



**El Camino College
College Council
Monday, October 16, 2017
1:30 – 2:30 p.m.
Library 202**

College Council Purpose Statement:

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

Strategic Initiative C - Collaboration:

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

Members:

Kristie Daniel-DiGregorio	Dena Maloney	Jean Shankweiler
Brian Fahnestock	Jane Miyashiro	Erika Solorzano
Irene Graff	Ross Miyashiro	Debbie Turano
Chris Halligan	Susan Pickens	Tiffany Ushijima
Chris Jeffries		

Alternate Members/Support:

Ann Garten - Support
David McPatchell – Alternate

Agenda:

- | | |
|---------------------------------------------------------|----------|
| 1. Approval of Minutes from October 2, 2017 (Attached) | All |
| 2. Board Agenda Review | All |
| 3. Quality Focused Essay (QFE) First Reading (Attached) | Maloney |
| 4. Finalize 2017/18 College Council Goals (Attached) | All |
| 5. View new website | Garten |
| 6. Non-Discrimination Statement Recommended Revisions | Ishikawa |
| 7. Guided Pathways | Jimenez |

8. Future Meeting Dates: Mondays at 1:30 p.m. (Library 202)

Maloney

- a. November 6, 2017
- b. November 20, 2017

9. Other

10. Adjournment

2016-17 College Council Goals

1. Conduct an annual evaluation of college-wide progress on Strategic Initiative C.
2. Review and endorse all components of the Comprehensive Master Plan 2017-2022.
3. Develop a timeline for completion of all legally required policies and procedures.
4. Review results from college-wide SENSE and Technology surveys and refer to appropriate committees for response.
5. Participate in the annual review of the Mission & Strategic Plan.
6. Increase College Council awareness of Strategic Initiatives and dissemination of information to constituent groups.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 2, 2017

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

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

Members Present: Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Halligan, Chris Jeffries, Dena Maloney, Jane Miyashiro, Ross Miyashiro, Susan Pickens, Jean Shankweiler

Alternates/Support: Ann Garten, Luis Mancía, David McPatchell

1. Minutes – September 18, 2017: Approved as presented.
 - a. SENSE – Irene reported that they are 50% through the process of sharing the data with constituent groups. The report will be shared at the Guided Pathways meeting this week. Dr. Maloney noted that SENSE data is very important and should be referenced with our strategic planning.
2. Non-Discrimination Statement Recommended Revisions: Carry-over for next meeting.
3. Review of College Council Self-Evaluation Results – We used the standard Collegial Consultation instrument. There were nine out of 12 responses which is less than in the past. The results are comparable to last year with an overall grade of B+.
 - a. Page 1 #f: “Received an orientation to this committee when I began my term of membership.” This was completed via review and revision of the orientation materials. Orientation materials will be sent to the new members.
 - b. Page 1 #d: “Received supporting materials in advance to review.” The agenda is normally sent out on the Friday before the meeting. Members would like the agenda sent sooner. The agenda will now be sent out on the Wednesday before the meeting. There was a request that College Council meeting dates be sent out via an Outlook meeting calendar request.
 - c. Page 1 #e: “Have a regular practice of communicating with the constituents whom I represent.” The Academic Senate sends out the minutes. The Confidential employees receive a meeting summary. College Council members can choose any method of communication as they wish.
 - d. Prior Year Goal Discussion
 - i. Goal 1: “Conduct an annual evaluation of college-wide progress on Strategic Initiative C.” It was decided that we should pull from all groups and see where we are as an institution. The results will be reviewed at College Council.

- ii. Goal 2: “Review and endorse all components of the Comprehensive Master Plan 2017-2022.” College Council reviewed the Education Master Plan, Staffing Plan, and Facilities Master Plan.
 - iii. Goal 3: “Develop a timeline for completion of all legally required policies and procedures.” We developed the timeline but did not complete within the timeline. We will review the timeline again.
 - iv. Goal 4: “Review results from college-wide SENSE and Technology surveys and refer to appropriate committees for response.” We reviewed the SENSE and Technology surveys this year.
 - v. Goal 5: “Participate in the annual review of the Mission & Strategic Plan.” Participation of members of College Council in the Planning Summit satisfies this goal.
 - vi. Goal 6: “Increase College Council awareness of Strategic Initiatives and dissemination of information to constituent groups.” (See discussion in item c above.)
- e. 2017/18 Proposed Goals
- i. Goal 1: Clarify the planning process and College Council’s role in it.
This year we launch the start of a new strategic plan which is a two-year plan. One goal might be that we review and provide input on the strategic plan. PBC will also be reviewing the plan. There was a question as to what the purview of all committees in regards to the whole planning process and the plan. The “Making Decisions at El Camino College” document has some information as to the purview of the committees, but not in the planning document. It was reported that committees are confused and don’t know what their roles are.
 - ii. Goal 2: Receive regular updates regarding the El Camino College and Compton College transition planning.
 - iii. Goal 3: Stay informed on the development of an equity minded culture.
It was reported that job descriptions and policies and procedures are being reviewed and revised to develop templates on job descriptions. The goal is to create job announcement templates that are more attractive to faculty. CUE (Center for Urban Education) attendees could give a presentation to College Council members.
 - iv. Goal 4: Receive, review, and share data received from student focus groups.
There was a request to find out what students expect from ECC and see if we are meeting those expectations. This data could be received by conducting focus groups.

4. Future Meeting Dates/Agendas: Mondays at 1:30 p.m. (Library 202)

- a. October 16, 2017
 - i. Board agenda review
 - ii. QFE 1st Reading
 - iii. Finalize College Council Goals
 - iv. View new website (Ann Garten)
 - v. Non-Discrimination Statement (Jaynie Ishikawa)

- vi. Guided Pathways
- b. November 6, 2017
 - i. QFE 2nd Reading
 - ii. Board Policies and Administrative Procedures
 - iii. Presentation from CUE (Center for Urban Education) (Jane Miyashiro)
- c. November 20, 2017
 - i. Update on Compton College Transition Plan (Chris Halligan)
 - ii. Board Agenda Review
- 5. Other
 - a. Earthquake and Active Shooter Drills - The annual Earthquake Drill is in the fall and the Active Shooter Drill is in the spring. It was noted that we should have the Active Shooter Drills more often. There was a suggestion to conduct one annual campus wide drill and then do more in depth drills by building on a schedule. Brian Fahnestock agreed with that suggestion and will have the Police Department coordinate with each building.

It was reported that surveys were conducted after the drills. It is unclear who is analyzing the data. There was also a mention of a report that was done about the UCLA incident. The report was very informative and our college could learn from it.



Quality Focus Essay

Creating a New Compton College

Upon gaining accredited status in June of 2017, Compton College administrators, faculty, and staff immediately set out to build on their recent achievements with a renewed sense of purpose to honor the institution's 90-year history. Compton College has a number of goals over the next two years as it concludes its decade-long partnership with El Camino College, and it is well prepared for the challenge.

Compton College has selected from its many crucial objectives two keystones upon which to build the institution's next chapter: integrated planning and distance education. These areas encompass a number of standards from the Accrediting Commission for Community and Junior Colleges and as such, have a fundamental impact on the growth and vitality of the entire institution.

Action Plan One: Integrated Planning

Quality Focus Project One: Strengthen the Link between Annual Plans and Resource Allocation.

Compton College's first area of focus in Integrated Planning is to determine how to develop a clear connection between Planning and Resource Allocation. This Quality Focus Project is multifaceted in the sense that there are various areas in the current process that need to be strengthened to achieve success in this area and "close the gap." Currently, Compton College has a system in place that integrates prioritized recommendations from Program Plans into the annual planning process. However, recent surveys suggest that Program Plan-derived suggestions are not consistently implemented across divisions and service areas. Furthermore, there is also a realization that where Program Plans are concerned, Compton College will need to make organizational changes that could involve adjustments to current committee responsibilities or perhaps the development of a subcommittee or workgroup responsible for ensuring that the recommendations of completed plans make their way through the pipeline to funding and allocation.

To facilitate this process, Compton College has created the Program Review Coordinator position. This faculty member is responsible for the oversight, training, and assistance in the writing of Program Plans. The Program Review Coordinator also works with faculty and staff to build a working schedule of Program Reviews to be completed accurately at regular intervals. Historically, Compton College has been inconsistent in Program Review completion. With the hiring of a Program Review Coordinator in 2016, consistent training has been offered, updated Program Review templates and rubrics have been developed, regular office hours are held for faculty and staff needing one-on-one assistance, and the website hosting completed Program Reviews is regularly updated.

Going forward, Compton College must rely more on its own faculty and staff to ensure that this process continues and is meaningful. Thus, Compton College will create the position, Manager of Research and Planning in fall 2017, and will fill this position in spring 2018. The role of this

manager will include the oversight of campus-wide planning. Moreover, Compton College will create a “Core Planning Workgroup” by summer 2018. This Core Planning Workgroup will be comprised of the Manager of Research and Development, an Academic Dean, the Program Review Faculty Coordinator, the SLO Faculty Coordinator, and Curriculum Chair. Their primary role will be to support the Institutional Effectiveness Committee (IEC) in the following areas:

1. Ensuring timely submissions of Program Reviews
2. Training faculty and staff on writing cohesive and meaningful Program Reviews
3. Providing constructive feedback in a collegial, peer-review manner
4. Developing and hosting Professional Development workshops
5. Insuring Program Review recommendations are being included in Annual Plans
6. Communicating back to the campus community which recommendations were funded and why through the “Making Decisions Document”

Another way to strengthen the link between Program Review and planning and resource allocation is to select and implement a Program Review and Planning (PRP) System at Compton College. At this time, Compton College uses TracDat for SLOs; however, only a handful of Program Plans are being entered. Since Program Plans are supposed to be based on Program Review recommendations, Compton College needs to utilize either TracDat or another PRP System. While there are several programs that enter their individual recommendations directly into TracDat, the College must indicate how the larger plans are informed by the smaller Program Plans. Also, without Program Review documents, there is no “official” justification for any recommendations. This bypasses institutional planning processes and potentially suggests an *à la carte* style of funding.

To advance in this capacity, Compton College will need to begin to use either TracDat or another PRP Program to enter Program Review documents and recommendations so they can move along the pipeline and into the College Plan. By spring 2018, Compton College will have a PRP System in place. The Strategic Planning Committee will be responsible in helping faculty and staff at Compton College select the PRP System based on presentations and examples from PRP companies during fall 2017. Once this PRP System is in place, The Strategic Planning Committee Core will help develop and guide faculty and staff with training beginning summer 2018. SLO assessments and Program Reviews will begin being entered into the PRP System in fall 2018. Previous Program Reviews completed within the last two years will also be input into this PRP system during the 2018-2019 academic year to ensure that faculty and staff have their Program Reviews in place to inform future Program Reviews and reporting.

Quality Focus Project Two: Improve Campus Communication Regarding Planning Processes and Actions.

In Fall 2016, Compton College requested advice from the Chancellor’s Office Institutional Effectiveness Partnership Initiative regarding strategies to help the institution develop a stronger plan for linking campus-wide planning efforts to resource allocation. As Compton College begins its transition to an institution independent of El Camino College, the campus community is aware of its need to establish a campus culture that is transparent in communication and processes.

Currently, the annual planning process begins with Program Review where faculty and staff make recommendations based on emerging needs. These recommendations then inform Unit Plans, then VP Area Plans, culminating in a final budget that funds a prioritized set of recommendations. While the process has been in place for many years, fundamental concerns about Program Reviews not being completed in a timely manner. Faculty and staff claim to not be informed about which recommendations were funded, and furthermore, there seems to be a lack of understanding how funded recommendations are prioritized. Evaluations of the planning process conducted in 2011 and 2015 revealed that communication and transparency were among the top concerns. As mentioned in Quality Focus Project One above, Compton College is working on the development of a Core Planning Workgroup that will work in conjunction with IEC to improve strategies related to the Program Review process. In addition, Compton College will utilize the following Planning and Budget calendar in its efforts to improve communication to the campus community:

**COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON COLLEGE
PLANNING AND BUDGET CALENDAR**

Month	Activities	Responsible Party
July	<p>A. Tentative Budget is rolled into active status (purchasing can begin) on July 1.</p> <p>B. Final evaluation of current year goals and objectives are entered into plans in plan builder.</p> <p>C. Final revenue and expenditure adjustments are made to budget and reviewed by Planning and Budget Committee (PBC)</p>	<p>1. Accounting</p> <p>2. Program faculty, staff, and managers</p> <p>3. President/CEO</p>
August	<p>A. Review and discussion of the final budget assumptions by President/CEO with the PBC.</p> <p>B. Presentation of comments made by El Camino College to the final budget.</p> <p>C. Final Budget line item review with PBC.</p>	<p>1. President/CEO</p> <p>2. President/CEO</p> <p>3. VP Administrative Services</p>
September	<p>A. Final Budget submitted to Board.</p>	<p>1. President/CEO</p>

October	<p>A. Review and discuss the status of the Accreditation Recommendations.</p> <p>B. PBC conducts annual self-evaluation.</p>	<p>1. PBC</p> <p>2. PBC</p>
November	<p>A. Review and revise planning priorities.</p> <p>B. Assess Program Review cycle to make sure program reviews are being completed in a timely manner.</p>	<p>1. Program Faculty, staff, and managers</p> <p>2. PBC</p>
December	<p>A. Submit prioritized Program plans for the next fiscal year.</p> <p>B. Review proposed midyear cuts/budget augmentation proposals and their linkage to budget and planning.</p>	<p>1. Program faculty, staff, and managers</p> <p>2. President/CEO</p>
January	<p>A. Determine preliminary revenue estimates.</p> <p>B. Begin assessment of key budget issues.</p> <p>C. Identify budget development assumptions.</p> <p>D. Evaluation of current fiscal year program plan goals and objectives by January 31.</p>	<p>1. VP Admin. Services</p> <p>2. PBC</p> <p>3. President/CEO and Cabinet</p> <p>4. Program faculty, staff, and managers</p>
February	<p>A. Submit prioritized Unit plans for the next fiscal year by February 28.</p> <p>B. Review planning process to make sure that programs plans were submitted on time and that prioritization of goals and objectives took place.</p> <p>C. Review and discuss linkage between program plans and College mission statement, strategic initiatives, and program reviews.</p>	<p>1. Deans/Directors</p> <p>2. PBC</p> <p>3. PBC</p>

<p>March</p>	<p>A. Determine enrollment targets, sections to be taught; full-and part-time FTEF.</p> <p>B. President/CEO determine ongoing operational costs including: i. Full-time salaries ii. Benefits, Utilities, GASB iii. Legal and contract obligations</p> <p>C. Develop Line-Item Budgets for Operational Areas.</p> <p>D. Prioritized Area plan recommendations for the next fiscal year submitted to PBC by March 31.</p> <p>E. Review and discuss the status of the 2017 Accreditation Self-Study Future Plans items.</p>	<p>1. VP Academic Affairs</p> <p>2. President/CEO and Cabinet</p> <p>3. VP Administrative Services</p> <p>4. President/CEO and Cabinet</p> <p>5. PBC</p>
<p>April</p>	<p>A. Tentative budget information completed for PBC review by April 15.</p> <p>B. Initial planning and budget assumptions are finalized.</p> <p>C. Presentation of comments made by El Camino College to the final budget.</p> <p>D. Proposed tentative budget is reviewed and discussed for recommendation.</p>	<p>1. CBO</p> <p>2. President/CEO and Cabinet</p> <p>3. President/CEO</p> <p>4. PBC</p>
<p>May</p>	<p>A. PBC submits recommended funding to President/CEO.</p>	<p>1. PBC</p>
<p>June</p>	<p>A. Tentative Budget is presented to the Board by June 30.</p>	<p>1. President/CEO</p>

Action Plan Two: Distance Education

Quality Focus Project Three: Create a clear organizational management structure for distance education.

For the past decade, Compton College has benefitted from abundant distance education resources shared in partnership with El Camino College. As the institution moves toward fully independent status, its foremost goal is to improve student success, including increased retention and passing rates for online learners. (See [Enrollment Growth and Academic Course Performance Report](#), pages 8-12.) To this end, the creation of an independent distance education infrastructure tailored to the specific needs of Compton College students and faculty is a central priority. This begins with appointing student-centered personnel who have an established record of success in distance education administration, management, and/or teaching, as well as creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support.

In preparation for independent status, last fall Compton College created an ad-hoc committee comprised of concerned faculty and administrators to investigate areas of improvement and growth relating to distance education. (See [Ad Hoc Distance Education Committee Minutes](#).) This group was formalized at the beginning of the spring 2017 semester as the Distance Education Advisory Committee to help create and maintain a systematic, centralized approach to online instruction as an independent institution. By fall 2017, the Distance Education Advisory Committee will be fully staffed and operational.

Recognizing the need for robust instructional support, the Advisory Committee will recommend Distance Education Faculty Coordinator candidates from the ranks of full-time instructors for approval by the academic deans and the Vice President of Academic Affairs. The Faculty Coordinator will oversee the creation of a mentor program for new distance education faculty, implement a course shell evaluation process, and assist with the creation of discipline-specific “model” courses to ensure that all online classes meet or exceed legal requirements and robustly support student learning. This new position will help ensure that a vigorous DE support structure is in place when Compton College regains full self-determining status.

The Compton College Distance Education Faculty Coordinator will be selected by the spring of 2018 with a start date in the subsequent fall term. The Coordinator will report directly to the appropriate academic deans and the Vice President of Academic Affairs. Serving as a liaison between administrators and instructors, the DE Faculty Coordinator will be supported by the DE Instructional Coordinator, who currently oversees technical support for online students and faculty, reporting directly to the division dean overseeing distance education. The DE Faculty Coordinator and the DE Instructional Coordinator will chair the Distance Education Advisory Committee to foster campus-wide communication of objectives and resources.

Quality Focus Project Four: Implement best practices to increase online student success.

To address the disparity in success rates between online and face-to-face courses at Compton College, the Distance Education Advisory Committee has identified several methods to create and maintain high standards for online course design, implementation, and delivery. The Committee anticipates the development and adoption of the *Compton College DE Faculty Handbook* as its initial goal. This text will serve as a concrete guide and central resource for those teaching and evaluating online courses so that standards are clear, specific, and easily accessible.

Using state and federal parameters as a starting point, with particular emphasis on regular effective contact guidelines and accessibility, the *DE Faculty Handbook* will serve as a campus-wide clearinghouse for authoring and maintaining a robust online course. The *Handbook* will include sections on college standards for meaningful instructor-student contact; customization and personalization of publisher content, and diverse means of content delivery to stimulate student interest, including audio-supported lectures, webinars, video, and real-time conferences. In addition, sections on providing helpful feedback online as well as the design and incorporation of discussion forums will deliver additional resources to enhance learning. By the end of fall 2017, the Advisory Committee will forward the DE Handbook through the consultative process.

To further support DE student success, the Advisory Committee will create a mentor program to assist online faculty in meeting new instructional standards at Compton College. This pilot program is slated to begin at the start of the summer 2018 semester, with full implementation for new DE instructors starting in fall 2018.

To assist instructors with effective course design that takes full advantage of supplementary features available in the newly adopted *Canvas LMS*, the Advisory Committee will recommend the implementation of a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric. In addition, the committee will propose the adoption of a campus-wide student feedback survey to be built by default into every course shell. This will help ensure accountability and quality online instruction, in addition to providing data upon which to base future improvements. The DE Advisory Committee will incorporate the OEI Course Design Rubric and the student survey no later than spring 2018.

Finally, the Advisory Committee plans to make model course shells available to online faculty in a variety of disciplines. Based on existing course outlines of record, such models will serve as a template to assist distance education faculty in the design of cogent, well-organized course shells that are proven to enhance student success. With the support of the academic deans and DE faculty campus wide, the Advisory Committee will propose implementation of the model shell program by the end of spring 2018 for use in the subsequent fall semester.

Quality Focus Project Five: Promote student awareness of distance education resources and develop new tools to facilitate success.

As noted in the External Evaluation Report submitted to the ACCJC in April 2017, student Survey results from spring 2016 suggest that the vast majority of Compton College distance education students did not take advantage of online support services, indicating a need for

increased awareness of these services to enhance success rates. Institutional Research further validates this finding in its most recent student survey, which demonstrates a clear need for enhanced training guidelines. (See [Distance Education Survey Results](#), pages 8-9.) Fifty percent of DE students appear to be unaware of the *DE Student Handbook* or the DE webpage, and just 33 percent are taking advantage of online support services, though as “hybrid” students, many do access such resources on campus. Nonetheless, to increase online retention and course completion rates, increased awareness and use of DE support services is a priority.

The Distance Education Advisory Committee has proposed the production of an online student orientation video that will be required viewing for all DE students. This is particularly important with the full implementation of *Canvas*, which will be the sole campus learning management system by the beginning of spring 2018. To mitigate the learning curve and prevent the changeover to *Canvas* from becoming another barrier to student success, the online orientation video will introduce students to the DE website and the use of *Canvas*. Production of the online orientation video is slated for the end of fall 2018.

As use of the *Etudes* LMS officially ends in December 2017, the Compton College Distance Education website will require significant redesign to reflect the campus-wide implementation of *Canvas*. With assistance from the DE Advisory Committee and the Vice President of Academic Affairs, the DE Faculty Coordinator and DE Instructional Coordinator will oversee these changes, including links to instructional resources, professional development, and student guides.

By incorporating elements from the ACCJC-commended El Camino College Distance Education Program as well as best practices in online course design and instructional support, Compton College will deliver a preeminent distance education program created to increase student success and address the achievement gap, establishing the institution as a leading community college ready to meet emerging needs.

COMPTON COLLEGE DISTANCE EDUCATION CALENDAR

Term	Activities	Responsible Party
Fall 2017	A. Establish formal Distance Education Advisory Committee.	1. Division Two Dean
Spring 2018	A. Appoint the Distance Education Faculty Coordinator	1. Advisory Committee, Division Deans
	B. Incorporate OEI Course Design Rubric and the student survey.	2. Advisory Committee
	C. Implement model course shell program.	3. Advisory Committee
	D. Update website to reflect full transition to Canvas LMS	4. Instructional and Faculty Coordinators

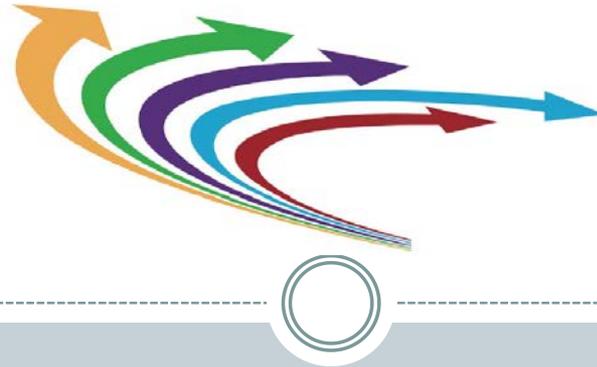
Summer 2018	A. Pilot peer mentor program.	1. Advisory Committee
Fall 2018	A. Full implementation of peer mentor program	1. Advisory Committee

College Council

DRAFT – College Council Goals for 2017-18

1. Conduct an annual evaluation of college-wide progress on Strategic Initiative C (on-going)
2. Implement the timeline for the development and completion of legally-required policies (ongoing)
3. Participate in regular updates regarding El Camino College and Compton College transition planning (new)
4. Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College (new)
5. Review and share data received as part of the (*insert name*) study which will inform the development of the next Strategic Plan (new)
6. Review and endorse college-wide plans such as the Guided Pathways Plan, the Integration Plan for BSI/SSSP/SEP, and other plans (ongoing)

CALIFORNIA GUIDED PATHWAYS



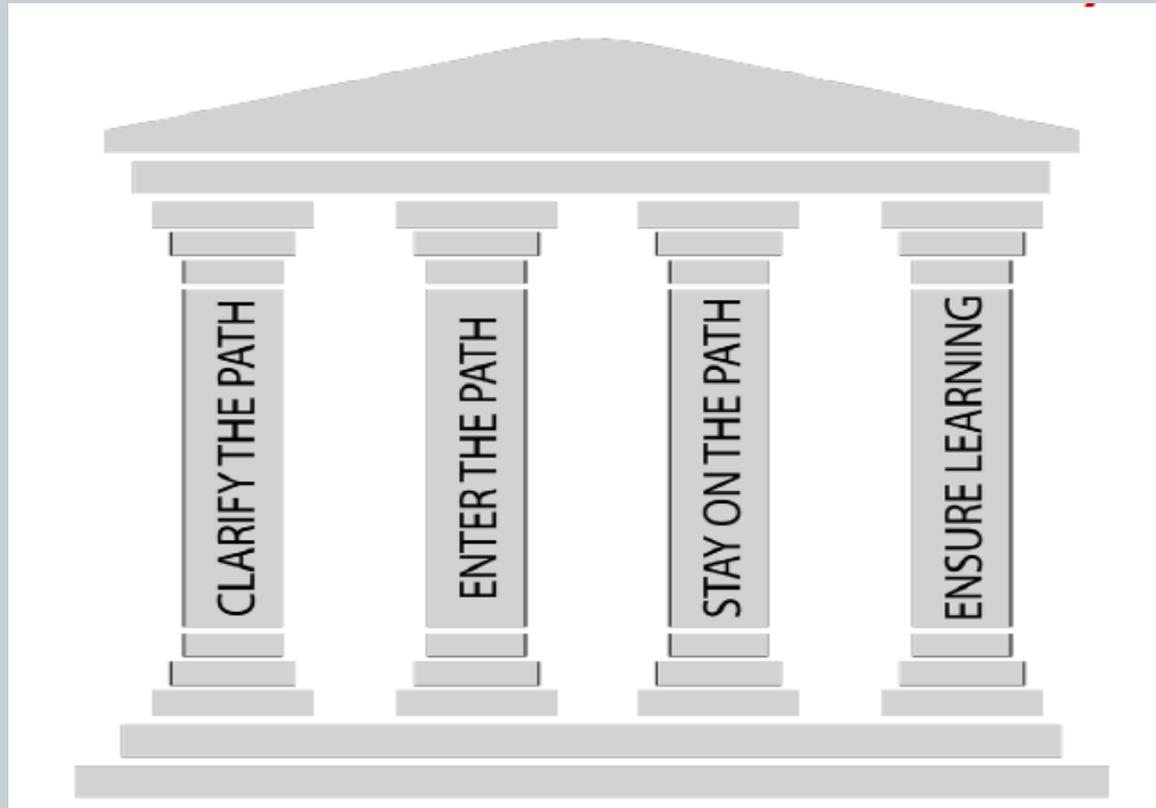
César Jiménez, Associate Dean of Counseling and Student Success

What are Guided Pathways (GPS)



- The Guided Pathways reform is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps.
- GPS is an institution-wide transformation to reduce time to completion.

Four Pillars of GPS



GPS Practices



Self-service	Guided Pathways
Confusing array of choices	Clearly-defined choices
Open-ended exploration	Guided exploration
Disconnected courses	Sequenced & connected courses
Checking off requirements	Building up to clearly defined learning outcomes
Poor alignment with goals	Clear roadmaps to end goals

Why GPS at ECC?



- Reduce the time to completion of degrees and/or certificates.
 - ❖ *For 2015-16, 29% of students complete within 150%.*
- Increase the rate of completion of 30 units in one year and/or reduce the time to completion of 30 units
 - ❖ *In fall of 2015, 9% of students completed 30 units by the end of their first year.*
- Increase the average number of units earned per semester.
 - ❖ *In fall of 2016, on average, only 35% of students registered for 12+ units.*
 - ❖ *In spring of 2017, on average, only 32% of students enrolled in 12+ units.*

GPS Committee at ECC



- **Four co-chairs:**
 - Cesar Jimenez, Associate Dean of Counseling and Student Success
 - Dr. Cynthia Mosqueda, Faculty Coordinator and Counselor
 - Michelle Ohia, Student representative
 - Dr. Shankweiler, Vice President of Academic Affairs
 - Chris Wells, Communications Faculty
- **29 person committee, includes:**
 - Students
 - Administrators
 - Faculty
 - Classified Professionals

What's Happening at ECC



- The GPS has been meeting since June 2017 and will continue to meet twice a month.
 - Created teams and timeline.
- Joined the Education Advisory Board (EAB) Community College Executive Forum membership
 - Provide resources, content experts, web conferences, and forum events for GPS.
- ECC will host a Summit in January 2018
 - EAB GPS context expert speaker
 - CCC Academic Senate speakers
 - CCC GPS speakers

Chancellor's Memo



- **The State of California will invest \$150 million, a one-time investment, in GPS, and will give each of the 114 colleges an opportunity to begin implementation of GPS.**
- **Tentative funding allocation:**
 - 20% of the total allocation will be distributed equally among all participating colleges.
 - 35% of the total allocation will be distributed based on the percentage of full-time equivalent students at each participating college.
 - 45% of the total allocation will be distributed based on the percentage of students at each participating college that would qualify to receive federal Pell Grants.
- **Requirements:**
 - Completion of self-assessment and submission to CCCCO by November 15, 2017.
 - Participation in Institutional Effectiveness Partnership Initiative (IEPI) workshop.
 - Submission of first GPS multi-year work plan by February 15, 2018.
 - ❖ Once verification that all three steps have been completed, release of funds to colleges in March 2018.
- **The one-time GPS award program will be allocated incrementally through June 30, 2022.**

What's Next at ECC



● Timeline

○ Year 1 (2018)

- ❖ Visit Divisions and committees.
- ❖ Integrate Basic Skills, multiple measures, acceleration courses, c0-req, and pre-req into pathways.
- ❖ Create student focus groups for feedback on 15 to finish, programs, majors, intake process, counseling, etc.

○ Year 2 (2019)

- ❖ Create program maps, specifically with four year institutions.
- ❖ Develop plan to expand student information systems, integrate counseling with GPS, and detailed plans.
- ❖ Train campus for implementation in year three.
- ❖ Develop evaluation methods/metrics.

○ Year 3 (2020)

- ❖ Begin implementation.
- ❖ Provide training to support implementation.
- ❖ Start data collections.

Wrap Up



Questions?

César Jiménez, Associate Dean of Counseling and Student Success

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