# El Camino College

**College Council Minutes**
**Monday, October 7, 2019**
**1:30 – 2:30 p.m.  Library 202**

**Attendance**
Edith Gutierrez, Cindy Lopez, Rose Mahowald, Dena Maloney

**Absent**
Kenny Galan, Kelsey Iino, Urwa Kainat, Darcie McClelland, Ross Miyashiro

**Support/Alternates**
Iris Ingram, Jane Miyashiro, Ann O'Brien, Jean Shankweiler, Carolee Vakil-Jessop, Lindsey Lee

**Guests**
Jeremy Smotherman, Research Associate, Institutional Research and Planning
Viviana Unda, Director, Institutional Research and Planning
Crystle Martin, Director, Library and Learning Resources
Susan Niles, Assistant Professor, Nurse Practitioner Student Health Center

**Minutes**

1.  Welcome/Approval of Minutes
    Dena Maloney opened the meeting and welcomed members of College Council.

    After review, the minutes from the September 16, 2019 meeting were approved.

2.  Orientation to College Council
    Dena Maloney provide an orientation to all new and returning members of College Council.  This is one of our goals for 2019-20.  The orientation included an overview of collegial consultation committees and the role of College Council as stated in the current *2015-20 Making Decisions Guide*, page 11, Section 5.

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

    College Council is informed by Area and Division Councils for input.  Our role is to be a forum for conversations regarding anything that effects the college community.

    Each year we develop a set of goals that inform our agenda and create a structured process for items of discussion.  Area and Division councils' recommendations feed into that structure as well.

    The standing members of College Council include representation from Academic Senate, ECC Federation of Teacher, Confidential staff, Classified staff/ECCE, Management, Police Officers' Association, student and the Superintendent/President.  Additionally, there are alternates and support members.  The members of College Council are visible on our agendas for every meeting.

One of this year's goals is to review, update and revise the *Making Decisions Guide*. A team has been created to work on that. Any changes of the *Making Decisions Guide* may affect College Council. The revised/updated *Making Decisions Guide* will go through collegial consultation.

There are no questions, observations or comments on the orientation.

3. Making Decisions Guide
A work group list of those who volunteered to serve on the Making Decisions workgroup was distributed to members of College Council. A meeting of the workgroup will be scheduled. A solicitation for other participants was made. Iris Ingram, Vice President of Administrative Services volunteered. A possible table of contents was distributed as reference to a starting point for the *Making Decisions Guide.* In general, it mirrors what already exist in the document with additional items that may be considered as part of the guide. The current guide ends in January 2020. The goal is to have the new guide completed by fall 2020. There is a lot of work ahead. A meeting announcement will go out soon.

There are no comments on the path mapped out for the *Making Decisions Guide.*

4. Withdrawal Survey from Fall 2018
Jeremy Smotherman presented the Withdrawal Survey results from fall 2018. The presentation included statistic and trends of students who withdrew from courses during the 2018 fall term, sample of survey questions, qualitative analysis, goals, next steps, a sample dashboard and desired outcomes.

Topics of Discussion:
Clarification is made that the presentation does not include the number of students who withdrew from one course but may have enrolled in an alternate course.

"Understanding the Instructor", one of the reasons for withdrawing from a class does not pertain to language barriers. A student does not understand why the instructor is approaching the subject matter in a particular manner. The method/philosophy of instruction does not resonate with the student.

Can the dashboard provide a more detailed breakdown of students who withdraw from a class based on financial aid eligibility or students in supplemental support classes? The hope is to form a workgroup that can perform a deeper analysis into the data categorized by class. Currently data can be aggregated by department and division.

How does this data help us look at equity questions? At the end of this semester, there should be enough data to make this type of analysis. IRP received 2,800 additional responses this past spring and anticipate another 3,000 responses for the fall.

How is the survey delivered to the students? The survey is sent out the day after the withdrawal and sent to the student's personal email address.

Going back to "Understanding the Instructor", is it being considered adding to Human Development or Academic Strategy courses, how to understand different instructors rather than create a K12

model?  This would better prepare students for the work force.  Tenacity and self-motivation are valuable skills that should be developed.  This question goes beyond the scope of IRP and this presentation.

What was the response rate for students that were withdrawing?  The response rate was about 30%.  This is typical for an online survey.

Is there data on whether the time of the class affects the withdrawal rate?  There are comments on this but not enough to elevate the issue to an overarching theme.

Clarification is made that a student may withdraw from more than one class.  This explains why the number of withdrawals is higher than the headcount.

What movement has been made for creating the suggested work group?  Today is the first day the suggestion has been made publicly.

Are there predictors or analytics that can be identified to anticipate a withdrawal?  Perhaps we can develop preemptive measures to prevent a withdrawal.   Predictors are currently being identified through the qualitative data.  More responses in certain area still need to be gathered.  A suggestion to utilize faculty volunteers to assist in soliciting data at different milestone during the course is made.  CalWORKS calls on every one of their students who withdraw to identify the reason.  Perhaps these are methods to collect data, identify predictors and prevent withdrawals.  Developing a formal communication stream and formal recommendations could be the focus for the suggested work group.

Can a student grades and/or performance on exams be an early warning sign of a withdrawal?  At this time mid-term grades are not submitted into Colleague therefore are not considered in the survey.

Are we tracking the courses that are being withdrawn from?  Yes, courses and divisions are being tracked.  Sections should also be tracked.  The sections with the highest withdrawals have the highest offerings.

The full study is available on line on the Institutional Research and Planning web page.

5.  ~~Landscape Plan for plaza between~~          ~~Jorge Gutierrez~~                              ~~5 minutes~~
    ~~the Administration Building & Library~~  Jorge Gutierrez will be invited to present on October 21, 2019

6.  Enrollment Management Plan
    Dr. Jean Shankweiler presented the [Enrollment Management Plan for 2019-2022](#).  It contains updates from the previous 2016-2019 plan, indicators for 2019-20, goals and objectives, a glossary and appendixes.  An overview of the purpose and basic principles of the plan were provided as well as detailed information on the Goals and Strategies and their alignment with the College mission, the Chancellor's Office Vision for Success goals and the strategic plan along with the pillars of Guided Pathways.  Handouts with specific details and more information were distributed:

    - [Enrollment Management Plan written draft](#)

- Appendix B: 2016-19
- Appendix D:  Goals and Strategies

Remarks were made regarding enrollment management in collaboration with K12 institutions and sharing resources to reframe the stigma of attending a community college.  30 % of high school students in our district responded that they did not know what they were doing after graduation. Disaggregating and identifying the different populations to target for enrollment is important. Marketing a holistic view of the student – connecting student to the available resources, may be successful in attracting future students.

LACCD markets to every graduating high school, student regardless of their intended path (UC, CSU, private institution).  El Camino has started similar efforts as of last year.

Dr. Maloney shared Fall to Fall retention of Promise students. In 2017, 86% of the 60 Promise students re-enrolled for a second year.  In 2018, 76% of approximately 500 Promise students re-enrolled for a second year.  In comparison to the general population, in 2017, 49% of our general population of students re-enrolled and in 2018, 51% re-enrolled.  The support provided to Promise student makes a difference.   Once we learn how to scale up the same level of support to the general population of students, it may lead to similar retention.  Being part of a cohort is one the valuable elements that benefit the Promise students.  Fulltime status is also a key element.

Retention is an important part of our enrollment plan.

The Enrollment Management Plan has been through collegial consultation and will be presented to the Board for adoption on October 21, 2019.

7. Proposal for Change in Chairmanship of the PBC to a Co-chair model
Planning and Budget Committee is one of our collegial consultation committees.  The committee was previously chaired by management personnel, former Dean of Health Sciences and Athletics, Rory Natividad.  He was appointed to the role by the President.  The suggestion to move to a co-chair model was made at the last PBC meeting.  A co-chair model would focus on planning and budget - the purview of PBC.  Iris Ingram, Vice President of Administrative Services, and Dr. Viviana Unda, Director of Research and Planning are suggested as co-chairs.  They would be non-voting members of PBC.  The recommendation is brought to College Council for any comments or concerns of moving in that direction.  College Council is in favor and approved the recommendation.

8. Reapprove Goals
Dr. Maloney presented a revision of the approved goals for College Council.  A review of the two changes on the final goals was provided.  College Council re-approved the final goals for 2019-20.

9. Accreditation Forums – assign to College
The following College Council member will attend the scheduled accreditation forums:

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| November 6, Standard I | Ann O'Brien, Carolee Vakil-Jessop, Dena Maloney |
| November 13, Standard II | Edith Gutierrez, Cindy Lopez |
| November 20, Standard III | Jane Miyashiro, Iris Ingram |
| December 4, Standard IV | Carolee Vakil-Jessop, Iris Ingram |

March 20 Entire ISER report                 All members of College Council

Dr. Shankweiler will attend all forums.

10. Adjournment

**2019 - 20 College Council Goals**

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Lead the design of a 2020-25 Making Decisions Guide at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report.  Attend assigned campus forums and provide feedback to the College Council.
5. Ensure that the College Council is informed of college initiatives including but not limited to Associated Student Organization, technology, and sustainability.

**Future Meeting Dates:  1:30 p.m. in Lib. 202**        **D. Maloney**        **Reminder only**

**Fall College Council Meetings**

a. Monday, October 21, 2019 (Board Day)
b. Monday, November 4, 2019
c. Monday, November 18, 2019 (Board Day)
d. Monday, December 2, 2019
e. Monday, December 16, 2019 (Board Day)