ACADEMIC SENATE

AGENDA

Thursday, October 16, 2014 at 1:00 p.m. in the Board Room

I.   CALL TO ORDER

II.   APPROVAL OF AGENDA

III.   APPROVAL OF MINUTES

October 2, 2014 Minutes

IV.   REPORTS

Senate:
President   Paul Flor
Board Representative and External Liaison   Jerome Evans

District:

Student Body President and Student Trustee   Joanna Navarro

Community College Survey of Student
        Engagement (CCSSE)   Marci Myers
Campus Climate Surveys   Joshua Rosales

Bond Measure plans   Keith Curry, CEO

V.   ACTION ITEMS-UNFINISHED BUSINESS

1. New Academic Senate Board Policy Update
   (in discussion with administration)

VI.   NEW BUSINESS
1. Senate Goals: 2014-2015

VII.   INFORMATION-DISCUSSION ITEMS
1. Senate Constitution (revised)

VIII. Events/Meetings
1. ASCCC (South) Curriculum Regional Meeting, October 18, 2014, Riverside City College
2. Honors Transfer Council of California Teaching and Learning Symposium, October 24, 2014, Saddleback College
3. 2014 Fall Plenary Session: November 13-15, 2014, Irvine Marriott
4. Accreditation Institute, February 20 - 21, 2015, San Mateo Marriott

IX.   FUTURE AGENDA ITEMS
1. AB 86 – Community Colleges & Adult School Consortia

X.   ADJOURNMENT

Academic Senate 10 + 1

"Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters." Title 5 Section532000 (b)

"Academic and Professional matters means the following policy development and implementation matters: "Title 5 Section532000 (c)

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
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.

Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

(From CCCD Board Policy 4.08. For CCCD "Rely primarily" is used for 1-4 and "mutual agreement" is used for 6-10. CCCD policy also has a specific "+1" area that falls under mutual agreement: Selection, evaluation and retention of faculty.)

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

FALL 2014		SPRING 2015	
~~September 4~~	~~Board Room~~	January 22 (if needed)	Board Room
~~September 18~~	~~Board Room~~	February 5	Board Room
~~October 2~~	Student Lounge	February 19	Board Room
October 16	Board Room	March 5	Board Room
November 6	Board Room	April 9	Board Room
November 20	Board Room	April 23	Board Room
December 4	Board Room	May 7	Board Room

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays before ECC Senate, usually)

FALL 2014		SPRING 2015	
~~September 2~~	~~Alondra Room~~	February 3	Alondra Room
~~September 16~~	~~Alondra Room~~	February 17	Alondra Room
October 7	Alondra Room	March 3	Alondra Room
October 21	Alondra Room	April 7	Alondra Room
November 4	Alondra Room	April 21	Alondra Room
November 18	Alondra Room	May 5	Alondra Room
December 2	Alondra Room		

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

ACADEMIC SENATE MINUTES

Thursday, October 2nd, 2014   1:00 p.m. Board Room

ATTENDANCE

Senators		Visitors
Paul Flor	Phillip Humphreys	Kent Schults
Estina Pratt	Don Roach	Merriel Winfree
Jerome Evans	Ruth Roach	Patricia Gefert
Dr. Essie French-Preston	Shemiran Lazar	Axa Maradiaga
D.T. Uech	Sevana Khodagholian	Mahbub Khan
Michael Odanaka	Barbara Perez	Chris Welch
Nikki Williams	Amankwa McKenzie	Jessica Martinez
Michelle Priest	Chelvi Subramaniam	John Fordiani
Jose Villalobos	Joanna Navarro	Fazal Aasi
Abby Tatlilioglu	Nancy Sepulveda	Leonard Clark
Thomas Norton	Christopher Ortunio	Canaan White
Eyob Wallano	Kendahl Radclife	James Blasdell
Mandeda Uch	Marlon Galdamez	Mari Martinez
Dale Ueda	Eduardo Morales	Elizabeth Martinez
Shirley Thomas	David McPatchell	
Billie Moore	A Cortez-Perez	

X.   CALL TO ORDER – 1:10 p.m.

XI.   APPROVAL OF AGENDA - Approved

XII.   APPROVAL OF MINUTES – Michelle Priest/Dale Ueda– Approved**.**

XIII.   REPORTS

President's – Paul Flor reporting.
- **ECC Academic Senate –** Discussed SLO's and the proposed strategic plan**.**
- **Introductions –** New Member, Professor Billie Moore representing Social Sciences and Fine Arts
     Moore- Thank you for such a wonderful welcome**.**

ASB – Joann Navarro reporting **–**
- **Latino Heritage Month -** Latino Heritage Month Book Fair appeal for funds. We want to provide books about Latino Heritage to distribute on campus.

Flor – I encourage faculty to donate and support the Latino Heritage Month.

Student Affairs – Reuben James reporting.
- **Operation Hope** – October 2th, 2014 in conjunction with Janice Hahn's Office. Eric Boyd was guest speaker on topics such as; Financial Empowerment, Education, Home Ownership, Education, Credit, and Student Loans.

Chancellor Harris Visit – Introduced by Tom Henry, Special Trustee.

- **Transfer, Adult Ed., and CTE Mission Statements** - Chancellor Harris emphasized the value of Transfer, Adult Ed, and CTE- mission, and how they are always evolving and are locally controlled. The California Community College system is a huge system and the old, traditional ways do not work anymore.
- **Advice, Counsel and Influence**- leadership with student success access.
- Restore Accent and Close performance gaps by 2018.

Simmons - Question about ACCJC committees being non transparent and wishy-washy.

Harris- Replied that Federal Government is cracking down and progress is being made.

Odanaka - Asked about the status of the district possibly having to pay back penalties associated with the cosmetology program of a few years back.

Harris- Did not want to commit to any answer but only said a decision was eminent. Possibly the department of finance would consider offsetting the amount the district has paid for such costs like the Special Trustee from the total penalty.

Joanna Navarro - Asked about expanding access to Latino students who make up 39% of CCC enrollment and the state's general population. She mentioned that the legislature approved non-residency exemption for certain groups such as veteran and why not for undocumented students. She also cited the recent legislation awarding Dream Act Loan programs at the CSU and UC.

Harris- Answered that the CCC certainly must expand access as it is doing with SSSP and Student Equity. Ultimately, the chancellor's office must wait for the legislature and the governor to open access to students regardless of status.

Flor- Asked about the CCC system mission in the next 10 to 20 years, given AB86 - Adult Education Consortiums and the recent approval of 15 pilot applied baccalaureate degrees.

Harris- Reply included a statement that the CCC would not want to inherit Adult Education because it is too large and too polarizing.
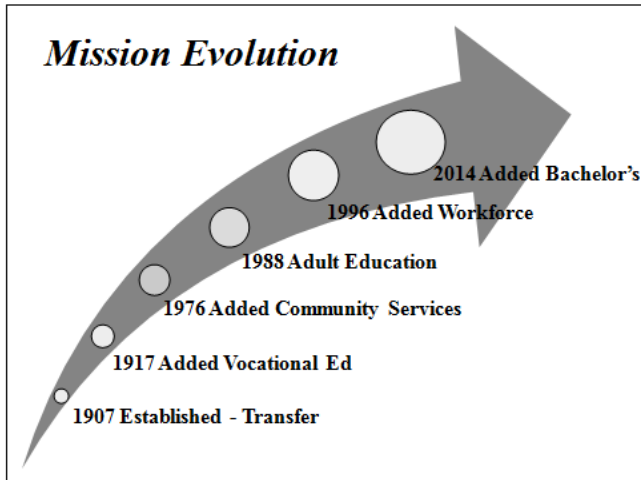
D. Roach - Inquired about a CCC system-wide solution to textbook availability for students

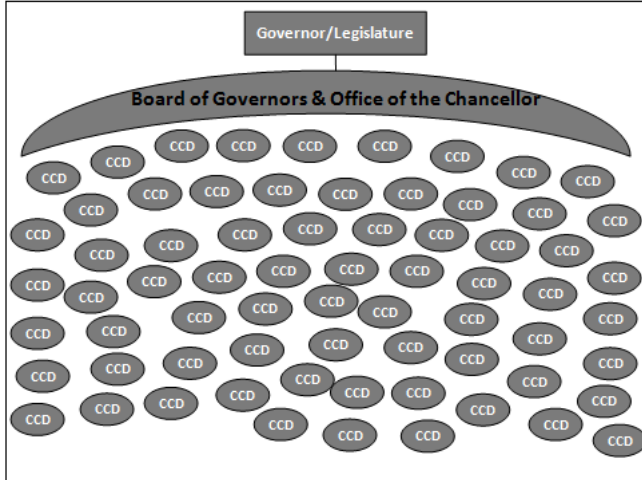**ADJOURNED** – 2:15 p.m. Pratt/Evans – Approved.

Selected notes from Chancellor Brice Harris's presentation on October 2, 2014

Topic: *California Community Colleges*
     -Tremendous History
     -Big Challenges
     -Bright Future

California Community College (CCC) mission
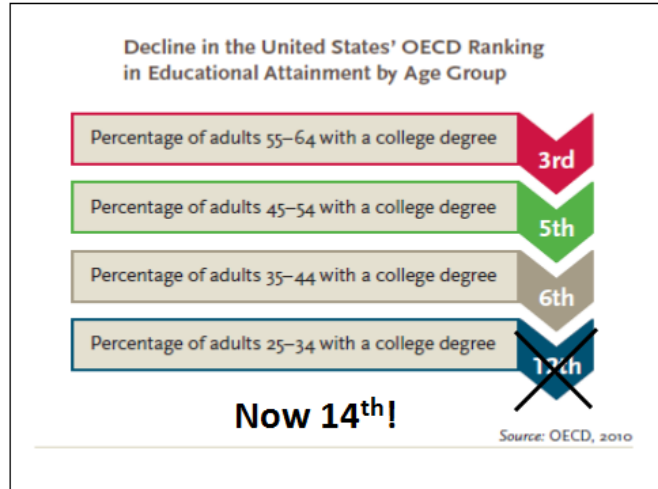
Mission Evolution

2014 Added Bachelor's
1996 Added Workforce
1988 Adult Education
1976 Added Community Services
1917 Added Vocational Ed
1907 Established - Transfer

Confederated structure of the 112 California Community Colleges in 72 districts

Governor/Legislature

Board of Governors & Office of the Chancellor

CCD

Multiple interests groups influencing the California Community College system

Advice, Counsel and Influence

DSPS
Legislature
Foundation for CA Community Colleges
California Competes
Community College League of CA
CA Community College Independents
CA School Employees Assn.
EOPS
Governor
Cal Chamber
Accrediting Commission CJC
Campaign for College Opportunity
US Dept. of Education
CIOs
UC/CSU
ACBO
Community College System Office
CTA
Students
Faculty Assn. of CA Community College
Academic Senate of CA Community Colleges
CCPRO
Complete California
Student Senate CA Community Colleges
CFT
RP Group
Public
CSSOs
Employers
Public Policy Institute of California
Association of CA Community College Administrators — CA Dept. of Education

54 Additional Organizations

The role of CCC in reversing the decline in educational attainment in the U.S.

Decline in the United States' OECD Ranking in Educational Attainment by Age Group

Percentage of adults 55–64 with a college degree — 3rd
Percentage of adults 45–54 with a college degree — 5th
Percentage of adults 35–44 with a college degree — 6th
Percentage of adults 25–34 with a college degree — 12th

Now 14th!

Source: OECD, 2010

Comparative perspective

Percent of Population That Has Attained Higher Education

▲ 25-34 year-olds   ▣ 55-64 year-olds

%
70
60
50
40
30
20
10
0

Korea, Japan, Canada, Russian Federation¹, Ireland, Norway, New Zealand, United Kingdom, Australia, Luxembourg, Israel, Belgium, France, United States, Sweden, Netherlands, Switzerland, Finland, Spain, Chile, Estonia, OECD average, Denmark, Poland, G20 average, Iceland, Slovenia, Greece, Germany, Hungary, Portugal, Slovak Republic, Czech Republic, Mexico, Austria, Italy, Turkey, Brazil², China³
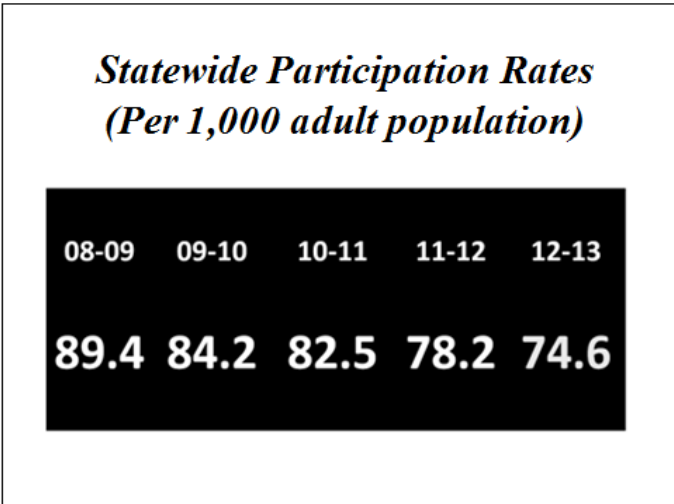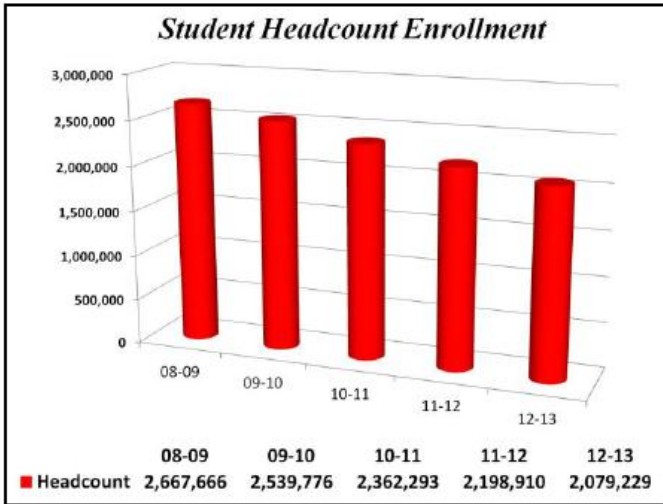
Restoring US leadership will take increases in __both__ Access & Success.

American Public Higher Education
1 in 5 students in US community colleges
are in California
1 in 10 students in US higher education
are in California

Challenging times: ACCESS
2008-2009 = 2.6 Million
2012-2013 = 2.1 Million
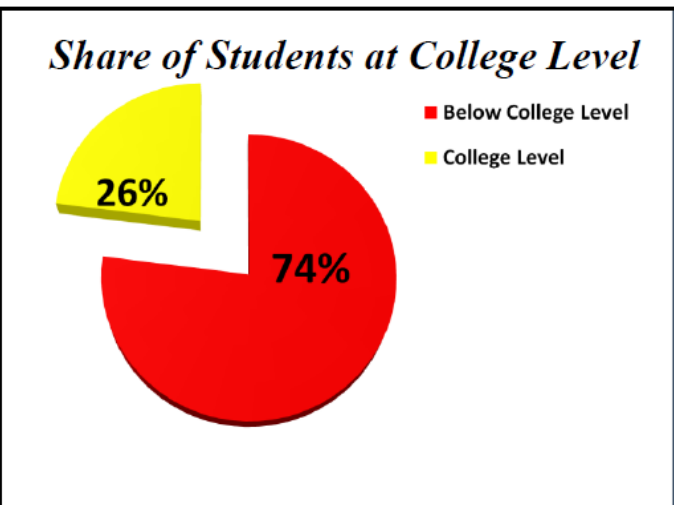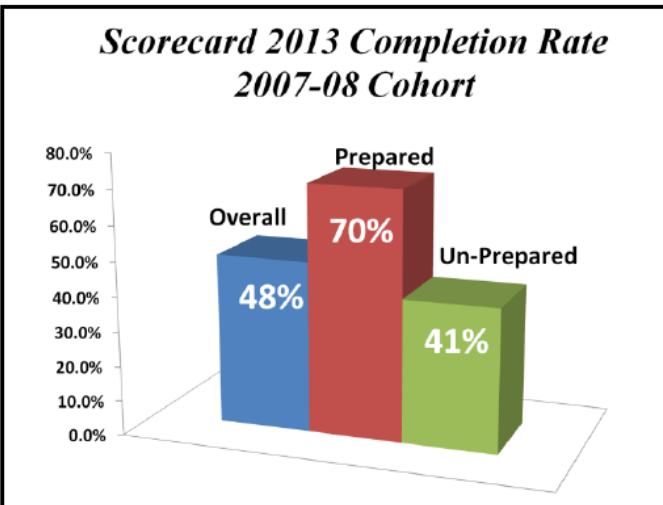*A loss of access for one-half million*
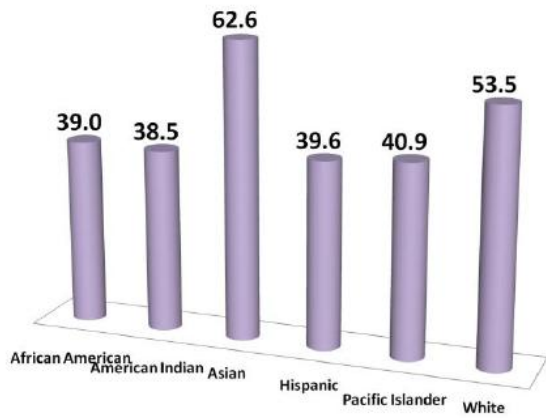*Californians!*

California's decline in access:

Student Headcount Enrollment

	08-09	09-10	10-11	11-12	12-13
Headcount	2,667,666	2,539,776	2,362,293	2,198,910	2,079,229

Statewide Participation Rates
(Per 1,000 adult population)

08-09	09-10	10-11	11-12	12-13
89.4	84.2	82.5	78.2	74.6

Access
Proposition 30

- Added resources for 20,000 in 2012-2013
- Added resources for 40,000 in 2013-2014
- Added resources for 60,000 in 2014-2015
- Should have several more positive years

Challenging times: SUCCESS

Students underprepared and struggling to succeed!

Scorecard 2013 Completion Rate
2007-08 Cohort

Overall 48%
Prepared 70%
Un-Prepared 41%

Share of Students at College Level

- Below College Level: 74%
- College Level: 26%

Completion Rate by Ethnicity Scorecard 2013
48% Overall

Ethnicity	Rate
African American	39.0
American Indian	38.5
Asian	62.6
Hispanic	39.6
Pacific Islander	40.9
White	53.5

Completion Rate by Age Group

Age Group	Rate
Less Than 20 Years	52.0%
20 to 24 Years	38.5%
25 to 49 Years	34.5%
50 Years Or More	30.3%
Total	49.2%
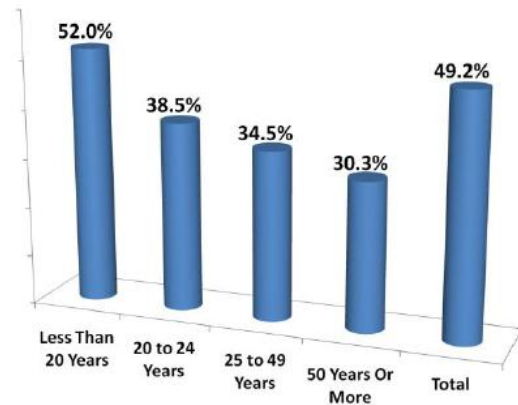
Scorecard 2013 Remedial Course Completion Rate 2006-07

- 38% English
- 26% Math
- 24% ESL
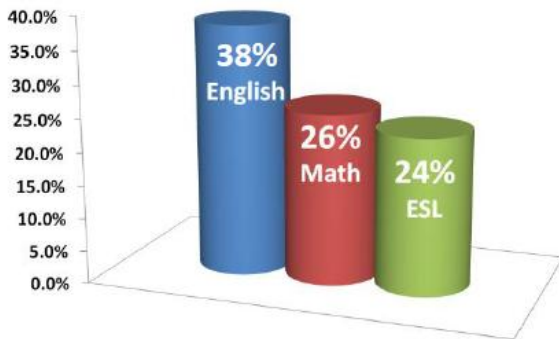
Scorecard 2014 Remedial Course Completion Rate 2007-08

- 44% English
- 31% Math
- 27% ESL
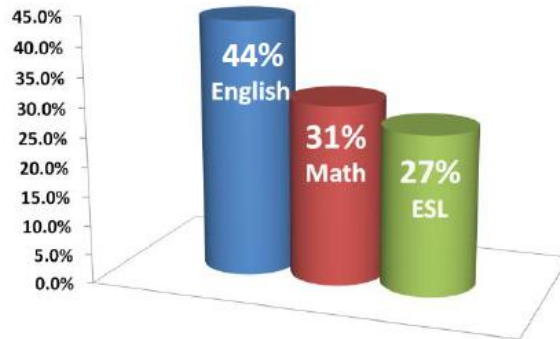
Total Number of Annual Awards By Academic Year

Academic Year	Number
2008-09	134,520
2009-10	
2010-11	141,788
2011-12	
2012-13	167,946
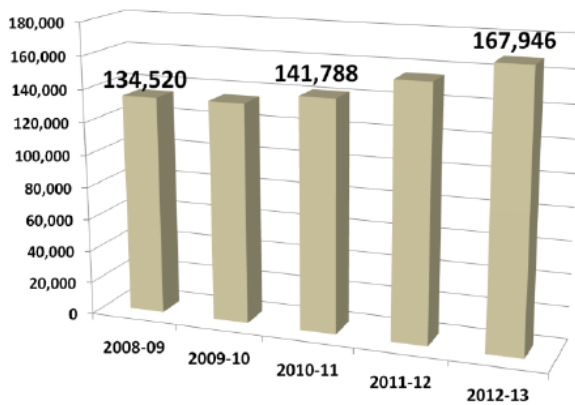
Student Success Initiative
- Increasing college readiness
- Strengthening support for entering students
- Incentivize successful behaviors
- Align course offerings to meet student needs
- Improve basic skills education
- Revitalize professional development
- Enable efficient statewide leadership
- Align resources with recommendations

(South) Curriculum Regional Meetings

Event Date: Saturday, October 18, 2014, 9:00am-3:00pm

Location: Riverside City College (Digital Library), 4800 Magnolia Ave Riverside, CA 92506

The Academic Senate for California Community Colleges is partnering with the California Community Colleges Chancellor's Office to hold two regional meetings focusing on curriculum. In the morning, get updates on the latest news on statewide curriculum Issues. In the afternoon, continue to get updates and engage in dialog on hot topics of the day while the Chancellor's Office provides training on the Curriculum Inventory especially designed for Curriculum Specialists. We encourage you to bring a team of curriculum chairs, articulation officers, curriculum specialists, and administrators so that you can attend the traditional curriculum regional meeting and the Chancellor's Office training.

Topics will include Associate Degree for Transfer (ADT) deadlines, Adult Basic Education and Career Development and College Preparation (CDCP) course funding, Program and Course Approval Handbook update, and new model curriculum information.

———————————————————————————————————

The Academic Senate for California Community Colleges is holding the 2014 Fall Area of Emphasis DIG - South Location

Event Date: October 18, 2014 - 9:30am to 2:30pm

Location: Ontario Airport Hotel, Ontario

Deadline to Register/Application Deadline: October 16, 2014

WHAT: Convening Faculty to Consider the Development of C-ID descriptors and Areas of Emphasis Transfer Model Curriculum in Global Studies/International Relations and Diversity Studies

WHY: These meetings are "come one, come all" to encourage wide participation and perspectives. Travel costs will not be reimbursed, but a light breakfast and lunch will be provided. Later, faculty will be appointed by their respective state senate to serve on the Faculty Discipline Review Group that will prepare draft documents for statewide vetting.

WHO: CCC faculty are needed from the disciplines below, or related disciplines that might be a component of one of the proposed areas of emphasis, and CSU faculty from disciplines that might be able to accept one of these areas of emphasis as lower division major preparation, to join in a discussion of the proposed areas of emphasis (and associated descriptors). In addition, we need articulation officers to assist each group.

Faculty who teach courses in these fields – or related fields – are encouraged to attend**:**

Global Studies/International Relations

Diversity Studies

- · African American Studies
- · Asian American Studies
- · Chicano/Latino Studies
- · Native American Studies

- · Women's Studies
- · Gender Studies
- · LGBT Studies

Registration

Step 1: Register for the listserv specific to your discipline by visiting http://www.c-id.net/listserv.html

Step 2: Register for the DIG event by visiting http://www.asccc.org/content/2014-fall-area-emphasis-dig-south

Program

Tentative Agenda:

9:30 a.m.   Registration opens and continental breakfast begins for early arrivals – *Atrium (Main Level)*

10:00 a.m.   DIG Meeting Begins – *Ponderosa (Main Level)*

Welcome – Michelle Pilati

- ▪ Introductions
- ▪ DIG meeting discussion topics
- ▪ Review of today's materials and resources

10:30 a.m.   Discipline breakout sessions begin

- ▪ Global Studies/ International Relations - *Cypress*
- ▪ Diversity Studies – *Ponderosa* (stay in the general session room)

12:00 noon   Working Lunch –*Continue discussions and TMC AOE development*

2:15 p.m.   Discipline groups return to General Session Room for report out and closing comments

2:30 p.m.   Adjournment

2014 Fall Plenary Session
Event Date: November 13, 2014 (All day) to November 15, 2014 (All day)
Location: Irvine Marriott

The 2014 Fall Plenary Session theme is "Calling all Voices".

Early Registration Deadline: October 29, 2014

REGISTRATION FEES

Early Full Session Fee: $375 (through October 29th)
Full Session Fee: $425 (after October 29th)

The cost includes breakfast and lunch on Thursday, Friday and Saturday, evening reception on Thursday, session packet, and materials.

Early Saturday Only Fee: $195 (through October 29th)
Saturday Only Fee: $245 (after October 29th)

The cost includes breakfast and lunch on Saturday, session packet, and materials.

The next meeting of the Chancellor's Office Consultation Council will include a discussion on removing regulatory reference to ACCJC, amending a section of the California Code of Regulations, Title 5, pertaining to accreditation.

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES
PROPOSED REVISIONS TO TITLE 5 REGULATIONS:
ACCREDITATION

1. Section 51016 of subchapter 1 of chapter 2 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 51016. Accreditation.
Each community college within a district shall be an accredited institution. ~~The Accrediting Commission for Community and Junior Colleges shall determine accreditation.~~ Accreditation shall be determined only by an accrediting agency approved by the Chancellor. The Chancellor shall approve only a regional accreditor recognized and approved by the U.S. Secretary of Education under the Higher Education Act of 1965 acting within the agency's scope of recognition by the Secretary.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code, 34 CFR Part 602.

While current regulations specifically designate the Accrediting Commission for Community and Junior Colleges as the sole accreditor for the California Community Colleges, the proposed change would refer only to the Chancellor selecting a "regional accreditor recognized and approved by the U.S. Secretary of Education."

Following the Consultation Council discussion, the Chancellor will decide whether to bring the proposal to the California Community Colleges Board of Governors for its consideration. The Board of Governors has the authority to approve regulations for the system.

The Consultation Council will also discuss whether the allocations in the 2014-15 Budget Act are sufficient to trigger an increase in the districts' full-time faculty hiring obligation next fall. According to the Consultation Council digest, the Chancellor's Office staff believes this year's Budget Act provides adequate funds to support an increase in the full-time faculty obligation for next year and are prepared to take that recommendation to the Board of Governors at its next meeting.

2015 CTE Curriculum Academy

Sponsored by Doing What Matters, Community College Association for Occupational Educators (CCCAOE) and the Academic Senate

Event Date: January 15, 2015 (All day) to January 16, 2015 (All day)
Location: Anaheim Marriott Suites - Garden Grove, CA
Sponsored by the Chancellor's Office through Perkins Leadership Funds, CCCAOE and the Academic Senate will host the first CTE Curriculum Academy "Doing What Matters for CTE Students: A Collaboration of CTE Faculty with EWD and Regional Leaders."

The first day of the event, attendees will participate in a Leadership Academy offered by CCCAOE. This training will be an advanced version of CCCAOE's leadership modules covering such topics as the essentials of EWD, managing Perkins, Career Pathways, enrollment management, and strategic planning. Day two will be an intensive CTE Curriculum Academy led by the Academic Senate and geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval.

Registration Deadline: December 29, 2014
Registration is free for those selected to attend and includes breakfast and lunch on Thursday and Friday. Please note the specifics for each registrant classification.
- CTE Faculty Member Registration: CTE faculty interested in leadership positions in their senate, on their campus, or in their discipline are encouraged to apply to attend this event but per college membership will be limited to one or two members per college.

- Curriculum Chair Registration: Curriculum chairs interested in understanding the challenges of CTE faculty in the curriculum process, searching for ways to improve the curriculum processes in responding to industry, or are willing to help improve local curriculum processes are encouraged to attend.

Registration is limited to the 100 attendees so please register now so that accommodations can be made.

CANCELLATIONS

While this event is free to those who register and are accepted, a cancellation fee of $50 will be charged for those who register but do not cancel before the cancellation date. The cancellation deadline is Monday December 29, 2014. For questions, please contact Linda Schlager-Butler, ASCCC - Senior Administrative Assistant, at (916) 445-4753 x 107 or linda@asccc.org.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4554
SACRAMENTO, CA 95811-6549
(916) 445-8752
http://www.cccco.edu

September 2, 2014

TO: Chief Executive Officers
            Chief Student Services Officers
            Chief Instructional Officers
            Academic Senate Presidents
            Chief Business Officers

FROM: Linda Michalowski
            Vice Chancellor, Student Services and Special Programs

SUBJECT: Student Equity Allocations for 2014-15

This email contains the 2014-15 allocations for the new Student Equity categorical program. Governor Jerry Brown and the California State Legislature provided $70 million in the 2014-15 Budget Act to establish the Student Equity program "in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances." While a requirement has been in place since 1996 that colleges adopt Student Equity Plans, this is the first time that dedicated state resources have been provided to support efforts to achieve the goals reflected in those plans. Together with the doubling of funds for the Student Success and Support Program, this is a valuable investment in the system's Student Success Initiative to help colleges achieve student success goals for all students.

There are four attachments to this email. They are:

- The 2014-15 Student Equity allocations to community college districts;
- An explanation of the factors used to calculate the allocations;
- Student Equity Program Funding Guidelines; and
- Student Equity Provisions of the Budget Trailer Bill (SB 860).

These documents will be posted to our website at:
http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. That is also where you will find the Student Equity Plan template and additional supporting material.

Transition Year Challenges and Solutions

Challenge 1: In anticipation of the start of Student Equity funding in 2014-15, the Chancellor's Office sent colleges a Student Equity Plan template in March 2014, with a due date of November 21, 2014. The template reflects the requirements of title 5 regulations (Section 54220) and the Student Success Act of

2012 (SB 1456). However, the template does not reflect the new populations, goals and planning parameters that were added by the adoption of SB 860 on June 20. As a result, planning efforts already underway may not fully address the requirements of current law.

Solution: Colleges need to review and address the requirements of SB 860 and incorporate them into local planning as soon as possible. However, Student Equity Plans submitted for 2014-15 that meet the requirements reflected in the Student Equity Plan Template released on March 11 will be deemed to be acceptable for 2014-15 as long as they include an outline of how the new requirements will be incorporated and addressed.

Challenge 2: College planning efforts may have been delayed due to the absence of prior information about allocations and the requirements of SB 860. The Chancellor's Office established the November 21 Student Equity Plan submission deadline before the provisions of SB 860 were known.

Solution: SB 860 requires colleges to submit Student Equity Plans on or before January 1, 2015. We will extend the submission deadline to that date. We recognize that colleges will still face challenges completing their plans and obtaining board approval before the end of 2014 due to the winter holidays. If there are colleges that cannot meet that date, we will work with them on a case-by-case basis.

Challenge 3: Colleges are required to submit a Student Equity Plan and have it approved by the Chancellor's Office as a condition for receiving an allocation of Student Equity funds. However, funds became available on July 1, 2014, and plans are not due until mid-year.

Solution: For 2014-15, expenditures may precede the adoption of an approved plan but all expenditures must be reflected in the plan submitted for approval and in year-end expenditure reports.

Challenge 4: Because this is a new program and colleges have to spend half of this first year in a planning process, allocations may not be fully spent by June 30.

Solution: Districts may carry 2014-15 Student Equity funds over through the first quarter of 2015-16. Funds allocated for 2014-15 must be spent by September 30, 2015.

Action Requested: Please share this memorandum and the attachments with your Student Equity Coordinators and planning committees.

Contact: Debra Sheldon, Student Success and Equity Specialist at dsheldon@cccco.edu

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The Academic Senate is calling for nominations for the Exemplary Program Award, sponsored annually by the Foundation for California Community Colleges. The Board of Governors established the Exemplary Program Award to recognize outstanding community college programs. As many as two California community college programs will receive cash awards of $4,000 and up to four programs will receive honorable mention plaques.

The Academic Senate selects annual themes related to the award's traditions and statewide trends. Recognizing the importance of assisting students as they conclude high school and begin college, the theme for 2014 – 15 is "Transitions from High School to College: Assisting Students in Meeting Their Educational Goals". Programs designed to improve student success and retention by assisting students with their transition to college will be considered. Possible emphases of eligible programs include enhanced counseling and mentorship programs, early college and bridge programs, and curriculum alignment programs.

This award offers an excellent opportunity for California community colleges to showcase exceptional programs. The Senate selected this theme to highlight the innovative ways that colleges are supporting students in the beginning of their college coursework to increase achievement of educational goals like transfer and certificate/degree completion.

The Board of Governors will present the 2014-2015 Exemplary Program Award to as many as six programs from across the state at its January 2015 meeting. Each college may nominate one program to receive this prestigious honor.

Completed applications must be received by 5:00 p.m. on November 11, 2014. A minimum of three nominations statewide must be received for the selection process to proceed.

Winners will be honored at the January 20-21, 2015 Board of Governors' meeting.

HONORS TRANSFER COUNCIL OF CALIFORNIA TEACHING AND LEARNING SYMPOSIUM
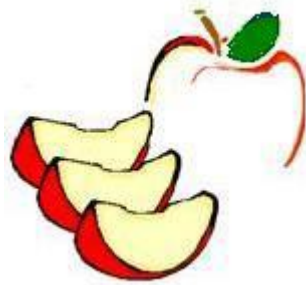
SEEDS
CORE
FRUIT

SADDLEBACK COLLEGE
FRIDAY, OCTOBER 24 9:00 AM – 3:00 PM

28000 MARGUERITE PARKWAY, MISSION VIEJO

_____

WELCOME AND MORNING PLENARY
HONORS STUDENTS: WHAT THEY NEED VS. WHAT THEY THINK THEY NEED

BREAKOUT SESSIONS: WHAT MAKES IT HONORS?
STAND-ALONE COURSES
"STACKED" OR "SPLIT-SECTION" COURSES
"CONTRACT" OR "INDEPENDENT STUDY" COURSES
COUNSELING

LUNCH

BREAKOUT SESSIONS: TEACHER, MENTOR, COUNSELOR
BRIGHT IDEAS WE TRIED: WHAT WORKED, WHAT DIDN'T, WHAT MIGHT HAVE
STUDENT RESEARCH IN COMMUNITY COLLEGES
HONORS TRANSFER AGREEMENTS OVERVIEW

AFTERNOON PLENARY
PREPARING STUDENTS FOR THE HTCC CONFERENCE

RSVP BY OCT. 13TH

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FACULTY COUNCIL AGENDA
Thursday, October 16, 2:00 p.m. in the Board Room
(or immediately following the Council meeting)

I. **CALL TO ORDER**

II. **APPROVAL OF AGENDA**

III. **APPROVAL OF MINUTES**
  October 2, 2014 Minutes

IV. **REPORTS**
  Faculty Council:

Chairperson	Paul Flor
Vice Chairperson	Estina Pratt
ECC Curriculum Committee	Essie French-Preston
ECC Education Policies Committee	Vanessa Haynes
Student Learning Outcomes	Michelle Priest
Student Success Committee	Lauren Gras

Compton Center	Keith Curry. President/CEO
Early College High School Initiative	Mattie Adams, Compton U.S.D.

V. **ACTION ITEMS-UNFINISHED BUSINESS**

VI. **NEW BUSINESS**
  1. Faculty Council Goals: 2014-2015

VII. **INFORMATION-DISCUSSION ITEMS**
  1. Council By-Laws (revised)

VIII. **EVENTS/MEETINGS**
  1. ASCCC Curriculum Regional Meeting Southern Saturday, October 18, 2014
      Riverside Community College, 9:30am-3:30pm

IX. **FUTURE AGENDA ITEMS**
  1. CEC Institutional Effectiveness Outcomes Strategic Plan 2015-2020 draft
  2. CEC Student Success Plan
  3. CEC Student Equity Plan
  4. Making Decisions at El Camino College
  5. CEC Planning Process Model

X. **ADJOURNMENT**

CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2014-2015 (19 members)

Officers:

President/*Chairperson*	Paul Flor (15-16)
Past President/*Past Chairperson*	Michael Odanaka (14-15, ex-officio)
President-Elect/*Chairperson-Elect*	(vacant, elect spring 2015)
Vice President/*Vice Chairperson*	Estina Pratt (14-15)
Secretary/*Secretary*	Chris Halligan (14-15)
Curriculum/*Curriculum Representative*	Essie French-Preston (14-15)
Adjunct Representative	Leticia Vasquez (14-15)
Board Representative	Jerome Evans (14-15)

Members:

Career and Technical Education (2)
Annaruth Garcia (16-17)
Dale Ueda (14-15)

Health and Human Services (2)
Shirley Thomas (15-16)
Pamella West (16-17)

Humanities (2)
Chris Halligan (14-15), Secretary/*Secretary*
Nikki Williams (16-17)

Social Sciences and Fine Arts (2)
Billie Moore (14-15)
Mandeda Uch (16-17)

Mathematics (2)
Abigail Tatlilioglu (16-17)
Jose Villalobos (15-16)

Science (2)
Michelle Priest (15-16)
Eyob Wallano (16-17)

Library and Learning Resource Unit (1)
Estina Pratt (14-15), Vice President/Vice *Chairperson*

Counseling (2)
Essie French Preston (14-15) Curriculum/*Curriculum* Representative
Holly Schumacher (15-16)
Michael Odanaka (14-15) Past President/*Past Chairperson*

At-Large (2)
Jerome Evans (14-15), Board Representative
Tom Norton (15-16)

Adjunct Representatives (2)
Mahbub Khan (15-16)
Leticia Vasquez (14-15), *Adjunct Rep*resentative

FACULTY COUNCIL MEETING
Thursday, October 2nd, 2014   BOARD ROOM
Minutes

ATTENDANCE

Senators	Visitors
Paul Flor	Mahbub Khan
Estina Pratt	Ruth Roach
Jerome Evans	Barbara Perez
Dr. Essie French-Preston	Shemiran Lazar
D.T. Uech	Chelvi Subramaniam
Michael Odanaka	Joanna Navarro
Nikki Williams	
Michelle Priest	
Jose Villalobos	
Abby Tatlilioglu	
Thomas Norton	
Eyob Wallano	
Mandeda Uch	
Dale Ueda	
Shirley Thomas	
Billie Moore	

Call to Order – 2:15 p.m.
Agenda – Approved
Minutes – Approved.

President's Report – Paul Flor Reporting
- SSSP Document – Due October 17th. Flor will send out to the council members the latest draft of the SSSP document for each of them to review and provide feedback/edits since this body has to sign off on it.

Perez- Emphasized the importance of faculty from each of the divisions or departments to attend curriculum meetings with El Camino faculty counterparts to remain current on changes or revisions and to report back to faculty here. Before CEC can reassemble a curriculum committee locally in preparation for candidacy and eventual accreditation, faculty need to be trained and prepared to write and process new and curriculum. She can name only a few CEC faculty who have proposed new curriculum through El Camino's Curriculum Committee.

ADJOURNED – 2:55 p.m.
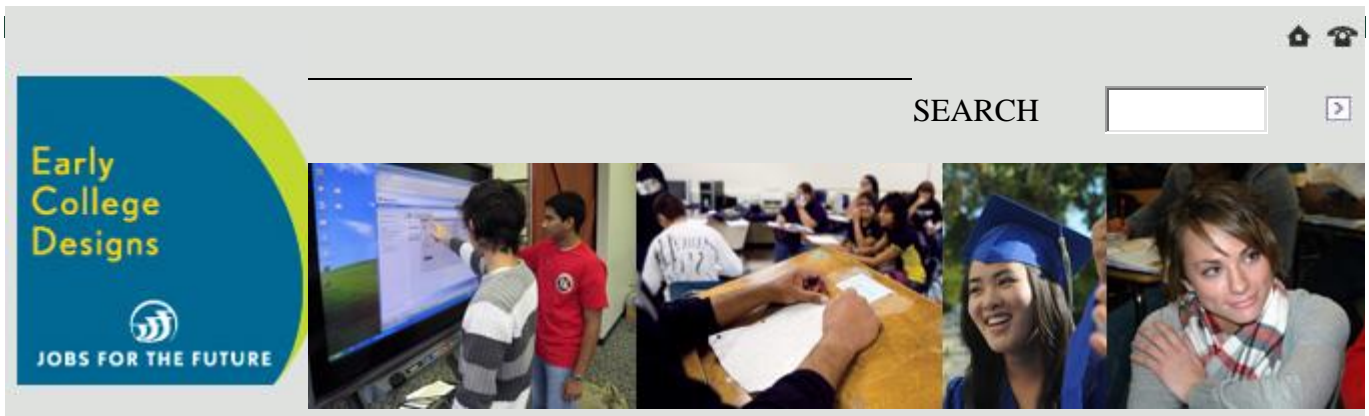
Early College Designs
JOBS FOR THE FUTURE

Overview & FAQ

Early college high school is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

Since 2002, the partner organizations of the *Early College High School Initiative* have started or redesigned 240+ schools serving more than 75,000 students in 28 states and the District of Columbia. The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free.

The Early College High School Student Information System, launched in September 2004, is a 10-year project to collect, warehouse, and create reporting and analytical tools to demonstrate the efficacy of early college high schools in preparing students who have been average or below average academic performers, or who are low income, first-generation, African American, Latino, Native American, or from other racial and ethnic groups for success in secondary and postsecondary education. The SIS also supports the information needs of key constituents of the Early College High School Initiative, including funders, school community, higher education partners, policymakers, education leaders, initiative partners and evaluators.

Jobs for the Future coordinates the Early College High School Initiative and provides support to the partners and to the effort as a whole.

Frequently Asked Questions

The Basics

- What are early college high schools?
- Why do we need early college high school?
- Aren't high school students too young to do college work?
- Who does the Early College High School Initiative serve?
- Where are early college high schools located?

The Design

The Outcomes

Who Does What

Learning More About Early College High School

The Basics

What are early college high schools?

Early college high schools are small schools designed so that students can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree. Early college high schools have the potential to improve high school graduation rates and better prepare all students for high-skill careers by engaging them in a rigorous, college preparatory curriculum and compressing the number of years to a college degree.

Why do we need early college high school?

A postsecondary education is essential for financial and personal freedom in today's economy. A four-year college graduate earns two-thirds more than a high school graduate does. An Associate's degree translates into earnings significantly higher than those earned by an individual with a high school diploma alone. National statistics on the progression of students from high school to college illustrate why it is imperative to better connect and integrate secondary and postsecondary schooling. For example:

- Young people from middle-class and wealthy families are almost five times more likely to earn a two- or four-year college degree than those from low-income families.

- For every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. (Source: JFF analysis of 1988-2000 data from the National Educational Longitudinal Study for students from the lowest-income SES quintile.)

- High school graduates from poor families who score in the top testing quartile are no more likely than their lowest-scoring, affluent peers to attend college. The former enroll at rates of 78 percent; the latter at 77 percent. (Source: Advisory Committee on Student Financial Assistance 2001.)

- Nearly half of our nation's African-American students and nearly 40 percent of Latino students attend high schools in which graduation from high school is not the norm. In the nation's 900 to 1,000 urban "dropout factories," completing high school is a 50:50 proposition at best. (Source: Robert Balfanz & Nettie Legters. 2004. Locating the Dropout Crisis—Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them? Baltimore: Johns Hopkins University.) According to the U.S. Department of Commerce (2009), disparities in college enrollment persist by race and ethnicity as well. In 2008, 72 percent of recent white high school graduates were enrolled in college, 64 percent of Latinos, and 56 percent of African-Americans.

Such data call for radical interventions to increase the number of low-income and young people of color gaining postsecondary credentials. Clearly, bold education policies and practices are needed to ensure that more young people earn the postsecondary credentials that are crucial to their individual economic security and to the viability of our nation's economy.

Aren't high school students too young to do college work?

Over the last decade, opportunities for high school students to earn college credit have expanded. Advanced Placement and International Baccalaureate courses and their accompanying tests give many students ways to take college-level courses from their regular teachers, usually during their senior year. In contrast, students in dual enrollment programs remain formally enrolled in high school but take college courses, taught by either high school or college faculty, in classrooms located either at their high school or on a college campus. At the same time, more and more community colleges are developing ways to accelerate high school students (as well as high school dropouts) by enrolling them in college courses.

A variety of postsecondary incentive programs reward students with free or reduced college tuition for finishing some college work in high school. And at the most dramatic end of the continuum, students at middle colleges and early college high schools can complete up to two years of a college program while still enrolled in high school.

Until recently, this educational terrain of college-courses-in-high-school belonged almost exclusively to a small, privileged group of young people: those whose families could afford high-quality private high schools and those in well-funded public schools that offered Advanced Placement and similar options to their highest-achieving students. But today's programs that enable students to earn college credit in high school are no longer limited to elite schools. Students from a wide range of backgrounds and with diverse prior accomplishments are demonstrating that the academic challenge provided by college-level courses can be an inspiration, not a barrier. The job of early college high school faculty and partners is to refine the instructional practices and wraparound support structures that move students from inspiration to true achievement. Some of the most promising strategies currently in use in early college high schools include:

adopting school-wide literacy practices, focusing on inquiry-based instruction across grade levels and content areas, and creating "shadow" or "lab" courses to complement college courses.

The question for the future is: How many young people will gain a postsecondary credential thanks to the expansion of these opportunities—especially among those who remain underrepresented in higher education?

Who does the Early College High School Initiative serve?

The Early College High School Initiative focuses on young people for whom the transition into postsecondary education is now problematic. Its priority is to serve low-income young people, first-generation college goers, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement. The initiative will increase the number of these young people who attain an Associate's degree or two years of college credit and the opportunity to attain a Bachelor's degree.
As of the 2010-11 school year:

- 75,000 students in 28 states are attending early college high schools.
  Nearly 75 percent of students enrolled in early college high schools are African-American or Latino.
- 14 early college high schools specifically serve Native students.
- 29 schools specifically serve students who previously dropped out or were unsuccessful in traditional high schools.
- Twelve schools specifically serve students who previously dropped out or were unsuccessful in traditional high schools.
- The majority of students enrolled in early college high schools across the nation will be the first in their family to attend college.
- Nearly 60 percent of early college high school students are eligible for free and reduced lunch.

Where are the early college high schools located?

The map displays the location of the 240+ schools that are part of the Early College High School Initiative across the country. The map also shows another 33 schools, serving 21,000 students, that have been developed by early college partners outside the initiative.

The Design

What do all early college high schools have in common?

Each early college high school develops a unique vision and a learning environment that represents community interests and student needs. However, all early college high schools share the following characteristics:
- Students have the opportunity to earn an Associate's degree or up to two years of transferable college credit while in high school.
- Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of college credit for free.
- The years to a postsecondary degree are compressed.
- The middle grades are included in the school, or there is outreach to middle-grade students to promote academic preparation and awareness of the early college high school option.
- Schools provide academic and social supports that help students succeed in a challenging course of study.

- Learning takes place in small learning environments that demand rigorous, high-quality work and provide extensive support.
- The physical transition between high school and college is eliminated—and with it the need to apply for college and for financial aid during the last year of high school. After graduation many students continue to pursue a credential at the partner college.

How is early college high school connected to other high school reforms?

Early college high school is not the only effective way to improve education; rather it is one among a number of promising approaches for improving education for all young people. In particular, early college high schools share the attributes of high-performing small schools:

- A common focus on key, research-based goals and an intellectual mission;
- Small, personalized learning environments, with no more than 100 students per grade;
- Respect and responsibility among students, among faculty, and between students and faculty;
- Time for staff collaboration and for including parents and the community in an education partnership;
- Technology as a tool for designing and delivering engaging, imaginative curricula; and
- Rigorous academic standards for both high school work and the first two years of college-level studies.

Is early college high school designed for gifted and talented kids?

As with many innovative educational pathways to a high school degree and beyond, early college high school is appropriate for a wide variety of young people. The partners in the initiative believe that encountering the rigor, depth, and intensity of college work at an earlier age inspires average, underachieving, and well-prepared high school students. However, the small schools being created through the *Early College High School Initiative* focus on students for whom a smooth transition into postsecondary education is now problematic.

What is the difference between early college high school and dual enrollment or Advanced Placement?

What sets early college high school apart from dual enrollment, Advanced Placement, and other pre-college programs is the reach and coherence of the blended academic program and a relentless focus on underrepresented students. As with early college high school, Advanced Placement and dual enrollment strategies give students a taste of college, yielding multiple benefits:

- For students, better preparation for college;
- For institutions, lower remediation costs and higher retention; and
- For high schools, improved understanding of the demands of college and an expanded set of curricular offerings.

However, only early college high school:

- Fully integrates students' high school and college experiences, both intellectually and socially;
- Enables students to earn up to two years of college credit toward a degree while in high school, not just a few college credits;
- Blends the curriculum as a coherent unit, with high school and college-level work melded into a single academic program that meets the requirements for both a high school diploma and, potentially, an Associate's degree;
- Grants college credits through the postsecondary partner institution and enables students to accumulate the credits toward a degree from that institution or to transfer them to another college.

What is the difference between early college high school and middle college?

The Early College High School Initiative was preceded by the middle college model. Middle colleges are high schools for underserved young people. They are located on college campuses, and every student can earn college credit. Early college high schools take the model a step further by providing a coordinated course of study in which students can earn up to 60 college credits while in high school. Middle colleges and early college high schools have similar design principles; the main difference is the amount of college course work expected--and, therefore, the degree of secondary-postsecondary integration.

Why is the goal for students to earn two years of college credit?

Two years of college is the minimum required to put young people on the road to a middle-class income, but the high school-to-college transition is a point at which the education system loses many young people. To ease this transition, early college high school consciously integrates the high school and college experiences. The curriculum is designed as a coherent unit, with high school and college-level work blended into a single academic program. These schools allow young people to focus on their studies in their last years of high school, rather than be distracted by the daunting maze of college and financial aid applications. Just as important, this makes college far more affordable for students and their families, who save two years worth of college tuition. By the time students have graduated from an early college high school, they have gone well past the "20 credit threshold" that is a key breaking point between students who complete a college degree and those who never finish college. (Source: Clifford Adelman, 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College*. Washington, DC: U.S. Department of Education.)

How do early college high schools organize to promote student success?

Early college high schools offer a much-needed alternative to traditional high school programs and emphasize academic preparation, support, and success in higher education. Based on research and practice about what helps underrepresented young people prepare for success in high school and postsecondary education, early college high schools have three key features that promote success for even the most struggling students:

- Small size. Early college high schools enroll 100 or fewer students per grade. Students are well-known by adults.
- Alighed curriucla and instruction for high school and college courses. Personalization and student supports. There is an emphasis on assessing students and providing supports based on the identified needs of individual students.
- Power of place. Early colleges draw on the college environment and experience to build students' identity as college goers.

What is the role of the postsecondary partners?

Each school in the *Early College High School Initiative* is a partnership between a school district and a postsecondary partner. The postsecondary partners include community and technical colleges, four-year colleges, and universities (both private and public). The postsecondary partners are key players in the design and day-to-day operation of early college high schools, which treat the high schools years and the first two years of college as a single, coherent course of study.

An early college high school requires sustained involvement from both the secondary and postsecondary sides. Administrators and faculty from the postsecondary institution participate in the life of the early college high school both formally and informally. Their involvement includes participation in:

- School planning processes and governing boards;
- Curriculum committees;

- Syllabus planning activities;
- Co-delivery of courses with high school faculty;
- Provision of tutors;
- Mentors and student teachers; and
- The creation of "scaffolded" learning experiences, such as "bridge" courses to ease the transition to college-level work and mini-seminars for younger students.

Most college partners identify a full-time or part-time liaison, typically paid for by the college, who helps to ensure a good working relationship with the early college high school.

What are the costs of running an early college high school?

Early college high schools are public schools, funded by their school districts, as are traditional high schools. While there are limitations to comparing early college high schools to regular high schools, a pilot study of budgets suggests that costs for fully implemented early college high schools may range from 5 percent to 12 percent more than costs of regular public high schools. Another pilot study of return on investment resulting from early college suggests significant benefits to students and their families, to communities, and to states based on greater high school and college completion rates. (Sources: Michael Webb. 2004. *What Is the Cost of Planning and Implementing Early College High School?* Boston: Jobs for the Future; Augenblick, Palaich, & Associates, Inc. 2006. *Return on Investment in Early College High Schools.* Denver: APA.)

That said, the diversity among early college high school sites presents a challenge to understanding overall financial implications. The blending of secondary and postsecondary resources further complicates cost calculations. An important activity of the Early College High School Initiative is to collect data that lead to financial planning models for sustainability and replication.

Start-up funding for the schools in the Early College High School Initiative comes from the Bill & Melinda Gates Foundation, along with Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation, and a number of other foundations. These start-up resources are catalytic, but they are minimal compared to the ongoing operating budgets of early college high schools.

Do early college high school students pay college tuition to get credit for college courses?

No. Early college high school courses, including college-level courses taken on the campuses of partner colleges, are free to students.

What do students do after they complete early college high school?

When students complete early college high school, they have a high school diploma and a significant number of college credits or even an Associate's degree. Either outcome gives early college high school graduates a leg up when they enter a two- or four-year college. The initiative's partnering schools, colleges, and organizations expect this jumpstart will increase the number of young people who earn a Bachelor's degree. This expectation is supported by current research on pathways to college completion, which recognizes the "20-credit threshold" as the breaking point between students who complete a college degree and those who do not. (Source: Clifford Adelman. 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College.* Washington, DC: U.S. Department of Education.)

How do early college high schools differ among themselves?

Schools participating in the *Early College High School Initiative* embrace a set of common objectives and characteristics, while demonstrating multiple strategies for pursuing those objectives. In fact, the schools differ significantly from one another. Variations include the type of school (public, charter), the type of postsecondary partner (two-year college, four-year college, university), the location (on or off the campus of the postsecondary partner), and the grades covered (starting in sixth, seventh, or ninth grade or ungraded).

Some early college high schools, by virtue of their mission or location, also vary in the student population they serve (e.g., former dropouts, African-American students, Native-American students from local reservations, English Language Learners). Some early college high schools distinguish themselves with a thematic focus (e.g., writing, the arts, independent inquiry, or math, science and engineering).

The Outcomes

What is the early evidence that early college works?

Data from early college high schools are promising. First, the schools are reaching their target populations. Nationally, roughly three-fourths of the young people attending early college high schools are students of color, while nearly 60 percent report eligibility for free or reduced-priced lunch (a conservative indication of the number of students from low-income families). Most students attending early college high schools will be the first in their families to go to college.

In contrast to alarming national data for students with similar demographic profiles, attendance rates for early college high school students average over 90 percent, indicating high levels of student engagement and commitment to the academic program. Grade-to-grade promotion rates in early college high schools also exceed 90 percent, and students have graduated with impressive results.

In 2010, 5,414 students graduated from early college high schools around the country. Their achievements far surpass those of their peers from traditional high schools serving similar populations. Preliminary data show that:

- More than 250 early college high school graduates earned merit-based college scholarships. Four earned the prestigious Gates Millennium Scholarship, awarded to 1,000 high-achieving, low-income students each year.
- 23.3% of graduates earned an Associate's degree or technical certificate.
- 77% of graduates went on to some form of postsecondary education: enrolled in four-year colleges (52%), two-year colleges (23%), and technical programs (2%).
- Of 109 schools reporting data on graduates, more than half (56%) said that students had earned two or more years of college credit.
- 80% of early college schools had a graduation rate equal to or higher than their school district (54 out of 68).
- The average graduation rate for early colleges was 84%, compared to 76% for their school district.

Additional data on outcomes are available from the Student Information System. The SIS is a highly secure system that provides data to support the Early College High School Initiative. It collects aggregated data and unidentifiable, student-level data, in some cases starting one year prior to enrollment in the early college high school through graduation and postsecondary enrollment. Schools and school districts supply data related to a number of broad categories: staffing, student demographics, student longitudinal information, early college high school courses, student GPA, transcripts, student enrollment, student discipline, student attendance, and graduation. The SIS documents early college graduates' enrollment in higher education through the National Student Clearinghouse. The SIS is coordinated by Jobs for the Future and SysInterface.

How is the Early College High School Initiative evaluated?

A team from the American Institutes for Research and SRI International is evaluating the process and outcomes associated with the Early College High School Initiative. This work is guided by three major research questions:

- What are the demographic, structural, organizational, and instructional characteristics of early college high schools?
- What factors support or inhibit the planning and development of early college high schools?
- What are the intermediate and long-term outcomes for students attending early college high schools, especially for students traditionally underserved by the postsecondary system?

The first evaluation report, produced in 2004, provided initial descriptive information on the relationships among and characteristics of the partner organizations. Intermediate and summative outcome measures will be addressed in future year-end reports. The second evaluation report, produced in 2006, reported that early college high schools are successfully enrolling low-income and minority youth—and placing many in college courses. Although some students struggle with academically rigorous courses, almost all say they plan to attend college after high school.

Early college high schools report high attendance rates, and students generally are more likely to benefit from personalized relationships with high school faculty than college instructors. Challenges remain accelerating students unprepared for college-level work and gauging the right amount of student support needed.

The most recent evaluation report, produced in 2009, provided overall positive findings about the academic performance and experience of students attending early college high schools. It noted that many early college students from groups typically underrepresented in postsecondary education are succeeding academically. The findings were particularly promising for females and students from homes where English is not the primary language. The evaluation suggested a continued focus on the most appropriate methods to enable all students—in particular, first-generation college-going students--to succeed as well.

The focus of the current evaluation work is to determine whether students who were randomly accepted into early college high schools have better outcomes than students who were not accepted into the schools. The study will focus on the following three outcomes:

- High school graduation
- College enrollment
- College degrees earned (earned while in high school or afterward)

Secondarily, the study will examine the effects of early college schools on student outcomes and how they vary for different types of schools and students. For example, do these outcomes differ for early college schools that are located on college campuses versus schools that are not? Do outcomes vary for students with different background characteristics, such as high or low prior achievement?

By participating in this rigorous evaluation, early college high schools will contribute to our understanding of whether and how this intervention benefits all students—not just accelerated students. In addition, the study's follow-up data collection component will provide schools with a descriptive picture of how their students have fared after leaving the school.

Who Does What

Who funds the Early College High School Initiative?

Start-up funding for the schools and partner organizations in the Early College High School Initiative is from the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation, and Lumina Foundation for Education. To date, private funding for the Early College High School Initiative totals more than $130 million.

While catalytic, these start-up grants are small in comparison to the operating budgets of schools, which are funded primarily by states and local districts.

Who are the partner organizations of the initiative?

There are 13 partners: the Center for Native Education, City University of New York, Foundation for California Community Colleges, Georgia Department of Education/University System of Georgia, KnowledgeWorks Foundation, Middle College National Consortium, National Council of La Raza, North Carolina New Schools Project, Gateway to College National Network, SECME, Inc., Communities Foundation of Texas (Texas High School Project), Utah Partnership Foundation, and Woodrow Wilson National Fellowship Foundation.

What is the role of the intermediary partners and/or school developers?

Increasingly, foundations look to "intermediary organizations" as partners in order to jumpstart new ventures, conduct feasibility studies, create due diligence processes, engage outside experts, and provide professional development for the schools and communities they serve. An intermediary organization acts as a grant manager and selects and supports school sites, especially during the planning and start-up phases. Current early college high school partners run the gamut from organizations experienced in creating or redesigning schools, to national constituency-based organizations, to community foundations, to higher education institutions and organizations.

The 13 partners work directly with selected early college high schools, school districts, and postsecondary institutions. They provide start-up and ongoing technical support, guidance, and professional development for their networks of schools.

The Bill & Melinda Gates Foundation initially selected a diverse group of intermediary organizations to develop early college high schools, part of the foundation's strategy to test a variety of partnership models that would demonstrate the power of the early college concept. Thus, each of the partners has a unique focus for its work. For example, the Center for Native Education is collaborating with tribal communities, schools, and colleges in Washington and other states to establish early college high schools for Native-American youth. The National Council of La Raza is creating early college high schools in partnership with community-based organizations that serve Latino communities. The Woodrow Wilson National Fellowship Foundation is establishing or redesigning early college high schools that emphasize the liberal arts. A number of partners take a citywide or statewide focus, as is the case in New York City and California, Georgia, North Carolina, Ohio, Texas, and Utah.

What is JFF's role in the initiative?

Jobs for the Future, a research and policy organization that promotes innovation in education and workforce development, is the lead coordinator, manager, and policy advocate for the Early College High School Initiative. JFF plays an integral role in the implementation and coordination of the initiative by collaborating with the partners and funders to create a guiding vision, mission, and overall strategy for the initiative across the nation. Among other things, JFF gathers and shares data about the early college high school movement, provides opportunities for networking across partners and regions, and educates national, local, and state audiences about early college high schools.

Learning More

Can my child attend an early college high school?

Each early college high school is a public school and, therefore, participates in the school assignment process of its district or a charter school application process. To enroll your child in an early college high school, please contact your local district to learn about options in your area.

How do I start an early college high school?

New early college high schools are created through the existing local partnerships, and state and school district initiatives. There is currently no new early college school development being funded by the Bill &

[Melinda Gates Foundation](). Individual schools cannot apply to become part of the initiative. Interested parties may also contact one of the partner organizations to investigate options to plan and implement new early college high schools.

Although the Early College High School Initiative directly serves only designated schools, this website is a resource to educators and school developers outside of the initiative, offering important information and resources.

For more information, contact us at earlycolleges@jff.org or write us:

Early College High School Initiative
c/o Jobs for the Future
88 Broad Street, 8th Floor
Boston, MA 02110
earlycolleges@jff.org

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http://www.earlycolleges.org/overview.html

El Camino College Compton Center
Institutional Effectiveness Outcomes
Strategic Plan 2015-2020 (August 21, 2014 DRAFT)

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

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College Compton Center. These outcomes will be monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (Academic Year 2019-2020). *An overriding goal is to reduce existing differences in achievement by demographic characteristics across all measures.* The baseline year used for comparison is indicated for each measure. Each measure is defined on the following page.

1. Increase in **Student Readiness Rate** by X to 100%. [new measure pending]
   Source: Annual Student Achievement Report; Baseline year: 2013-14.
2. Increase in **Successful Course Completion Rate** by 5% to 68.3%.
   Source: Annual Factbook; Baseline year: 2012-13.
3. Increase in **Remedial English Completion Rate** by 10% to 36.0%.
   Source: Student Success Scorecard; Baseline year: 2012-13.
4. Increase in **Remedial Math Completion Rate** by 10% to 21.9%.
   Source: Student Success Scorecard; Baseline year: 2012-13.
5. Increase in **3-Term Persistence Rate** by 5% to 49.6%.
   Source: Student Success Scorecard; Baseline year: 2012-13.
6. Increase in **30-Units Achievement Rate** by 5% to 55.4%.
   Source: Student Success Scorecard; Baseline year: 2012-13.
7. Increase in **Completion Rate** by 5% to 32.8%.
   Source: Student Success Scorecard; Baseline year: 2012-13.
8. Increase in **Transfer Rate** by 5% to 33.8%.
   Source: Chancellor's Office Data Mart; Baseline year: 2012-13.
9. Increase in annual **Number of Degrees and Certificates** awarded by 10% (to 319 and 111, respectively).
   Source: Annual Certificates & Degrees report; Baseline year: 2012-13.
10. Increase in annual **Number of Transfers** by 5% to 544, with special focus on CTE and STEM.
    Source: Institutional Research reports; Baseline year: 2012-13.

Table 1. Student Achievement Outcomes, AY 2013-14

#	Achievement Measure	2012-13 (baseline)	AY 2013-14	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
Student Readiness and Progress Rates							
1	Student Readiness*			--	--		
2	Successful Course Completion	65.0%	▲	58.0%	✓	68.3%	
3	Persistence (Fall to Fall)	47.2%		--	--	49.6%	
4	30 Units Achievement	52.8%	▲	--	--	55.4%	
5	Progression			--	--		
6	Remedial English Completion	32.7%	▼	--	--	36.0%	
7	Remedial Math Completion	19.9%	▼	--	--	21.9%	
Student Outcomes – Annual Tallies							
8	Degrees Earned	282	▲	199	✓	319	
9	Certificates	98	▼	77	✓	111	
10	Transfer	518	▲	278	✓	544	
Student Completion Rates – Cohort Rates							
11	Transfer Prepared			--	--		
12	Overall Completion	31.2%	▼	--	--	32.8%	
13	Degrees Earned			--	--		
14	Transfer	32.2%	▲	--	--	33.8%	
15	CTE Completion	54.1%		--	--	56.8%	
16	Licensure Pass Rates			--	--		
17	Employment Rate			--	--		

Note. Std. = Standard. Green Arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. Outcomes defined on next page.

*Baseline year for this item is 2013-14.

Outcome Definitions

<u>3-Term Persistence Rate.</u> Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

<u>30-Units Achievement Rate.</u> Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

<u>Completion Rate.</u> Percentage completing degree or certificate, or transferring within six years of college entrance.

<u>CTE Completion Rate.</u> Percentage completing certificate, degree, or transfer among students in CTE programs.

<u>Progression Rate.</u> In development. May include basic skills and "college-prep" progression rates. Subgroup rates for English and math.

<u>Remedial English Completion Rate.</u> Percentage successfully completing a college-level English course within six years whose first English course completed was at the remedial level.

<u>Remedial Math Completion Rate.</u> Percentage successfully completing a college-level math course within six years whose first math course completed was at the remedial level.

<u>Student Readiness Rate</u>. Percentage of new, non-exempt, students completing assessment, orientation, and educational planning

<u>Successful Course Completion Rate.</u> Percentage of students earning an A, B, C, or P in a course.

<u>Transfer Prepared.</u> Completion of 60 transferrable units and a 2.0 GPA.

<u>Transfer Rate.</u> Percentage of students who transfer to a four-year university within six years of first enrollment.