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

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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



Academic Senate of El Camino College 2019-2020

September 17, 2019

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Mayra Ochoa (LLR)	19/20
Karl Striepe (BSS)^R	19/20

Fine Arts

Ali Ahmadpour	21/22
Jonathan Bryant	21/22
Joe Hardesty	20/21
Russell McMillin^{*R}	21/22

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth^{*R}	19/20
Le Gui	20/21
Ronald Martinez	21/22
Oscar Villareal	19/20

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski^R	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne[*]	20/21

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R}	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
???	20/21

Natural Sciences

Shimonee Kadakia	21/22
Darcie McClelland	19/20
???	21/22
Shanna Potter	19/20
Anne Valle ^{*R}	21/22

Business

Kurt Hull	21/22
Philip Lau^{*R}	21/22
Josh Troesh	21/22

Humanities

Sean Donnell	21/22
Brent Isaacs	21/22
Elayne Kelley	21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Counseling

Seranda Bray	20/21
Anna Brochet^{*R}	21/22
Rocio Diaz	19/20

Pete Marcoux[*]	21/22
Anna Mavromati	21/22

Associated Students Organization

Jennifer Lopez

President/ Superintendent

Dena Maloney

Library Learning Resources

Analu Josephides	21/22
Mary McMillan	21/22
Claudia Striepe^{*R}	21/22

Industry & Technology

Charlene Brewer-Smith^R	21/22
Ross Durand[*]	21/22
Dylan Meek^R	21/22
Renee Newell	21/22
Jack Selph	21/22

Division Personnel

Ex-officio positions

Kelsey Iino	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

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

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

Facilities Steering Committee. Chair: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

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

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
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
GP	Guided Pathways
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.

Adjunct (1 Year)

- Jessica Heffner
 Karl Striepe
 Alt: Tom Lovell

Behavioral & Social Sciences

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

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
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Library Learning Resources

- Analu Josephides
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- Andrew Alvillar
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 Yuko Kawasaki
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Humanities

- Kevin Degan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Shimonee Kadakia
 Darcie McClelland
 Sanda Oswald
 Shanna Potter
 Anne Valle

Academic Affairs & SCA

- Linda Clowers
 Ross Miyashiro
 Jean Shankweiler

Associated Students Organization

- Jennifer Lopez

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

-

Excused: C. McFaul, S. Potter, J. Heffner

ACADEMIC SENATE MINUTES

September 3, 2019

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 Darcie McClelland called the first Academic Senate meeting of the fall 2019 semester to order on September 3, 2019 at 12:33 p.m.

B. APPROVAL OF MINUTES

DM: Welcome Deans Rep today, Jackie Sims from Mathematical Sciences. J. Sims: Good afternoon everybody! I am Jackie Sims, dean of Mathematical Sciences, I have been dean for 5 years. I was faculty here for 10 years before I became dean. Darcie is going to do a great job and I want to recognize my senators Lars, Dominic, Le, Oscar, and Ronald our newest senator. My favorite color is purple and I love the Academic Senate and I love El Camino College! (applause)

See pgs. 6-15 of the packet for minutes from the May 7th meeting. L. Kjeseth motioned, B. Isaacs seconded, minutes are approved as presented.

C. OFFICER REPORTS

a. President – Darcie McClelland

I want to start by making one announcement: Student Health Services will be hosting a Behavioral Management workshop on October 25th from 8:30-5:00pm in East Dining Room. More info to come on our September 17th meeting. Flyers available. There will be several sessions: disruptive behaviors in the classroom, lunch for first 50 people to register, interactive Q&A session. If you are interested, please register on Cornerstone by October 18th.

Welcome everybody to Senate for 2019-2020. My name is Darcie McClelland, new in this President role, excited to be here and serve as President. Ask for a little bit of patience as we get started, bouncing back with technology today. Happy to accommodate agenda items, but please don't wait until packet comes out. Per Brown Act, needs to be posted 72 hours in advance. If want to be on agenda, please try to tell me a week before. If it's a longer presentation, the sooner the better.

News and notes from Statewide Senate: There is an Academic Academy coming up on September 12th. If you are interested, need to register by September 6th. Link is included for more information. Also, the Statewide Senate is looking for representatives to be on their statewide committee. If you are interested in being on statewide committee, it is a great opportunity to get involved at state level. Link is included.

There is a Board of Trustees meeting tonight, link to agenda is in my report. They will be reviewing budget for this year at tonight's meeting.

One more announcement: congratulate Russell Serr, who was appointed as Interim Dean of Health Science and Athletics (applause). He stepped out of his role as VP of Instructional Effectiveness. New VP of Instructional Effectiveness: welcome Kevin Degnan (applause). He has graciously accepted our offer to be our Senate VP.

b. Chair, Curriculum – Janet Young

Janet Young is home sick and is not here today.

c. VP Educational Policies – Darcie McClelland

None

d. VP Faculty Development – Stacey Allen

SA: First meeting for faculty development committee is next Tuesday, September 3rd. Always looking for new people to come and join us. Informed and Inspired takes place last Thursday of the month.

One other announcement: encourage to complete PD survey. Today is the last day and we really welcome your feedback so we can plan PD days that meet your needs.

e. VP Finance – Josh Troesh

JT: Basically through the budgeting season, it was a lot less problematic. Dr. Maloney talked about during flex day—the state has widely figured out that they don't have as much figured out than they thought they originally had figured out. Longer transitional period for us, which will be helpful.

g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

KD: Major things are the deadlines for entering assessment for SLOs and PLOs for Spring and Summer 2019. The SLO assessment is due by September 13th (Friday the 13th). PLO assessments are due by September 27th. In order to support this, will be hosting trainings for faculty. Have done quite a lot, but if you want a refresher, there will be a workshop tomorrow from 2:30-3:30pm and next Thursday 9/12 from 12-1pm both in Library West Basement, working on getting everything in Cornerstone.

For program review, ready for close of 2019. Prepping for November training and next 4-year cycle beginning this year. Next meeting is this Thursday.

D. SPECIAL COMMITTEE REPORTS

a. Dr. Jean Shankweiler - VP of Academic Affairs

Thank you to Stacey Allen and her committee and Lisa Mednick for great Flex Day that we had. Very well-received presentation for Flex Day. Another thing that happened on Flex Day was meta major announcement, Jenny is here to give update on that.

Our assessment work plan is due in March now.

Two things I've been working on: Second Enrollment Management Plan, needs to go to consultation – doing updates. Also preparing plan for next three years, should see that pretty soon.

Last but not least, have already gone through revising the Faculty ID prioritization documents. Work with Office of Staff & Student Diversity so we can look at demographic data to see how we are doing in EEO plan. The deans are working on the data right now, your deans may have asked you for some narrative that goes in descriptive part. We have a timeline that goes through October, some of you may have been selected to be on that committee. One thing to be aware of is last year-Faculty Obligation Number (number based on our enrollment). We hired 17 new people. We were obligated to hire up to 357 faculty. Now we have 336 faculty (a lot less than we were obligated to), we will not be hiring in double

digits this year. Won't be big hiring like we've had in the past. If you're on the faculty prioritization team, make sure you have strong justification.

b. Ross Miyashiro – VP of Student Services

We finally moved into our new Student Services Building. With that change, comes a new philosophy. We opened the new Warrior Welcome Center is a place for students to do all onboarding services (the second pillar of GP). We have a computer lab and an orientation room, students will be able to get help with application, filling out FAFSA/financial aid application. Beyond that, we are going to have workshops. Will also be used as one-stop shop for evening students. We are putting emphasis on supporting evening students this year. From 5-7pm, students come to Warrior Welcome Center for all services (admissions, financial aid, counseling, etc).

Also, opening up the Village from 5-7 Monday through Thursday. A place to study, computers in there, will be free printing.

We are buying more furniture just so students can relax and kick back. But the most important thing that were getting in that we have never had before is cell phone trees: there will be 8 modules so students can charge their laptops and cell phones and do homework.

c. Distance Education Advisory Committee – Mary McMillan

MM: Rene is taking a short hiatus. We did meet last week. It was an introductory meeting. We will be discussing the need to establish a local peer online course review process. This is particularly important to get courses accepted into OEI. Right now have process to review through OEI, but we want our own local process.

We will also be discussing online attendance policy. We will be tying in campus wide attendance policy.

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS

Guided Pathways Update – Jenny Simon

JS: Hi everybody. I was standing up in front of all of you on Flex Day. We gave you a lot of information that day. Meta majors should ring a bell for you. Came up with 7 meta majors and should have gotten this flyer in your mailbox. A lot of people have been asking if they can change into another meta major—we are looking at that and there will be some changes and the GP committee meets today and we will be discussing the process for appealing the placement in meta major structure. After we have established our process, will send something out to campus on what to do if your dept is not satisfied with your placement. From there, we are working on establishing our website (Program Pathways Mapper from Bakersfield College, which they developed along with a consulting firm). We are finishing all those program maps that were started last semester. We have drafts of most program maps and we are working on them going online. We are working on Program Pathways Mapper so they can publish program maps online.

Another exciting thing along with meta majors is success teams. Today was our first success team pilot meeting. As we went over on Flex Day, a success team is made up of faculty, counselors, staff, admin, and data coaches (a new role—someone who facilitates the data collection and is a liaison between committee and IR. Helps pull data and pinpoint where students are not succeeding). The meta major we are starting with is AJ, Business, Paralegal, Real Estate (grey). There might be some changes, but we are starting with that one. We are starting there because they have completed all

their program maps. We will be looking at data, coming up with strategies and interventions to help students in those pathways. Questions?

R. McMillan: why aren't we doing groupings by division? For Communications, there is some concern that they might end up getting moved, that the division may be changed in the future.

JS: Part of our process was to include student voices, we had card sorting—some with only faculty and some only students. 75% student participation, so our rationale is for it to make sense to students. We want students to be able to find a major. With the divisions, that is still a question.

RM: Creates extra challenges with deans. For me personally, would be fine to be part of Industrial Arts.

JS: I can send Darcie the data we used. There is data to show how strong. If you see something else, this is part of appeals process.

RM: I like that you are trying to make it an intuitive process for students. Concerned that if the emphasis is what people assume rather than what they know, don't think that is the best way.

JS: That is what the appeals process is for. There can be movement of majors.

D. McClelland: One thing that is very important that Jenny said is 75% of people who came to give input is students. Make sure that faculty go to these meetings and give input.

JS: We will send that email about the appeals process.

P. Marcoux: every campus doing their own thing, every campus is doing something different. JS: the way CA is approaching it is for every campus to be able to do their own thing. What Florida did, everyone had same meta majors.

PM: and everyone grumbled about that.

2020-2023 Strategic Plan – Viviana Unda

Viviana: I am quite new, I am Viviana Unda, Director of Institutional Planning. I am the new Irene Graff. I am here to give a state of how strategic planning is going and how we are moving forward. You have in your agenda packet, a thick document that I am not going through page by page. I encourage you to go through it between now and the next meeting so you can provide any input and feedback. I want to explain how we are organized and the importance of the process. You have probably heard about the Comprehensive Master Plan and Strategic Plan. Strategic plan is how college is moving forward in the next few years. It's going to be a part of annual planning and program review. What you have here is a 2017-2022 Comprehensive Master Plan. That 2017-22 is still in the process, very big plan taking place right now. That plan has inside of it a Strategic Plan 2015-2020. Comprehensive plan is direction driving and strategic plan is operational of Comprehensive plan. Board policy 1200 you can see there are strategic initiatives and objectives.

Now, what I am presenting is the 2020-2023 Strategic Plan. What we have done in June 2019, recently, is separated BP from Strategic Plan. Strategic plan is separate document and BP will have only mission, vision, and values of the college. What President Maloney is trying to do is to organize our planning in 10 year and 5 year cycles.

This is what we are trying to do: removed strategic plan from BP 1200 to create a stand-alone document (in agenda), we are moving to a 10-year cycle on the Comprehensive Master Plan. Moving toward a 5 year Strategic Plan to operationalize the Comprehensive Master Plan. What you are going to find in document is 6 strategic initiatives, each of which have objectives. We need to go through consultation and need approval from Academic Senate. There were strategic planning meetings with stakeholders throughout campus. This is most updated version, encourage you to look at it. Is this representative of what college should do in next 3 years?

D. McClelland: This will come back next time for a second reading. Can read over it and come back with questions.

A. Ahmadpour: One quick question to understand this process. Who is initiator? How much comes from your office and what comes from President, and what is our role?

VU: Leader of strategic planning is President of college. Yes, you can contribute to this. If there is anything you want to add within each initiative (e.g., provide a different definition for student learning or student success and support, can suggest changes in definition and within each objective). Can suggest a change in objective, or another objective. This should be pretty polished version because has been worked on throughout a year. Pretty much going through everybody so that everyone is on board. Important to have people on board. If people are not on board and this doesn't speak to you, then everyone is doing something different. Needs to reach with all stakeholders in college.

R. Galbavy: There are a lot of objectives here—do you have a systematic process in place to evaluate these objectives?

VU: Will be consulting document with different bodies. Throughout that time, will have performance indicators for each objective. Will be developed by my office and will go through strategic planning committee.

c. AP 4227, Repeatable Courses, 1st Reading – Darcie McClelland

D. McClelland: Table for next meeting on September 17th. Not an urgent AP.

d. Senate Goals: Review 2018-19 Progress, 1st Reading of 2019-2020 goals – Executive Board

D. McClelland: In interest of time, not going to read through packet. Thank you everyone who was a part of Senate last year for their work. We'll move to second to last page: our 2019-2020 goals. Welcome any feedback, anything you want changed. We will approve next meeting and those will be our goals. Didn't make a lot of changes from last year: Ensure full faculty involvement in decision-making related to academic and professional matters. Questions on part A?

A. Ahmadpour commented on getting more creative to make faculty more involved.

DM: It's a tough problem. Ideally all our faculty would be involved. We are working to get the word out and trying to facilitate that. I hear your concern and I agree that we need to get word out. Good segway to letter B: Strengthen faculty involvement in the activities of the Academic Senate. Starting next time, have note cards in case you want to give anonymous comment or question. Will address them by the next meeting. That will encourage more voices to speak up.

AA suggested making every single senator to exchange every two years.

DM: We don't have a mechanism to force people to be on Senate, but we can try to encourage more people to join Senate.

A. Josephides: have we hosted Senate at Flex Day? DM: Something I plan to do something for Spring Flex Day. S. Allen: Great idea! Would you like to be on the panel? (laughter) AJ: I will be able to help you.

DM: Next goal: Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals. P. Marcoux: Make number 3 number 1 or make it letter "D". Since we are going through accreditation, I think it would be good. It's buried as number 3, maybe talk to Jean about it. Kristie, what do you think? K. Daniel-DiGregorio: I would probably separate it into D. DM: Any other Qs? J. Sims: Chancellor's Office is committed to more faculty diversity hiring, that could be added. DM: okay.

M. McMillan: are there any efforts to support OER? DM: yeah. Anything else? Those are all great suggestions. If you think of any other feedback, please feel free email me.

G. INFORMATION ITEMS –DISCUSSION

Senate Orientation

D. McClelland: you will need your handbook. I wanted to start a little icebreaker. Introduce yourself to those around you. Take just a couple of minutes to get to know someone new.

[icebreaker]

DM: If you reference your handbook—if you have any Qs about how AS is organized, please do consult your handbook. It is organized starting with purpose and purview. Second section are subcommittees and agreement with Federation, then third section is really an overview of collegial consultation and how that happens, and what are role it. To familiarize yourself with the handbook, made a little quiz. Make groups of 2-4 and we will answer as many questions as you can. So question 1—which of the following is not included in the 10+1 purview of the academic senate? Go ahead and look that up and I'll take answer in a minute. The correct answer is E! We see 10+1 purview, 11 is a catch all for everything that doesn't fit neatly into other categories. Questions?

Question 2. Where is the 10+1 purview of the academic senate directly spelled out? (Handbook, page 2) Go ahead and look that up and discuss with someone around you (*jeopardy music*) C: Spelled out in Title 5. The way that ed code works: there will be new state laws that pass (AB or SB and then a number), then it goes to ed code, and then it goes to Title 5. Title 5 is where our purview comes in. This was coded into Title 3, and then directly our purview is spelled out in Title 5. Rules to implement ed code which are written by BOT. Questions?

Our purview: governing boards must consult collegially with the AS on academic and professional matters through a process of “rely primarily” or “mutual agreement: with the Academic Senate. This body has purview on academic and professional matters.

A. Ahmadpour asked about the procedure if there is any opposition to Board of Trustees.

DM: If a new policy or procedure and we cannot agree, then existing procedure will take precedence until something new can be agreed on. They cannot force an academic or professional matter on us.

P. Marcoux: you can do it legally, but there is no mechanism in place.

DM: Okay, so question 3. There is some areas where the purview of the Academic Senate and the faculty union (ECCFT) overlap and the two entities work in tandem. True or False? (Handbook, page 3) Answer is True.

A. Josephides asked about MOU between Senate and Federation. DM: The Senate and Federation each have areas of purview which do not overlap. Federation purview: workload, working hours, salary, benefits. There is some overlap, some which we spent time working together last year: faculty evaluations, sabbaticals, flex obligations, and tenure.

AA: What about employment? Because usually need member when hiring.

DM: Working conditions are under their purview, but hiring is not.

KDG: There should always be faculty, but doesn't specify others. DM: Only one spelled out is EEO. Okay, moving on. Full-time senators are elected for a term of what length? Three, that is correct! For election of senators for FT faculty, one senator for every 12 FT equivalent faculty. Right now we have 48 representing. Full time senators are 3 years and part time senators is 1 year.

AA recommended to advertise more vigorously for part-timers.

DM: We can definitely do that. Some expectations of Senators: attend regularly scheduled meetings, if you cannot attend, send me an email. If you are excessively absent, then your Division can remove you. Please review packet and consult with constituents, or invite them to meeting. Make comments, ask questions. We run meeting based on Robert's Rules of order (at end of handbook). At end of meeting, please share with your constituents. If you would like to have a bigger role in Senate, please consider joining a Senate subcommittee. We have several subcommittees, each of our VPs chairs a different subcommittee. If you are interested let me know and I will find you a place.

AA: as a way to get everyone involved, what is possibility of voting every other time? So that we know that when we come here, we are going to vote so we can review documents. DM: would be very difficult because some items are time sensitive. If someone brings me something and says we need it passed this month, we need to put in on agenda asap. 90% of items I get are time sensitive, but I can do my best to standardize.

Question 5: BP and Administrative Procedures that fall into the Senate purview may occur in which of the following series? (Handbook, page 40) The answer is any of the above. The majority will be in 4000 series but we have seen Aps and BPs in any of these. Generally speaking, the consultation process originate in ed policies committee. Will get a draft from whoever wrote it (sometimes from faculty, deans, team of people) and work with Dr. Shankweiler's office to do some fine tuning and that it makes sense, reads well. Then, comes to AS where we do 2 readings with a vote. Sometimes we have suggestions for improvement. Then, go to Council of Deans for approval. If they make substantive changes, it comes back here. If not, moves along. If board policy, board of trustees gets a vote. If AP, just an information item.

Last question for the day: Making Decisions at ECC: All of the above, yes!

H. FUTURE AGENDA ITEMS

Enrollment Management Report Update

- a. AP 5070, Attendance
- b. AB 705 Guided and Self Placement Process
- c. Campus Construction Update

I. PUBLIC COMMENT

A. Brochet: EOPS is celebrating 50 years tomorrow. We will be celebrating on Library Lawn tomorrow from 12:00-2:00. Join us for fun and send your students as well.

P. Marcoux: On Thursday, offering help with Google products. To register, go through Cornerstone. Open lab setting. Last lab we did was new gradebook. Open to all faculty.

R. Diaz: Student Support Expo taking place on Tuesday, September 10th from 11:30-2:00pm in East Dining Room. Please share with your students!

J. ADJOURN

The meeting adjourned at 2:00 pm

RD/ECC Fall 2019



El Camino College

College Council Minutes

Monday, August 19, 2019

1:30 – 2:30 p.m. Distance Education Center

Attendance

Dena Maloney, Rose Mahowald, Ross Miyashiro, Edith Gutierrez, Iris Ingram, Kelsey Iino, Cindy Lopez, Ann O'Brien, Urwa Kainat, Jean Shankweiler

Absent

Kenny Galan, Jane Miyashiro

Alternates

Jaynie Ishikawa, Carolee Vakil-Jessop

Presenters/Guests

Jim Buysse, Brenda Threatt

Agenda

1. Welcome/Approval of Minutes

Dr. Maloney opened the meeting and introduced Iris Ingram, our new Vice President of Administrative Service and recognized Dr. Jim Buysse for his continued service.

After review, the minutes from the July 15, 2019 meeting were approved.

2. Board Review

Dr. Maloney provided a comprehensive overview of the August 19, 2019 Board [agenda](#); including the Public Hearing, Consent Calendar items, Action items, Future Action/General Information items and Policies and Procedures.

Topics of Discussion:

7.17 – 7.22 CCAP Agreements – A question was raised regarding the CCAP agreements and faculty pay issues. Further discussion on the matter will take place after College Council adjourns.

There was also a request for information on the absence of a member of the Board of Trustees.

Brenda Threatt, Assistant Director of Veterans Services, asked for clarification on the BP/AP 3440 – Service Animals. Does the procedure include the distinction for service animals for veterans? Jaynie Ishikawa will meet with Major Threatt to discuss further.

There are no further questions or comments on the Board agenda

1. BP/AP Review

2. Jean Shankweiler led the review of the following policy and procedures:

- a. [AP 4230](#) Grading and Academic Symbols
Clarification was provided on a 'W' Withdrawal due to extenuation circumstances, within the allotted time, and whether it is not notated for financial aid. Federal financial aid does not take state code into consideration for continued financial aid. This is not the case for CalGrant or EOPS.
- b. [AP 4222](#) Remedial Coursework
AP 4222 is based on the CCLC template and removes language on assessment and adds language on the utilization of multiple measures. Financial Aid reviewed this procedure and confirmed that enrollment in multiple concurrent support classes would not adversely affect distribution of financial aid.
- c. [BP 4222](#) Remedial Coursework
Current Remedial Coursework Board Policy is numbered 4115. That policy will be replaced by number BP 4222.

These policies and procedures have been reviewed and approved by the Ed Policy Committee of the Academic Senate and Council of Deans prior to review by College Council.

College Council approved AP 4230 and BP/AP 4222. These will move forward for Board approval.

3. Final Budget Review

Iris Ingram presented an overview of the [proposed 2019-20 Final Budget](#). Budget assumptions, a breakdown of Fund 11, schedules of variances in revenue and expenditures for 2018-19, a percentage breakdown of all Funds, planned appropriations/expenditures for 2019-20, a comparison of the 2018-19 budget to the proposed 2019-20 final budget and emergent issues were included in the overview.

There will be a special PBC meeting, August 21 to review the final budget and vote to recommend to the Superintendent/President on moving it forward to the Board of Trustees. The agenda for the Budget Workshop will be published August 22. The budget book will be available online and in the Administrative Services office on August 22. The Budget Workshop is on August 26. 2018-19 accomplishments will be presented along with the final budget. The Board will vote on the final budget on September 3.

3. Adjournment: Parting comments – Next meeting is on TUESDAY, September 3 due to the Labor Day holiday. The next meeting will focus on College Council goals and scope of work for the coming year, 2019-20.

Edith Gutierrez would like to provide a presentation on the 50th Anniversary of EOPS – a historical overview and student success stories. Dr. Maloney will look at the schedule of upcoming meetings and find a time for this presentation

Meeting was adjourned.

2018-19 College Council Goals

1. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC.
2. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution.
3. Support Compton Transition Planning process to conclude partnership by June 7, 2019.
4. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey.
5. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019.
6. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation.

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

D. Maloney

Reminder only

Fall College Council Meetings

- a. Tuesday, September 3, 2019 (Board Day)
- b. Monday, September 16, 2019
- c. Monday, October 7, 2019
- d. Monday, October 21, 2019 (Board Day)
- e. Monday, November 4, 2019
- f. Monday, November 18, 2019 (Board Day)
- g. Monday, December 2, 2019
- h. Monday, December 16, 2019 (Board Day)

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
	Alireza Ahmadpour	(AA)	Fine Arts
X	Daniel Berney (guest)		Fine Arts/Federation
	Dustin Black	(DB)	Behavioral & Social Sciences
	Rose Ann Cerofeci	(RC)	Humanities
X	Amy Herrschaft	(AH)	Counseling
X	Analou Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

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

Fall 2018 Meetings: September 10 & 24, October 8 & 22, November 12 & 26

Spring 2019 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

Review FDC 2018-19 Summary of Activities and Discussion of 2019-20 Initiatives

The committee was provided with a document summarizing the 2018-19 FDC activities. SA thanked committee members who participated in the many FDC initiatives.

The committee discussed the following Fall 2019 FDC initiatives:

Faculty Book Club (FBC): PP reported that conflicting schedules have made it challenging for her and fellow FBC facilitator Erica Brenes to plan meetings for the fall FBC. In keeping with the theme of Fall Professional Development Day, "Pathways for Student Engagement and Success," they have selected *Community: The Structure of Belonging* by Peter Block as the fall book. An email will be sent to faculty later this week encouraging them to register on Cornerstone. Books will be delivered to faculty mailboxes to encourage reading in advance of the first meeting on October 1st. The club will also meet on November 5th and December 10th. All meetings will take place in the Library West Basement from 1:00 to 2:00. PP announced that she and Erica will need to step down as facilitators of the FBC after this semester.

Academic Rank Certificates: SA announced that she will be preparing certificates in the next few weeks for faculty who have achieved a new academic rank as noted in the 2019-20 Catalog.

Outstanding Adjunct Faculty Award (OFA): SA announced that OFA nominations will be due on October 11th. She reported that the Academic Senate voted last semester to refer to *adjunct* faculty as *part-time* faculty. The committee was asked to reconsider the title of the OFA given this change in the Senate. The committee will vote at the next FDC meeting after consulting the titles used in the ECC Catalog.

Informed & Inspired (I & I):

The committee discussed potential speakers and topics for the fall I & I series:

- September 26: AJ will contact colleagues involved with the Men of Color conference
- October 31: The committee discussed possible topics related to Dia de los Muertos and recognizing Hispanic culture in the classroom and inviting speakers from Puente or Student Equity
- November 21: AH suggested we host a panel of international students given this will be International Education Week

Getting the Job (GTJ) Workshops

SA announced the following dates for this year's GTJ:

- Part 1: Friday, December 6th
- Part 2: Friday, January 31st

LMT noted that she learned in NFLA that two recently hired fulltime faculty members attended previous GTJ workshops.

Spring PD Day

SA announced that Spring PD Day will take place on Thursday, February 13th. This will be a departure from the last few years when PD Day has fallen on a Wednesday. The Calendar Committee made this decision given the limited time between the winter and spring sessions. The FDC will review Fall PD Day evaluation results in the near future and begin planning Spring PD Day soon.

Flex Credit

Student Engagement Toolbox Incentive Program: PP informed the committee about the new Student Engagement Toolbox Incentive Program which has been implemented as a way to encourage more faculty to use Canvas and ECC Connect. Faculty will receive \$100 for participating in the program; however some have requested flex in lieu to the monetary compensation. After much discussion, the committee voted that this should be an option for faculty and that 4 hours of flex credit would be suitable.

Flex Credit for Presenters: The FDC was asked to clarify the amount of flex credit earned by presenters. After reviewing the ECC Flex FAQs and the *Guidelines for the Implementation for the Flexible Calendar Program*, the committee voted to revise the current policy concerning flex credit for presenters to mirror the example stated on page 14 of the *Guidelines*.

The revised policy will read:

Presenters of flex activities will earn three hours of flex credit per one hour of initial presentation. If the presentation is repeated, flex credit will be two hours per one presentation hour.

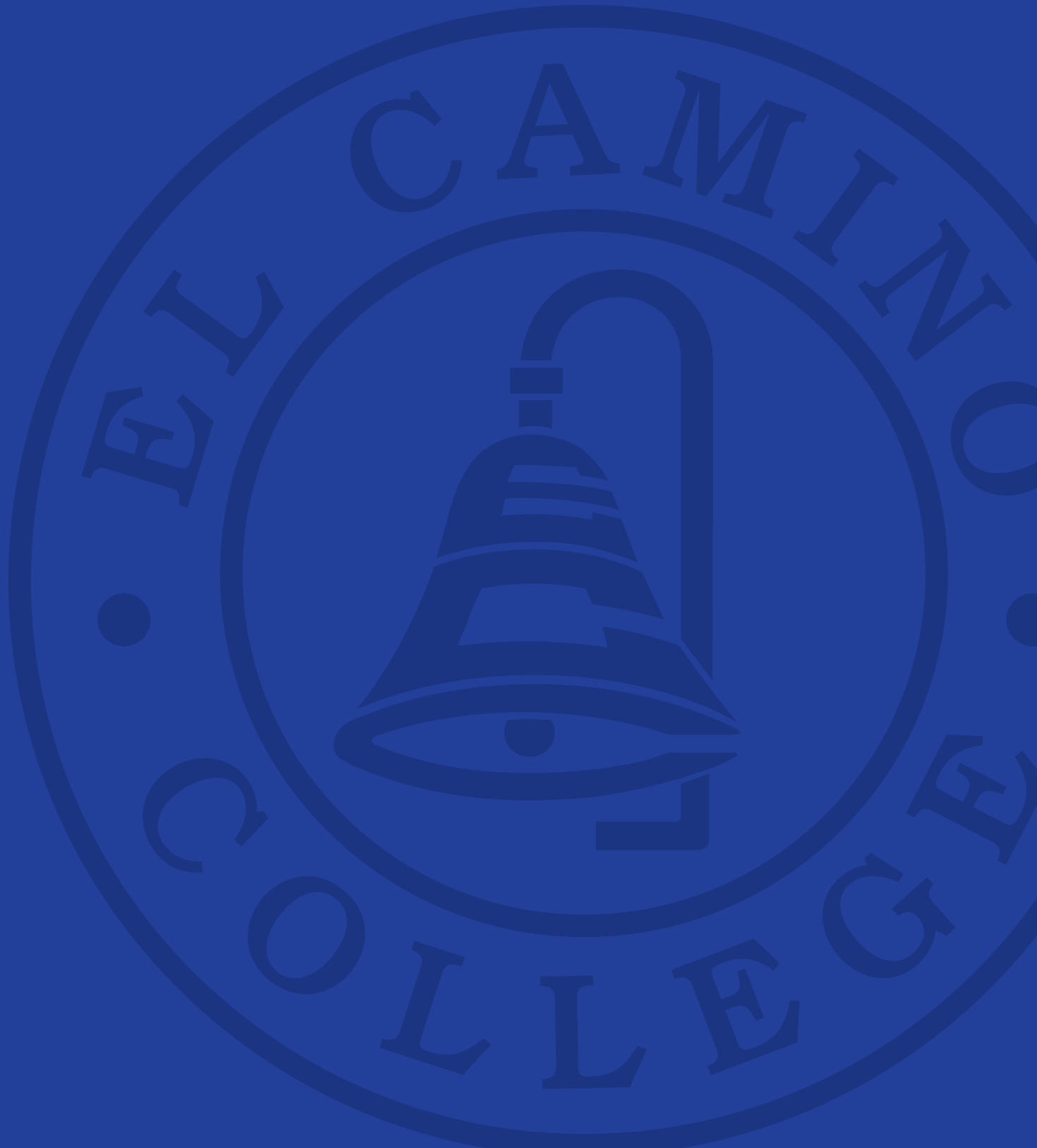
Faculty Professional Development Plans

SA explained that the version of Cornerstone available with the Chancellor's Office pilot does not offer the capability to deliver the Faculty PD Plans to faculty in the manner discussed by the FDC last spring. As a result, SA conferred with LMT and Elana Azose over the summer to discuss alternative approaches. One option would be to have Dr. Shankweiler email the PD Plan as a fillable PDF to faculty who would then download the form, fill it out and submit it as an External Training in Cornerstone. The committee discussed the pros and cons of earning flex credit for completing the PD Plan and agreed that it may be suitable to earn one hour of flex for completing the plans this first year only. AH suggested making the fillable PDF available on MyECC and Cornerstone for faculty who might miss the email. The FDC will continue to explore other options for delivering the PD Plans to faculty within the next few weeks of the semester. The goal is to implement a simple and straightforward procedure for completing the plans.

Adjourned 1:49

FDC Initiatives – Fall 2019

Faculty Book Club	
Academic Rank Certificates	Distribute in September
Outstanding Adjunct Faculty Award	Nomination deadline October 11 th , selection committee convenes early November, awards and certificates presented at December 3 rd Academic Senate meeting
Informed & Inspired	Sept 27, Oct 31, Nov 21
Getting the Job Workshop Series	Part 1 – The Application: Friday, November 30 th Part 2 – The Interview: Friday, January 31 st
Planning for Spring PD Day & Tenure Reception	November-December



STRATEGIC PLAN 2020-2023

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I. Introduction

In December 2014, Board Policy 1200 was revised to include both the El Camino College foundational statements (mission, vision, and values) and the 2015-20 Strategic Plan (see Appendix 1). After three years of work, in March 2017, the College released the 2017-22 Comprehensive Master Plan. Through the work of the Strategic Planning Committee, followed by collegial consultation, Board Policy 1200 was amended once again in June 2019 (see Appendix 2) to include only the District Mission, Vision and Values statements. Currently, Board Policy 1200 and the Strategic Plan are officially separate documents.

During Spring 2018, the Strategic Planning Committee revised the El Camino College strategic initiatives and objectives, as well as the College's mission, vision, and values. The present document constitutes an update of the El Camino College 2015-20 Strategic Plan and supports the 2017-22 Comprehensive Master Plan. The document presented below also includes the revised version of ECC's mission, vision, and values. The 2020-23 Strategic Plan reflects the progress achieved in the implementation of the plan and California legislation that mandates community college districts to align their local goals with the Chancellor's Office Vision for Success system-wide goals by May 31, 2019.

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values will proceed through collegial consultation (Academic Senate, Calendar Committee, Technology Committee, Facilities Committee, Planning and Budgeting Committee, and College Council). After modifications and updates have been incorporated into the document, the plan will go to the Board of Trustees for final approval. The expectation is to have this document ready to be disseminated by January 2020. The implementation of the plan will commence in Fall 2020.

The 2020-23 Strategic Plan in its final version will contain the College's updated mission, vision and values, the strategic initiatives, the objectives associated with each initiative, and the key performance indicators (KPIs) that will be used to monitor and measure the level of accomplishment of all initiatives, and ultimately the ECC's mission.

II. Purpose of the Document

The collegial consultation process that will take place through Fall 2019 has the purpose of reviewing the present document, and suggest necessary adjustments to reflect the strategic initiatives and objectives that will guide the College forward throughout the next three years (Fall 2020 – June 2023). The final version of the 2020-23 Strategic Plan will reflect the shared vision of El Camino College stakeholders to assure that all members of the community are moving in the same direction and aspire to accomplish the same goals. The Key Performance Indicators (KPIs) for the plan will be determined by the Strategic Planning Committee once collegial consultation concludes.

All annual planning at the level of programs, units, and areas, designed between Fall 2020 and June 2023 should use the 2020-23 Strategic Plan as an essential guide to determine goals, tasks, resources, and performance indicators. Program reviews developed during the mentioned period should also take the 2020-2023 Strategic Plan as a key document to write the self-study and determine programmatic recommendations.

III. El Camino College Vision, Mission and Values

As mentioned in the previous section, the Strategic Planning Committee decided to take the College's foundational statements through collegial consultation. The following are the El Camino College updated vision, mission, and values:

Mission

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

Vision

El Camino will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Values

People - We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect - We work in a spirit of civility, cooperation, and collaboration.

Integrity - We act ethically and honestly toward our students, colleagues, and community.

Diversity - We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence - We deliver quality, innovation, and excellence in all we do.

IV. 2020-2023 Strategic Initiatives and Objectives

The 2020-2023 strategic initiatives are pressing and significant opportunities that must be addressed by the El Camino College community for the institution to meet its mission. Each initiative has its own objectives, which are specific, measurable outcomes that the College intends to accomplish by the end of the 2022-2023 academic year.

a) Strategic Initiative A: Student Learning

SI A: Student Learning Support student learning using a variety of effective instructional methods, educational technologies, and college resources.	By 2023,
4 Objectives	A1. Implement a faculty-led, data informed professional development plan that serves ECC's diverse student population.
	A2. Implement curricular and instructional innovations to increase successful completion of transfer-level Math and English courses in the first year.
	A3. Increase faculty use of educational technology (e.g.: Learning Management System) to facilitate regular communication with students and referral to campus student services.
	A4. Expand the use of Open Educational Resources, innovative technologies, and community partnerships to reduce cost barriers that negatively impact student learning and completion.

b) Strategic Initiative B: Student Success and Support

<p>SI B: Student Success and Support Strengthen the quality of educational and support services to close equity gaps and empower student learning, success, and self-advocacy.</p>	<p>By 2023,</p>
<p>3 Objectives</p>	<p>B1. Implement changes to campus programs, services, and initiatives to close the 40% student equity gap closure.</p>
	<p>B2. Improve orientation, assessment, counseling and student educational planning, and follow-up services so that comprehensive support becomes the typical ECC student experience.</p>
	<p>B3. Implement a data informed professional development plan for classified staff and management that serves ECC's diverse student population</p>

c) Strategic Initiative C: Collaboration

<p>SI C: Collaboration Maintain an effective process of collaboration and collegial consultation with regard to the planning, budgeting, implementation and evaluation of college programs and processes.</p>	<p>By 2023,</p>
<p>3 Objectives</p>	<p>C1. Enhance the planning process for all campus programs and areas to ensure collaboration, inclusiveness, collegial consultation, and sharing of resources.</p>
	<p>C2. Strengthen collaboration between academic programs and student services programs so that all students experience comprehensive student support.</p>
	<p>C3. Improve college internal communications to ensure all stakeholders know and understand college committees' decisions and decision-making processes.</p>

d) Strategic Initiative D: Community Responsiveness

<p>SI D: Community Responsiveness Support transfer and workforce preparedness, as well as community well-being, through the development of strategic partnerships with schools, colleges, universities, businesses, and community-based organizations.</p>	<p>By 2023,</p>
<p>2 Objectives</p>	<p>D1. Implement programs that link high school districts with ECC to introduce students to the college's higher education pathways.</p>
	<p>D2. Improve a structured process of gathering and disseminating program requirements and data from regional colleges and universities that informs student planning for transfer and degree attainment.</p>

e) Strategic Initiative E: Institutional Effectiveness

<p>SI E: Institutional Effectiveness Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning and resource allocation</p>	<p>By 2023,</p>
<p>4 Objectives</p>	<p>E1. Ensure that all college areas complete a formal program review in accordance with institutional templates and established cycles.</p>
	<p>E2. Ensure alignment between program review and planning templates so that program review recommendations are addressed within the process of planning and resource allocation for all college areas.</p>
	<p>E3. Conduct an annual review of institutional benchmarks and student achievement goals to ensure alignment with the College's vision for success.</p>
	<p>E4. Utilize ongoing, timely and relevant data to inform decision-making when prioritizing the support given to college programs and services.</p>

f) Strategic Initiative F: Modernization

<p>SI F: Modernization Enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment.</p>	<p>By 2023,</p>
<p>5 Objectives</p>	<p>F1. Utilize up-to-date technology to support college programs that meet the needs of students, faculty, staff, and the community.</p>
	<p>F2. Maximize campus facilities, technology and infrastructure which can adapt to current and future health and safety needs of students, faculty, and staff.</p>
	<p>F3. Ensure that the faculty and staff selection processes, as well as professional development, align with institutional strategic initiatives and the College's Equal Employment Opportunity plan.</p>
	<p>F4. Provide security, privacy, and protection of all systems, properties, and data to ensure safekeeping of student and College information.</p>
	<p>F5. Refine the sustainability infrastructure to minimize impacts of climate change, mitigate the depletion of resources, and improve natural and built environments.</p>

V. Appendix

a) Board Policy 1200: December 2014

Board Policy 1200

District Mission and Strategic Plan 2015-2020
The El Camino College Mission, Vision, Values,
and Strategic Initiatives

Mission Statement

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

Vision Statement

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

Statement of Values

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

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

Institutional Effectiveness Outcomes

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

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

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate

- 8. Transfer Rate
- 9. Degrees and Certificates awarded
- 10. Number of Transfers

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

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College-wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).

A - STUDENT LEARNING

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

Objectives:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

B - STUDENT SUCCESS & SUPPORT

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

Objectives:

1. Implement programs and services as detailed in the Student Success & Support
2. Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
3. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
4. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

C - COLLABORATION

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

Objectives:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document, which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs across disciplines and College areas.
4. Improve publication of the broad input on College processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

D - COMMUNITY RESPONSIVENESS

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

Objectives:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

E - INSTITUTIONAL EFFECTIVENESS

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

Objectives:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Maintain fiscal stability.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

F - MODERNIZATION

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

Objectives:

1. Implement the Technology Plan to meet the developing information technological needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plan.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/2014

b) Board Policy 1200: June 2019

Board Policy 1200

District Mission Vision and Values

Mission Statement

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Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range master planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/14, 6/17/19



El Camino College

El Camino College Academic Senate 2019-2020 Goals

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).

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

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, continue to facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Collaborate with administration and other campus leaders to revise hiring policies and procedures to support statewide efforts to increase faculty diversity.
7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Enhance Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Inspire greater participation of senators in activities of Senate, including Senate e-board, subcommittees and task forces;
4. Encourage all senators to provide input at senate meetings and provide mechanisms for senators to give anonymous feedback on issues discussed at meetings;
5. Continue initiatives to recognize faculty who achieve tenure.

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

Measures:

1. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and the Educational Master Plan;
2. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.
3. Support efforts to expand the adoption of high-quality Open Educational Resources (OER) in an effort to reduce cost barriers to student learning and completion.
4. Participate in and provide constructive feedback on the implementation of metamajors and other Guided Pathways initiatives. Support efforts to keep students on the path to success through utilization of tools such as ECC Connect.

D. Support Accreditation process through regular consultation and collaboration with steering committee and other campus leaders.

Measures:

1. Ensure senate representatives participate on subcommittees to write the self-report and prepare for accreditation site visits.
2. Consult with administration on the Quality Focus Essay and college self-report.

Administrative Procedure 4227

Repeatable Courses

Repeatable courses may be repeated per the education code and the district policy.

I. Repeatable Courses

El Camino College designates only the following types of courses to be repeatable per Title 5, Section 55041:

- A. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.
- B. Intercollegiate athletics courses.
- C. Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses.

II. Catalog Identification and Designation of Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters following the course number. The lowercase letters indicate the number of times a course may be repeated. Courses may not be repeated more than four times including when a student receives a substandard grade or a "W" (Title 5 Section 58161).

Examples of repeatable courses include:

- *Physical Education 60abc (Women's Intercollegiate Soccer Team) - students may enroll in Physical Education 60abc three times.*
- *Communication Studies 293abcd (Forensics – Team Events) - students may enroll in Communication Studies 293abcd four times.*

Commented [MD1]: This should be removed from final version once consultation has concluded.

III. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. *(Examples of non-repeatable courses include History 101, English 1A, and Psychology 9B.)*

Commented [MD2]: Remove from final version.

IV. Under special circumstances, students may repeat courses in which a C or better grade was earned. *The grade received by the student each term will be included in calculations of the student's grade point average.*

- A. Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.
- B. Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any

number of times.

- C. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated ~~for~~ more than four ~~times~~~~semesters~~. This limit applies even if the student receives a substandard grade or “W” during one or more enrollment or if a student petitions for repetition due to extenuating circumstances. Activity courses are designated in the College Catalog through the addition of lowercase letters in the course number.
 - D. Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination by certified staff verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.
 - E. A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a). ~~however, the grade received by the student each term will be included in calculations of the student’s grade point average.~~
- V. The District shall develop and implement a mechanism to allow it to properly monitor course repetition. For procedures on course repetition, see AP 4225 Course Repetition Procedure.

References:

Title 5 Sections 55040, 55041, 55253, 56029, and 58161

Ed Policies 5-28-19

Council of Deans: 8-1-2019

AP 4227 Repeatable Courses

References:

Title 5 Sections 55040, 55041, 55253, and 56029

NOTE: *This procedure is legally required.*

Only the following types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

The District must identify and designate such repeatable courses in its catalog.

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.

Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any number of times.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a); however, the grade received by the student each time will be included in calculations of the student's grade point average.

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

New 2/08; Revised 9/08, 4/09, 10/13, 10/17

AP 4102 Career and Technical Education Programs**Reference:**

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2nd Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

The competence of students completing career education programs shall be evaluated by the same criteria that are used for all courses and in accordance with specific requirements established by the college for individual programs. Students completing programs that are additionally approved by third party regulatory agencies ~~such as Board of Registered Nurses, Paralegal Studies, NATEF, Department of Health Services, and others~~ will have additional program competencies established under the ~~ed~~District's program approval on file with the Vice President of Academic Affairs from third party regulators.

Advisory committees for career education programs shall be established by the college within the Career Education ~~P~~program to assist in maintaining relevant curriculum, technology, equipment, course content, student internships and placement and to serve as liaisons with local and regional employers and industry associations.

Members of advisory committees for Career Education programs are appointed as appropriate in accordance with processes established by the college, and should include appropriate program faculty, employers and employees in the field for which the program is designed to train students; former and current students; and the ~~perspective-respective~~ ~~h~~instructional ~~D~~clean.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The Vice President of Academic Affairs Services shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Reference:

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2nd Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

AP 4102 Career and Technical Education Programs

References:

Title 5 Sections 55600 et seq.;
2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);
34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.14

NOTE: *This procedure is **legally required**. Local practice may be inserted here, which must address:*

- *Establishment of an appointment process for related advisory committees;*
- *Provisions for documenting the competence of students completing career and technical programs; and*
- *Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Edition.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the [**Chief Instructional Officer**] will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The [**Chief Instructional Officer**] shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Revised 7/11, 4/15, 10/15

El Camino College
Enrollment Management Plan
2019-2022

DRAFT

Sept 6, 2019

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Enrollment Management Plan 2019-2022 DRAFT August 27, 2019

Introduction

Purpose Statement

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the college mission to make a difference in people's lives. The plan strives to provide and protect the college's educational programs not only during periods when funding and demographic trends are supporting enrollment growth, but also during periods when resources are declining. The plan attempts to ensure the following:

- Achievement of enrollment levels in order to maximize the resources available to the college to serve the greatest number of students in accordance with the college mission.
- Maintenance of the greatest possible student access consistent with educational quality
- A well-balanced and varied schedule, responsive to the needs of students and community, which incorporates the Guided Pathways framework and supports the Chancellor's Office Vision for Success.
- A comprehensive educational program that is responsive to the needs of our students and community.

Basic Principles

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of our community and serving all of its diverse populations.

In order to fulfill the college mission and make progress toward our vision, El Camino College will focus on improvements on the following Strategic Initiatives:

A – Student Learning: Support student learning using a variety of alternative instructional methods, educational technologies, and college resources.

B – Student Success and Support: Strengthen the quality of educational and support services to close equity gaps and empower student learning, success, and self-advocacy.

C – Collaboration: Maintain an effective process of collaboration and collegial consultation with regard to planning, budgeting and evaluation of college programs and processes.

D – Community Responsiveness: Support transfer and workforce preparedness, as well as community well-being, through the development of strategic partnerships

with schools, colleges, universities, businesses, and community-based organizations.

E – Institutional Effectiveness: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

F – Modernization: Enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure maintenance of an appropriate balance in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus are responsible for administering certain aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility. Both faculty and classified staff play a critical role in every interaction they have with students or the public.

2016-2019 Updates

The following is a review of the Objectives and Strategies presented in the 2016-19 Enrollment Management Plan and the progress made by the college to date. Detailed updates for all 2016-2019 Enrollment Management Plan strategies are provided in Appendix A.

Objectives

- I. Increase campus-wide enrollment by nearly 1,600 FTES in three years to meet 19,539 FTES goal in 2018-19.

The goal of reaching 19,539 funded FTES by 2018-19 was not achieved during this three-year period of the enrollment management plan (See Table 1). The practice of borrowing FTES under the old funding formula resulted in a period of stabilization during the 2016-17 fiscal to correct this habit. The correction to the practice of borrowing in 2016-17 adversely impacted our three-year funded FTES average under the new Student-Centered Funding Formula resulting in 666 funded FTES shortfall compared to our 2018-19 goal. If you look at earned FTES, which does not factor in borrowing, our initial increase in FTES from 2015-16 to 2016-17 was 4.25%, followed by a .67% decrease in FTES from 2016-17 to 2017-18, followed by a 1.05% decrease from 2017-18 to 2018-19. Since the implementation of the enrollment management plan, we increased our earned FTES by 2.47%. Going forward under the new funding formula, our earned FTES and actual FTES will be the same.

Table 1. FTES trends

	2015-16 FY	2016-17 FY	2017-18 FY	2018-19 FY
Funded FTES	19,486	19,486*	19,642	18,873**
Actual FTES	19,486	17,929	19,642	18,618
Earned FTES	18,572	19,361	19,231	19,030

*Stabilization funding under the old funding formula

**Three-year average funding under the Student-Centered Funding Formula

II. Increase student retention and persistence rates (ECC’s three-term persistence rate goal for 2019-2020 is 72.1%. The student retention goal is 85%.)

The student retention rate for fall 2018 as reported by the Institutional Research and Planning department was 84%. It has increased annually from the rate reported in fall 2015 of 82%. This increase has the college on track to meet the 2019-20 goal of 85%. The Institutional Effectiveness Outcomes goal for three-term persistence is a rate of 72.1% by 2019-20. The 2016-17 IE Outcomes Report indicated the persistence goal was exceeded with a reported rate of 77%.

Strategies

A. Outreach Strategies

Outreach strategies in the 2016-19 Enrollment Management Plan consisted of two activities; a) increasing assessment of potential students at the high school and campus locations and b) increasing enrollment rates of students from feeder high schools. The assessment goal was to assess 1,750 students by April 30 in 2017 and 2018. The assessments actually reached 2,324 individual assessment from January - December 2017 with an additional 1,663 assessments January –August 2018. This was achieved in several ways. The college hired additional Outreach Counselors to complete the assessments and transportation was provided to in-district high school student to come to the college and complete testing and assessment on campus. The second goal of increasing enrollment rates looked at the applicant yield rate and had a goal of increasing yield rates to 36%. The Outreach department worked with CVUHSD to implement a program that had all graduating high school seniors apply to El Camino College. This activity occurred in fall 2015/16 and 2016/17. The program was discontinued in fall 2017/18. El Segundo High School strongly encouraged students to apply. Both programs were successful in getting students to apply and enroll.

Fall Term	Applicants	Enrolled	Percentage
2016	21,688	7,099	37%
2018	18,308	7,521	41%

The program was discontinued for several reasons. Asking all seniors to apply, even with no intention of enrolling, will distort the yield rate for enrollment in addition to the program being highly labor intensive.

A second action identified was to contact students that had only completed one or two of the core services (assessment, educational plans and orientation). The Outreach department in coordination with Marketing and Communications completes this task each fall. The addition of text messaging was implemented in fall 2018. With the implementation of multiple measures in place of assessment testing, the college is now focusing on education plans.

College Night was implemented as part of the Outreach strategies in fall 2016 and was continued in spring 2016, fall 2016, spring 2017, fall 2017 and fall 2018. In spring 2018, the event was renamed the Warrior Smart Start and held on a Saturday. Warrior Smart Start was continued in spring 2019. Attendance for each semester is indicated below.

Fall Term	Attendees	Spring Term	Attendees
2016	546	2017	362
2017	376	2018	465
2018	601	2019	450

B. Access Strategies

1. Dual Enrollment

The College currently has two positions dedicated to Dual Enrollment. This department collaborates with high schools to accommodate requests for dual enrollment courses and to develop College and Career Access Pathways (CCAP). The college currently has CCAP agreements with six local high school districts. In addition, the number of locations for dual enrollment offering increased from 10 in 2016 to our current offerings at 20 local high schools. As seen in Table 2 below, FTES generated by dual enrollment has increased 175% (344 FTES) since implementation of the 2016-19 Enrollment Management Plan. The goal in the 2016-19 plan was to increase dual enrollment by 122% (240 FTES). A Dual Enrollment web page was created to provide a consistent and efficient means for high schools to contact the college with requests.

<http://www.elcamino.edu/admissions/student/highschool/dualenrollment.aspx>

Table 2: FTES generated by high school dual enrollment offerings.

Academic Year	Earned FTES	Unduplicated Headcount	FTES % Δ from PY
2015-16	197	921	-
2016-17	234	1,093	19%
2017-18	361	1,516	54%
2018-19	541	2,992	50%

Source: Annual CCFS-320 Summary Reports

2. Online Offerings

Faculty members are required by the college to be certified to teach online courses. The Distance Education Advisory Committee recommended revisions to the Online Teaching Certification course. The course was revised by the Distance Education department to better prepare faculty to teach online and the first revised course was taught in summer 2019. The number of online course offerings increased for fall and spring terms and online courses were permitted to be scheduled in the winter and 6-week summer sessions. As shown in Table 3, the increase in FTES generated by online instruction increased by more than 20% each year and approximately 100% over the course of the plan. The number of online sections increased over 100% over this same time period.

Hybrid courses in biology, chemistry, and statistics were approved through the curriculum process and offered on a regular basis.

Table 3: FTES generated by online course sections.

Academic Year	Earned FTES	Sections	FTES % Δ from PY
2015-16	1,083	292	-
2016-17	1,297	359	20%
2017-18	1,622	450	25%
2018-19	2,161	601	33%

Source: Annual CCFS-320 Summary Reports

3. Partnerships with Business

The Business Division developed a Business Information Worker Certificate of Achievement and a Retail Management Certificate of Achievement. The Business Division contacted Whole Foods Market and Costco to develop programs for the business employees. The first Retail Management Certificate was awarded at the spring 2019 commencement.

4. Adult Education Pathways

An Adult Education Advisory Committee was convened and is currently working to identify program pathways for adult learners. The Adult Education Program is in development and will include pathways for mid-career learners, ESL and Older Adults. Support for evening students will be built into the programming. This initiative is in early stages of development and will be continued in the 2019-2022 Enrollment Management Plan.

5. South Bay Promise

The South Bay Promise baseline year 2015-16 started with two school districts and 14 students enrolled. The goal was to reach 120 students enrolled by 2018-19. Currently, and with the help of AB 19 funding and ECC Foundation support, the SB Promise accepts graduating seniors from any high school in our district, or any student that lives within the district. The admission of student for 2018-19 was greater than 570 students and almost 500 enrolled. As of May 2019, applications for the 2019-20 academic year exceeded 1,900 students.

6. Concurrent Enrollment

See analysis for Strategy B.1.

7. Evening Weekend Program

See analysis for Strategy B.4.

8. Winter Intersession

Winter intersession was reintroduced in the January 2017 with 225 sections and a projected enrollment of 800 FTES. The FTES earned in year 2 and year 3 of the Enrollment Management Plan exceeded 1,000 FTES.

Table 4: FTES earned in Winter Intersession since January 2016.

Academic Year	Earned FTES	Sections	FTES % Δ from PY
2015-16	-	-	-
2016-17	813	225	n/a
2017-18	1,109	327	36%
2018-19	1,048	288	-5%

Source: Annual CCFS-320 Summary Reports

C. Retention Strategies

Retention strategies outlined in the 2016-19 plan included three activities.

1. Hire a consultant to assess enrollment processes

The college hired the firm Interact to assess our enrollment processes. The process generated 38 suggested solutions and five big “must do” recommendations, of which the college implemented four.

2. Utilize Starfish Early Alert

Starfish Early Alert has been implemented and is currently under the name ECC Connect. The system is in use by the cohorts affiliated with the South Bay Promise to acknowledge good efforts by students or to make recommendations for support services when necessary. The program is accessible to all faculty and efforts will continue to increase usage.

3. Utilize Starfish Degree Planner

Starfish Degree Planner has been implemented and renamed ECC Connect Degree Planner. Usage by counselors when developing educational plans has been irregular. The Counseling department made the decision in spring 2019 to reach 90% usage of degree planner by June 2019 and eliminate the use of paper education plans.

Summary

The college has made enrollment management a priority during the 2016-2019 academic years. A number of programs were emphasized in the plan and did see success, including dual enrollment, college night, winter intersession and online education. Enrollment increases in these programs were not enough to meet our overall enrollment goals of 19,539 FTES by the 2018-19 year.

As the 2019-2022 Enrollment Management Plan is developed and implemented, these strategies will continue to be reviewed and refined. However, the changing landscape in the Chancellor's Office Vision for Success and the Guided Pathways framework for student success will drive the focus of this new plan.

2019-2022 Indicators

The Enrollment Management Plan for 2019-2022 was developed with the Chancellor’s Office Vision for Success goals and Guided Pathways framework for student success and completion as the basis for our revised plan. The plan development used Academic Year 2015-16 as the baseline for all data and includes campus wide enrollment trends, time of day, student age, online and dual enrollment metrics. Appendix B contains comprehensive enrollment data for the campus starting from Academic Year 2015-16.

El Camino College Campus-Wide All Enrollment Data

Campus-wide enrollment is reported in the table below as actual FTES or earned FTES. The actual FTES is the FTES reported in the annual 320 report for apportionment. The amount of actual FTES is affected by borrowing from prior year summer courses. The earned FTES is all FTES earned from prior summer, fall, winter and spring terms. Earned enrollment was increasing from base year 2013-14, peaking in 2016-17. The successive years have shown a decline. Fill rates have declined over the 5-year period.

Table 5: ECC Campus-wide enrollment

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Actual FTES	Earned FTES
2015-16	4,714	159,655	140,205	87.82%	19,486	18,573
2016-17	5,031	169,124	146,826	86.82%	17,929	19,361
2017-18	5,073	172,366	149,006	86.45%	19,642	19,230
2018-19	5,102	169,606	146,397	86.32%	18,618	19,030

Source: Annual CCFS-320 Summary Reports

El Camino College Campus-Wide Online Enrollment Data

Online offerings and enrollments have increased approximately 100% over the period from 2015-16 to 2018-19. Fill rates for online sections exceed the fill rates of courses offered face-to-face by 1-4%. The data in Table 6 includes hybrid sections in the online enrollment data.

Table 6: Online Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	292	12,267	11,265	91.83%	1,083
2016-17	359	15,374	13,803	89.78%	1,297
2017-18	450	19,117	17,260	90.29%	1,622
2018-19	601	25,019	22,649	90.53%	2,161

Source: Annual CCFS-320 Summary Reports

El Camino College Campus-Wide Enrollment Data by Time of Day

The tables below show enrollment trends from Academic Year 2015-16 through 2018-19 disaggregated by the time of day the courses are offered, with headcount, fill rates and FTES generated for each designation. Day classes are defined as classes starting before 12:00 p.m. and evening classes as those starting after 4:30 p.m. The largest enrollments are seen in the daytime offerings, with the FTES generated remaining fairly stable. The lowest enrollments are seen in the evenings.

Table 7a: El Camino College Campus-Wide Day Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	2,509	84,186	76,093	90.39%	10,141
2016-17	2,673	89,031	79,524	89.32%	10,635
2017-18	2,566	84,701	74,665	88.15%	10,055
2018-19	2,507	81,263	71,312	87.75%	9,574

Source: Annual CCFS-320 Summary Reports

Table 7b: El Camino College Campus-Wide Afternoon Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	1,095	36,186	31,008	85.69%	4,267
2016-17	1,183	37,790	31,955	84.56%	4,429
2017-18	1,257	42,393	36,297	85.62%	4,619
2018-19	1,247	39,100	32,838	83.98%	4,524

Source: Annual CCFS-320 Summary Reports

Table 7c: El Camino College Campus-Wide Evening Enrollment Data

Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	818	27,016	21,839	80.84%	3,082
2016-17	816	26,929	21,544	80.00%	3,000
2017-18	800	26,155	20,784	79.46%	2,934
2018-19	747	24,224	19,598	80.90%	2,771

Source: Annual CCFS-320 Summary Reports

Student Success Data by Age Groups

Course success trends are disaggregated by term (i.e., fall and spring) and age group. Table 8 shows the success trends from fall 2015 through fall 2018. The overall success of students has remained consistent over the last four fall terms (note: students are considered successful if they earn a grade of A, B, C, or P). Students in the 20 to 24 age group and the 25 to 29 age group experienced slight increases in course success. Students in the 19 or Less age group and 30+ age group experienced a slight decrease in course success.

Table 8. Fall Success Trends

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19 or Less	69%	69%	70%	68%
20 to 24	66%	66%	67%	67%
25 to 29	69%	68%	68%	68%
30+	73%	71%	71%	71%
Total	68%	68%	69%	68%

Source: El Camino College Institutional Dataset

Table 9 shows the success trends from spring 2016 through spring 2018. The overall success of students has remained consistent over the last three spring terms. Students in the 19 or Less age group and the 20 to 24 age group are identical. Students in the 30+ age group maintained a steady and slightly higher level of success.

Table 9. Spring Success Trends

	Spring 2016	Spring 2017	Spring 2018
19 or Less	69%	68%	69%
20 to 24	68%	68%	68%
25 to 29	69%	68%	69%
30+	72%	72%	71%
Total	69%	69%	69%

Source: El Camino College Institutional Dataset

Table 10 shows student headcount numbers from the 2015-16 academic year through the 2017-18 academic year. Headcount numbers are disaggregated by age groupings. El Camino College has seen headcount increases in the following age groups: 19 or Less, 25 to 29, and 30 to 34. Additionally, El Camino College has seen noticeable decreases (any decrease in an age group that is over 1% in the last three years) in the following age groups: 40 to 49 and 50+.

Table 10. Overall Headcount Trend (Last 5-Years)

	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
2015-16	9,947	12,397	4,387	1,913	1,055	1,194	1,175
2016-17	10,388	12,626	4,562	1,996	1,089	1,306	1,252
2017-18	10,732	12,500	4,754	2,050	1,142	1,296	1,203
3-Year Percentage Change	15%	-1%	8%	4%	-1%	-3%	-6%

Source: DataMart March 2018

Student Retention by Instructional Method

Student retention trends are disaggregated by term (i.e., fall and spring) and instructional method (i.e., face-to-face/F2F, Online, and Hybrid). Students are included in retention numbers if they receive a grade at the end of term. Table 11 shows the retention trends from fall 2015 through fall 2018. Face-to-face course retention has remained constant over that past four fall terms. Online course retention increased from 77% in fall 2015 to 82% in fall 2018. Hybrid course retention has also remained constant over the last four fall terms (1% decrease).

Table 11. Fall Retention Trends

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
F2F	83%	84%	84%	84%
Online	77%	80%	80%	82%
Hybrid	85%	86%	85%	84%

Source: El Camino College Institutional Dataset

Table 12 shows the retention trends from spring 2016 through spring 2018. Face-to-face course retention increased from 83% in spring 2016 to 90% in spring 2018. Online course retention increased from 80% in spring 2016 to 87% in spring 2018. Hybrid course retention varied from spring 2016 through spring 2018.

Table 12. Spring Retention Trends

	Spring 2016	Spring 2017	Spring 2018
F2F	83%	83%	90%
Online	80%	81%	87%
Hybrid	85%	88%	85%

Source: El Camino College Institutional Dataset

Dual Enrollment

Table 13 provides an overview of dual enrollment from fall 2015 through spring 2019. Dual enrollment student headcount and section offering have increased steadily since fall 2015. Additionally, the success percentage of dual enrollment students is higher than the success percentage for all students 19 years older or less is 69% (fall and spring terms).

Table 13. Dual Enrollment Overview

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Student Headcount	609	696	940	1,058	1,099	1,199	1,181	1,150
FTES estimate	6.8	13.6	27.8	22.9	46.3			
Sections	49	65	61	69	75	90	95	101
Success	85%	95%	90%	84%	87%	83%	88%	87%
Retention	100%	99%	100%	99%	99%	97%	100%	98%

Source: El Camino College Institutional Dataset

Courses Typically Taken by Students 30 Years of Age or Older

Students who are 30 years of age or older typically (30+ student age category) represent 12% of total course enrollments. Additionally, students who are 30 years of age or older typically represent 17% of the total enrollment headcount. Appendix C provides a list of courses, separated by division, frequently taken by students who are 30 years of age or older. The criterion for the inclusion of courses in the lists are:

Criteria 1: Courses that had at least 30 students enrolled and the 30+ student age category represented at least 45% of enrollment in the course.

Or

Criteria 2: Courses that had at least 150 students enrolled and at least 25 enrolled students who are in the 30+ student age category.

Goals and Strategies

The 2019-2022 Enrollment Management Plan seeks to develop comprehensive goals that align with the various initiatives and frameworks affecting community colleges. These include college mission, the Chancellor's Office Vision for Success goals and the strategic plan along with the pillars of guided pathways. The Guided Pathways framework sets the foundation of the enrollment management goals, with the Vision for Success providing concrete metrics to measure student success.

Clarify the Path → Enter the Path → Stay the Path → Ensure learning

Access → Engagement → Retention → Completion

Goal 1: Access

The College will develop clear pathways for students to enroll in El Camino College. These pathways will incorporate the use of meta-majors, program mapping, milestones, clear messaging and communication with our partner K-12 schools. Objectives developed to support the Access goal will clarify the road to enrollment. Based on the earned enrollment of 18,618 ftes* from academic year 2018-19 and a conservative growth rate of 0.60%, the College has a goal of 19,000 earned ftes in 2021-22.

*2019 CCFS 320 Annual Report

Goal 2: Engagement

The College will incorporate pathways and schedules to help students to enter the path. The engagement goal includes objectives to streamline application, onboarding and registration processes to support students entering El Camino College. Additionally, the college will develop a student-focused scheduling process and two-year calendar, with increased support for adult learners. These efforts to help students enter the path will support an increase of the applicant yield rate of 38%* in fall 2018 to 41% in fall 2021, an annual growth of 1%.

*Fall 2019 High School Graduate Report Card

Goal 3: Retention

The College will enhance its support system to help students stay in the path. This goal focuses on retention efforts to keep students engaged in education and returning each semester to complete their educational goals. Efforts include professional development opportunities for faculty members to recognize when students are struggling and to know the resources available to students. In addition, retention efforts will include support for online education and digital learning, tutoring and other retention programs. Retention efforts should result in a 1.5% growth in one semester retention rates from 69%* for fall 2017 to fall 2018 to a rate of 73.5% for fall 2020 to 2021.

*2017-18 Annual Factbook (formerly called persistence rates)

Goal 4: Completion

The College will expand processes to ensure students are learning to complete their path. Completion for students will be supported by short-term offerings, online degree offerings, and the implementation of degree audit. In support of the Chancellor's Office Vision for Success, completion efforts should result in a 20% increase in the number of students earning a degree or certificate will increase from 2409 in 2017-18 to 2696 in 2021-22*.

*2019 Local Vision Goals

Goal 1: Access. The College will develop clear pathways for students to enroll in El Camino College				
Objective	Why	Question	Indicator	Target
Implement a new SIS/ERP system.	Develop and implement a plan for a new SIS System	How will modernizing the SIS/ERP support the integration of external applications for enrollment/ registration?	% external applications fully integrated with our SIS/ERP	90% of external applications are fully integrated with SIS/ERP/
Incorporate the use of meta-majors, program maps, and milestones into the application/ enrollment process.	Incorporate meta-majors, milestones and program maps into the application/enrollment process.	How does meta-majors, program maps, and milestones allow students to accurately select a major/program that meets their educational goal?	% of student who complete a program within the expected time to completion.	80% of students complete their program within the expected time to completion.
Develop comprehensive materials and messages to support targeted programs.	Develop outreach materials, web pages and catalog pages to communicate new pathways	How do targeted programs help students complete their program more than not being in a program?	% of students in a targeted program who complete within the expected time to completion.	
Communicate pathways to high school partners in Dual Enrolled courses and South Bay Promise	Communicate pathways to high school partners in Dual Enrolled courses and South Bay Promise	How will communicating pathways to high school partners in Dual Enrolled courses & South Bay Promise increase the number of pathways.	# of pathways offered at high schools who participate in South Bay Promise.	
Goal 2: Engagement. The College will incorporate pathways and schedules to help students enter the path.				
Objective	Why	Question	Indicator	Target
Improve application and registration process.	Improving the application and registration process will increase the number of serious applications, improve application yield, and improve registration prior	How does improving the application and registration process increase the number of serious applications, improve application yield, and improve registration prior to the start of a term.	1. % of applications that turn into enrolled students (yield). 2. Number of FTES enrollment 1 month prior to the start of a semester.	1. 38% of applications that turn into enrolled students (yield). 2. 70% of FTES enrollment goals is obtained 1 month prior to the start of a semester.

	to the start of a term.			
Orientation Onboarding	Improving the orientation onboarding process will support student course placement into mathematics and English courses.	How does improving the orientation onboarding process support student course placement into mathematics and English courses.	% of new students who complete at least one course of transfer-level math and English within their first year.	30% of new students who complete at least one course of transfer-level math and English within their first year.
Develop a two-year calendar of course offerings that support block scheduling.	Creating a two-year calendar of course offerings that support block scheduling will help students complete have a full schedule of degree/program applicable courses.	How does creating a two-year calendar of course offerings that support block scheduling help students complete have a full schedule of degree/program applicable courses.	% of enrolled courses that are degree/program/ed plan applicable.	70% of enrolled courses that are degree/program/ed plan applicable.
Develop a comprehensive Adult Education Program.	Developing a comprehensive Adult Education program will increase the enrollment of Adult students and improve their retention (term-to-term).	How will developing a comprehensive Adult Education program increase the enrollment of Adult students and improve their retention (term-to-term)?	1. % of adult students (headcount). 2. % of adult student FTES 3. % of adult students retention (term-to-term).	1. 33% of adult students (headcount). 2. 30% of adult student FTES 3. 70% of adult students retention (term-to-term).

Goal 3: Retention. The College will enhance its support system to help students stay in the path.				
Objective	Why	Question	Indicator	Target
Implement a structured system that helps keep students on the path to completion	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	1. % of students whose ed plan has been inputted into online system 2. % of students whose ed plan milestones have been tracked online	1. Ed Plans of 90% of students inputted into online system 2. Ed plan milestones of 90% of students tracked through online system
Carry out a student retention program	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	1. % of student at risk identified through online system 2. Number of early alerts sent to students	90% of students at risk identified through online system 3 early alerts sent to 0% of students at risk

Enhance professional development	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	<ol style="list-style-type: none"> 1. Ratio of number of culturally responsive teaching/equity training activities to number of faculty members 2. Ratio of number of Green Zone training activities to number of faculty members 3. Ratio of number of Safe Zone training activities to number of faculty members 4. Ratio of number of First-Gen training activities to number of faculty members 5. % of faculty members attending Green Zone, Safe Zone, and First-Gen training activities 	<p>30:1 faculty member-training activity ratio through Cornerstone</p> <p>80% of faculty members attending Green Zone, Safe Zone, and/or First-Gen training activities through Cornerstone</p>
Tutoring	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	<ol style="list-style-type: none"> 1. Ratio of number of students to number of tutors 2. % of students who complete a course while receiving tutoring 	<ol style="list-style-type: none"> 1. 30:1 tutor-student ratio 2. 100% of students complete a course while receiving tutoring
Online Education	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members who teach online attending online instruction training activities	90% of faculty members attending online instruction training activities

Goal 4: Completion. The College will expand processes to ensure students are learning to complete their path				
Objective	Why	Question	Indicator	Target
Program Review	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of academic program review reports assessed with a rubric score of "Above Satisfactory"	95% of academic program review reports assessed with a rubric score of "Above Satisfactory"
Online ADTs	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online
Short Term/Hybrid Offerings	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	Students' enrolling online completion time	80% of students enrolling online graduate at the estimated completion time
Degree Audit	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	Percentage of degree audits	80% of students have gone through a degree audit

El Camino College District 5-Year FTES Projection

The FTES Goal to Actual report details the enrollment goals for the college from Academic Year 2015-16 through the current year 2019-2020. The table also reports the actual FTES reported to the Chancellor's Office. In Academic Year 2016-17, the college was in stabilization and received apportionment for the year prior. The Student-Centered Funding Formula was implemented in 2018-19.

El Camino College FTES Goal and Actual 2015-2020			
	2015-2016	Goal	Actual
Summer 15		1,481	1,454
Fall 15		9,382	8,618
Spring 16		8,676	7,968
Summer 16 (Transferred to fiscal year 2015-16) ¹		-	1,446
Total		19,539	19,486
	2016-2017*	Goal	Actual
Summer 16		387	613
Fall 16		8,577	8,581
Winter 17		800	813
Spring 17		7,915	7,922
Total		17,679	17,929
	2017-2018	Goal	Actual
Summer 17		2,036	1,716
Fall 17		8,654	8,540
Winter 18		842	1,109
Spring 18		7,978	7,864
Summer 18 (Transferred to fiscal year 2017-18) ²		-	412
Total		19,510	19,642
	2018-2019	Goal	Annual CCFS-320
Summer 18		1,488	1,371
Fall 18		8,578	8,489
Winter 19		1,200	1,049
Spring 19		7,873	7,709
Total		19,139	18,618
	2019-2020**	Goal	Projected
Summer 19		1,800	1,780
Fall 19		8,500	8,500
Winter 20		1,100	1,100
Spring 20		7,600	7,600
Total		19,000	18,980

¹ To achieve the 19,486 FTES funded enrollment the district borrowed 1,446 FTES from the next fiscal year.

² To achieve 19,643 FTES funded enrollment the district borrowed 412 FTES from the next fiscal year.

* A stabilization year funded at the amount of FTES we reported in the prior fiscal year.

** FTES goals are tentative.

Glossary

Afternoon Classes – Classes with start times between 12:00PM and 4:29PM.

Day Classes – Classes with start times before 12:00PM.

Evening Classes – Classes with start times at 4:30PM or later.

Retention - Student retention refers to the tracking of students over several terms. Retention is based on five fall cohorts over four semesters, looking only at fall and spring enrollment.

Successful Completion – Success is the percentage of students who receive an A, B, C, P or IPP as a final course grade out of all students enrolled as of the census date.

Funded FTES – The awarded full-time equivalent students (FTES) for the fiscal year.

Actual FTES – The calculated full-time equivalent students (FTES) reported including the shifting of FTES between fiscal years.

Earned FTES – The calculated full-time equivalent students (FTES) produced excluding the shifting of FTES between fiscal years.

Dual Enrollment – High school students enrolled in college courses.

Appendix A: 2016-2019 Detailed Updates

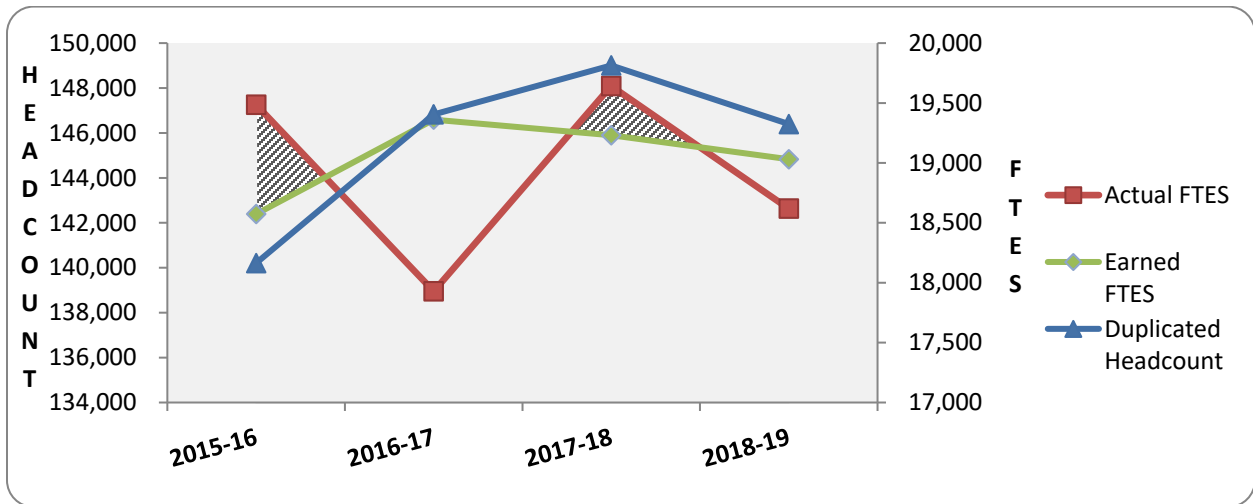
Appendix B: Campus-Wide Detailed Enrollment Data

Campus-Wide All Enrollment Data

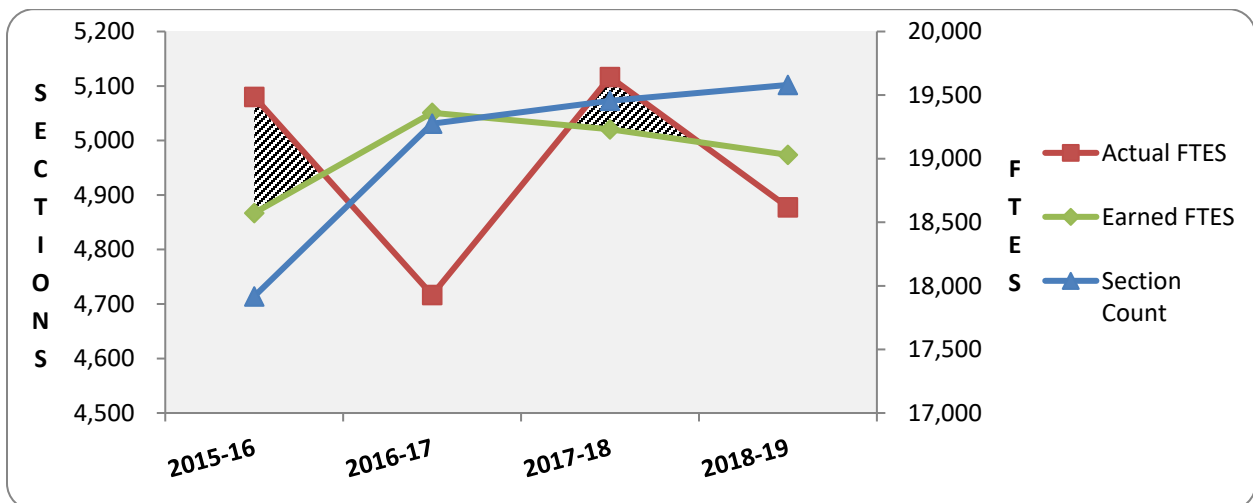
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Actual FTES	Earned FTES
2015-16	4,714	159,655	140,205	87.82%	19,486	18,573
2016-17	5,031	169,124	146,826	86.82%	17,929	19,361
2017-18	5,073	172,366	149,006	86.45%	19,642	19,230
2018-19	5,102	169,606	146,397	86.31%	18,618	19,030

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

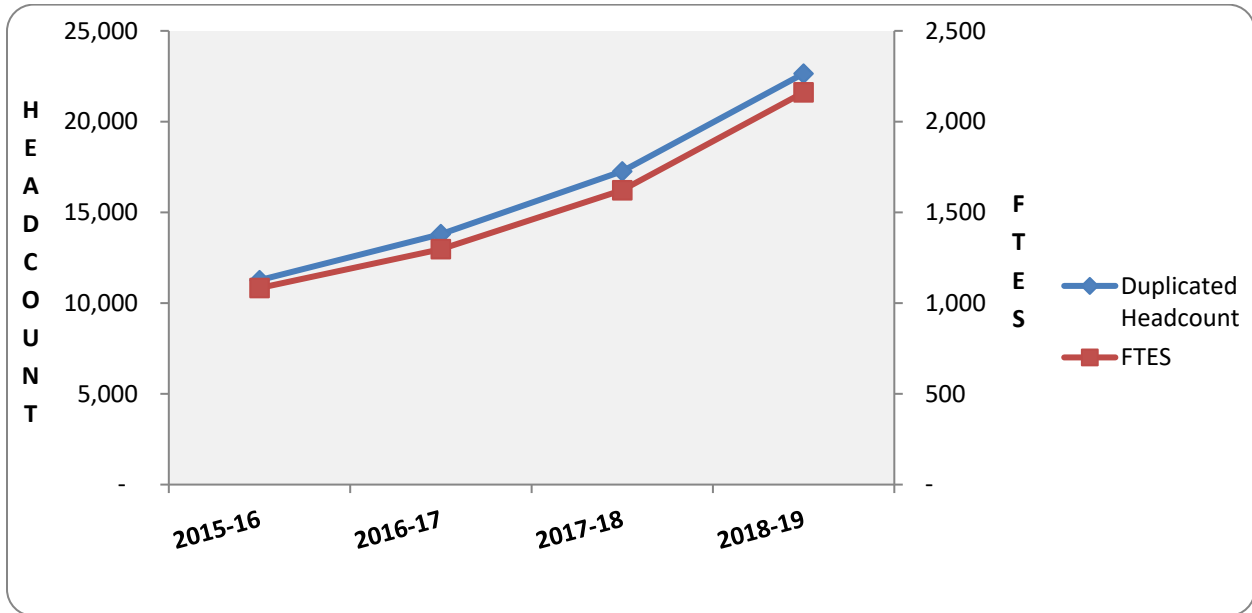


Campus-Wide Online Enrollment Data

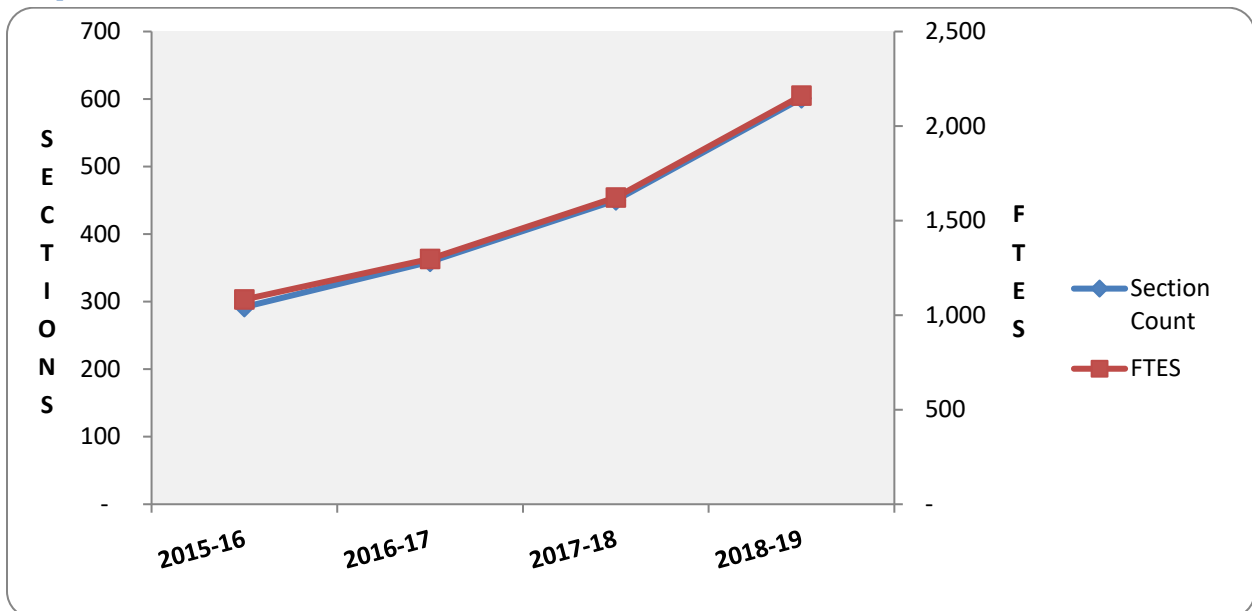
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	292	12,267	11,265	91.83%	1,083
2016-17	359	15,374	13,803	89.78%	1,297
2017-18	450	19,117	17,260	90.29%	1,622
2018-19	601	25,019	22,649	90.52%	2,161

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

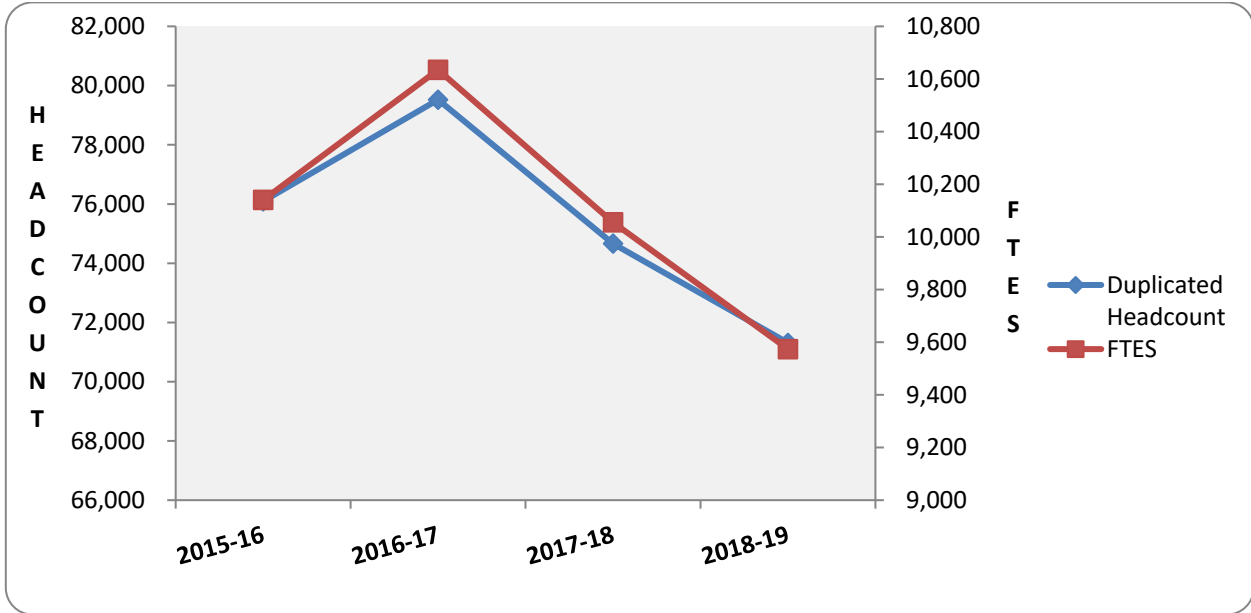


Campus-Wide Day Enrollment Data

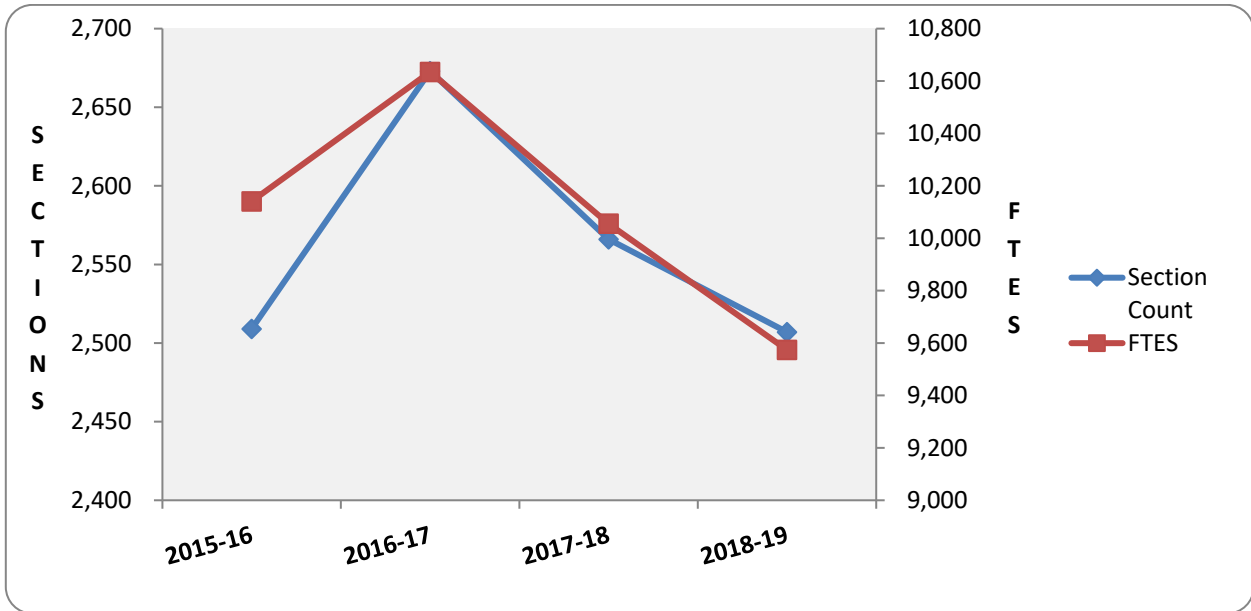
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	2,509	84,186	76,093	90.39%	10,141
2016-17	2,673	89,031	79,524	89.32%	10,635
2017-18	2,566	84,701	74,665	88.15%	10,055
2018-19	2,507	81,263	71,312	87.75%	9,574

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES

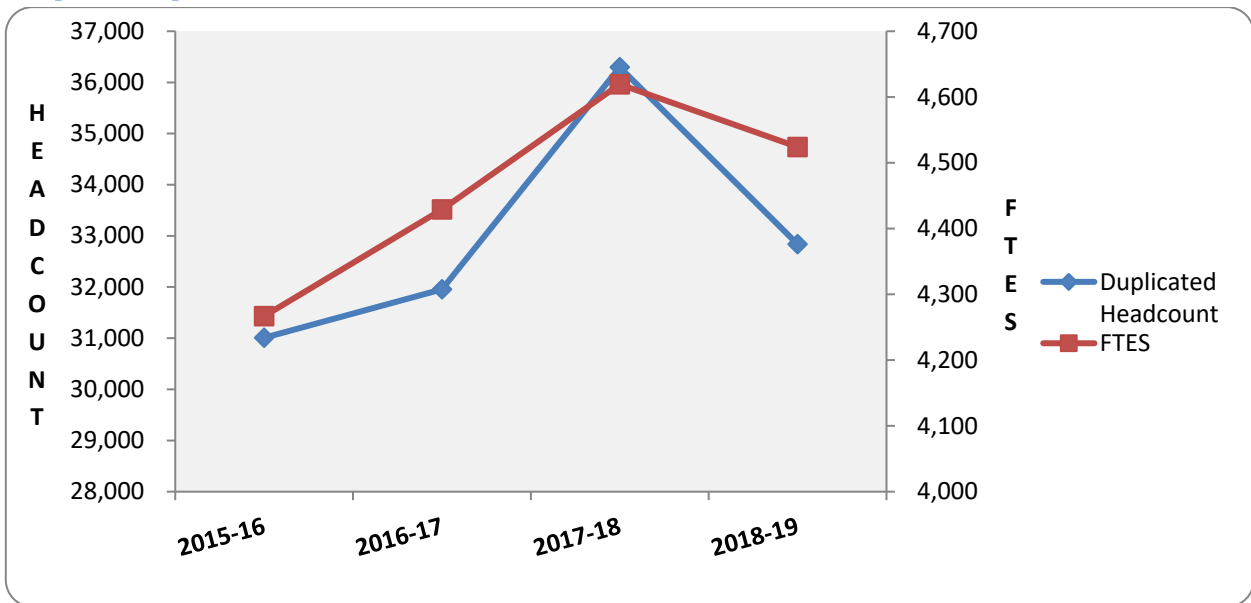


Campus-Wide Afternoon Enrollment Data

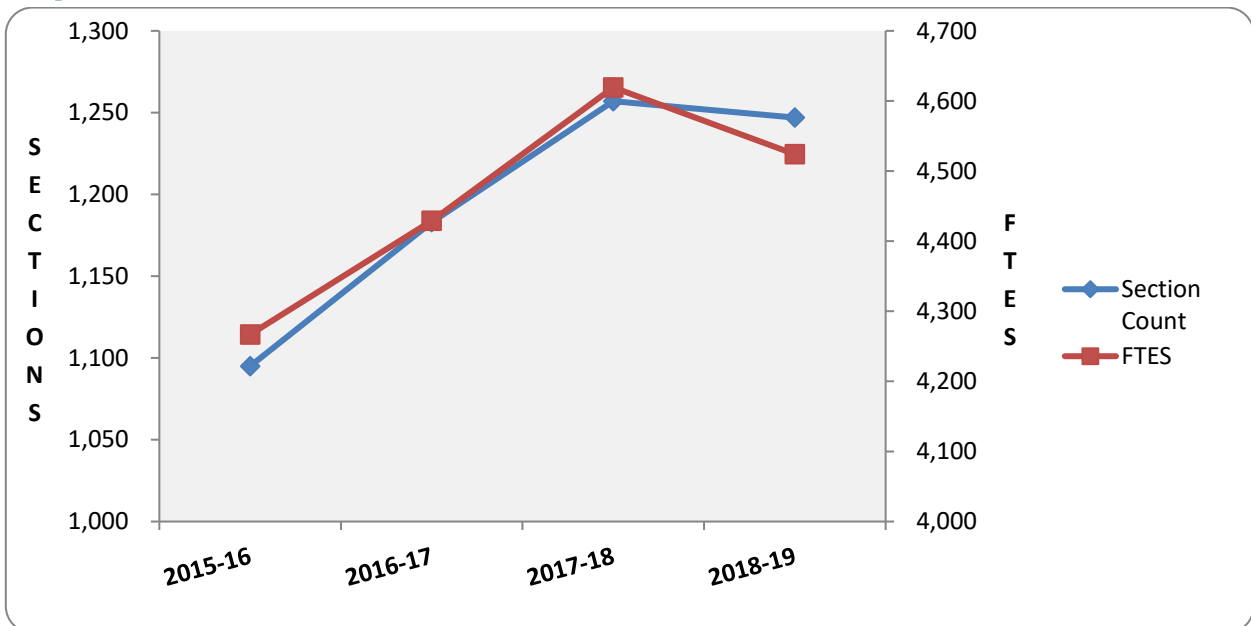
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	1,095	36,186	31,008	85.69%	4,267
2016-17	1,183	37,790	31,955	84.56%	4,429
2017-18	1,257	42,393	36,297	85.62%	4,619
2018-19	1,247	39,100	32,838	83.98%	4,524

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount and FTES



Graph B: Section Count and FTES

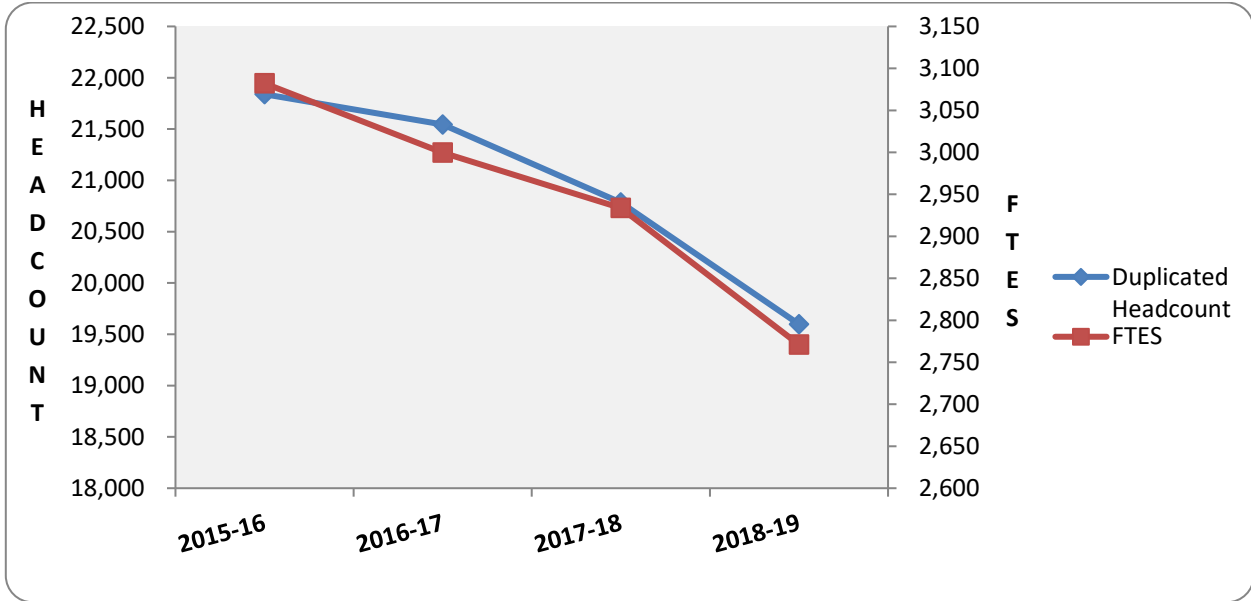


Campus-Wide Evening Enrollment Data

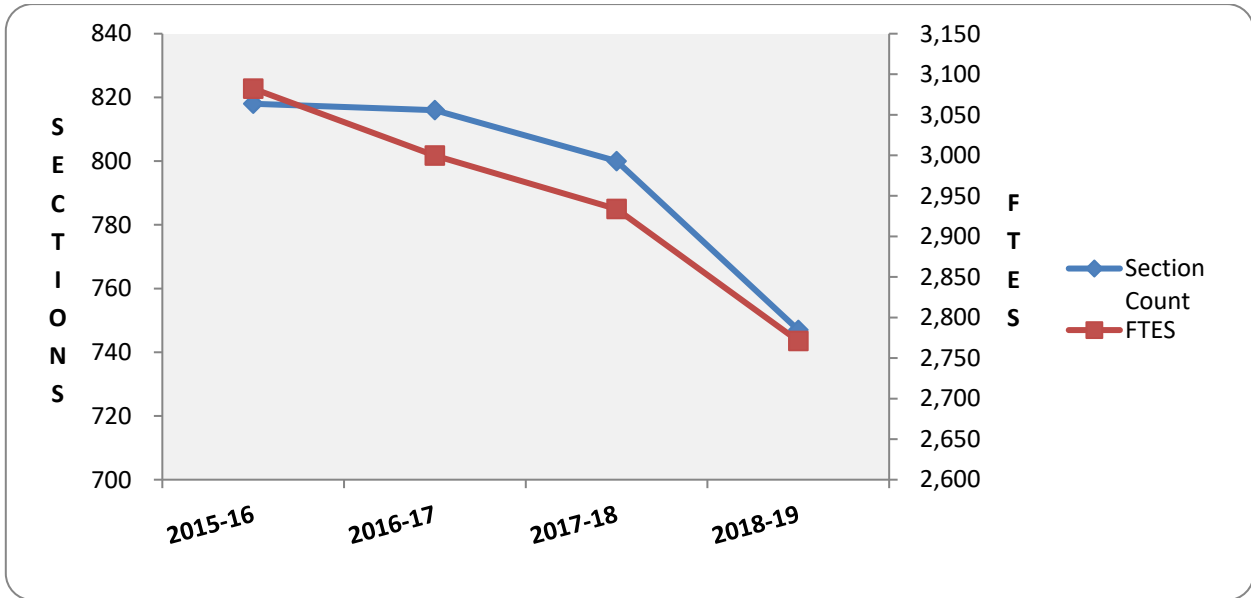
Academic Year	Section Count	Max Capacity	Duplicated Headcount	Fill Rate %	Earned FTES
2015-16	818	27,016	21,839	80.84%	3,082
2016-17	816	26,929	21,544	80.00%	3,000
2017-18	800	26,155	20,784	79.46%	2,934
2018-19	747	24,224	19,598	80.90%	2,771

Source: Annual CCFS-320 Summary Reports

Graph A: Duplicated Headcount & FTES



Graph B: Section Count & FTES



Appendix C: Course Enrollment by Age

Criteria 1: Courses that had at least 30 students enrolled and the 30+ student age category represented at least 45% of enrollment in the course.

Or

Criteria 2: Courses that had at least 150 students enrolled and at least 25 enrolled students who are in the 30+ student age category.

Business	
BUS-14	CIS-133
BUS-15	CIS-140
BUS-17	CIS-2
BUS-19	CIS-3
BUS-1A	ECON-1
BUS-1B	ECON-2
BUS-21	LAW-11
BUS-25	LAW-13
BUS-29	LAW-16
BUS-2A	LAW-17
BUS-2B	LAW-18
BUS-4	LAW-20
BUS-5A	LAW-4
BUS-60A	LAW-5
CIS-13	PARA-1

Mathematics	
MATH-100	MATH-23
MATH-12	MATH-37
MATH-130	MATH-40
MATH-150	MATH-67
MATH-170	MATH-73
MATH-180	MATH-80
MATH-190	

Industry & Technology	
ACR-27	CADD-7
ACR-30	CTEC-110
ACR-34	CTEC-200
ACR-5	CTEC-201
AJ-100	CTEC-202
AJ-12	CTEC-203
AJ-150	MTT-101
AJ-49	MTT-105
CADD-31	MTT-10K

CADD-32	MTT-2
CADD-43	NFOO-11
CADD-45	WELD-15

Natural Sciences	
ANAT-30	GEOL-1
ANAT-32	HORT-41
ASTR-20	HORT-53
BIOL-10	HORT-55
CHEM-1A	MICR-33
CHEM-20	OCEA-10

Humanities	
AS-23	HDEV-8
ENGL-100	HIST-101
ENGL-1A	HIST-102
ENGL-1B	PHIL-101
ENGL-1C	PHIL-2
ENGL-82	POLI-1
ENGL-84	SLAN-111
ENGL-A	SLAN-15
HDEV-10	SPAN-1
HDEV-110	

Health & Athletics		
MEDT-1	PE-257	RE-14A
NURS-145	PE-277	RE-16
NURS-153	PE-400	RE-19
NURS-154	PE-400ABCD	RE-21
NURS-155	PE-401	RE-26
NURS-156	PE-401ABCD	RE-31
NURS-250	PE-402	RE-40
NURS-251	PE-402ABCD	RTEC-106
NURS-253	PE-404	RTEC-111
NURS-254	PE-404ABCD	RTEC-123
NURS-255	PE-407	RTEC-217
PE-10	PE-407ABCD	RTEC-233
PE-10A	PE-54	RTEC-244
PE-2	RE-11	RTEC-328
PE-240	RE-12A	
PE-251	RE-13	

Fine Arts	
ART-101	COMS-12
ART-110	DANC-101
ART-173	MUSI-111
ART-274	MUSI-131A
ART-275	MUSI-555
COMS-1	MUSI-565
COMS-100	MUSI-570

Behavioral & Social Sciences	
ANTH-1	CDEV-160
ANTH-2	CDEV-165
ARCH-125	PSYC-15
CDEV-103	PSYC-16
CDEV-104	PSYC-3
CDEV-106	PSYC-5
CDEV-107	SOCI-101
CDEV-115	SOCI-102
CDEV-131	SOCI-104
CDEV-152	

Appendix D: 2019-22 Enrollment Management Plan Detailed Goals and Strategies

STUDENT HEALTH SERVICES PRESENTS

BEHAVIORAL MANAGEMENT WORKSHOP

Strategies for Prevention and Intervention



**FRIDAY,
OCTOBER 25**

8:30 a.m. – 5 p.m.
East Dining Room

Presented by Dr. Brian Van Brunt of The NCHERM Group, the Behavioral Management Workshop will teach participants proactive and preventative approaches to help decrease the likelihood of difficult and disruptive behaviors in academic settings. Additionally, learn how stress affects faculty and staff over time and discover strategies for preventing burnout before it occurs.

Please register on Cornerstone by October 18 or visit www.elcamino.edu/BehaviorWorkshop for additional information. Workshop participants are eligible to receive up to **SIX** flex credits. FREE lunch for the first 50 registrants!

FOR MORE INFORMATION, PLEASE CONTACT
Student Health Services • 310-660-3643 • ecstudenthealth@elcamino.edu



El Camino College

www.elcamino.edu



The El Camino Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

BEHAVIORAL MANAGEMENT WORKSHOP

SESSION INFORMATION

8:30 - 11 A.M.

SESSION 1: DISRUPTIVE BEHAVIORS IN THE CLASSROOM

This discussion will help participants understand the basics of classroom management as well as assist faculty and staff how to differentiate and manage disruptive behavior and crisis situations.

11 A.M. - 12 P.M.

LUNCH (on your own – *included for the first 50 registrants!*)

12 - 1:45 P.M.

SESSION 2: PREVENTING STAFF BURNOUT

Campus shootings, retention efforts, end-of-year reports, caseload quotas, the drive for outstanding customer service — sometimes it can all be too much. Develop an understanding of the signs and symptoms of stress and burnout and learn techniques to better cope and manage these problems.

1:45 - 2 P.M.

BREAK

2 - 3:50 P.M.

SESSION 3: SUICIDE PREVENTION

Learn how college professionals and community members can assist those who may be thinking about ending their lives. Gain an understanding of the importance of supportive factors in the prevention of suicide and how to intervene and help during a crisis.

3:50 - 4 P.M.

BREAK

4 - 5 P.M.

SESSION 4: INTERACTIVE Q&A SESSION

The workshop concludes with an opportunity to have any unanswered questions and concerns addressed by Dr. Van Brunt.