



# Academic Senate of El Camino College 2016-17

February 21, 2017

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

President	<b>Kristie Daniel-DiGregorio</b>	VP Finance & Special Projects	<b>Lance Widman</b>
VP Academic Technology	<b>Pete Marcoux</b>	VP Instructional Effectiveness	<b>Russell Serr</b>
VP Compton Center	<b>Paul Flor</b>	Curriculum Chair	<b>Allison Carr</b>
VP Educational Policies	<b>Chris Gold</b>	Secretary	<b>Traci Granger</b>
VP Faculty Development	<b>Stacey Allen</b>	Parliamentarian	<b>Pete Marcoux</b>

### Adjunct (One-year terms)

<b>Dustin Black (BSS)</b>	16/17
<b>Karl Striepe (BSS)</b>	16/17

### Fine Arts

<b>Ali Ahmadpour</b>	18/19
<b>Daniel Berney</b>	17/18
<b>Diana Crossman</b>	18/19
<b>Russell McMillin</b>	18/19

### Mathematical Sciences

<b>Megan Granich*</b>	16/17
<b>Matthew Mata</b>	17/18
<b>Jasmine Ng*</b>	16/17
<b>Benjamin Mitchell</b>	16/17
<b>Catherine Schult-Roman</b>	18/19

### Behavioral & Social Sciences

<b>Stacey Allen</b>	16/17
<b>Kristie Daniel-DiGregorio</b>	17/18
<b>Chris Gold</b>	16/17
<b>Renee Galbavy</b>	17/18
<b>Michael Wynne*</b>	17/18

### Health Sciences & Athletics/Nursing

<b>Andy Al Villar*</b>	16/17
<b>Traci Granger</b>	16/17
<b>Yuko Kawasaki</b>	18/19
<b>Colleen McFaul</b>	17/18
<b>Russell Serr</b>	17/18

### Natural Sciences

<b>Mohamad Abbani</b>	16/17
<b>Sara Di Fiori*</b>	18/19
<b>Troy Moore</b>	18/19
<b>Ryan Turner</b>	16/17
<b>Anne Valle</b>	18/19

### Business

<b>Kurt Hull</b>	18/19
<b>Phillip Lau*</b>	18/19
<b>Nic McGrue</b>	16/17
<b>Josh Troesh</b>	18/19

### Humanities

<b>Rose Ann Cerofeci</b>	18/19
<b>Ashley Gallagher</b>	18/19
<b>Pete Marcoux*</b>	18/19
<b>Christina Nagao</b>	18/19
<b>Adrienne Sharp</b>	18/19

### Academic Affairs & SCA

<b>Jean Shankweiler</b>
<b>Jeanie Nishime</b>
<b>Linda Clowers</b>

### Compton Educational Center

<b>Paul Flor</b>	16/17
<b>Chris Halligan</b>	16/17

### Associated Students Organization

**Patrick McDermott**

### President/ Superintendent

**Dena Maloney**

### Division Personnel

**Elise Geraghty**

### Ex-officio positions

**Chris Jeffries** ECCFT

**Nina Velasquez** ECCFT

### Counseling

<b>Anna Brochet</b>	18/19
<b>Yamonte Cooper</b>	17/18
<b>Rene Lozano*</b>	16/17

### Industry & Technology

<b>Ross Durand</b>	18/19
<b>Mark Fields</b>	18/19
<b>Lee MacPherson*</b>	18/19
<b>Jack Selph</b>	18/19
<b>Charlene Brewer-Smith (alt)</b>	16/17

### Library Learning Resources

<b>Mary McMillan</b>	18/19
<b>Noreth Men</b>	18/19
<b>Claudia Striepe*</b>	18/19

### Institutional Research

**Irene Graff**

**Carolyn Pineda**

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.

\*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator"). 1 of 43

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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays [\*unless otherwise noted], 12:30-2 p.m., Distance Education Conference Center (DE 166).

**FALL 2016:** September 6 & 20, October 4 & 18, November 1 & 15, December 6.

**SPRING 2017:** February 21, March 9\* & 21, April 4 & 18, May 2, 16, & 30 (tentative).

## **CEC ACADEMIC SENATE MEETINGS:**

Thursdays following ECC Senate meetings [\*unless otherwise noted], 1-2 p.m., Compton Center Board Room.

**FALL 2016:** September 8 & 22, October 6 & 22, November 3 & 17, December 1\* & 15\*.

**SPRING 2017:** February 2 & 16, March 7\* & 16, April 6 & 20, May 4.

## **SENATE COMMITTEES:**

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

**Assessment of Learning.** Chairs: Russell Serr & Jenny Simon. Fall: 2<sup>nd</sup> Mondays & 11/28, 2:30-4, Admin 131.

**Academic Program Review.** Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.

**College Curriculum.** Chair: Allison Carr. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, Admin 131.

**Educational Policies.** Chair: Chris Gold. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Social Sciences 123.

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

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

**Board of Trustees.** Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> Mondays, 4 pm, Board Room.

**Calendar.** Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Admin 131.

**College Technology Committee.** Chair: Art Leible. Senate Rep: Pete Marcoux. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Council of Deans.** Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> & 4<sup>th</sup> Thursdays, 8:30-10, Admin 131.

**Distance Education Advisory Committee (DEAC).** TBA.

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

**Facilities Steering Committee.** Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.

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

**Process Improvement.** Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.

**Student Success Advisory.** Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2<sup>nd</sup> Thurs., 1-2, LIB 202.

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

# El Camino College Academic Senate 2016-2017 Goals

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

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

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and begin revising Faculty Handbook,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

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

Measures:

- Provide an orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Execute Senate Office relocation while maintaining a strong physical presence on campus,
- Establish initiatives to recognize faculty who achieve tenure.

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

Measures:

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

## ECC (El Camino College) Acronyms

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

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



# Academic Senate of El Camino College 2016-17

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Office location: Schauerman Library, Room 273

February 21, 2017

## Agenda and Table of Contents: Tuesday February 21, 2017

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<b>H. Future Agenda Items:</b>	
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b. Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)	
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<b>I. Public Comment</b>	
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Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, [kdaniel@elcamino.edu](mailto:kdaniel@elcamino.edu), (310) 660-3593 x3760, 16007 Crenshaw Blvd., Torrance, CA 90506.

ACADEMIC SENATE ATTENDANCE  
12.6.16

**Adjunct (1 year)**

Dustin Black      XX  
Karl Streipe      XX

**Behavioral & Social Sciences**

Stacey Allen              XX  
Kristie Daniel-DiGregorio XX  
Christina Gold            XX  
Lance Widman            XX  
Michael Wynne           XX

**Business**

Kurt Hull                      XX  
Phillip Lau                   XX  
Nic McGrue                 XX  
Josh Troesh                 XX

**Counseling**

Anna Brochet               XX  
Yamonte Cooper           EXC  
Rene Lozano               XX

**Fine Arts**

Ali Ahmadpour            XX  
Daniel Berney             XX  
Diana Crossman         XX  
Russell McMillin        EXC  
Chris Wells                 XX

**Health Sciences & Athletics**

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

**Humanities**

Rose Ann Cerofeci       XX  
Ashley Gallagher       XX  
Pete Marcoux             XX  
Christina Nagao         XX  
Adrienne Sharp          XX

**Industry & Technology**

Ross Durand               XX  
Mark Fields               XX  
Patty Gebert             XX  
Lee MacPherson         XX  
Jack Selph                 XX  
Ed Matykiewicz         XX  
Charlene Smith (alt)     XX

**Library Learning Resources**

Mary McMillan            XX  
Noreth Men                XX  
Claudia Striepe          XX

**Mathematical Sciences**

Megan Granich            XX  
Matthew Mata             XX  
Ben Mitchell              XX  
Jasmine Ng                 XX  
Catherine Schult-Roman EXC

**Natural Sciences**

Mohamad Abbani         EXC  
Sara Di Fiori              XX  
Troy Moore                XX  
Ryan Turner               XX  
Anne Valle                 XX

**President/Superintendent**

Dena Maloney              \_\_\_\_\_

**Academic Affairs & SCA**

Linda Clowers             \_\_\_\_\_  
Jeanie Nishime            XX  
Jean Shankweiler         EXC

**Assoc. Students Org.**

Patrick McDermott        \_\_\_\_\_

**Compton Education Center**

Paul Flor                     XX  
Chris Halligan            XX

**Ex-Officio Positions**

Chris Jeffries (ECCFT)    \_\_\_\_\_  
Nina Velasquez (ECCFT) \_\_\_\_\_

**Curriculum Chair**

Allison Carr                XX

**Deans' Reps.; Guests/Other Officers:**

Renee Galbavy             XX  
Brandi Marsh              XX  
Irene Graff                 XX  
Sanda Oswald             XX

## ACADEMIC SENATE MINUTES

December 6, 2016

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

### **A. CALL TO ORDER**

Senate President Kristie Daniel-DiGregorio called the last Academic Senate meeting of the fall 2016 semester to order on December 6, 2016 at 12:33 p.m.

### **B. APPROVAL OF MINUTES**

See pgs. 7-12 of packet for minutes from the November 15 meeting. P. Marcoux: motioned, Allison Carr: seconded. There was unanimous approval of minutes.

### **C. OFFICER REPORTS**

#### **a. President – Kristie Daniel-DiGregorio (pgs. 13-16)**

KDD introduced Dr. Gloria Miranda, Dean of Behavioral and Social Sciences. Dr. Miranda: Good afternoon everyone. I have been at El Camino for 23 years. I am the second longest serving dean. Before I came to ECC, I was in the classroom teaching history at LA Valley College. I enjoyed that aspect of my career for many years. I enjoy ECC because I get to work with wonderful faculty. There are still about 5 faculty that pre-date me. I have 9 departments and 4 programs. I try to stay active in my field professionally. I take great pride in seeing the faculty accomplishments. It has been a good division to oversee, many challenges, but they deliver. KDD: We owe Dr. Miranda a debt of gratitude for being an advocate of the senate. Thank you again, Dr. Miranda.

KDD gave us a follow-up on some of the things we talked about last meeting, including the presidential election. There are a number of senate efforts. We passed a resolution at the last meeting, it is posted on the student listserv and the AS website. It is also shared with the BOT. There is also a link to some resources that were presented at the Dreamers 101 event last week. I wanted to make sure I drew your attention to this website, thanks to Rene Lozano and Cynthia Mosqueda for compiling this information and resources. They will continue to update this to keep all of us abreast of the new developments. It is a great resource for faculty, staff and students. It is a great place to refer your students if they have concerns or questions.

The Dreamers 101 workshop last week was very well attended, with at least 44 faculty and staff. Rene Lozano was one of the presenters along with other faculty and representatives from other departments on campus. This was just the beginning. It is important to learn about resources and also talk about future plans. There are a number of follow-ups in the works, including; repeating that particular workshop, a campus-wide forum where folks can talk about tolerance and concerns, online resources, a listserv for those who want to keep informed about upcoming training opportunities and information for how to support our students, and library resources. You also have in front of you on the table, information about the “safety pin” pledge. This has been coordinated by our student development office. The AS is proud to be one of the sponsors of that particular initiative. We have a task force that will continue to collaborate and coordinate to move forward with campus-wide initiatives. Thank you to Rene Lozano for serving on this task force along with Cynthia Cervantes from the Child Development Department. You also saw an email that went out today from The Chancellors Office. They are providing some guidance on their stand for the request for information on our undocumented students. They will not be releasing student information without court orders, students’ permission, or laws requiring them to do so. They will not cooperate in a registry of students based on race, religion, or immigration status. They are making recommendations for the districts, to make sure our campus police are not corroborating with efforts to stop and question those who are suspected of having undocumented status. For more information, you can go to the Chancellors Office website. <http://californiacommunitycolleges.cccco.edu/> Thank you everyone for your support, interest, and contribution.

From one high-stakes topic to another, we spoke about campus safety at our last meeting. A number of great suggestions came from our meeting and they were passed on to Chief Trevis and Dr. Maloney. One of the suggestions was to have a campus-wide survey to get feedback from a number of people on debriefing from the emergency drill. The survey recently went out from Public Relations and Marketing with a link to take the survey. You should all be seeing it soon. Do take a couple of minutes to answer the survey and provide some feedback. One of the questions that came up was

about classroom phones. Art Lieble he has been very diligent about checking the phones that weren't working. He has confirmed that they are all working, the equipment is fine. One of the issues may be that the volume was turned down or else we need to investigate whether we can raise the volume from the source, Campus Police. They are looking into strategies to see if everything is working, especially during an emergency. The PE classrooms should all be equipped with telephones before the holidays (that was one of their goals for fall semester). The goal is to get as many classrooms equipped with phones as possible, and the PE buildings were some of the last to get phones. Tonight there is a campus safety forum from 6-7:00 pm in the Alondra Room. Chief Trevis is coordinating this with the ECC, Torrance, and Hawthorne Police Departments.

The faculty position identification process has approved 20 positions for hiring for 2017-18, plus two carry-overs. Most divisions were approved for their first choice, some got two positions. We will obviously ask everyone to serve on a hiring committee. C. Wells: Did we get a list of how they were prioritized? D. Berney: There is a campus-wide list. The deans all have that. KDD: Our dean usually provides a copy. I would certainly be happy to get you a copy. C. Wells: That would be great, thank you. It is nice to know if you have a position, who it is likely to be. If there are more retirements, could we add more than the 20? KDD: This is my first time to go through this process, and I don't know if we have additional retirements, if we would add more positions.

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

I will defer until later.

#### **c. Chair – Curriculum – Allison Carr**

We had another round of full course approvals as well as full program review approvals at our last meeting. We have another round of courses to review this afternoon. So far this semester we have reviewed 163 courses, not counting today.

##### **Full Course Review Approvals**

ART 147, BUS 73, CDEV 100, 165, COMS 120, DANCE 183AB, ENGL RWE, ESL 05A, ESL 05B, GEOG 5H, THEA 184

##### **Full Program Review Approvals**

Art- Gallery Management Certificate of Achievement

Business - Office Administration: Office Applications Specialist Certificate of Achievement

Child Development - Child Development A.A. Degree

Child Development - Early Intervention Assistant Certificate of Achievement

Child Development - Special Education Assistant Certificate of Achievement

Music -Music A.A. Degree

KDD: Those 163 courses didn't review themselves. Thanks to you and the Curriculum Committee for all of the hard work!

#### **d. VP – Educational Policies –Chris Gold (pgs. 17-19)**

No report

#### **e. VP – Faculty Development – Stacey Allen (pgs. 20-21)**

An announcement went out a few days ago about the cancellation of the Fitness and Fun for All workshop this Thursday. We didn't want to conflict with the Classified Staff Awards. The "Getting the Job" workshop that we held on Friday was a huge success. The participants were grateful for the information that we shared. We had a wonderful panel that shared a



lot of valuable information. We will have Part 2 on Friday, January 27. We will be sending out information about Part 2. Please encourage the adjunct faculty in your department to attend.

**f. VP – Finance – Lance Widman (pgs. 22-26)**

I have a few things to point out. We had a very good updated report on the Student Success and Support Program (SSSP). The EMP and the TMP are 2 of the reports floating around campus; great reports by Irene Graff. The minutes from the 17<sup>th</sup> are mainly housekeeping. We are also looking for someone to serve with Josh on the PBC. If you are interested in learning where the money comes from and where it goes, all roads lead to PBC...everything comes our way. It is a very busy committee, we meet 12 months of the year, and it is very interesting. Thank you!

**g. VP – Academic Technology – Pete Marcoux (pgs. 20 – 26)**

P. Marcoux: I have an emergency motion/resolution that I would like to propose to the senate. It reads:

- Whereas Lance Widman has never met a pair of pants he has liked;
- Whereas Lance Widman has steadfastly refused to allow faculty to “assume the position”;
- Whereas Lance has served faithfully on the Academic Senate, a tenure predating written records;
- Whereas Lance Widman has been a valued and vocal contributor to e-mail discourse at ECC;
- Whereas Lance Widman has been a valued Political Science professor and colleague at El Camino College since 1971, a career spanning eight U.S. presidential administrations;
- Whereas Lance Widman successfully served as President of the Federation of Teachers in his early career and has worked to support the union since then;
- Whereas Lance Widman has faithfully served as Vice President of Finance and Special Projects and a member of the Planning and Budgeting Committee since 1988;
- Whereas Lance Widman has forgotten more about the statewide and local budgeting processes than most people will learn in their entire careers;
- Whereas Lance Widman has effectively represented the personal and professional interests of the faculty at ECC.
- Be it resolved El Camino College’s Academic Senate would like to express deep appreciation to Lance for his many years of dedicated service both on the Senate and on the Planning and Budgeting Committee and wish him the very best in his retirement.

The resolution passed with strong support with just one abstention, Professor Daniel Berney. KDD: I am presenting Professor Lance Widman with a replica of a real El Camino bell, so his wife can keep track of him. It is inscribed with the following: Lance Widman, ECC Vice President Finance & Special Projects, in appreciation of three decades of distinguished service. VP Widman reflected on his lengthy career: It has been quite a run; 45 years; 5 El Camino Presidents, starting with Stuart Marsee; 7 deans. I think they’ve saved the best for last. The way Rory has it calculated, I’ve taught approximately 500 sections, with some success, and corrupted 15,000. I want to thank you all, it has been a good run, and I’ve enjoyed the students. I have taken great pride in looking after you and me through the senate, the federation, in all ways. Making sure our personal and professional interests don’t get lost in the shuffle of this place. That has been my pride. Thank you very much!

P. Marcoux: The Foundation asked me to remind faculty about scholarship applications and writing letters of recommendation. Just in case you aren’t aware, if a student does not have at least one letter of recommendation in the system, it will automatically remove them from the running for scholarships. They need at least one. They are asked to provide 2 names. So they urge you, if you get that email, please respond. A lot of the scholarships do go unfunded. For those of you who have written letters of recommendation before, we never hear whether the student gets a scholarship. They are looking into making a report so we will be notified if the student does in fact receive a scholarship.

The Technology Conference is set for March 31. We are still working on it. Please respond to the survey that was sent out last week.

**h. VP – Instructional Effectiveness/ALC/SLO’s Update – Russell Serr (pgs.27-31)**

The ALC has been working hard to complete the ILO Assessments. I don't know if a lot of people realize, but each year we do an institutional level outcome assessment. The first one we did in 2014 on Communication is now complete. The follow-up is scheduled for 2018. The critical thinking ILO is near completion. We have the IR report, and discussion with the ALC is complete. We are ready to put it in TracDat. We are in the process of getting our data sets, identifying which data we are going to use for our personal and community development ILO. PLO, ILO and SLO assessments in summer and spring we did between 22 and 25, which is 88% completed. We have 44 scheduled for the fall. SLO assessments, 512/528, 97% completed. We have 600 set for this spring. We have a workshop on Monday in the library basement. Program Review Committee, we had 15 scheduled, they are all completed. We've had 7 CTE Program Reviews which are all on progress and coming in. The new model for Program Review is that we are putting the reports in TracDat, where they can go right into program planning. Then there will be a LIVE document, so yearly people can go in and make revisions. So after 4 years it won't be such a chore to do Program Review. So far it seems to be working out fairly well.

## **D. SPECIAL COMMITTEE REPORTS**

### **Dr. Jean Shankweiler - VP of Academic Affairs**

Off campus on vacation this week.

### **Dr. Jeanie Nishime - VP of Student and Community Advancement**

All of you have probably seen the flyers about the hygiene drive that is going on until the end of the semester. Students will be collecting articles and bagging them. We are not sure how they will be distributed as yet. The task force is looking into a food pantry, which is a lot more involved than I ever thought. We have to get health department clearance and a business license. The room that was identified is too big, the smaller the better (in terms of square footage). There are other possibilities that we will be exploring. It may take several months to get all the licenses and get everything in place. Fortunately there is a lot of interest and focus in this topic.

Another topic I wanted to mention was the grant for an expansion of the Promise Program is out. We will be applying, but we don't know how competitive it will be. Approximately \$750,000 and approximately 20 will be awarded. Right now, we only accept 30 per school district. Centinela Valley and Inglewood are the two. We will add Torrance in 2017.

Don't forget, next Thursday is our holiday party. This has been interesting, being on the planning committee, we have never done this before. We don't know what to do. We just found out that our potluck is illegal. We are learning about all the precautions and food handling. If anyone gets food poisoning or ill, the Health Department will close us down. Food service cannot be a part of this. We are all on our own. That is part of the risk and part of the fun! We hope all of you will attend and have fun. So far, we have about 18 entries for the door decorating contest, we are still taking entries. The students are excited about being the judges. Please invite your departments to participate.

## **E. UNFINISHED BUSINESS**

### **Compton Educational Center Self-Study**

KDD thanked Paul Flor and Amber Gillis for all their work keeping us apprised of their progress over the past year. AG: We are almost finished! We have a draft online that has changed exponentially since we have last seen you. We have been getting some comments about our introduction and other areas and we are happy to have the comments. If you still have edits and suggestions, we are always open and they are welcome. We are happy to make the progress that we have had. This is the first one by ourselves. When I signed on to this last December, I knew it would be a lot, I didn't really know what it entailed. It is like learning how to ride a bike without training wheels. It has been very educational for me. I now know more about my college than I did a year ago. We are a small campus, we learned to work together and build a positive campus environment. There have been a lot of questions from faculty, ie: Are we going to get our accreditation? What does this mean? Will we have jobs? A lot of conversations have been ongoing. It has been nice to see the various committees working together. Producing this document and owning it. We are happy to be where we are. We continue to add more and more and we thank you for your support. We wouldn't be where we are if it weren't for your support. KDD: what is your timeline and your next steps? AG: We are a little behind schedule. I spoke to Dr. Keith Curry and we

will be ready to roll out the document by Thursday. We have had a few disagreements about formatting. We have had to modify and change our format a few times and that has slowed us down. We are trying to get the document up to par. We are at the point where we are signing things. Hopefully, it will be in the mail soon. Dr. Curry will be meeting with Barbara Beno (ACCJC), sometime in January and she will have the document in hand. We are on track and we'll be ready for the site visit in March. P. Marcoux: What is the big process to get accreditation? A. Gillis: We will know more after our site visit. I believe Dr. Curry's timeline is within the next 1-2 years. We are learning as we go. Chris Halligan: Dr. Curry told me that Barbara Beno is going to look over the document herself during the holidays and give us some pointers and feedback. You can't get any better than that! I believe it is a year. Paul Flor: I would like to thank everyone on this campus! We were following several other models, Alan Hancock being one of them. We are getting the answer sheet as we are preparing the report. Chris is right, Barbara Beno has agreed to meet with Dr. Curry on January 5<sup>th</sup>. We are a poster child, we are getting tremendous support from the state and they want it to be flawless. We are getting tremendous support from here as well as the state. This should be relatively smooth. From the outside looking to us, you don't see all the rush and work that has gone into it. Amber and Jennifer Hill, who has become our accreditation editor, worked on one Saturday from 8:00 am - 11:15 pm. I was there and couldn't last past 2:00. Because of the size of our staff, it becomes more involved. It is coming in pieces like Humpty Dumpty. KDD: We should make a motion to endorse the work, which empowers me to sign in support of the document. P. Marcoux motioned and Chris Wells: seconded. Motion passed, congratulations!

## **F. NEW BUSINESS**

### **Education Policies: AP 4236 Credit for Military Service**

C. Gold: We have an emergency item on the agenda for today. It is being brought to you from Ed Policies with the endorsement from the executive committee. As an emergency item, we are going to be discussing it and voting on it today. I need a motion before we can start talking about it (pg. 32). C. Wells moved, P. Marcoux seconded. The nursing program needs to have some language in place to maintain their accreditation. This comes out of the Senate Bill 466, which was recently passed. It empowers the Board of Registered Nursing to be able to revoke accreditation for programs that aren't giving students credit in the field of nursing for military education experience. They can start doing this as of January 1, 2017. We won't be back together for quite some time, so we want to make sure they have their ducks in a row. We want to support our nursing program. We had counselors that gave their feedback and approval. This is more procedural rather than policy. We would provide overarching guidelines. That way if the details change, the procedure doesn't have to. Some of this is already in our College Catalog. We added how they will be applying credit. Any questions? KDD: If there are questions in January, we can come back to this to hammer out the details, correct? C. Gold: The counselors had a lot of conversation about the specifics. They are going to meet again and possibly form a task force to hammer out the details. This provides an umbrella. KDD: All those in favor of passing 4236? All were in favor. The motion carries.....Thank you to C. Gold and her team. C. Gold: The nursing department thanks you!

### **Outstanding Adjunct Faculty Award**

Stacey Allen: Now we have some more celebrating to do. Before we begin the award presentations, I'd like to thank those who took the time to nominate adjunct faculty for this recognition as well as the selection committee who spent considerable time and effort reviewing extensive nomination materials:

- Dipte Patel, Dean of Counseling and Student Success
- Evelyn Uyemura, ESL Professor
- Syrah Navid, ASO Senator for Health Sciences and Athletics
- Kim Nguyen, Psychology Instructor and recipient of the 2015 Outstanding Adjunct Faculty Award

This award was established in 2010 by the Academic Senate to honor exceptional adjunct faculty members who demonstrate the highest level of commitment to the college's mission and to student learning and teaching. Before we introduce the 2016 recipient of this award, I'd like to recognize four of our colleagues who the selection committee felt were worthy of recognition. They will receive an Achievement Award for Distinguished Teaching and Student Learning for their instructional excellence and innovation.

- Brandi Marsh – KEAS Program Coordinator
- Sanda Oswald – Biology Instructor
- Malinni Roenun – Human Development Instructor

- Karl Striepe – Political Science Instructor

And now, I am pleased to announce this year's Outstanding Adjunct Faculty – **Dustin Black!**

Nominated by Senate President Kristie Daniel-DiGregorio, she praises Dustin's "passion for history, his commitment to lifelong learning and his steadfast support for college initiatives." Dustin is an adjunct assistant professor of history who began teaching at the Compton Center in 2010 and came to El Camino in 2011. His student-centered approach to teaching "is guided by the belief that building sincere rapport with students paves the way for transformative education while strengthening their sense of individual worth and personal agency." This passion and commitment is clearly appreciated as one student declared, "You are by far the best professor I've had and I hope you continue to touch and impact your students just as you did for me." He is faithfully committed to student success as well as professional development which is demonstrated in his high level of involvement on both campuses. Dustin serves on a number of committees including Academic Senate and the Faculty Development Committee, in addition to serving as the advisor to the Alpha Gamma Sigma Honor Society at the Compton Center; meanwhile, he is currently working towards a Doctorate in Education at UCLA. Dustin has received many honors for his dedication to professional development and student success. He was recently awarded a Certificate of Recognition by the California State Senate for his "commitment to create a campus community that emphasizes respect, integrity, and diversity," he received an Achievement Award for Distinguished Teaching by the ECC Academic Senate in 2014 and 2015 and was awarded Outstanding Adjunct Faculty at Compton in 2013. It is with great pleasure that we recognize Dustin Black as the 2016 Outstanding Adjunct Faculty at El Camino College.

D. Black: This is a very generous introduction. Thank you Stacey, Claudia and Kristie for their support. Thank you to the selection committee. Thank you colleagues in my division, department and campus-wide. I have had the privilege to collaborate with them. Thank you fellow awardees; it is a real honor to be counted in your company. You have my respect and applause. I got a student evaluation this semester that said, "I don't know how he did it, but Professor Black managed to make history interesting." I counted it as a victory. I encourage my students to imagine a brighter future for themselves. For all of my appreciation today, I should reserve the deepest well of it to the individuals, most of the time, almost make me forget this is work. Thank you again.

## **G. INFORMATION ITEMS –DISCUSSION**

### **ECC Comprehensive Master Plan**

KDD: We have space on the agenda to discuss the EMP. Dr. Jeanie Nishime: The CMP is in the works. The senate has had the opportunity to see the EMP and TMP. You have not seen the FMP or the staffing plan. We are still working on this. Our timeline is being shifted a bit. We have moved it to February for the first reading, March to adoption. Our current MP is good until the end of June, 2017. We are still ahead of the game, thanks to Irene and the incredible hard work she and the faculty team have put into making sure that our process is integrated, and has had full input from faculty, students and staff. It is a great beginning for our next 5 years. We will have another presentation on the 21<sup>st</sup> of February. Thank you.

<http://www.elcamino.edu/administration/ir/docs/planning/DRAFT%20Comprehensive%20Master%20Plan%202017.pdf>

### **Compton Center Comprehensive Master Plan**

P. Flor: Similarly, we are also a work in progress. We have already looked at a good portion of this, including the FMP. It is an ambitious Facilities Master Plan. We are in the process of looking at Technology this week. Staffing, as Dr. Nishime has said, no one has seen yet. It will probably come in spring. It has been a challenge, working on the CMP and accreditation simultaneously. Again the document is on line, it is likely to be revised. You can forward questions to me and I will forward them along.

[http://www.compton.edu/adminandoperations/provostceo/Documents/2017\\_CCCD-CMP\\_Nov11-2017\\_DRAFT.pdf](http://www.compton.edu/adminandoperations/provostceo/Documents/2017_CCCD-CMP_Nov11-2017_DRAFT.pdf)

Irene Graff: I would like to put in a quick plug for the degree and certificate reports and the timely completion reports which will be out this week. Both campuses showed a dramatic increase in degrees and certificates awarded.

KDD: I forgot to mention financial aid resources that are available to our students, regardless of their immigration status. The California Dream Act. EOPS program. You have a business card for Lizet Salazar, she is a phenomenal resource for our students.

## **H. FUTURE AGENDA ITEMS**

- a. Ed Policies: BP/AP 5010, AP 5011 Admissions and Concurrent Enrollment, BP/AP 3710 Securing of Copyright & BP/AP 3715 Intellectual Property
- b. Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
- c. Enrollment Management Plan, including Dual Enrollment Initiatives
- d. Strong Workforce Program

## **I. PUBLIC COMMENT**

P. Marcoux noted Patty Gebert is going to retire during vacation. She just happened to mention it. She was trying to sneak away. The senate applauded her long service to the college, her students and the senate.

Lance Widman: There will be a great party on Saturday night. The outstanding adjunct faculty award winner will buy the first round of margaritas.

KDD: Thank you everyone for a wonderful semester. Happy Holidays!

## **J. ADJOURN**

## **I. PUBLIC COMMENT**

## **J. ADJOURN**

The meeting adjourned at 1:40 pm  
TG/ECC Fall 16

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – January 23, 2017

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Chris Jeffries, Ann Garten, Irene Graff, Jo Ann Higdon, Dena Maloney, Jeanie Nishime, Susan Pickens, Jean Shankweiler, Tiffany Ushijima

Alternates: David McPatchell, Tiffany Ushijima

1. Minutes – December 19, 2016: Approved as presented.
  - a. Withholding of student records – Jeanie reported that there are no other instances that student records are withheld besides what is outlined in AP 5035 (Withholding of Student Records). It was further noted that a “dean’s hold” on registration does not affect student records.
2. The January 23, 2017 Board Agenda was reviewed.
3. BP 2745 (Board Self-Evaluation) – The revised policy was reviewed and approved by College Council. The changes include removing the self-evaluation timeline from the policy and updating the Accreditation Standard citations. The self-evaluation timeline can now be found in new AP 2745. This policy will go to the Board on February 21, 2017.
4. AP 2745 (Board Self-Evaluation) – This is a new procedure that reflects the revised self-evaluation process adopted at the December 2016 Board meeting. The new procedure was approved by College Council with one change to the last sentence in paragraph two: “The Office of Institutional Research & Planning shall prepare the survey instrument, collect the data, and prepare an evaluation report for the Board.” This procedure will go to the Board on February 21, 2017.
5. The Staffing Plan Chapter of the Comprehensive Master Plan was reviewed by College Council. The Human Resources Staffing Plan Final Report was distributed for informational purposes.
6. The Making Decisions at El Camino College document will be reviewed at the February 21, 2017 College Council meeting.



NOTES – COUNCIL OF DEANS  
January 26, 2017

Present: J. Anaya, M. Arthur, T. Bonacic, D. Breckheimer, L. Clowers, W. Cox, R. Davis, W. Garcia, E. Geraghty, I. Graff, A. Grant, G. Greco, A. Hernandez, A. Leible, G. Miranda, W. Morris, R. Natividad, J. Nishime, D. Patel, C. Preston, B. Price, V. Rapp, I. Reyes, S. Rodriguez, R. Russell, J. Shankweiler, J. Sims, L. Ternes

Other Guests: L. Mednick, T. Hua

**I. INFORMATION**

A. Notes of 1/12/17 reviewed and approved as written.

**II. DISCUSSION/ACTION**

Introduction of Debra Breckheimer, Faculty Coordinator for Humanities.

A. CEC Report: J. Shankweiler noted that they are likely preparing for their accreditation visit.

B. PBC Report: A. Grant:

- Website has been updated with current agendas and documents.
- PBC Responsibility Statement of Purpose and budget criteria updated per Dr. Maloney.
- W. Garcia reported the Governor's State Budget proposed a reduced share of Prop 98 to 10.87%. ECC's share would be approximately \$775,000. Winter session has impacted financial aid distributions.

W. Garcia noted there are new laws and regulations that affect financial aid. Winter and spring semester units are now combined for Pell Grant determination. Students receive the maximum amount of aid at 12 units (no additional funds thereafter). Financial Aid lines are much shorter because they are becoming more efficient in their operations. A discussion ensued regarding the pros and cons of financial aid full-time requirements of 12 units; it will take longer to graduate/transfer if students do not take 15 units per semester. W. Garcia noted that out-of-state students can qualify for federal aid, but not state until after one year.

C. Administrative Assistant Task Force: L. Mednick reminded members Spring PD Day is approaching; if it rains, breakfast will be held in the Student Activities Center.

T. Hua reported that a task force was created to streamline office processes and help when offices are in transition of administrative personnel. Discussed handout "Admin Task Force". The top initiatives are training workshops, a monthly "Did You Know" email blast to all admins, a resource manual for admins, and Admin Support Day. Members suggested that the following be added: building class schedules and room schedules, faculty contracts, and a calendar with deadlines. Members encouraged process improvement recommendations. L. Mednick noted hoping to get everything in writing from admins who have been here for many years; much of the information they know is in their head and not

in writing anywhere. Members suggested sharing manuals and cheat sheets that they already have; send to L. Mednick.

Members requested that managers and all clerical support staff be invited to trainings and are included in email blasts. If departments/programs do not have clerical staff, other staff may be included. L. Mednick noted this is a collaborative effort; need managers to suggest staff members who should be included.

PD Day Schedule:

9:00-10:30 a.m.	Main presentations in Marsee Auditorium
10:30-10:45 a.m.	Travel time
10:45 a.m. -12:00 p.m.	Division/department meetings
12:15-1:30 p.m.	Faculty Tenure Reception
1:00-2:00 p.m.	Optional breakout sessions

Members were reminded to encourage faculty to make their way to the Marsee as soon as the bells chime and lights flash. Lissette (VP/AA Secretary) will send out PD Day schedule so everyone can start planning. Will discuss PD Day at the next Council of Deans meeting.

- D. Distance Ed Canvas Pilot for Spring: R. Russell reported having to limit the number of sections to 100 due to having to manually maintain Canvas this semester. Please limit contacting Gema Perez; she is the only person working on this for the entire campus until ITS can offer assistance. J. Shankweiler clarified that many faculty members had a shell in Etudes or took a training recently and created a shell in Canvas. Gema must manually migrate the shells into the live Canvas, which is why it is taking so long. Spring is a pilot. Timeline for phasing out Etudes remains the same.

Canvas add-ons have not been decided. L. Mednick noted that VoiceThread was not part of Etudes; it was piloted many years ago and had many issues with back-end support.

- E. Program Review-linked Annual Program Plan: I. Graff reported being unsure of how well the College is doing in this area because there is nowhere to document. In "Origin of Recommendation", users should be able to copy and paste the paragraph from the Program Review document into the recommendation. Discussed "Annual Program Plan 2017-18" document. Justification for Program Review should be attached so when the plan is archived, everything is there. Does not need to be done for an emerging need, just for the recommendations that indicate the need is from Program Review. If faculty forget to attach in the program plan, deans can attach in the unit plan. The 2016-17 plan will be archived in July. Unit plans are due March 15<sup>th</sup>.



### III. Other

#### Announcements:

- A. Job fair is Saturday. Would like more volunteers for the last shift (1-3pm). J. Shankweiler will send out the address.
- B. Members expressed concern with students registering for multiple sections of same class; the system does not prohibit students from taking up multiple spots. A discussion ensued regarding whether ITS could assist and what the unintended consequences may be in doing this. More discussion on this topic in the future.

#### **NEXT MEETING**

2/9/17

8:30 am – 10:00 am

Adm 131

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: January 19, 2017**

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**MEMBERS PRESENT**

- |                                                                         |                                                                               |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> William Garcia– Student & Comm Adv. | <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting)    |
| <input type="checkbox"/> Amy Grant – Academic Affairs                   | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Ken Key - ECCFT                     | <input type="checkbox"/> Jackie Sims -Management/Supervisors                  |
| <input type="checkbox"/> Araceli Rodriguez – ASO, Student Rep.          | <input type="checkbox"/> Dean Starkey – Campus Police                         |
| <input checked="" type="checkbox"/> David Mussaw – ECCE                 | <input checked="" type="checkbox"/> Josh Troesh - Academic Senate             |

**Other Attendees: Members:** R. Russell  
**Support:** I. Graff, A. Leible, J. Nishime, J. Shankweiler

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

**Announcements** – R. Natividad

1. The membership for PBC has been updated. When the spring semester begins, the student representatives should then be attending the meetings. The Academic Senate will also be choosing an alternate for the committee whose name will be forthcoming.

**Approval of the January 5, 2017 Minutes**

1. Page 1, Enrollment Update, **delete:** 914, **insert:** 830.
2. The minutes were approved with the one correction and will be posted to the website.
3. The PBC website has been updated in regards to the agendas and the minutes. The newly approved Statement of Purpose has also been updated. Any corrections to the website should be sent to R. Natividad.

**PBC Responsibilities** – R. Natividad (handout)

1. Spring 2015 was the last time the responsibilities were reviewed. This can be reviewed in the budget book, page 32. The new Statement of Purpose will be forwarded to J. Ely so it will be inserted in the budget book.
2. Page 32 of the budget book was reviewed by the committee which dealt with the responsibilities of planning, budgeting and communication. I. Graff was asked to review the area under planning to ensure the wording matches with the functions the committee will be undertaking. J. Higdon was asked to critique and review the area under budgeting. The committee as a whole was asked to review the area under communications. Any suggestions for improvement before the next meeting should be forwarded to R. Natividad.

**PBC Communication Check Up** – R. Natividad

1. It was asked how the college community is regularly informed of the information the PBC discusses. It was noted the representations on the committee are supposed to communicate with their constituency groups to keep them up-to-date. Communication is the one area the committee has worked on and has strived to improve upon. It was noted the one area the committee wants to strengthen is the area of communication with the classified staff. It was recognized the classified representative also represents their union. A follow-up is needed with the classified staff to inquire if there is a reporting mechanism where the information is being relayed to them other

than the monthly membership meetings as some staff are not union members. It was noted L. Smith shares information with everyone. This area is being addressed because the PBC evaluation has consistently received low marks in the area of the flow of the communication. One of the goals this year is to ensure these lines of communications are taking place in all areas. It was suggested a more attractive form of communication could be devised such as a listing of the talking points and/or action items of a meeting. This would be a quick and more enticing way for the information to be received as opposed to reading a lot of minutes. It was suggested since the PBC meets twice a month, the committee could consolidate the information from the two meetings and have minutes on a monthly basis listing only the key topics and the action items.

2. It was noted enhancements can be reviewed as to keep consistent communication flowing as faculty returns for the spring semester.

#### **Budget Development Criteria** – R. Natividad for J. Higdon (handout)

1. The criteria was reviewed by the committee. J. Higdon will be present at the next meeting for discussion on this topic. It was noted that under number (1) that I.E. and FTES should be spelled out for clarity.
2. A question was posed as to if we are still using the following guidelines when funding something or has the college plan changed or added to the guidelines.

#### **Budget Workshop Update** – R. Natividad for J. Higdon (handout)

1. The first page is the CalPERS numbers. These numbers are not updated as of yet but are scheduled to be released next week. The committee was asked to read through the handout and J. Higdon will be ready to discuss the information at the next meeting.
2. It was pointed out on page 9, under In Closing, the information in the first paragraph is new. It stated the Governor's 2017-18 State Budget proposal provides a 10.87% share of Proposition 98 funding, which is lower than the traditional 10.93%. This funding is between the K-12 and the community colleges. The share that is given is consistently around the 10.93%. The projection of this figure falling to 10.87% is about a \$45 million dollar reduction to the community colleges. Of this figure, \$775,000 is El Camino's share. The committee was encouraged to email J. Higdon if they had any questions before the next meeting.

#### **Common Assessment Initiative** – W. Garcia (handout)

1. It was noted part of the Student Success Act called for a state-wide testing instrument to be used in all California community colleges for those who did not want to rely on other ways to assess their students for English, English as a second language and math. Unfortunately the timeline for implementing this timeline has been postponed. Spring would have been the time of implementation of this initiative at El Camino for fall placement of the students. The Chancellor's office is reconvening concerning the validation of this new test. Eventually we will be getting rid of the common application that students can use at other California community colleges. Locally we will get to decide the competency mapping.
2. Representatives from the Chancellor's office have been invited to El Camino College to present information to faculty, staff, administrators, and other regional colleagues on Friday, March 3 from 10:00 a.m. to 3:30 p.m. in the East Dining room. Various break-out sessions will be held in the Stadium and Decathlon rooms. The faculty has been approved to receive 4.75 hours of flex-credit for attending this information session.

#### **Financial Aid** – W. Garcia

1. With the reintroduction of the winter session the Financial Aid office will be operating differently. Students enrolled in the winter will be disbursed their first Federal Pell Grant funds in spring since both of these terms will be combined for the awarding of federal student aid given

federal financial aid methodology. Students who are enrolled in winter and spring will have their units combined for determining federal financial aid eligibility.

2. Students who were eligible for the Board of Governors Fee Waiver for the fall semester will be automatically eligible for the spring semester.
3. It was noted that numerous students are getting confused on the various deadlines pertaining to the appeals process for financial aid. This has led to students losing their aid. In late February representatives from both campuses (Compton & El Camino) will be meeting to work out communication regarding the appeals process. The committee was urged to contact W. Garcia if they had any further questions.

**Future Agenda Items** – R. Natividad

1. Future agenda items were noted as listed:
  - A. Sala and W. Garcia will be attending a future meeting and presenting on the “South Bay Promise”.
  - Enrollment
  - Accreditation / Compton Center

**Adjournment** – R. Natividad

1. The meeting adjourned at 1:58 p.m. The next meeting will be held on **February 2, 2017** in Library 202.

RKN/lmo

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: February 2, 2017**

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**MEMBERS PRESENT**

- |                                                                  |                                                                               |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> William Garcia– Student & Comm Adv.     | <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting)    |
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input type="checkbox"/> Ken Key - ECCFT                         | <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors       |
| <input type="checkbox"/> Araceli Rodriguez – ASO, Student Rep.   | <input type="checkbox"/> Dean Starkey – Campus Police                         |
| <input checked="" type="checkbox"/> David Mussaw – ECCE          | <input checked="" type="checkbox"/> Josh Troesh - Academic Senate             |

**Other Attendees: Members:** M. Guest (W. Garcia), A. Sala, S. Waterhouse  
**Support:** I. Graff, J. Higdon, J. Nishime, J. Shankweiler  
**Guest:** H. Wong

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

**Announcements** – R. Natividad

1. J. Troesh was present via speaker phone from an off-campus site.
2. Heidi Wong, the new Development Officer for the Foundation was introduced by A. Sala to the committee.

**Approval of the January 19, 2017 Minutes**

1. The minutes were approved as presented to the committee. The minutes will be posted to the website.

**Budget Update** – J. Higdon (handout)

1. For this upcoming year COLA is projected to be at 1.48% and the increase in the base is projected to be at 1.68%. It was noted that community colleges (state-wide) feel they are not receiving their fair share of the Proposition 98 money. Typically the colleges have advocated for an estimated 10.93% but unfortunately in the January budget the figure fell to 10.87% which is a \$45 million difference. This is an area we need to be aware of and keep an eye on each year.
2. On the capital out-lay side, they are only approving five projects to be funded at the moment. Fortunately, one of these projects is the Instructional building at Compton. The State has still not stated when they are going to release the state-wide bond money in order for things to move forward. It was noted there are a significant amount of districts in the state that are not growing.

**Foundation Update** – A. Sala

1. It was reported the audit from 2015-16 was just approved. Last year the Foundation awarded 526 scholarships and managed \$1.4 million dollars which included these scholarships as well as the HERSA (Nursing) and other external scholarships. The Foundation distributed over \$1.3 million to campus programs and they processed over \$1.2 million in donations.
2. The Foundation manages 70 division accounts for the college. They control over 100 scholarship accounts which are annual scholarships which come in on a yearly basis. They administered 40 endowed scholarships which are invested and earn interest in order to support and pay the scholarships.

3. For the students the Foundation provides emergency book money and tuition. They also worked with numerous donors last year on estate planning and local businesses to support the school.
4. At the end of the fiscal year 2015/16, the Foundation's assets were valued at \$12.3 million. The assets are structured by having gift annuities (not held in our accounts) and having the Osher Endowment (invested through other vehicles). Investments with all the endowment accounts are valued at about \$8 million. Last year the Osher Endowment and the gift annuities did not do well which did bring down the value of the assets. As of December 31, 2016 the assets are valued at \$12.2 million and the investments are at \$7.9 million. It was reported the return on the investment last year was 95%.
5. It was reported we no longer have the dorms in Torrance. They are still in existence but they are no longer part of our responsibility. An early lease termination was done in October.
6. The 2016-2017 fundraising goals and programs will include the President's Circle, Community Partners, Alumni Outreach and Direct Mail. The Scholarship Program for 2016 awarded over 540 scholarships totaling \$604,000. This continues to be the most popular form of donation to the Foundation. Under direct giving is STEM and Naming Opportunities.
7. A. Sala stated the Foundation is in need of readers and rankers to review the numerous scholarships they have this year. There is an estimate of over 1,000 scholarships to read. Anyone interested was encouraged to contact her. The South Bay Promise is a program which will admit up to a total of 60 students from Inglewood and Centinela Valley school districts. This program will have significant growth in the future, expanding to include students in the entire ECCCD. A presentation on the South Bay Promise will be presented at a future meeting.
8. The Foundation held the 2016 El Camino College Distinguished Alumni Dinner which was a success. Upcoming events will include the Scholarship Awards Ceremony on May 11, 2017 and the President's Circle even on May 12, 2017.

**Enrollment Report** – J. Shankweiler (handout)

1. It was noted on the enrollment report for spring 2017 that as of 25 days until census we are currently at 7,238 projected FTES. At the same time last year we were at 7, 078. The goal is 8,100 which looks like an attainable goal.
2. The 2016-17 320 P1 report listed the following:
  - a. Base FTES is reported at 19,539
  - b. Summer 2016 - 610.95
  - c. Fall 2016 – 8,516.18
  - d. Winter 2017 – 830.79
  - e. Spring 2017 – 7,908.18 (projection from last three years)

There will be no borrowing for summer 2017. This totals 17,866.10 which gives us a difference from Base of (1,672.90). It was noted that since we are going into stabilization, this year will be a reset year. The figures from this summer will go into next year.

**Strong Workforce Budget** – J. Shankweiler (handout)

1. It was noted under instructional salaries they are looking at hiring for some reassigned time to help in various parts of the campus such as Admissions, Distance Ed and Public Relations.
2. Programs having some kind of certification were reviewed. We have to show we are offering more or better CTE with the Strong Workforce money. These certification programs give us a solvent way of making this measurement.
3. In review the non-instructional salaries it was noted this is a program worth \$1.5 million. A director for Strong Workforce will be sought for this program as well as some administrative staff and a project specialist.
4. This is just the first year planning for this program. The funds are guaranteed for three years. In March planning will start for year two and three. The first year began in September and the total funding costs amount to \$1,554,414.

5. A suggestion was made to have the students declare in the beginning when they are attempting a certificate. The counselors could be the starting point in helping to assure this declaration takes place. They usually don't declare them until after they have earned them. It was also recognized the process for students to change their major by themselves is cumbersome. Currently students have to make an appointment and see a counselor just to make this change. It was noted that if a student does declare a certificate up front it could interfere with them receiving their financial aid. This will be further looked at in the future. C. Shenfield stated she would check with the Ellucian team she is associated with to see if more than one certificate/program could be declared at the same time.

**PBC Responsibilities / Budget Criteria** – R. Natividad

1. The revisions of the criteria were again reviewed. A correction was given under Communication, first bullet the title should be listed as Superintendent/President. Other suggestions were given as follows:
  - Under Budgeting, first bullet, place the world district before budget proposal.
  - Under Planning, second bullet, add an s to both of the words "request" in that sentence.A final copy reflecting all the changes will be brought back to the next meeting. This will then be forwarded to J. Higdon for inclusion into the budget book, page 32.
2. Information on page 31 will be tabled until next time. J. Troesh sent in a discussion item with increased student and community access to courses and convenience in completing their educational goal. This will give the committee a change to review the information for next time. It was again noted under the Budget Development Criteria area, #1, I.E. needs to be corrected to e.g. Anyone with further corrections or suggestions were encouraged to send them to R. Natividad.

**Adjournment** – R. Natividad

1. The meeting adjourned at 1:54 p.m. The next meeting will be held on **February 16, 2017** in Library 202.

RKN/lmo



**Assessment of Learning Committee (ALC)**

**Monday, November 14, 2016**

Admin 131 - 2:30pm to 4:00pm

**ALC Co-Chairs/SLO Coordinators:** Russell Serr and Jenny Simon

**Recorder:** Linda Clowers

**Attendees:**

Academic Affairs ECC – Linda Clowers  
Compton Coordinator – Hoa Pham (Interim)  
Inst. Research and Planning – Joshua Rosales  
Behavioral and Social Sciences – Janet Young  
Business – John Mufich  
Fine Arts Associate Dean – Walter Cox

Health Sciences & Athletics – Russell Serr  
Humanities – Kevin Degnan  
Industry & Technology – Merriel Winfree & Bruce Tran  
Library/LRU – Claudia Striepe  
Mathematical Sciences – Susanne Bucher  
Natural Sciences – T. Jim Noyes

**MINUTES**

**Call to Order:** Meeting was called to order at 2:35 p.m.

**I. Approval of Minutes**

John M. moved to approve the minutes for the 10/10/2016 ALC meeting; motion was seconded by Claudia S. Motion was carried.

**II. Reports**

A. Writing Across the Curriculum (WAC) – Linda Clowers

1. Linda C. met with Idania Reyes regarding the timeline for the WAC project. She reported that Idania R. had recommended postponing the project until results from related pilot projects (e.g., Jason Suarez' project) have been analyzed, as the methodology of the WAC project might be informed by the results.
2. Jenny S. reported that she had consulted with Debra Breckheimer and Claudia Striepe, and they agreed to set dates to meet by next semester to further discuss future recruitment efforts in the meantime. Linda C. noted that Idania R. had also suggested that participants from the Suarez study might be potential recruits for the WAC project in the future.

B. Critical Thinking ILO (#1) Results – Jenny Simon (handout)

1. Jenny S. led a discussion based on a review of the DRAFT report of the Critical Thinking ILO (#1) which had been prepared by the Office of Institutional Research and Planning and was included in the meeting packet.
2. Jenny S. identified that one of the notable assessment results was the lower pass rate for the *Analyze* and *Conclude* components of critical thinking (as assessed using the standardized scoring rubric). She noted that in response to these results the Writing



Across the Curriculum (WAC) project might be adapted to facilitate improvement in students' critical thinking skills.

3. Jenny S. also highlighted the results related to disproportionate student performance as a function of race/ethnicity, reporting lower pass rates for African American students across all three of the components assessed (i.e., *Identify, Analyze, Conclude*). The committee discussed how the Student Equity Program (SEP) is currently targeting this student population and how the results from ILO #1 provides rationale for continued college-wide initiatives to address the equity gap.
4. Claudia S. mentioned that it was noted in a recent accreditation team meeting that ACCJC- accredited institutions are required to analyze and report disaggregated student learning outcomes data. Discussion ensued.
  - a. In response to comment and inquiry from John M. regarding the need to modify what/how student-level data are currently collected and stored, the committee engaged in discussion about the functionality of TracDat and other data management systems for supporting disaggregated data analysis. Based on explanations/demos from Nuventive meetings and conferences, Kevin D. and Linda C. commented on how labor intensive it would likely be to fully engage the features TracDat currently offers.
  - b. Russell S. confirmed that ECC is currently in compliance with the ACCJC standard, as disaggregated data are analyzed at the ILO level and by various academic programs (e.g., Radiologic Technology) which report to additional external regulatory agencies.
  - c. The committee engaged in further discussion regarding the collection and maintenance of student learning outcomes data (e.g., SLOs, PLOs) and agreed that a modified assessment protocol may be in order. Janet Y., Kevin D., John M., and Tom N. inquired about and/or shared their experiences with different systems and platforms (e.g., Canvas, Gradebook, eTudes).
  - d. The committee also discussed the potential advantages of incorporating SLO/PLO assessment data entry into one of the existing systems that faculty use to input student data (e.g., grades, attendance). The committee recommended exploring how other colleges manage their SLO/PLO data.
5. Jenny S. noted lower pass rates by students with disabilities than by economically disadvantaged students or the general population of students, and the committee discussed the incorporation of critical thinking components in Educational Development classes.
6. Joshua R. reported that the results yielded no significant difference in pass rates as a function of number of units completed. He noted, however, that the rubric had not been normed to account for differences in interpretation (e.g., a student's performance might be considered "exemplary" for an introductory course but only "proficient" for an advanced course).
7. The committee discussed challenges, limitations, and action planning related to the assessment of ILO #1:
  - a. Reported results were not based on raw rating score (0-Missing, 1-Developing, 2-Proficient, 3-Exemplary) but rather on Pass (rating of 2 or 3)/No Pass (rating of 1). Joshua R. noted that the average rating scores may yield different results than current report of percentage passing.
  - b. There is no way to account for differences among raters in terms of what constitutes critical thinking at different levels of coursework (e.g., remedial courses, introductory courses, advanced courses)

- c. Committee discussed perhaps using a 4-point scale in the future to increase sensitivity to differences in performance.
- d. Committee members recommended pre-/post-test methodology in the future.
- e. Committee members acknowledged that it is difficult to identify themes in terms of the specific challenges students face related to critical thinking (e.g., faulty reasoning), as various assessment instruments were used. Jenny S. recommended following up with faculty to collect information about specific items on their assessments to clarify the nature of student challenges in critical thinking.
- f. Committee members discussed methodologies for analyzing the interaction between variables such as ethnicity and gender.
- g. Committee members agreed that the data from ILO #1 represents baseline data; they also discussed the identified standard for success (e.g., 70%).

C. Critical Thinking ILO (#1) Results – Jenny Simon (handout)

- 1. Jenny S. led a review and discussion of the Community and Personal Development ILO (#3) handout that was included in the meeting packet.
  - a. Rows represent seven (7) categories aligned with the components of ILO #3
  - b. Columns represent: 1) survey data, and 2) campus data to be collected
  - c. Survey data from previous years' administration of SENSE and CCSSE surveys
  - d. Campus data to include but not be limited to the following: utilization rates, satisfaction data, data related to "transfer behavior," Ambassador program pre/post data
- 2. Joshua R. reported that he is researching how to access information regarding student voter registration.
- 3. Janet Y. inquired about the inclusion of data regarding student conduct issues (e.g., plagiarism, class disruption)
- 4. Russell S. reported that there is plenty of data available for ILO #3 and that he will meet with Robin D. to determine which data are most appropriate to include in the assessment. He will subsequently share this information with the committee.
- 5. Committee discussed the pros and cons of administering a brief student survey to provide additional data.
- 6. Jenny S. set a deadline of March 1, 2017 to have collected the data for ILO #3. She recommended subsequently sharing highlights from the preliminary data analysis, as was done during the April 8<sup>th</sup> meeting regarding ILO #1.

**III. Facilitator Meetings – Russell Serr**

- A. Russell S. reported that there will not be an SLO facilitators meeting on 11/15/16. During the next scheduled meeting, the group will discuss the development of a checklist to guide the process of changing SLO statements.

**VI. Next meeting – November 28, 2016**

**VII. Other**

- A. Jean S. reported that the Midterm accreditation report is due in March 2017. She noted that there are five (5) sections of the self-evaluation report that require follow-up by the committee so that progress can be reported in the midterm report. Jean S. recommended that a small writing committee be formed (e.g., Russell S., Jenny S., Joshua R., and Linda C.) to provide updates to her by the end of Fall 2016; she will forward to Linda C. the relevant

sections requiring update. Jean S. and Jeanie Nishime will fine tune the document when all updates have been compiled.

**VIII. Adjournment:** Meeting was adjourned.

<b>FALL 2016 ALC Meetings</b> Mondays, 2:30 to 4:00 pm Admin 131	<b>Facilitator Training Sessions</b> Tuesdays 1:00 to 2:00 pm Library West Basement, Rm. 19	<b>TracDat "Working" Workshop: Entering SLO Assessments in TracDat</b> Library Basement West	<b>Deadlines</b>
September 12 October 10 November 14 November 28	September 13 October 11 November 29		Fall 2016 Assessments – March 3, 2017



# Spring 2017 SLO Training Schedule:

*These trainings are for SLO/PLO sections of TracDat ONLY.  
Program Review Trainings will be scheduled at other times.*

## **Entering Fall 2016 Assessments: working workshops.**

Wednesday, March 1 2:30-3:30p.m.

Thursday, March 2 1:00-2:00p.m.

All Fall 2016 reports should be entered into TracDat by Friday, March 3!!

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

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

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

### **Progress update appears in shaded portions.**

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

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

##### **Measures:**

- Arrange faculty representation on campus committees and periodic updates,
  - Senate represented on hiring, collegial consultation, and campus committees. Alternate for PBC needed for spring 2017.
  - Senate consulted on ECC EMP, CMP, TMP and Compton Center Self-Study and CMP.
- Recruit and elect executive and committee chairs according to Senate by-laws,
  - New Secretary & VP Faculty Development installed (fall 2016), election of Curriculum Chair (to start fall 2017), and new VP Finance & Special Projects appointed (starting spring 2017).
  - Additional elections upcoming in spring 2017.
- Ensure divisions have required number of senators and that elections are held accordingly,
  - Census completed summer 2016, indicating a need to increase LLR representation by one senator and decrease BUS by one.
  - Nine new senators started in fall (A. Brochet, M. McMillan, N. Men, D. Crossman, Y. Kawasaki, A. Sharp, J. Selph, C. Schult-Roman, T. Moore) and 2 in spring (R. Galbavy, C. Brewer-Smith).
- Review and begin revising Faculty Handbook,
  - Models reviewed and input sought from Ed Policies Committee, Faculty Development, Academic Senate, Council of Deans, new faculty, and administrative assistants.
  - C. Gold is liaising with relevant offices to gather and refine information.
  - Anticipated completion: fall 2017.
- Maintain communication and effective collaboration with ECC Federation of Teachers.
  - Presentation by C. Jeffries at 10.4.16 senate meeting.
  - C. Gold and Ed Policies assisting in update of Appendix G.
  - Presidents of Senate and Federation collaborate regularly (e.g., through College Council, BOT).

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

##### **Measures:**

- Provide an orientation at the start of the academic year,
  - Senate Handbook updated, distributed to all senators, and posted to Senate website.
  - Orientation provided at first meeting.
  - At request of senators, "ECC Acronyms" list developed and included in all packets.
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
  - Regular communication with faculty is ongoing; packets and meeting notes distributed to all faculty and posted on Senate website.
  - Packet front matter revised and streamlined.
  - ECC faculty encouraged to participate in statewide awards and events (e.g., Exemplary Program and Hayward Awards, ASCCC institutes).
  - Expanded faculty learning opportunities offered through new initiatives (e.g., "Fitness & Fun" workshop series, "Dreamers 101" forum).
  - Faculty reps recruited for new campus initiatives (e.g., Process Improvement, Dreamers Task Force).

- Initiatives underway to involve faculty earlier in process of developing ed policies (e.g., establishing dean/faculty working teams).
- Encourage greater participation of senators in meetings and other activities of Senate,
  - Implemented brainstorming session to seek feedback on meetings and other activities of Senate. Input incorporated into packet (e.g., “ECC Acronyms”), meetings (e.g., dean introductions, campus safety, Canvas), workshops (e.g., new “Informed & Inspired” workshop series), and campus-wide events (e.g., Spring PD Day).
  - Senators provided leadership for discussions of Educational Master Plan, Online Education Initiative, Faculty Association for California Community Colleges, and regional meetings of Academic Senate for California Community Colleges.
  - Senators provided leadership for initiatives such as “Dreamers” event and visit by ASCCC executive board. ECC deans have agreed to include Academic Senate on agenda for all division-wide meetings and relevant department meetings; senators will be asked to convey updates.
- Execute Senate Office relocation while maintaining a strong physical presence on campus,
  - Move successfully implemented from to Schauerman Library.
  - New location communicated to campus via email, on Senate website, and with temporary signage in library.
  - Coordinating permanent signage to coincide with Administration Building moves.
- Establish initiatives to recognize faculty who achieve tenure.
  - In collaboration with ECC President and VPAA, initiated annual tenure reception at 2017 Spring Professional Development Day in the Art Gallery. Each of the 14 honorees received a gift, provided by Academic Senate and VPAA.

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

**Measures:**

- Support Enrollment Management initiatives through ongoing communication and faculty involvement,
  - FDC collaborating with VPAA on interventions to support success and retention.
  - ECC VPs providing ongoing updates on EMP efforts.
  - Additional presentations scheduled for spring semester.
- Support Compton Center’s efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
  - Senate reviewed and discussed Compton Center self-study and Comprehensive Master Plan, both of which were endorsed unanimously.
  - Senate meeting schedule shifted to accommodate Compton Center accreditation team visit and ECC Senate President will attend Faculty Council meeting.
  - Faculty Council president serves on ECC executive board.
  - Provided ECC Senate Handbook as model for Curriculum Committee at Compton Center.
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.
  - Statewide initiatives incorporated into new Informed & Inspired workshop series (e.g., The RISE Center).
  - Senate regularly updated on activities of the Student Success Advisory Committee.
  - Collaboration with Dreamers Task Force is ongoing.
  - Spring meetings will include updates on statewide initiatives and how they are being implemented at ECC.

# El Camino College

## Comprehensive Master Plan 2017

### Staffing Plan Summary

The Staffing Plan provides an overview of the current levels and categories of staffing, a review of staffing considerations, and training and professional development opportunities, to ensure the College meets its mission and prepares for the future. The Staffing Plan culminates with a list of observations and recommended planning agendas. As of Fall 2015, the District workforce consists of the following:

- 909 faculty, 338 employed full-time and 571 part-time/adjunct
- 430 classified employees, which include all non-academic and non-supervisory employees, classified supervisors, and classified managers/administrators
- 14 Confidential staff
- 783 student, temporary non-classified, and casual employees who provide additional classroom, office, lab, and other assistance on an “as-needed” basis to meet fluctuating demand or special projects
- 23 educational administrators

The Staffing Plan concludes with a number of Planning Agendas, which include:

- Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.
- The College should continue to develop orientation and training programs to prepare classified employees in job-related procedures to ensure continuity of service during times of turnover and staff changes.
- The College should analyze the hiring of temporary non-classified employees to ensure that these positions reflect the temporary nature of the work to be accomplished.
- The College should consider adding questions to the exit interview process to discover why employees are leaving the District. This data should be evaluated and used in developing a retention plan for the District.
- Given the anticipated retirements of its educational administrators, the College should create a management training program to prepare mid-level managers for more senior level responsibilities.
- See pages 70-72 of the Staffing Plan Report for a full list of human resource planning recommendations.

Human Resources Staffing Plan 2017 - Final Report

[http://www.elcamino.edu/administration/ir/docs/planning/ElCaminoCollege\\_Staffing%20Plan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ElCaminoCollege_Staffing%20Plan.pdf)

## College Staffing Plan

The College Staffing Plan reflects the human resource needs of the college in achieving its mission and takes into consideration the Educational Master Plan and other master plans regarding the staffing needs of the College. In 2016, a detailed human resources staffing study was undertaken to serve as the foundation for human resources development planning over the next five years (see link to full plan above). This study included an analysis of staffing levels in various employee categories as compared to seven other districts. The study also examined the staff development program and organizational structure of the College. The College Staffing Plan chapter of the Comprehensive Master Plan includes data from the human resources staffing study, along with other information about the College's recruitment, selection and evaluation processes. The College Staffing Plan chapter concludes with issue statements and recommendations for the future.

### Staffing Overview

#### **Staffing Levels**

As of Fall 2015, El Camino College employed 338 full-time and 571 part-time faculty members. This is an increase over Fall 2011 (321 full-time and 521 part-time faculty members).

The College employs 430 classified employees, which includes all non-academic and non-supervisory employees, classified supervisors, and classified managers/administrators. Over the past five years, the number of classified employees has decreased slightly from 445 (Fall 2011) to 430 (Fall 2015). As of Fall 2015, the College employed 23 educational administrators.

Under Government Code 3540.1, classified employees who develop materials which present management positions with respect to employer-employee relations or handle confidential information related to employer-employee relations, are deemed to be "confidential employees". As of Fall 2015, there were 14 positions classified as "confidential", which is an increase of 3 positions since Fall of 2011.

As of Fall 2015, there were 783 student, temporary non-classified and casual employees who provide additional classroom, office, lab and other assistance in such areas as the Center for the Arts, the Business Training Center and other areas on an "as-needed" basis to meet fluctuating demand or special projects.

The human resources staffing study conducted in 2016 noted the increase in the number of confidential employees and the legal definition of such positions under government code. It also noted the high number of temporary non-classified employees as compared to other districts in the comparison group of districts used in the study. Third, the study noted the greater number of classified positions as compared to the comparison districts. All of these areas merit further analysis in the future.

The study also examined the aging workforce and general turnover trend data at the College. This data is presented in the Human Resources Staffing Plan Final Report with



recommendations for actions to address these issues. It is worth noting that of the 805 permanent employees at the College, 42% are over the age of fifty, and nearly 25% are over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years. This topic is covered in greater detail later on in this chapter.

The College maintains a sufficient number of faculty to offer quality programs and services. The ratio of sections taught by full-time to part-time faculty for Fall 2015 was 61.91%/38.09%. This is the second-highest ratio among the comparison districts in the human resources staffing study. The College will continue to ensure that it meets its obligation as detailed in AB1725 for the full-time faculty obligation (FON).

### **Employee Categories**

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. An agreement between the faculty collective bargaining unit and the District permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees or sworn police officers. Staff members are considered permanent employees after completing a 12-month probationary period.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/ supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist if the grant is no longer funded.

Student and short-term temporary (“Temporary Classified and Casual”) employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill

500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.00, in which case they may work

up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary Classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of Casual employee is

used to fill “professional expert” or unique positions that do not fit within the classified service structure of positions.

Special Services Professionals job category was created to allow the College to hire temporary managers to handle daily operational or supervisory tasks involved in grant management and other unique or special projects primarily through the Community Advancement Division’s Business Training Center. Contracted instructors and trainers teach credit and not-for-credit subject matter at business and industry sites as arranged by the Business Training Center, Community Education and Foster Care Education programs.

## Employee Recruitment and Selection Processes

### **Faculty Prioritization Process**

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the College and should be filled. The process includes a justification of the position’s impact on the program, strength of the program, and the ability to meet student needs. The evaluation also includes programmatic data regarding the ratio of full-time to part-time faculty, full-time equivalent (FTE) load, availability of part-time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Upon the completion of the evaluation process each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division’s needs. The votes are tallied and ranked in order of the most votes received and then a recommendation is forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

### **Administrative and Support Positions**

As part of their program reviews, programs have identified staffing needs and this information is incorporated into TracDat. Requests are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position to Cabinet for approval.

### **Staffing Comparisons**

The 2016 human resources staffing study compared staffing levels by employment group with seven “comparison districts” broadly accepted by the governing board and staff. The comparison districts are Cerritos CCD, Glendale CCD, Long Beach CCD, Mt. San Antonio CCD, Pasadena Area CCD, Rio Hondo CCD, and Santa Monica CCD. Many of the comparison districts used in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. Therefore, the study uses an adjustment factor to compare districts, with El Camino College as the baseline.

The comparison districts are listed below. The table includes the size of the district based on the total 2015-16 full-time equivalent student population (FTES).

	Annual 2015-2016	Annual 2015-2016	Annual 2015-2016
	Credit FTES	Non-Credit FTES	Total FTES
Mt. San Antonio CCD	25,900.46	6,253.64	<b>32,154.11</b>
Santa Monica CCD	25,377.08	727.38	<b>26,104.47</b>
Pasadena CCD	24,152.11	1,268.34	<b>25,420.45</b>
Long Beach CCD	19,730.97	425.58	<b>20,156.55</b>
Cerritos CCD	17,734.61	737.63	<b>18,472.24</b>
El Camino CCD	18,168.36	3.44	<b>18,171.79</b>
Glendale CCD	12,624.34	2,217.90	<b>14,842.24</b>
Rio Hondo CCD	12,494.59	256.91	<b>12,751.50</b>

Table 1, Comparison Districts based on Total 2015-16 FTES

Using the adjustment factor, the study concluded:

- The current number of educational administrators at El Camino CCD is at an adequate level as compared to the number of educational administrators at the comparison districts when adjusted for size.
- The current number of tenured/tenured track faculty at El Camino CCD is high in comparison to the districts used in the staffing study when adjusted for size – however, this reflects the work in progressing toward the statewide goal of 75/25 full-time/part-time faculty ratio, and reflects consideration of the Faculty Obligation Number (FON) at El Camino College.
- The current number of part-time faculty at El Camino CCD is near the mid-point in comparison to the districts used in the staffing study, when adjusted for size.
- The current number of classified staff at El Camino CCD is high in comparison to the other districts in the study, when adjusted for size. These numbers have decreased slightly over the past five years.
- The number of classified confidential employees at El Camino CCD is one of the largest among the comparison districts, when adjusted for size.

As noted above, many of the comparison districts used in the staffing study are significantly larger or smaller than the 2015/16 FTES of El Camino CCD. The table below compares staffing levels with the districts *most similar* in size to El Camino CCD. The following table provides a more definitive comparison of staffing levels with like-sized districts:

District	2015/16 FTES	Educational Administrators	Tenure/ Tenure Track Faculty	Academic/ Temporary Faculty	Classified Staff *	Confidential Staff
El Camino CCD	18,171.79	23	338	571	430	14
Cerritos CCD	18,472.24	24	269	576	331	7
Long Beach CCD	20,156.55	25	328	682	526	17

\*includes Classified Managers and Administrators

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

### Recruitment Process

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President’s Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees’ hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Minimum qualifications and equivalency procedures for faculty members are established through mutual agreement between the Academic Senate and the Board of Trustees as needed. Local minimum qualifications for faculty are revised to incorporate changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

### Selection Process

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The District uses an online application process for all recruitments. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty

union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/ division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Typically, hiring of faculty occurs in the spring term and the demand for selection committee members, EEO representatives is at a peak during the months of February through May.

### Employee Evaluation Processes

Evaluation procedures exist for employee groups. Collective bargaining agreements specify evaluation procedures for faculty, classified service employees, and police officers.

The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

#### **Academic Evaluations**

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation consists of self, student, and peer evaluations followed by a conference with the evaluator. The College evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

An overall unsatisfactory evaluation of a tenured faculty member is followed up with an evaluation team including the area vice president who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative if requested by the dean or the person being evaluated. The team may observe the faculty member as many times as is necessary, conducts student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the President that the faculty member be suspended or dismissed.

#### **Administrator and Supervisor Evaluations**

Administrators and supervisors are evaluated once a year for the first two years, and no less than once every three years thereafter.

The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff surveys. In 2016, the College implemented a new online survey tool called DecisionWise to support the 360 feedback survey process. All dean, director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the President provides the secondary review. The President evaluates the vice presidents and the College’s Board of Trustees evaluates the President.

**Classified Staff Evaluations**

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee’s performance. The next step is to pass the evaluation on to a reviewing administrator and then to a Human Resources representative for additional levels of review.

**Staffing Issues – Anticipated Retirements**

The 2016 staffing study indicates that the College needs to continue to anticipate the future turnover of staff. The impact of retirements and the aging workforce was analyzed for each employee group. As noted earlier, 42% of the 805 permanent employees at the College are over the age of fifty and nearly 25% of the College’s workforce is over the age of sixty. Planning for the future includes developing strategies to replace a high percentage of employees expected to retire within the next five years.

Of the twenty-three administrators, nearly half (48%) are over the age of 60 and may retire within the next five years. Twenty-two percent are at age 65 or older and may retire much sooner than that. Although all seven comparison districts can expect a large number of retirements among their educational administrators, the average age of educational administrators is *highest* at El Camino CCD.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	0	2	1	5	3	1	6	5	23	55.2
Mt. San Antonio	1	2	8	2	7	9	10	1	40	52.7
Santa Monica CCD	2	4	8	6	8	5	9	6	48	51.9
Glendale CCD	3	0	2	5	9	1	2	4	26	51.7
Pasadena Area CCD	1	4	4	3	3	8	6	2	31	51.5
Rio Hondo CCD	0	2	2	3	3	7	1	1	19	51.3
Cerritos CCD	0	2	6	3	2	6	5	0	24	51.2
Long Beach CCD	2	3	3	3	8	3	1	2	25	48.9

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The following table demonstrates that of the thirty (30) classified administrators, 20% are age 60 or older and may retire within the next five years. As with the educational administrator group, El Camino CCD has the *highest* average age among the comparison districts.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	1	2	1	6	5	9	5	1	30	52.4
Glendale CCD	1	0	6	5	5	8	4	2	31	51.9
Rio Hondo CCD	2	0	3	3	3	1	2	2	16	50.5
Cerritos CCD	0	3	3	4	5	5	4	0	24	50.3
Santa Monica CCD	0	3	2	0	4	1	1	1	12	49
Mt. San Antonio	0	3	2	0	4	1	1	1	12	49
Long Beach CCD	1	4	4	5	7	7	1	0	29	48.9
Pasadena Area CCD	3	4	11	5	4	11	3	1	42	48.4

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

Based on the ages of full-time faculty, the district can anticipate a large wave of upcoming retirements of its full-time faculty. Nearly one third (33.3%) of its full-time faculty may retire within the next five years. The table below shows that 30% of the full-time faculty are 60 or older and may retire within the next five years; 13% of them are age 65 or older and may retire sooner than five years. The average age of tenure and tenure-track faculty at El Camino is the *third-highest* among comparison districts.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Santa Monica CCD	20	41	31	35	43	50	43	61	324	52.6
Glendale CCD	11	18	21	31	32	32	28	27	200	52
El Camino CCD	26	36	47	43	37	49	56	44	338	51.2
Pasadena Area CCD	23	41	45	49	56	52	43	35	344	50.7
Long Beach CCD	27	27	50	53	51	46	39	35	328	50.6
Rio Hondo CCD	16	22	24	28	30	24	27	19	190	50.4
Cerritos CCD	23	27	39	40	33	38	44	25	269	50.2
Mt. San Antonio	24	40	60	79	61	61	38	25	388	49.5

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

The average age of classified support staff at El Camino CCD (47.6 years of age) is much *lower* than the average age of any other employee category. Even with that average age, 17% are 60 years or older and may retire within the next five years. The table below includes classified confidential staff and excludes classified managers/administrators.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Rio Hondo CCD	48	31	39	17	36	50	29	16	266	52.8
Glendale CCD	39	40	34	35	42	46	42	23	301	49.7
Pasadena Area CCD	50	37	40	41	53	38	38	20	317	48.9
El Camino CCD	45	57	38	62	60	80	43	29	414	47.6
Santa Monica CCD	96	52	40	58	58	62	54	32	452	47.3
Mt. San Antonio	98	92	72	100	85	81	39	23	590	46.4
Long Beach CCD	116	63	69	65	72	58	49	22	514	45.9
Cerritos CCD	56	45	38	41	44	44	32	14	314	45.2

Source: 2016 El Camino College CCD Human Resources Staffing Plan Final Report, December 2016.

For a full analysis of anticipated retirements, along with turnover data, please review the Human Resources Staffing Plan Report.

### Staff Development

The 2016 human resources staffing study includes an analysis of the College’s training and development services offered by the Professional Development and Learning Department (PDL). Working with three constituent committees, the PDL plans and coordinates the delivery of 350-400 learning activities per year. The Faculty Development Committee of the Academic Senate, the Classified Personnel Development Committee, and the ECC/Compton Center Manager’s Forum each play an important role in identifying the training needs of their constituents, determining the best approach to addressing training needs, and evaluating the impact of training programs and interventions. While there is a fairly well-developed professional development program to meet faculty needs, in the future the College will need to respond to the needs of management and classified staff in similar fashion. In particular, the anticipated retirement data for faculty and administrators (both classified and educational administrators) should inform professional development planning in the future.

The College recently designed a new professional development program for all groups entitled ECC PRIDE. This is a leadership development program designed to prepare faculty, classified staff and administrators to help shape the future at El Camino College. The program is supported through the Institutional Effectiveness Partnership Initiative (IEPI) of the state Chancellor’s Office. It will launch in spring 2017.

The 2016 Human Resources Staffing Plan study includes a number of recommendations for the Professional Development and Learning Department.



## EEO Planning

In June 2016, ECC adopted a new EEO plan to address workforce diversity. The Plan summarizes the structure in place (including Board Policies and Procedures, complaint processes, and the formation of an EEO advisory committee) at ECC to support equal employment opportunities. It also provides an overview of our current workforce and recent applicant pool by providing a comparison of monitored race and ethnic groups.

The plan also addresses six major areas in which ECC aims to address workforce diversity. The first area examines outreach and recruitment practices. The second area looks at current job descriptions, stated qualifications and job announcements. The third area discusses ECC's workforce demographics and the various factors and guidelines for measuring underrepresentation. The fourth area focuses on the training requirements for every person (including EEO representatives and committee chairs) who participates on a screening and interview committee. The fifth area focuses on implementing an effective climate survey to elicit useful workforce and related data. The sixth area focuses on the need for increased training and workshop opportunities in support of these EEO initiatives. See Comprehensive Master Plan webpage for the EEO Plan.

**Resolution of the Board of Governors  
California Community Colleges  
No. 2017-01**

WHEREAS, the California Community Colleges system is committed to serving all students who can benefit from a post-secondary education, without regard to race, ethnicity, religion, national origin, immigration status, age, gender, language, socio-economic status, gender identity or expression, medical condition or disability; and

WHEREAS, the California Community Colleges Board of Governors has adopted a strategic plan which states, in part: “All people have the opportunity to reach their full educational potential... The Colleges embrace diversity in all its forms ... All people have the right to access quality higher education;” and

WHEREAS, California’s diversity is a great source of innovation and industry, making California one of the largest economies in the world and an economic engine for the United States; and

WHEREAS, approximately one tenth of California’s workforce is undocumented and contributes \$130 billion annually to its gross domestic product, according to the California Assembly; and

WHEREAS, great uncertainty exists about what specific immigration and education policies will be pursued by the incoming administration, and immigrants and other populations within the community college system are fearful of policies that may result in deportation or forced registration based on their religion; and

WHEREAS, over the past several weeks, the California Community Colleges Chancellor’s Office has reassured students and colleges that our campuses will remain safe, welcoming places for students of all backgrounds to learn; informed them that no changes have been made with regard to admissions or financial aid; informed students that financial aid for certain undocumented students is protected by state law; called on President-elect Donald J. Trump to preserve Deferred Action for Childhood Arrivals; and joined with the University of California, the California State University and the California Community Colleges to defend the right of all students to obtain a higher education in California; now, therefore, be it

RESOLVED that the California Community Colleges Board of Governors declare that all 113 community colleges remain open, safe and welcoming to all students who meet the minimum requirements for admission, regardless of immigration status, and that financial aid remains available to certain undocumented students; and be it further

RESOLVED that the California Community Colleges Board of Governors urges the incoming administration to continue the Deferred Action for Childhood Arrivals program, which grants “Dreamers” – people who were brought to this country as children by their parents – reprieve from deportation because California and the United States are stronger due to their contributions to our economy, to our communities and to our Armed Forces; and be it further

RESOLVED that the state Chancellor's Office will not release any personally identifiable student information related to immigration status without a judicial warrant, subpoena or court order, unless authorized by the student or required by law; and be it further

RESOLVED that the state Chancellor's Office will not cooperate with any efforts to create a registry of individuals based on any protected characteristics such as religion, national origin, race, or sexual orientation; and be it further

RESOLVED that the Board of Governors and the Chancellor's Office encourage our local community college districts to ensure that all students have an opportunity to receive an education in the community college system, regardless of immigration status and any other protected status; and be it further

RESOLVED that the Board of Governors and the Chancellor's Office encourage our local community college districts to consider our system's values when responding to any request to participate in joint efforts with other government agencies to enforce federal immigration law and when responding to requests for personally identifiable student information; and be it further

RESOLVED that the California Community Colleges Board of Governors and the state Chancellor's Office will vigorously advocate at every level of government to protect our students and our system's values.