



## **EL CAMINO COMMUNITY COLLEGE DISTRICT**

**16007 Crenshaw Boulevard, Torrance, California 90506-0001**

**Telephone (310) 532-3670 or 1-866-ELCAMINO**

**[www.elcamino.edu](http://www.elcamino.edu)**

May 16, 2012

Board of Trustees  
El Camino Community  
College District

Dear Members of the Board:

Less than a month to go in the spring semester and the 2011-2012 school year. We are entering a wonderful period of inspiration, celebration and recognition. Thank you for all you have done as Board members to support faculty, staff and students.

The Monday, May 21, 2012, Board meeting agenda is included in this packet. Please note that the meeting will again be held in the Bookstore Building, East Dining Room. The agenda appears relatively routine. We understand some organizations are requesting that members attend this meeting.

The meeting is highlighted by the following items:

- A. Ms. Irene Graff will present the 2011 Accountability Reporting for the California Community Colleges (ARCC), attachments 1 and 2. She will not be using a computer or screens for her presentation. The process includes acceptance of the report by the Board.
- B. Academic Affairs includes informational items on two Administrative Procedures which have been substantially changed.
- C. Student and Community Advancement includes the expulsion of a student. If Board members have questions about the confidential attachment included under separate cover, please let Board President Beverly know and we will include that in closed session after which you will come out and vote on the issue.
- D. Administrative Services presents first reading of the tentative budget for 2012-13 excluding Funds 14 and 15 which are both associated with the Compton Center partnership. The Tentative Budget will be presented in June for adoption and, at that time, will include all funds.

- E. Human Resources, Item D, is a routine item which declares indefinite salaries for increases or decreases for 2012-2013.
  - F. The Superintendent/President and Board section, Item D, updates the Redistricting Action Plan to indicate the Board of Governors approved the election waiver request at its May meeting.
  - G. The Non Consent Agenda provides a recommendation to authorize a Tax Revenue Anticipation Note for the 2012-2013 fiscal year and Item D is the authorization to issue remaining El Camino Community College District General Obligation Bonds (election of 2002), Series 2012C in the amount of \$180,000,000.
- Item E, Collegial Consultation, permits the Board members to discuss your impression of the Collegial Consultation presentation last month and provide any direction to staff regarding your observations, conclusions and desires.
- H. The Public Agenda Request section includes only the Academic Senate Resolution and is presented, at the Senate's request, for informational purposes only at this time. The Associated Students Organization requested that their resolution not be presented on this agenda.
  - I. The Closed Session agenda will include an update on negotiations with the Federation of Teachers, Local 1388, AFT, AFL-CIO. Mr. Spencer Covert.

Due to the uncertainty of the length of the meeting, light refreshments will be provided during the closed session.

The May Revision was presented by the Governor and we began the almost two-month process of legislative review and recommendations with the legislated state budget adoption on July 1, 2012. At this time, we have only been provided sketchy information on effects of the revised budget proposals. We will include them in the updated Tentative Budget for your June meeting. Please note, we were very successful in anticipating all the cuts for this current fiscal year. The 2012-2013 budget has a large part of its resolve in the success of the November Tax Initiative election.

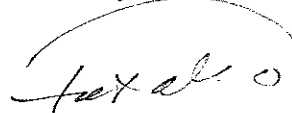
The weather has improved just in time for all the celebrations of student achievement occurring between now and Commencement. As you have for many events already, please join us when your schedules allow. Everyone appreciates the work you do on behalf of our community to keep its compact in providing a community-based college education. As you know, national publications are highlighting the effects of college costs on students and families' lives. El Camino College continues to provide an excellent education in our community at a reasonable price.

The following items re enclosed for your perusal:

1. Appendix A and Appendix B of the Resolution of No Confidence in the Implementation of the Collegial Consultation Process At El Camino College, Torrance Campus, El Camino College Academic Senate, Spring 2012;
2. Board Policy 4027 – Administration of Relations with the Academic Senate;
3. Memo from Rocky Bonura, May 15, 2012, following up on questions from the April Board meeting;
4. Memo from Ann Garten, May 15, 2012, regarding the Board of Governors action regarding revision of Trustee areas;
5. Memo from the California Community College Trustees, May 7, 2012, giving results of recent election;
6. Sabbatical Leave Reports from Sara M. Blake, Amy Grant, Jennifer Montgomery, Lijun Wang, and Stephan Waterworth;
7. 2011-2012 Year-End Activities.

Parking will be reserved for you on the north side of the campus near the Bookstore building. I look forward to joining you in the east Dining Room prior to the meeting on Monday. In the meantime, please contact Kathy or me if you have any questions, comments or concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Fallo", with a large, sweeping flourish above it.

Thomas M. Fallo  
Superintendent/President

TMF/kao

Cc: Vice Presidents, Director of Community Relations

Introduction, page 1

Compton Center, page 4

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# Focus On Results



California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor  
*Technology, Research, and Information Systems*

March 31, 2012

## ARCC 2012 Report: An Introduction to the Systemwide Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

Tables 1 through 18 and Figures 1 through 6 in the following section of the ARCC report present results for the seven performance indicators chosen for **systemwide** accountability reporting organized into four major categories:

- Student Progress and Achievement – Degree/Certificate/Transfer
- Student Progress and Achievement – Vocational/Occupational/Workforce Development
- Pre-Collegiate Improvement – Basic Skills and ESL
- Participation Rates

The seven performance indicators presented in this section are:

1. The annual number and percentage of baccalaureate students graduating from UC and CSU who attended a California Community College
2. The annual number of Community College transfers to four-year institutions
3. The transfer rate to four-year institutions from the California Community College System
4. The annual number of degrees/certificates conferred by vocational programs
5. The increase in wages following completion of a vocational degree/certificate
6. The annual number of basic skills improvements
7. Systemwide participation rates per 1,000 population (by selected demographics).

The data sources and methodology for each of the indicators can be found in Appendix B.

The time periods and data sources differ across performance indicators so it is important to pay attention to the dates and information specified in the column headings and titles for each table or figure.

Note that these systemwide indicators are not simply statewide aggregations of the college level indicators presented elsewhere in this report. Some systemwide indicators cannot be broken down to a college level or do not make sense when evaluated on a college level. For example, students may transfer or attend courses across multiple community colleges during their period of enrollment and their performance outcomes must be analyzed using data from several community colleges rather than from an individual college.

Beginning with the 2010 ARCC report, additional analysis revealed that a data-reporting artifact may occur for the year that an institution joins the National Student Clearinghouse (NSC). All of the matches that occur for that institution from previous

years (a cumulative count that spans pre-NSC membership years) would be reported by the NSC as transfers for that first year. To eliminate this artifact from the ARCC report, we zero out the transfer count for the first year that an institution joins the NSC.

**Compton Community Educational Center**

El Camino Community College District

**College Performance Indicators****Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	25.8%	30.0%	25.0%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	54.3%	56.5%	57.0%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	55.4%	49.1%	55.9%



**Compton Community Educational Center**

El Camino Community College District

**College Performance Indicators****Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	64.5%	63.7%	62.6%

**Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit****Table 1.4:**Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	46.7%	48.3%	52.2%

**Table 1.5:**Improvement Rates for  
ESL and Credit Basic  
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	24.1%	20.0%	66.7%
Basic Skills Improvement Rate	42.3%	57.0%	54.6%

**Table 1.6:**Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%





## Compton Community Educational Center

El Camino Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated  
Headcount and Full-Time  
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	10,060	12,902	16,203
Full-Time Equivalent Students (FTES)	5,000	5,303	6,626

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

**Table 1.8:**  
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	29.3%	27.0%	29.3 %
20 - 24	27.5%	30.9%	32.5 %
25 - 49	37.7%	37.9%	34.5 %
Over 49	5.3%	4.1%	3.6 %
Unknown	0.1%	.%	0.0 %

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	62.9%	62.8%	62.5%
Male	36.9%	37.1%	37.4%
Unknown	0.1%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



**Compton Community Educational Center**

El Camino Community College District

**College Profile****Table 1.10:**  
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	49.5%	46.3%	41.7%
American Indian/Alaskan Native	0.3%	0.2%	0.2%
Asian	3.0%	4.2%	5.1%
Filipino	2.0%	2.9%	3.2%
Hispanic	35.6%	33.8%	37.6%
Pacific Islander	1.7%	1.3%	1.2%
Two or More Races	.%	1.8%	2.7%
Unknown/Non-Respondent	5.0%	5.2%	2.8%
White Non-Hispanic	3.0%	4.3%	5.4%

Source: Chancellor's Office, Management Information System



## Compton Community Educational Center

El Camino Community College District

### College Peer Grouping

**Table 1.11:** Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	25.0	43.3	25.0	54.8	A6
B	Percent of Students Who Earned at Least 30 Units	57.0	70.9	57.0	78.8	B3
C	Persistence Rate	55.9	61.2	35.8	72.0	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	62.6	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.2	52.2	46.7	57.2	E6
F	Improvement Rate for Credit Basic Skills Courses	54.6	52.8	32.6	67.3	F1
G	Improvement Rate for Credit ESL Courses	66.7	51.4	24.1	70.2	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## Compton Community Educational Center

El Camino Community College District

### College Self-Assessment

El Camino College has provided a variety of educational opportunities at Compton Community Educational Center (CEC) since August 2006. CEC serves a population of primarily Latino and African-American communities from Carson, Compton, Lynwood, Paramount, and surrounding areas. Enrollment has increased dramatically, with a 61% increase in student headcount over the past two years.

The Student Progress and Achievement Rate and the percent of students earning at least 30 units have remained constant. These rates still involve cohorts of students who began college before the partnership but remain higher than earlier cohorts, suggesting that students are returning to CEC or other institutions to complete their education.

The performance indicator that showed the most improvement was the Persistence rate. In response to lower than average persistence in previous years, a special effort was established to encourage continuing students to register and apply for financial aid early and to stay on track to achieve their goals.

The Basic Skills Improvement Rate is above the peer group average. A much higher percentage of students in the most recent cohort of basic skills reading, writing and math showed successful progress to higher levels. In Spring 2011, CEC hired five new full-time faculty members who all focus on Basic Skills instruction. This expertise should promote additional success in basic skills courses.

The ESL Improvement Rate showed a dramatic increase, but involves extremely small numbers of students due to a unique population of ESL students who are predominantly non-credit students (and are thus excluded from the rate). Therefore, the rate is not a valid measure of institutional quality at this time. Nonetheless, CEC is expanding the credit ESL program to better serve community needs with proactive steps such as encouraging non-credit students to take the placement exam for credit courses, as appropriate.

During this period, CEC expanded its faculty development opportunities, with more than 50 participants in a collaborative partnership program and ongoing workshops for faculty teaching basic skills courses. Many faculty members are more knowledgeable than before about basic skills, more innovative in teaching, and share a passion for facilitating student learning and engagement. In addition, academic support services such as tutoring and learning communities have begun to help students succeed.

Many student services initiatives are also underway, including proactive promotion of graduation and transfer through one-to-one counseling, university tours, and weekly workshops. Already, graduation counts are up and more students are transferring.

Overall, Compton Educational Center performance rates have shown improvement. Although three of CEC's performance rates remain the peer group lows of the seven ARCC indicators, two of these involve cohorts that began before the former Compton College's accreditation was revoked, and therefore less accurately reflect the performance and progress of current students.

The results from the 2012 ARCC performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. With the guidance of the Student Success Task Force recommendations and student support initiatives, this trend should continue and improve in the years to come.



**El Camino College**

El Camino Community College District

**College Performance Indicators****Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	49.8%	50.4%	50.0%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	67.7%	69.4%	71.5%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	78.5%	76.5%	75.7%



## El Camino College

El Camino Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	73.5%	74.3%	72.0%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	54.3%	57.6%	57.8%

**Table 1.5:**  
Improvement Rates for  
ESL and Credit Basic  
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	61.4%	64.4%	60.9%
Basic Skills Improvement Rate	51.1%	62.7%	63.2%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%



**El Camino College**

El Camino Community College District

**College Profile**

**Table 1.7:**  
Annual Unduplicated  
Headcount and Full-Time  
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	41,700	39,753	35,416
Full-Time Equivalent Students (FTES)	20,472	20,533	19,491

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

**Table 1.8:**  
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	32.8%	32.5%	30.0 %
20 - 24	31.5%	33.0%	35.3 %
25 - 49	30.0%	29.5%	29.7 %
Over 49	5.7%	5.0%	5.0 %
Unknown	0.0%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	53.6%	53.1%	52.1%
Male	46.4%	46.9%	47.8%
Unknown	0.0%	0.0%	0.1%

Source: Chancellor's Office, Management Information System



## El Camino College

El Camino Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	19.3%	18.2%	18.5%
American Indian/Alaskan Native	0.5%	0.3%	0.3%
Asian	14.1%	13.8%	13.1%
Filipino	4.0%	3.8%	3.7%
Hispanic	31.8%	34.1%	38.2%
Pacific Islander	1.0%	0.9%	0.7%
Two or More Races	.%	2.1%	2.9%
Unknown/Non-Respondent	10.1%	8.3%	4.9%
White Non-Hispanic	19.2%	18.6%	17.8%

Source: Chancellor's Office, Management Information System





## El Camino College

El Camino Community College District

### College Peer Grouping

**Table 1.11:** Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.0	49.9	38.0	60.5	A1
B	Percent of Students Who Earned at Least 30 Units	71.5	76.0	70.8	85.9	B4
C	Persistence Rate	75.7	71.0	57.3	80.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.0	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	57.8	63.0	57.3	68.7	E5
F	Improvement Rate for Credit Basic Skills Courses	63.2	52.8	32.6	67.3	F1
G	Improvement Rate for Credit ESL Courses	60.9	57.9	40.8	69.2	G5

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## El Camino College

El Camino Community College District

### College Self-Assessment

El Camino College (ECC) serves a large and diverse population of students at both El Camino College in Torrance and at ECC Compton Center. The College's service area is diverse and vibrant with a growing Latino community, reflected in ECC's status as a Hispanic-serving institution.

ECC provides comprehensive educational opportunities, serving both career-oriented and transfer students with a broad array of majors, many in career and technical education. ECC prepares many students for careers and transfer—a record 1,399 students graduated with associate degrees and at least 1,500 transferred to selected California public universities last year. ECC ranks ninth in UC transfers; and although ECC ranks eighth at CSUs, rankings were consistently higher in the past, suggesting negative effects of Local Service Area preferences.

Among the ARCC indicators, ECC performed better than previous years on three measures and was stable on a fourth. These include Student Progress and Achievement Rate, Students Who Earned 30+ Units, and Basic Skills Success and Improvement Rates. These increases occurred during a period of enrollment contraction, suggesting the strong influence of recent educational planning initiatives (described below).

ECC is above the peer average on three of seven measures, and near the average on a fourth. These include Student Progress and Achievement Rate, Basic Skills Successful Course Completion, and the Improvement Rates in ESL and Basic Skills. While Persistence is a consistently strong measure for ECC, the rate dropped for a second year in a row, likely due to further enrollment cuts required by recent budget restrictions. Performance has been especially strong in Basic Skills Success and Improvement. This growth follows the implementation of initiatives to promote basic skills success, including intrusive counseling to encourage student persistence, a robust Writing Center to build foundational skills, and expanded professional development to adopt new instructional approaches that work.

Research shows that students with educational plans and those familiar with career pathways are more likely to succeed. This year, more ECC students created educational plans and learned about careers before taking classes because of programs focused on these outcomes. This helps to ensure they are on the right path at the beginning. Reducing exit points also matters, and ECC has begun offering accelerated math and English courses in response. These courses offer the opportunity to work through developmental coursework rapidly and enroll in transfer-level math and English within two or three semesters regardless of starting preparation.

More than \$11 million in new and continuing grant funding help support these efforts in lean times, including the Title V Graduation Initiative, which promotes graduation and transfer; the Title III STEM Project, which encourages enrollment and success in Science, Technology, Engineering and Mathematics; and the Career Pathways Project. These projects especially target Latinos and other underrepresented minorities.

Over the past few years, El Camino College has supported broad initiatives and bold interventions that assist students in meeting their educational goals, particularly in STEM fields. With adequate support, ARCC rates are expected to improve gradually over time as these initiatives affect more students.



# El Camino Community College District

## Accountability for the Community Colleges (ARCC)

Meeting of the Board of Trustees  
May 21, 2012

Irene Graff, Director, Institutional Research

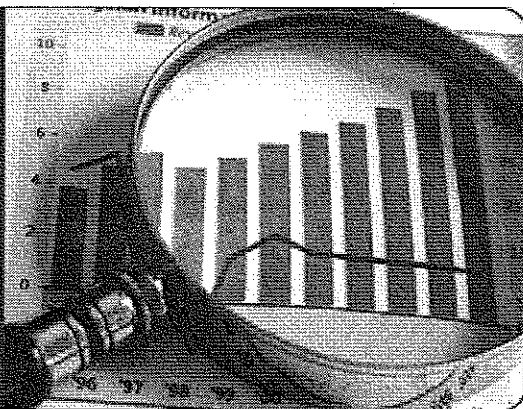
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## Focus On Results

California Community Colleges  
Chancellor's Office

Accountability  
Reporting for the  
California Community  
Colleges

A Report to the Legislature,  
Pursuant to AB 1417  
(Pacheco, Stat. 2004, Ch. 581)



Jack Scott, Chancellor

Patrick Perry, Vice Chancellor  
*Technology, Research, and  
Information Systems*

March 31, 2012

### What is ARCC?

- California Community College accountability report for academic performance (AB 1417) since 2007
- Meaningful measures with fair assessment and comparison
- Two parts:
  - ☐ Systemwide Performance Indicators
  - ☐ College Level Indicators
- This handout features highlights from the *Systemwide Performance Indicators*
- *College Level Indicators* are provided in a separate document



## Baccalaureate Students Who Attended a California Community College (CCC)

**43%**

of CSU and UC graduates started at a California Community College.

...but this proportion has shrunk in recent years.

Year Graduated From CSU or UC

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total BA/BS (CSU & UC)	110,990	112,474	115,548	117,309	120,274	124,666
Total Who Attended CCC	50,248	50,611	52,825	53,238	53,124	54,090
CSU and UC Percent	45.3%	45.0%	45.7%	45.4%	44.2%	43.4%

## CCC Transfers to Baccalaureate Granting (4-Year) Institutions

Number of CCC Students Who Transferred to 4-Year Institutions:

**112,327**

This may reflect a temporary bump due to Federal stimulus support to CSUs in Spring 2011.

Year of Transfer

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
CSU Transfers	52,641	54,391	54,971	49,770	37,674	56,959
UC Transfers	13,510	13,871	13,909	14,059	14,702	15,976
ISP Transfers	19,433	19,338	19,996	20,919	23,812	20,428
OOS Transfers	12,670	13,089	13,909	15,338	17,478	18,964

**42%**

of 2005-06 Students Transferred to Baccalaureate Granting Institutions by 2010-11.

## Vocational Degrees & Certificates

Number of Vocational Degrees and Certificates awarded at CCCs:

**66,122**

**Table 11: "Top 25" Vocational Programs in 2010-2011, by Volume of Total Awards**

Includes Certificates Requiring Fewer Than 18 Units

	Program Title	Total Credit Awards 2010-2011	AA/AS Degrees 2010-2011	All Certificates (Credit) 2010-2011
1	Nursing	8,077	5,869	2,208
2	Child Development/Early Care and Education	6,222	1,859	4,363
3	Administration of Justice	5,412	2,431	2,981
4	Business Administration	3,500	3,010	490
5	Accounting	3,027	1,287	1,740
6	Fire Technology	2,910	1,095	1,815
7	Automotive Technology	2,689	312	2,377
8	Human Services	1,753	564	1,189
9	Business and Commerce, General	1,644	1,459	185
10	Business Management	1,596	894	702
11	Nutrition, Foods, and Culinary Arts	1,563	271	1,292
12	Emergency Medical Services	1,540	4	1,536
13	Office Technology/Office Computer Applications	1,474	435	1,039
14	Cosmetology and Barbering	1,453	113	1,340
15	Construction Crafts Technology	1,011	147	864
16	Paralegal	1,003	432	571
17	Medical Assisting	978	233	745
18	Dental Occupations	898	382	516
19	Electronics and Electric Technology	889	235	654
20	Manufacturing and Industrial Technology	869	164	705
21	Digital Media	719	261	458
22	Computer Infrastructure and Support	716	238	478
23	Environmental Control Technology	620	110	510
24	Radiologic Technology	618	444	174
25	Computer Information Systems	538	298	240

## Wages for Students Attaining Vocational Award

**98%**

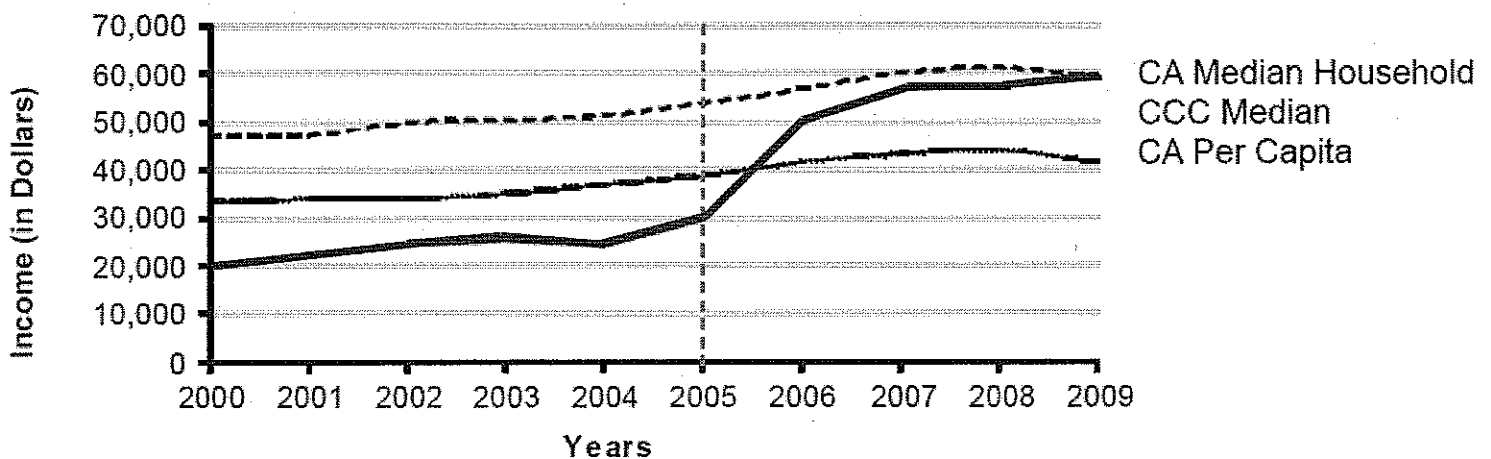
Increase in Median Income of CCC Award Recipients 4 years after Graduation

Two-Thirds of Gains Seen First Year after Graduation:

**Figure 6c:**

Wages for Student Attaining Award in 2005-2006

(Page 20)



## Participation Rate at California Community Colleges

**83**

Adults Participate in CCCs per 1,000 Population.

...but CCC participation has declined in recent years.

**Table 14:**

Systemwide Participation Rate Per 1,000 Population

(Page 23)

	2008-2009	2009-2010	2010-2011
Systemwide Participation Rate	89.7	84.6	82.8

## **APPENDIX A**

### **ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE GOVERNANCE**

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

### **INFORMATION PRESENTATION**

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of

the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

### **ADVISORY ASSISTANCE**

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

### **ISSUE RESOLUTION**

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

### **SPECIAL WORKSHOPS AND PRESENTATIONS**

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

(<http://www.asccc.org/services/technical-assistance>)

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## **APPENDIX B**

### **EXAMPLES, EVIDENCE AND EXPLANATION:**

#### **Resolution of No Confidence in the Implementation of the Collegial Consultation Process At El Camino College, Torrance Campus**

**April 2012**

[Appendix B was approved by the Senate as a working document which may undergo continued revision.]

#### **Overview**

This resolution is the result of years of frustration with a poor and deteriorating collegial consultation process on the ECC campus. Faculty members who engage in campus-wide committee work and have assumed leadership positions find that their expertise in academic and professional matters often is not sought and/or goes unheeded, confounding their attempts to work on behalf of student success. On the division level, collegial consultation is uneven. Some divisions enjoy a remarkably strong collegial consultation process, while faculty expertise is routinely ignored in other divisions.

The ineffective collegial consultation process on the ECC Torrance Campus is the result of a continuous compilation of problems, both big and small, over the years. This document provides examples, evidence and explanations to support the claims in the body of the resolution. The examples and evidence are organized to offer support for each of the “whereas statements.” Please note that this is not an exhaustive list of the problems; it is a list of big and small examples of how the problem exhibits itself.

**Whereas, shared governance and collegial consultation are deeply rooted in American higher education because they provide for the most effective and efficient operation of a college by delegating “academic decisions to the faculty and administrative decisions to the administration, leaving the governing board to focus on public policy and accountability.”**

Shared governance and collegial consultation are used by colleges and universities across the nation, because they make best use of the expertise of faculty, administrators and governing boards for the most effective operation of an academic institution on behalf of student learning. The definition used in the above whereas statement is drawn from the *Statement on Government of Colleges and Universities* which was jointly authored by faculty and administrators on the national level who belong to the American Association of University Professors, the American Council on Education and the Association of Governing Boards of Colleges and Universities [James Duderstadt, “Governing the Twenty-First Century University,” in William G. Tierney, *Competing Conceptions of Academic Governance*,” 2004, p. 140.].

**Whereas, California state laws and regulations contained within Education Code and Title 5 require collegial consultation and grant primary responsibility over academic and professional matters to faculty through Academic Senates.**

State laws and regulations, contained in Education Code and Title 5, require that California Community College Boards of Trustees consult collegially with Academic Senates on the following eleven items: 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements. 3. Grading policies. 4. Educational program development. 5. Standards or policies regarding student success and preparation. 6. District and college governance structures, as related to faculty roles. 7. Faculty roles and involvement in accreditation processes, 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. 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

**Whereas, ECC Board Policy 2510 states that “if the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.”**

ECC Board Policy 2510 *Participation in Local Decision Making* lays out the collegial consultation process on our campus. It states that in the eleven areas listed above “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to the academic and professional matters, as defined by law” and that “the Board will normally accept the recommendations of the Academic Senate on academic and professional matters.” Furthermore, “if the District Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.” The Board or its designees cannot independently override a recommendation of the Senate in the eleven academic and professional areas, and instead the two groups must act together in mutual agreement. If administration does not adopt the recommendation of a campus-wide consultation committee, a written response explaining the reasons for the decision must be provided.

Strategic Initiative C, one of the seven initiatives that guide campus planning and budgeting, asserts the college’s intention to engage in collegial consultation. It states that the campus will “foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.” *The Resolution of No Confidence in the Implementation of the Collegial Consultation Process at El Camino College, Torrance Campus* attempts to move the campus towards the achievement of Strategic Initiative C.

**Whereas, although the infrastructure of collegial consultation exists at ECC (including the necessary policies, procedures and committees), its operation does not effectively honor faculty**

**primacy in academic and professional matters and is hindered by poor communication and a lack of transparency in decision-making by administrative leadership.**

ECC has the requisite Board Policies and committees to support an effective collegial consultation process between the Academic Senate and Board of Trustees. Board Policy 2510 *Participation in Local Decision Making* and Board Policy 4027 *Administration of Relations with the Academic Senate* describe the consultation process and establish mutual agreement as the method of consultation in academic and professional areas. Campus committees are charged with specific responsibilities in these areas. Despite the existence of requisite policies and committees, effective consultation does not consistently occur.

### **Sample Problems with the Operation of ECC's Infrastructure of Collegial Consultation on the Torrance Campus**

1. BP2510 *Participation in Local Decision Making*, which provides the central description of ECC's Collegial Consultation process, was revised over the objection of the Academic Senate expressed in the November 2007 *Resolution to Amend BP2510*. The Senate asserted that the language in the ECC policy differs from Title 5 language in a way that disempowers the Senate. In that same year, President Fallo refused the Senate request to engage in ASCCC/CCLC technical assistance with BP2510. No action was taken by administration to address Senate opposition to the revisions of BP2510. The presentation of the revisions to the Board and their subsequent passage, ironically violates the process of mutual agreement that was instituted by that very same policy. Continued concerns with ECC's structures for consultation were expressed in the 2005 *Focused Midterm Report*, which explains the Senate objection that cross campus consultation set up through College Council "does not adequately recognize the legal mandate giving the Senate a status different from that given other consultation groups." The 2005 report also found that "process proposals and policy changes affecting various areas and departments still occasionally by pass the full consultation process."
2. Persisting problems with collegial consultation on the Torrance Campus have been noted in accreditation and other campus reports:
  - A 1996 report by the ECC Shared Governance Review Team concluded that "shared governance does not currently exist in any meaningful (comprehensive) way at ECC."
  - The 2005 *Midterm Accreditation Report* noted a stream of problems that still exist today, including poor communication, the lack of written responses to Senate recommendations, and a weak and ineffective system of collegial consultation.
  - The 2008 accreditation report noted the Senate's continued "dissatisfaction with the effectiveness of college consultation."
  - The 2011 *Midterm Accreditation Report* states that "there continues to be disagreement between the administration and the Academic Senate on the faculty role in consultation and over the extent to which the administration is forthcoming in its communication regarding decisions... Further work is needed to ensure that both groups understand and abide by the spirit of mutual agreement."

3. The Academic Senate has reported problems with collegial consultation at the ECC, Torrance Campus in resolutions and other actions. For example:

- Oct. 2006. Senate Resolution, *Compliance with Title 5 Regulations Section 70902* states that in regards to the unilateral administrative decision to move forward with the establishment of the Compton partnership “the Academic Senate of El Camino College deplores this lack of consultation and urges the Board and its designees to be more inclusive concerning matters of curriculum and academic standards in the future.”
- Oct. 2006. Senate Resolution, *Collegial Consultation (2006-07 Final Budget Supplement)* states that the failure of the college President to bring the final 2006-07 budget to the Planning and Budgeting Committee before presentation to and adoption by the Board of Trustees was “a serious violation of the letter and spirit of collegial consultation contained in the Title 5 Code of Regulations and Administrative Procedure 2510 concerning shared governance at El Camino College.”
- Nov. 27, 2006. College Council Minutes. In a discussion of communication problems and the role of College Council, the Senate representative explained that “many in Administration believe that they are collegially consulting but many faculty do not. There are numerous examples of communications that are ignored.”
- Feb. 20, 2007. Senate Resolution, *Consultation with Academic Senate to Ensure Provision of Comprehensive Educational Programs at a Formally Designated Center* reminded administration that Title 5 requires consultation with the Senate about the possible elimination of educational programs and courses at Compton.
- Nov. 20, 2007. Senate Resolution, *Resolution to Amend BP2510*. The Senate asserted its disagreement with aspects of this board policy, which provides the central description of ECC’s collegial consultation process.
- In 2007 the Senate requested technical assistance from the CCLC/ASCCC with our collegial consultation process. The ECC President refused to participate.
- During the Senate report to the Board on May 15, 2011, the Senate president discussed the “deep and abiding” problem with collegial consultation and explained that “many faculty members on campus, particularly senior faculty and past faculty leadership are concerned that our campus administrators shirk the legal responsibility of collegial consultation.”

4. The campus has failed to enact an effective and efficient process for collegial consultation on board policies and procedures. According to the 2011 *Midterm Accreditation Report*, collegial consultation is hampered by the lack of clearly defined and implemented paths for Board policies and procedures to pass through the collegial consultation process, resulting in unnecessary delays, wasted time and resources, and the perception that consultative input is being dismissed or ignored. The lack of clear pathways for consultation on board policies and procedures is an inefficient use of time that diminishes faculty’s trust in collegial consultation as they contribute time and expertise to the development of policies and procedures that may never reach fruition. In December 2006, College Council discussions noted the problems with the circuitous decision-making process which resulted in some input not being taken into account. It was suggested that a plan to provide an explanation of

the decision-making process be discussed. None was implemented. The 2011 accreditation report notes that a transmittal form was developed to alleviate this problem, but it is not in use. Examples of three delayed policies/procedures include:

- BP3750 *Use of Copyrighted Materials* underwent years of revisions and consultation before being brought to the Board.
- AP6160 *District Computer and Network Use Policy*, underwent years of revision and consultation before being brought to the Board.
- Following the careful faculty development of a new board policy and procedure for program discontinuance, it has been stalled in consultation for well over a year, leaving the college without a legally required board policy.

5. The Academic Senate lacks the ability to fully inform the Board about academic and professional matters because there is no articulated mechanism at ECC for the Senate to bring action items directly to the Board, contradicting Title 5 subsection 53203, which states that "the Academic Senate still retains its right to place issues on the board agenda and to present its views to the Board." For instance, in the Sept. 10, 2007 College Council meeting, the Academic Senate President was chastised for bringing his concerns regarding BP2510 directly to the Board during the Senate report without first seeking the approval of the VPAA. The ECC President closely controls the Board agenda. In addition, during the ECC Board of Trustees meetings, the Senate report comes at the end of the meeting after the Board has deliberated and voted on action items. Senate reports also do not appear in the Board minutes and the presence of the Senate President at the meetings is not recorded in meeting minutes.
6. The ECC President included a draft form of the *Resolution of No Confidence in the Implementation of Collegial Consultation* in the Board of Trustees supplementary readings for the March 12, 2012 meeting. The Senate had not completed its careful vetting process and had not voted on whether or not to formally bring this resolution to the Board. Although it may not be a formal violation, this action by the ECC President reflects a broader disregard for Senate processes and undermines the Senate's direct relationship with the Board as described in Title 5.
7. The Faculty Development Committee and the Academic Senate are not granted appropriate control over flex day activities or the faculty development budget. The Senate Constitution stipulates the following: "The Vice President of Faculty Development in coordination with the Vice President of Academic Affairs, shall investigate, monitor and propose policies for faculty professional development activities, and present proposals for use of faculty development funds to the Senate." This coordination and consultation is not occurring. For example, planning of the general session flex day activities is spearheaded by administration, rather than the Faculty Development Committee and the Senate. SLO programming specifically has been routinely imposed by the ECC President and the VPAA as flex day programming. The VPs of Faculty Development and the Senate are not given oversight of the budget for faculty development activities.

8. The Academic Affairs Area Council, which is cited in accreditation reports as a body for high-level collegial consultation with the Vice President of Academic Affairs, meets irregularly and sporadically, not holding a single meeting in fall 2011.
9. Faculty and other constituent group opinions expressed in some consultative committees are not consistently recorded in votes and minutes, suggesting a resistance to transparency. For instance, there is an historical lack of vote taking in College Council and the Calendar Committee. Also, the insistence by the ECC President on action minutes for College Council means that the minutes are an insufficient record of important discussions amongst faculty, staff, student and administrative leaders about critical topics such as collegial consultation, Board agendas and the calendar. Inaccurate minutes also contradict College Council's goal to improve communication. These concerns were expressed in and have persisted since the 2005 *Focused Midterm Accreditation Report*. The insistence on action minutes diminishes trust and leads to the suspicion that the input of consultative groups are not recorded in case they run contrary to administrative leadership decisions.
10. Collegial consultation at ECC is further hampered by poor communication. Communication has been identified as a major problem area across campus.
  - The 2002 *Accreditation Self-Study* indicates that the campus needed to improve its channels for communication.
  - The 2005 *Focused Midterm Accreditation Report* notes that "emphasis on improving the communication process among consulting groups also continues to require attention" and warns that "lapses in communication, however inadvertent, foster the impression among some college constituencies, including faculty classified employees, and management, that consultation after the fact undermines the spirit of BP2510."
  - In the 2010 *Employee Campus Climate Survey*, faculty gave the statement that "ECC communicates openly" the second lowest score out of forty-four items (2.47 on a 4 point scale). Staff ranked it even lower at 2.38. Both groups believe that ECC is failing in this area and also indicated that it is one of the most important issues facing the campus. Furthermore, 47% of employees felt that ECC administrators do not communicate openly and honestly with its employees.
  - In the 2009-2010 College Council self-evaluation survey all respondents agreed that the committee had not met its goal of improving communication. In addition, comments on the survey indicate that College Council had not made sufficient progress in improving communication about the governance process and had not sought new avenues to improve communication.
  - The 2011 *Midterm Accreditation Report* noted that in regards to the College Council goal to improve internal communication, "there was little discussion in the 2010-11 school year meetings about how to accomplish this and no articulated related action plans."
11. In fall 2011, the VPAA refused to compensate some Senate leaders based on an arbitrary decision that stipends will not be paid to librarians or counselors, despite the fact that compensation for Senate leadership is currently and routinely accounted for in the college budget. In response to

the request that the librarians receive a stipend (since reassign time had not been granted) the VPAA flatly responded with “no stipends” and has not waived from that position. Instructional faculty routinely receive overload pay as compensation for Senate work without objection by the VPAA. This arbitrary distinction between stipends and overload violates Board Policy 4027 that requires the Board to fairly compensate Senate leaders. Also, this decision hinders the inclusiveness of the Senate and its ability to utilize the unique expertise of counselors and librarians.

### **Lack of Written Responses or Delayed Written Responses Explaining the Rejection of Campus-wide College Consultation Committee Recommendations**

In the collegial consultation process, the Board designees must provide written explanations when they reject the recommendations of collegial consultation committees. This rarely occurs at ECC and in the past three years has mostly occurred only when the Senate or other consultative bodies strongly insist on an explanation. Even then, the responses are typically delayed and/or excessively brief. The 2011 *Midterm Accreditation Report* recognized the problem with insufficient written responses, explaining that “more needs to be done to ensure that such rational is provided in a timely manner.”

1. Between fall 2010 and spring 2012 the Academic Senate and the Associated Students Organization strongly asserted their desire to retain winter session. No written responses were provided to the four related resolutions or to a student petition. Also, after the Calendar Committee voted unanimously on Dec. 1, 2011 to maintain winter session, administration then presented the Board with a 2013/14 calendar that eliminated winter session and failed to provide a written explanation for the decision.
2. In spring 2011, the ECC President chose to override a PBC recommendation to defer further funding of GASB. A written explanation was provided only after repeated requests, and the response was delayed by months.
3. Explanations of changes made by the ECC President to the decisions of the Faculty Hiring Prioritization Committee in spring 2011 were excessively brief and insufficient. Some of the changes were not explained at all.
4. In 2003/04 the Calendar Committee was asked by administration to investigate the possibility of having an exam week. After spending nearly a year collecting opinions, doing surveys and writing reports, their recommendation to have an exam week was denied and written explanation was not provided.
5. In spring 2012, administration’s response to the implementation of AP5055 Enrollment Priorities violated the procedure and ignored the carefully considered recommendations of the committee without providing a written response. A complex, seven page procedure for enrollment priorities (AP5055) passed through the collegial consultation process and was implemented in fall 2011. As directed in the procedure, a cross-campus committee of faculty, staff, students and administrators developed application questions and a timeline. Student groups submitted application packets (some of them quite lengthy) that were considered by the committee during multiple email exchanges and several long meetings. Several student groups were invited to give presentations to the committee to

further inform the decision. After careful deliberation and voting, recommendations were made and a seven page report was written and reviewed by the committee. This report was presented to Cabinet, which chose to dismiss the recommendations of the committee and to leave enrollment priorities status quo. AP5055 states that “the decision of the Priority Registration Committee is final” and that its decision will be presented directly to the Board. The procedure does not state that its decisions go to Cabinet for approval. By considering and ignoring the recommendations of the Priority Registration Committee, Cabinet violated AP5055, ignored the collegial consultation process, and wasted a significant amount of faculty, student, staff and administrator’s time. No written response explaining the decision was provided.

6. In fall 2011, the Insurance Benefits Committee was demoted from a decision-making committee (the last of its kind on the ECC Torrance campus) to an advisory committee due to the outcome of labor negotiations. No written explanation was provided to explain the necessity for this change in a campus-wide consultation committee.
7. The Recycling Task Force comprised of 30-40 faculty, staff and students was asked to develop a recycling program. They surveyed the waste stream, developed a recycling plan, distributed bins and began collecting recycling. The bins were removed and the program was disbanded by the ECC President without consultation or written explanation.
8. Study abroad offerings were eliminated by the VPAA, leading to the de-facto cancellation of the Study Abroad Program without consultation with the Senate and irrespective of its objection. The *ECC Academic Senate Guidelines for Budget Cuts and Reductions on the Torrance Campus* (Spring 2011) asserted the understanding that deep cuts were necessary but asked that they be made in a transparent and strategic way, guided by data and evidence. Furthermore, it asked for the preservation of “Study Abroad courses because of the unique and high impact experience they offer to students who may have few other chances to travel abroad.” A written response to the request was not provided.
9. No written response was provided to the following recent Senate resolutions presented to and asking for action by the ECC President and the Board of Trustees:
  - November 2010. *Winter Session Resolution*.
  - June 2011. *Resolution of No Confidence in the 2011/12 Proposed Calendar Revision and Schedule*.
  - November 2011. *Student Success and Winter Session*.
  - November 2011. *Counseling for Student Preparation and Success*.

### **Problems Faced by the College Curriculum Committee**

1. Insufficient Reassign Time for the Curriculum Chair and the Erosion of Faculty Control Over the Process

Over the last four years, the work of the College Curriculum Committee has drastically increased, but the reassignment for the Curriculum Chair has not been supplemented by the VPAA; the support staff



for the Curriculum Advisor continues to be casual employees that roll over frequently; and some of the work that should be faculty-driven has been reassigned by the VPAA to the Associate Dean for Academic Affairs without consultation.

In addition to helping the Curriculum Committee establish policy recommendations and working with faculty on developing and implementing new courses and updating programs of study, the Curriculum Chair is also responsible for shepherding a certain number of course reviews per semester. Ten years ago, course review was on a ten-year cycle, with roughly 60 course reviews due each semester. Although stretched thin, the Curriculum Advisor was able to keep all of this work in line and roughly on track, even without a secretary, but the 30% reassignment for the Curriculum Chair was inadequate to allow the Chair to meet the policy and advising requirements of the position without volunteering a great deal of time. The effect of the resource allocation for curriculum at the time was to undermine curriculum as a faculty-driven endeavor. Repeated requests to the VPAA to increase reassign time have been denied with the justification that Senate reassign time should be taken from other Senate leaders and given to the Curriculum Chair. This would simply shift the problem of too little reassign time to other Senate leaders who have also assumed new responsibilities connected to the issuance the revised 2002 accreditation standards.

Matters have only become grimmer. With the accreditation demand that all courses be reviewed on a six-year cycle, the course review workload for the Curriculum Chair has roughly doubled. Many of the duties the Curriculum Advisor formerly performed for overload pay are now done as part of the regular workweek, shifting much of the technical advising duties from the Curriculum Advisor to the Curriculum Chair. Add to this mix the development of the CurricUNET system for curriculum, student learning outcomes and assessments, and program review. At nearly all other schools which have adopted CurricUNET for curriculum alone, roughly one FTEF was set aside for a team of faculty for at least a year, in addition to administrative and staff support for the project. At ECC, with the exception of the occasional intersession special assignment provided by the VPAA and an added 10% reassignment from the Academic Senate (taken away from another AS Vice President), the curriculum module was simply a project added on to the already stressed Curriculum Chair and Curriculum Advisor. The time required for the CurricUNET project further eroded the efficacy of the Curriculum Chair and the Curriculum Advisor.

In the last two years, the interim associate dean for academic affairs has done a fantastic job of coordinating curriculum work, SLO assessments and program review. She has been and will continue to be a strong advocate for more efficient and higher quality support for the Curriculum Advisor. She respects faculty and honors their responsibilities vis-à-vis curriculum, and listens thoughtfully to faculty concerns about SLO assessments and program review. The school is fortunate to have this individual in this position at this time, but a member of the faculty should be doing much of the work she does. Two years ago, the VPAA rejected our request that a faculty position be created to do similar work and since then, the VPAA has consistently failed to consult faculty about which roles are appropriate or inappropriate for the interim associate dean for academic affairs. The position itself erodes the faculty role in these important collegial consultation areas. The VPAA says repeatedly that the associate dean

works for him, not for the faculty. He and he alone decides what her duties will be; he considers discussions of her duties outside the realm of consultation.

## 2. Purposeful Delays to the Curriculum Process by the VPAA

The VPAA has been an inconsistent and at times obstructionist liaison for the College Curriculum Committee to the Cabinet and the Board. Curriculum has been delayed at various stages by the VPAA to avoid consultation and to attempt to enforce an administrative decision. Ten years ago, for example, after the increase in units, contact hours and faculty load for Math 70 were approved by the College Curriculum Committee, the administration withheld the proposal from the Board for many months, ignoring the existing appeal processes and the requirement to communicate the reasons for concern directly to faculty in writing. Eventually the changes were made, but we still have no reliable information about administration's specific concerns. In response to this and other instances, the CCC changed its procedures so that issues of cost and faculty load could be resolved before CCC approval. Rather than improved negotiations, the result of these changes is that now proposals languish in a limbo between Division Curriculum Committee approval and the College Curriculum Committee. For example, as a result of an exemplary program review, the instructors in the Math for Future Teachers program proposed decreasing the units and faculty load slightly in Math 115 and Math 116 and increasing the contact hours and faculty load slightly in Math 110. The evidence was clear that these changes together were fiscally neutral, but while the proposed changes for Math 115 and Math 116 sailed through; the small increase in faculty load (23.33% rather than 20.00%) for Math 110 languished for ten months, delaying the implementation of the changes for an additional year. Other courses were pulled from the Board agenda at the last minute without notifying the College Curriculum Committee or department faculty.

**Whereas, the ECC President and the Vice President of Academic Affairs have demonstrated a disregard for faculty expertise, leading to a routine prioritization of administrative concerns over academic ones, thereby jeopardizing the advancement of the college academic mission.**

Much of the evidence for the above whereas statement is provided in the previous section. The unique concern here is that the lack of appreciation for the expertise of the faculty and the lack of willingness by the ECC President and the VPAA to engage in the collegial consultation process leads to underutilizing of the valuable ideas and information gleaned from those who directly instruct and serve students. Consequently, decisions tend to prioritize administrative concerns over academic ones. Evidence of this is peppered throughout the previous section and three more examples are listed below.

Faculty who assume that their opinions are not appreciated and are unheeded by administration are less likely to participate in and may resist the SLO and program review processes that the ACCJC has asserted are essential to maintaining accreditation. This was seen in the fall 2011 union call for faculty to resign from collegial consultation committees. Conversely, faculty who feel respected and

appreciated are more likely to fully participate in the processes required for accreditation that are designed to enhance student success.

Trust and respect between faculty and administrators are important components in an effective collegial consultation system. These are lacking on the El Camino College, Torrance Campus. The 2010 *Employee Campus Climate Survey* reveals that 44% of employees “often felt left out” and 50% believe that the majority of employees cannot talk to management about their concerns. Only 42% of on those surveyed believe that morale is high on campus. When asked during a Senate meeting in September 2011 what accounted for low morale, faculty cited issues related to a lack of collegial consultation, including a “low sense of empowerment,” the need for “more faculty input needed in decision-making” and “a perception of no shared governance.” These problems have persisted since the 2002 Accreditation Self-Study, which reported that employees commonly indicated that the most important decisions impacting constituent groups on campus were unilaterally made by upper management of the college.

#### **Decisions by the VPAA and College President that Unnecessarily Prioritized Administrative Needs Over Academic Ones**

1. In fall 2010, the Atlantis Grant in Child Development was canceled in its final stages by the VPAA for negligible administrative procedural reasons, thereby denying ECC students the profound educational opportunity for fully funded internships in Italy and wasting the extensive time that faculty and staff spent in developing the program. The Senate expressed its objection during its report to the Board.
2. In spring 2011, the ECC President revoked a designated parking spot granted yearly to the Outstanding Adjunct Faculty award winner. Although it was approved by the Parking Committee and was provided to the first recipient of this Academic Senate award, the parking spot was revoked with the explanation that process had not been followed. Yet, no Board policy or procedure exists for this situation. This decision prioritized the ECC President’s desire to control minor campus decisions over a cost-free recognition of faculty excellence in instruction. Since then, the ECC President has requested the writing of an administrative procedure that would allow Cabinet to approve or disapprove the decisions of the Parking Committee regarding allocating spots for award recipients.
3. The second hand bookstore, an integral part of the state-approved library expansion project, was developed by library staff as a way to continually raise funds for needs unmet by the regular budget, such as the purchase of textbooks. It was shut down after operating briefly and was converted at considerable expense to a conference room, without consultation with LRC faculty and staff.

**Whereas, the Academic Senate seeks to repair the collegial consultation process by requesting the problem-solving “issue resolution” service from a neutral, joint Community College League of California and Academic Senate of California Community Colleges technical assistance program,**

**and the ECC President has blocked this effort by agreeing only to an informational presentation designed for campuses that need an “orientation or refresher.”**

The Senate efforts to repair the collegial consultation process include resolutions and accreditation reports that attempt to draw attention to the problem and suggestion solutions. These actions, unfortunately, have not lead to improvement. In addition, faculty members have made requests for votes by committees, requests for more detailed minutes and requests for written responses to rejected recommendations. The requests in these three areas often are met with refusal, delay or inadequate implementation. For instance, the ECC President has rejected repeated requests by the past several Senate Presidents for accurate minutes of College Council meetings. Also, the Calendar Committee has historically not taken votes, and when a vote finally was held, the administrator chair refused to conduct the vote and a member of the committee consequently conducted the vote. Without an explanation otherwise, these practices are perceived as an attempt to avoid recording faculty opinions, especially when they disagree with administration. In addition, the lack of consistently provided written responses by administrators to Senate and collegial consultation committee recommendations violates Title 5 regulations and leaves the faculty to speculate about administrative decisions and motives. Prompt and full written responses to Senate and consultation committee recommendations could potentially resolve and avoid some misunderstandings and would show respect for faculty expertise and hard work.

**The Academic Senate has proposed that we seek to repair our collegial consultation problems by requesting the issue resolution service of a neutral, joint Community College League of California and Academic Senate of California Community Colleges technical assistance program. In this service, representatives of administrators and faculty on the state level, who are experts in the collegial consultation process, provide a neutral reflection on the collegial consultation process on our campus. If warranted, they offer solutions to any identified problems and would return if necessary to conduct training to implement the recommendations. This is a fair, balanced way to resolve a long term problem on the campus.**

Although the ECC President has agreed to invite a representative from the ASCCC/CCLC service to give a two-hour informational presentation, he refused to agree to problem-solving assistance. In extensive discussions in College Council, which are not recorded in the minutes, the ECC President has asserted that we do not have a problem with collegial consultation and that we should solve any issues on our own without outside intervention. However, he has repeatedly shown that he is unwilling to admit there is a problem and is unwilling to work to resolve it. In spring 2008, when the Senate requested this same service in order to resolve festering disagreements and to seek advisement on BP2510, the ECC President also refused to participate. Since then, no identified efforts were made to improve collegial consultation and there is nothing to suggest that the ECC President will seek to repair collegial consultation at this time without outside assistance. We have reached an impasse in which an outside, neutral party is necessary to provide objective opinions and recommendations to move us forward towards solutions that will build an effective collegial consultation system in which all parties contribute appropriately to the advancement of student success and our college mission.

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February 21, 2012: Academic Senate first reading

March 6, 2012: Discussion at Academic Senate plenary meeting

April 3, 2012: Academic Senate second reading and approved by vote (majority ayes; no nays; 5 absentions)

## I. Purpose and Definitions

- 632 EDUCATION TITLE 5  
(Register 70, No. 16—4-18-70)  
SUBCHAPTER 2. ACADEMIC SENATES

(a) "Faculty" means those certificated persons who teach full time in a Community College or other full-time certificated persons who do not perform any services for the college that require an administrative or supervisory credential.

53201. Academic Senate or Faculty Council. In order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters, an academic senate or faculty council may be established.

(a) The faculty of a Community College shall decide by secret ballot to have an academic senate or faculty council.

- 1) Fix and amend by vote of the faculty the composition, structure, and procedures of the academic senate or faculty council.

2) Select, in accordance with accepted democratic election procedures, the members of the academic senate or faculty council.

## **4027 Administration of Relations with the Academic Senate Page 2**

53203. Powers. After consultation with the administration of its Community College, the academic senate or faculty council may present its written views and recommendations to the governing board. The governing board shall consider and respond to such views and recommendations.

53204. "Meet and Confer." Upon the request of the academic senate or faculty council and subject to Chapter 9 (commencing with Sections 54950) Part 1, Division 2, Title 5 of the Government Code relating to public meetings when applicable, the governing board or such board members or administrative officers as it may designate shall meet and confer with representatives of the academic senate or faculty council with respect to recommendations made or proposed to be made by the senate or council. The designation of board member or administrative officers as provided herein shall not preclude the representatives of an academic senate or a faculty council from meeting with, or appearing before, the governing board with respect to the views, recommendations, or proposals of the senate or council at a regular or special meeting of the board.

53205. Duties assigned by Administration and Governing Board. An academic senate or faculty council may assume such responsibilities and perform such functions as may be requested of it by the administration of its Community College or the governing board of the district maintaining its Community College.

- B. All discussions, conferences, and other communications shall be carried on in an atmosphere of respect and courtesy characteristic of the offices held by the Academic Senate members, the Administrative Officers, and the classified and supervisory staff of the El Camino Community College District.

### **II. Principles of District Operation**

The Governing Board is by law officially responsible for the final determination of all policy matters for the District and cannot relinquish or delegate that responsibility to others.

- A. Nothing in this policy shall be construed to preclude the normal day-to-day communication necessary for the operation of an effective educational program.
- B. Nothing in this policy shall be construed to withhold from any individual employee the rights and privileges he may possess as an individual citizen or employee. Further, these rules shall not prevent an individual employee from

#### **4027 Administration of Relations with the Academic Senate Page 3**

presenting his views on his own behalf to the Administration or the Governing Board.

- C. Nothing in this policy shall limit the right of the Governing Board, the Superintendent or his representatives to meet and discuss matters of individual or group concern with any individual employee or any group of such employees.

#### **III. Responsibilities of the Academic Senate**

- A. The Academic Senate operates within the framework of El Camino College to suggest, help formulate, revise, and carry out District policies.
- B. The Senate shall represent the faculty and help facilitate meaningful communication among faculty, Administration, and Board.
- C. The Academic Senate assumes the responsibility to participate in the identification, improvement, and evaluation of the educational standards and practices of the institution.
- D. The Senate will seriously consider and promptly respond to any assignments made by the Board of Trustees or the Administration.
- E. In addition to the regular academic year, the Senate will provide responsible leadership for the purposes of liaison with the Administration and Board of Trustees during at least the six weeks summer session each year.

#### **IV. Rights of the Academic Senate**

- A. Monthly during the academic year, and when the need arises, representatives of the Administration, including the President's Cabinet, shall meet with the Senate Executive Committee to discuss all issues of interest to either or both groups. The President-Superintendent of the college and the Senate President, or their designees, shall serve as chairmen of these meetings during alternate semesters.
- B. The President of the Academic Senate or his designee shall attend meetings of the President's Committee, and the President of the college or his designee shall attend meetings of the Academic Council. Additionally, Senate representatives and Administration representatives shall attend such other meetings as are agreed upon annually at the first meeting of the joint Senate-Administration Committee.



**4027 Administration of Relations with the Academic Senate Page 4**

- C. The Vice President-Instruction shall have a special responsibility to provide administrative liaison with the Senate, but he shall not be the only channel for cooperation and communication.
- D. The Senate shall be provided with adequate facilities and budget as determined by the Board of Trustees in order that it may carry out the functions assigned to it.
- E. Senate responsibilities will be considered by the Deans of Instruction when developing teaching schedules for officers of the Academic Senate.

Previous Board Policy Number: 4139

El Camino College

Adopted: 8/7/72

Renumbered: 5/16/05

From: Bonura, Rocky  
Sent: Tuesday, May 15, 2012 3:10 PM  
To: Higdon, Jo Ann  
Cc: Warriar, Shobhana  
Subject: Copier comments

The lease with Ricoh for the last 5 yr. period using a cooperative agreement cost \$71,128 and did not include excess copy charges and optional accessories. The new Ricoh lease for the next 5 yr. period using the cooperative agreement will cost \$111,324 and will include copy charges based on current usage, monthly lease cost, maintenance and toner. Additionally, we have added 10 new machines. Current and replacement units are capable of scanning, faxing, and copying and 75% of all machines on campus are network connected.

**Oswald, Kathy**

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**From:** Garten, Ann Marie  
**Sent:** Tuesday, May 15, 2012 11:32 AM  
**To:** Fallo, Thomas  
**Cc:** Oswald, Kathy  
**Subject:** Redistricting info for board letter

**Expires:** Sunday, March 03, 2013 12:00 AM

On May 7, 2012, the California Community Colleges Board of Governor's unanimously approved the El Camino Community College District Board of Trustees resolution to revise the Trustee Areas in accordance with the Voting Rights Act. At that same meeting, the Board's election waiver request was also unanimously approved. The next step in the process is to provide the new Trustee Area map to the Los Angeles County Registrar Recorder's Office.

**Ann M. Garten**  
**Director, Community Relations**  
**310-660-3406 - ph**  
**310-660-3946 - f**  
**[www.elcamino.edu](http://www.elcamino.edu)**

Date: May 7, 2012

To: California Community College Trustees

Re: 2012 CCCT BOARD ELECTION

Please join me, President Isabel Barreras, and the CCCT board in expressing our appreciation to Arnulfo Cedillo, Norma Hernandez, and Joanne Montgomery, who were appointed by the president to serve as tellers and count the ballots for the 2012 CCCT board election.

The ballots were counted on Saturday, May 5 at the Annual Trustees Conference in San Diego and the following results posted:

1. Janet Chanot: 60
2. Doug Otto: 60
3. Manny Ontiveros: 56
4. Chris Stampolis: 56
5. Marcia Zableckis: 55
6. Bernard "Bee Jay" Jones: 49
7. Angela Acosta-Salazar: 30
8. Ann H. Ransford: 30
9. \_\_\_\_\_  
Tina Park: 28
10. Greg Bonaccorsi: 25
11. Deborah Le Blanc: 23

The top eight vote-getters will serve three-year terms. Congratulations to the winners and thanks to all of you for showing a strong interest in the work of your association.

The first meeting of the new CCCT board will be held June 15-16, 2012, in Sacramento. A meeting announcement will be sent to the board approximately one month prior to the meeting.

Sincerely,

[<http://www.ccleague.org/images/scott.jpg>](http://www.ccleague.org/images/scott.jpg)

Scott Lay

President and Chief Executive Officer, The League Orange Coast College '94

**SABBATICAL LEAVE REPORT**  
**SARA M. BLAKE**  
**HUMANITIES DIVISION**  
**FALL 2011**

**TYPE OF SABBATICAL:**

For my sabbatical, I chose the option of a program of independent study in my teaching field of English, specifically in the area of Basic Writing. I chose to have El Camino College serve as the accredited institution of higher education with Barbara Budrovich, Writing Center Director, serving as my advisor.

**DESCRIPTION OF PROJECT:**

I conducted a study of Directed Learning Activities (DLAs) currently being used in conjunction with Basic Writing instruction in community colleges, with a focus on California Community Colleges. DLAs are designed to offer students the opportunity to improve and reinforce targeted course-related skills. Typically, DLAs are offered through a tutoring center to supplement in-class instruction.

Each DLA focuses on a specific skill or concept, ideally one identified as a core competency. It includes an independent learning component and requires a follow-up review session with a tutor or instructor. The independent learning component generally encompasses instructional materials and practice materials. The tutor review session provides timely feedback for the student and allows for immediate assessment of student mastery of a concept, with an opportunity for on-the-spot follow-up intervention if needed.

When designed with input from departmental faculty, DLAs can promote consistency of instruction and help to foster consensus on foundational skills. To begin my project, I solicited feedback from El Camino College Basic Writing instructors on what skills they felt needed to be addressed beyond the classroom. Because of the tutorial component involved in every DLA, I also asked the El Camino College Writing Center tutors and Writing Center Director to identify areas of need they saw in the essays of English B students using the Writing Center. Additionally, I examined the materials currently available in the El Camino College Writing Center to supplement tutor/student conferences to address these needs.

I then studied both the design and implementation of DLAs at other community college campuses. I focused specifically on three items: models for implementation, activity templates, and targeted skills. In completing my study, I visited the Writing and Reading Success Center at Long Beach City College to observe students and tutors/instructors actually using the DLAs, and to interview the Instructional Specialist in charge of the Center. I also had extensive phone conferences with Instructional Specialists overseeing DLAs at Cerritos College, Chaffey College, and Santa Barbara City College to discuss not only the DLA materials and processes in use, but also to get a sense of faculty involvement, student response, effectiveness, and financing issues. In addition, I obtained and studied numerous examples of DLAs currently in use and in development at a range of colleges.

## **IMPLEMENTATION MODELS OBSERVED:**

Models of implementation varied at the different institutions, but 3 distinct models emerged.

### **Chaffey College Institutional Model:**

This model reflects Chaffey College's college-wide adoption of Student Success Centers as a primary structure for the support of student learning. Success Centers are not part of one department/division. Funding is obtained through apportionment (1/2) and district funds (1/2). These funds are committed to student success and completion on the theory that student support services are a key component to success. Basic Skills Initiative funds are not being used to support Success Centers. Curriculum has been revised to include a 4-hour supplemental learning requirement. One option for students to fulfill this requirement is to attend a center workshop led by an adjunct faculty member on a focused topic; the other is to complete a DLA in a Center.

Chaffey College DLA Design - Writing Center DLAs are broken down by course and level. At each level, there are two types of DLA. One consists of various exercises based on general concepts related to the writing process: getting started, purpose/audience/tone, paragraph and essay structure, etc. The second type, sentence-level DLAS, requires students to bring a piece of their own writing, review a grammar concept either online, in a PowerPoint, or on a handout, and then apply the concept to their own written work. In all cases, the independent student work is followed up by a review with a Center tutor. DLAs are tied into specific Student Learning Outcomes (SLOs).

Chaffey College Process/Method – Activities are developed through a partnership of the Success Center staff and the faculty. Students access English DLAs online in the Writing Center, which is located in the library. No appointment is needed for activities, but students must see a tutor upon completion. With the exception of a diagnostic DLA, tutor review sessions for DLAs are 15 minutes long. Students must pay for any printing, so few students opt to print out materials. Faculty responsibility for oversight is minimal; a stamp sheet records student participation.

Advantages:

- Creation of DLAs has led to meaningful faculty dialogue about what's essential to teaching a particular concept.
- The Writing Center becomes a partner with the faculty.
- Student use of DLAs is easy for instructors to implement.
- An activity is not meant to be a worksheet that's corrected, but a starting point for discussion/interaction with individual students.
- The DLA meets the Chancellor's Office requirement for "credit" activity whereas a 0-unit lab for capturing attendance at a Center does not.
- Requiring use of DLAs and attendance at workshops at the Basic Writing level creates motivated students who'll continue to use the Success Center after it's no longer required.



### Challenges:

- Faculty need to make workshops and DLAs a meaningful part of classroom curriculum.
- A paradigm shift in the tutoring session model to focus on process rather than product needs to be infused in the Writing Center program.
- Assessment of effectiveness requires collection of data (course success correlation with completion of supplemental learning, survey of activities students completed in conjunction with an assignment).
- Limitations of size and staff of the Writing Center affect availability of computers and tutors.

### Recommendations for Effective Use of DLAs Based on this Model:

- Tie-in DLA topics with SLOs.
- Use DLAs as part of the assessment/follow up process for SLOs.
- Use DLAs as entry points for discussion, rather than just as worksheets for correction.
- Keep activities small in scope for small increments of success.
- Loop activities to classroom essentials.
- Showcase DLAs at department meetings for feedback.
- Involve faculty in development of additional DLAs (what works well, how could it be made available for everyone, etc.).

Observations - The solicitation of faculty feedback on DLAs at the departmental level seems helpful in improving DLA quality and increasing faculty buy-in. Tie-in of DLAs to specific Student Learning Outcomes leads to alignment of DLAs with course content. In addition, it presents opportunities for developing DLAs as follow-up to SLO assessment where a need for further instruction on a particular concept is indicated. Dialog inspired by DLAs among faculty about key concepts and course content seems to have been an important outgrowth of DLA development.

Major Issue in Implementing at El Camino College - The funding model at Chaffey is not readily duplicated at other institutions. In order to justify credit-level funding for DLA implementation, it must be part of the course outline as a requirement. This would necessitate major departmental curriculum revision at El Camino College.

#### **Cerritos College Pilot:**

Cerritos College is currently piloting a Success Center model, under a designated Dean of Academic Success. The Cerritos College Student Success Center incorporates math, modern languages, ESL, reading, and writing support under one umbrella.

Apportionment is not currently used for funding. Because the project is a pilot, alternative funding is being used though it is not Basic Skills Initiative funding.

The Cerritos College Student Success Center has four delivery methods: Faculty-led workshops, DLAs, one-on-one tutoring (led by faculty, peer tutors, staff tutors with BA or MA), and technology solutions (pilot of a learning pathway through Pearson's

*MyFoundationsLab* for students who test below the Accuplacer score to qualify for an English course).

The focus now is on workshops, with 100 workshops per semester in areas of modern languages, math, reading, ESL, and English essentials. The college is piloting interdisciplinary partnerships to create workshop series, such as a research writing workshop for political science students conducted in the Success Center by a librarian. DLAs are in the development stage for English, with more work having been done on DLAs by math. Foreign language is also involved. English DLAs are not targeted to specific levels at this point but may be in the future. The initial English DLAs correspond to the topics of existing workshops and are arranged in three sets: English Essentials, Starting Strategies, and Documentation.

At the time of this study, a 3-day faculty retreat and a future faculty survey were planned to provide further information and follow-up.

Cerritos College DLA Design - A standard template for DLAs is under development that includes the following components

- 1) Description – on flyer, website, what student will learn or be able to do after completion
- 2) Prior knowledge required (math driven)
- 3) Materials – for counter staff at the Success Center as well as for student
- 4) SLO

5) Feedback -- mini feedback form for student, verification for instructor/Center

The emphasis in DLAs for writing students at Cerritos College is on metacognition, with students who are doing a typical exercise or activity being asked to explain why or how they have chosen a particular answer. These explanations form the basis of tutor and student interaction in reviewing the DLA rather than relying just on correctness of answers.

Cerritos College Process/Method - At this point, referral is optional. Faculty can require students to complete a certain number of DLAs during the semester (or not); some faculty offer extra credit for completion of DLAs. Still other faculty refer individual students as needed or issue a blanket referral on certain topics by dates that correspond to the class syllabus to reinforce class content. For example, prior to a class discussion of sentence fragments, students might be directed to attend a workshop or complete a DLA on that topic.

Advantages:

- By design, the DLA model couples skill and strategy acquisition with metacognitive and affective learning that transfers over to classroom.
- Students derive an element of self-efficacy from the independent activity portion.

Challenges:

- Because this is a pilot, it lacks the institutional mandate of Chaffey's program.

Currently, faculty can require student participation or not.

- Getting faculty buy-in to require three hours of student participation is difficult.
- Making students see participation as more than “a box to check off” is a challenge.
- Connecting DLAs to actual student writing assignments poses design issues.

#### Recommendations for Effective Use of DLAs Based on this Model:

- At least initially, opt for voluntary faculty referral rather than requiring faculty to include 3 hours of independent work to promote faculty buy in.
- Facilitate interdisciplinary development of DLAs to expand on the potential of this format to serve more than just the writing courses.

Observations - At this point, the DLA component of the Success Center is really only in the development stage, so it's difficult to assess its effectiveness. The most interesting aspect is the cooperative development of interdisciplinary DLAs targeted at specific skills, such as pairing language arts and science faculty to develop a DLA on how to write a lab report, or language arts with music faculty to develop a DLA for writing concert reviews.

Issues in Implementing at El Camino College - Implementing interdisciplinary DLAs at El Camino would require a higher level of coordination of the various Centers than currently exists (For example, where would they be housed? Learning Resource Center? Reading Center? Writing Center? All of the above?). It's not clear how the coordination

of faculty from various disciplines to design DLAs would be achieved. Perhaps this coordination could occur under the auspices of Faculty Development.

### **Long Beach City College “Activity” Model:**

Adapted from the Chaffey model, the Long Beach City College Success Centers offer both workshops and DLAs under the title “Activity.” The Reading and Writing Center is directed by an Instructional Specialist who’s also an English faculty member. At the Center, students can fulfill a supplemental learning requirement for English courses by attending workshops led by adjunct faculty, by completing DLAs, or by participating in directed study groups.

Long Beach City College DLA Design - Students are offered a comprehensive menu of topics with 20 items. DLAs exist at each course level for all items. Once the student identifies the topic and course level, he/she is given a handout on the activity. There are two types of DLA: one is more skill and drill based, and the other is more holistic. The holistic DLAs require the student to work on an actual course assignment in areas such as prewriting or draft revision.

Long Beach City College Process/Method - Students are given a Supplemental Learning Assistance Verification Sheet the first time they check in at the front desk of the Center. Hard copies of DLAs are filed in boxes behind the front desk, and distributed by the front desk staff, who also track student usage for accountability purposes. The verification

sheet is stamped each time a student completes an activity. Upon completion, the student signs up to meet with a tutor for a review session. If a student fails to master a concept, the tutor contacts the instructor instead of signing off a competency.

#### Advantages:

- DLAs menus are available on the college website.
- A comprehensive set of DLAs at each level for each topic gives continuity and accommodates students' intellectual growth as they progress.
- Tutors are specifically trained for DLA work by experiencing 3-4 DLAs as "students" and creating their own response sheets.
- Full-time and adjunct instructors are all involved in creation of DLAs, thus promoting collegiality as well as continuity among all course sections.
- Use of DLAs frees up class time, provides an extra voice, and allows for focus on specific skills.
- DLA creation gets faculty dialoguing to identify topics (originally done as a flex activity).
- The practice of notifying instructors if a student completes the DLA but fails to master the concept enhances the loop from instructor to Center and back to instructor.

#### Challenges:

- Labor intensiveness of requiring students to complete 3 activities requires additional staff, including a classified Lab Coordinator and additional front desk

staff.

- Some faculty members balk at the extra work to promote DLAs and keep a record of their students' DLA completion (though this may be changing over time as faculty get used to the process).
- The faculty are not always aligned on texts and materials appropriate to a particular writing course, which poses a challenge for establishing DLA levels.
- The process can be mind-numbing for tutors when large numbers of students come in at the same time to do the same DLA near a due date (e.g. the middle or end of the semester).

#### Recommendations for Effective Use of DLAs Based on This Model:

- Develop DLAs on each topic for different levels—Basic Writing, Pre-Collegiate Writing, Transfer-Level Writing—to give continuity to tutor/student interaction and recognize student development and growth. For example, a presentation of “Coherence” at the Basic Writing level might focus on logical order and transition words whereas the same topic at the Transfer-Level might discuss parallel structure and more sophisticated transitional devices.
- Post an “Activity Menu” to publicize the availability of DLA topics, perhaps on the Writing Center website.
- Have a consistent Activity Menu across levels to reinforce the idea that the elements of good writing are consistent.
- Offer Flex credit for faculty to create and review DLAs to enhance faculty participation.



Observations - The wide variety of topics covered, each topic adapted for three different levels of student writers, reflects a great deal of work on the part of faculty and Center staff. This system requires a rather high level of faculty and institutional commitment as well as a revision of curriculum. Center staff must also be available at the front desk to distribute DLAs and to stamp verification sheets, and staff must be coordinated and trained.

Issues in Implementing at El Camino College – Because Long Beach City College instructors are requiring 3 hours of an activity per semester, some glitches arise, such as students overwhelming the Center just before due dates. Accommodating large numbers of students who are required to complete these activities is a logistical and funding challenge. The development of 3 levels of DLA for each topic requires a high level of departmental and institutional support for supplemental learning in general and DLAs in particular.

## **OUTCOME OF PROJECT:**

### **Application of DLA Models to El Camino College Writing Courses:**

In the successful models of DLA implementation at other colleges, these activities (alone or as part of a menu of activities including workshops and computer-aided instruction) have been written into the course outlines as a requirement, so as to incorporate the tutorial element into the writing course loop and to ensure ongoing funding.

El Camino, in contrast, has developed a distinctive course design that incorporates the tutorial element directly into the classroom environment. El Camino College's Basic Writing and Pre-Collegiate Writing courses (English B and English A) already incorporate one-on-one tutoring, following a course design of 2 hours of lab (one-on-one tutoring provided to the students in the classroom by the course instructor and a class tutor) and 2 hours of lecture for the 3 unit course. This alternative set-up poses a challenge in adapting any of the current DLA models for requirement of DLAs. Additionally, the use of DLAs requiring students to get help in the writing process (prewriting, drafting, documenting) via the Writing Center seems to be superseded, in large part, by the in-class labs for English A and B.

What the El Camino College system doesn't provide currently is a well-defined link between the Writing Center and the Writing courses in specifically targeted areas of need. DLAs initiated and approved by the writing instructors as representative of their course content and designed in conjunction with the Writing Center Director and tutorial staff would provide such a link.

#### **Designing DLAS for Basic Writing Courses at El Camino College:**

My project focuses specifically on DLAs for Basic Writing (English B). The desired outcome of my completed project is to introduce the concept of DLAs to El Camino College's English faculty and to provide models to demonstrate how DLAs might address needs of Basic Writing students as identified by English faculty and Writing Center staff.

The DLAs can form a jumping off point for further discussion of this learning methodology, provide models for revision, and, optimally, form the basis of a pilot program at El Camino College.

In completing my project, I created a model for a DLA template and designed a set of 10 DLAS for presentation to the English faculty and to my project director, Barbara Budrovich.

- **El Camino College DLA Template:**

In examining the templates from the various colleges, I developed a template that's easily adaptable to a variety of topics. Including SLOs on each activity also allows for use of DLAs to address areas identified as needing more work during SLO assessment. The template includes the following features:

- ECC Directed Learning Activity Logo for easy identification
- Topic and Course (level)
- Student Learning Outcome (SLO) addressed by DLA
- DLA Objective/Purpose
- Time needed to complete DLA
- Instructions for completing DLA
- Independent Activity for student (review concept via handout or online exercise, video, slideshow)
- Review with Tutor (ascertain mastery of concept, apply to student's written

work if applicable)

- Sign off box that can be returned to instructor for verification of completion

- **DLA Set for English B:**

As part of my project, based on input received from the El Camino College Writing Center staff and Basic Writing instructors, I created the following set of DLAs for English B, for presentation to the Writing Center Director in fulfillment of my sabbatical project and to the English faculty for revision, approval, and implementation. These DLAs are posted on the Basic Writing page of the Basic Skills Website under the heading “Proposed English B Directed Learning Activities Presented in Fulfillment of 2011 Sabbatical Project by Sara Blake, English Department”: <http://www.elcamino.edu/academics/basicskills/basicwriting.asp>

- ✓ *DLA: Apostrophe*
- ✓ *DLA: Fragments*
- ✓ *DLA: MLA Format*
- ✓ *DLA: Past Participle*
- ✓ *DLA: Past Tense*
- ✓ *DLA: Run-Ons and Comma Splices*
- ✓ *DLA: Support*
- ✓ *DLA: Subject-Verb Agreement*
- ✓ *DLA: Topic Sentences*
- ✓ *DLA: Transitions*

**Possible Options for Initiating DLA Use for Basic Writing Courses (one or a combination):**

- One option is to make DLAs available in the Writing Center so that students with a particular need can be referred by their instructors, perhaps when a paper is returned. For example, a student whose writing exhibits a need for further practice in forming the past perfect tense might be referred to the Writing Center to complete a DLA on that topic.
- Another option is to make DLAs available to instructors for in-class use in the Basic Writing classroom lab to assist students with particular writing needs, with the tutorial follow-up element to take place there.
- Still another option is for Basic Writing instructors to collaborate in creating a set of writing process-specific DLAs designed specifically for use in the lab portions of the Basic Writing courses with drafts of student essays. These DLAs could provide a template and structured lab approach to topics like prewriting, annotation, and revising to add consistency to the in-class labs.
- The DLA model might be adaptable for incorporating optional supplemental instruction for Basic Writing Courses as is done in Basic Math courses at El Camino College currently.

**Reflections:**

In completing my project, I found that the use of DLAs in current practice is not as successful as I thought it would be based on the attention it's received at conferences and

presentations. In addition, DLA quality and commitment to DLAs varies widely.

Several factors at various institutions seem to reduce the success of DLAs:

- design that's specific only to the class taught by the designing faculty member
- stipends to create DLAs that resulted in mass production initially and then DLAs languished
- lack of faculty buy-in and student motivation to use DLAs in a meaningful way
- when given options to fulfill an "activity" requirement, students tending to opt for workshops
- while great for stimulating faculty dialogue, consensus and design of a DLA itself presenting a big challenge

Positive Aspects of DLAs:

- Everyone interviewed mentioned the potential for metacognitive reflection offered by the interaction of the tutor and the student brought about as a result of the DLA process. Having the student explain his/her thought processes in completing the activity often identified an issue of understanding or process that the tutor could then address. This seemed in all instances more valuable than the mere completion of an exercise.
- Strengthening the relationship between the tutoring Center and the classroom instructor was a major benefit that occurred when DLAs were well coordinated in terms of level, topic, and appropriate content with course curriculum and actual instruction. In these cases, tutoring intervention enhanced student learning of in-

- class material—both as a previewing activity for an upcoming lesson or as a remediating activity to follow up an in-class lesson or assignment.
- The opportunity for interdisciplinary faculty collaboration (as described in the Cerritos model) seems a promising way to combine Writing Across the Curriculum with current efforts to enhance student success.

**Personal Benefit and Benefit to the Institution:**

- Having the DLAs I created in fulfilling my project available in the Writing Center for my Basic Writing students will allow me to offer them an additional resource to supplement in-class instruction and thus improve my effectiveness as an instructor. I also intend to adapt them for use in the lab portion of the course.
- Because Basic Writers vary widely in their mastery of grammar and writing, being able to focus on the specific needs of each individual student via the DLAs should improve the outcomes of my Basic Writing students. No student needs to leave my course without having a core writing competency addressed even though it might not be addressed extensively or even at all in the lecture portion of the class.
- The creation of the DLA template and sample DLAs caused me to examine and improve my own pedagogy in the area of Basic Skills in terms of imparting information in a meaningful way to today's basic writers. It also caused me to focus on how specific objectives relate to the course SLOs.
- Finally, meeting the challenge of designing a learning experience beyond the classroom was an invigorating intellectual exercise that brings me back to

teaching writing with a renewed enthusiasm and with new tools to promote active learning for my students. I look forward to sharing this enthusiasm and these tools with my colleagues.



## Chemistry Laboratory Safety

### Sabbatical Report for Dr. Amy Grant, Department of Chemistry

March 19, 2012

I chose to do my sabbatical project on chemistry laboratory safety. The chemistry department faculty have some concerns about our current safety policies. Specifically, the safety videos that we show are decades old (with poor-quality VHS copies). We have no safety resources online available for students. And we do not use a safety quiz or laboratory safety activity at the beginning of each semester to familiarize students with lab equipment and safety procedures.

To investigate these issues, I toured the chemistry labs of eight local institutions.

A table of results of these visits is shown below.

College	Video	Safety Materials Online	Safety Quiz	Notes
El Camino College	Both ACS and UCLA videos	No	No	
Rio Hondo Allen Leung 9/15/11	ACS Starting With Safety	No	20-Q T/F quiz, based on the video. 70% correct is passing.	The quiz is not difficult. Very few students fail. Those students always pass the second time.
Cerritos College Linda Waldman 9/28/11	ACS Starting With Safety	Yes	50-q multiple choice quiz, based on 70 sample qs online (90% needed to	Dr. Waldman reports 6-7 fail on the first try, and 0-1 fails on the second try (students who fail the second time are

			pass).	barred from lab).
Santa Monica College Jennifer Merlic 10/6/11	Both ACS and UCLA videos	Yes	No standard quiz, but some individual instructors administer their own safety quiz.	A paid, outside consultant performs annual safety training of faculty and staff.
Fullerton College Samuel Foster 10/12/11	UCLA video	Yes	Students take a laboratory safety quiz and do a 'scavenger hunt' for safety equipment in the lab. Students who miss the safety video can see it online.	Some classes require students to buy a packet of materials entirely devoted to safety.
Mt. San Antonio College Jody Williams-Tyler 10/20/11	In-House Video	No	Organic students take a designated safety quiz. They can retake the quiz if they fail, but a second failure bars them from working in lab. General Chemistry students perform a laboratory safety activity.	The in-house video is catchy and engaging, featuring both laboratory procedures and safety. It was created via a grant, in conjunction with their AV department. A separate safety video just for organic chemistry students is currently in the works.

Saddleback College Scott Fier and Jim Zoval 10/24/11	ACS Starting With Safety, available on their website	Yes	Introductory chemistry students get a laboratory safety quiz on the first day. Pre-nursing students are given homework on the safety video.	General and Organic students must bring in signed safety forms they print online.
UC Irvine Kim Edwards 10-26-11	ACS Starting With Safety	Yes	Lower division students take an online safety quiz through WebWorks.	Upper division students do extensive safety training with hands-on modules for two hours. They answer safety questions online.
UCLA Arlene Russell 11-9-11	UCLA Video	Yes	A quiz is given (soon to be online). If students score less than 100%, they must review safety rules with the TA and sign a form indicating they have reviewed.	Labs contain Standard Operating Procedures which are reviewed and signed by all faculty and TAs who use the lab every semester. Students must wear cotton lab coats. Safety info is repeated both before and during the lab procedure presentation.

## **Summary of Findings**

For the safety video, ECC uses both the American Chemical Society (Starting With Safety) and UCLA safety videos (both decades old). Seven of the eight institutions I visited use the ACS video and/or the UCLA video. Only one school, Mt. San Antonio College, created their own safety video. The video was funded through a grant, and filmed and edited by their audio-visual department. It features students enrolled in a course similar to our Chemistry 99 (Independent Study) course. Overall, creating the video was an enormous undertaking. I don't believe ECC can create such a video in the immediate future. Mt. SAC is unwilling to distribute their safety video to other colleges due to liability issues.

Seven of the eight schools have students perform a safety quiz or laboratory safety activity. At the eighth school, SMC, some individual instructors administer their own safety quiz. At some schools, students are barred from working in lab if they fail the safety quiz.

I did not originally plan on visiting UCLA, but colleagues at several other schools encouraged me to meet with Arlene Russell. UCLA had a fatality caused by an accident in the undergraduate organic lab a few years ago, and has since made safety a supreme priority. UCLA had the toughest, most thorough safety policies of any institution I visited.

## **Conclusions**

It is clear from my visits to other institutions that ECC needs some improvements to our laboratory safety program. The first change I have made is to create an El Camino

College Safety Website (currently at [www.elcamino.edu/faculty/agrant/safety](http://www.elcamino.edu/faculty/agrant/safety)). This website contains photos of safety equipment, information about waste disposal, and a copy of the safety rules which every ECC chemistry student must sign. I hope this will be a valuable resource for our students. After the website is reviewed by the chemistry faculty, it will be moved to the department webpage.

My investigation into safety videos was not as fruitful as I would have hoped. Most schools continue to use the aging safety videos from UCLA and from the ACS. As Arlene Russell of UCLA put it, "The videos are old, but the information is still correct." As there are currently no great alternatives to these videos, ECC should get reliable copies (other than VHS tapes). Also, we should continue to look into having a third party create a safety video.

Nearly every school had a quiz or safety activity for students. I believe it is time for ECC to implement a safety activity or safety quiz at the beginning of every semester. I have discussed this issue with the Chemistry Department faculty this semester during our weekly brown-bag meetings, and we are in the process of creating a safety quiz/activity for all chemistry students.

I'm grateful that my sabbatical gave me a chance to investigate safety at several other institutions. This has been a great opportunity to improve the way we handle Chemistry laboratory safety here at El Camino College.

I conducted my sabbatical work with the office of Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR). NCCLR is a partnership between Bank Street College and Education Development Center, Inc. The mission of the NCCLR is to provide the Head Start community with materials and resources that are evidence-based and user friendly.

Major task of my sabbatical work included:

- Create research-to-practice materials such as checklist, training tools, and other electronic and hard copy resources that support early childhood practitioners to offer high quality services to diverse children and families
- Review and revise existing resources and research for dual language learners (DLLs) to ensure they appropriately address the needs of DLLs and their families
- Share information and tools with the field on topics which include language preservation, supporting English and home language development, engaging families from diverse cultures, and emerging issues around immigrant populations

### ***"Making it Work"***

The majority of my work with NCCLR consisted of developing a training tool for Head Start teachers entitled *"Making it Work"*. Making it work is a process for cultural curriculum planning that focuses on language preservation and revitalization. The curriculum plan includes developmental skills, curriculum lesson planning, and developmental assessment of preschool age children within the Head Start program. The target group for *"Making it Work"* is the American Indian/Alaska Native (AIAN) tribal Head Start programs.

The training tool assists Head Start teachers in incorporating language and culture into the early childhood education curriculum. Teachers are encouraged to learn more about the children's culture, to incorporate aspects of the family's culture into the daily activities and to honor cultural traditions. Language is a large part of the curriculum. Teachers are expected to use the child's language on a daily basis to support the children's language development and literacy skills. I worked with a small group to develop the training tool *"Making it Work"* to support teachers in their efforts to be more culturally responsive.

*"Making It Work"* is a tool that connects cultural, traditional skills, values, beliefs, and lifeways to school readiness and progress on the Head Start Child Development and Early Learning Framework (CDELF). My work included developing the training tool for the AIAN teachers, analyzing data from a pilot study, presenting the work and the findings at the National Head Start Conference and developing a handbook

for future trainings. I have included a copy of the power point presented at the National Head Start Conference.

Part of my sabbatical work included analyzing data from a pilot study. Teachers from AIAN programs were asked to use the "*Making It Work*" guideline in developing culturally responsive curriculum. Teacher developed curriculum that reflected the cultural practices of the children in their care. Some of the curriculum themes included drumming, gardening, basket weaving and dancing. Teachers were instructed to incorporate native words into their lessons, and to invite elders from the children's community to share cultural practices and lifeways. The pilot schools included the following programs:

o *Pilot Programs*

- Cherokee Nation Early Childhood Unit Head Start
- Grand Traverse Band of Ottawa and Chippewa Indians Head Start
- Inter-Tribal Council of MI, Inc. Head Start
- Rincon Band of Luiseño Indians Head Start
- Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
- Walatowa Head Start

Representatives from these programs were present at the Office of Head Start Birth to Age Five conference in Washington, DC held in October 2011. The findings from the pilot study as well as suggestions for future research were presented at this conference.

I presented the "*Making It Work*" training tool to AIAN program administrators, and program teachers at the national conference. A preconference session was held specifically for AIAN Head Start Programs. The work developed by the pilot study group was presented and demonstrated for the conference participants. The participants received a copy of the "*Making it Work*" packet and a review of the curriculum development process. Samples of curriculum plans were developed and shared with the participants.

### **Dual Language Learners (DLLs)**

The second aspect of my work focused on developing strategies for supporting all dual language learners. A strategies document was developed to support Head Start teachers in their work with dual language learners. I reviewed a small work group in the development of the document. The document is housed on the Early Childhood Learning and Knowledge Center (ECLKC) website. The DLL strategies developed are as follows:

- Create a welcoming classroom environment which reflects children's backgrounds. Include pictures, posters, toys and books which portray children's languages and cultures in a respectful and authentic way.
- Ask families to continuously share information over time about their children's interests and infuse the information into classroom activities and curriculum.

Jennifer Montgomery  
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- Provide opportunities for families and community members to share stories and information in their home language with teacher, staff and children.
- Carry out your program's language policy to support children's continued development of the home language and facilitate English language learning.
- Provide opportunities for teachers and staff to develop knowledge of first second language development as well as culturally and linguistically responsive practices.
- Remember that dual language learners are individuals; there is no one size fits all strategy. Use information from families and observations of children in the classroom to individualize services. Strategies should be used on a long term basis and in line with the programs language policy.

To prepare for my work with DLLs I read current research and the following book:

- Tabors, P. (2011). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Brookes Publishing Company.

Toward the end of my sabbatical a small team traveled to Seattle Washington to video tape Head Start teachers implementing DLL strategies. I was able to review the videos, and code them for training purposes. The videos will be edited and housed on the ECLKC website as samples of appropriate DLL strategies.

I was very inspired by the work conducted with the NCCLR. It was a wonderful positive learning experience. I have a better understanding of the mission and goals of the Head Start Program. I developed knowledge on the importance and value of preserving a child's native and heritage language. Participating in the national conference showed me the vast nature of the field of early childhood education. Meeting the director of the Office of Head Start and other administrators was a highlight of the conference. Having the opportunity to present my work at such a venue was a great professional development opportunity.

I have already incorporated much of work I developed during sabbatical into my courses at El Camino College. I have enhanced the topics of Dual Language Learners and Early Language and Literacy in my Child Development 112 (Child in a Diverse Society) and Child Development 107 (Infant Toddler Development) courses. I have a better understanding of cultural responsiveness and I am able to share that understanding with my students.

Reading the latest research on Dual Language Learners has enhanced my knowledge on the topic and has influenced my lecture of the topic in my courses. I have included information on developmental levels of DLLs as well as strategies to support DLLs. My students are encouraged to have more in-class discussions on how they are supporting DLLs in their classrooms. We discuss why it is important for a young child to maintain their home language and how that supports early literacy skills. We talk about how to incorporate families into the child's education and how to honor the family's culture in an early childhood education setting.

Working with a national evidence and research based agency has opened my eyes to the importance of research in the field of early childhood education. My sabbatical experience has encouraged me to



Jennifer Montgomery  
Sabbatical Fall 2011

apply for an Educational Doctorate program. I want to learn more about culture and language development in young children and pass that knowledge to my students. This experience has encouraged me to be a life- long learner.

# Report on Sabbatical Leave --- fall, 2011

Lijun Wang

Division of Mathematical Sciences

## Observation and Studies of Teaching Online and Teaching Hybrid.

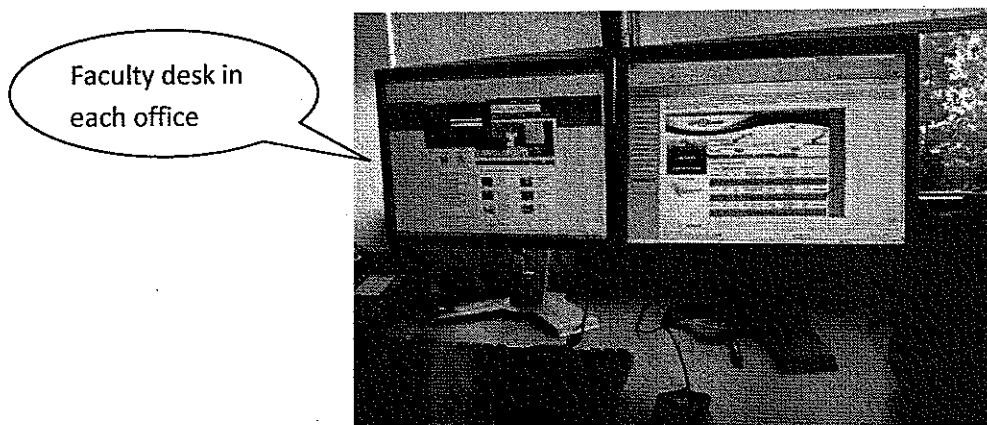
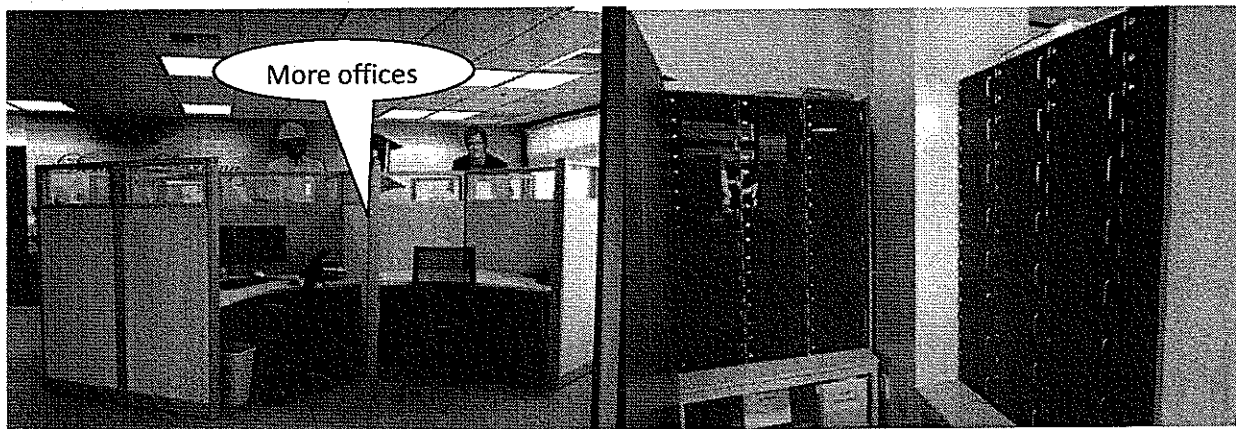
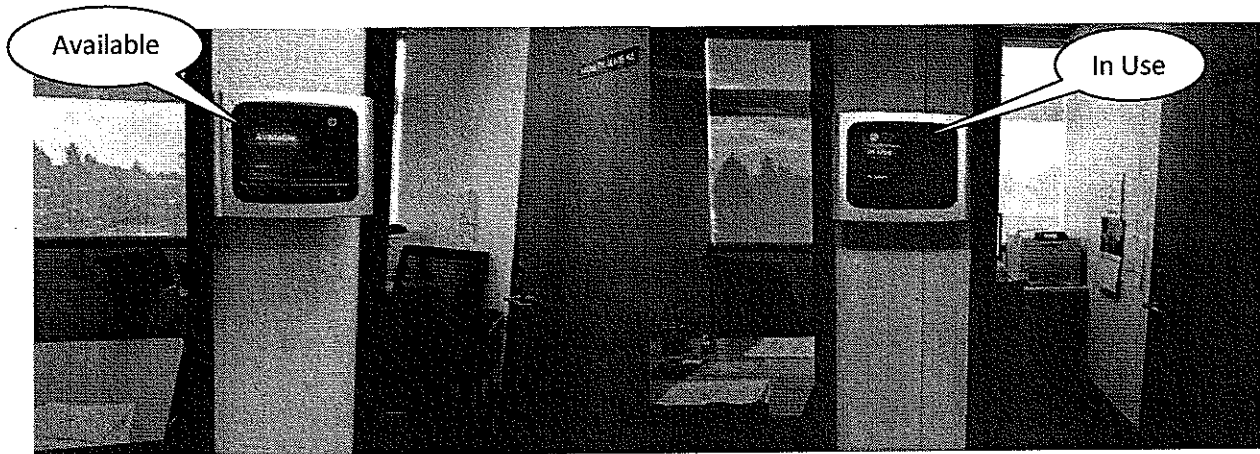
By Lijun Wang

I wish to thank Dr. Arce, Dr. Rapp, Dean Goldberg, for your support of this project. Upon my return from sabbatical, one of my colleagues asked me if I still like to teach. My answer was, absolutely. I am looking forward to be back teaching again. After a semester of reflection, repose, and exchanges with colleagues from other colleges, I have positively affirmed my passion for teaching.

During my sabbatical leave, I have seen confirmation of the inevitable changes in teaching throughout the nation with the ever improving technologies. This report is only a brief summary of my studies.

During my visit to Coastline Community College, I had the opportunity to converse with the entire full time faculty, including the chair Professor Lisa Lee, former chair Professor Fred Feldon and Dr. Malinni Roeun and a few part time faculties. As part of the Coast Community College District, Coastline was established with a vision of developing distance education extensively. Since the first online class in 1999, 84% of classes are now taught online. Although hybrid format of classes were adopted for a while, but were abandoned due to the lack of regular attendance and the need of the student population. According to their program review for 2010, distance learning math course success and retention rates has been met with a 15% higher rate of retention and an almost 40% higher rate of success than the statewide averages for general math in the distance learning format. The report attributed the high rates of retention and success to their student population which is slightly older and perhaps more mature than the state-wide average but may also be the result of the department's culture of collaboration, the peer cross-training within the department and the amount of time they've spent with this method of instruction (the first math distance education online course was offered in 1999). Regarding the maturity of the students at Coastline Community College, I would like to add that there are a large number of students from the military.

The faculty offices are set up in a very different format from all others we are familiar with, a communal format, without designated office for a particular faculty. Refer to the pictures.



In each office, there is a computer with double monitors on one desk and another desk for students. In each particular day, most faculties will choose to come to office for their office hours, despite the fact

they could work at home, according to Professor Feldon, former department chair that spearheaded the project for the current setup of the distance learning tutoring center.

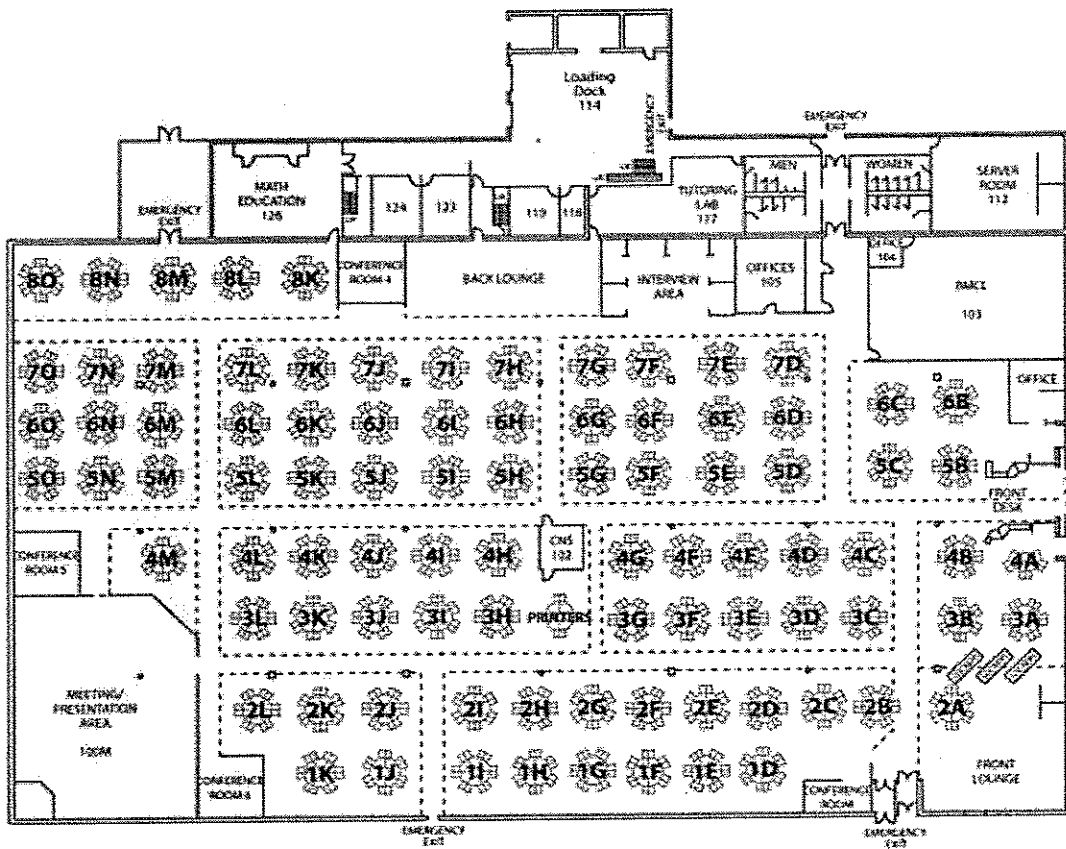
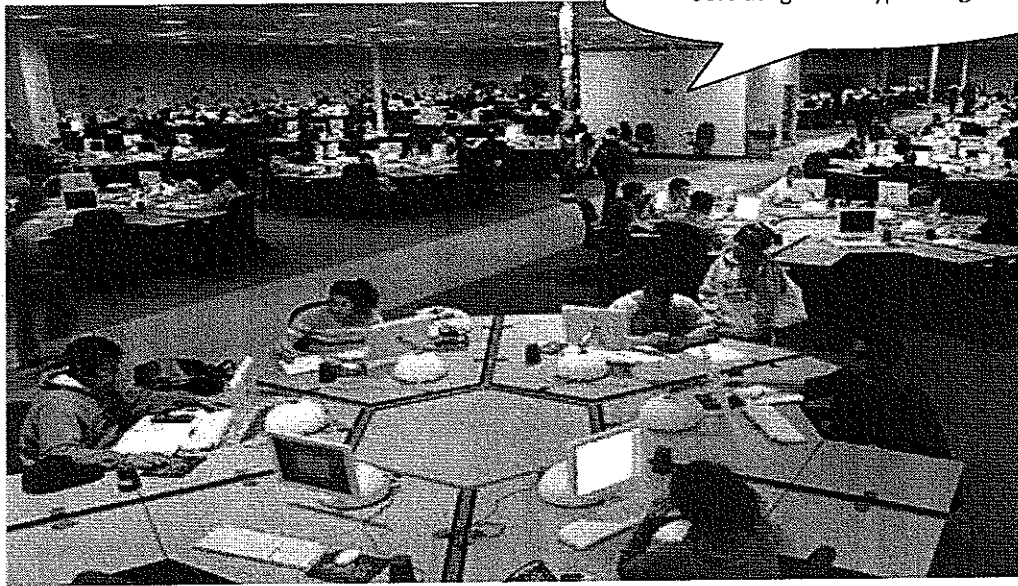
Among the faculty offices, there is an office for an *Educational Media Designer* who is onsite to support the needs of faculty with technical questions. There is a room set up for faculty to make video lectures. Adjacent to the offices, there is a conference room with a complete set up for training and presentations. Training sessions are conducted by peer faculty members or technical support from publishers. Across from the conference room, there is the lounge, set up with a table for lunch with the convenience of conversation. The entire establishment is to encourage faculty to interact among each other onsite and online. I am very impressed with their online network. Professor Feldon's networks include not only all of his colleagues, but also contacts across the nation via e-mails, twitters, facebook, Linkedin, and newsletters to share ideas, how-to's. Usually, these contacts were established by attending conferences. During my visit, I learned a new way to embed pictures with screen shot into my discussion board and faculty website.

The arrangement in the department of mathematics at other colleges I visited is all similar to that of ours at El Camino College with the only differences in size of the faculty. Take East Los Angeles Community College, for example. Although online classes were offered, the retention and success rates are not as satisfactory. There is a small group of faculty who get together at lunch hours to discuss ways to improve the retention and success rate. Professor Rahim Faradineh, has voluntarily offered face to face class sessions, much similar to our hybrid classes. He reports a much better retention and success rate with his online class, he believes, as the result of his additional onsite sessions. Only about 10% of the faculty in the math department adopts the online homework system despite the trainings offered by the technical support from the publishers.

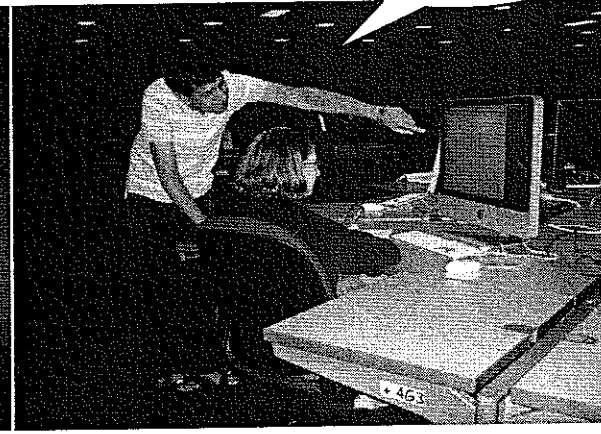
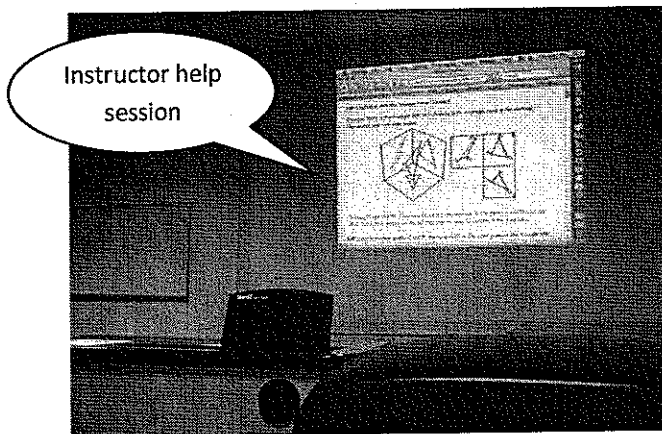
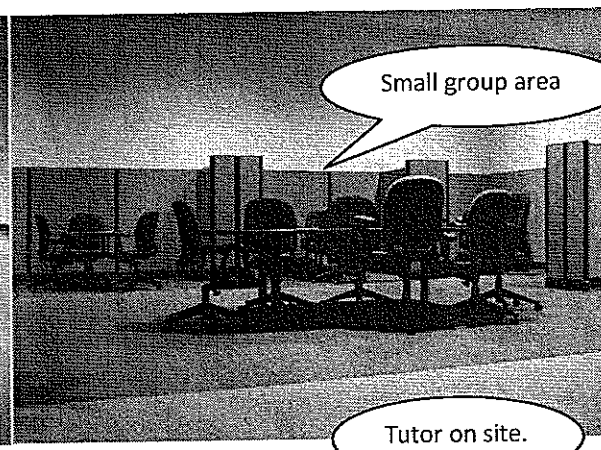
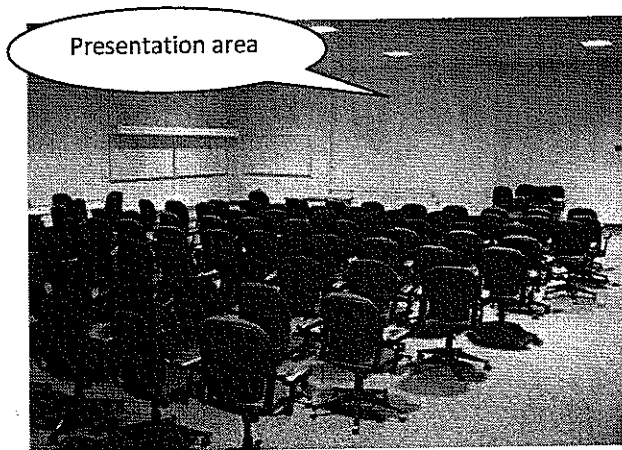
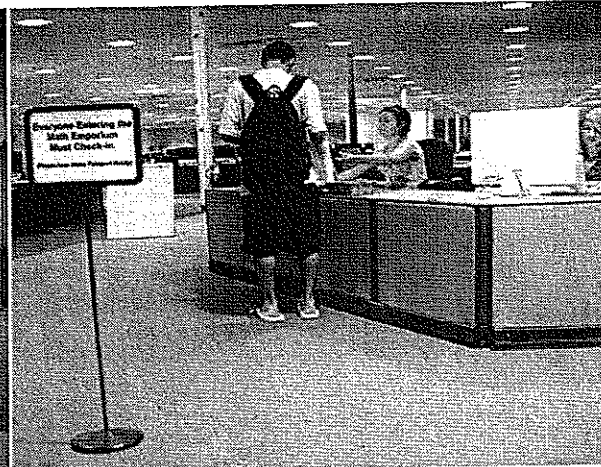
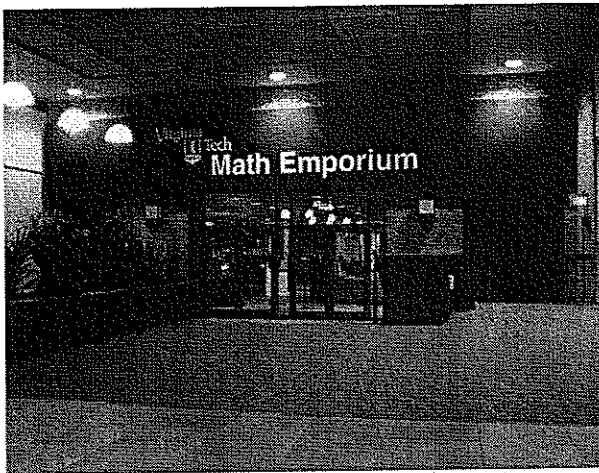
In Long Beach City College, both online and hybrid classes are offered. It is said that the retention and success rates are comparable to the traditional classes. Professor Mehdi Mirfattah has large collections of teaching sessions, including online office hours using CCCConfer, tablet and webcam.

On the homepage of mathematics department at Lake Tahoe Community College, there is a list of math resources, available for any internet user to see: math resources. Besides course syllabi, there are math lecture notes and Larry Green's Java Applets. The sites are free of any advertisement and categorized according to the courses offered at the school, comprehensively from basic math to calculus and differential equations, with examples for viewers to practice. Some of the contents are available for iPod download. These contents could be coupled with lectures for students to use after classes as many times as possible.

Math Emporium at Virginia Tech is an open, 60,000-square-foot laboratory with 550 Macintosh computers serving more than 8,000 math students each semester since 1997. As a new way to teach introductory mathematics; it also sets an acclaimed successful model for such programs across the country. On a typical evening, about 60% of the lab is in use by students who are in the program. Three courses-mostly for first- and second-year students are now online and are based at the emporium. Unlike the experience of taking courses entirely online, these students can meet with their teachers if they wish, and all graded work must be completed at the emporium, not on students' own computers. Please refer to the picture for the set of the Math Emporium.



Floor plan of Math Emporium at Virginia Tech in the University mall, Blacksburg, Virginia.



The Math Emporium has space for large orientation sessions, small conferences and tutoring, a math education lab, quiet study areas, and student lounges. The facility is open 24 x 7 and staffed days and evenings by math faculty, graduate students, and advanced undergraduate students who offer personal assistance when students request it. Peer group projects, collaboration, and tutoring are also encouraged.



According to National Center for Academic Transformation, the Emporium Model has consistently produced spectacular gains in student learning and impressive reductions in instructional costs. Courses taught in this format are:

- Precalculus;
- Elementary Calculus I ;
- Elementary Linear Algebra;
- Elementary Calculus with Matrices;
- Geometry and Mathematics of Design.

Polya Math Center at University of Idaho is a similar model with some different course offerings:

- Intermediate Algebra;
- College Algebra;
- Analytic Trigonometry;
- Calculus I;
- Calculus II.

In both Math Emporium at Virginia Tech and Polya Math Center at University of Idaho, it is required for a student to complete a hard copy guided study book. At the talk given by Dr. Kirk Trigsted, he showed the guide book, which has been part of the textbook package bundled with online access code.

It is worth noting that the communication between the instructors and the students have become inevitably digital. The interactions online between professor and his students can be as personal and helpful in many ways. On the one hand, questions and answers could be shared by all students in the virtual space, for example, discussion board. On the other hand, the Instructors could send private messages to individual student(s). Discussion board has come one of the favorite ways of online platform for a virtual classroom.

It is my hope to continue the expansion of teaching mathematics in hybrid format with consistent quality and enrollment. Currently, we offered hybrid classes for Beginning Algebra (Math 40), Intermediate Algebra (Math 73), and Elementary Statistics (Math 150). This semester, we are in the process to review proposals to offer Nature of Mathematics (Math 120) and College Algebra (Math 130). After these courses are offered, we will start the proceeding to offer hybrid for PreCalculus (Math 180), Calculus I (Math 190) and Calculus II (Math 191).

We, at the Distance Education subcommittee, continue to promote the use of online homework and discussion board. As we are looking forward to move into the new building, I am eager to get involved in the modernization of the mathematics tutoring center, so that we will have the capacity to offer students not only with individualized tutoring in person, but also individualized tutoring online.

The End

Spring Semester, 2012

**Sabbatical Leave Report and Evaluation, Fall Semester 2011,  
For the Sabbatical Leave Committee**

Stephan L. Waterworth, Ph.D.

Professor of English

Humanities Division

El Camino College

## **Summary of Sabbatical Leave Project**

Dear Sabbatical Committee Colleagues:

In undertaking my sabbatical leave project—an independent study under the direction of Dr. Thomas Cody, a dear friend of mine and a colleague in our Department of English, I sought to rectify, at least partially, an issue that besets all instructors of English, ESL, and Reading: The dearth of departmentally provided materials made available to our instructors to augment the various readings in their required classes or course textbooks—the best of which, because they are necessarily narrow in scope, are ultimately inadequate to address the entire range of needs for both the instructors and their students in the respective courses.

Therefore, I decided to undertake an individual, independent project to offset this lack of extra reading material by querying my department colleagues regarding the various issues and themes they addressed in their own course readings (See my attached questionnaire). After receiving the necessary feedback, I subsequently described my proposed individual project of gathering and annotating essays and of rendering the findings into a series of bibliographies to the Sabbatical Leave Committee, in order to explain the rationale for this enterprise, as well as to describe the methodology I would employ in coming to terms with augmenting course readings and with shaping the results of my findings.

My specific proposal to the committee was to create a series of annotated bibliographies, arranged both thematically and by class level, for our Instructors of English at El Camino—and to produce a hard copy of each individual article cited in the respective

bibliography. Further, upon completion of the entire project, I would have the bibliographies themselves reproduced—both hard copies and on line—and be made available to department members to use in their classes.

After receiving suggestions (of both the oral and written nature) regarding potential topics or themes from a number of my English Department colleagues, I selected the most frequently requested topic, and I determined that I would arrange the bibliographies themselves in the following manner: *ESL, The Dream Act, English A/84, Homelessness, Literacy, Poverty, and Volunteerism, English 1A, Body Art, Boomerangers (Adult Children returning home) Parenting, and Technology, English 1C, Corporate Greed and Corporate Responsibility, Education, and Immigration and Assimilation.*

My next step was to set about gleaning bibliographical materials for the respective topics and class levels. In doing so, and in the interest of time and efficiency, I limited my research to periodicals solely. I retrieved articles from various newspapers (including the five major papers appearing on the *ProQuest* web site) local newspapers, and articles from smaller newspapers with relatively modest circulation under the *Ethnic News Watch* heading. I also garnered articles from a wide array of popular magazines and articles and essays from academic journals as well, in order to provide the widest range of periodical literature and the greatest numbers of opinions on the selected issues themselves.

After completing my work, I did subsequently distribute copies of the individual bibliographies to those individuals who were interested in receiving them, and I also

placed a hard copy of each of the individual articles themselves in our English Department mail room for those instructors who wished to access any of these pieces. Moreover, the entire series of bibliographies, as well as the respective, individual articles, will eventually appear on the departmental web site for individual instructor's perusal and subsequent use.

At the conclusion of the project and my related efforts, I had culled some two-hundred and eighty six articles covering the three areas or branches of periodicals. I had each essay reproduced, and I appended the Works Cited information to each piece. In addition to reproducing the individual articles and essays, I had the individual bibliographies reproduced and made available for distribution to my colleagues in the Department of English. In total, twelve annotated bibliographies are now available for department members' perusal and possible use.

### **How the Sabbatical Benefited Faculty Member(s) and Students**

Certainly, my students—given the prohibitive cost of textbooks—will benefit by having additional reading materials supplied to them gratis. And just as certainly, additional readings will offer them more in-depth knowledge of the topic and will afford them a greater opportunity to select additional topics for writing their required essays.

In addition to my students having a greater understanding of the issues that I explored (and my colleagues and their charges as well) in closely reading and analyzing each

piece, and in annotating two hundred and eighty-six articles and essays total, spanning the entire range of the topics I selected for research, I could not help but enhance my understanding of the issues falling under the heading of such things as "Volunteerism," "Education," "Poverty," and "Technology," not to mention the other topics or themes. I estimate that I read quite closely, carefully, and meticulously some two thousand-plus pages of prose: I learned a great deal about the selected issues after such careful scrutiny from my approximately six-month endeavor.

And as I mentioned above, in making the resources available to my peers, the entire department will profit as well as the students enrolled in our various reading and writing programs. I believe strongly that a wider range of readings cannot but help instructors stimulate their students' interests in their pursuit of knowledge regarding these particular issues, and I deem that the greater number of resources will provide a broader and infinitely richer opportunity to respond in essay form to the particular topic.

### **How the Sabbatical Increased Faculty Member's Proficiency**

As I mentioned above, the whole process of gathering materials, reading them, annotating them, and putting them into a bibliographical format was a six month enterprise. As a technology "dinosaur," I certainly enhanced my computer, research skills for attaining materials on-line from credible sources. I can now function in this research area with relative ease and maximum proficiency.

Moreover, in annotating close to three hundred articles covering twelve topics, I had ample opportunity to practice careful, analytical reading and also to work considerably on my academic writing or prose. I reckon that I wrote, in total, approximately one hundred and eighty pages to two hundred pages (had the entire work been double spaced) of annotations. As we all know, the improvement of a writer results from a detailed and careful application of essay or writing principles.

Finally, regarding something that is not objectively measurable, but is, in fact, qualitative and not quantitative, I learned a great deal about the twelve topics that I selected for my research. I will, of course, be only too glad to pass on this information to both my Department of English colleagues and to my and to their students as well. I would like to think that I met my responsibilities in amassing and in annotating these materials both diligently, thoroughly, and honorably. I further believe that both I and others will be better off in the class room because of my individual project.





El Camino College  
Office of the Vice President – Student & Community Advancement  
Jeanie Nishime, Ed.D, Vice President

*East Dining*

## 2011/2012 YEAR-END ACTIVITIES

April 16, 2012

<u>DATE</u>	<u>ACTIVITY</u>	<u>LOCATION</u>	<u>TIME</u>
April 20, 2012	Fire Academy Graduation	Inglewood	10:00 am
April 21, 2012	Onizuka Space Science Day	ECC Campus	9:00 am
May 9, 2012	Private & Out-of-State Fair (Career Expo & Majors Fair will be held in the fall)	Library Lawn	10:00 am
May 10, 2012	Scholarship / VIP Reception	Marsee Auditorium	5:00 pm
May 10, 2012	Scholarship Awards Ceremony	Marsee Auditorium	6:30 pm
May 11, 2012	Athletics Annual Golf Tournament & Dinner	Los Verdes GC	1:00 pm
May 16, 2012	Academic Awards and Presidential Scholars Presentation & Reception Ceremony	Marsee Auditorium	4:00 pm
May 17, 2012	Annual Athletics Hall of Fame Banquet	Ayers Hotel	5:00 pm
May 18, 2012	EOPS/CalWORKs/CARE Recognition Awards Ceremony	Double Tree Hotel	7:00 pm
May 18, 2012	Art Department Open House	Art Building	6:00 pm
May 18, 2012	9 <sup>th</sup> Annual Anthropology Student Research Symposium	Haag Recital Hall	1:00 pm
May 18, 2012	UC/CSU Admit Reception	East Dining Room	1:30 pm
May 21-25, 2012	Classified Professional Development Week	Various campus locations	TBA
May 22, 2012	First Year Experience Year-End Event	East Dining Room	1:00 pm
May 22, 2012	Honors Transfer Program New Student Orientation	East Dining	4:30 pm
May 24, 2012	Faculty and Staff Appreciation Day	Alondra Room	1:00 pm
May, 24, 1012	Honors Transfer Program Awards Reception	East Dining	4:30 pm
May 25, 2012	ASO & Corona del Camino Recognition Banquet	East Dining Room	6:00 pm

<b><u>DATE</u></b>	<b><u>ACTIVITY</u></b>	<b><u>LOCATION</u></b>	<b><u>TIME</u></b>
May 30, 2012	Journalism Awards Luncheon	TBA	TBA
May 31, 2012	Myriad 50 <sup>th</sup> Anniversary Celebration & Reading	Distance Ed	1:00 pm
May 31, 2012	Puente End-of-Year Celebration	East Dining Room	5:00 pm
June 1, 2012	Mathematics & Science Division Award	East Dining Room	12:00 pm
June 1, 2012	InterClub Council Recognition Banquet	East Dining Room	6:00 pm
June 1, 2012	30 <sup>th</sup> Annual Fashion Show	Marsee Auditorium	7:00 pm
June 7, 2012	25 <sup>th</sup> Annual Project Success Awards Dinner	Double Tree Hotel Torrance South Bay	7:00 pm
June 8, 2012	Alpha Gamma Stole Ceremony	East Lounge	12:00 pm
June 8, 2012	Commencement Reception	Library Lawn	1:00 pm
June 8, 2012	Commencement Ceremony	Murdock Stadium	4:00 pm
June 8, 2012	Nursing Graduation	Marsee Auditorium	6:30pm
June 15, 2012	Child Development Center "Crossing-the-Bridge" Ceremony	Student Activity Center	6:00 pm
TBA	Alpha Gamma Sigma Recognition Banquet	TBA	TBA
TBA	Psychology Symposium	TBA	TBA
TBA	Respiratory Care Celebration Dinner	TBA	TBA
TBA	Woodfest	Construction Tech Building	6:00 pm

## COMPTON CENTER

<u>DATE</u>	<u>ACTIVITY</u>	<u>LOCATION</u>	<u>TIME</u>
May 20, 2012	Academic Awards Tea	Student Lounge	3:00 pm
May 26, 2012	Athletics Hall of Fame	Lakewood Country Club	5:00 pm
May 30, 2012	First Year Experience End-of-Year Celebration	Staff Lounge	2:00 pm
May 31, 2012	EOPS/CARE Spring Banquet	Student Lounge	12:00 pm
June 5, 2012	Nursing Pinning Ceremony	Gymnasium	5:00 pm
June 7, 2012	Commencement Ceremony	Tartar Stadium	5:30 pm
June 20, 2012	ASB Awards Banquet	Student Lounge	6:00 pm
TBA	Athletics Academic Awards Ceremony	Student Lounge	TBA