year 2011-12.

Course Sections Offered by Academic Year*



* Academic year includes four semesters: summer, fall, winter, and spring.

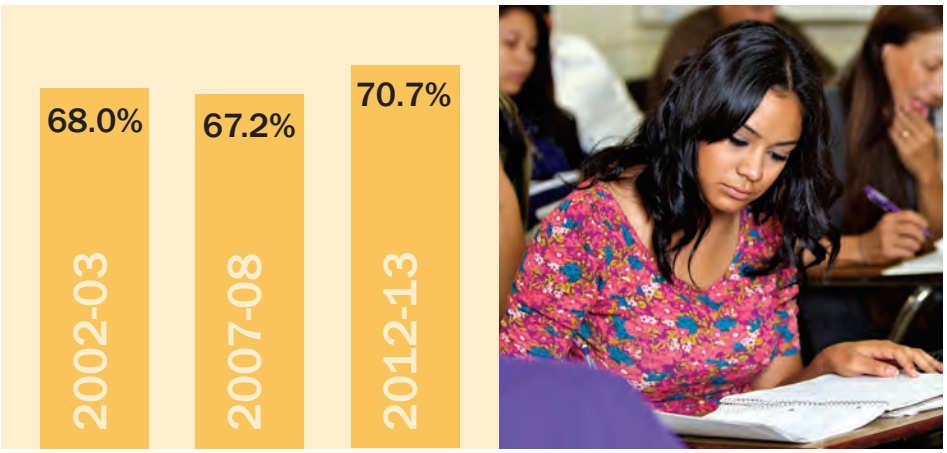
Annual Number of Awards by Award Type - This completion indicator reflects the number of awards provided by the system for the most recent six-year period. The awards are categorized by types of degree, such as Associate in Arts or Associate in Sciences, and types of certificates which range from less than 6 units to those that are 60 units and above, as well as non-credit certificates. To view this chart go to http://bit.ly/18Shroq.

"Top 25" Credit Programs by Volume of Awards – This system-wide metric provides a perspective on the most common types of programs providing awards, including degrees and certificates.

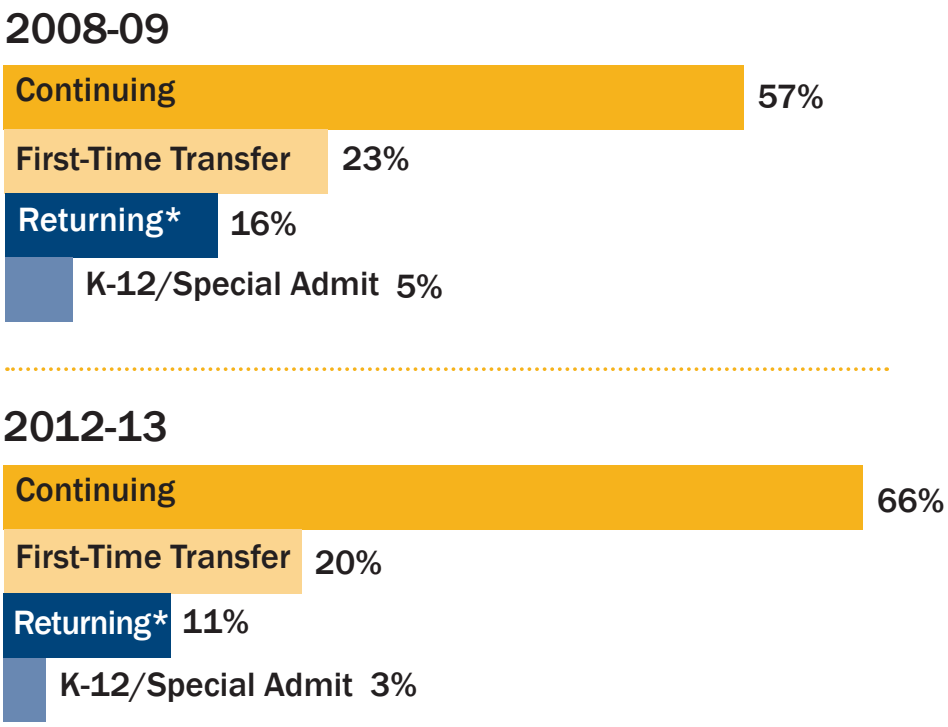
System-wide Scorecard Metrics – The scorecard metrics for each of the colleges are aggregated to the system level.

To see the entire *Student Success Scorecard: 2013 State of the System Report*, go to http://bit.ly/18Shroq.

All Credit Classes Success Rate



Distribution of Enrollment Status



* Student who is returning after missing a fall or spring semester.

The success rates of the four major categories of credit courses - basic skills, degree applicable, transferable and career technical education - have held relatively steady over the past decade.

TOP: LOS ANGELES PIERCE COLLEGE; CIRCLE: FULLERTON COLLEGE

Student Success Brainstorming Sessions
Ideas from Employees

El Camino College hosted three brainstorming sessions with managers and supervisors, faculty, and Classified staff in Fall 2013 to gather ideas about how to improve student success. The two main guiding questions were "*What can **student do**…?*" and "*What can **faculty do**…?*"

Each session included discussion of the current status of student achievement and recent research on what students believe supports their success. The latter research[1], sponsored by the California Community College's Research & Planning Group (RP Group), categorized responses from students into one of six themes (in order of importance):

1. **Directed:** students have a goal and know how to achieve it
2. **Focused:** students stay on track—keeping their eyes on the prize
3. **Nurtured:** students feel somebody wants and helps them to succeed
4. **Engaged:** students actively participate in class and extracurricular activities
5. **Connected:** students feel like they are part of the college community
6. **Valued**: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

Ideas from employee brainstorming sessions were collected and categorized by these themes where possible. Ideas are sorted below by category. *

What can students do to improve their success?

1. **Directed**

   Many suggestions focused on making sure that students understand what resources are available in order to help students achieve their goals. Suggestions to help improve knowledge of available resources were directed at both students and the institution – students need to be more proactive in researching and finding available support while institutions need to make resources and information more

[1] Booth, K., Cooper, D., Karandjeff, K., Purnell, E. S., & Willett, T. (2013, January). *Student support (re)defined: What students say they need to succeed*. Retrieved from http://www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf.

* Exact ideas available in Appendix A, B, & C, sorted by Focus Group

readily accessible. Students also need to know what academic skills are necessary to reach their goals. Many faculty participants specifically commented on encouraging or teaching students to understand themselves, such as their passions, skill sets and individual situations, in order to set realistic goals before being able to determine the best path to reach these goals (such as taking remedial classes to be better prepared).

2. **Focused**

There was a general recognition that students need to stay focus to reach their goals. This includes minimizing outside stressors, knowing the available options, learning discipline, and declaring a major within the first year of school. It was also suggested that students need to understand the value of an education in order to keep them focused and on track.

3. **Nurtured**

Every focus group suggested students seek support from two different sources - their cohorts and staff. First, students can get support from their cohorts by creating study groups and meaningful interactions with other students, student mentors, ambassadors, and tutors. The second source of support can come from staff members, such as counselors and faculty.

4. **Engaged**

There was a general consensus amongst the focus groups that students need to be more involved in their classes and some suggested that students need to be more involved with school programs and activities.

5. **Connected**

There were no direct suggestions that encouraged students to feel like they are part of the college community. There were suggestions for students to become more involved in school programs and activities, which may indirectly enhance their sense of belonging to the college community as a whole beyond feeling a connection to a particular program or group.

6. **Valued**

There were no suggestions of any student behaviors that would increase recognition of their achievements.

What can faculty do to improve student success?

1. **Directed**

Many suggested that faculty become more knowledgeable, not only about their own field, but about other fields and departments. This could help students form better goals and understand which academic path to take. It was also suggested that faculty become more aware of school policies and resources to help students. There were also suggestions that faculty teach or at least inform students of the necessary skills required for academic success.

2. **Focused**

There were suggestions that faculty encourage students to see counselors during quieter periods to ensure that they stay focus and on track.

3. **Nurtured**

There were many suggestions on how faculty can help nurture students. Faculty is suggested to create an atmosphere that promotes growth and a safe environment to ask questions regarding course material or more personal questions regarding their personal goals. Faculty is suggested to be more compassionate and understanding of students' situations and show that students are cared for through discussions and personal attention.

4. **Engaged**

Faculty can encourage student participation during class through group activities and use of social media. Students may also become more involved in extracurricular activities if there was increased faculty involvement in extracurricular activities.

5. **Connected**

There were suggestions that faculty should increase their involvement in school activities. This may indirectly help students feel connected to the college community by interacting with their instructors inside and outside of the classroom.

6. **Valued**

There were no suggestions that were directly related to increasing recognition of students' skills, talents, abilities, and experiences.

Overall, the focus groups seemed to have more suggestions regarding the themes **directed** and **nurtured**. There was a large emphasis on students learning about themselves, creating realistic goals, choosing the best path to reach those goals, and learning to stay on that path while receiving the proper support from other students and staff.

There were general suggestions regarding how the college can help student success. These suggestions included making relevant information more readily accessible to students, re-educate students throughout the semester about information given during orientation, not bouncing students between departments which may hinder their focus, train parents, and to have streamline processes.

The specific ideas from each focus group are listed below in Appendix A (Classified), B (Faculty), and C (Managers). Within each focus group, the ideas are separated by what students can do and what faculty can do.

Appendix A

Ideas by Classified Staff

How STUDENTS can improve their own success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Encourage group study.	x	x		x		
Ensure that the students have goals and are planning; knowing life goals and interests so that they can focus on objectives in school.	x	x				
Peer mentoring.	x		x	x		
Student-run forum for answering questions.	x		x			
Ask questions/ask for help.	x		x			
Student ambassador mentors.	x		x			
Counseling.	x		x			
Be more accountable and prepared in classes; understand that it takes more than attendance to succeed in college.	x			x		
Students should consider taking academic strategy courses that may help address communication and reading skills.	x					
Utilize services school provides.	x					
Think about what you want to achieve, create goals.	x					
Visualize their options.	x					
Utilize the support services on campus.	x					
Be aware of the support services on campus.	x					
Check school email more often.	x					
Need to know what free resources are available.	x					
Better distribution of information to students- transparency.	x					
Assessments for skills and interests, not just placement.	x					
Human development skills course should be mandatory for new students.	x					
Improve communication and reading skills.	x					
Understand how to navigate through college.	x					
Take personal responsibility as early as possible to know and meet requirements.	x					
Read E-mails.	x					
Orientation.	x					
Know the importance of their education (future salary, place in labor market, national degree and job statistics).	x					

Appendix A

Ideas by Classified Staff

How STUDENTS can improve their own success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Take initiative- too many let fear and shyness prevent them from seeking information they need.	x					
Be more motivated.	x					
Have a good sense of urgency.	x					
Put the cell phones away.		x				
Try to minimize outside stressors that detract from education (e.g., work, children, family).		x				
Don't procrastinate.		x				
Have new focus and commitment.		x				
My ECC personalized direction from counselors.			x			
Become more involved in school programs and activities (e.g., school government or clubs).				x	x	
Show up for class.				x		

Appendix A

Ideas by Classified Staff

How FACULTY can improve student success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Staff need to be consistent in message when students ask questions.	x					
Interdepartmental communication.	x					
Have students check ECC email regularly.	x					
Ask managers to share this information with their staff.						
Make sure classified staff know- communicate to one another, have those resources for us as well.	x					
Stop bouncing students between departments.						
Orientation may be too much information at one time. Students may feel overwhelmed, so staff may need to reeducate the students later.	x					
Marketing campaign.	x					
Be relevant. Teach them the future, not just what we've learned.						
Look at how to streamline processes for students.	x					
Simplify processes and forms to expedite services.	x					
Understaffed.						
High school outreach counselor inform new students on new policies and existing students on support programs at ECC.	x					
Give structure to ease students' transition from high school to college. Encourage a sense of agency among students.	x					
Staff directory.	x					
At the time of applying, provide students with links to available services with descriptions and benefits to each service.	x					
Make a tutorial for how students can access ECC email using the mail app on their smartphone.	x					
Make an announcement in-class for available services.	x					
Promote services through student ambassadors.	x					
SSTRS- having this brochure information available to all staff so they can refer students to assistance.	x					
Supply resources.	x					
Informational table.	x					
Need the resources.	x					
Better support staff for the students.						
Guide students through online process.	x					

Appendix A

Ideas by Classified Staff

How FACULTY can improve student success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Make sure students know and are educated about procedures and requirements for degrees or certificates.	x					
Update webpages and make them more user friendly.	x					
Improve website.	x					
Some of the online systems and website do not function.	x					
Handbook for business practices.	x					
Staff need to be better educated about programs. Periodic staff orientations.	x					
Train staff (60 out of 375 classified staff attended this workshop. Need to share this information with all staff).	x					
Staff need to be informed about what services are available in order to refer students out to the appropriate location.	x					
Staff orientation- ongoing training.	x					
Focus on customer service.			x			
Create an environment where it is welcoming for the students to ask questions.			x			
Increase communication to students.			x	x		
Ask the students questions about their goals.			x			
Allow time for mentorship between staff and students.			x			
Engage in social media.				x		

Appendix B

Ideas by Faculty

How STUDENTS can improve their own success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Students need accountability for the courses and quest for degrees.	x					
Understand the value of their own assets.	x					
Learn to sacrifice rather than be entitled.	x					
Have accountability.	x					
Self-awareness: what skill sets do they have, requisite knowledge to pass class, and sense of purpose.	x					
Learn how to learn, develop study skills, and learn how to self-assess.	x					
Learn to be students.	x					
Basic skills are the key.	x					
Basic success skills and strategies.	x					
The value of skills learned.	x					
Focus on the sequence of courses- speak with counselors	x					
Set goals.	x					
Understand relevance: how do skills in one course transfer to other places.	x					
Need a road map.	x					
Purpose in life.	x					
Students being informed on campus policies and educational policies.	x					
Go to orientations.	x					
More inter-school interaction information about the transition period.	x					
Utilize resources available.	x					
Be aware of resources.	x					
Increased awareness of options.	x					
Human development courses.	x					
Learn how to learn.	x					
Learn how to question and wonder.	x					
Be realistic about multiple roles: student, child, worker.	x					
Change perception.	x					
Increase hope.	x					
Personal responsibility.	x					

Appendix B

Ideas by Faculty

How STUDENTS can improve their own success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Spend time finding passion.	x					
See the value in degrees/education.	x					
Independence and responsibility of learning.	x					
Coordinate with high school and adult ed.	x					
Identify skills that will enhance their own employability (e.g. bilingual skills).	x					
Use support services such as counseling.	x		x			
Gain discipline.		x				
Increase focus.		x				
Build support network with other students with similar goals.			x			
Contact meaningful people repeatedly; more interaction.			x			
Student support classes.			x			
Broader offering of basic skills and accelarated remediation e.g. between high school and college.						

Appendix B

Ideas by Faculty

How FACULTY can improve student success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Point kids to resources, options, and care about their lives.	x		x			
Needs to include support services and administration faculty development- counselors, EOPS, program success.	x					
Include basic etiquette in syllabus.	x					
Communication between instrucional faculty and couselors to better understand studen goals.	x		x			
Standardize basic skills success requirements.	x		x			
Be approachable.			x			
Listen with an open heart, mind, and will.			x			
Telling students the truth.			x			
Instill a sense of wonder; transferable skills to other classes, workforce.			x			
Teach that it's okay to stretch and be uncomfortable.			x			
Don't shame kids who ask questions or for help.			x			
Discussion on consequences in class vs. real world.			x			
Portray reality of the world we live in.			x			
Real world problems.			x			
Help students and encourage group learning.				x		
Offer more support programs like FYE and SI. Identify things that work and institutionalize them, identify at-risk students and behavior.			x	x		
Support accelerated developmental programs.						
Take our own responsibility to stay abreast of field of expertise.						
Help administration understanding the support needed by faculty to implement student success.						
More collaboration.						
Change the calendar.						
Separate Summer and Fall registrations.						

Appendix C

Ideas by Managers

How STUDENTS can improve their own success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Declare a major after a semester or two.	x	x				
Clear picture/goal of expectations when they apply.	x	x				
Have peer mentor and peer tutors.	x		x			
Counselors in high schools/division.	x					
Career planning class.	x					
Get counseling during slower periods.	x					
Take accountability.	x					
Discipline/division orientations.	x					
Take remedial classes first.	x					
Learn college culture (orientation, bridge programs, HD8, HD5, and HD12.	x					
Knowledge of long-term payoff of AA and AS degrees.	x					
Accept differences in teaching styles and learn how to work with them.		x				
Make use of faculty hours.		x	x			
Get involved; get connected, cohorts.			x	x		
Stay engaged with instructors (office hours, emails, phone calls).			x			
Need some training for the parents too.						
Provide more information about placement testing and assessment. Implement multiple measure and available resources.						

Appendix C

Ideas by Managers

How FACULTY can improve student success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Encourage students to seek counseling during quieter periods.	x	x				
Systematic approach/specialized support structures. Success and the underlying factors of: finances, life struggles, and true emergencies.	x		x			
Encourage instructor to teach college culture in the classroom (assume students don't know instead of poor behavior.	x		x			
Host "major meetings" and mentoring of students.	x		x			
Tell students what their class fulfills.	x					
Degree audit knowledge.	x					
Course planner knowledge.	x					
Increase human development class offerings. Tailor to FT and PT students- they have different needs.	x					
All faculty should receive "on course" training (flex day- large meeting/workshops, division meetings).	x					
More TAG agreements; continue increasing articulation agreements.	x					
Clearly articulate expectations and responsibilities to students.	x					
Engage and conect with students.			x	x		
Start students with an A+ (100%) in class instead of an F (0%) and the student will work to keep the A (change mindset to positive experience.			x			
Be sensitive to student work life (be willing to work with student).			x			
Change culture- we are not going to let you fail.			x			
Involve faculty in identifying the underlying reasons students are not succeeding. Training, intervention, show the value of helping a student.			x			
Give students personal attention (call them, email them, encourage them).			x			
Faculty workshops are creating a buzz and greater awareness of student barriers. Counselor sign-ups.			x			
Consider students larger picture beyond discipline.						
Show that you care.			x			
Task team: for out-of-class/life issues (more than workshops and seminars). A response team/hotline/live chat.			x			
Understand what students had in high schools.			x			
Get faculty in something they like (i.e. clubs organizations, and let students influence instructor.				x	x	
Use technology in classrooms to engage students.				x		

Appendix C

Ideas by Managers

How FACULTY can improve student success…	Directed	Focused	Nurtured	Engaged	Connected	Valued
Make support services available for all students (evening hours for evening students).			x			
Support services (FYE/EOPS/Puente/FYE).			x			
EOPS use of early academic alert system should be the model for others.			x			
Classes need to be offered in an order that completes an ed plan; some sort of guarantee that the classes needed are available.						
Need to engage with high school teachers.						

Student Support (Re)defined

Equitable
Integrated
Cost Effective

10 Ways Faculty Can Support Students' Success:

Helping Students Achieve the "Six Success Factors"

Six Success Factors Defined

Through a review of leading studies on effective support practices and interviews with both practitioners and researchers, the RP Group identified "six success factors" that contribute to students' achievement. We list them below in order of importance according to the students participating in the Student Support (Re)defined study.

DIRECTED: Students have a goal and know how to achieve it

FOCUSED: Students stay on track—keeping their eyes on the prize

NURTURED: Students feel somebody wants and helps them to succeed

ENGAGED: Students actively participate in class and extracurricular activities

CONNECTED: Students feel like they are part of the college community

VALUED: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

What can faculty do to help students experience the "six success factors"—focused, directed, nurtured, engaged, connected and valued—during their community college enrollment? (See sidebar, Six Success Factors Defined) Find below 10 suggestions the RP Group gleaned from nearly 900 California community college learners participating in our Student Support (Re)defined study.

> *We would work with each other so we would get to know other people in our class, and then we'd get to work on the same problems together. That would make us more engaged and we can learn from each other [as well as] the professor.*
>
> *— Focus Group Participant*

1 Ask students about their educational and career goals (directed)

By asking students why they are in college and what their major is, you let them know you expect them to have a reason for enrolling in postsecondary education.

2 Integrate career and educational goal exploration into course assignments (directed, focused, engaged)

Students indicated that their teachers could play a unique role in helping them explore careers given the professional experience and content-specific expertise many instructors bring to their courses. Rooting this exploration in the classroom can help students draw connections between their educational and career goals and coursework, and in turn, find greater relevance in course content.

3 Provide regular and meaningful feedback to students about their performance and progress (focused, engaged)

Students want to know where they stand in their individual classes and whether they are on the right track in meeting their goals. This type of feedback can foster motivation as well as allow students to "course correct" by connecting with additional resources if needed to improve their performance.

- CONTINUED

THE RP GROUP IS CONDUCTING STUDENT SUPPORT (RE)DEFINED WITH FUNDING FROM THE KRESGE FOUNDATION (2015-2018)

I like having conversations with my teachers. . . . [I'd like] if I'm having a hard day or something where I could open up [to] them and share my feelings . . . and it not just be about, "Oh sorry, I didn't complete the homework." . . . That's definitely something I think is very beneficial to have, [to] talk with them and know that they genuinely care about you.

— Focus Group Participant

4 Regularly ask students if they understand the course material and direct them to available assistance when needed (nurtured, engaged)

Students want faculty to care if they are learning. While it is not possible to provide private instruction to every student in need, help by identifying and referring struggling students to campus resources like tutoring centers for assistance.

5 Learn your students' names and ask them how they are doing (nurtured, connected)

Knowing every student's name can be a challenge, especially in large classes, yet there are techniques such as name tags or plates that can prove useful. Recognizing someone by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course. For students who approach you, learn their name, ask them how they are doing, and wait for the answer.

6 Create opportunities for students to provide feedback on their experience in your course throughout the term (engaged, valued)

Students said that being asked for their feedback in both formal and informal ways made them want to engage more in their classes because they felt like their input and experience mattered. In addition, being asked for their opinion helped students feel they had something worth offering that could help improve the course, which made them feel valued.

7 Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college (connected)

Some students don't see their community college as a place of pride. When asked why, participants referenced an absence of strong organizational identity among faculty and staff at their institutions. Other students indicated that there was no value in establishing ties with what they perceived to be "just a two-year college," reporting plans to make these connections upon transferring to a university. Illustrating with students your own sense of connection to your institution and sharing why you choose to work in a community college environment can invoke a greater sense of place and pride in students.

8 Provide opportunities for and encourage students to connect with and support each other (connected, nurtured, engaged)

Students are a critical and often untapped resource of support for one another. Help students connect with each other by creating study groups, assigning project work, instituting a buddy system and facilitating peer mentoring opportunities.

9 Incorporate opportunities for students to share their personal and family history and culture in class assignments (valued, engaged)

Many students in the study, especially African-American, Latino and first-generation participants, indicated that they appreciated being provided with opportunities to share their backgrounds and experiences in ways that showed their perspectives and contributions were valued.

10 Connect or provide students with opportunities to help their peers (valued, engaged)

Students felt most valued when they were helping other students. Create opportunities inside the classroom through group and other assignments where students assist each other. Guide students in identifying opportunities outside the classroom where they can volunteer or work in the local community or on campus.

For more information . . .

Find more information and all project resources at: www.rpgroup.org/projects/student-support or contact Dr. Darla Cooper, Director of Research and Evaluation, dcooper@rpgroup.org.

Student Success Showcase: Programs and Practices

Purpose: The purpose of this showcase is to highlight ECC programs that are particularly successful in one or more of the six factors students say they need to succeed as determined by the RP Group study "Student Support (Re)defined": directed, focused, nurtured, engaged, connected, and valued. Six programs will present their strategies at the spring meetings of the Academic Senate.

Follow-up: The Academic Senate will create a short Senate paper, "Successful Programs," combining the RP Group research with best practices at El Camino college. This paper will be included in the program review materials to offer programs some ideas about how they may improve student success as they are planning for the future.

AP 7160 Professional Development

The District shall establish a professional development plan consistent with the Educational Master Plan, District strategic priorities, and the ~~***stated***~~ mission of the ECC Professional Development Department, in consultation with college constituencies.

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

1. Institutional priorities, including student success
2. Results of needs assessment surveys
3. Input from the college constituent groups
4. Evaluations of previous professional development activities
5. Legal mandates

Professional development activities, guidelines and processes including information about the ~~**Flex**~~ ***professional development*** program are published on the District website.

Professional development activities may include, but are not limited to:

1. Improvement of teaching
2. Improvement of services to students
3. Institutional effectiveness
4. Development and maintenance of current academic and technical knowledge and skills
5. Training to meet institutional needs and priorities
6. Development of innovations in instructional and administrative techniques and program effectiveness
7. Computer and technological proficiency programs
8. Instructional technology
9. Training required by laws, codes, and regulations

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. The Academic Senate will be consulted in the planning of faculty professional development activities.

See also ~~**AP 7341 Sabbaticals**~~ ***BP 7340 Leaves of Absence***

References:

Accreditation Standard III.A.5
Education Code Sections 87767, 88220, and 88227
Title 5 §53200

El Camino College Adopted: DATE

Board Policy 7340 **Leaves of Absence**

The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District. Such leaves shall include, but are not limited to:

1. Illness leaves for regular employees including the care of family members.
2. Vacation leave.
3. Leave for service as an elected official of a community college district, public employee organization, or any statewide or national employee organizations with which the local organization is affiliated.
4. Leave of absence to serve as an elected member of the legislature.
5. Pregnancy leave.
6. Use of illness leave for personal necessity.
7. Industrial accident or industrial injury leave.
8. Bereavement leave.
9. Jury service or appearance as a witness to court.
10. Military service leave.
11. Sabbatical leave.

Vacation balances in excess of 30 days as of fiscal year end (June 30) must be used prior to calendar year end (December 31). Vacation days earned from July through December shall not be included in the 30-day limitation from the prior fiscal year. In addition to these policies and collective bargaining agreements, the Board retains the power to grant leaves with or without pay for the other purposes or for other periods of time, including extended disability leave and family care leave.

Reference:
Education Codes Sections 87763 et seq. and 88190 et seq.
Education Code Sections 87036, 87037, 87700, 87701, 87766, 87768.5, 87784, 88193, 88207, 88210
Government Code Section 12945

Replaces Board Policies 4231, 4234, 4240, 4241, 4243, 4244, 4245, 4247, 4248, 4321, 4323, 4324 (These policies will be continued as administrative procedures.)

El Camino College
Adopted: 6/21/04

ARTICLE 13 - SABBATICAL LEAVES

Section 1. Purpose

The District shall provide sabbatical leaves of absence for Full-Time Faculty Members for the purpose of professional development. Note: It is understood that there will be no sabbatical leaves granted for Spring semester 2013 or for academic year 2013-14 in case none of the contemplated State-wide tax initiative measure(s) to be scheduled for the November 6, 2012 general election are passed and implemented.

Section 2. Eligibility

In order to apply for a sabbatical leave, the Faculty Member must have rendered full-time service requiring certification in the District for at least six (6) consecutive years immediately preceding the sabbatical leave. An approved leave of absence does not constitute a break in service but such period of time on such leave will not be counted as service rendered, except for service under a nationally recognized fellowship, or service for a foundation approved by the Board of Governors, as provided in Education Code Section 87768.

Section 3. Limitation On Leaves Granted

No more than seven Full-Time Faculty Members may be granted traditional sabbatical leaves in any one fiscal year. Such sabbatical leaves are described in Section 4 of this Article. Two additional Full-Time Faculty Members may be granted one semester half-pay sabbatical leaves in any one academic year; however, such one-semester, half-pay leaves shall be limited to a fall or spring semester leave at one-half (½) pay.

Section 4. Duration And Compensation

(a) Faculty Members employed on an academic-year basis granted sabbatical leave for one semester shall be paid one-half of the yearly contract salary during such semester leave. Such Faculty Member on summer sabbatical will be paid on the basis of the Faculty Member's yearly contract salary for the period set forth in subsection (d). Faculty Members employed on a fiscal-year basis who are granted a one (1) semester or summer sabbatical will continue to receive full contract salary during the period of such leave.

(b) Faculty Members granted sabbatical leaves for a period of one (1) academic year shall be paid one-half yearly contract salary for the academic year in which the sabbatical leave

is taken. Faculty Members granted sabbatical leaves may, where it is appropriate for their programs of study, elect an academic-year sabbatical involving a fifty percent (50%) reduced load of service in the District. Faculty Members who choose this option shall continue to receive full-contract salary during the period of such leave.

(c) The District and Faculty Member on an academic year, half-pay sabbatical, may, at the Faculty Member's option, agree to make contributions to the State Teachers' Retirement System equal to the amount that would have been contributed if the Faculty Member had remained in full-time employment. The Faculty Member on the program shall authorize the District in writing to deduct from the Faculty Member's pay such amounts as necessary to pay the Faculty Member's 100% retirement.

(d) A summer sabbatical shall commence on the first Monday after the close of the academic year and shall terminate on the last Friday prior to the beginning of the following academic year, unless the District and the Faculty Member agree to a different schedule.

(e) For Faculty Members employed on a fiscal-year basis, a one (1) semester sabbatical leave shall be for twenty (20) weeks, a one (1) academic year sabbatical leave shall be for forty (40) weeks, and a summer sabbatical shall be the same as defined in the subsection (d) above.

(f) A Faculty Member who is granted a sabbatical leave of absence shall receive, when sabbatical leave salary is computed, such automatic changes in salary rating as would have been received had the Faculty Member remained in active service.

(g) Faculty Members on sabbatical leave will be paid at the same intervals as they would for their normal pay period. The Faculty Member is responsible for making arrangements to receive the payments.

(h) Faculty Members on a full paid sabbatical whose leave includes working for another employer during the leave period will have the amount of any such compensation deducted from the Faculty Member's pay from the District, except for educational expense stipends and the continuation of pre-existing, part-time employment income.

(i) The Sabbatical Leave Committee shall develop and make available information regarding specific rights and responsibilities for unit members as provided in this contract and other applicable law.

Section 5. Criteria And Priority

Sabbatical leaves shall be granted only for study. A one (1) semester, one (1) year or summer sabbatical leave granted for the purpose of study shall meet one or more of the following conditions:

(a) Formal class work in pursuance of a degree in the applicant's discipline or to increase the applicant's proficiency in the applicant's teaching field to be six (6) graduate semester units or twelve (12) undergraduate semester units or an equivalent measured in quarter units. A summer sabbatical for the purpose of study will be four (4) graduate units or eight (8) undergraduate units or the equivalent in quarter units per summer.

(b) A foreign language Instructor's extended visit to the country in which the language the Instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.

(c) The writing of a textbook for which there is a commitment to publish extended by a recognized publisher.

(d) The writing of computer software for instructional use. A description of the proposed software and its intended use shall be submitted in writing.

(e) Formal class work in pursuance of proficiency in a discipline other than the Faculty Member's instructional discipline, provided that the Vice President - Academic Affairs determines in advance that there is need of such supplemental study and approves the study program submitted by a Faculty Member.

(f) A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

(g) A program of independent study for Instructors in fine arts, which program shall be submitted in writing and shall be evaluated by the Sabbatical Leave Committee on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

(h) Priority: If the number of applications exceeds the limitation of leaves to be granted as provided by Section 3, length of service with the District, or length of service since the Faculty Member's last sabbatical leave, as the case may be, will govern. If there is an equal period of service, preference will first be given to applicants who have received no sabbatical leaves from the District. Any further selection will be made by drawing names.

Section 6. Service

Service with the District shall be defined as starting with the first-day-of-pay-service as a full-time certificated employee of the District. Service with the District for those who have been on sabbatical leave from the District shall start again with the first-day-of-pay-service upon returning from sabbatical leave. If two or more Faculty Members have equal service with the District and if one has reached the last-possible time to take a sabbatical leave as provided in Section 7 of this Article, the Faculty Member shall be given preference.

Section 7. Return To Service

(a) A Faculty Member, as a condition of being granted a sabbatical leave, shall agree in writing to render a period of service equal to two (2) academic years for an academic year sabbatical, two (2) semesters for one (1) semester or summer sabbatical to the District after returning from the leave, unless released in writing by the District.

(b) The last-possible time for a Faculty Member to take a sabbatical leave will be such that the Faculty Member shall have the period set forth in subsection (a) remaining to serve the District as a regular (permanent) Faculty Member.

(c) Upon returning to service, the Faculty Member shall, unless an alternate agreement is made, be reinstated in a position equivalent in duties to that held by the Faculty Member at the time of granting of the leave.

Section 8. Payment Of Compensation

Compensation for the sabbatical leave shall be paid upon the return of the Faculty Member, as provided in Section 7, and submission of the Sabbatical Leave report, as provided in Section 10, unless the Faculty Member furnishes a suitable bond indemnifying the District against loss in the event that the Faculty Member fails to render the agreed-upon period of

service to the District after returning from the leave. A bond will be required, unless the District approves a leave of absence agreement in lieu of such bond. Failure to render the required service upon return from the sabbatical leave will render a payment to the District by the Faculty Member from the sum received proportionate to the time of failure to meet the service obligation to the District as provided in Section 7. For purposes of this Section, failure to receive credit for course work taken under Section 5(a) or 5(e) shall be considered "failure to render required service."

Section 9. Accident Or Illness

A serious accident or illness which interrupts the program of study, travel, or other approved purposes upon which a sabbatical leave has been granted, shall not jeopardize the fulfillment of such sabbatical nor affect the amount of compensation to be paid such Faculty Member under the terms of such sabbatical leave, provided evidence of such accident or illness satisfactory to the District is furnished by a registered letter mailed within fifteen (15) days after the accident or illness.

Section 10. Report On Sabbatical

Each Faculty Member returning from sabbatical leave shall file a written report with the Sabbatical Leave Committee within six (6) weeks after the beginning of the subsequent semester, exclusive of the summer session and participate in a faculty forum on their sabbatical. The form of the report shall be planned in consultation with the Sabbatical Leave Committee before the leave is taken. When formal college credit has been earned during the sabbatical leave, an official transcript will also be required. Three (3) copies of the report shall be provided in a manner suitable for binding. The report must be typewritten and must consist of a minimum of three (3) pages, discussing in sufficient detail the sabbatical activities which will be shared with the Board of Trustees. Failure to file the report by the due date will result in subsequent pay warrants being withheld until the report is received by the Sabbatical Leave Committee. Extension of the report due date may be granted at the discretion of the Sabbatical Leave Committee.

Section 11. Applications

(a) Appropriate deadlines for application shall be set by the Sabbatical Leave Committee and announced to Faculty Members as soon as possible after the beginning of each fall semester. The Faculty Member shall submit a copy of the Faculty Member's application for sabbatical leave to the Faculty Member's appropriate Dean.

(b) Should an applicant be denied for lack of a suitable plan, the applicant will be given an opportunity to improve the plan and resubmit the application within a period of one week from the date of notification that the plan is not acceptable.

(c) Besides the two percent (2%) of the Full-Time Faculty Members who are allowed to be absent on sabbatical leaves of absence during one (1) year, a list of alternates will be established each year to stand by in the event change of plans of applicants or increase in number of staff permits additional grants.

Section 12. Sabbatical Leave Committee

The District will establish a Sabbatical Leave Committee composed of six (6) members, including three (3) Faculty Members appointed by the Federation, and will establish rules for tenure on the committee in order to provide for continuing of membership. The Committee will set and announce deadlines, receive applications, evaluate the plans submitted, recommend to the Vice President - Academic Affairs, prior to the close of the calendar year, those who may be granted leaves, establish a list of alternates, and receive written sabbatical reports, all as specified herein. The Committee may rely on the advice of consultants.

Section 13. Maintenance Of Instructional Program

In the event that the number of applicants from a Division is large enough to cause a curtailment of the instructional program within that Division, then upon recommendation of the Division Dean, the District shall delay for one (1) year the sabbatical leave(s) of the (those) applicant(s) deemed necessary. The Faculty member(s) to be delayed shall be determined on the basis of the least service with the District and such delayed Faculty Member(s) shall have first priority in the subsequent year. The total number of sabbatical leaves so denied shall be replaced by an equal number of applicants on the list of alternates.

Section 14. Withdrawal From Leave

A Faculty Member who has been granted a sabbatical leave may withdraw from the leave and be assigned regular duties no later than the earlier of the following:

(a) Thirty (30) calendar days prior to the beginning of the semester or year of leave; or

(b) The day before a temporary replacement employee has signed a contract to render services in excess of sixty-seven percent (67%) of a full-time load for the semester or the year, provided that the Faculty Member is given notice at least five (5) calendar days prior to the signing of the temporary replacement's contract.

BP 3200 **Accreditation**

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and *the processes and standards for the special accreditation* of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditation.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

References: Accreditation Standard IV.B.1.i
Title 5, section 53200

El Camino College
Adopted: 5/21/01

AP 3200 ACCREDITATION

The El Camino Community College District will undergo an educational quality and institutional effectiveness self-evaluation every six years and host a visit by an accreditation team. The accreditation process is an opportunity for the institution to conduct a thorough review against the Eligibility Requirements, Accreditation Standards, federal requirements, Commission Policies, and the institution's own objectives. The process will include active, campus-wide involvement of managers, faculty, staff, and students, which enables the institution to consider the quality of its programs and services and its institutional effectiveness in supporting student success. Self-evaluations and mandatory midterm and follow-up reports will be submitted to the Accrediting Commission.

The following procedure will apply to the preparation of the comprehensive self-evaluation for the reaffirmation of accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC):

1. The preparation of the self-evaluation report and other supporting documentation will begin no less than two years before the accreditation visit.
2. The Superintendent/President will appoint the Accreditation Liaison Officer (ALO) who is responsible for coordinating all activities in preparation for the accreditation team visit.
3. An Accreditation Steering Committee, led by the ALO, will be created that includes:
    - Self-evaluation co-chairs consisting of a faculty member, an administrator, and a representative from the Compton Center.
    - Standard teams led by faculty and administrative co-leads and composed of administrators, faculty, staff, and student(s) from the College and the Compton Center.
    - The Academic Senate will approve the faculty co-chairs and team leaders.
4. The self-evaluation draft report will be made available to the faculty, staff, administrators and student leaders for review and comment at least six months before it is sent to the Board of Trustees for approval.
5. The self-evaluation report will be made available to the public after approval by the Board of Trustees.
6. Any subsequent midterm, follow-up or special reports required by the ACCJC will be approved by the Board of Trustees prior to submission to the Accrediting Commission.

In addition to the required accreditation process, a College-Wide Accreditation Team will be established as an on-going committee to provide continual evaluation to the College on areas related to accreditation and the ability of the college to meet accreditation standards. The team will be composed of the Accreditation Liaison Officer, past accreditation co-chairs

New Procedure

and standard team leaders, a representative from Institutional Research and Planning, and other interested people.

The duties of the Accreditation Team may include:

1. Review of the ACCJC annual report.
2. Monitor progress of the Strategic Initiative goals and Student Achievement goals.
3. Collect and maintain data and records for the accreditation self-evaluations and midterm reports.
4. Develop a plan or cycle for accreditation tasks.
5. Make recommendations for the selection of Self-Evaluation co-chairs and team leaders and develop a process for team leader selections.
6. Oversee and guide the self-evaluation process.
7. Assist the Accreditation Liaison Officer as needed.

Membership on the College-Wide Accreditation Team will be for four years and be on a rotating basis.

References:

Accreditation Eligibility Requirement 21;
Accreditation Standard IV.B.1.i
Manual for Institutional Self Evaluation (Sept. 2012 Ed.)

New Procedure

BP 4021 Program Discontinuance

The purpose of this program discontinuance policy is to provide the Superintendent/President with a recommendation to discontinue any of the college's educational programs, in accordance with Title 5, Section 51022. The process through which the recommendation is developed will be determined by a joint task force of faculty and administrators that will establish the criteria and guidelines that will be applied to assessing the educational program. The task force, in its process of evaluation, will consider data and other information, such as enrollment trends, degrees and certificates**,** success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

New Policy

References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

AP 4021 Program Discontinuance

Purpose of Administrative Procedure 4021

This administrative procedure provides general principles and guidelines for the process of determining whether or not the college should discontinue an educational program.

Definition of an Educational Program

An educational program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Process for Discontinuance

Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees). Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee. The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. If the program being considered is offered at the Compton Educational Center, an administrator designated by the Compton Center Vice President and a Compton Center faculty member appointed by the President of the CCCD Academic Senate shall be invited to serve on the committee as well. The deans and faculty members serving on the task force should not be affiliated with the program under review.

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

The task force may further determine the need for a program based on factors such as the following:

- Other community colleges in the area currently offering the program;
- Other programs closely related to the program offered by the college;
- Relation of the program to job market analysis, where applicable;
- Enrollment projection for the program;
- The need for and present adequacy of resources;
- Recommendations of career technical education regional consortia and/or ECC advisory committees, when applicable;
- Facilities and equipment required to sustain the program;
- Availability of adequate financial support; and
- Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

- The program meets a documented labor market demand;
- The program does not represent unnecessary duplication of other manpower training programs in the area; and
- The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards the goals and objectives established for it. The recommendation will be presented in a report that explains the decision and provides the relevant data.

The task force will forward its report to the Superintendent/President, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

References:
Educational Code 78016
Title 5, Sections 51022, 55000, 55130

Study Abroad Impact Technical Report

December 2013

Prepared for

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December 21, 2013

Study Abroad Impact Study Technical Report

Executive Summary

- A set of 476,708 first-time California community college students was studied to determine differences in key outcomes between study abroad and non-study abroad students.
- Poisson and linear regressions were used to control for differences in background variables between study abroad and non-study abroad students.
- Regression-adjusted outcomes (as well as non-adjusted) between study abroad and non-study abroad students showed study abroad students had higher outcomes on:
    - One-year retention
    - Two-year retention
    - Transfer English completion
    - Transfer math completion
    - Mean transferable units completed
    - Transferable GPA
    - Degree and certificate completion
    - Transfer rates
- The pattern of study abroad students having higher outcomes also held for Hispanic students.

Introduction

Study abroad courses are offered at many colleges to provide students the opportunity to engage with other countries and cultures. A study abroad course is defined in this research as any course that meets primarily outside of the United States of America. At California community colleges, such courses can range in length from a few weeks to an entire semester and be offered in summer or winter intersessions or primary terms. In addition, these courses may be offered as a combination of two or more courses taken concurrently. The goal of study abroad is not only to teach subject-matter, but to use specific curricula that optimize out-of-class experiences to connect students, faculty, and local communities to people, cultures, and contexts beyond local borders (Raby, 2008). Since the mid-1990s, each year about 3,500 California community college students participate in a California Colleges for International Education (CCIE) study abroad program. While study abroad courses are intended to enrich and broaden students from an international perspective, previous studies suggest there may be a positive effect on student outcomes (Indiana University, 2009; Sutton & Rubin, 2010; St. Mary's College, 2011; see also http://globaledresearch.com/study-abroad-impact.asp). This research described in this report compared academic outcomes of study abroad to non-study abroad students using regression analyses to attempt to control for differences in students' background variables. The intent was to examine if there was any evidence of study abroad programs being associated with increased academic achievement. In addition, Hispanic students were analyzed to see if any detected associations also held for this group, which is a large proportion of students in California and have historically shown achievement gaps when compared with White and Asian students.

Methods

The initial pool of 14,216 study abroad students was from 2,742 study abroad sections at 16 California community college districts representing 29 colleges from 2001 through 2012. Note that at California community colleges, an instance of a course can consist of more than one section number for administrative purposes. For example, a course may have a lab component that divides students into separate labs within the same course

offering. About one third of study abroad duplicated enrollments were in a foreign language course with Spanish comprising about half of those duplicated enrollments. A set of descriptors of these study abroad students in Appendix A in the “All Study Abroad Students” column. This includes re-entry students who were more likely to be older and already have a college education as compared to other students.

As study abroad students self-selected to take these courses, it was not appropriate to simply compare study abroad participants to all other students. In order to isolate the possible effects of a study abroad program from confounding background variables, it would be best to randomly assign students to participate in study abroad or not. In that way, differences in background variables would be ignorable as they would be more or less evenly distributed between participants and non-participants. As random assignment was not possible, the current study attempted to control for differences between participants and non-participants using post-hoc regression techniques. Regressions statistically control for differences between study abroad and non-study abroad students using a set of background variables such as previous academic performance. Poisson regressions with robust variance were used for all outcomes except for the number of transferable units and transferable grade point average (GPA) where multiple linear regressions were used. Recent research has suggested that Poisson regressions using robust variance have advantages over logistic regressions when predicting binary outcomes (Barros and Hirakata, 2003). These advantages include more accurate error estimations, more interpretable coefficients, and less reliance on difficult to meet assumptions of logistic regression. All independent variables were entered as a single block. STATA 12.1 MP performed the regression analyses.

A set of 476,708 first-time college students who first enrolled between fall 2004 and fall 2009 were selected from the participating college districts and tracked for three years from their initial term of enrollment. This restricted time was selected to balance having more recent data with allowing students enough time to exhibit academic behaviors of interest. The study used data from the California Community College Chancellor’s Office Management Information System (COMIS) to identify study abroad participants and a comparison group of non-study abroad students and to derive outcome and

control variables. Data were extracted using SQL Server 2102 Management Studio. This research included first-time college students at participating California community colleges who showed a credit enrollment that was not concurrent with high school enrollment. Of all first-time students at participating districts starting from fall 2004 through fall 2009 based on the selection criteria, there were 1,906 study abroad participants and 474,802 students who did not participate in study abroad during this same time. Study abroad students in this research did not necessarily take study abroad courses in their first term, but could have taken a study abroad course at any time during the three-year tracking period. While focusing on first time students means that findings cannot be generalized to returning students, it does address the group of students typically of most interest to student success personnel and policy makers.

In an effort to account for as many potentially confounding variables as possible, an extensive list of student background variables was gathered from the COMIS database. The data set had minimal missing data issues although students who did not take an English or math course in the time frame of the study had an unknown level of preparation in these areas. Also included in the analysis was a set of college-level factors identified through research conducted by the California Community College Chancellor's Office Research Unit as being at least moderately statistically associated with academic achievement and attainment. The control variables included:

- Student-Level Factors
    - Ethnicity
    - Gender
    - Age at first term of college enrollments
    - Flag for high school graduate
    - Flag for learning disability
    - Flag for Extended Opportunities Programs and Services (EOPS)
    - Flag for received Board of Governor's fee waiver (low income)
    - Degree applicable units attempted in first term
    - GPA in first term
    - Flag for having identified transfer/award related goal in first term
    - Level of first college English course taken (0 = no English, 1 = remedial English, 2 = transfer English)

    - Level of first college math level (0 = no math, 1 = remedial math, 2 = transfer math)
    - Mean unit load in primary terms
    - Year of enrollment (cohort effect)
- College-Level Factors
    - College economic service area index (ESAI), higher values indicate higher levels of educational attainment and/or income (van Ommeren, Liddicoat, and Hom, 2008)
    - Percent of students at college over the age of 30 (Accountability and Reporting for California Community Colleges (ARCC) 2007 report based on 2005 data)
    - Student average academic performance (SAAP) index based on K-12 test scores (Bahr, Hom & Perry, 2004)
    - Distance to nearest University of California
    - Distance to nearest California State University

However, it should be kept in mind that other key differences between study abroad and non-study abroad students may not have been fully accounted for due to lack of data availability. Appendices A and B show the values of these indicators in the original data set. It should be noted that some students attend more than one college, referred to as ‘swirl,’ although most students in this study attended only one college.

The outcomes selected for comparison between study abroad and non-study abroad students included:

- **One-year retention** – Students enrolling in the academic year after their first term of enrollment. For example, a first-time student in fall 2004 would be counted as retained if s/he enrolled in any term during the 2005-2006 academic year.
- **Two-year retention** – Students enrolling in the second academic year after their first term of enrollment. For example, a first-time student in fall 2004 would be counted as retained in the second year after enrollment if s/he enrolled in any term during the 2006-2007 academic year.
- **Transfer English success within 3 years** – Students completing a transfer-level English course as defined by taxonomy of program (TOP) codes with a grade of C or better within three years of college entrance.
- **Transfer math success within 3 years** – Students completing a transfer-level math course as defined by taxonomy of program (TOP) codes with a grade of C or better within three years of college entrance.
- **Number of transferable units completed within 3 years** – The sum of units coded as transferable successfully completed with a grade of C or better within three years of college entrance.
- **Transferable Grade Point Average (GPA) within 3 years** – Student's GPA based on only transferable coursework taken within three years of college entrance.
- **Earned degree or certificate within 3 years** – Students earning an associate's degree or certificate of completion by the end of the third year of enrollment, also referred to as earning an award. For example, a first-time student in fall 2004 who earned a degree or certificate by the end of spring 2007 would be flagged as achieving an award.
- **Transferred to a four-year institution within 3 years** – Students with a record of enrollment at a university after their community college enrollment. Note this indicator does not account for the number or type of courses taken at the university.

These outcomes are inclusive of outcomes achieved at all participating districts and are not limited to the first college attended. However, students may take classes or earn degrees or certificates at other community colleges not in this study. For the regressions, outcome differences were evaluated using marginal means in addition to unstandardized and standardized coefficients (Appendix C). Marginal means are created from inputting average values for each input variable other than the study abroad participation indicator and examining the difference in outputs for study abroad and non-study abroad students. Marginal means are used to examine *relative* effect of a treatment variable such as participation in study abroad. The value of each marginal mean should not be interpreted directly (e.g., they are not transfer or graduation rates).

Results

Table 1 shows the outcomes for all the first-time students (1) without statistical adjustment and (2) with adjustment using regression (see Appendices C through K for regression coefficients). Table 2 shows the outcomes for only Hispanic students. In both the unadjusted and adjusted outcomes, study abroad students were higher than non-study abroad students on all outcomes. The differences were generally larger when examining only Hispanic students. Figures 1 and 2 show the outcomes displayed in Tables 1 and 2, respectively. The effect of the adjustments was to reduce the differences between study abroad and non-study abroad students. Note that all differences were statistically significant; however, given the large sample size, the statistical significance is not as important as the actual practical magnitude of the differences. In other words, it is more important to consider the magnitude of the observed differences, after adjustment, and determine if the effect is of practical significance.

Table 1. Unadjusted and adjusted outcomes for study abroad and non-study abroad students.

Outcome within 3 Years	Unadjusted Study Abroad	Unadjusted Non-Study Abroad	Unadjusted Difference	Marginal Means Study Abroad	Marginal Means Non-Study Abroad	**Marginal Means Difference**
1 Year Retention	88.7%	57.7%	31.0%	62.5%	55.9%	**6.6%**
2 Year Retention	72.0%	39.7%	32.3%	45.1%	36.5%	**8.6%**
Completed Transfer English	77.3%	29.6%	47.6%	16.9%	15.4%	**1.4%**
Completed Transfer Math	46.6%	17.6%	29.0%	7.6%	6.4%	**1.2%**
Transferable Units Completed	48.6	24.0	24.6	37.5	25.1	**12.4**
Transferable GPA	2.88	2.27	0.60	2.44	2.25	**0.19**
Earned Degree or Certificate	16.6%	5.3%	11.3%	3.8%	2.7%	**1.1%**
Enrolled at University	39.9%	14.4%	25.5%	12.0%	8.0%	**4.0%**

Table 2. Unadjusted and adjusted outcomes for only Hispanic study abroad and non-study abroad students.

Outcome within 3 Years for Hispanic Students	Unadjusted Study Abroad	Unadjusted Non-Study Abroad	Unadjusted Difference	Marginal Means Study Abroad	Marginal Means Non-Study Abroad	**Marginal Means Difference**
1 Year Retention	93.5%	57.5%	36.0%	71.0%	63.5%	**7.5%**
2 Year Retention	82.5%	39.4%	43.0%	54.4%	44.0%	**10.4%**
Completed Transfer English	81.0%	24.1%	56.9%	35.2%	32.2%	**3.0%**
Completed Transfer Math	42.4%	10.7%	31.7%	19.9%	16.9%	**3.1%**
Transferable Units Completed	49.1	19.8	29.3	36.7	24.2	**12.4**
Transferable GPA	2.68	2.04	0.64	2.42	2.23	**0.19**
Earned Degree or Certificate	16.3%	3.7%	12.6%	8.2%	5.8%	**2.4%**
Enrolled at University	31.3%	8.9%	22.5%	17.2%	11.5%	**5.7%**

Figure 1. Unadjusted and adjusted outcomes for study abroad and non-study abroad students.

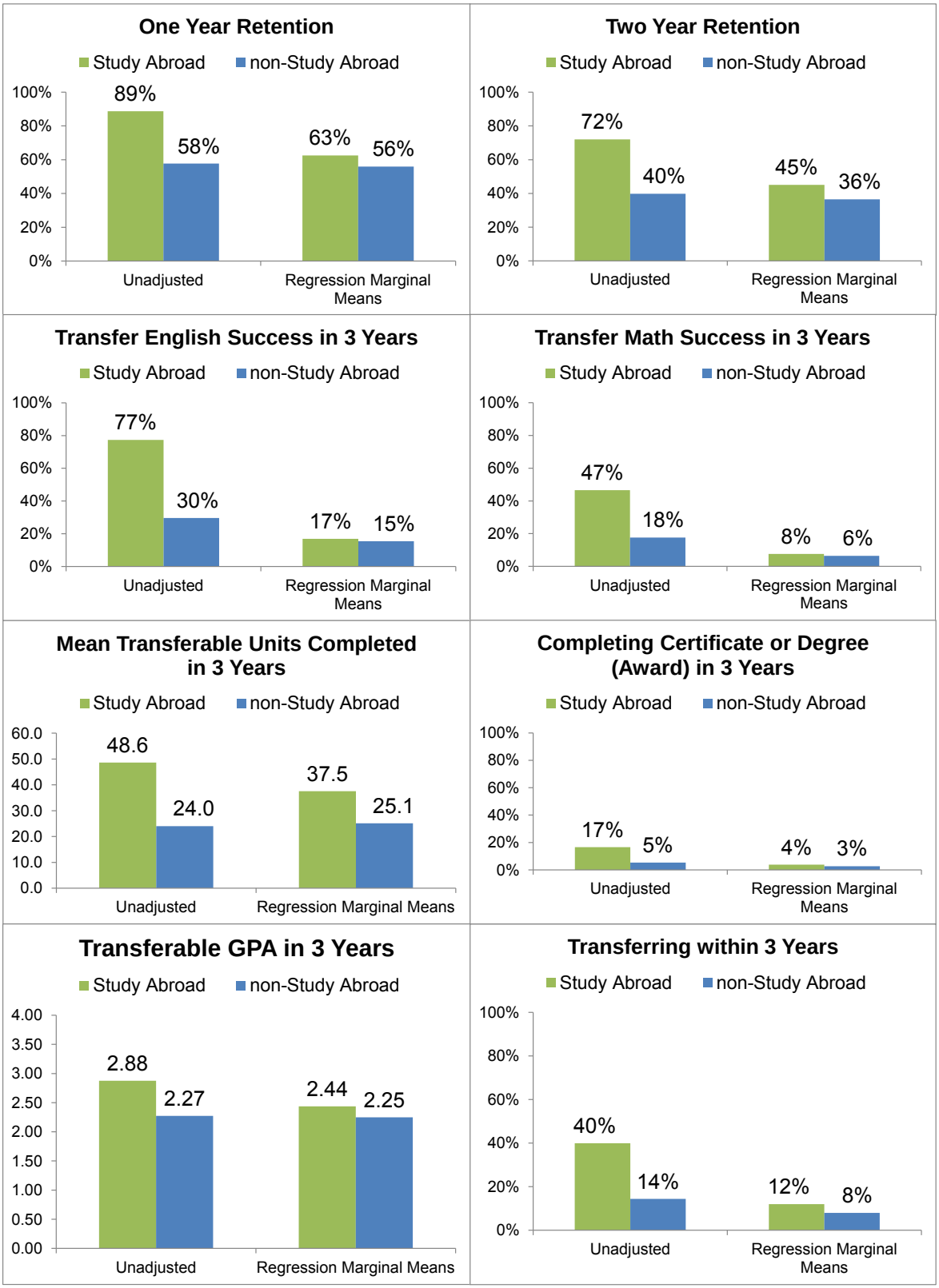
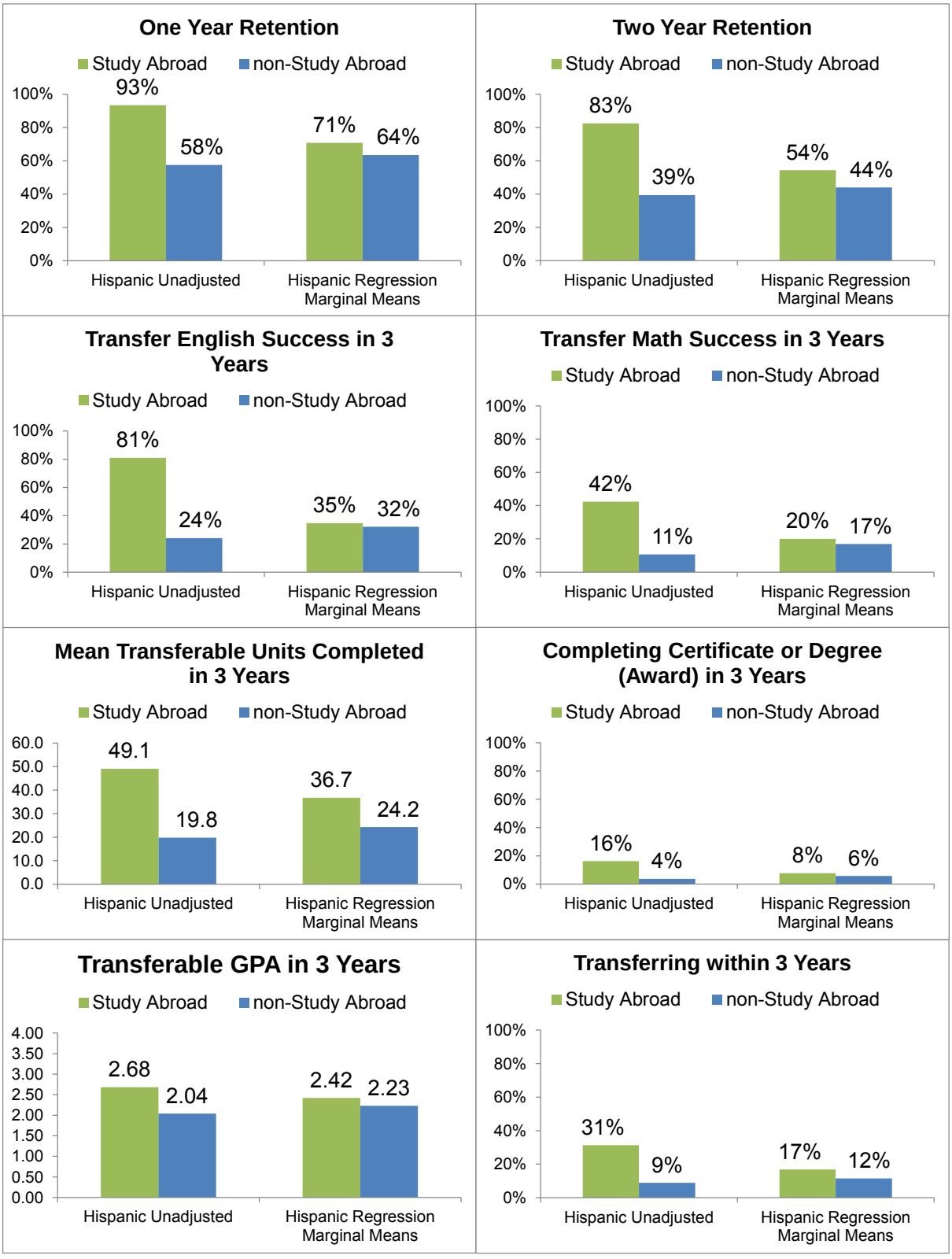


Figure 2. Unadjusted and adjusted outcomes for only Hispanic study abroad and non-study abroad students.



Discussion

In this research, study abroad participation was associated with higher outcomes across a broad array of early, midstream, and terminal outcomes. However, it should be kept in mind that other key differences between study abroad and non-study abroad students may not have been fully accounted for due to lack of data availability. These other variables may include factors such as parents' education level, personal support networks, individual motivation, employment load, responsibility for dependents, and health conditions.

In finding higher outcomes for study abroad students, it is reasonable to review the mechanisms by which the study abroad program may be directly influencing student achievement. The classic works by Astin (1984) and Tinto (1993) and subsequent research (such as Booth, et al. 2013) illustrate the importance and efficacy of student engagement and students feeling valued in student retention and success. While study abroad courses are not specifically designed to enhance student engagement and success, it may be that the study abroad structure contains several success-enhancing components such as:

1. Creating a cohort of limited size that has a shared common experience;
2. Incentivizing nurturing behavior from instructors who must ensure student safety;
3. Increasing student interaction as they must remain in a group and engage in collaborative activities.
4. Interacting with people from a diversity of backgrounds as students apply what they learn in new settings.
5. Living in housing situations that reinforce study abroad program academic and social interaction goals.

If these structural factors are in fact contributing to enhanced engagement and success, these could be intentionally promoted within study abroad courses and potentially enhance the effect of such courses. There are also other non-study abroad courses with similar characteristics such as field classes often taught in biology and geology departments. Future research might include these and other types of classes with similar structures to further explore the possible effects of off-campus cohort experiences. In addition, the greater effect size seen for Hispanic students suggests that study abroad and similar courses could be considered as part of a mix of strategies to address achievement gaps.

Appendix A. Student level control variables used for regressions.

Category	Variable	All Study Abroad Students	First Time Students Included in the Study		
			Study Abroad	Not Study Abroad	All Students
Ethnicity	African American	2%	3%	10%	10%
	Asian	7%	9%	16%	16%
	Filipino	1.6%	1%	3%	3%
	Hispanic	16%	21%	26%	26%
	Native American	1%	1%	1%	1%
	Pacific Islander	0.4%	1%	1%	1%
	White	59%	52%	32%	32%
	Other/Unknown	13%	13%	11%	11%
Gender	Female	69%	66%	49%	49%
	Male	31%	34%	51%	51%
Age	Median Age in First Term	20	18	19	19
Education	High School Graduate	77%	97%	92%	92%
	College Graduate	16%	0%	0%	0%
Usage of Services	Extended Opportunity Programs and Services participant	3%	5%	8%	8%
	Learning Disability	1.5%	1.5%	1.0%	1.0%
	Received BOG Grant	21%	34%	40%	40%
General Academic Behavior	Transfer Educational Goal	55%	69%	59%	60%
	Degree Applicable Units Attempted in First Term	na	9.9	6.7	6.8
	GPA in First Term	na	2.74	2.20	2.18
	Mean Unit Load in Primary Terms	na	10.9	7.7	7.7
Level of First English	More Than 2 Levels Below Transfer	na	1%	4%	4%
	2 Levels Below Transfer	na	9%	11%	11%
	1 Level Below Transfer	na	17%	17%	17%
	Transfer Level	na	60%	22%	22%
	Other English	na	1%	1%	1%
	No English Enrollment	na	12%	45%	45%
Level of First Math	More Than 2 Levels Below Transfer	na	13%	16%	16%
	2 Levels Below Transfer	na	17%	11%	11%
	1 Level Below Transfer	na	22%	11%	11%
	Transfer Level	na	24%	12%	12%
	Other Math	na	5%	3%	3%
	No Math Enrollment	na	19%	45%	45%

Category	Variable	All Study Abroad Students	First Time Students Included in the Study		
			Study Abroad	Not Study Abroad	All Students
Year of First Enrollment	2004-2005	na	20%	16%	16%
	2005-2006	na	19%	16%	17%
	2006-2007	na	20%	17%	17%
	2007-2008	na	17%	18%	18%
	2008-2009	na	15%	18%	18%
	2009-2010	na	9%	14%	13%
Total Count		14,216	1,906	474,802	476,708

Appendix B. College level control variables used for regressions.

College Characteristics	mean	sd	min	max
College economic service area income-education (ESAI) index, higher values indicate higher education levels and/or income	0.44	0.63	-1.52	2.14
Percent of college students over the age of 30	45%	5%	29%	57%
Student average academic performance (SAAP) index based on K-12 test scores	49.5	3.3	40.1	54.0
Distance to nearest University of California (mean miles)	22	17	1	90
Distance to nearest California State University (mean miles)	14	9	2	49

Appendix C. Regression coefficients for Study Abroad participation indicator.

Outcome	Un-standardized Coefficient	Standardized Coefficient	Regression Type	Adjusted R^2
One-year retention	0.11	1.12	Poisson	0.053 / 0.110
Two-year retention	0.21	1.24	Poisson	0.074 / 0.109
Transfer English success in 3 years	0.08	1.08	Poisson	0.271 / 0.413
Transfer math success in 3 years	0.17	1.19	Poisson	0.334 / 0.449
Mean transferable units completed in 3 years	12.46	0.04	Linear	0.519
Transferable GPA in 3 years	0.17	0.01	Linear	0.594
Earned degree or certificate in 3 years	0.30	1.35	Poisson	0.182 / 0.216
Transferred in 3 years	0.39	1.47	Poisson	0.139 / 0.193

Notes: Standardized coefficient for Poisson regressions are incidence rate ratios (IRR) and for linear regressions are beta coefficients. McFadden's / Cragg & Uhler's Adjusted R^2 shown for Poisson regressions.

Appendix D. Regression coefficients for predicting one year retention.

Variable	IRR	Coef.	Std. Err.	z	P>z
Study Abroad	1.12	0.110	0.009	13.68	<0.0005
Female	1.01	0.008	0.002	3.74	<0.0005
Asian	1.03	0.026	0.004	7.44	<0.0005
Black	0.96	-0.040	0.005	-7.83	<0.0005
Hispanic	1.06	0.063	0.004	17.76	<0.0005
White	0.98	-0.019	0.003	-5.60	<0.0005
Age in first term	1.00	0.000	0.000	-3.35	0.001
High school graduate	1.04	0.042	0.005	8.22	<0.0005
Learning disability	1.24	0.213	0.010	26.93	<0.0005
EOPS	1.08	0.081	0.003	26.41	<0.0005
Low Income	1.21	0.188	0.003	80.52	<0.0005
Units Attempted in First Term	1.00	0.001	0.000	3.16	0.002
GPA in First Term	1.10	0.093	0.001	91.23	<0.0005
Transfer Educational Goal	1.02	0.015	0.002	6.26	<0.0005
Level of first English	1.20	0.180	0.002	103.14	<0.0005
Level of first math	1.23	0.209	0.002	104.35	<0.0005
Mean Unit Load in Primary Terms	1.03	0.029	0.000	75.19	<0.0005
First enrollment 2004-2005	1.05	0.049	0.004	12.82	<0.0005
First enrollment 2005-2006	1.04	0.039	0.004	10.06	<0.0005
First enrollment 2006-2007	1.03	0.027	0.004	6.99	<0.0005
First enrollment 2007-2008	1.02	0.020	0.004	5.22	<0.0005
First enrollment 2008-2009	1.02	0.015	0.004	4.07	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	1.04	0.042	0.002	20.65	<0.0005
Percent of college students over the age of 30	1.58	0.460	0.042	17.34	<0.0005
Student average academic performance index based on K12 test scores	0.99	-0.006	0.000	-15.07	<0.0005
Distance to nearest University of California (mean miles)	1.00	0.001	0.000	21.38	<0.0005
Distance to nearest California State University (mean miles)	1.00	-0.003	0.000	-21.20	<0.0005
Constant	0.25	-1.399	0.005	-72.50	<0.0005

IRR = Incidence Rate Ratio

Appendix E. Regression coefficients for predicting two year retention.

Variable	IRR	Coef.	Std. Err.	Z	P>z
Study Abroad	1.24	0.211	0.019	13.76	<0.0005
Female	1.00	0.003	0.003	0.98	0.325
Asian	1.04	0.041	0.006	7.56	<0.0005
Black	0.87	-0.140	0.007	-18.06	<0.0005
Hispanic	1.07	0.065	0.006	12.36	<0.0005
White	0.98	-0.018	0.005	-3.44	0.001
Age in first term	1.00	-0.001	0.000	-3.97	<0.0005
High school graduate	1.08	0.074	0.008	10.08	<0.0005
Learning disability	1.40	0.336	0.016	28.74	<0.0005
EOPS	1.19	0.171	0.006	36.73	<0.0005
Low Income	1.33	0.288	0.005	81.14	<0.0005
Units Attempted in First Term	1.00	-0.002	0.000	-7.81	<0.0005
GPA in First Term	1.10	0.095	0.002	64.95	<0.0005
Transfer Educational Goal	0.97	-0.026	0.003	-7.15	<0.0005
Level of first English	1.33	0.288	0.003	111.56	<0.0005
Level of first math	1.35	0.302	0.004	103.33	<0.0005
Mean Unit Load in Primary Terms	1.03	0.025	0.001	44.52	<0.0005
First enrollment 2004-2005	1.06	0.057	0.006	9.78	<0.0005
First enrollment 2005-2006	1.06	0.054	0.006	9.37	<0.0005
First enrollment 2006-2007	1.02	0.016	0.006	2.76	0.006
First enrollment 2007-2008	1.01	0.008	0.006	1.41	0.159
First enrollment 2008-2009	1.01	0.006	0.006	1.09	0.277
College area income-education index, higher values indicate higher ed levels and/or income	1.04	0.037	0.003	12.05	<0.0005
Percent of college students over the age of 30	1.54	0.433	0.062	10.77	<0.0005
Student average academic performance index based on K12 test scores	1.00	-0.004	0.001	-7.80	<0.0005
Distance to nearest University of California (mean miles)	1.00	0.002	0.000	17.82	<0.0005
Distance to nearest California State University (mean miles)	0.99	-0.005	0.000	-27.04	<0.0005
Constant	0.14	-1.988	0.004	-68.30	<0.0005

IRR = Incidence Rate Ratio

Appendix F. Regression coefficients for predicting successful completion of transfer level English within three years.

Variable	IRR	Coef.	Std. Err.	z	P>z
Study Abroad	1.08	0.076	0.015	5.40	<0.0005
Female	1.08	0.078	0.004	23.31	<0.0005
Asian	0.98	-0.021	0.005	-3.67	<0.0005
Black	0.86	-0.154	0.008	-15.94	<0.0005
Hispanic	1.04	0.039	0.006	6.60	<0.0005
White	1.01	0.008	0.005	1.57	0.115
Age in first term	0.99	-0.015	0.001	-15.76	<0.0005
High school graduate	1.32	0.279	0.014	25.98	<0.0005
Learning disability	1.18	0.167	0.021	9.37	<0.0005
EOPS	1.07	0.072	0.007	10.63	<0.0005
Low Income	1.09	0.088	0.004	23.74	<0.0005
Units Attempted in First Term	1.00	0.000	0.000	-0.22	0.826
GPA in First Term	1.18	0.169	0.002	87.85	<0.0005
Transfer Educational Goal	1.06	0.054	0.004	13.16	<0.0005
Level of first English	2.71	0.996	0.009	306.44	<0.0005
Level of first math	1.21	0.188	0.004	64.25	<0.0005
Mean Unit Load in Primary Terms	1.09	0.088	0.001	128.08	<0.0005
First enrollment 2004-2005	1.00	-0.004	0.006	-0.61	0.541
First enrollment 2005-2006	0.99	-0.013	0.006	-2.29	0.022
First enrollment 2006-2007	0.95	-0.056	0.005	-9.70	<0.0005
First enrollment 2007-2008	0.95	-0.055	0.005	-9.68	<0.0005
First enrollment 2008-2009	0.96	-0.041	0.005	-7.24	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	1.04	0.044	0.003	13.04	<0.0005
Percent of college students over the age of 30	2.88	1.058	0.126	24.21	<0.0005
Student average academic performance index based on K12 test scores	0.99	-0.011	0.001	-18.35	<0.0005
Distance to nearest University of California (mean miles)	1.00	0.000	0.000	2.98	0.003
Distance to nearest California State University (mean miles)	1.00	-0.002	0.000	-11.80	<0.0005
Constant	0.02	-3.749	0.001	-97.30	<0.0005

IRR = Incidence Rate Ratio

Appendix G. Regression coefficients for predicting successful completion of transfer level math within three years.

Variable	IRR	Coef.	Std. Err.	Z	P>z
Study Abroad	1.19	0.171	0.030	6.86	<0.0005
Female	0.98	-0.021	0.005	-4.34	<0.0005
Asian	1.17	0.156	0.009	20.81	<0.0005
Black	0.64	-0.444	0.011	-25.19	<0.0005
Hispanic	0.90	-0.104	0.008	-11.24	<0.0005
White	0.97	-0.026	0.007	-3.40	0.001
Age in first term	0.98	-0.023	0.002	-14.03	<0.0005
High school graduate	1.17	0.155	0.017	10.58	<0.0005
Learning disability	0.94	-0.059	0.030	-1.82	0.068
EOPS	1.06	0.054	0.009	6.07	<0.0005
Low Income	1.05	0.045	0.006	8.25	<0.0005
Units Attempted in First Term	1.00	0.003	0.000	8.41	<0.0005
GPA in First Term	1.31	0.274	0.004	95.49	<0.0005
Transfer Educational Goal	1.07	0.067	0.007	10.95	<0.0005
Level of first English	1.31	0.273	0.006	62.13	<0.0005
Level of first math	3.23	1.174	0.017	218.26	<0.0005
Mean Unit Load in Primary Terms	1.11	0.107	0.001	99.71	<0.0005
First enrollment 2004-2005	1.00	0.004	0.009	0.47	0.635
First enrollment 2005-2006	0.99	-0.008	0.009	-0.88	0.379
First enrollment 2006-2007	0.96	-0.046	0.008	-5.40	<0.0005
First enrollment 2007-2008	0.96	-0.040	0.008	-4.88	<0.0005
First enrollment 2008-2009	0.97	-0.032	0.008	-3.94	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	1.05	0.050	0.005	10.50	<0.0005
Percent of college students over the age of 30	3.38	1.219	0.217	18.98	<0.0005
Student average academic performance index based on K12 test scores	0.98	-0.017	0.001	-18.53	<0.0005
Distance to nearest University of California (mean miles)	1.00	0.001	0.000	3.70	<0.0005
Distance to nearest California State University (mean miles)	1.00	-0.001	0.000	-4.75	<0.0005
Constant	0.01	-4.514	0.001	-75.23	<0.0005

IRR = Incidence Rate Ratio

Appendix H. Regression coefficients for predicting the sum of transferable units completed within three years.

Variable	Beta	Coef.	Std. Err.	Z	P>z
Study Abroad	0.037	12.456	0.397	31.35	<0.0005
Female	-0.001	-0.035	0.057	-0.61	0.543
Asian	0.072	4.638	0.100	46.28	<0.0005
Black	-0.018	-1.544	0.123	-12.57	<0.0005
Hispanic	-0.020	-1.150	0.092	-12.51	<0.0005
White	-0.006	-0.284	0.087	-3.25	0.001
Age in first term	0.011	0.018	0.002	8.99	<0.0005
High school graduate	0.003	0.329	0.119	2.77	0.006
Learning disability	0.000	-0.013	0.276	-0.05	0.963
EOPS	-0.011	-0.960	0.108	-8.92	<0.0005
Low Income	0.012	0.567	0.063	8.96	<0.0005
Units Attempted in First Term	-0.011	-0.036	0.004	-8.49	<0.0005
GPA in First Term	0.211	4.406	0.025	172.94	<0.0005
Transfer Educational Goal	0.020	0.992	0.062	16.00	<0.0005
Level of first English	0.204	6.205	0.044	140.82	<0.0005
Level of first math	0.186	6.533	0.052	124.64	<0.0005
Mean Unit Load in Primary Terms	0.417	2.649	0.010	273.08	<0.0005
First enrollment 2004-2005	0.013	0.820	0.104	7.88	<0.0005
First enrollment 2005-2006	0.015	0.950	0.104	9.16	<0.0005
First enrollment 2006-2007	-0.006	-0.407	0.103	-3.95	<0.0005
First enrollment 2007-2008	-0.008	-0.487	0.101	-4.81	<0.0005
First enrollment 2008-2009	-0.005	-0.298	0.101	-2.97	0.003
College area income-education index, higher values indicate higher ed levels and/or income	0.134	5.226	0.052	100.39	<0.0005
Percent of college students over the age of 30	0.009	4.659	0.705	6.61	<0.0005
Student average academic performance index based on K12 test scores	0.023	0.171	0.010	17.12	<0.0005
Distance to nearest University of California (mean miles)	0.067	0.095	0.002	52.62	<0.0005
Distance to nearest California State University (mean miles)	-0.052	-0.131	0.003	-41.55	<0.0005
Constant	.	-34.100	0.494	-69.00	<0.0005

Appendix I. Regression coefficients for predicting cumulative transferable grade point average (GPA) earned within three years.

Variable	Beta	Coef.	Std. Err.	Z	P>z
Study Abroad	0.010	0.175	0.0179	9.76	<0.0005
Female	0.028	0.068	0.0024	28.00	<0.0005
Asian	0.020	0.065	0.0043	14.89	<0.0005
Black	-0.026	-0.104	0.0050	-20.68	<0.0005
Hispanic	-0.009	-0.024	0.0039	-6.17	<0.0005
White	0.005	0.012	0.0037	3.22	0.001
Age in first term	0.040	0.003	0.0001	37.62	<0.0005
High school graduate	0.008	0.035	0.0048	7.34	<0.0005
Learning disability	0.007	0.086	0.0120	7.17	<0.0005
EOPS	-0.003	-0.013	0.0047	-2.79	0.005
Low Income	-0.044	-0.105	0.0027	-39.23	<0.0005
Units Attempted in First Term	-0.002	0.000	0.0002	-2.22	0.026
GPA in First Term	0.726	0.655	0.0010	681.23	<0.0005
Transfer Educational Goal	-0.008	-0.020	0.0026	-7.48	<0.0005
Level of first English	0.016	0.024	0.0019	12.95	<0.0005
Level of first math	0.021	0.036	0.0023	15.97	<0.0005
Mean Unit Load in Primary Terms	0.078	0.024	0.0004	58.16	<0.0005
First enrollment 2004-2005	0.016	0.051	0.0044	11.55	<0.0005
First enrollment 2005-2006	0.014	0.045	0.0044	10.22	<0.0005
First enrollment 2006-2007	0.012	0.038	0.0044	8.76	<0.0005
First enrollment 2007-2008	0.011	0.035	0.0043	8.12	<0.0005
First enrollment 2008-2009	0.006	0.019	0.0043	4.49	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	0.030	0.058	0.0022	26.19	<0.0005
Percent of college students over the age of 30	0.007	0.168	0.0297	5.67	<0.0005
Student average academic performance index based on K12 test scores	-0.004	-0.002	0.0004	-3.69	<0.0005
Distance to nearest University of California (mean miles)	0.012	0.001	0.0001	11.17	<0.0005
Distance to nearest California State University (mean miles)	-0.024	-0.003	0.0001	-22.73	<0.0005
Constant	.	0.440	0.0205	21.41	<0.0005

Appendix J. Regression coefficients for predicting completion of a certificate or associate's degree within three years.

Variable	IRR	Coef.	Std. Err.	Z	P>z
Study Abroad	1.35	0.298	0.066	6.10	<0.0005
Female	1.33	0.287	0.017	23.15	<0.0005
Asian	1.06	0.054	0.029	2.00	0.046
Black	1.02	0.024	0.034	0.73	0.466
Hispanic	1.04	0.037	0.027	1.44	0.150
White	1.07	0.070	0.032	2.35	0.019
Age in first term	1.00	0.002	0.000	11.84	<0.0005
High school graduate	1.26	0.228	0.041	6.98	<0.0005
Learning disability	1.26	0.227	0.066	4.30	<0.0005
EOPS	1.13	0.118	0.023	5.70	<0.0005
Low Income	1.04	0.042	0.016	2.76	0.006
Units Attempted in First Term	1.01	0.009	0.001	9.29	<0.0005
GPA in First Term	1.62	0.485	0.010	76.65	<0.0005
Transfer Educational Goal	1.08	0.074	0.018	4.42	<0.0005
Level of first English	1.20	0.183	0.013	17.14	<0.0005
Level of first math	1.18	0.164	0.015	12.89	<0.0005
Mean Unit Load in Primary Terms	1.20	0.180	0.007	32.95	<0.0005
First enrollment 2004-2005	2.07	0.727	0.053	28.62	<0.0005
First enrollment 2005-2006	2.02	0.703	0.051	27.80	<0.0005
First enrollment 2006-2007	1.87	0.625	0.048	24.40	<0.0005
First enrollment 2007-2008	1.79	0.584	0.050	21.09	<0.0005
First enrollment 2008-2009	1.79	0.584	0.045	23.26	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	1.16	0.149	0.012	13.92	<0.0005
Percent of college students over the age of 30	1.54	0.433	0.225	2.97	0.003
Student average academic performance index based on K12 test scores	1.00	0.004	0.002	1.76	0.079
Distance to nearest University of California (mean miles)	1.01	0.006	0.000	16.65	<0.0005
Distance to nearest California State University (mean miles)	1.01	0.006	0.001	10.23	<0.0005
Constant	0.00	-8.145	0.000	-76.09	<0.0005

IRR = Incidence Rate Ratio

Appendix K. Regression coefficients for predicting enrollment at a four year university within three years.

Variable	IRR	Coef.	Std. Err.	Z	P>z
Study Abroad	1.47	0.386	0.040	14.31	<0.0005
Female	1.12	0.112	0.008	16.22	<0.0005
Asian	1.23	0.204	0.014	17.73	<0.0005
Black	0.97	-0.033	0.017	-1.88	0.060
Hispanic	0.79	-0.240	0.010	-18.79	<0.0005
White	1.10	0.094	0.012	8.85	<0.0005
Age in first term	0.92	-0.079	0.002	-42.06	<0.0005
High school graduate	1.70	0.532	0.037	24.64	<0.0005
Learning disability	0.69	-0.377	0.030	-8.71	<0.0005
EOPS	0.85	-0.159	0.012	-11.18	<0.0005
Low Income	0.85	-0.166	0.007	-21.14	<0.0005
Units Attempted in First Term	1.00	-0.001	0.001	-1.17	0.240
GPA in First Term	1.30	0.259	0.005	73.01	<0.0005
Transfer Educational Goal	1.12	0.117	0.009	14.25	<0.0005
Level of first English	1.31	0.268	0.007	46.91	<0.0005
Level of first math	1.17	0.156	0.007	24.39	<0.0005
Mean Unit Load in Primary Terms	1.06	0.056	0.001	46.08	<0.0005
First enrollment 2004-2005	2.20	0.790	0.032	53.59	<0.0005
First enrollment 2005-2006	2.11	0.748	0.031	50.66	<0.0005
First enrollment 2006-2007	1.90	0.639	0.028	42.76	<0.0005
First enrollment 2007-2008	1.72	0.541	0.026	35.87	<0.0005
First enrollment 2008-2009	1.67	0.512	0.025	34.04	<0.0005
College area income-education index, higher values indicate higher ed levels and/or income	0.89	-0.111	0.007	-14.93	<0.0005
Percent of college students over the age of 30	0.28	-1.274	0.027	-13.44	<0.0005
Student average academic performance index based on K12 test scores	1.08	0.072	0.001	54.81	<0.0005
Distance to nearest University of California (mean miles)	0.99	-0.007	0.000	-31.06	<0.0005
Distance to nearest California State University (mean miles)	0.99	-0.006	0.000	-17.84	<0.0005
Constant	0.00	-5.816	0.000	-72.82	<0.0005

IRR = Incidence Rate Ratio

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