



ACADEMIC SENATE

AGENDA

Thursday, October 19, 2017 at 1:00 p.m. in the Board room

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

October 5, 2017 Minutes

IV. REPORTS

Senate:

President

Paul M. Flor

Vice President

Chris Halligan

Board Representative and External Liaison

Jerome Evans

V. ACTION ITEMS-UNFINISHED BUSINESS

1. Quality Focus Essay

Amber Gillis/Jennifer Hill

VI. NEW BUSINESS

1. Faculty Hiring priority list

2. Legislative updates

3. Academic Employment and Personnel Changes

4. Update on Oct. 16-20 DACA Advocacy Week

5. DE Update – Institute scheduled for Friday, November 17, 2017

VII. INFORMATION-DISCUSSION ITEMS

1. Academic Senate news

2. 2018 Exemplary Program Award

Deadline to Register/Application Deadline: Monday, November 6, 2017 - 5:00pm

VIII. Events/Meetings

1. 2017 Fall Plenary Session November 2, 2017 to November 4, 2017

2. Fall Curriculum Regional - South on November 18, 2017

IX. FUTURE AGENDA ITEMS

1. Tentative - SLO Symposium February 9, 2018 at the Little Theater & Tartar Village, Compton College

X. ADJOURNMENT



**COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES**

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq
Accreditation Standard IV.A
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

FALL 2017

September 7	Board Room
September 24	Board Room
October 5	Board Room
October 19	Board Room
November 2	Board Room
November 16	Board Room
December 7	Board Room

SPRING 2018

February 21	Board Room
March 1	Board Room
March 15	Board Room
April 5	Board Room
April 19	Board Room
May 3	Board Room
May 17	Board Room

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2017

September 5	Dist. Ed. room 166
September 19	Dist. Ed. room 166
October 3	Dist. Ed. room 166
October 17	Dist. Ed. room 166
November 7	Dist. Ed. room 166
November 21	Dist. Ed. room 166
December 5	Dist. Ed. room 166

SPRING 2018

February 20	Dist. Ed. room 166
March 6	Dist. Ed. room 166
March 20	Dist. Ed. room 166
April 3	Dist. Ed. room 166
April 17	Dist. Ed. room 166
May 1	Dist. Ed. room 166
May 15	Dist. Ed. room 166

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

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.



ACADEMIC SENATE MINUTES

Thursday, October 5th, 2017 1:00 p.m. Board Room

<u>Senators</u>	<u>ATTENDANCE</u> <u>Visitors</u>
Jerome Evans	Jennifer Hill
Andree Valdry	Roza Ekimyan
Hoa Pham	Minodora Moldoveanu
Rajinder Sidhu	Ikaweba Bunting
Nikki Williams	Carlos Maruri
Paul Flor	
Kent Schwitkis	
Christopher Halligan	
Mahbub Khan	
Brent Kooiman	
Vanessa Haynes	
Kendahl Radcliffe	
Harvey Estrada	
Pamela Richardson	
Shirley Thomas	

- I. **CALL TO ORDER** – Paul Flor 1:12 p.m.
- II. **APPROVAL OF AGENDA** – Halligan/Schwitkis- Approved
- III. **APPROVAL OF MINUTES** – Schwitkis/Halligan- Approved with correction of Valdry’s last name

IV. **REPORTS**

President’s Report- Paul Flor reporting.

- AB 705 addresses multiple measures-Statewide Academic Senate is taking a stance against AB 705 because of the language. Perez spoke about what ECC is doing with multiple measures. We have piloted using multiple measures with the early college group over the summer. Hill asked if there is funding tied to the multiple measures and if this is something that is mandated by the state. Perez stated that this is the law and we are required to use more than one measure not just one single test measure. Flor stated that faculty who are interested in the language of AB 705 may want to read the bill to see why state senate is against it.
- AB 204- Statewide Academic senate is in favor of this bill. It provides students with protection with the BOG fee waiver.
- Nominations are open to serve on the Board of Governors. This should be someone who is familiar with the system and committed to working at the state level.
- Statewide Academic Senate is opening invitations to anyone who would like to apply for a scholarship/prize for exemplary programs.
- The final draft of the institutional committees is included in the packet. We have formed a new committee on campus- the Calendar Committee. Ekimyan pointed out that the Curriculum Committee is an institutional committee and should be included in the master list of committees.

Vice President- Christopher Halligan

- College Council- Dr. Maloney spoke on making linkages between the strategic master plan, the comprehensive masterplan, and educational masterplan. This will help to make planning as efficient as possible. ECC College Council wants our transition committee to begin reporting to them on the progress of the transition to Compton College. Halligan discussed that he presented the QFE and what it is geared towards. Halligan stated that he will be giving reports to this committee pertaining to our ongoing progress.
- Discussed the Great Shakeout that will take place at 10:19am on October 19, 2017 and making sure you are prepared with the proper procedure. One of the things that we need to work on is our active shooter training. This is of particular importance with our current climate.
- The Faculty Relations Committee becomes active when faculty members have conflict with each other. Halligan stated that he completed some of the Keenan trainings, of particular importance is the one pertaining to workplace bullying. There is great information in these trainings to help people recognize bullying in the workplace. Halligan encouraged everyone to take these courses. They are done through Keenan Safe Colleges.
- Halligan has been asked by FACCC to be part of a contingent that will be going to Washington DC in January to advocate for DACA.

Board Representative – Jerome Evans reporting.

- Evans reminded everyone that we are in the process of celebrating our 90th anniversary. The kickoff event was this past Saturday and more events will continue through the year. We are instituting Tartar Tuesday. Please celebrate the greatness of Compton by showing your school spirit.
- Consultative Council- A report was given about the surrounding high schools stating that the enrollments we are getting from the 7 schools is quite significant.
- There was a college fair in the quad today, October 5, 2017, that was well attended. In spring 2018 there will be a career fair. We should encourage our students to attend.
- The Book Fair is scheduled for next week- Tuesday and Wednesday 11-2. The flyer will be going out as soon as it is approved by ECC. There was a delay and it was flagged by the ECC campus. The brown envelope is going around again for monetary donations. Please bring your classes to attend.

Accreditation: Amber Gillis reporting.

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V. ACTION ITEMS-UNFINISHED BUSINESS

- Academic Senate is adopting revised goals for this year. One of the goals is to share information when we attend conferences.
- 8 people from Compton attended the Urban Education Conference that discussed equity in hiring practices. This would be a great training for faculty to complete to ensure that we are being equitable in our hiring process.
- Institutional Effectiveness Committees- This is just a shout out that we need to get the program reviews submitted. Flor stated that he would like Academic Senate to make a resolution to compensate part-time faculty to help with program review especially when they are the only ones that are teaching courses as part of the program. Perez stated that we have paid adjuncts before. Flor stated that for faculty who work on program review, the main author can receive 6-8 hours of flex credit and that it would be reasonable to propose that part-time faculty be compensated to work on it.
- The QFE will be made available to allow faculty the opportunity to give feedback.

- Flor stated that we would like to send 4-5 faculty to Fall Plenary.

VI. NEW BUSINESS

Ekimyan- We held our first Curriculum Committee training on Friday, September 29, 2017. Perez introduced CurricunetMeta. The trainings are for anyone who would like to learn the curriculum process. The next training will be October 20th.

VII. Information- Discussion Items

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VIII. Events/Meetings

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MOTION TO ADJOURN – Approved – 2:16 p.m.

Proposed 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit faculty co-chairs for Institutional Standing Committees
- Ensure divisions have required number of senators
- Review and begin revising Academic Senate By-laws to reflect curriculum reforms
- Adopt a Distance Education Handbook for Compton College

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Provide an orientation at the start of the academic year
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and committees
- Encourage greater participation of senators in meetings and other activities of Senate
- Establish initiatives to recognize faculty achievements

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion



SHARING THE INFORMATION

Effective faculty leadership is best achieved through teams not heroes.

Upcoming Events & Information from ASCCC

Legislation Updates:

Governor Brown signed AB 705 (Irwin) requires community colleges to use high school performance as a factor in determining course placement for college-level math and English. This law was introduced because more than 75% of California's community college students are assessed and placed into pre-college level courses annually, despite evidence that many of them could be successful in college-level courses. A broad-based coalition of community college faculty, civil rights organizations, businesses and community organizations rallied in support of this legislation.

Governor Brown signed AB 1299 (Gipson) exempts Compton Community College District (CCCD) from the 50% rule for expenditures on education for academic years 2018–19 to 2021–22, inclusive. The legislation ensures that any student of El Camino College Compton Center who, by the end of the spring term immediately preceding June 2019, has completed at least 75% of the courses required for the degree or certificate that he or she is pursuing shall be able to complete that program at Compton College AB 1299 requires the Compton Community College District to consider each student of El Camino College Compton Center who enrolls for classes at Compton College to be a continuing student for purposes of enrollment priorities. Third, regulations of the Board of Governors of the California Community Colleges relating to minimum residence at a community college granting a degree shall not be applicable to these students. This legislation enabled CCCD to receive the \$11.3 million one-time funds under the agreement that CCCD accept and implement the May 16, 2017 recommendations from the Fiscal Crisis Management Assistance Team (FCMAT).

Academic Senate is obliged to inform faculty and to encourage dialog on future expenditures facing the district. These costs include the Enterprise Resource Planning (ERP) system with estimates as high as \$750,000 annually and seven positions required for Information Technology moving forward, with an estimated cost of \$400,000 annually:

1. Business Analyst (New)
2. Database Administrator (New)
3. Helpdesk Supervisor (New)
4. Helpdesk Technician (New)
5. Network Support Specialist (New)
6. Programmer Analyst (New)
7. System & Network Support Manager (New)

There is a third eventual cost, not related to faculty but certainly confronting CCCD after 2029-2030. That is the Personnel Commission. FCMAT denied funding for the personnel commission and as a condition for receiving the \$11.3 million, the CCCD board assumes the responsibility of the personnel commission.

Long-term, the district faces over \$1 million in personnel costs, not including higher STRS/PERS contributions. Faculty representatives to Planning & Budget need to provide regular updates to Academic Senate and faculty overall. Over time, enrollment must grow proportionate to the growth in operating costs.

Passed: Senate Bill 1359 (Block, 2016) requires California Community Colleges and California State Universities and requests the University of California system to include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that exclusively use digital course materials that are free of charge to students. See Chancellor's letter on Zero Textbook Cost Program attached in the packet.

Academic Employment and Personnel Changes

Faculty hiring list: There are two mid-term hires for Full -Time faculty positions closing November 10, 2017. Academic Senate will appoint members to the hiring committees for these openings.

- Machine Tool/CNC Technology Instructor
- Chemistry Instructor

Additionally, there will be two more hires for next year due to retirements in English and Math. Academic Senate will make appointments to hiring committees in the Spring. There are two more hires the VP of Academic Affairs has assigned to the deans to prioritize. Academic Senate recommends discussions from the guided pathways taskforce guide these decisions, in consultation.

Retirements: At the October 17 board meeting, two faculty retirements were announced. Shemiran Lazar (English/ESL) and Estina Pratt (Library/ Learning Center). The board accepted their retirement effective December 15, 2017.

At Consultative Council, an announcement was shared that the Instructional Building #1 project is delayed to July 2018. Solutions to resolve this matter involve the Chancellor's Office, the Department of Finance, and an eventual change to the MOU with El Camino College regarding facilities.

The Academic Senate supports the following initiative taken by the Equity team from Compton College who attended the Equity in Faculty Hiring at Community Colleges Institute hosted by Center for Urban Education (CUE) Rossier School of Education, University of Southern California held September 28 – 29, 2017. The team proposes to conduct professional development activities on our campus.



Attached is the draft of the team's plan. Dr. Curry is in full support and has approved this effort. Next, we will coordinate the activities with the Professional Development committee.

Steps in Equity-Minded Project

Step 1

The core team of 8 will coordinate this project

Step 2

Meet with upper management (President and VP) to get buy-in

Step 3

Develop the plan to present this “Equity Minded Project” during Spring Flex

Step 4

Equity-minded Practices:

- 1) Classroom practices
- 2) Syllabi
- 3) Evaluations
- 4) Hiring practices
 - Equity Minded
 - Student Centered
 - Faculty Centered

Steps in Equity-Minded Project (for faculty involved with hiring)

Step A-1

Work with division deans, chairs, and FT faculty to evaluate and determine if job announcements/descriptions reflect equity-mindedness

Step A-2

Work with HR to finalize job descriptions

Step A-3

Discipline faculty, deans, and chairs will collaborate on interview questions to determine equity-mindedness

Syllabi Project (for all faculty)

- Evaluate syllabi
- Follow same steps as CUE used for job descriptions to evaluate syllabi
- Timeline → End of semester

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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SACRAMENTO, CA 95814-6511
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[HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)



DATE: June 1, 2017

AA 17-31
VIA EMAIL

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

FROM: LeBaron Woodyard, PhD
Dean, Educational Programs and Professional Development
Academic Affairs Division

SUBJECT: Zero Textbook Cost Program – Symbol/Logo

Senate Bill 1359 (Block, 2016) requires California Community Colleges and California State Universities and requests the University of California system to include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that exclusively use digital course materials that are free of charge to students and therefore not required to be purchased. The California Community Colleges Chancellor's Office Academic Affairs and Communications divisions collaborated to develop a zero textbook cost symbol/logo. The California postsecondary education systems will have the option to use the symbol/logo to comply with SB 1359. The symbol/logo promotes the selection of textbooks that will result in cost savings for students.

The use of the attached symbol establishes a common symbol across the California Community College System. Whether colleges use this symbol or develop one of their own is a local decision. However, all colleges are required to use a symbol; it is not an option not to do so. The symbol is a requirement only for those courses where the cost of the textbook is zero dollars and no cost to the student. If the student has a low cost option to print the materials that qualifies as a zero cost option because if the student chooses to read the textbook exclusively electronically without printing there is no cost to them.

The symbol is only to be used in the online schedule and is not a requirement for the college catalog or a print version of the schedule.

Refer to the Chancellor's Office [Open Educational Resources webpage](#) for more Zero Textbook Cost program information.

CONTACT: Stephanie Ricks-Albert at sricksal@ccco.edu or 916. 323.3093.



FOR IMMEDIATE RELEASE

October 16, 2017

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California Community Colleges Ramp up Advocacy for DACA Students

SACRAMENTO, Calif. – The California Community Colleges Chancellor's Office, in response to President Trump's recent decision to rescind the Deferred Action for Childhood Arrivals (DACA) program, has declared Oct. 16-20 DACA Advocacy Week. Community colleges throughout the state are responding by hosting meetings with members of Congress and holding workshops and legal clinics for their students.

"DACA Advocacy Week provides an opportunity to join a statewide community college effort in support of a program that has protected more than 200,000 young adults in California who are among our brightest students and hardest workers," said Chancellor Eloy Ortiz Oakley. "DACA recipients had no control over their immigration status, as they were brought here as children. We must continue to press for an immediate and permanent resolution for these students."

DACA Advocacy Week is a joint effort with the Community College League of California, the Faculty Association of California Community Colleges and the Student Senate for California Community Colleges.

DACA was launched in June of 2012 to address the uncertain status of thousands of young people brought to this country as children by granting permission to stay in the United States and obtain work permits. To qualify for DACA, applicants must pass a rigorous screening, must have arrived in the United States before reaching age 16, must have resided here continuously since 2012, must be enrolled in or completed high school, and must not have been convicted of a crime and not present a threat to national security or public safety.

On Sept. 5, the Trump Administration announced the federal government intends to wind down the program pending a six-month window allowing Congress to act, and a growing coalition of educators, business leaders, clergy and public office holders are calling on their representatives to permanently preserve the DACA program and further work toward comprehensive immigration reform.

The California Community Colleges system has initiated a number of efforts throughout the year to reassure students that campuses will remain safe, welcoming places for people from all backgrounds to learn. The California Community Colleges Board of Governors on Sept. 18 passed a resolution calling on Congress to preserve the DACA program and declaring the board's steadfast support of DACA recipients and other undocumented students in the California Community Colleges system.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 114 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year universities. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit <http://californiacommunitycolleges.cccco.edu/>.

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Creating a New Compton College

Upon gaining accredited status in June of 2017, Compton College administrators, faculty, and staff immediately set out to build on their recent achievements with a renewed sense of purpose. Compton College has a number of goals over the next two years as it concludes its partnership with El Camino College, and it is well prepared to make the necessary effort to meet these goals.

Compton College has several critical objectives to consider, but two keystones required to build the institution's next chapter are **integrated planning** and **distance education**. These areas encompass a number of standards from the Accrediting Commission for Community and Junior Colleges and are reflected in the recommendations and commendations received from the visiting evaluation team. As such, these keystone issues have a fundamental impact on the growth and vitality of the entire institution.

Action Plan One: Integrated Planning

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

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

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

Going forward, Compton College must rely more on its own faculty and staff to ensure that this process continues and is meaningful. Hence, Compton College will create the position, Manager of Research and Planning in fall 2017, and will fill this position in spring 2018. The role of this manager will include the oversight of campus-wide planning. Moreover, Compton College will create a "Core Planning Workgroup" by summer 2018. This Core Planning Workgroup will be comprised of the Manager of Research and Development, an academic dean, the Program Review Faculty Coordinator, the SLO Faculty Coordinator, and Curriculum Chair. Their primary role will be to assist Compton College with integrated planning.

Another way to strengthen the link between Program Review and planning and resource allocation is to select and implement a Program Review and Planning (PRP) system at Compton College. At this time, Compton College uses TracDat; however, only a handful of Program Plans have been entered. Since yearly Program Plans are supposed to be based on Program Review recommendations, Compton College needs to utilize either TracDat or another PRP system. While there are several programs that enter their individual recommendations directly into TracDat, the College must indicate how the larger plans are informed by the smaller Program Plans. Also, without Program Review documents, there is not an "official" justification for

any recommendations. This bypasses institutional planning processes and potentially suggests an *à la carte* style of funding.

By spring 2018, Compton College will have a PRP System in place—either an updated version of TracDat, or an entirely new software system. Several presentations and examples have been provided by various PRP system vendors during 2017, and the Strategic Planning Committee is seeking feedback from faculty and staff at Compton College before selecting the PRP system. Once this PRP system is in place, The Core Planning Workgroup will help develop and guide faculty and staff with training beginning summer 2018. SLO assessments and Program Reviews will be entered into the PRP system in fall 2018. Previous Program Reviews completed within the last two years will also be input into this PRP system during the 2018-2019 academic year to ensure that faculty and staff have their Program Reviews in place to inform future Program Reviews and reporting.

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

In Fall 2016, Compton College requested advice from the Chancellor’s Office Institutional Effectiveness Partnership Initiative regarding strategies to help the institution develop an improved plan for linking campus-wide planning efforts to resource allocation and communicating such links. As Compton College becomes an independent institution, the campus community is aware of the need to establish a campus culture of transparency in its communication and processes.

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

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

Month	Activities	Responsible Party
July	A. Tentative Budget is rolled into active status (purchasing can begin) on July 1.	1. Accounting
	B. Final evaluation of current year goals and objectives are entered into plans in plan builder.	2. Program faculty, staff, and managers
	C. Final revenue and expenditure adjustments are made to budget and reviewed by Planning and Budget Committee (PBC)	3. President/CEO

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

March	<p>A. Determine enrollment targets, sections to be taught; full-and part-time FTEF.</p> <p>B. President/CEO determine ongoing operational costs including:</p> <ul style="list-style-type: none"> i. Full-time salaries ii. Benefits, utilities, GASB iii. Legal and contract obligations <p>C. Develop line-item budgets for Operational Areas.</p> <p>D. Prioritized Area plan recommendations for the next fiscal year submitted to PBC by March 31.</p> <p>E. Review and discuss the status of the 2017 Accreditation Self-Study Future Plans items.</p>	<ol style="list-style-type: none"> 1. VP Academic Affairs 2. President/CEO and Cabinet 3. VP Administrative Services 4. President/CEO and Cabinet 5. PBC
April	<p>A. Tentative budget information completed for PBC review by April 15.</p> <p>B. Initial planning and budget assumptions are finalized.</p> <p>C. Presentation of comments made by El Camino College to the final budget.</p> <p>D. Proposed tentative budget is reviewed and discussed for recommendation.</p>	<ol style="list-style-type: none"> 1. CBO 2. President/CEO and Cabinet 3. President/CEO 4. PBC
May	<p>A. PBC submits recommended funding to President/CEO.</p>	<ol style="list-style-type: none"> 1. PBC
June	<p>A. Tentative Budget is presented to the Board by June 30.</p>	<ol style="list-style-type: none"> 1. President/CEO

Action Plan Two: Distance Education

Quality Focus Project Three: Create a Clear Organizational Management Structure for Distance Education.

As the institution moves toward fully independent status, one of its foremost goals is to improve the success of students engaging in distance education (DE). (See **Enrollment Growth and Academic Course Performance Report**, pages 8-12.) Compton College has benefited from abundant distance education resources shared in its partnership with El Camino College, but the creation of an independent distance education infrastructure tailored to the specific needs of Compton College students and faculty is a central priority. This requires appointing student-centered personnel who have an established record of success in distance education administration, management, and/or teaching. It also requires creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support.

In preparation, Compton College created an ad-hoc committee comprised of faculty and administrators closely involved with distance education, in order to investigate areas of potential improvement and growth. Although it began meeting during fall 2016, this group was formalized at the beginning of the spring 2017 semester as the Distance Education Advisory Committee in order to help create and maintain a systematic, centralized approach to online instruction as an independent institution. By fall 2017, the Distance Education Advisory Committee will be fully staffed and operational.

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

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

Quality Focus Project Four: Implement Best Practices to Increase Online Student Success.

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

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

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

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

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

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

As noted in the External Evaluation Report submitted to the ACCJC in April 2017, student survey results from spring 2016 suggest that the vast majority of Compton College distance education students did not take advantage of online support services, indicating a need for increased awareness of these services to enhance success rates. Institutional Research further validates this finding in its most recent student survey, which demonstrates a clear need for enhanced training guidelines. (See [Distance Education Survey Results](#), pages 8-9.) Approximately 30% of DE students appear to be unaware of the *DE Student Handbook* or simply do not access it. Approximately 20% of DE students indicated they were not aware of the DE webpage or simply did not access it. At most, only 33% of DE students are taking advantage of the various online support services, although there are potentially several “hybrid” students who may have chosen to access such resources on campus. Nonetheless, increased awareness and use of DE support services is a priority for increasing online retention and course completion rates.

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

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

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

COMPTON COLLEGE DISTANCE EDUCATION CALENDAR

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

ECC, Compton College
Compton Community College District
Standing Committees
2017-2018

Consultative Council

Purpose: To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis.

Members: Faculty Representatives

Paul Flor (Academic Senate President)
Jerome Evans (Academic Senate Representative)
Rashid Yahye (CCCFE - Certificated Unit President)

Meeting:

When: Every Monday
Time: 2:00 pm
Place: CEO Conf. Room

Committees of the Consultative Council

1. Institutional Effectiveness

Purpose: To review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee will also be responsible for reviewing the following: El Camino College Compton Center Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations.

Members: Faculty Representatives

Paul Flor (faculty co-chair)
Katherine Marsh
Kendahl Radcliffe
Abby Tatlioglu

Meeting:

When: Last Thursday of every month
Time: 1:00 pm
Place: Library Meeting Room

2. Planning and Budget

Purpose: The Planning and Budget Committee (PBC) serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the Center's mission statement and strategic initiatives. The PBC makes recommendations with respect to all global Center and District planning and budgeting issues. The PBC reports all committee activities to the campus community.

Members: Faculty Representatives

Jose Bernaudo
Ikaweba Bunting
Rashid Yahye (faculty co-chair)
Jose Villalobos

Meeting:

When: Every 4th Tuesday of every month
Time: 2:00 pm
Place: Board Room

Proposal: The Strategic Planning Committee will be a workgroup reporting to this committee.

Operational Campus Committees

1. Accreditation Steering Committee

Purpose: To coordinate the Compton College accreditation activities. The Steering Committee will be composed of the President/CEO, Accreditation Liaison Officer, standard team leaders, a representative from Institutional Research and Planning, and other interested individuals.

Rodgers, Lillie (Staff assistance)

Meeting:

When: Every other month

Time: TBA

Place: TBA

2. Tartar Focused & Directed Pathways to Completion Committee

Purpose: Compton College is focused on improving our overall student completion rates by 2022 – 2023. Working with the Faculty Council, the Compton College has established the Tartar Focused & Directed Pathways (Guided Pathways Framework) to Completion Committee. The goal of the committee is to develop, implement, and monitor the Tartar Focused & Directed Pathways to Completion at Compton College.

Barakat, Sylvia (Staff assistance)

Meeting:

When: Every month

Time: TBA

Place: TBA

3. Audit Committee

Purpose: The Audit Committee will periodically report to the Board the status of previous district audit, special audit, and internal audit recommendations. The Audit Committee is chaired by the President/CEO.

Membership: 3

Aldrich, Christine (Management Representative)

Villalobos, Jose (Faculty Representative)

Hughes, Gloria (CCCFE - Classified Representative)

VanBrown, Paula (Staff assistance)

Meeting:

When: Quarterly

Time: TBA

Place: CEO Conference room

4. Calendar Committee

Purpose: To develop and maintain a two-year academic calendar cycle for Compton College. This committee will develop and recommend to the President/CEO an academic calendar with at least 175 days of instruction and evaluation to qualify for full apportionment from the State School Fund.

Members: Faculty Representatives

Haynes, Vanessa

Jasmine Phillips

Phillips, Marjeritta

V

Meeting:

When: TBA

Time: TBA

Place: TBA

5. Facilities

Purpose: To coordinate campus-wide capital construction and long-range planning in conjunction with local, state and bond funding and to monitor campus-wide facilities maintenance and operations, and prioritization of deferred maintenance.

Members: Faculty Representatives

Charles Hobbs (alternate)

Mandeda Uch (faculty co-chair)

Cheryl Threadgill

Cassandra Washington

Tom Dehardt

Meeting:

When: 4th Tuesday

Time: 1:00 pm

Place: Facilities Conference room

6. Health, Safety, & Parking

Purpose: To monitor and oversee an infrastructure of safety procedures and health/emergency measures on campus, and to prepare and implement the District's Health and Safety Plan.

Members: Faculty Representatives
Eyob Wallano (faculty co-chair)
Chris Halligan
Jerome Evans
Moshen Sahebame

<p>Meeting: When: 2nd Wednesday Time: 1:30 pm Place: V-72 (Campus Police Station)</p>
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7. Technology

Purpose: To develop a Technology Plan, make recommendations on new technology infrastructure (equipment or systems) being considered for purchase by the District, to review technology needs, policies and procedures on an annual basis and to determine the best allocation of technology equipment which is donated or granted to the District. To coordinate the plans and proposals that develop, implement and evaluate distance learning and the related instructional technology activities.

Members: Faculty Representatives
Brent Kooiman
Thomas DeHardt
David Maruyama (faculty co-chair)
Dale Ueda
Gayathri Manikanden (alternate)

<p>Meeting: When: 2nd Friday of every month Time: 11:30 am Where: Voc. Tech. Conference Room</p>

8. Enrollment Management

Purpose: To develop and implement marketing, recruitment, and a retention plan (District's Enrollment Management Plan) linked to FTES targets developed utilizing past and present student data and to identify trends and project enrollment data for each academic year.

Members: Faculty Representatives
Ikaweba Bunting (faculty co-chair)
Theresa Barragan-Echeverria
Aurora Cortez-Perez
Juan Tavarez

<p>Meeting: When: 2nd Monday of every month Time: 3:00 pm Where: Library SS Conference room</p>
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9. Student Success

Purpose: To provide a shared framework for the discussion, development and implementation of processes and programs that integrate Basic Skills, Student Success, Support Programs, AB 86 – Adult Education and Student Equity to optimize and enhance student achievement, retention, and success. This committee will compile and approve mandated reports and plans required by the California Community College Chancellor's Office, including the Basic Skills Initiative, Student Equity, and Student Success & Support Programs Plans, and AB 86 Adult Education. The Committee will reflect a broad representation from faculty, staff, and students.

Members: Faculty Representatives
Jose Villalobos (faculty co-chair)
Carmela Aguilar
Theresa Barragan-Echeverria (alternate)
Amber Gillis
Estina Pratt

<p>Meeting: When: 9/8, 10/6, 11/10 and 11/24 Time: 1:00 pm Where: D-32</p>
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Proposal: The Basic Skills, Student Success & Support Programs, AB86 – Adult Education, and Student Equity workgroups will report to this committee.

10. Professional Development

Purpose: To develop an annual Staff Development Plan supporting the development and professional growth of District administrators, certificated and classified staff and to allocate financial support for approved staff development activities.

Members: Faculty Representatives

Fazal Aasi (faculty co-chair)
Hoa Pham
Gayathri Manikanden
Judith Crozier
Malinni Roemun (alternate)

Meeting:

When: Quarterly Meeting 4th Monday
Time: 2:00 pm
Place: Human Resource Conf. Room

11. Auxiliary Services

Purpose: To coordinate the operations of the foodservice, bookstore, and campus-wide vending services and to ensure that comprehensive and cost effective services are provided to meet the needs of students.

Members: Faculty Representatives

Jose Bernaudo
Leonard Clark

Meeting:

When: 1st Thursday of every month
Time: 3:15 pm
Where: Student Life Conference Room

12. Health Benefits

Purpose: This committee shall review and may recommend changes to health benefits (including medical, dental, and vision) offered to employees.

Members: Faculty Representatives

Rashid Yahye (faculty co-chair)
Robert Joiner
David McPatchell
Don Roach

Meeting:

When: Quarterly Meeting 4th Monday
Time: 2:30 pm
Place: Human Resources Conference Rm

NOTES:

- All committee meeting calendars, agendas and minutes, are to be posted on the designated space on the Center's webpage.
- The Consultative Council and Planning and Budget committees are scheduled to meet throughout the 12 calendar months. All other committees will meet during the 10 academic months.
- The initial committee meeting for the fall semester shall be called no later than September 30th of each calendar year.
- Members will be appointed in August for the upcoming academic year.
- Committee meetings should be held during college hour whenever possible.
- Efforts should be made by the appointing leadership to distribute the committee membership to avoid one person serving on more than two (2) committees.



El Camino College
Compton Center

FACULTY COUNCIL Agenda
Thursday, October 19, 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

IV. REPORTS

Faculty Council:

Chairperson

Paul Flor

Vice Chairperson

Chris Halligan

ECC Curriculum representative

Essie French-Preston

ECC Education Policies Committee

Vanessa Haynes

Student Learning Outcomes

Hoa Pham

Student Success Committee

Amber Gillis

V. ACTION ITEMS-UNFINISHED BUSINESS

VI. NEW BUSINESS

1.

VII. INFORMATION-DISCUSSION ITEMS

1.

VIII. EVENTS/MEETINGS

1.

IX. FUTURE AGENDA ITEMS

ADJOURNMENT

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

2017-2018 (19 members)

Officers:

President/ <i>Chairperson</i>	Paul M. Flor (17-18)
Past President/ <i>Past Chairperson</i>	Michael Odanaka
President-Elect/ <i>Chairperson-Elect</i>	Amber Gillis
Vice President/ <i>Vice Chairperson</i>	Chris Halligan (18-19)
Secretary/ <i>Secretary</i>	Nikki Williams (18-19)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (18-19)
<i>Adjunct Representative</i>	Mahbub Khan (18-19)
Board Representative	Jerome Evans (18-19)

Members:

Career and Technical Education (2)

Brent Kooiman (19-20)
Pamela Richardson (17-18)

Health and Human Services (2)

Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)

Chris Halligan (17-18), Vice President/*Vice Chairperson*
Nikki Williams (19-20) Secretary/*Secretary*

Social Sciences and Fine Arts (2)

Kendhal Radcliff (17-18)
Harvey Estrada (19-20)

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (18-19)

Science (2)

Kent Schwitkis (18-19)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (17-18)

Counseling (2)

Essie French Preston (17-18), Curriculum/*Curriculum Representative*
Vanessa Haynes (18-19)
Michael Odanaka, Past President/*Past Chairperson*

At-Large (2)

Jerome Evans (17-18), Board Representative
Amber Gillis (18-19)

Adjunct Representatives (2)

Mahbub Khan (18-19), *Adjunct Representative*
Elizabeth Craigg Walker (17-18)



El Camino College
Compton ~~Center~~
College

FACULTY COUNCIL MEETING
Thursday, October 5, 2017 2:00 p.m. Board Room
No Minutes