

Welcome to the Fall 2018 **Professional Development Day**





Professional Development Day

Fall 2018



New Funding Formula

Designed to address the challenges within our system:

- Most students who enter a community college never complete a degree or certificate
- Students who reach an educational goal take a long time to do so
- Achievement gaps persist across student groups and across regions

New Funding Formula

The Formula's Three Components:

- Base allocation
- Supplemental allocation
- Student Success allocation



New Funding Formula

Three-Year Phased in Formula

- 2018-2019 (Year One) 70/20/10
- 2019-2020 (Year Two) 65/20/15
- 2020-2021 (Year Three) 60/20/20

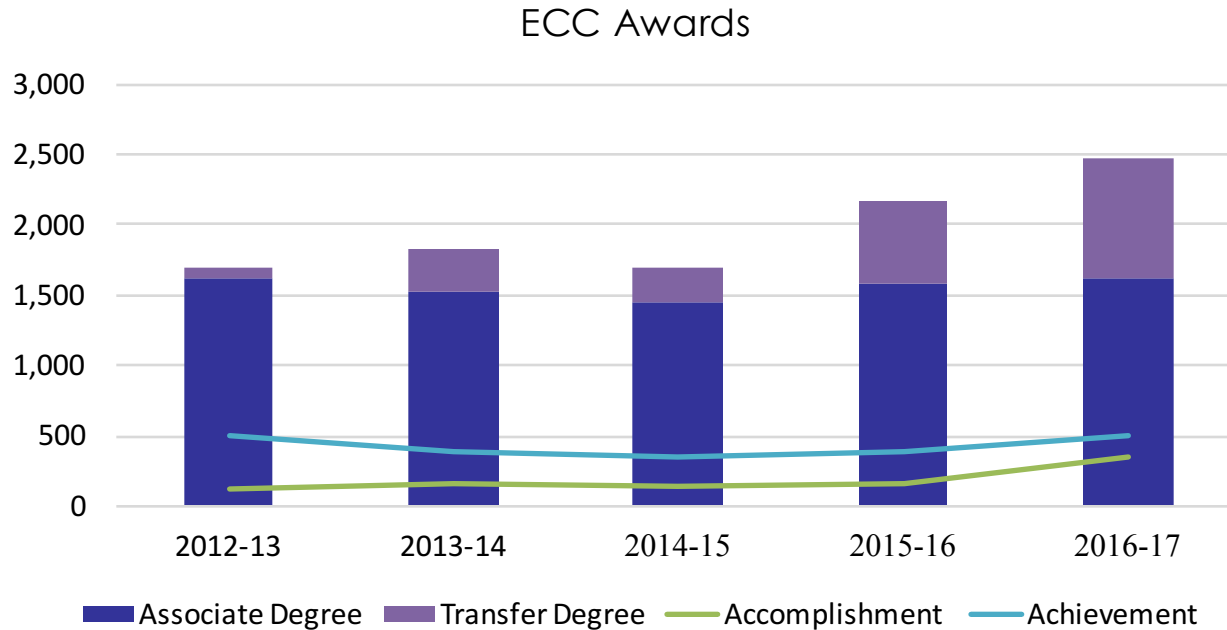
New Funding Formula

Metrics of Success Impacting the Funding Formula:

- AA/AS or BA/BS degree completion
- ADT degree completion
- Credit certificate (18 or more units)
- Completion of transfer-level math and English in first year
- Transfer to a four-year university
- Completion of nine or more CTE units
- Regional living wage within one year
- Equity component

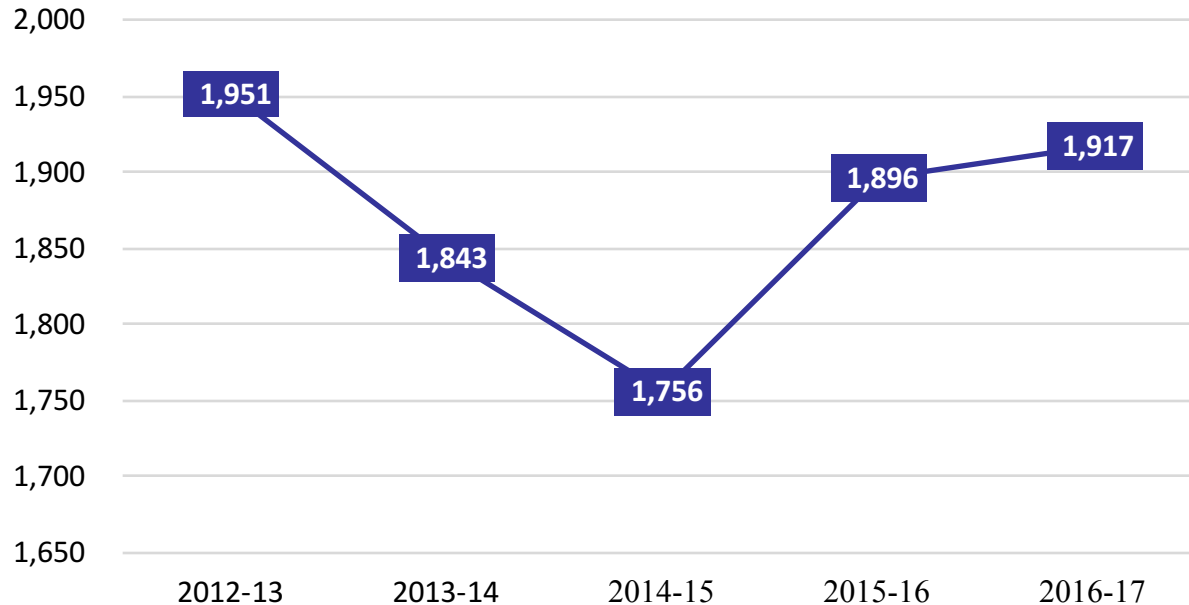
New Funding Formula

Student Success & Achievement Data



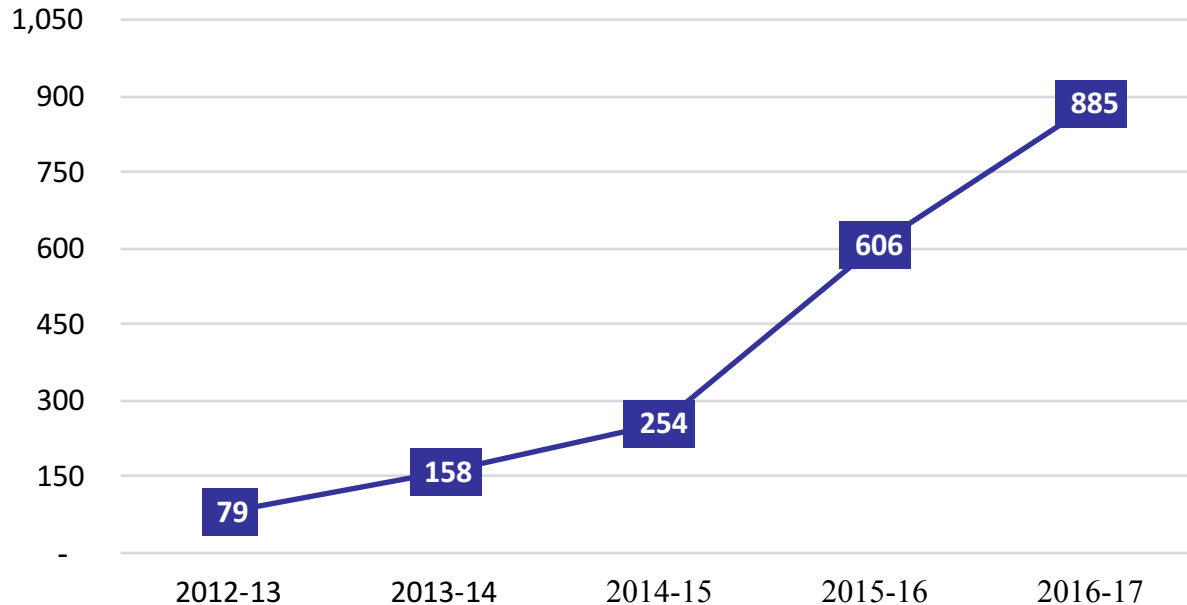
New Funding Formula

Associate Degrees



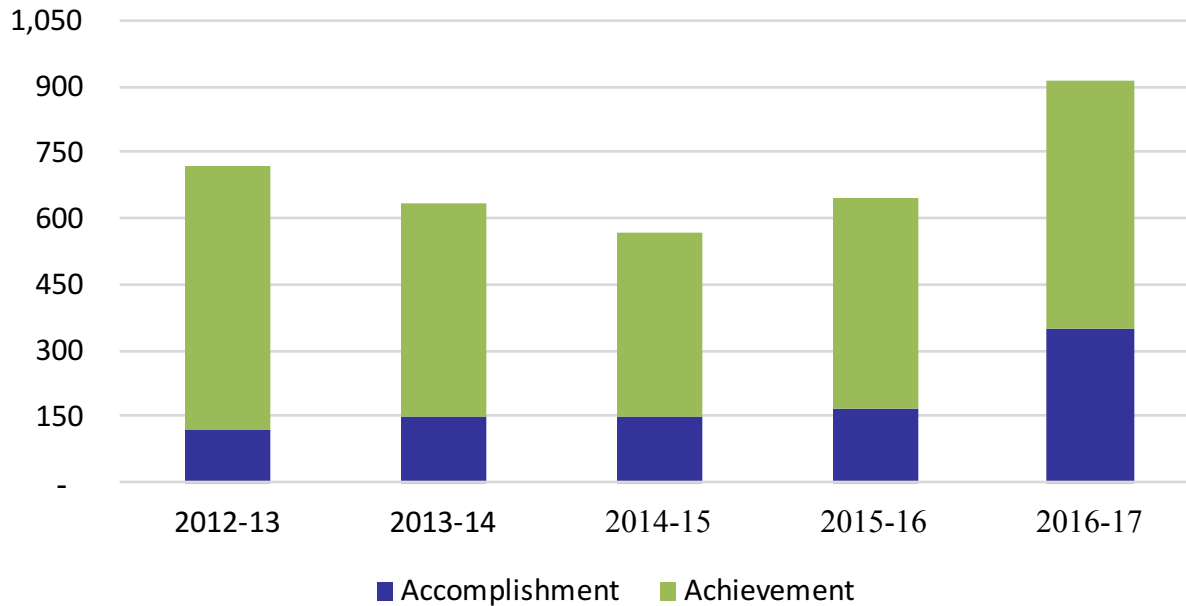
New Funding Formula

Associate Degrees for Transfer



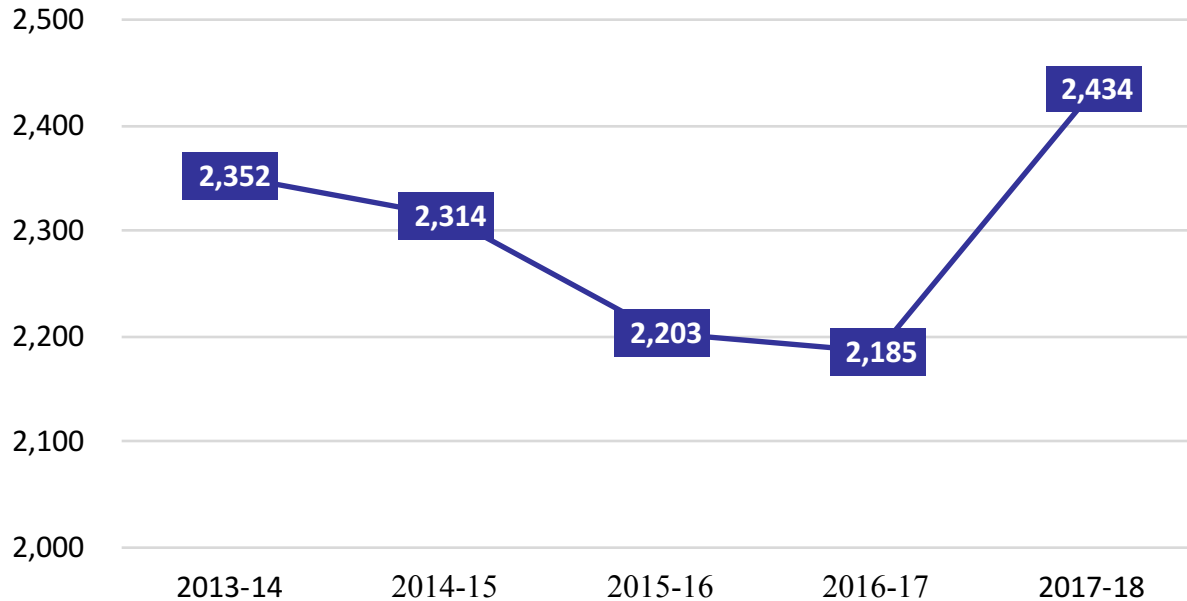
New Funding Formula

Certificates



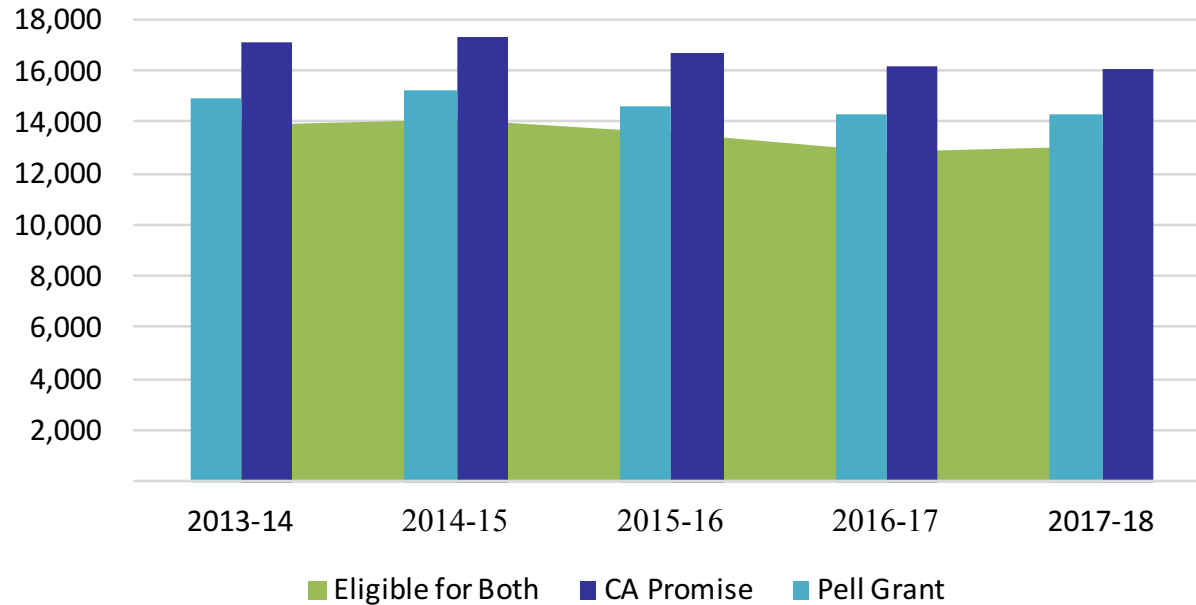
New Funding Formula

Career Technical Education



New Funding Formula

California Promise and Pell Grants



New Funding Formula

Additional Aspects Affecting Funding Formula:

- Hold harmless
- Noncredit FTES and Special Admit students
- Alignment with community college system goals
- Annual external audit
- Oversight entity

2018-19 El Camino College Budget

- Budget assumptions include an FTES goal of 19,642 in 2018-19
- 2.71% COLA
- Beginning Uncommitted Fund Balance of \$24.3 million
- Ending Fund Balance of \$20 million
- Consultation Committees reviews underway
- Board of Trustees Budget Workshop on September 4, 2018 at 3:00 pm – open meeting
- Budget Hearing on September 4, 2018 during regular meeting of the Board

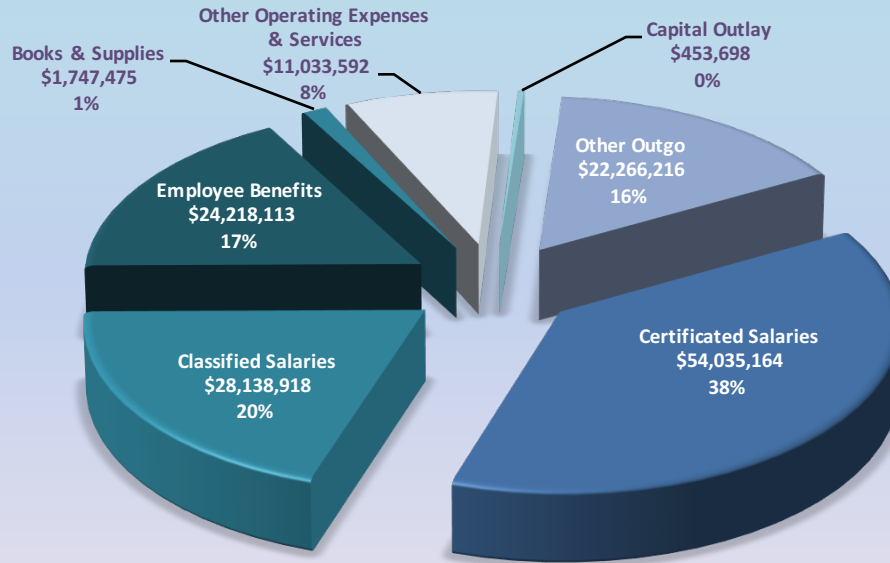
Enrollment Trends Impacting Budget

- Achieved 19,235 FTES and shifted 400 FTES to reach goal of 19,642 to achieve growth goals
- Further shifted FTES to achieve maximum funding relating to the Hold Harmless period which begins in 2018-19 – we will know later this year if any of the additional FTES will be funded
- Enrollment still matters!

Expenditures – 2017/2018

Expenditures 2017-18

General Fund Unrestricted



- Salaries (58%)
- Benefits (17%)
- Books, Supplies & Materials (1%)
- Contract Services & Operating Expenses (8%)
- Capital Outlay (0%)
- Other (16%)

Community College Budget

In addition to the new funding formula, the community college budget **also provides additional funding for:**

- Full-time faculty
- One-time grant, special project programs
- Deferred maintenance and instructional equipment
- Financial Aid technology improvements
- California College Promise Program – AB19
- Fully online college - #115

Accreditation

Lead by Vice President Jean Shankweiler

Accreditation Steering Committee Co-Chairs

Rory Natividad and Claudia Streipe

Mission, Academic Quality and Institutional Effectiveness, and Integrity

- Co-Chairs: Irene Graff, Russell Serr

Student Learning Programs

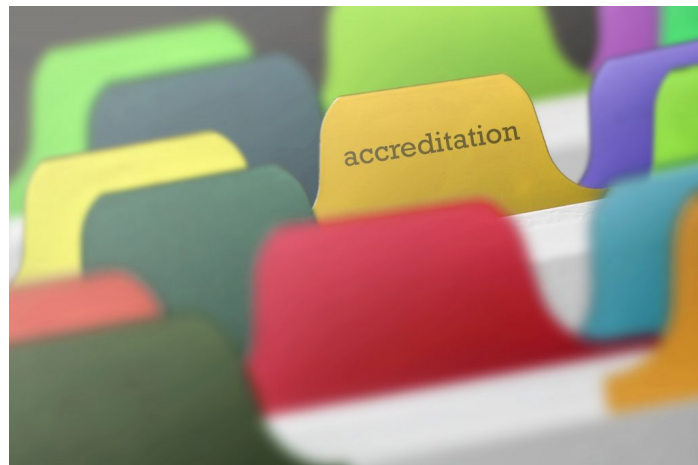
- Co-Chairs: Dipte Patel, Chuck Herzig, Linda Clowers

Resources

- Co-Chairs: Art Leible, Josh Troesh

Leadership and Governance

- Co-Chairs: Virginia Rapp, Matt Kline



Our Changing Campus

Student Services



Administration



Gymnasium



South Bay Promise



Our Promise to Our Students

Guided Pathways

Student-Focused Support

- **Clarifying** the Path
- **Entering** the Path
- **Staying** on the Path
- **Ensuring** Student Learning

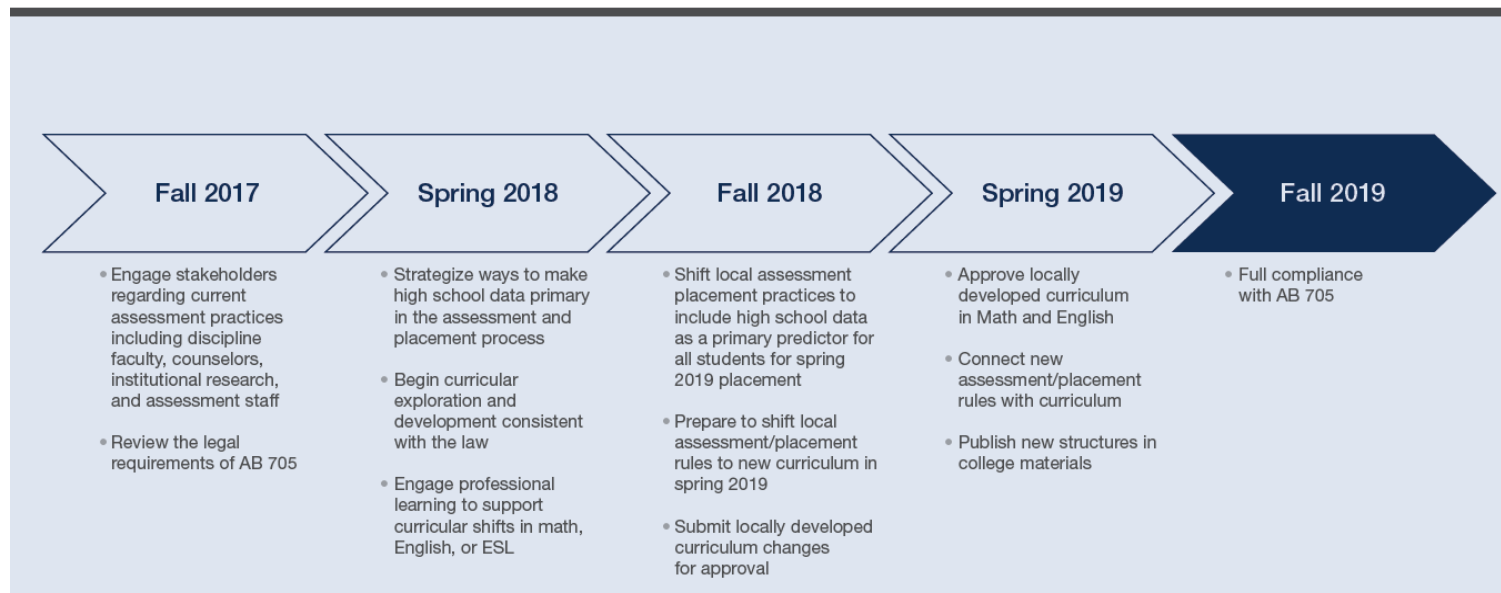
Much appreciation to Faculty Co-
Coordinators Janice Pon-Ishikawa and
Jennifer Simon!



AB 705 – Multiple Measures

AB 705 IMPLEMENTATION TIMELINE

For Math and English



Open Educational Resources – AB 798

Textbook Affordability

- Flexibility for students and faculty
- Sharable content
- Many formats



Online Educational Initiative

Support for our Faculty
and Students

- Team assembled
- Ensure systems are ready



Campus Climate Survey Results

Survey Administered Spring 2018

Faculty Perspective

- Helping ECC fulfill its mission of making a positive difference in our community
- Take pride in working at ECC

Student Perspective

- Faculty encourage students to contribute diverse perspectives
- Feel valued by ECC



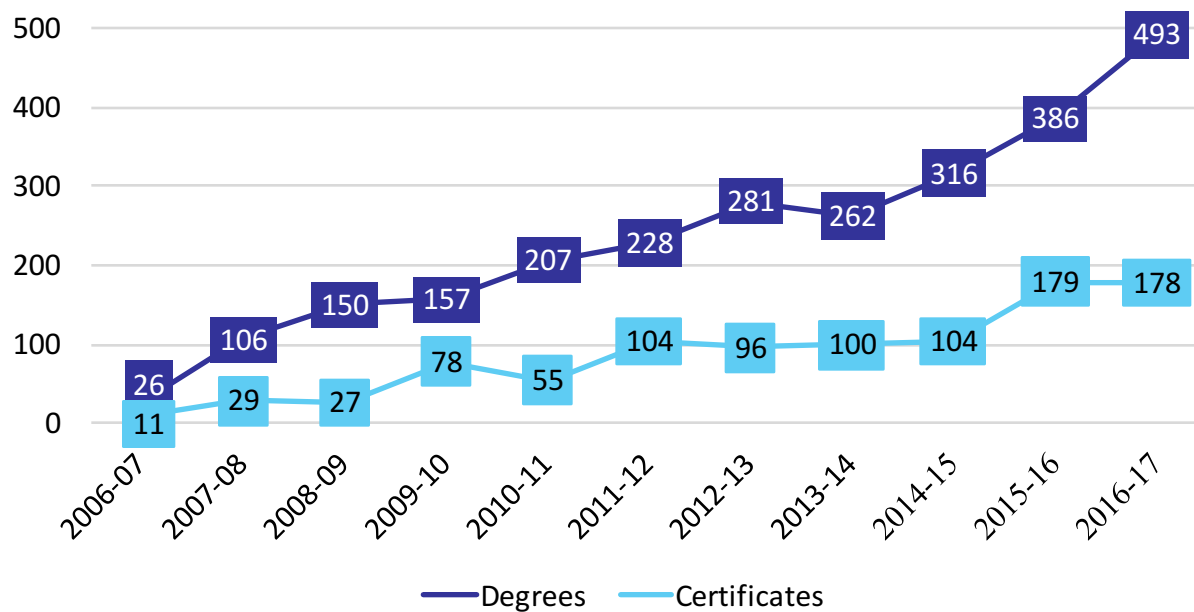
Compton College Transition



Compton College's Largest Graduation to Date

Compton College Transition

Compton College Awards



Our Ultimate Goal – Student Success



Student Voices

video presentation

César Jiménez

Associate Dean, Counseling and Student Success



Centering Equity and Equity-Mindedness in Culturally-Relevant Teaching and Learning



About CCEAL



The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative (M2C3)** and the **Black Minds Project (BMP)**, and the **National Consortium on College Men of Color (NCCMC)**.

CCEAL was developed to advance three objectives:

- *Research* - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- *Training* - to provide training that improves practices and research relevant to students of color in community colleges; and
- *Assessment* - to use assessment and evaluation to facilitate capacity-building within community colleges.

Institutional Assessment Package

“student survey”



Community College Success Measure

Community College Success Measure (CCSM)

- for identifying factors influencing the success of underserved students

105 colleges
10 states, 84,549 students

“staff survey”



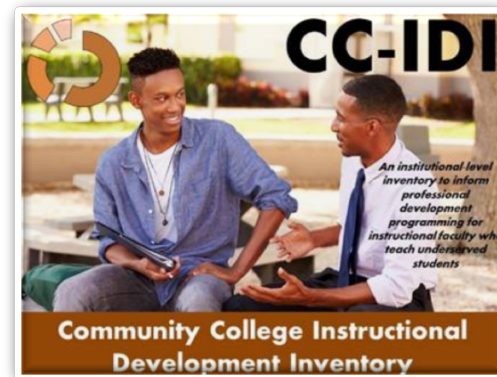
Community College Staff Development Inventory

Community College Staff Development Inventory (CC-SDI)

- to inform professional development programming for staff

170 colleges
40 states, 7,429 instructional faculty

“faculty survey”



Community College Instructional Development Inventory

Community College Instructional Development Inventory (CC-IDI)

- to inform professional development programming for instructional faculty

70 colleges
15 states, 3,122 staff

Qualitative Assessment



Student focus groups

Examining students' perceptions of factors influencing success in community college

10 colleges
CA, 252 students, 50 focus groups

Faculty interviews

Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges
CA, 102 faculty

Consensus focus groups

Collective sensemaking approach for identifying root challenges facing students in community colleges from an equity-based perspective

32 colleges
CA & MN, 240 faculty/staff
52 consensus groups

Narratives of success

Narratives from educators with a documented record of success in teaching and supporting underserved students of color

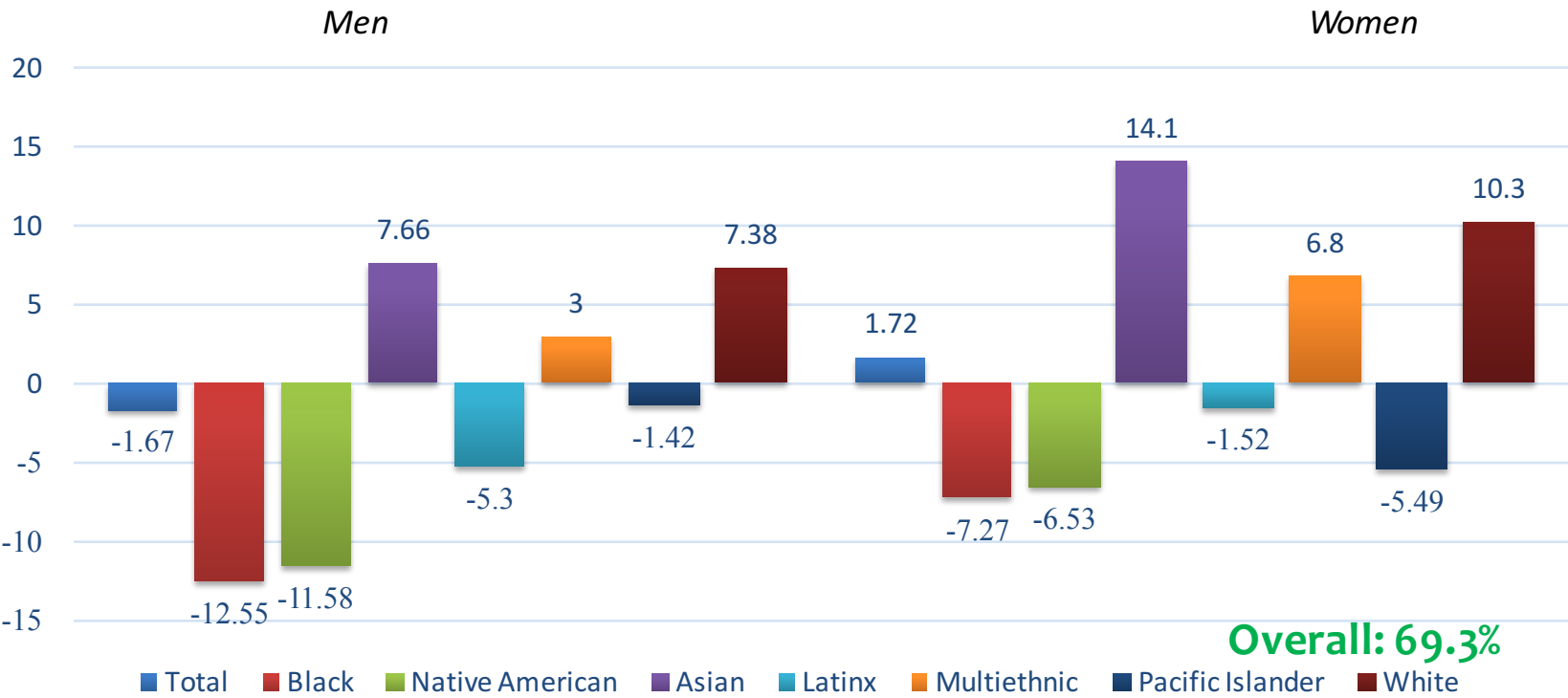
14 colleges
12 states, 88 educators

Toward an Understanding of Equity

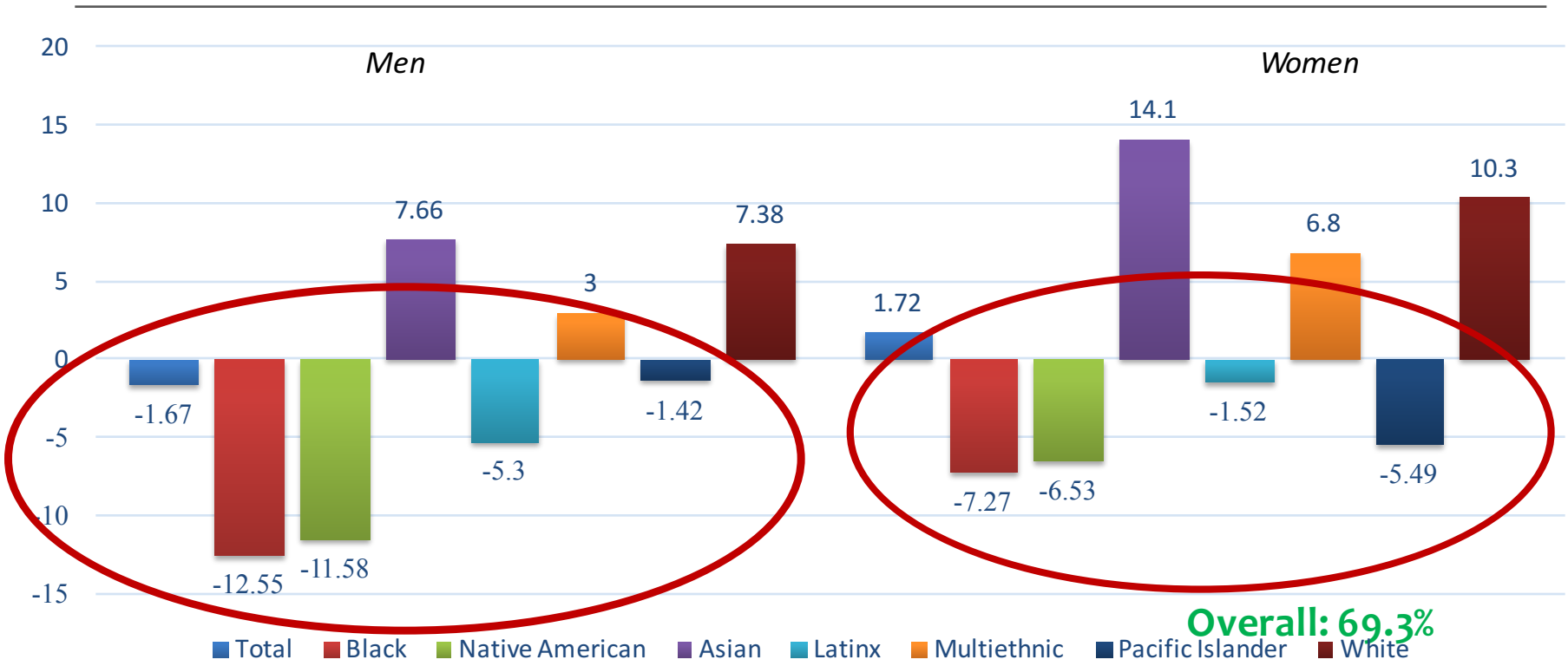
Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.

- Students of color (e.g., Black, Latino, Native American, Southeast Asian, Pacific Islander)
- Foster youth
- Students with disabilities
- Low-income students
- Veterans
- Food and housing insecurity

El Camino College, Fall 2017 Course Success Rates




El Camino College, Fall 2017 Course Success Rates



Equity-Mindedness

According to Bensimon (2007) Equity-mindedness entails:

- recognizing the ways in which **systemic inequities** disadvantage minoritized people in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)
- (re)framing outcome disparities as an indication of **institutional underperformance** rather than students' underperformance;
- **not attributing outcome disparities** exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;
- **critically reflecting upon one's role** and responsibilities (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.).



***“What the heck is
wrong with these
students? Why
aren’t they doing
what it takes for
them to be
successful here?”***

*“What are we doing
(or not doing) as a
district, college, or
unit that results in
our students not
doing as well as they
should?”*



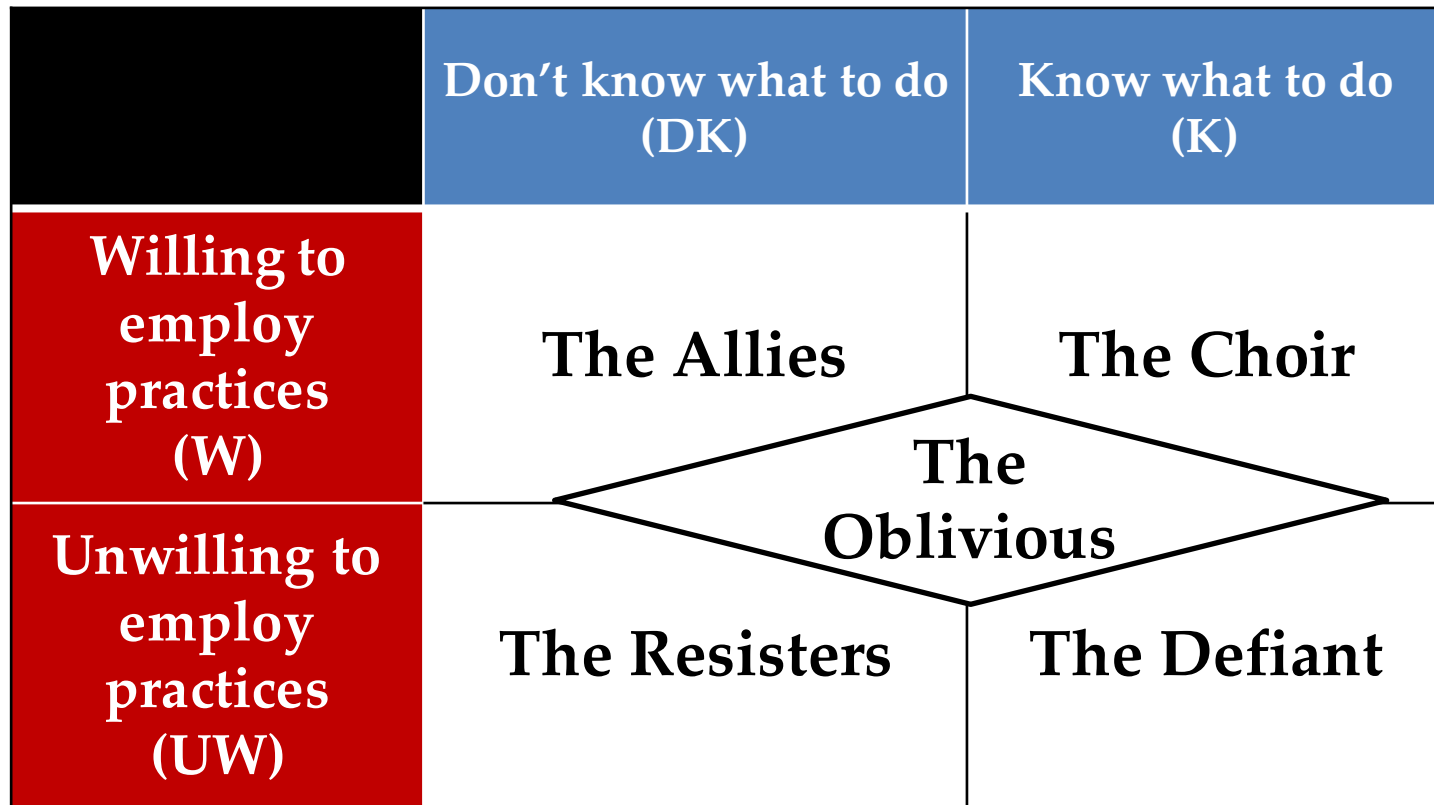
TAXONOMY OF EDUCATORS' PERSPECTIVES

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

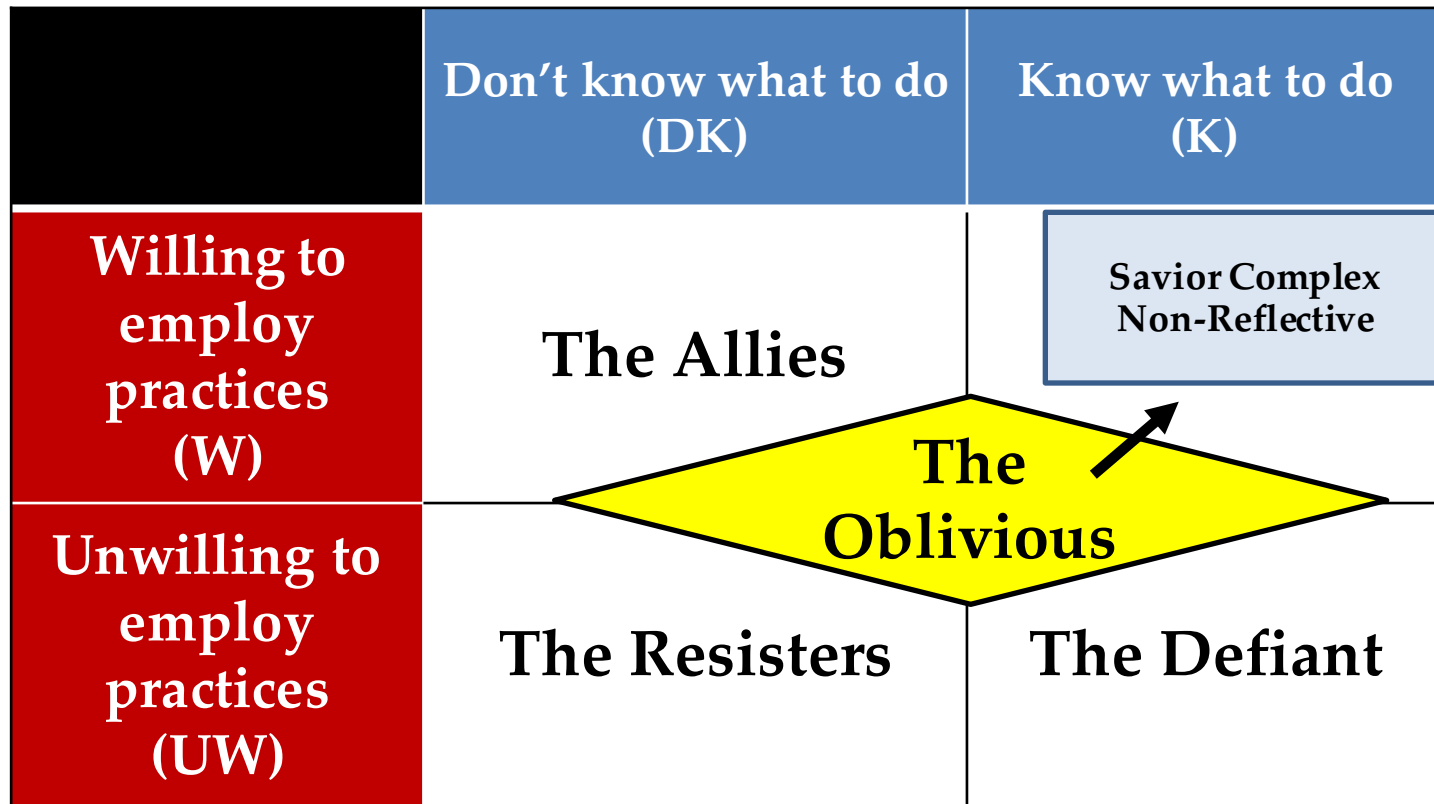
TAXONOMY OF EDUCATORS' PERSPECTIVES

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	The Allies	The Choir
Unwilling to employ practices (UW)	The Resisters	The Defiant

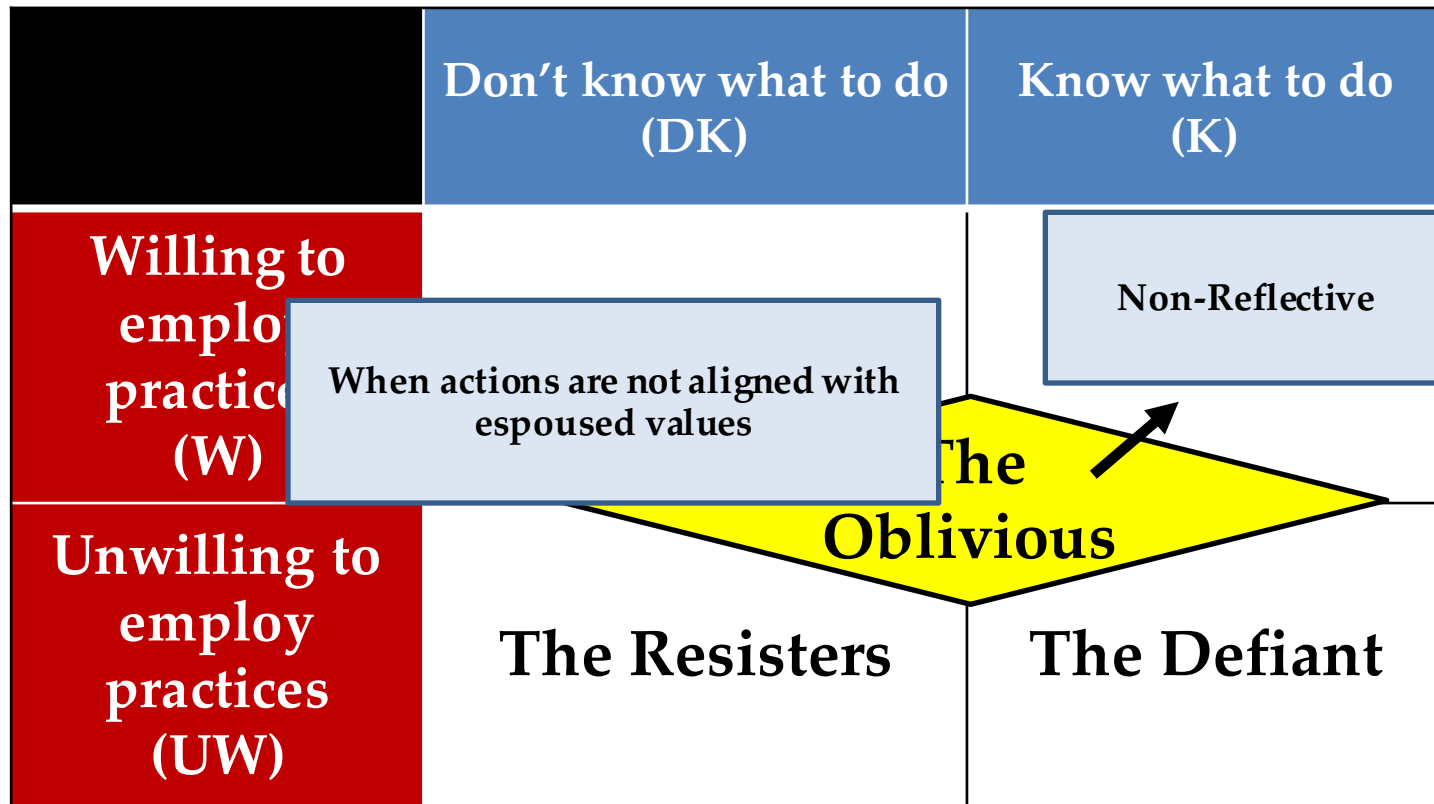
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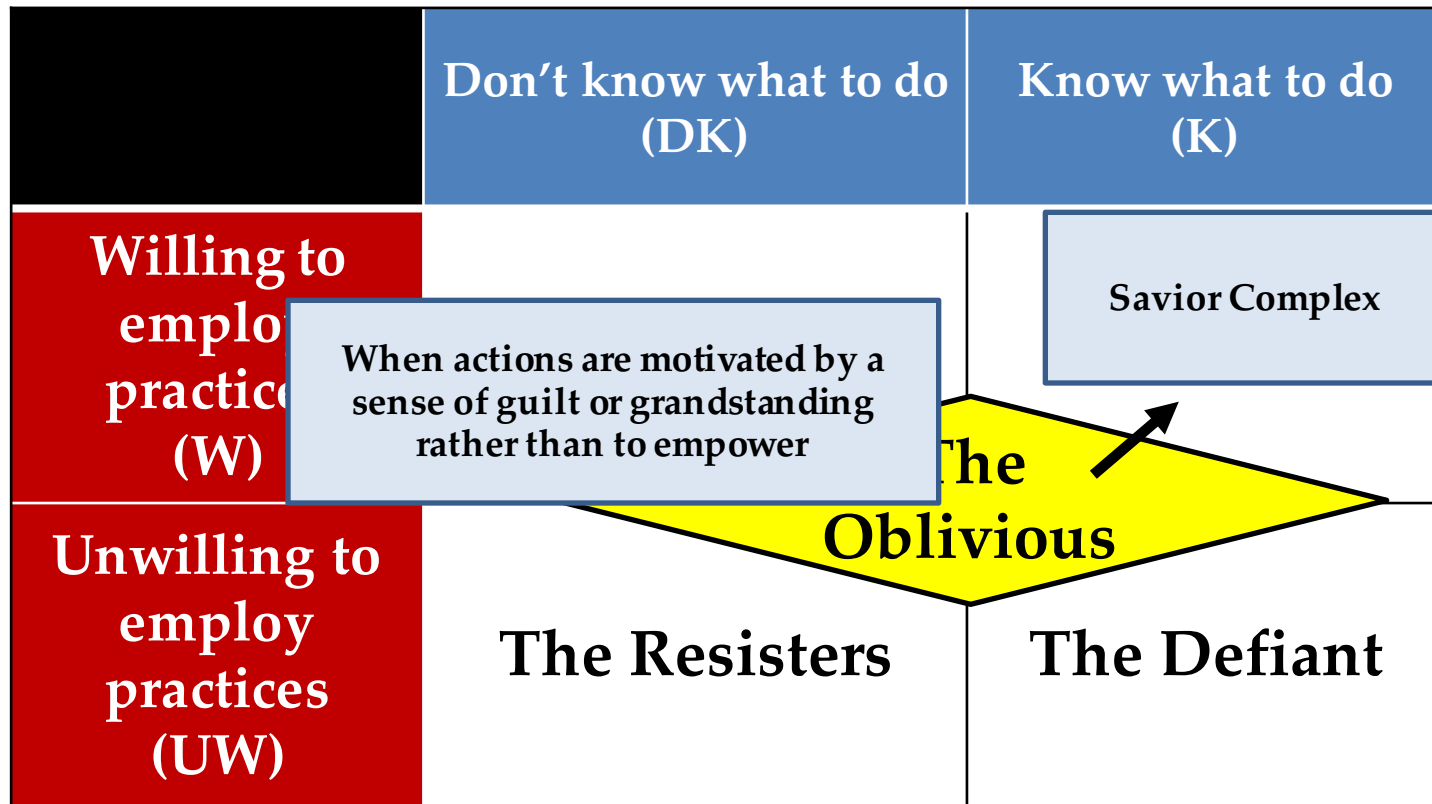
TAXONOMY OF EDUCATORS' PERSPECTIVES



TAXONOMY OF EDUCATORS' PERSPECTIVES



TAXONOMY OF EDUCATORS' PERSPECTIVES



What is Cultural Relevancy?

- Educators' ability to connect course content to students' lived experiences and cultural contexts (Ladson-Billing, 1995)
- Centering diverse students in every aspect of the teaching and learning experience
- Acknowledging and leveraging cultural strengths and assets to facilitate learning for all students
- "Mirroring" diverse students in course content, perspectives, and materials

The Benefits of Cultural Relevancy

- Addresses students' unique cultural experiences
- Value-added to students' growth, learning and success
 - Self-efficacy
 - Intrinsic interest
 - Sense of belonging
 - Perceptions of degree utility
 - Healthy concepts of gender and masculinity
- Contributes to the learning of all students

Misguided Attempts at Cultural Relevancy

- Using dehumanizing and stereotypical examples to explain course concepts (e.g., sports, slavery, poverty)
- Not being attentive to within-group diversity – “What position do you play?”
- Making claims of equivalency – “I grew up poor so I know what it’s like to be Latino”
- Over-simplifying culturally relevant practices (changing “John” to “Juan”)
- Assuming STEM fields are culturally irrelevant – “There’s nothing cultural about math.”

Culturally Relevant Teaching and Learning Practices

- Foregrounding Students' Lived Experiences
- Using Diverse Course Materials and Examples
- Facilitating Critical Reflection and Dialogue
- Teaching with Humility
- Using Feedback to Validate
- Giving Students Ownership of the Course

Foregrounding Students' Lived Experiences

“I think that, you know, I think that as an instructor maybe I encourage a narrative assignment at first and then we move to an argument assignment and then a final research essay, **but I know that it is important that students feel connected to the material that they are able to see relevancy between their lives, the text we are using, and what is happening in the community.** So I try to create a space for all of that to be part of the class.”

Using Diverse Course Materials and Examples

“I’m always thinking about how I can make math relevant to the students in terms of their culture. I go to the library and do a little research and **find people who have made significant contributions in math or science.** For example, I found a book about a chemist born in Mexico who taught at Harvard, MIT and Yale. I read the beginning of his bio to the class to awaken students on how they can have an influence in their environment.”

Using Diverse Course Materials and Examples

“What I have been trying to do is make some personal connection. **I have been trying to use examples that are more interesting to people in this group, just people this age, people in this group, and you know modify the things that I talk about, the way that I talk about them as well.”**

Facilitating Critical Reflection and Dialogue

“So it is not always about their own lives but in some way they are able to bring in [current events] that mean something to them that they think are important and then **I ask them to intentionally tap into why this event matters. What is important about it? Or what can be done? Or what kind of argument can you construct around it?**”

Teaching with Humility

“I have dyslexia and they all know that I have this. I tell them from the beginning. I tell them, if I spell something wrong it is because of this, so feel free to correct me. When I misspell things on the board I will let them correct me and tell me how to write the word correctly. **This helps to make the connection that someone up there, a faculty member, might also be facing a similar situation as me.”**

Teaching with Humility

“I tell them about the importer syndrome and how many students of color think that they don’t belong in higher education. **I explain how I felt like that as an undergraduate and graduate student, that someday someone will figure out that I am a fake.** When they come into class I tell them about my experience. I tell them that everyone has the same questions that they have and I think that encourages them to open up more.”

Using Feedback to Validate

"I focus on what the student is doing right, looking at what they are doing wrong does not help. Focusing on what students are doing wrong is something that its easy for English teachers to do, but that's a gate keeper mentality that prevents students from learning and developing their skills. **They feel devalued and discouraged. So I try to focus on what the student is doing right and what they are capable of doing.** What are the next steps that you can take to improve? So, its growth mindset compared to a deficit mindset."

Giving Students Ownership of the Course

“The other thing that I do is **give them wider latitude in choosing topics like for a research paper.** They might study hip hop and how it has changed over the last 40 years, how lyrics have changed and so forth. So **if they have different interests, they can still bring it in and it can be sociologically relevant,** they can analyze it sociologically, they can apply theory to it, they could use research methods. So it seems to be kind of helpful to have them talk about in their papers things that are important to them.”



Online Certificate Programs



Racial Microaggressions
J. Luke Wood



Supporting Men of Color in
the Community College
Frank Harris III, J. Luke Wood



Teaching Men of Color in
the Community College
Frank Harris III, J. Luke Wood



Unconscious Bias
J. Luke Wood

Newly-Tenured Faculty

Name	Division	Area
Laura Almo	Fine Arts	Film/Video
Michael Anderson	Industry & Technology	Technology
Argelia Andrade	Humanities	Spanish
Ryan Carey	Industry & Technology	Fire & Emergency Tech
Yun Chu	Behavioral & Social Sciences	Human Development
Stephanie Frith	Humanities	Journalism
Michelle Guta	Health Sciences & Athletics	Nursing
Shiny Johnson	Health Sciences & Athletics	Nursing

(Cont'd)

Newly-Tenured Faculty

Name	Division	Area
Matthew Mata	Mathematical Sciences	Mathematics
Nicholas McGrue	Business	Law
Benjamin Mitchell	Mathematical Sciences	Mathematics
Christopher Page	Humanities	English
Jessica Rapoza	Health Sciences & Athletics	Kinesiology/Coach
Victoria Robertson	Health Sciences & Athletics	Respiratory Care
Jane Sandor	Humanities	English
Satish Singhal	Mathematical Sciences	Computer Science
Karla Villatoro	Natural Sciences	Biology

Anniversary Recognition

20 Years of Service:

Carl Broderick, *Mathematical Sciences*

Alicia Class, *Humanities*

Sean Donnell, *Humanities*

Donna Factor, *Humanities*

Suzanne Gates, *Humanities*

David Blair Gibson, *Behavioral & Social Sciences*

Randy Harris, *Business Education*

Margaret Miranda, *Counseling & Student Success*

Claudia Striepe, *Learning Resources*

Dane Teter, *Fine Arts*

Lijun Wang, *Mathematical Sciences*

25 Years of Service:

Douglas Glenn, *Industry & Technology*

Cheryl Kroll, *Counseling & Student Success*

Kathy Morgan, *Nursing*

Anniversaries continued...

30 Years of Service:

Mark Crossman, *Fine Arts*

Nitza Llado, *Humanities*

Kristy Loesener, *Health Sciences & Athletics*

Carmen Sotolongo, *Humanities*

Corey Stanbury, *Health Sciences & Athletics*

35 Years of Service:

Barbara Budrovich, *Humanities*

Thomas Hicks, *Health Sciences & Athletics*

Judy Kasabian, *Mathematical Sciences*

45 Years of Service:

James Hurd, *Fine Arts*

**Welcome,
New Faculty!**



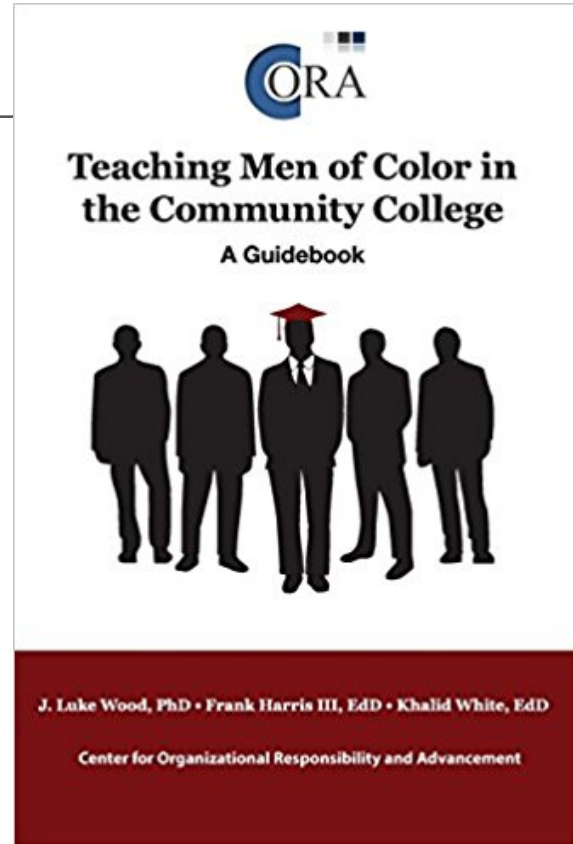
Stacey Allen

Academic Senate VP of Faculty Development





Faculty Book Club



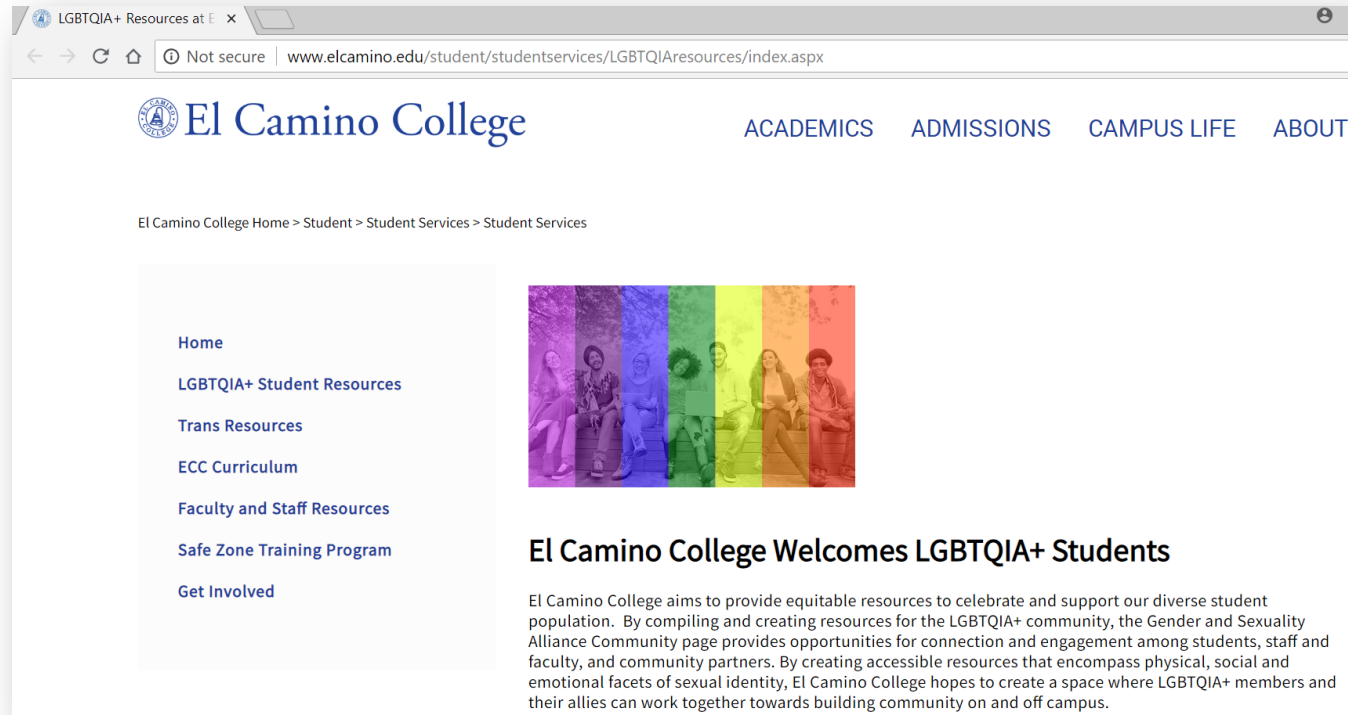
A Conversation with Dr. Frank Harris




2:00 - 2:55

in SOCS 123

New Gender & Sexuality Website



New Flex Reporting Software



COMING SOON...

Cornerstone

ON DEMAND *Empowering People*

We are pleased to announce El Camino College is teaming with the Chancellor's Office and the Professional Learning Network (PLN) to adopt the Cornerstone Software platform for professional development management.

What? Software platform migration from PD Reporter to Cornerstone for FLEX tracking/reporting.

When? The implementation timeline is July-October. PD Reporter will remain in place through the fall semester. All ECC personnel will have Cornerstone accounts set up for spring 2019.

Why? Cornerstone offers many features and benefits not available through PD Reporter including single-sign on, calendar reminders, easy uploads, and much more! Training opportunities for faculty and other personnel will be offered face-to-face and online during the fall semester.

More information coming soon!

Spring
2019

As you plan your Fall semester, The Opportunity Project (TOP) would like to cordially invite you and your students to the Student Support Expo!

- Tuesday, September 11th
11am-2pm
- Resource fair
- Workshop sessions
- Photo booth!
- And more!!

RSVP is highly encouraged:

<http://bit.ly/topexpo18>

Questions? Please contact
Ricky at

rigonzalez@elcamino.edu or
x7809

 El Camino College

STUDENT SUPPORT EXPO

Sponsored By
TOP
THE OPPORTUNITY PROJECT

TUESDAY, SEPTEMBER 11, 2018
11a.m. to 2p.m.
East Dining Room
(2nd Floor Above Bookstore)

Opportunity
Drawing

Food &
Refreshments
Provided

— ASK ME BUTTONS —





11:00am - 12:45pm

ECC Division/Department Meetings

11:45am - 12:45pm

Campus Lunch* – Classified Staff

12:45pm - 1:45pm

Campus Lunch* – Faculty

2:00pm - 2:55pm

Breakouts Session One

3:05pm - 4:00pm

Breakouts Session Two

DIVISION/DEPARTMENT MEETINGS

DIVISION/DEPARTMENT	LOCATION
Behavioral & Social Sciences	SOCS 127
Business	MBA 107
Counseling	SOCS 117
Fine Arts	Haag Recital Hall
Health Sciences & Athletics	ArtB 106
Humanities	H-114

DIVISION/DEPARTMENT	LOCATION
Industry & Technology	ITEC 115
Learning Resources	LIB - 202
Mathematical Sciences	MBA 219
Natural Sciences	LS 105
Nursing	ArtB 106
Special Resource Center	SRC Study Area

Have a wonderful
semester!

