October 4, 2022

Academic Senate of El Camino College 2022-2023

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, October 4, 2022 Distance Education 166 and via Zoom

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-11
C. Unfinished Business: a. none	
D. New Business: a. 2022-2025 Student Equity and Achievement Plan 1st Reading- Nayeli Oliva	12-53
E. Information Items – Discussion a. Brown Act Informational Presentation and Discussion about future Academic Senate meeting modality- Senate Executive Board b. EDI Announcements- Analu Josephides c. FDC Announcements- Anna Brochet d. Academic Senate Meeting Culture- Senate Executive Board	54-81 82-83
F. Reports a. Academic Senate President's Report - Darcie McClelland b. VP Reports (packet only, will not be read at meeting)- Senate Executive Board c. Academic Affairs Report- Carlos Lopez d. Student Services Report- Ross Miyashiro	84-85 86-96
G. Future Agenda Items a. AP 5070, Attendance b. Guided Pathways Plan c. Emergency Conditions Funding Allowance Recovery Plan d. Strategic Enrollment Management Plan 2022 – 2025	
H. Public Comment	
I. Adjournment	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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 a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

September 20, 2022

Academic Senate of El Camino College 2021-2022
16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 10/4/2022

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96066759172

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial:
+1 669 900 6833 (US Toll)

Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge youin the minutes.
- Please ask one question or make one comment at a time. Then pause and wait forothers to participate before making additional comments or askingadditional questions.
- Keep discussion focused on the current agendaitem.
- Mute your microphone when you are notspeaking.
- Turn the camera off if you are multitasking during the meeting so others arenot distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to academicsenate@elcamino.edu by noon on Tuesday, October 4. In the subject line, please put Academic Senate Meeting 10/4 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.

October 4, 2022

Academic Senate of El Camino College 2022-2023

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	**Darcie McClelland**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Stephanie Burnham**	VP Instructional Effectiveness	**Kevin Degnan**
VP Ed. Policies/Pres-Elect	**Camila Jenkin**	Curriculum Chair	**Edwin Ambrosio**
VP Faculty Development	**Anna Brochet**	Secretary	**Maria Garcia**
VP Equity, Diversity, and Inclusion	**Analu Josephides**	Sargent at Arms	**Analu Josephides**

Part-Time (One-year terms)

Ismael de la O

Annette Owens

Behavioral & Social Sciences

Stacey Allen	22/23
Yun Chu	23/24
Kristie Daniel-DiGregorio*	22/23
Orion Teal	23/24
Hong Herrera Thomas	23/24

Business

Kurt Hull	24/25
Philip Lau*[R]	24/25
Josh Troesh	24/25

Counseling

Maria Garcia	23/24
Amy Herrschaft	24/25
Rocio Diaz*[R]	22/23

Library Learning Resources

Analu Josephides*	24/25
Gary Medina	23/24
Camila Jenkin	23/24

Fine Arts

Larry Leach	24/25
Joseph Hardesty	23/24
Russell McMillin*[R]	24/25
Kevin Blickfeldt	24/25
Diana Crossman	24/25

Health Sciences & Athletics/Nursing

Andrew Alguliar	23/24
Dina Mauger	22/23
Shiney Johnson	22/23
Tom Hazell	23/24
Eric Villa	23/24

Humanities

Sean Donnell	24/25
Brent Isaacs	24/25
Erica Brenes	24/25
Stephanie Burnham	23/24
Kevin Degnan	24/25

Industry & Technology

Charlene Brewer-Smith[R]	24/25
Ross Durand*	24/25
Dylan Meek[R]	24/25
Bruce Tran	24/25
Jack Selph	24/25

Mathematical Sciences

Susana Acuna-Acosta	22/23
Diaa Eldanaf	22/23
Arturo Martinez	24/25
Greg Fry	23/24
Lars Kjeseth	24/25

Natural Sciences

Troy Moore	24/25
Darcie McClelland*	22/23
Mia Dobbs	23/24
Sanda Oswald	24/25
Jwan Amin[R]	22/23

Academic Affairs & Student Services

Carlos Lopez

Ross Miyashiro

Associated Students Organization

Anisah Moutra

President/ Superintendent

Brenda Thames

Ex-officio positions

Edwin Ambrosio	CCC Chair
Anna Brochet	VP FD
Kelsey Iino	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 22/23 = 2022/2023.
*Denotes longest-serving division senator (i.e., the "senior senator"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses withindisciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation andsuccess
6. District and college governance structures, as related to facultyroles
7. Faculty roles and involvement in accreditation process, including self-study and annualreports
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 Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 1-230 p.m., Distance Education Conference Center (DE 166).
FALL 2022: September 6 & 20, October 4 & 18, November 1 & 15, December 6.
SPRING 20232: February 21, March 7 & 21, April 4 & 18, May 2 & 16, June 6.

SENATE COMMITTEES:

Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. Dates TBA, 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & Irena Zugic. Thursdays, 1230-2pm, Library 202 or Communications 109.
College Curriculum. Chair: Edwin Ambrosio. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Online and Digital Education. Chair: Moses Wolfenstein. D.E. Liaison: TBA. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Anna Brochet. 2nd & 4th Tuesdays, 1-2, West Library Basement.
Equity, Diversity, and Inclusion. Chair: Analu Josephides. 1st and 3rd Wednesdays, 2-3pm, TBA.

CAMPUS COMMITTEES:

Accreditation. Chair: Carlos Lopez. Faculty Co-Chair:TBA. Standards Co-Chairs: TBA
Board of Trustees. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.
Calendar. Chair: Ross Miyashiro. Senate Reps: TBA. Meets annually or as needed.
College Council. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st & 3rd Mondays, 1:00-3:00, Zoom.
Council of Deans. Chairs: Carlos Lopez & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Zoom.
ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: Carlos Lopez. Senate reps: TBA, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, C. Lopez, J. Simon, C. Wells. 1st Tues, 2:30- 3:30 DE 166.
Planning & Budgeting (PBC). Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1st & 3rd Thurs, 1- 2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEA	Student Equity and Achievement
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)
☐Vacant
☐Vacant

Behavioral Social Sciences
☒Stacey Allen
☒Yun Chu
☒Kristie Daniel Di-Gregorio
☒Hong Herrera-Thomas
☒Orion Teal

Business
☒Kurt Hull
☒Phillip Lau
☒Josh Troesh

Counseling
☒Anna Brochet
☒Rocio Diaz
☒Maria A. Garcia
☒Amy Herrschaft

Fine Arts
☒Kevin Blickfeldt
☒Diana Crossman
☒Joe Hardesty
☒Larry Leach
☒Russ McMillin

Health Sciences & Athletics
Unexcused: Andrew Alvillar
Unexcused: Tom Hazell
Unexcused: Shiney Johnson
☒Dina Mauger
☒Eric Villa

Humanities
☒Stephanie Burnham
☒Sean Donnell
☒Brent Isaacs
☒Kevin Degnan
☒Erica Brenes

ITEC
☒Charlene Brewer-Smith
☒Ross Durand
☒Dylan Meek
☒Jack Selph
☒ Bruce Tran

Library
☒Camila Jenkin
☒ Analu Josephides
Excused: Gary Medina

Mathematics
☒Susana Acosta-Acuna
☒Diaa Eldanaf
☒Lars Kjeseth
☒Greg Fry
☒Arturo Martinez

Natural Sciences
Unexcused: Jwan Amin
☒Mia Dobbs
☒Sanda Oswald
☒Darcie McClelland
☒Troy Moore

ASO
☒Hameeda Uloomi

Curriculum Chair
☒Edwin Ambrosio

Academic Affairs
☒Carlos Lopez

Student Services
☒Ross Miyashiro

President/Superintendent
☒Brenda Thames

ECC Federation
☐Kelsey Iino

Institutional Research
☐Josh Rosales

Dean's Reps/Guests/Other Officers:
☒Ali Ahmadpour

☒Berkeley Price
☒ Dr. Russell Serr

☒ Irena Zugic
☒Jeff Baummunk
☒Keiana Daniel
☒Katie Dundava
☒Pilar Orellana
☒Annette Owens
☒Michael Wynne
☒Viviana Unda

ACADEMIC SENATE MINUTES September 20, 2022

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. Call to Order

- 1:05pm

B. Approval of Minutes (p. 6-11)

- Moved A. Josephides, seconded L. Kjeseth
- 0 No's, 0 Abstentions

C. Unfinished Business:

a. Academic Program Review Templates 2nd reading and vote- Kevin Degnan

- Motioned S. Donnell, Seconded by L. Kjeseth
- 9 yes, 0 no's, 0 abstentions. Approved

b. 2022-2023 Academic Senate Goals 2nd reading and vote Reading- Senate Executive Board

- Motion to approve L. Kjeseth, seconded S. Donnell
- 0 abstention, 0 no's
- Changes: Area 3-added #5, 6 & 7
    - Process for record keeping for special assignment/reassigned time for accountability
- Comments:
    - More folks on senate will need to take a more active role to accomplish goals

c. Senator Committee Responsibility Policy 2nd reading and vote -Darcie McClelland

- Review committees list that need senate rep. Approximately 25 reps needed.
- If you are serving on a committee as a senate rep., let Darcie know.
- AS President & VP of Communications/Logistics will create form and send out to group for committee support. Will try to provide preferred committee
- 18 yes, 5 No, 6 Abstention. Passed.
- Edit:
    - Vote to make this temporary for 2022-2023 only
- Comments:
    - Will we have enough people on AS board to reach representation
    - Consider release time/special assignment for AS representation and open to all faculty to represent committee (PT and FT) to offset workload
        - All senate reassigned time is allotted
        - Agreed we may not be able to staff every committee and may need to go out to other faculty (to include PT)
    - Mandatory committees may make it difficult to attract new senators
    - Folks expressed concern to vote to make it mandatory to serve on committees

- Contract says committee work as assigned as long as it's reasonable
- This came as a concern expressed by some e-board members and other faculty who express the same folks are representing committees
- Suggestion to pilot for one year and re-evaluate

d. Student Success Committee Membership 2nd reading and vote - Darcie McClelland

- C. Brewer-Smith, seconded by K. Daniel-DiGregorio
- Tri-chair model: faculty, classified and administrator
- Changes: Striking 11 & 12 and adding CTO/Designee
- 9 Yes, 0 No's, 1 abstention
- Comments:
  - Redundancy in student services area.
    - Suggestion to consider striking #11 & #18 shorten list
  - What is the intention for #16?
    - The idea is that 1 faculty (counseling/instructional) per meta-major
  - Transfer counselor bring different perspective?
    - Career/Transfer counselors will bring expertise in these specific areas
  - Admissions/ITS members?
    - May be invited as needed?
    - Concerns that goals/ideas may or may not be possible depending on what these two departments could actually achieve
      - Generating ideas that may not be possible to implement
    - Can we have a non-voting rep?
      - Possible
    - Who would we want to appoint?
      - CTO or designee agreed upon
  - College council may change/edit membership

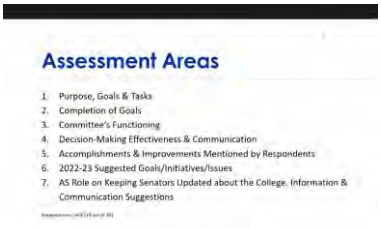
D. New Business:

a. None

E. Information Items –Discussion

a. 2021-2022 Academic Senate Evaluation Survey Report- Viviana Unda

- Areas assessed:



- Purpose, Goals & Tasks
  - Consider reporting consistently based on 16% response to strengthening faculty involvement in activities of the AS
- Decision-making effectiveness/communication
  - Received positive comments

- Accomplishments:

- Improvements:

- Questions/Comments:
    - AS President response:
        - E-board is a diverse body
        - Resolutions are usually created to address problems/issues
            - Please request clarification on purpose/reasons of resolutions
        - Each division should identify a reported
            - Minute are published on senate website as a way for campus to access minutes
            - VP logistics/communications will identify designated reporter in division

b. Academic Senate Meeting Modality 2022-2023- Senate Executive Board

c. FDC Announcements- Anna Brochet

d. CCC Announcements- Edwin Ambrosio

F. Reports

a. Academic Senate President's Report - Darcie McClelland

b. Senate Committee Reports- Senate Executive Board

- Professional Development:
    - Full Time Faculty: Professional Development Plan is **due by 9/30/22**
    - Please consider joining the planning committee for Spring 2023 PD day:
        - Complete this **form** by **Friday, September 23rd**
        - First meeting on Tuesday, September 27th, 3-4pm
        - Contact Anna Brochet for more information: abrochet@elcamino.edu

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Ross Miyashiro

G. Future Agenda Items

a. SEA plan

b. Guided Pathways Plan

c. Emergency Conditions Funding Allowance Recovery Plan

d. Strategic Enrollment Management Plan 2022 – 2025

H. Public Comment

I. Adjournment

2:32pm

El Camino College

2022-2025

Student Equity Plan

TABLE OF CONTENTS

INTRODUCTION 2

College Vision 2

Strategic Initiatives 2

EL CAMINO COLLEGE EQUITY PLAN CONSTRUCTION 3

State Legislation and Equity Initiatives 3

Equity Plan 2.0 4

EL CAMINO EQUITY PLAN FRAMEWORK 4

Convergence in the Classroom 4

Building an Equity Lens 5

Equity Highlights 6

EQUITY PLAN 2.0 10

EQUITY PLAN THREE-YEAR METRIC 14

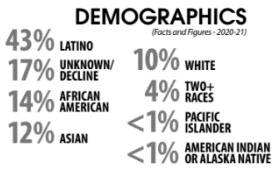
STUDENT EQUITY FUNDING 15

Appendix ..... 16 – 40

- Appendix A 16
- Appendix B 17
- Appendix C 35
- Appendix D 40

INTRODUCTION

El Camino College (ECC) was founded in 1947 and since its inception has served as a vital part of the South Bay community. Reflecting the demographics of the communities it serves, 60% of El ECC's student enrollment have been identified as belonging to groups historically marginalized in education. Combined, 57% are Latino and African-America.. With Latinos representing the largest ethnic group on campus, comprising an average 43% of the student population, ECC is proud to be a designated Hispanic-Serving Institution (HSI). The college community service area faces many challenges, particularly after the COVID-19 pandemic. Thus more than ever, ECC faculty, classified professionals, and administrators are committed to the values that drive the College's mission "to make a difference in people's lives through innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities." ECC's mission and vision establishes it as a "college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning."



El Camino College Vision

- *People* - We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.
- *Respect* - We work in a spirit of civility, cooperation, and collaboration.
- *Integrity* - We act ethically and honestly toward our students, colleagues, and community.
- *Diversity* - We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
- *Excellence* - We deliver quality, innovation, and excellence in all we do.

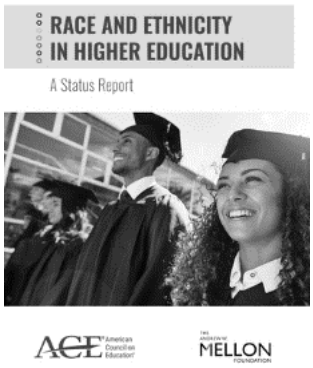
In order to support its mission and forge its vision, ECC has identified as series of strategic initiatives that focus on areas that need to be addressed collective by the campus community in order to ensure institutional effectiveness in fulfilling its mission and vision and its commitment to providing students with a transformative and equitable learning experience. This institutional effectiveness with ensure "that more students from our diverse communities will attain educational success and achieve their academic goals."

El Camino College Strategic Initiatives

- Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
- Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.
- Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.
- Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.
- Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.
- Modernize infrastructure and technological resources to facilitate a positive learning and

working environment.

While ECC's mission, vision, and strategic initiatives point to an institution committed to ensuring that student success is not predicted by race, it recognizes that in the California Community College system (CCC), in institutions of higher education across the state, and in institutions of higher education across the nation equity gaps identified by disaggregated data are not race-neutral. I fact, a recent nationwide study (2019) conducted by the *American Council on Education* (Race and Ethnicity in Higher Education: A Status Report) concludes that race and ethnicity still matter in American higher education. Given what disaggregated data has revealed about student equity gaps in higher education, race must be an integral part of equity dialog and action if equitable educational outcomes are to be truly achieved. Consequently, ECC's equity work and the focus of its equity plan, driven through the quantitative and qualitative analysis identifying racially marginalized student groups, is intentional in creating strategies, supporting programs, and promoting professional development that address any vestiges of institutional racism while seeking to eliminate existing racial equity gaps.



EQUITY PLAN CONSTRUCTION

State Legislation and Equity Initiatives

Although the work of equity is not foreign to ECC, recent state-wide initiatives has provided it with the direction needed to more effectively solidify its historical work on addressing racial disparity in student success. In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success* by making clear goals that needed to be fulfilled for the improvement and commitment of community college student success.

Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

The 2021 update to the *Vision for Success* emphasizes that, "From the beginning, the Vision for Success has always been about equity . . . [and] . . . its overarching goal (Goal 5) is to reduce equity gaps across all measures by 40 percent within 5 years and to fully close those gaps within 10 years. The California Community Colleges Chancellor's Office has identified *Guided Pathways* as the model that can best achieve the goals set forth by the *Vision for Success*. It is a model that "engages college administration,

faculty, and staff to enact comprehensive changes across an entire college." At the core of *Guided Pathways* is student equity. *Guided Pathways* has four pillars to make its objectives and the *Vision for Success* a reality.

Guided Pathways – Four Pillars

- *Clarifying the path for students:* All courses are designed as part of a coherent pathway with a clear outcome, either transfer or a career outcome. Students understand what a given path will require of them, how the courses in a pathway are connected into a logical sequence that will prepare them for their end goal, what milestones they will meet along the way, and what outcomes they can expect at the end of the path.
- *Helping students get on their path:* Students explore career and/or transfer options before they begin college and extensively in their first year. Multiple measures are used to assess student academic needs. Students receive contextualized, integrated academic support to pass gateway courses.
- *Helping students stay on their path:* Students can easily track their own progress and receive ongoing, intrusive advising. Data systems monitor student progress. Students are provided support or redirected if they fall off track.
- *Ensuring students are learning:* Learning outcomes for every course and program are clear to the student and tied to a specific transfer, completion, or workforce outcome. Students are engaged in active, collaborative learning experiences. Systems are in place for the college and students to track mastery of outcomes. Students are engaged in active, collaborative learning experiences. Faculty are leading efforts to improve teaching practices.

In addition to Guided Pathways, AB705 also contributes the commitment by CCCs to simplify educational goals and facilitate the completion in a timely fashion of the Math and English transfer-requirement by "avoiding remedial courses that may delay or deter their educational progress."

Student Equity and Achievement Program

To implement the goals established by the Vision for Success, the CCC Chancellor's office created a new CCC funding formula to support the current reform effort and to ensure that student equity continues to be a top priority for the CCC system. In response to this priority, EDC 78222(a) was put into effect through California Legislation on September 17, 2018. From this legislation has been created the Student Equity and Achievement Program (SEA) with the aim of "advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students."

El Camino College has also closely reviewed the recommendations to its 2019-2022 Equity Plan provided by The California Community College Chancellor's Office in collaboration with the Center for Urban Education (CUE) completed June 2019.

CUE Recommendations:

- Create equity activities that explicitly align the race-specific metrics to race-specific activity descriptions.
- Focus on specific racially minoritized student populations rather than on all students.
- Adopt equity-minded language, including operationalizing a definition of equity for the college.
- Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
- Include equity-minded inquiry as a strategy to better understand inequities.

- Include transfer-specific equity activities.
- The area of greatest promise in this plan is the Student Equity Re-envisioned Initiative (myPATH). Though this effort seems to be focused on behavioral and social sciences, it could serve as a great model for expansion to other departments on the campus.

Student Equity Plan 2.0: New Iterations

Along with state legislation and equity initiatives, El Camino College has referenced the intentions and direction of what has been termed the Student Equity Plan 2.0. Taking into account on how the national landscape has witness the rise racial oppression and tension, experienced the adverse socioeconomic and political effects of the COVID-19 pandemic, and acknowledged the need for more collaborative approach to equity, this plan sets out new iterations that California Community College equity plans must implement.

Student Equity Plan 2.0: New Iterations

- Increasing collaboration and integration among the campus community
- Keeping students at the center
- Creating opportunity to transform institutions in new ways
- Establishing a stronger alignment to the Vision for Success and the Call to Action

The result of these iterations should be an equity plan that is transformational while keeping equity at its center, that is community driven to ensure accountability and transparency, that is race-consciousness, and that can inform other college planning documents to ensure that equity is present.

EL CAMINO COLLEGE EQUITY PLAN FRAMEWORK

Convergence in the Classroom

ECCs SEA has explored several models and theories to facilitate the new iterations driving the 2023-2025 equity plan as set out by the CCC Chancellor's Office. It has also sought out a common thread that binds state legislation and equity initiatives, the *Vision for Success*, *Guided Pathways*, and the institution's mission, vision, and strategic initiatives. After careful consideration and analysis on how to best implement the proposals provided by all these sources, the SEA has established three goals to serve as the beacon providing the equity plan with direction. Through these three goals, the intent of the student equity plan is to "find ways to systematically update college processes, programs, and practices within a comprehensive equity frame work for equity-minded practices in the workplace , the classroom, and support programs/services." The goals it has set are measurable goals and identifies evidence-based practices and models designed to close racial and ethnic equity gaps at ECC. SEA also supports a "comprehensive professional development for the campus community to increase capacity around and engage inequity, diversity, inclusion, social justice, and anti-racism."

El Camino College Student Equity and Achievement Program Goals

- *SEA GOAL #1: Retention of Disproportionately Impacted Populations at El Camino College.* Expand equity-minded/culturally responsive curriculum, promote a multidimensional conceptual framework of

servingness that considers ethnicity and race, and continue to support and/or create programs that serve historically minoritized students.

- *SEA GOAL #2: Completion: Transfer to a four-year institution of Disproportionately Impacted Populations at El Camino College.* Strengthen existing Student Academic and Support Services that are currently serving disproportionately impacted populations at ECC and align with the goals of AB705 and Guided Pathways.
- *SEA GOAL #3: Equity -Minded Curriculum Design into El Camino College's overall curriculum.* Improve, foster, and sustain equity-minded/culturally responsive curriculum across ECC academic divisions while integrating student support services into the classroom. Provide minoritized students with equity-minded learning environments that grant access to student services and mentorship.

The hub of these goals is the classroom. If one thinks about it, students spend most of their time during any given semester at ECC in the classroom. In addition, equity gaps are primarily measured by retention and success rates based on student course completion. For these reasons ECC's equity model seeks to bridge state and local equity initiatives with classroom curriculum, policies, and practices. It ultimately aims to make the classroom a hub where teaching faculty, counseling faculty, library faculty, and peer mentorship can collaborate to eliminate equity gaps. In essence, it facilitates the infusion of *Guided Pathways* model into the classroom giving all students a programmatic experience at ECC.

Building an Equity Lens

The analysis of disaggregated data by race and ethnicity is a primordial awareness-building tool for identifying patterns of inequities. To address these patterns of inequities with intentionality one must first establish a framework, a lens one might say, that facilitates the analysis and actions needed to address inequities experienced by historically minoritized students. To help ECC community members build this equity lens, SEA focuses on primarily, but not exclusively, on three frameworks: positionality, critical race theory, and intersectionality.

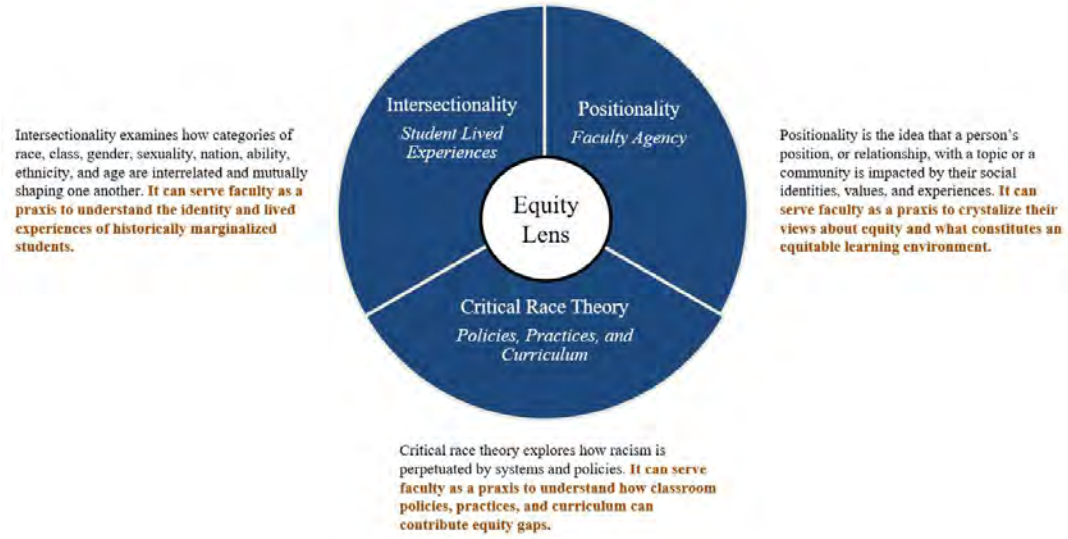
Positionality, a consideration addressed in research frameworks, is the "idea that a person's position, or relationship, with a topic or a community is impacted by their social identities, values, and experiences." These social identities are shaped by one's "ethnicity, gender, sexuality, social class, educational experience, current role and other aspects of self and lived experiences." Social identities influence and direct "how one understands and views themselves in relation to the world." Positionality can serve as a praxis for the ECC community to begin crystalizing their views about equity and what constitutes an equitable learning environment.

Critical race theory (CRT) is an academic framework "engaged in studying and transforming the relationship among race, racism, and power." This framework proposes that "racism is perpetuated by systems and policies, rather than individual actions." It provides an analytical framework for "a race-conscious approach to understanding educational inequality." CRT can facilitate an interrogation as to why "racial inequality is prominent in the areas of access, opportunity, and outcomes" and guide the process of implementing solutions by ECC's community.

Intersectionality "investigates how intersecting power relations influence social relations across diverse societies as well as individual experiences in everyday life." More specifically, intersectionality examines how categories of race, class, gender, sexuality, nation, ability, ethnicity, and age are "interrelated and mutually shaping one another." In creating an equitable learning environment, intersectionality can

serve as critical praxis for understanding the relationship between identity and structures of privilege and marginalization minoritized students experience.

Example: El Camino College's Equity Lens Framework Applied in a Classroom Setting



SEA and its Mission and Vision

SEA has established a social and moral imperative to address existing educational, racial and ethnic, and socio-economic inequities at El Camino College. Effective equity planning not only considers how the College designs its programs and services to support equitable outcomes, but also focuses using funds to implement activities and practices that work towards eliminating existing equity gaps. The goals set out by SEA are meant to provide a direction towards achieving equity in an innovative, research-based, and measurable way. Drawing from past shortcomings at ECC, SEA has sought to bridge the principles of the Vision for Success and Guided Pathways into the classroom. Also consulted have been student services, programs, divisions, and campus faculty, classified professionals, and administrators. SEA's conclusion is that the classroom itself is the environment that can best serve to secure equitable outcomes by exposing historically minoritized students to equity-minded curriculum, equity-minded pedagogical practices, accessibility to student services, and mentorship. Thus, primordial to SEA's mission and vision is to create a true equitable learning environment not only for those student groups experiencing equity gaps, but for all students enrolled at the College. Collaborating with faculty, classified professionals, and administrators, all contributing towards equity in their respective area, SEA believes ECC can serve as a model equitable institution of higher learning.

SEA HIGHLIGHTS

Collaboration with ECC Divisions: The Example of Behavioral and Social Sciences

The Division of Behavioral and Social Science (BSS) led by Dr. Christina Gold has historically been very active in collaborating with SEA. Here are some examples of outcomes from this collaboration.

- myPATH: myPATH is the result of a Behavioral and Social Sciences and Student Equity and Achievement Program (SEA) initiative at El Camino College. myPATH seeks to address equity gaps from an organizational learning framework that moves faculty to evaluate how their teaching methods, their views on student learning, their assignment design, and their content delivery may be contributing to equity gaps and impacting degree completion, transfer, and student retention and success. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated completion data and addressing educational inequities through an equity-minded cognitive framework. myPATH also integrates Guided Pathways principles by bringing together in the classroom counseling faculty, teaching faculty, library faculty, and PASS Mentors to collaborate in ensuring student success. myPATH seeks to address equity gaps and create a programmatic experience for all students enrolled in myPATH designated courses. In addition, myPATH aids faculty in conducting instructional objectives, course outline of record, and syllabus equity audits to ensure that they reflect equitable designs and practices. Finally, myPATH includes instruction on Guided Pathways and understanding the critical collaboration that needs to exist between content faculty, counseling faculty, library faculty, and peer mentorship. myPATH accomplishes its objectives and vision by bridging organizational learning with its four pillars for creating an equitable learning environment: intersectionality, social/emotional engagement, support system cultivation, and equitable instructional design.

- Behavioral and Social Sciences /SEA Pathway: SEA has collaborated with BSS and Guided Pathways has created a guided pathway for each of its major that will provide students with specific course sequences and learning outcomes facilitating success in BSS disciplines of study. Behavioral and Social Sciences courses that are part of the Pathway are designated as equity-minded myPATH courses. myPATH designated courses bring together into the classroom in a collaborative setting teaching faculty, counseling faculty, library faculty, and PASS mentors to ensure your success.

- Social Sciences 101: To further solidify the success of students and tackle equity gaps, the faculty coordinator of SEA has created and is now *offered Social Sciences 101: Introduction to the Social Sciences* as part of this pathway. This course introduces students to the fields of study that comprise the social sciences and their interrelationship through the theme of Inequality and Social Justice. Students will be introduced to the basic theories and methods of social science disciplines and how their contributions facilitate our understanding of the social and cultural worlds humans inhabit and the problems experienced by contemporary societies. This course also exposes students to the concepts and techniques that are used in social science research and in career choices available to students pursuing a degree in the social sciences.

- Additional Projects completed by SEA Faculty Coordinator in collaboration with BSS:

    - *myPATH Online Equity Institute* – The institute provides faculty wishing to participate in myPATH as a means of addressing equity gaps with the foundations needed to develop and equity-minded framework and a collaborative experience. Faculty are introduced to state initiatives and legislation addressing equity. They learn how to use disaggregated

data by race to address equity in the classroom. They are taught how intersectionality, positionality, critical race theory can help create an equity lens. They are exposed to equitable instructional design and learn how to equitize curriculum.

- *Social Justice Associate Degree for Transfer (ADT)* - Students who complete the this ADT and its eligibility requirements are guaranteed priority admission to a CSU campus. This ADT encompasses majors that have historically attracted student groups experiencing equity gaps. Some of the majors include African American Studies; Africana Studies; American Indian Studies; Chicano Studies; Ethnic Studies; and Gender Studies.
- *Social Science 103: Introduction to Social Justice Studies* - This course introduces students to social justice theories and the historical and contemporary responses to inequality and injustice. The role of imbalances of power in society, social movements, culture, politics and institutions will be discussed. The course also explores a broad range of issues including notions of inequality based on race, class, gender, sexuality and issues related to environmental and criminal justice and human rights. Diverse theories and practical applications of social justice and social movements that have been made over time to remedy social injustice will be examined.
- *Social Science 104: Student Equity and the California Community College: Foundations* - This course introduces students to the relationship between student equity and educational practices in the California Community College system. The course will define equity in its broadest meaning but focus on exploring how its applied to create equitable community college learning environments. It also introduces to students the role and functional organizational learning theory can have in facilitating equity dialog and action. The course will also explore what an equity-minded cognitive framework is and why equity has become a key driving force in the California Community College System.
- *Social Science 105: Student Equity and the California Community College: Application* - This course introduces students to frameworks that can help build and equity lens to be able to identify and address patterns of inequities in the community college classroom. It also provides the necessary assets to begin implementing equitable instructional design. Finally, it explores how non-academic context frameworks such as social-emotional engagement can contribute to closing equity gaps in the community college learning environment.

Examples of Services Provided by SEA

- Peer Assisted Study Session Mentors - The PASS Mentor program seeks to provide students with support in three main areas: Academic Success, Personal and Professional Development, and Advocacy and Support. PASS Mentors are paid peer mentors who support and encourage students at any stage of their academic career. Mentors work directly with students to provide emotional support and validation; assist mentees in navigating campus systems and resources; and help their peers become more engaged in the campus community. The mission of the PASS Mentor component of myPATH is to increase student success, retention, and sense of belonging at ECC by providing them with dynamic, focused communities in which students, peer mentors, counselors and faculty can learn and grow together.

- *Student Equity and Achievement Center* - SEA sustains for historically minoritized students a center where educational needs are addressed through access to Peer Assisted Study Group mentors, academic counseling, and access to technology.

Examples of Collaboration with other Campus Initiatives and Programs

- *Guided Pathways* – SEA has collaborated with Guided Pathways in a variety of ways. These include participation in the Guided Pathways steering committee, providing myPATH symposiums focusing on equity through relationships, meeting with Guided Pathways success teams, and participating in Guided Pathways forums.
- *South Bay Promise* – The BSS/SEA Pathway has worked with South Bay Promise to offer access to its pathway to first-year students enrolling at ECC.
- *PUENTE Project* – SEA has provided the Puente Project with Peer Assisted Study Session Mentors to contribute to its efforts to transfer historically minoritized students. Along with PUENTE, SEA also supports Guardian Scholars, Mana, MESA, and Project Success.

EQUITY PLAN 2.0

Equity Plan Iteration Activities

To ensure the Equity Plan 2.0 Iterations are addressed, the directives specified by California Community Colleges Chancellors Office is that one population experiencing equity gaps is to be picked for the plan and that the five metrics are satisfied through race-specific activities. El Camino College has selected the following seven activities to address one or more the five metrics for addressing equity gaps experienced by Black/African American Students on our campus. **Please refer to the appendix to review the full detail of these activities.**

BLACK STUDENT SUCCESS CENTER

The Black Student Success Center (BSSC) goals are in direct alignment with the Student Equity Plan for 2019 –2022. As noted by the California Community College Chancellor's Office as well as recent institutional data for El Camino College, Black and African American students are the most disproportionately impacted group. The BSSC has built all programming proposals to meet urgent needs of Black and African American students, specifically in the areas of: successful student enrollment, retention, and transfer-level math and English completion in the first year

FIRST GENERATION CAMPUS ADVISORY

El Camino, with the support of our college president, launched The First-Generation initiative in spring 2018, to bring more awareness to first-generation students on campus. Close to 51% of first-time El Camino College students are first-generation students, those whose parents did not graduate from a four-year college or university. This effort is focused on responding to, and supporting, the fast-growing first-generation college student population on campus. Phase one, the "First-Gen Faculty Campaign," launched on April 27, 2018, bringing together leading scholars from UCLA, CSUDH, CSULB, and USC to kick off our First-Gen Faculty Institute. The conference covered issues that many of our first-gen students experience, such as academic impostor syndrome, hidden curriculum, and first-gen intersectionality. In fall 2018, the First-Gen Task Force (a group of faculty, staff, students, and administrators) worked to create a media campaign around first-gen student pride.

On November 8, 2018, El Camino College participated in the inaugural First-Generation College Day by hosting a “First-Gen Stem Dinner” for students on campus, celebrating the presence and experiences of first-generation college students, faculty, and staff on our campus. The program has highlighted the need for creating intentional programming around first-generation issues and has led to El Camino College becoming a campus that is receptive and friendly towards first-generation families.

Each academic year more and more first-generation college students (FGCS) arrive at college and face a number of challenges due to lower levels of academic preparation and social capital. The first-generation initiative has provided training for our outreach staff and ambassadors, student service personnel, and faculty across disciplines with over 350 faculty attending first-generation professional development events across campus. Further, the initiative established a student task force to help inform the needs of first-generation awareness and student needs across campus. The task force identified areas in need of improvement which included admissions, financial aid, and accessing academic resources. The student task force also assisted with developing a first-generation pride campaign across campus intending to highlight the strengths first-generation students bring to the campus; this has resulted in a series of events that include first-gen student panels, first-gen faculty panels, and support groups. El Camino College's first-generation initiative was recognized nationally in 2019 by NASPA's Center for First Generation for our strong support of first-generation college students. The college was designated a First-gen Forward institution and was the only community college to be invited to join the First-Gen Forward Advisory Council, a group meant to train new institutions on how to start first-generation programming at their respective campuses.

GUARDIAN SCHOLARS PROGRAM

The Guardian Scholars program seeks to create a welcoming and supportive environment for current and former foster youth. The program empowers students to reach their full potential and achieve their academic, personal, and career goals. The Guardian Scholars program promotes self- advocacy by establishing meaningful connections and a support network within the El Camino College campus community. The program was created to specifically identify and address the educational barriers faced by current and former foster youth at El Camino College as it relates to successful student enrollment, retention, and degree or certificate attainment. We utilize the El Camino College Student Services Dashboard and the Student Metrics Tool to review demographics for the students served by the program. We can see a strong correlation between foster youth status and being a student of color; in the last four years, most students served by the Guardian Scholars program were Black/African American (46%) and Hispanic (37%) students.

MESA

The El Camino College (ECC) Mathematics, Engineering Science, Achievement (MESA) Program was established in the year 1999 and it has focused on supporting low-income, firstgeneration students who plan to transfer to four-year institutions in a calculus-based math, engineering or science major. MESA’s focus on low-income and first-generation students since its beginnings has largely impacted students from unrepresented backgrounds, thus supporting disproportionally impacted students that Student Equity and Achievement (SEA) is intended to serve, as noted in the SEA plan. MESA’s focus on first-generation and low-income students provides the opportunity to work with our disproportionally impacted students in STEM, known as the most intense and demanding high unit majors, thus the need

to maximize support to these student populations. Currently, 69% of students in MESA are Hispanic or Latinx and 8% are Black or African American – these are the disproportionally impacted students that MESA is focusing on along with students from other underrepresented groups. This project is and has been addressing the needs of our underserved students over the years and this funding will continue to support this mission, as well as benefiting the well-being of our local, state economy – that as we know, is driven by the STEM Tech industry.

MESA's wrap around services along with one of its signature components, the Personal Success Plan (PSP) address students with the most need, those being Hispanic or Latinx and Black or African Americans. MESA's goals directly address Transfer, Retention and Degree or Certificate Completion. Please note that MESA is the only program in the Community College system that addresses the needs of STEM students from underserved groups. It is important to highlight that now more than ever, as California's diversity groups, particularly Hispanics or Latinx continues to grow and as the demands of the Aerospace and Tech industry continues to rise, the solution is to invest in California STEM education to help fill the gaps left by the retiring workforce. MESA students have one of the highest retention and success rates on campus at 87.2% and 80.2% respectively. MESA|ASEM services and resources include but are not limited to: MESA|STEM Center, Dedicated STEM Counseling, STEM Summer Research and Enrichment Opportunities, Scholarship opportunities specific for STEM students, STEM Academic

Excellence Workshops, Group Study Sessions and Tutoring. Research indicates that 70 to 80 percent of community college students aspire to transfer to four year institutions, however, only 20% actually transfer (Wang, 2020). This shows that only a fraction of motivated students ever transfers. It is obvious that there is a disconnect between aspired and realized goals among transfer-aspiring students that permeates all areas of study, but is particularly more pronounced in the areas of STEM as only 12% of those declared in STEM actually transfer to a four-year institution (Wang, 2020).Overall ECC MESA's transfer rates are at about 70% which is exemplary given national statistics, thus the importance to continue to fund MESA and its proven practices.

myPATH

myPATH is the result of a Behavioral and Social Sciences (BSS) and Student Equity and Achievement Program (SEA) initiative at El Camino College. myPATH seeks to address equity gaps from an organizational learning framework that moves faculty to evaluate how their teaching methods, their views on student learning, their assignment design, and their content delivery may be contributing to equity gaps and impacting degree completion, transfer, and student retention and success. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated completion data and addressing educational inequities through an equity-minded cognitive framework. myPATH also integrates Guided Pathways principles by bringing together in the classroom counseling faculty, teaching faculty, library faculty, and PASS Mentors to collaborate in ensuring student success. Why does myPATH focus on this approach? Faculty agency! If one stops and thinks about it students spend most of their time during any given semester in the classroom. In addition, equity gaps are measured by retention and success rates based on student course completion. Agency for addressing student equity is most pronounced in the classroom setting with faculty at its center as agents of change. Through this model, myPATH seeks to address equity gaps and create a programmatic experience for all students enrolled in myPATH designated courses. In addition, myPATH aids faculty in conducting instructional objectives, course outline of record, and syllabus equity audits to

ensure that they reflect equitable designs and practices. Finally, myPATH includes instruction on Guided Pathways and understanding the critical collaboration that needs to exist between content faculty, counseling faculty, library faculty, and peer mentorship. myPATH accomplishes its objectives and vision by bridging organizational learning with its four pillars for creating an equitable learning environment: intersectionality, social/emotional engagement, support system cultivation, and equitable instructional design. Faculty are prepared to engage equitable instructional design and classroom practices by first completing the BSS/SEA myPATH Institute.

TRASNSFER CENTER

The Counseling division has supported the creation of an intentional Transfer Center Outreach Plan. This plan targets equity student groups not part of a Student Support Program to connect them to Transfer Services (counseling, advising, workshops), ensure their transfer readiness and support them throughout the application transfer process. The Transfer Center has reached out and has committed to work collaboratively with the Black Student Success Center coordinator, Keiana Daniel to co-coordinate and co-offer culturally- centered workshops, activities and events with the purpose of fostering Black student transfer success. Further, Transfer has been intentional in offering a series of trainings Spring 2022 to ensure all counselors across all programs, including meta majors, are more transfer versed and knowledgeable.

UMOJA-PROJECT SUCCESS

The Umoja-Project Success program is an affiliate of a statewide student support organization called the Umoja Community. Umoja-Project Success is an academic student support program that was established in 1987 at El Camino College to address the low student success and transfer rate of African-American students. The Umoja-Project Success program is a guided pathway, that consist of a two-year academic learning community model. The program's courses as the students completing 15 units of the 18 units needed to complete the General Studies: Social and Behavioral Sciences AA major courses within their first two-years of college. As a result, students in the program average graduating from El Camino College with two degrees. The Umoja-Project Success program addresses several aspects of the SEA Program Areas such as: Degree or Certificate Completion and Transfer to a four-year institution.

EQUITY PLAN 2.0 THREE-YEAR METRIC

Successful Enrollment in the First Year						Baseline	Not in Template			Year 1	Year 2	Year 3	
	2016-17	2017-18	2018-19	2019-20	2020-21		Year 0 2021-22			2022-23	2023-24	2024-25	Context for Year 3 Goal
Black/African American Students	17%	21%	28%	30%	32%		34%			37%	39%	42%	*For every 100 first-time Black applicants, 42 students will enroll at ECC.*
Non-Black/African American Students	26%	31%	35%	39%	42%								
Equity Gap	-9%	-9%	-7%	-9%	-10%								

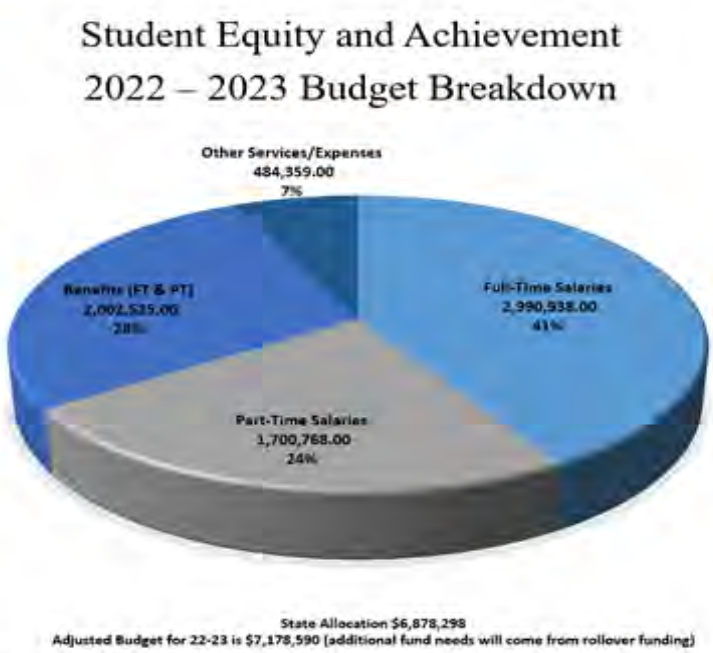
Completed Both Transfer-Level Math and English within the First Year						Baseline	Not in Template			Year 1	Year 2	Year 3	
	2016-17	2017-18	2018-19	2019-20	2020-21		Year 0 2021-22			2022-23	2023-24	2024-25	Context for Year 3 Goal
Black/African American Students	3%	4%	6%	8%	9%		12%			16%	19%	22%	*For every 100 first-time Black students, 22 students complete transfer-level math and English in their first year.*
Non-Black/African American Students	11%	13%	17%	21%	22%								
Equity Gap	-8%	-10%	-11%	-13%	-13%								

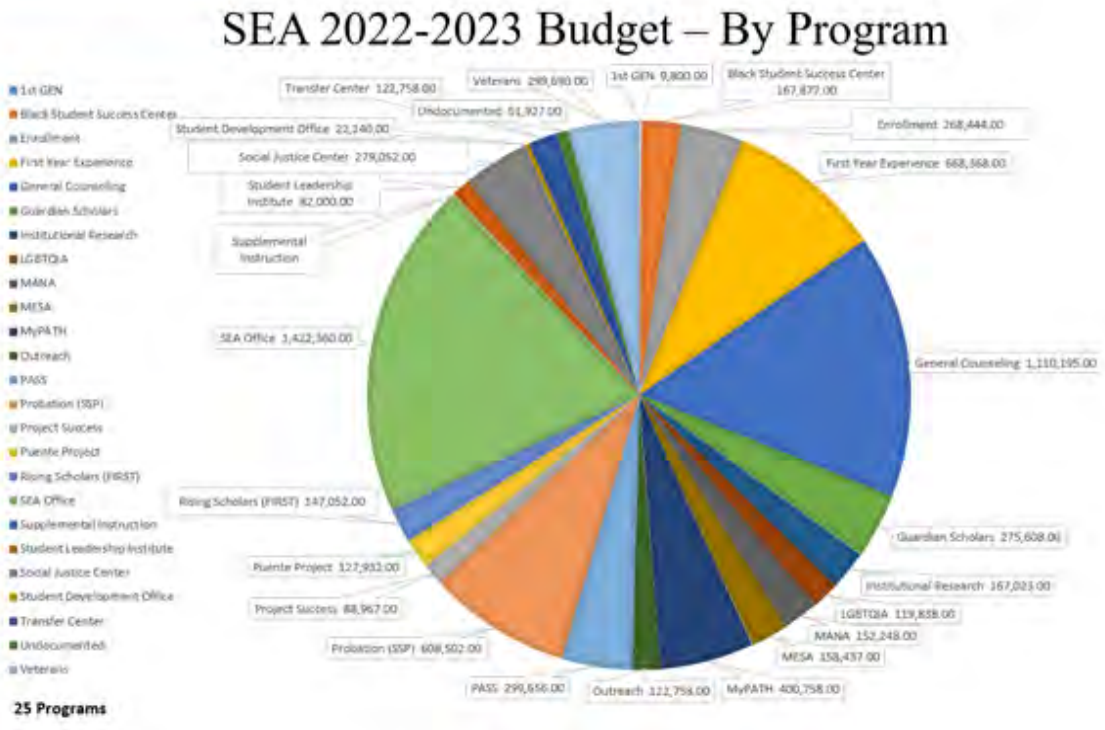
Persisted First Primary Term to Subsequent Primary Term						Baseline	Not in Template			Not in Template		Year 1	Year 2	Year 3	
	2015-16	2016-17	2017-18	2018-19	2019-20		Year -1 2020-21			Year 0 2021-22		2022-23	2023-24	2024-25	Context for Year 3 Goal
Black/African American Students	60%	60%	59%	63%	62%		64%			66%		68%	71%	73%	*For every 100 first-time Black students, 73 students will enroll in two consecutive primary terms.*
Non-Black/African American Students	77%	75%	76%	76%	73%										
Equity Gap	-16%	-15%	-17%	-13%	-11%										

Completion							Not in Template	Not in Template	Not in Template	Not in Template	Not in Template	Not in Template				
	2013-14	2014-15	2015-16	2016-17	2017-18	Baseline	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	4%	4%	6%	7%	7%		9%	10%	11%	13%	14%	15%	17%	*For every 100 first-time Black students, 17 students will earn a degree or certificate in three years.*
Non-Black/African American Students	8%	12%	13%	14%	17%									
Equity Gap	-5%	-8%	-7%	-7%	-9%									

Transfer							Not in Template	Not in Template	Not in Template	Not in Template	Not in Template	Not in Template				
	2013-14	2014-15	2015-16	2016-17	2017-18	Baseline	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	14%	15%	15%	16%	18%		20%	21%	22%	24%	25%	27%	28%	*For every 100 first-time Black students, 28 students will earn a degree or certificate in three years.*
Non-Black/African American Students	26%	23%	25%	25%	28%									
Equity Gap	-12%	-8%	-11%	-9%	-10%									

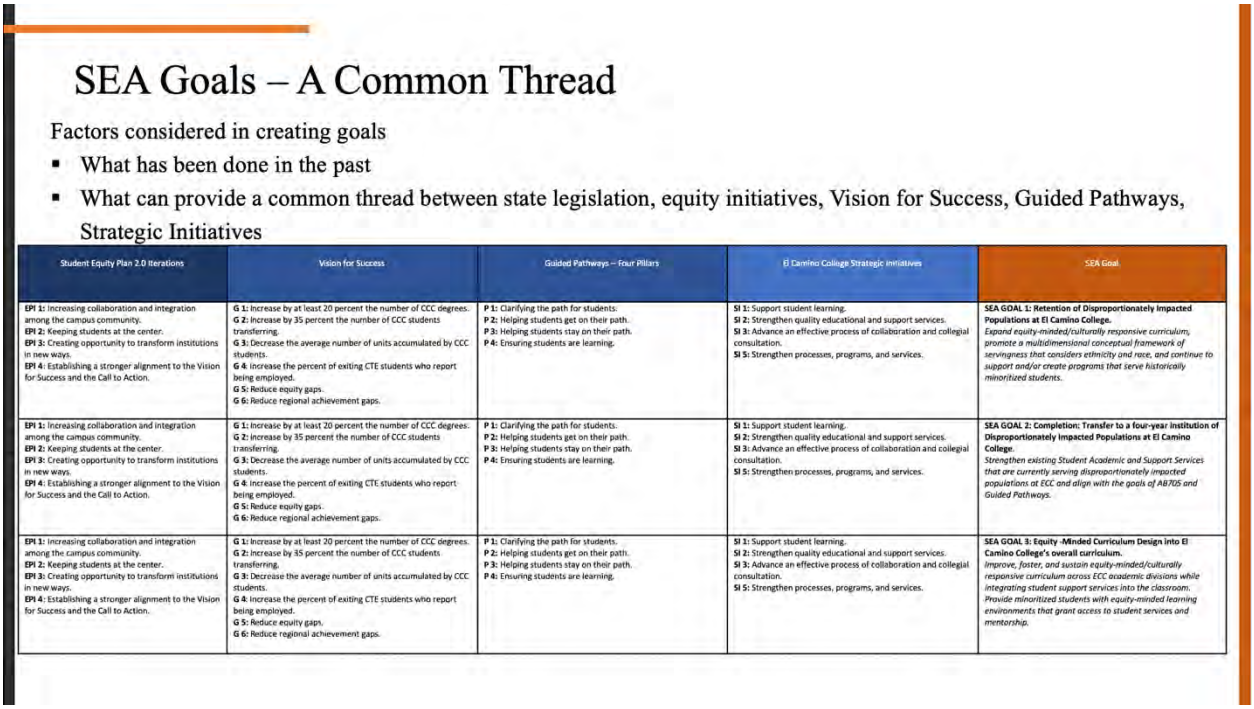
EQUITY PLAN BUDGET





APPENDIX A

SEA Goals: A Common Thread



SEA Goals – A Common Thread

Factors considered in creating goals

- What has been done in the past
- What can provide a common thread between state legislation, equity initiatives, Vision for Success, Guided Pathways, Strategic Initiatives

Student Equity Plan 2.0 Iterations	Vision for Success	Guided Pathways – Four Pillars	El Camino College Strategic Initiatives	SEA Goal
EPI 1: Increasing collaboration and integration among the campus community. **EPI 2:** Keeping students at the center. **EPI 3:** Creating opportunity to transform institutions in new ways. **EPI 4:** Establishing a stronger alignment to the Vision for Success and the Call to Action.	**G 1:** Increase by at least 20 percent the number of CCC degrees. **G 2:** Increase by 35 percent the number of CCC students transferring. **G 3:** Decrease the average number of units accumulated by CCC students. **G 4:** Increase the percent of exiting CTE students who report being employed. **G 5:** Reduce equity gaps. **G 6:** Reduce regional achievement gaps.	**P 1:** Clarifying the path for students. **P 2:** Helping students get on their path. **P 3:** Helping students stay on their path. **P 4:** Ensuring students are learning.	**SI 1:** Support student learning. **SI 2:** Strengthen quality educational and support services. **SI 3:** Advance an effective process of collaboration and collegial consultation. **SI 5:** Strengthen processes, programs, and services.	**SEA GOAL 1: Retention of Disproportionately Impacted Populations at El Camino College.** *Expand equity-minded/culturally responsive curriculum, promote a multidimensional conceptual framework of servingness that considers ethnicity and race, and continue to support and/or create programs that serve historically minoritized students.*
EPI 1: Increasing collaboration and integration among the campus community. **EPI 2:** Keeping students at the center. **EPI 3:** Creating opportunity to transform institutions in new ways. **EPI 4:** Establishing a stronger alignment to the Vision for Success and the Call to Action.	**G 1:** Increase by at least 20 percent the number of CCC degrees. **G 2:** Increase by 35 percent the number of CCC students transferring. **G 3:** Decrease the average number of units accumulated by CCC students. **G 4:** Increase the percent of exiting CTE students who report being employed. **G 5:** Reduce equity gaps. **G 6:** Reduce regional achievement gaps.	**P 1:** Clarifying the path for students. **P 2:** Helping students get on their path. **P 3:** Helping students stay on their path. **P 4:** Ensuring students are learning.	**SI 1:** Support student learning. **SI 2:** Strengthen quality educational and support services. **SI 3:** Advance an effective process of collaboration and collegial consultation. **SI 5:** Strengthen processes, programs, and services.	**SEA GOAL 2: Completion: Transfer to a four-year institution of Disproportionately Impacted Populations at El Camino College.** *Strengthen existing Student Academic and Support Services that are currently serving disproportionately impacted populations at ECC and align with the goals of AB705 and Guided Pathways.*
EPI 1: Increasing collaboration and integration among the campus community. **EPI 2:** Keeping students at the center. **EPI 3:** Creating opportunity to transform institutions in new ways. **EPI 4:** Establishing a stronger alignment to the Vision for Success and the Call to Action.	**G 1:** Increase by at least 20 percent the number of CCC degrees. **G 2:** Increase by 35 percent the number of CCC students transferring. **G 3:** Decrease the average number of units accumulated by CCC students. **G 4:** Increase the percent of exiting CTE students who report being employed. **G 5:** Reduce equity gaps. **G 6:** Reduce regional achievement gaps.	**P 1:** Clarifying the path for students. **P 2:** Helping students get on their path. **P 3:** Helping students stay on their path. **P 4:** Ensuring students are learning.	**SI 1:** Support student learning. **SI 2:** Strengthen quality educational and support services. **SI 3:** Advance an effective process of collaboration and collegial consultation. **SI 5:** Strengthen processes, programs, and services.	**SEA GOAL 3: Equity -Minded Curriculum Design into El Camino College's overall curriculum.** *Improve, foster, and sustain equity-minded/culturally responsive curriculum across ECC academic divisions while integrating student support services into the classroom. Provide minoritized students with equity-minded learning environments that grant access to student services and mentorship.*

APPENDIX B

Student Equity Plan Review: A Focus on Racial Equity

Student Equity Plan Review: A Focus on Racial Equity
El Camino College

USC Rossier School of Education

California Community Colleges

@Center4UrbanEd

1

Background

To date, California is the only state to have implemented a Student Equity Policy and to have a mandated plan to address racial disparities. The California Community College Chancellor's Office stands behind the "Vision for Success," another lever of change, which mandates racial equity as a goal and priority for the state's community colleges. For its part, Vision for Success lays out three clear goals to combat inequities:

1. Transfer Equity: Increasing by 35 percent the number of California community college students transferring annually to a UC or CSU campus.
2. Expanding Attainment: Increasing by at least 20 percent the number of students annually who earn associate degrees, credentials, and certificates.
3. Mitigating Equity Gaps: Reducing outcome gaps by 40 percent within 5 years and fully closing those gaps for good within 10 years.

To better understand how the California Community Colleges are addressing racial equity, the California Community College Chancellor's Office collaborated with the Center for Urban Education (CUE), to review the community college equity plans, completed June 2019.

2 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

What was the purpose of the review?

To Provide the Chancellor's Office;

1. Feedback on the process, including how to create a student equity planning structure with clear directions on what should be included in an equity plan
2. Concrete recommendations on how to embed racial equity within community college equity plans, specifically activities
3. Clear strategies and technical assistance needed for colleges to create equity plans that address racial equity
4. Clarity in terms of what types of professional development are needed in community colleges to close racial equity gaps

3 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

What the review was NOT

- The Student Equity Plan review was **NOT** an assessment or an evaluation of individual college plans, rather it was an analysis examining all submitted Student Equity Plans
  - CUE, along with the Chancellor's Office, are sharing individual campus data with each college – as the review garnered a plethora of interesting data and insights for future equity planning in the state
  - ***Both CUE and the Chancellor's Office acknowledge that the research agenda and guiding questions for the review do not represent what the colleges were asked to include in their plans***

4 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

How were the plans reviewed?

- CUE researchers created a protocol to examine each plan for racial equity
- Community college practitioners from across the state came together for a weekend in Fall 2019 to review the equity plans
- CUE researchers conducted a quality review of the analysis and provided the Chancellor's Office recommendations for future state equity planning

What was examined?

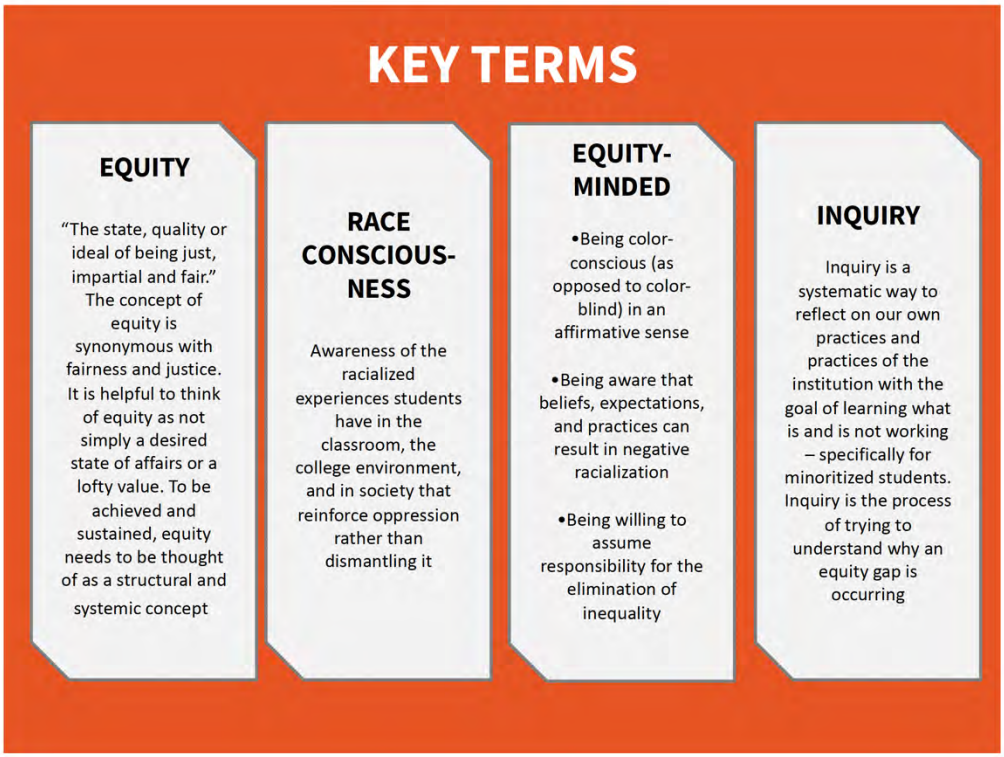
- CUE researchers and community college practitioners reviewed 1) each activity submitted via NOVA by the college and 2) the executive summary submitted by the college

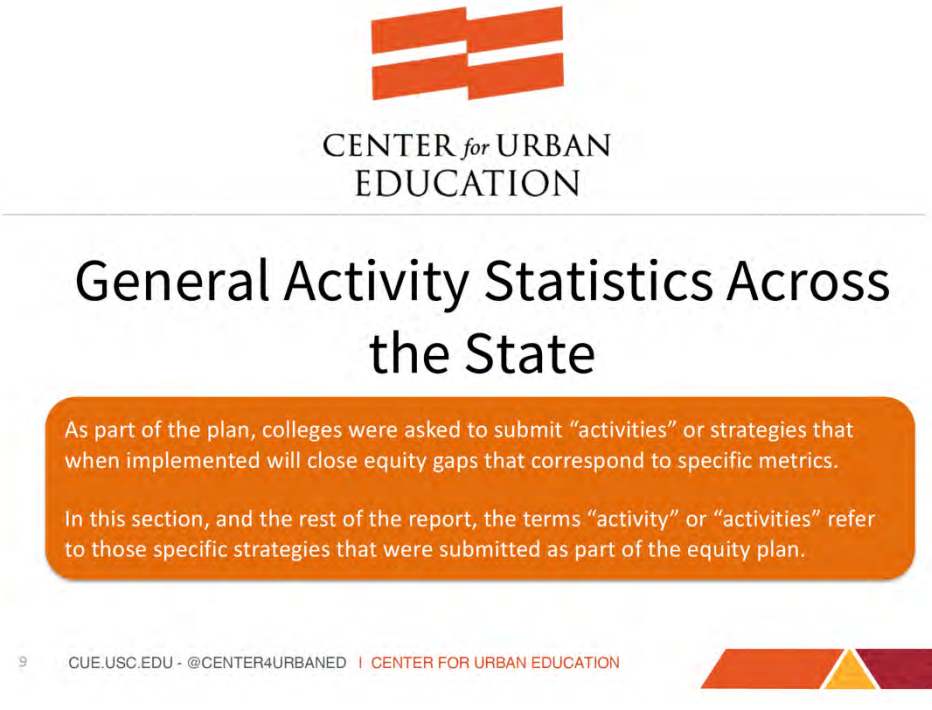
5 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

What's Included?

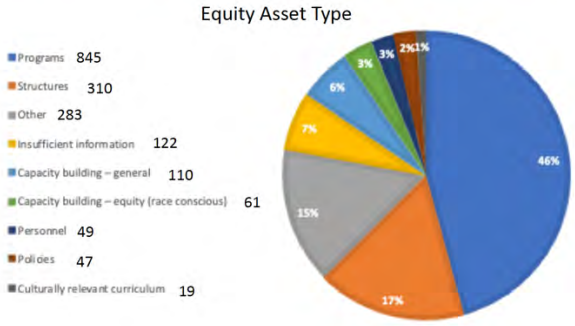
- Key Terms (***Slide 7-8)***
- General Activity Statistics Across the State ***(Slides 9-12)***
- Your College's Quantitative Activity Analysis ***(Slides 13-31)***
- Equity Strengths & Take Aways ***(Slides 32-34)***
- References ***(Slides 35)***

6 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION


KEY TERMS
EQUITY
"The state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept
RACE CONSCIOUS-NESS
Awareness of the racialized experiences students have in the classroom, the college environment, and in society that reinforce oppression rather than dismantling it
EQUITY-MINDED
•Being color-conscious (as opposed to color-blind) in an affirmative sense
•Being aware that beliefs, expectations, and practices can result in negative racialization
•Being willing to assume responsibility for the elimination of inequality
INQUIRY
Inquiry is a systematic way to reflect on our own practices and practices of the institution with the goal of learning what is and is not working – specifically for minoritized students. Inquiry is the process of trying to understand why an equity gap is occurring


CENTER for URBAN EDUCATION
General Activity Statistics Across the State
As part of the plan, colleges were asked to submit "activities" or strategies that when implemented will close equity gaps that correspond to specific metrics.
In this section, and the rest of the report, the terms "activity" or "activities" refer to those specific strategies that were submitted as part of the equity plan.
9
CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

General Activity Statistics Across the State

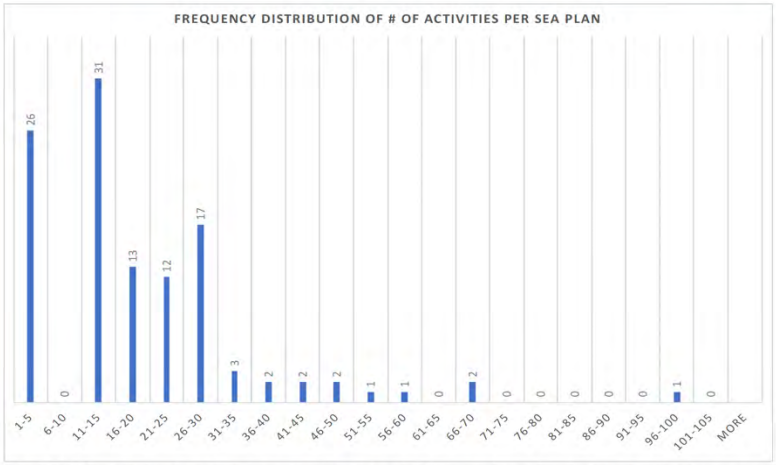


To better understand how colleges are attempting to increase equity in student success, the Student Equity plan reviewers categorized each activity by "equity asset type". An equity asset type is a method for categorizing the type or kind of activity. For a complete list of Equity Asset Types, please see the next slide.

The majority of activities (46% or 845) were identified as programs, followed by the creation of structures (17% or 310). Colleges submitted activities categorized as policies (2% or 47) and culturally relevant curriculum (1% or 19) the least.

11 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

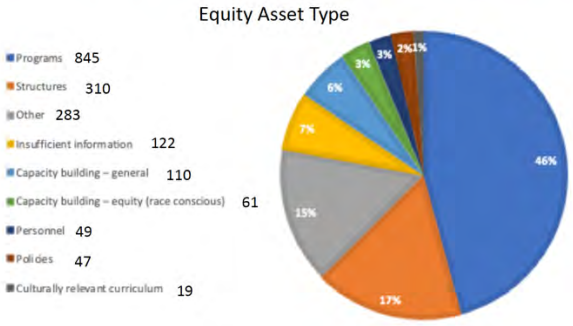
General Activity Statistics Across the State



A total of 1,853 activity descriptions were examined. The number of submitted activities ranged from one college plan proposing two activities and another college proposing 100 activities. The average number of activities for all of the plans was 16 activities. The frequency distribution of number of activities per college plan shows the largest group of plans (31) proposed between 11-15 activities followed by 26 plans at 1-5 activities and then 17 plans at 26-30 activities.

10 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

General Activity Statistics Across the State



To better understand how colleges are attempting to increase equity in student success, the Student Equity plan reviewers categorized each activity by "equity asset type". An equity asset type is a method for categorizing the type or kind of activity. For a complete list of Equity Asset Types, please see the next slide.

The majority of activities (46% or 845) were identified as programs, followed by the creation of structures (17% or 310). Colleges submitted activities categorized as policies (2% or 47) and culturally relevant curriculum (1% or 19) the least.

11 CUE.USC.EDU - @CENTER4URBANED I CENTER FOR URBAN EDUCATION

12

Equity Asset Types

EQUITY ASSET TYPE	DESCRIPTION
Structures	Creating anew or reintegrating how units, offices, and roles on campus work towards improving student success and outcomes. Implementing a technological system to support students, faculty or staff.
Programs	Specific activity proposed to address student equity.
Personnel	Hiring new staff/faculty/administrators to coordinate proposed equity activities or to support the equity effort in some capacity.
Policies	Developing new or revising existing guidelines and rules that govern the operation of the institution/daily routine.
Capacity Building - General	Professional development focused on providing training to staff, faculty, and administrators.
Capacity Building - Equity (Race Conscious)	Professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence.
Culturally Relevant Curriculum Development	Redesign of curriculum to be culturally relevant.

CUE.USC.EDU - @CENTER4URBANED I CENTER FOR URBAN EDUCATION

CENTER for URBAN EDUCATION

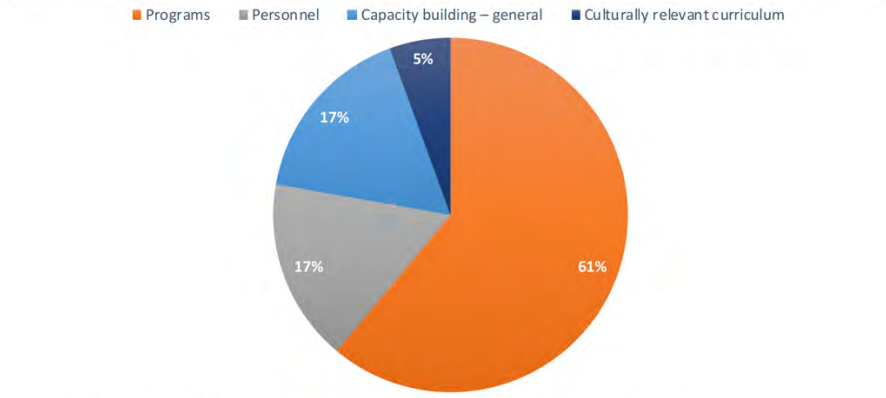
Activity Analysis

USC Rossier School of Education

California Community Colleges

13 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Equity Asset Types



- The college submitted 18 total activities as part of the equity plan.
- The majority (61%) of activities in the equity plan were identified as "programs," 17% as "personnel," 17% as "capacity building – general," and 5% as "culturally relevant curriculum."

Note- Please see Slide 12 for Equity Asset Type definitions

14 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Race-Neutral vs. Race-Specific Metrics

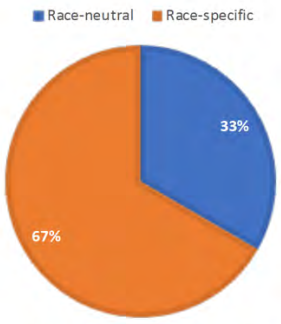
- Reviewers examined all activities submitted by the colleges to understand if the corresponding metrics for the activity were **Race Specific** or **Race-Neutral**
  - **Race-Neutral Metrics**: None of the metrics refer to a specific racial group (i.e., Black) for that given activity

    Corresponding Metrics:
    Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
  - **Race-Specific Metrics**: At least one of the listed metrics refers to a specific racial category (i.e., Black or Latinx students)

    Corresponding Metrics:
    Black or African American : Female : Enrolled in the Same Community College

15 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

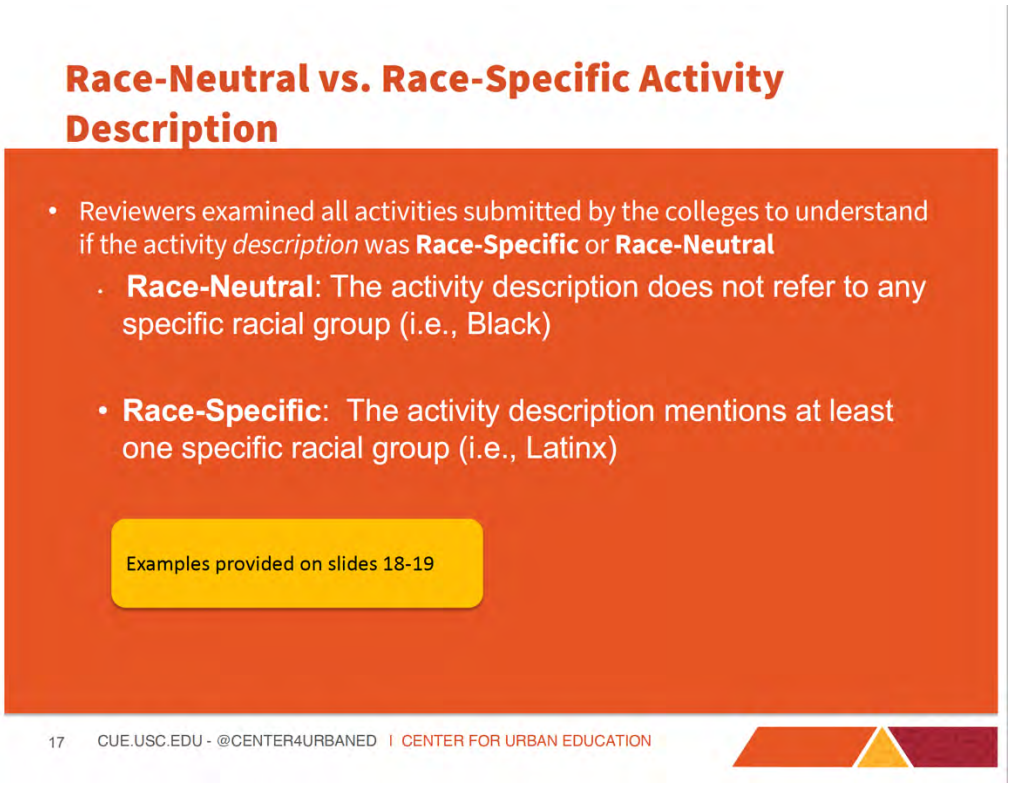
Distribution of Activities with Race-Neutral vs. Race-Specific Metrics

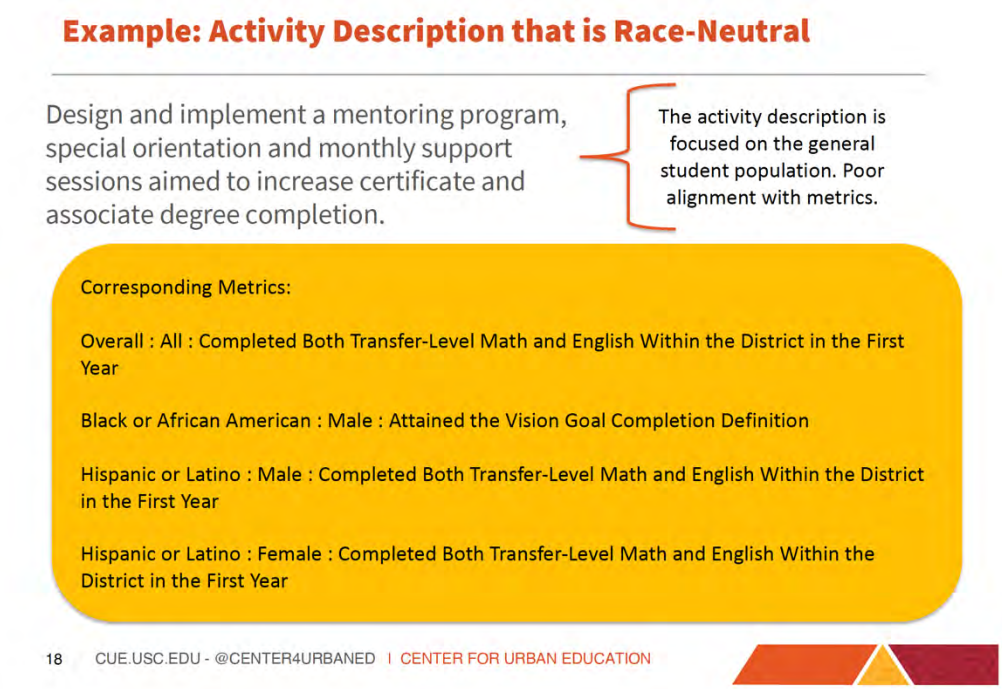


Activity Metrics, Categorized as Race-Neutral or Race-Specific

- Of the 18 activities, 67% had corresponding metrics that were race-specific and 33% race-neutral.
- This means that the majority of activities submitted specifically named at least one racial ethnic group within the metrics targeted by that activity.

16 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION


Race-Neutral vs. Race-Specific Activity Description
Reviewers examined all activities submitted by the colleges to understand if the activity description was Race-Specific or Race-Neutral
Race-Neutral: The activity description does not refer to any specific racial group (i.e., Black)
Race-Specific: The activity description mentions at least one specific racial group (i.e., Latinx)
Examples provided on slides 18-19
17 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION


Example: Activity Description that is Race-Neutral
Design and implement a mentoring program, special orientation and monthly support sessions aimed to increase certificate and associate degree completion.
The activity description is focused on the general student population. Poor alignment with metrics.
Corresponding Metrics:
Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
Black or African American : Male : Attained the Vision Goal Completion Definition
Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
18 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Example: Activity Description that is Race-Specific

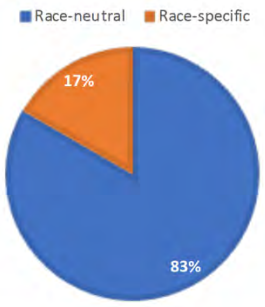
The college will conduct targeted outreach activities to increase the number of **African American and LGBTQ students** that complete the matriculation process. Activities may include making presentations about the Umoja program and LGBTQ services at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the call center to answer questions about the matriculation process.

The activity description is focused on a specific racial/ethnic group - which aligns with the targeted metrics for this activity. Alignment between metrics and activity are critical to closing equity gaps.

Corresponding Metrics:
Black or African American : Female : Enrolled in the Same Community College

19 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Distribution of Race-Specific vs. Race-Neutral Activity Descriptions



Activity Descriptions, Categorized as Race-Neutral or Race-Specific

- Of those 18 activities, 17% had an activity description that was race-specific and 83% race-neutral.
- This means that the majority of activity descriptions submitted did not name at least one racial-ethnic group within the description of that activity.
- While the majority of metrics associated with each activity were specific to race, the descriptions were primarily race-neutral.

20 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Reviewers Examined Activity Descriptions for a Focus on Student Services or the Classroom

Student Service Focus

The primary aim of the activity is to provide some type of support service to students (i.e., orientation or counseling)

Classroom Focus

The primary aim of the activity is focused on what happens inside the classroom (i.e., training faculty on equitable classroom practice)

Both Student Service/Classroom Focus

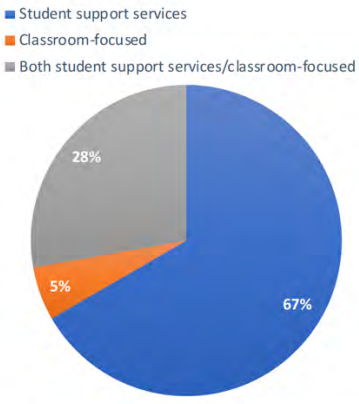
The activity incorporates both elements (i.e., Umoja learning community)

Neither Student Service/Classroom Focus

The activity cannot be identified as either student services or classroom focused (i.e., development of a data coaches program)

21 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Distribution of Activity Descriptions by Student Services-Focused vs. Classroom-Focused



Percentage of activity descriptions focused on student services or the classroom

- Of the 18 activity descriptions submitted, 67% were focused on student services, 28% were both student services and classroom-focused and 5% were classroom-focused.

22 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Reviewers Examined Activity Descriptions for Instructional Faculty Engagement

Yes, Faculty Engaged

Instructional faculty members are specifically mentioned/involved in the activity description

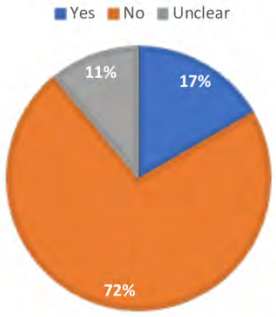
No, Faculty Not Engaged

Instructional faculty members are not specifically mentioned/involved in the activity description

Unclear

The activity description is not clear whether the activity will include instructional faculty members in the activity

Distribution of Activity Descriptions that Engaged Instructional Faculty Members



Percentage of activity descriptions that include or engage instructional faculty members

- Of the 18 activities, 17% specifically engage instructional faculty members, 72% do not, and 11% were unclear.
- This means that for the majority of the activities submitted, instructional faculty are not specifically part of the activity.

Reviewers Examined Activity Descriptions for Inquiry

Inquiry is a process of trying to understand why an equity gap is occurring and can be structured in different ways.

Classroom Inquiry

Inquiry into classroom practice might include the analysis of course-level data disaggregated by race or a document review of course syllabi and assignments from an equity perspective.

Student Services Inquiry

Student service inquiry may take the form of observations of the transfer center or tutoring center or a website review from a racial equity perspective. The goal of inquiry, regardless of office/unit/practitioner role, is to better understand how practices may not be working for racially minoritized students.

Note- The examples in this slide provide an illustration of the different forms of inquiry by which practitioners can engage. This is not an exhaustive list of inquiry activities.

25 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Example: Activity Description that Includes Inquiry

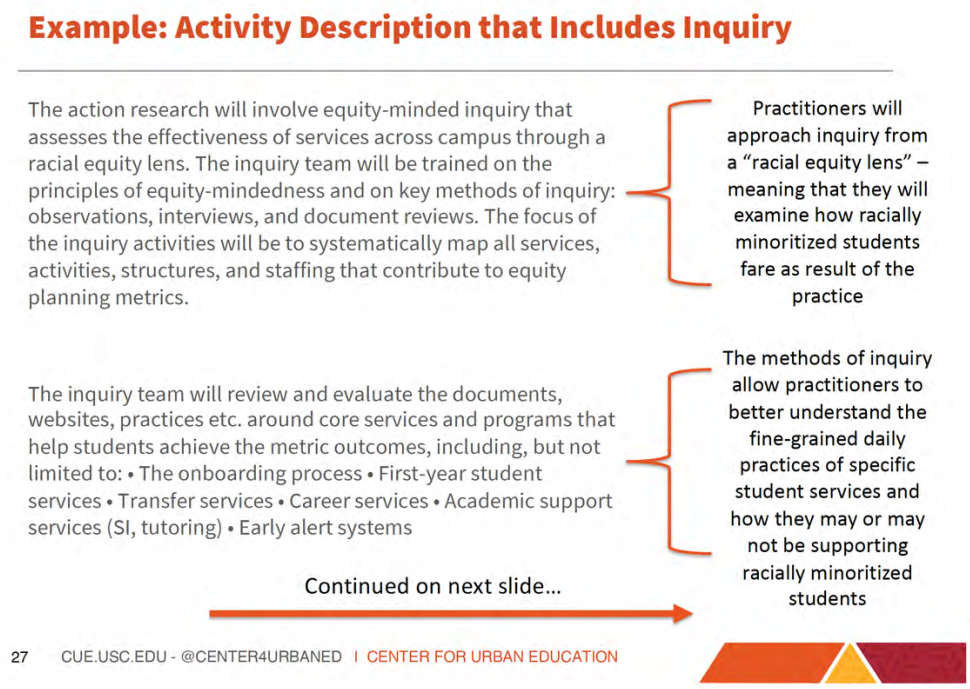
The Office of Institutional Research, in consultation with appropriate campus programs and committees, will conduct a comprehensive assessment of student support services and communication/ marketing documents using an action research lens by creating inquiry teams. Action research brings together and trains practitioners (called "practitioner-researchers") who are in positions to bring about direct change and make decisions, to actively participate in assessment and evaluation of specific practices, policies and related documents, and programs….

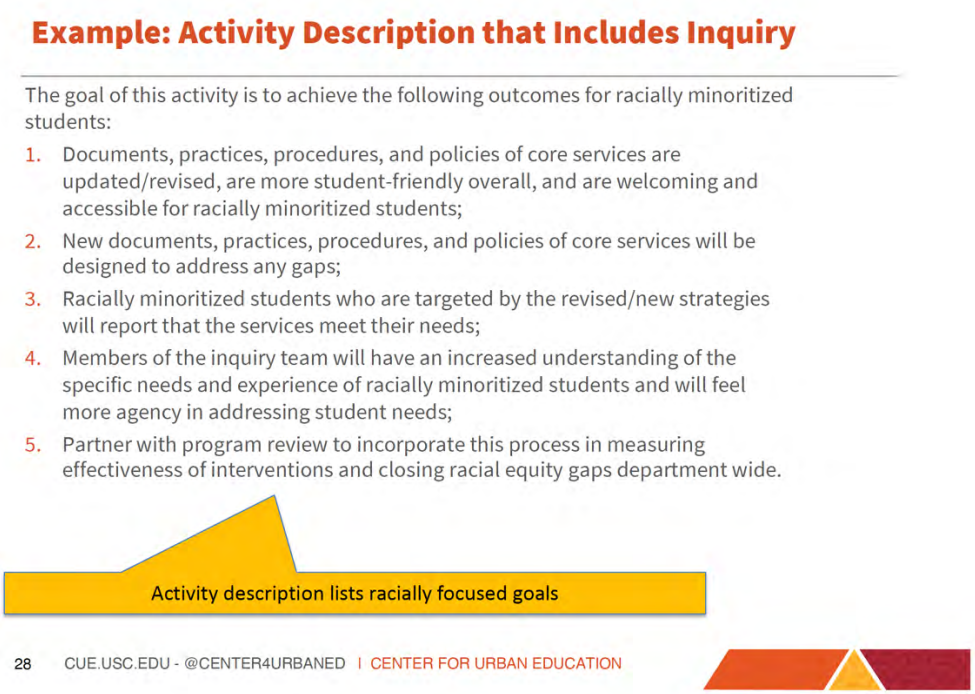
The college plans to bring together administrators, faculty and staff to examine their own practices to better understand the inequities on their campus

By participating in reflective practice, practitioners do not assume that they know why inequities are occurring but instead engage in a structured process to better understand how institutional or practitioner practices may not be effective

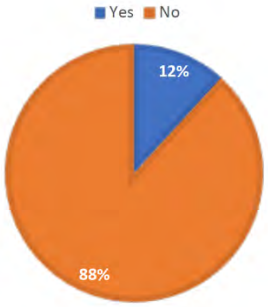
Continued on next slide...

26 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION


Example: Activity Description that Includes Inquiry
The action research will involve equity-minded inquiry that assesses the effectiveness of services across campus through a racial equity lens. The inquiry team will be trained on the principles of equity-mindedness and on key methods of inquiry: observations, interviews, and document reviews. The focus of the inquiry activities will be to systematically map all services, activities, structures, and staffing that contribute to equity planning metrics.
Practitioners will approach inquiry from a "racial equity lens" – meaning that they will examine how racially minoritized students fare as result of the practice
The inquiry team will review and evaluate the documents, websites, practices etc. around core services and programs that help students achieve the metric outcomes, including, but not limited to: • The onboarding process • First-year student services • Transfer services • Career services • Academic support services (SI, tutoring) • Early alert systems
The methods of inquiry allow practitioners to better understand the fine-grained daily practices of specific student services and how they may or may not be supporting racially minoritized students
Continued on next slide...
27 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION


Example: Activity Description that Includes Inquiry
The goal of this activity is to achieve the following outcomes for racially minoritized students:
1. Documents, practices, procedures, and policies of core services are updated/revised, are more student-friendly overall, and are welcoming and accessible for racially minoritized students;
2. New documents, practices, procedures, and policies of core services will be designed to address any gaps;
3. Racially minoritized students who are targeted by the revised/new strategies will report that the services meet their needs;
4. Members of the inquiry team will have an increased understanding of the specific needs and experience of racially minoritized students and will feel more agency in addressing student needs;
5. Partner with program review to incorporate this process in measuring effectiveness of interventions and closing racial equity gaps department wide.
Activity description lists racially focused goals
28 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Distribution of Activity Descriptions that Included Inquiry



Percentage of activity descriptions that include inquiry

- The majority (88%) of activity descriptions did not include inquiry, whereas 12% did include inquiry.

See slides 26-28 for an example of an activity that includes inquiry.

29 CUE.USC.EDU - @CENTER4URBANED | CENTER FOR URBAN EDUCATION

Reviewers Examined Activity Descriptions for the Inclusion of Transfer

Why is transfer an important issue of equity?

California community colleges are the institution of choice for the growing Latinx community, first-generation college-goers, low-income students, and many more who have been deprived of educational opportunities that are taken for granted by economically-advantaged populations.

Yet, less than half of students transfer to four-year institutions or finish a degree/certificate within *six* years.

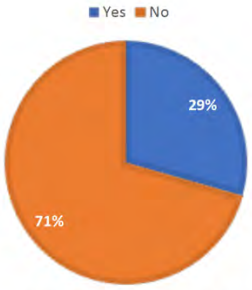
Thus, each activity description was examined for the inclusion of transfer.

"**Yes**" indicates the activity description mentions the term transfer and the activity is aimed at the function of transfer (i.e., expanding the transfer center or training faculty on how to be "transfer agents")

"**No**" indicates the activity description either does not mention transfer or if transfer is mentioned, it was not aimed at increasing transfer or transfer support (i.e., the mention of "transfer-level math" is not a transfer-focused activity)

30

Distribution of Activity Descriptions that Specifically Included Transfer



Percentage of transfer related activity descriptions

- Approximately 29% of the 18 activities specifically include transfer and 71% do not include transfer.

CENTER *for* URBAN EDUCATION

Strengths & Take Aways

USC Rossier School of Education

California Community Colleges

Strengths: Executive Summary

"Professional development is highlighted and the institution takes ownership over making several changes to better support students." –*Community College Expert Reviewer*

"The area of greatest promise in this plan is the Student Equity Re-envisioned Initiative. Though this effort seems to be focused on behavioral and social sciences, it could serve as a great model for expansion to other departments on the campus."— *Community College Expert Reviewer*

Large Take Aways

"There is a heavy emphasis on student programs, which tend to focus on providing student support services. With these types of programs, the responsibility for taking advantage of resources and opportunities falls on the students. This maintains the status quo in the institution and does not force inquiry or review of inequitable systems that perpetuate success among select groups." – *Community College Expert Reviewer*

CUE Recommendations:

1. Create equity activities that explicitly **align** the race-specific metrics to race-specific activity descriptions.
2. Focus on specific **racially minoritized** student populations rather than on all students.
3. Adopt **equity-minded language**, including operationalizing a **definition of equity** for the college.
4. Work to incorporate more **classroom-focused** equity efforts and **engage instructional faculty.**
5. Include **equity-minded inquiry** as a strategy to better understand inequities.
6. Include **transfer-specific** equity activities.

Note-The take aways listed here are ONLY based on what was submitted via NOVA, June 2019 and the content of the executive summary. It does not reflect other strategic planning documents.

If your college has specific questions or comments regarding the analysis, please reach out to the Center for Education at the contact below

Contact Us:
| cue.usc.edu
| (213) 740-5202
| @center4urbaned
| megan.chase@usc.edu

CENTER *for* URBAN EDUCATION

References

- Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. The Review of Higher Education, 30(4), 441-469.
- Bensimon, E. M., & Malcom, L. E. (2012). Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice. Sterling, VA: Stylus Publishing.
- Dowd, A. C., Bensimon, E. M., Gabbard, G., Singleton, S., Macias, E., Dee, J., et al. (2006). Transfer access to elite colleges and universities in the United States: Threading the needle of the American dream. Retrieved from www.jackkentcookefoundation.org
- Felix, E. R., & Fernandez Castro, M. (2018). Planning as strategy for improving Black and Latinx student equity: Lessons from nine community colleges. *Education Policy Analysis Archives, 26(56), 1-34.* http://dx.doi.org/10.14507/epaa.26.3223
- Gilborn, D. (2005). Education policy as an act of white supremacy: Whiteness, critical race theory and education reform. Journal of Education Policy, 20(4), 485-505.
- Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. The Review of Higher Education, 36(1, Supplement), 9-29.

APPENDIX C

Data: Student Equity Plan

New Equity Gap Methodology

Percentage Point Gap -1

- Old method:

Rate of Subgroup − Average Rate = Equity Gap → **Disproportionate Impact** is detected if Equity Gap is less than -2%

- New Method:

Rate of Subgroup − **Rate for all OTHER students excluding the Subgroup** = Equity Gap → **Disproportionate Impact** is detected using Margin of Error, with minimum threshold of 2%

METRICS

Successful Enrollment:
The percentage of first-time applicants who applied and enrolled at ECC in the selected year.

Completed Transfer Level Math and English:
The percentage of first-time students who completed both transfer-level math and English in the selected year.

Persistence:
The percentage of first-time students who enrolled in the subsequent primary term after their first primary term of enrollment in selected year.

Completion:
The percentage of first-time students in selected year who earn a degree or certificate within three years.

Transfer:
The percentage of first-time students in selected year who transfer to a four-year institution within three years.

New Equity Gap Methodology

Percentage Point Gap -1

- New Method Example:

By using Margin of Error, the DI threshold is larger for smaller groups of students:

GROUP 1	GROUP 2
50 Students	5,500 Students
Rate: 20%	Rate: 15%
Disproportionate Impact is detected if Equity Gap is less than -11%	Disproportionate Impact is detected if Equity Gap is less than -2%

Successful Enrollment in the First Year (2020-2021)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**41%**		**3,322**	**8,176**
Two or More Races	All Other Values	9%	4	1	11
Unknown/Non-Respondent	Overall	13%	7	3	24
Unknown/Non-Respondent	Female	18%	11	8	45
Unknown/Non-Respondent	Overall	22%	15	17	77
Unknown/Non-Respondent	Male	29%	4	8	28
Black or African American	Female	29%	73	170	579
Black or African American	Overall	32%	101	318	999
Asian	Female	33%	39	156	473
Black or African American	Male	35%	29	146	417
Female	Overall	36%	517	1,621	4,553
White	Female	36%	32	232	643
Asian	Overall	37%	35	298	811
Hispanic	Female	37%	74	669	1,787

Completed Both Transfer-Level Math and English within the District in the First Year (2020-2021)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**21%**		**940**	**4,596**
Unknown/Non-Respondent	Overall	0%	4	0	15
Unknown/Non-Respondent	All Other Val	0%	3	0	11
Unknown/Unreported	All Other Val	0%	4	0	17
First Generation Student	Male	4%	23	6	135
Foster Youth	Male	8%	4	2	25
Black or African American	Male	9%	39	25	285
Foster Youth	Overall	9%	7	5	56
Black or African American	Overall	9%	89	60	663
Black or African American	Female	9%	49	35	374
Foster Youth	Female	10%	4	3	31
First Generation Student	Overall	11%	41	45	402
Hispanic	Male	11%	76	74	655
Student Who Received Disability Services	Male	14%	9	16	118
LGBT	Female	14%	8	16	113
Hispanic	Overall	15%	109	194	1,326
First Generation Student	Female	15%	18	39	266
Student Who Received Disability Services	Overall	16%	12	34	218
Hispanic	Female	18%	33	120	668
Student Who Received Disability Services	Female	18%	3	18	99

Persisted First Primary Term to Subsequent Primary Term (2019-2020)					
Primary Subgroup	**Disagg by Gender**	**Rate**	**Number of Students to Close Gap**	**Subgroup Successful**	**Subgroup Population**
Overall	**Overall**	**72%**		**3,947**	**5,523**
Unknown/Non-Respondent	Female	17%	202	53	320
Unknown/Non-Respondent	Overall	17%	451	126	724
Unknown/Non-Respondent	Male	18%	246	73	400
Foster Youth	Male	54%	7	21	39
Foster Youth	Overall	55%	15	47	86
Foster Youth	Female	55%	8	26	47
First Generation Student	Male	57%	41	146	257
LGBT	Male	59%	9	39	66
Black or African American	Male	59%	46	197	333
Black or African American	Overall	62%	75	410	665
First Generation Student	Overall	63%	59	372	593
LGBT	Overall	64%	17	127	200
Black or African American	Female	64%	29	210	327
LGBT	Female	65%	9	87	133
First Generation Student	Female	67%	18	225	335
Male	Overall	70%	75	1,962	2,797

Attained the Vision for Success Definition of Completion (Awards) within Three Years (2017-2018)					
Primary Subgroup	**Disagg by Gender**	**Rate**	**Number of Students to Close Gap**	**Subgroup Successful**	**Subgroup Population**
Overall	**Overall**	**15%**		**852**	**5,518**
Black or African American	Male	2%	7	1	45
Black or African American	Overall	3%	13	3	100
Black or African American	Female	4%	7	2	55
First Generation Student	Male	4%	10	3	77
First Generation Student	Male	5%	22	9	192
First Generation Student	Male	6%	36	22	349
Foster Youth	Overall	7%	30	24	335
Foster Youth	Overall	7%	65	51	693
Foster Youth	Male	8%	24	23	288
Hispanic	Female	8%	29	29	344
Hispanic	Overall	9%	14	16	185
Hispanic	Overall	10%	39	70	672
LGBT	Male	10%	125	154	1,487
LGBT	Female	11%	8	15	143
LGBT	Female	12%	4	13	108
Male	Female	12%	15	47	384
Perkins Economically Disadvantaged	Overall	12%	180	354	2,855
Student Who Received Disability Services	Overall	13%	180	359	2,881
Student Who Received Disability Services	Male	13%	96	288	2,232
Student Who Received Disability Services	Male	13%	78	277	2,106
Unknown/Unreported	Female	15%	56	200	1,368

Transferred to a Four-Year Institution within Three Years (2016-2017)					
Primary Subgroup	**Disagg by Gender**	**Rate**	**Number of Students to Close Gap**	**Subgroup Successful**	**Subgroup Population**
Overall	**Overall**	**27%**		**676**	**2543**
First Generation Student	Female	14%	25	25	175
First Generation Student	Overall	16%	38	47	301
Black or African American	Male	17%	19	27	163
Student Who Received Disability Services	Male	17%	7	11	64
First Generation Student	Male	18%	14	22	126
Black or African American	Overall	18%	33	61	336
Hispanic	Male	18%	90	120	653
Black or African American	Female	20%	15	34	173
Hispanic	Overall	21%	141	261	1,251
Hispanic	Female	24%	52	141	598
Unknown/Unreported	Male	25%	32	260	1,047

APPENDIX D

SEA Goals: Common threat factors in creating SEA goals

Successful Enrollment in the First Year					Baseline	Not in Template				
	2016-17	2017-18	2018-19	2019-20	2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	17%	21%	28%	30%	32%	34%	37%	39%	42%	*For every 100 first-time Black applicants, 42 students will enroll at ECC.*
Non-Black/African American Students	26%	31%	35%	39%	42%					
Equity Gap	-9%	-9%	-7%	-9%	-10%		-5%	-2%	-3%	

Completed Both Transfer-Level Math and English within the First Year					Baseline	Not in Template				
	2016-17	2017-18	2018-19	2019-20	2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	3%	4%	6%	8%	9%	12%	16%	19%	22%	*For every 100 first-time Black students, 22 students complete transfer-level math and English in their first year.*
Non-Black/African American Students	11%	13%	17%	21%	22%					
Equity Gap	-8%	-10%	-11%	-13%	-13%					

Persisted First Primary Term to Subsequent Primary Term					Baseline	Not in Template	Not in Template			
	2015-16	2016-17	2017-18	2018-19	2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	60%	60%	59%	63%	62%	64%	66%	68%	71%	73%	*For every 100 first-time Black students, 73 students will enroll in two consecutive primary terms.*
Non-Black/African American Students	77%	75%	76%	76%	73%						
Equity Gap	-16%	-15%	-17%	-13%	-11%						

Completion					Baseline	Not in Template	Not in Template	Not in Template	Not in Template				
	2013-14	2014-15	2015-16	2016-17	2017-18	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	4%	4%	6%	7%	7%	9%	10%	11%	13%	14%	15%	17%	*For every 100 first-time Black students, 17 students will earn a degree or certificate in three years.*
Non-Black/African American Students	8%	12%	13%	14%	17%								
Equity Gap	-5%	-8%	-7%	-7%	-9%								

Transfer					Baseline	Not in Template	Not in Template	Not in Template	Not in Template				
	2013-14	2014-15	2015-16	2016-17	2017-18	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Context for Year 3 Goal
Black/African American Students	14%	15%	15%	16%	18%	20%	21%	22%	24%	25%	27%	28%	*For every 100 first-time Black students, 28 students will earn a degree or certificate in three years.*
Non-Black/African American Students	26%	23%	25%	25%	28%								

Transferred to a Four-Year Institution within Three Years (2016-2017)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**27%**		**676**	**2543**
First Generation Student	Female	14%	25	25	175
First Generation Student	Overall	16%	38	47	301
Black or African American	Male	17%	19	27	163
Student Who Received Disability Services	Male	17%	7	11	64
First Generation Student	Male	18%	14	22	126
Black or African American	Overall	18%	33	61	336
Hispanic	Male	18%	90	120	653
Black or African American	Female	20%	15	34	173
Hispanic	Overall	21%	141	261	1,251
Hispanic	Female	24%	52	141	598
Unknown/Unreported	Male	25%	32	260	1,047

Successful Enrollment in the First Year	2016-17	2017-18	2018-19	2019-20	Baseline 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	Additional number of Black students needed to close gap	Total number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	17%	21%	28%	30%	32%	34%	37%	39%	42%	318	101	419	*101 additional Black students will to apply and enroll at ECC* *419 Black students will to apply and enroll at ECC*	*For every 100 first-time Black applicants, 42 students will enroll at ECC.*
Non-Black/African American Students	26%	31%	35%	39%	42%									
Equity Gap	-9%	-9%	-7%	-9%	-10%									

Completed Both Transfer-Level Math and English within the First Year	2016-17	2017-18	2018-19	2019-20	Baseline 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	Additional number of Black students needed to close gap	Total number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	3%	4%	6%	8%	9%	12%	16%	19%	22%	60	89	149	*89 additional Black students will complete Transfer-level Math and English in their first year* *149 Black students will complete Transfer-level Math and English in their first year*	*For every 100 first-time Black students, 22 students complete transfer-level math and English in their first year.*
Non-Black/African American Students	11%	13%	17%	21%	22%									
Equity Gap	-8%	-10%	-11%	-13%	-13%									

Persisted First Primary Term to Subsequent Primary Term	2015-16	2016-17	2017-18	2018-19	Baseline 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	Additional number of Black students needed to close gap	Total number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	60%	60%	59%	63%	62%	64%	66%	68%	71%	73%	410	75	485	*75 additional first-time Black students will enroll in two consecutive primary terms* *485 first-time Black students will enroll in two consecutive primary terms*	*For every 100 first-time Black students, 73 students will enroll in two consecutive primary terms.*
Non-Black/African American Students	77%	75%	76%	76%	73%										
Equity Gap	-16%	-15%	-17%	-13%	-11%										

Completion	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Not in Template Year -3 2018-19	Not in Template Year -2 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	Additional number of Black students needed to close gap	Total number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	4%	4%	6%	7%	7%	9%	10%	11%	13%	14%	15%	17%	51	65	116	*65 additional Black students will earn a degree or certificate in three years* *116 Black students will earn a degree or certificate in three years*	*For every 100 first-time Black students, 17 students will earn a degree or certificate in three years.*
Non-Black/African American Students	8%	12%	13%	14%	17%												
Equity Gap	-5%	-8%	-7%	-7%	-9%												

Transfer	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Not in Template Year -3 2018-19	Not in Template Year -2 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	Additional number of Black students needed to close gap	Total number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	14%	15%	15%	16%	18%	20%	21%	22%	24%	25%	27%	28%	61	33	94	*33 additional Black students will earn a degree or certificate in three years* *94 Black students will earn a degree or certificate in three years*	*For every 100 first-time Black students, 28 students will earn a degree or certificate in three years.*
Non-Black/African American Students	26%	23%	25%	25%	28%												
Equity Gap	-12%	-8%	-11%	-9%	-10%												

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES
Celebrating 50 years

THE BROWN ACT
MAKING THE PROCESS WORK FOR YOU

Adapted from the ASCCC Faculty Leadership Institute presentation by Michelle Velasquez Bean and Jake Knapp and accessed from www.asccc.org

POLICY

"The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created."

- GC Section 54950

LEGISLATIVE BODIES

"All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter."

-GC Section 54953(a)

“Governing Bodies”

- The governing body of a local agency or any other local body created by state or federal statute is subject to the Brown Act.
- Examples: Community College District Board of Trustees, City Council, School Board
  - Education Code 70902: “Every community college district shall be under the control of a board of trustees…”
- Bottom Line: If created by statute, the local body is covered by the Brown Act

“Appointed Bodies”

- **General Rule**: A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body.
- **Bottom Line:** Committees created by formal action of a legislative body are subject to the Brown Act.
- **EXAMPLE:** The Chancellor of the Salton Sea CCD appoints a committee to make recommendations on a new mascot for Salton Sea College. Are the meetings of the mascot committee subject to the Brown Act?

Appointed Bodies – Standing Committees

- Standing Committees of a legislative body are **ALWAYS** subject to the Brown Act.
  - Standing committees, irrespective of composition, which have either: (1) a continuing subject matter jurisdiction, or (2) a meeting schedule fixed by resolution or formal action of the legislative body.
- Examples: long-term committees on professional development or curriculum.

Appointed Bodies – Temporary Advisory Committee Exception

- Ad Hoc: "Made or happening only for a particular purpose or need."
- A temporary advisory committee **composed solely of less than a quorum** of the legislative body that serves a limited or single purpose, that is not perpetual, and that will be dissolved once its specific task is completed is not subject to the Brown Act.

What About Local Academic Senates?

- A “legislative body” includes “a commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of the legislative body.”
- Is a local academic senate an advisory body of the community college district board of trustees?

What About Local Academic Senates?

- Title 5, section 53200(b) defines *academic senate*:
  - "an organization…whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters."
- By definition an academic senate is an advisory body to the district board of trustees

What About Local Academic Senates?

- A “legislative body” includes “a commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of the legislative body.”
- Is a local academic senate an advisory body created by formal action of the board of trustees?

What About Local Academic Senates?

- Title 5, section 53202 establishes the procedures for the formation of an academic senate
- The steps include a vote of the faculty, plus certain actions by the district board after the faculty vote (recognition of the senate, authorization for faculty to establish structures and procedures, etc.)
- "The legally mandated joint action to be taken by the faculty of a community college and a district board in establishing an academic senate constitutes the requisite "formal action" contemplated by [the Brown Act]."

  - Attorney General Opinion No. 83-304 (1983)

MEETINGS

"All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter."

-GC Section 54953(a)

What is a "Meeting?"

- "Any congregation of a majority of the members of a legislative body at the same time and location to hear, discuss, deliberate, or take action upon any item that is within the subject matter jurisdiction of the legislative body."

  - GC Section 54952.2(a)

- The Brown Act is not limited to "meetings" where a final decision is made!
  - "HEAR"
  - "DISCUSS"
  - "DELIBERATE"

Serial Meetings

- "A majority of the members of a legislative body shall not…use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body."

  - GC Section 54952.2(b)(1)

- Common Types of Serial Meetings:
  - Daisy Chain
  - Hub and Spoke
  - Email

Meetings – Exceptions to the Rule

- Individual Contacts
  - But beware of the serial meeting!
- Social or Ceremonial Occasions
  - So long as business of the state body is not discussed
- Conferences
  - So long as they are open to the public and involve subject matter of general interest to the public
- Meetings of Another Legislative Body
  - The meeting must be open to the public and properly noticed

The Basics – Regular Meetings

- The agenda must be posted at least 72 hours in advance of the meeting in a location "freely accessible to members of the public."
- The legislative body must mail a copy of the agenda to any person who has filed a written request for such materials. The copies may be mailed at the time the agenda is posted.
- The notice, agenda and supporting documents are public records and must be made available to public
  - Writings, when distributed to a majority of the body by any person in connection with a matter subject to consideration at a public meeting, are public records that must be made available to the public "upon request without delay."

-GC Section 54957.5

Teleconference Meetings

- Agendas must identify each teleconference location and be posted at each location
- Each location must be open and accessible to the public and allow for public participation
  - Example: Hospital bed
  - Example: No participation by cell phone in car
- Agenda must provide an opportunity for public comment from each teleconference location
- At least a quorum of the legislative body must participate from locations within the local agency's jurisdiction
- All votes must be audible and taken by roll call

Adding an Item to an Agenda (Urgency Items)

- The Brown Act generally prohibits any action or discussion of items not on the posted agenda.
- Urgency Items: When 2/3 of all members present (or all members if less than 2/3 are present) determine that there is a need for immediate action and the need to take action "came to the attention of the local agency subsequent to the agenda being posted."
- Note that this exception may not be used if the legislative body or the staff knew about the need to take immediate action before the agenda was posted.

Special Meetings – 24 Hours

- A special meeting may be called by the presiding officer or by a majority of the members of a legislative body.
- Written notice of the special meeting must be posted and sent at least 24 hours in advance to each member of the legislative body and to each local newspaper and radio or TV station that has requested notice in writing.
- The body may only consider business identified in the notice (no urgency item additions).

Emergency Meetings – 1 Hour

- An emergency meeting may be called with one hour advance notice to media outlets.
- An emergency is limited to "a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body." -GC Section 54956.5
- The one hour notice requirement is waived for "dire emergencies."

The Public's Place at the Table

- The legislative body must provide an opportunity for members of the public to directly address the body on each agenda item before or during the legislative body's discussion or consideration of the item.
- Every agenda for a regular meeting must also allow members of the public to speak on any other item of interest within the subject matter jurisdiction of the legislative body (even if not on the agenda).

The Public's Place at the Table

- The legislative body may not prohibit criticism of policies, procedures, programs or services of the legislative body/agency
- Reasonable regulations on public comment may be adopted (example: time limits for individual speakers)
- The legislative body may remove individuals from a meeting who willfully interrupt proceedings.

-GC Section 54957.9

The Public's Right to Attend

- All meetings must comply with the ADA
- Any person may record the proceedings via audio recorder, video recorder or still motion camera
- No conditions may be set for attendance at or participation in a public meeting
  - Sign-in not required
  - Self-identification not required as a prerequisite to speak
  - No fees may be charged for providing notice

VIOLATIONS AND REMEDIES

Injunctions, overturned decisions, misdemeanor charges and the court of public opinion…

Why should I care?

- Lawsuits
- Depending on the circumstances, the decision of the body may be invalidated
  - Before filing a court action seeking invalidation, a person must send a "cure and correct" demand to the legislative body
  - Demand must describe the challenged action, the nature of the claimed Brown Act violation, and the "cure" sought.
  - Legislative body then has 30 days to "cure and correct" the action
- Injunctions against future violations
- A prevailing plaintiff may recover attorneys fees and costs of litigation
- Criminal misdemeanor penalties
  - If a member attends a meeting of the legislative body where action is taken in violation of the Brown Act, and where the member **intends** to deprive the public of information to which the member knows or has reason to know the public is entitled.

Don’t Forget

- We are public servants who represent our community college districts
- We are conducting the public’s business and expending public funds
- The open meeting laws were adopted with full knowledge that some efficiencies would be lost
- The court of public opinion – this is about the public’s perception of how its business is conducted

Talk to local counsel!

When in doubt, ask for help!

- The ASCCC and the Office of the General Counsel at the State Chancellor's Office provide our colleges with general legal resources and information.
- The information in this presentation is for general background, and does not constitute legal advice.
- Always check in with your local counsel if you have specific legal questions.

Questions????

INFORMED & INSPIRED

Pedagogy Matters:
from Critical, to Liberatory, to Radically Humanizing Pedagogy

Presenter: Dr. Jeremiah J. Sims

Thursdays, 1:15-3:00 PM

Presentation from1:15-2:15, followed by reflection time 2:15-3:00 (optional)

OCTOBER 13 – Virtual (Zoom)

NOVEMBER 10 – Virtual (Zoom)

DECEMBER 1 – Hyflex (DE 166 and Zoom)

This is a three-part series; you are welcome to attend just one or register for them all!

If we're honest, we know that there is a pedagogy gap (Sims, et Al., 2020) in community college education. This is not an indictment of faculty. Rather, it is an indictment of an educational system that does not require coursework on teaching and learning (i.e., pedagogy) for the majority of educators in its employ. Nevertheless, there are ways to bridge this gap. In this tripartite PD experience, we will wrestle, both individually and collectively, with educational/pedagogical concepts/theories that center justice. The overarching goal of this series is to create space for educators—irrespective of prior experience—to arrive at an understanding of pedagogy as a tool not just for criticality and liberation, but also as a tool that foments radical inclusivity.

We all have a role to play—let's soar together!

Faculty will earn antiracist/racial-equity focused Flex credit.
Please register in Cornerstone (click on dates above to link to Cornerstone registration).

Informed & Inspired is an ongoing professional development series sponsored by the Faculty Development Committee intended to inform and inspire faculty and staff at El Camino College. This semester we are partnering with Dr. Jeremiah Sims and the Equity, Diversity, and Inclusion Standing Committee to design opportunities to learn about equity-centered pedagogy.

El Camino College

www.elcamino.edu

Faculty Development Committee

College Book Club

Fall 2022

Welcome back! This semester, the College Book Club will partner with ECC's Formerly Incarcerated Re-entry Students Thriving (FIRST) program. FIRST offers academic and basic needs support to formerly incarcerated and system-impacted students. Our readings will focus on ways faculty and staff can engage justice-involved students.

Sign up on Cornerstone. Readings will be emailed to you. We will meet virtually on Fridays 11 am - 12 pm on the following dates:

October 14th November 4th
& December 9th

Participation is flex credit eligible.
All faculty and staff are welcome!

El Camino College

College Council Meeting Minutes
September 19, 2022
1:00pm – 3:00pm Via Zoom

Attendance
Mari Baquir (alternate for ECCE), Edith Gutierrez, Kelsey Iino, Darcie McClelland, Rose Mahowald, Erika Solorzano

Absent
Bryan Hayden, Carlos Lopez, Luisa Paredes, Brenda Thames

Support/Presenters
Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Bob Suppelsa, Loic Audusseau

Minutes

2.1 Welcome

Rose Mahowald opened the remote meeting. Dr. Brenda Thames and Chief Michael Trevis were not able to attend the meeting. Most of the agenda items will be table to the next meeting on October 3, 2022.

2.3 Approval of Minutes

College Council moved to approve the minutes from the September 7, 2022 meeting, as presented. Academic Senate abstained.

3.1 AP 3721 Information Security - SECOND READING

The procedure was brought back to College Council for a second reading. There was no constituent feedback. The El Camino College Federation of Teachers (ECCFT) had labor related feedback that will be sent Directly to the Chief Technical Officer. There were no other comments, questions or concerns.

AP 3721 Information Security, was approved by College Council and will be presented to the Board of Trustees as an information item.

3.2 AP 3722 District Data Security Standards for End Users - SECOND READING

The procure was brought back to College Council for a second reading. There was no constituent feedback, comments, questions or concerns. Clarification, and consequential edit, were made to confirm the procedure is applicable to **digital** information and data.

AP 3722 District Data Security Standards for End User, was approved by College Council and will be presented to the Board of Trustees as an information item.

3.3 Military Equipment Policy AB 481 | Resolution Draft - SECOND READING

This item was table to the next meeting

3.4 AP 3505 Emergency Response Plan - FIRST READING

This item was table to the next meeting

3.5 AP 3515 Reporting of Crimes - FIRST READING

This item was table to the next meeting

4.1 2022-23 Collegial Consultation Schedule | Academic Senate and Board of Trustees

The 2022-23 schedule of deadlines to submit topics for information and/or endorsement by Academic Senate was reviewed. It was reiterated, anything requiring a signature from Academic Senate requires two readings. These deadlines should be shared with all constituent groups. The remaining 2022 schedule of deadlines to submit agenda items for the Board of Trustees meetings was also provided as a reminder and/or distribution to constituent groups. A new schedule of deadlines for the Board of Trustees meeting will be published in December after the Trustees approve the 2023 meeting schedule at their organizational meeting.

4.2 Campus Safety and Security Consultation Committee

This item was table to the next meeting.

4.3 College Council Governance Structure | Subcommittee Membership

This item was table to the next meeting.

4.4 College Council Governance Structure | Classified Selection Process

This item was table to the next meeting.

4.5 New Committee Member Onboarding

This item was table to the next meeting.

4.6 College Council Charge and Responsibilities

This item was table to the next meeting

4.7 Policy Review Schedule

This item was table to the next meeting

5.2 Meeting Adjournment

Meeting adjourned at 1:23p.m. The next meeting is on October 3, 2022 at 1:00pm via Zoom.

CCC Report 10/4/2022

- Completed CCC training for SLO form usage and Brown Act refresher
- Began an initial discussion of cultural competency checklist

EL CAMINO COLLEGE
Planning & Budget Committee
Minutes Date: August 18, 2022

Function	Amount	Constituency	Name	Attendance
Member	2	Academic Senate	Darcie McClelland Josh Troesh	Ö
Member	2	Management	Amy Grant Debra Breckheimer	Ö Ö
Member	2	Classified Staff	Lissette Marquez David Mussaw	Ö Ö
Member	1	ECC Federation of Teachers	Brizset Giles	
Member	1	ECC Classified Employees/ECCE	Roy Dietz	Ö
Member	1	Confidential employees	Shobhana Warrier	Ö
Member	1	Police Officers Association/POA	Gary Robertson	
Member	1	Associated Student Organization/ASO	Grace Clendenin	
Co-chair	1	Administrative Services	Robert (Bob) Suppelsa	Ö
Co-chair	1	Institutional Research and Planning	Viviana Unda	Ö

Alternate Members: J. Bourlier, K. Iino, U. Pasta
Support: J. Hinshaw, C. Pineda, G. Ou, M. Guess
Other Attendees: B. Thames

The meeting was called to order at 1:20 p.m.

1. Welcome
   Question was asked to the committee members if we need to identify some more alternate or supporting staff, or is the current membership fine. It was noted that some representatives on this list rarely or never show, so if we could maybe do an analysis of who actually attends and then fill in the gaps. The charter for this committee identifies the participants to serve two years and also identifies which group appoints certain representative to this committee. Bob suggested for the next meeting that there would be a history of the attendance from last year to share with the committee

2 Agenda Review
The committee moved, and seconded the approval of the agenda for today's meeting. The committee accepted the agenda with no objections.

3 Approval of Minutes
After review, the minutes were accepted as written. It was moved, seconded and passed to approve the May 19th and June 2nd meeting minutes with no objection.

Note: In looking at the minutes from the May 19th meeting those budget values did come in very close to those estimates, so we do have an identifiable amount of money from the state for next year. A large percentage of it is within categorical programs. So, Fund 12 is restrictive, but the good news is we did get money and in the coming weeks the campus will be briefed on how the budget has been spread.

4 BoT Budget Workshop Presentation Budget Fiscal Year 2022-23
Bob went through 75% of the slide deck that was presented to the board at its August 3rd budget study session.

- The hold harmless agreement which allows us to continue being funded at a much higher FTES level than what we're producing has been extended until 2024-25.
- 6.56% COLA, there was a unanticipated but much welcome .50% increase in the funding formula for enrollment growth that resulted in El Camino getting approximately $460,000.
- $3.4M were set aside for part time faculty health insurance. This amount went into the employees' benefits.
- $4.3M, for student success completion grants.
- $4.6M, for a whole series of little projects will be spread out and perform specific tasks in the restricted fund 12.
- Fund 12 – restricted COLA is the same 6.56% which resulted in El Camino getting about $1.1 million on restricted programs:
  - $3.3M, Student Equity and CARE activities
  - $328K, an expansion to the California promise

    - $140K to establish a specific program for Asian American, Native Hawaiian, Pacific Islanders student achievement programs.
    - $130K Align apprenticeship related to supplemental instruction rate to SCFF credit rate rather than the noncredit rate.
    - $19K, to help expand the A2MEND programs, which is basically African American male Education networks.
- One-time monies – it is not recurring funding that we can count on and we certainly don't want to build our operating ongoing budgets on one-time money:
    - $14.5M – deferred maintenance needs
    - $11.2M - COVID 19 block grants
    - $2.6M – retention & enrollment strategies
    - $1.8M – common course numbering
    - $4.1M – other programs
- Our initial budget assumptions in June were almost 19,000 FTES on a hold harmless. It is very important to realize that we're right around 13,000 FTES so that's a drop of about 5,000. That 5,000 drop, at our funding level, is worth about $26M, so if we can't figure out ways to recover our FTES (student enrollment) before the 2024-25 expiration of the hold harmless, we're looking at a $26 million reduction in our general fund budget. That presents an identifiable foreseeable problem that we have to figure out how to work around.
- The cabinet and the President set aside $1M for student outreach, recruitment, and retention.
- 88% of our general fund budget is for salaries, so we don't have a lot of discretionary funds to spend elsewhere. In the budget, that's fairly normal for Community colleges and schools in general. But if we get up to 90% or more, that tends to be a trigger for the state financial watch groups.
- On slide 14, for the funded FTES 18-19 to present time, the green is the FTES that we've lost and that we hope to regain in the coming years.
- On slide 13, for the ECC fund balance trend, the 22-23 orange column, it says that the reserve is $55.2 million. The Board has a reserve policy that requires 6% as a minimum reserve. That is roughly $9M out of that $55M.So we have roughly $46M. What we are doing with that is not a policy, but an operating rule of thumb here that El Camino has been working with for many years: We try to maintain three months of cash flow and three months of cash flow is nearly $30M. So out of the $55M, $46M is the board required reserve and $30M is essentially cash flow and literally a savings account against the bad things that could happen with the exploration of the hold harmless funding and for the stability of El Camino.
- These were just a couple of steps that we needed to complete for closing the books for 2021-22. Before we close the books for 21-22, we've already opened up for 22-23. That's just the continual budget cycle that happens every year. There's a lot of work associated with it. The Fiscal Services department has done quite a nice job without a lot of resources, trying to stay ahead of the workload in this area.

Note: if anybody ever wants any more detail or analysis of the budget, I, Jeff or Melissa, from Fiscal Services, would be happy to explain it to you. Let us know if you have a question.

***Question**: Do you have the preliminary budget breakdown where all this information is coming from.*

***Answer**: Yes, I do but right now it's in considerable update, because we have to produce the final budget to get it Board adopted. It's 75 pages long and about half of the pages are all the finite numbers and that's what we are actually working on right now to get this into a final draft copy. We have until the tail end of next week to get it into a final draft in order to get it into the Board agenda.*

***Question**: When will the preliminary budget be given to PBC?*

***Answer**: The preliminary budget has been out since June. We will send the preliminary budget to you.*

5. Report on 2021-22 PBC goals

Viviana presented assessment report of the 2021-22 PBC Goals #3 and #5 were completed by the committee. Goal #1 was partially completed; goals #2 and #4 were not completed.

- In looking at goal #2, training and understanding of the budget process, it was noted that time and resources could have been an issue to put together a training. The committee suggested to use Canvas software to put together a training packet for this committee.
- In looking at goal #4, work collaboratively with the Enrollment Management Committee, it was noted that the Enrollment Management committee meetings were stalled since the chair left the post and the enrollment plan has yet to be written.
    - Per Bob, the President has expressed several different times that she wants the VP's to work much more closely together to improve communication between divisions and understanding what they want to do, and then figuring out where to get the money to allocate. If we don't allocate our monies and invest towards enrollment management, we're not going to have the FTES count that we need in order to continue on in the future.

- The President noted that the enrollment management goal was in direct line with the accreditation, because this committee has planning as a part of its name. The accreditation team would be looking for integrated planning component in what this group does. If this group wants to focus on the resource allocation piece of supporting planning once it's done, then let's take the planning out and we have a budget committee. If we keep the planning in, then we need some integrated planning focus from this group. Otherwise ECC will have an accreditation problem in about three and a half years.

- The committee was asked possible goals for 2022-23 and after much discussion, below are the possible goals for next year:
  a. Understanding of the rubric
  b. PBC training on the budget
  c. Roles and responsibilities as appearing in the PBC charter
  d. Understanding capital programs
- Viviana will bring back the rough list of goals for 2022-23 for further discussion to the September meeting.

Question: *Is this committee in charge of salaries for specific groups of people or the funding for specific salaries.*

Answer: *No, the salary structures are set by the Collective bargaining agreement.*

Question: *We are budgeting in terms of what we're going to fund based on institutional goals and what we plan to gain out of it, but never really seen a report on our return on investment*

Answer: *it is really hard to do a return on investment analysis, because, many things in education are too spread out with too many different funding sources being responsible for generating that. A lot of those funding sources are historical positions where you can't really see the money now, if you want to say, how much money we invested. In capital programs, how many square feet we brought online, that stuff is easy.*

6. 2021-22 Self-assessment survey report

This agenda item was postponed until the September meeting.

7 Policies and Procedures

None

8. Other Discussion

8.1 Wrap Up

- We discussed the completion of our goals from last year. We discussed why we had or we had not reached those goals and then we had some discussion about goals for next year.
- The four preliminary goals that will be brought back next month to work on are: PBC roles and responsibilities, development of rubrics for annual planning; capital programs and PBC budget training.
- Bob gave a summary of the budget workshop that the he shared with the Board of Trustees in the last board meeting.

9. Adjournment

It was moved and seconded to adjourn the August 18th at 2:50p.m.

Assessment of Learning Committee Report for Academic Senate on 4 October

SLO Completion Rates

- SLO Completion Rates have been declining campus-wide since the start of the pandemic.
    - 89.3% of 430 SLOs in Spring 2019 to 67% of 445 SLOs in Fall 2021.
- The ALC is discussing barriers to SLO results report completion, but many of the barriers are associated with the known challenges of the period of upheaval and transition over the last few years.
- We are looking at ways to standardize and simplify the data collection & report entry processes through the Canvas Outcomes project, which bridges Canvas and Nuventive and enables us to collected disaggregated data at the SLO level, which brings us into more compliance with ACCJC standards.

Canvas Outcomes

- There have been challenges in implementing Canvas Outcomes this past semester, but we are learning and will be more broadly successful this semester as we assess more gateway courses in this manner in Fall 2022.
- Results from the Spring 2022 assessment of some gateway courses are currently being analyzed by Institutional Research & Planning and Nuventive. They are expected to be available within one week.
    - Now that we understand more of the technical and logistical needs of this process, the results from Fall 2022 are expected to be available when faculty return in Spring 2023.

ILO 1 Assessment – Clarify The Path

- A student survey for the assessment has been written and will be distributed in October.
- A set of El Camino web pages has been identified for hit counts over time to be analyzed this winter.

DRAFT

Goal 1: EDI will help ECC grow more in alignment with resolutions from The Conference on College Composition and Communication (CCCC) and National Council of Teachers of English (NCTE) pertaining to our students' rights to their own languages. The EDI standing committee will explore how current campus policies and practices devalue languages that diverge from White Mainstream English. EDI will address how our campus may be complicit in linguistic racism. EDI will help scaffold that process for staff and faculty.

Narrative: It is our responsibility to transform our spaces so that all students feel welcome to participate and communicate with us. Moreover, doing so is an important facet of honoring our year-long commitment to growing more aware of our problematic past so that we can co-create a more just future.

10+1: This project falls under the purview of the EDI standing committee in that linguistic justice informs and affects curriculum creation (1), student success (5), and grading practices (3).

Outcome: EDI could help the campus craft a linguistic justice statement, host workshops for faculty, and organize panels. All of which could spread awareness of how academic linguicism disenfranchises and disinvites students who experience structuralized oppression.

Goal 2: The EDI committee will engage the ECC community in the examination of the current logos and branding of the college as a priority for the 2022/2023 academic year with the goal of aligning our image with our goal of being an anti-racist, inclusive, and accessible campus.

Narrative: Through the work of the Land Acknowledgement committee and sub-committees and energized by the speaker during Professional Development Day, Dr. Desiree Martinez, we have generated awareness, engaged in conversation and urged by students to actively address how our image in inconsistent with our values.

10+1: The EDI committee believes that this task falls under senate purview specifically under 4, 5, and 10.

Outcome: EDI Standing Committee will make recommendations to the Academic Senate regarding this goal based on research and consultation.

Equity, Diversity, & Inclusion (EDI) Standing Committee Meeting

Minutes for Wednesday, September 7, 2022 2:00 – 3:00 pm

	Name		Division
X	Analu Josephides*	AJ	Library & Learning Resources
X	Charrissa Penn	CP	Library & Learning Resources
X	Christina Nagao	CN	Humanities
X	Christopher Dela Cruz	CDC	Student Services
Excused	Edith Gutierrez	EG	Manager Representative
X	Erica Brenes	EB	Humanities
X	Erika Yates	EY	Classified Representative
X	Gary Medina	GM	Library & Learning Resources
Excused	Hong Herrera Thomas	HHT	Behavior Social Sciences
X	Joseph Hardesty	JH	Fine Arts
Excused	Jason Suarez	JS	Behavior Social Sciences
X	Ketmany "Katie" Sundara	KS	Dean Representative
X	Linda Cooks**	LC	Library & Learning Resources
Excused	Luisa Paredes	LP	ASO
Excused	Maria Barrio de Mendoza	MM	Humanities
X	Melissa Fujiwara	MF	Behavior Social Sciences
X	Nayeli Oliva	NO	SEA
Excused	Polly Parks	PP	Natural Sciences
X	Rebecca Donegan	RD	Natural Sciences
Excused	Robert Williams	RW	Counseling
X	Sheryl Kunisaki	SK	Manager Representative
X	Susan Nilles	SN	Health Sciences & Athletics

* Committee Chair **Minutes

Mission Statement: *The El Camino College Equity, Diversity, & Inclusion Standing Committee provides guidance to the Academic Senate on matters related to equity, diversity, and inclusion under the 10+1. Under this purview, this committee will create and implement concrete plans that will increase equity in teaching, learning, and serving our students as well as in relationships among colleagues.*

Meeting Started at 2:05 pm

Introduction

- New members – Christopher Dela Cruz (CDC) (Student Services/Student Development Office). CDC advises the Student Equity Council and works with the Black Student Success Center and Social Justice Center. Charissa Penn (CP) – works in Library and Learning Resources. Has assisted students at ECC for 25 years.
- AJ is looking for additional student representatives. CDC said he will contact potential student reps.

- Per the Brown Act, agenda for the meeting must be posted 72 hours prior to the meeting.

Approval of Minutes

- June 2nd, 2022 – Minutes were approved as is.

Old Business

- Informed and Inspired – Anna Brochet is the new VP of FDC. Suggestion made by DM to shift I&I from the FDC to the EDI Standing Committee. After discussion, EDI Standing Committee wants to continue the I&I partnership with FDC leading I&I.

- EDI Champions: Honoring ECC's Community – If not launched in November, will aim to have the program fully developed by Spring PD Day. DM recommended a newsletter published once per semester highlighting EDI work of individuals in the ECC community. Honored work must pertain to academics and student success. Should not be the work of faculty only, but the ECC community, including students.. Develop form (AJ suggests Formstack). DM recommends rubric for selection, one faculty member, one staff member, one student. EDI can seek guidance from Monica Delgado regarding developing a newsletter. EB should be nominated by peers. MF wants this to be an inclusive honoring and not specific people doing the selection.

New Business

- Goals 22-23 – we need to develop one additional goal under the 10+1. The health resolution is now fully in the hands of SN. We are only a consulting party. Per Academic Senate, does not qualify under the 10+1. This new goal can be around equity, curriculum, or a broader project. The equity campus-wide survey we were working on is no longer under our purview. The equity-impact grid is no longer under the EDI Standing Committee. It is with Polly Parks. Send goal suggestions to AJ in Teams before the next meeting.

Future Agenda Items

Meeting ended at 3:00 pm

Faculty Development Committee Meeting

Minutes for Tuesday, September 27, 2022

Via Zoom: https://elcamino-edu.zoom.us/j/88621829261?from=addon 1:15-2:15 pm

	Name		Division	Present
1	Stacey Allen	SA	Behavioral & Social Sciences	X
2	Erica Brenes	EB	Humanities	
3	Anna Brochet*	AB	Counseling	X
4	Rose Ann Cerofeci	RC	Humanities	
5	Linda Cooks	LC	Library & Learning Resources	X
6	Amy Herrschaft	AH	Counseling	X
7	Amy Himsel	AJH	Behavioral & Social Sciences	
8	Crystle Martin	CM	Library & Learning Resources	X
9	Arturo Martinez	AM	Mathematical Sciences	X
10	David Moyer	DM	Fine Arts	X
11	Jackie Nolasco	JN	Library & Learning Resources	X
12	Polly Parks	PP	Natural Sciences	X
13	Evelyn Uyemura	EU	Humanities	X

*Committee Chair

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Fall 2022 Meetings: September 13 & 27, October 11 & 25, November 8 & 22
Spring 2023 Meetings: February 14 & 28, March 14 & 28, April 25, May 9 & 23

AGENDA

1. **Update on meeting modality**
    a. **Starting October 11th, FDC meetings will be held: Library 202 (2nd floor, West wing)**
    Presentation and discussion on Brown Act requirements that require in-person meetings for the FDC. Discussion around purpose/need for/historical reasons of two FDC meetings per month. With the approval of the FDC members, AB will do more research around the possibility of reducing official FDC meetings for the future and will bring back to this committee for consideration. SA proposed if only meeting once a month, that we meet in-person the 2nd Tuesdays of the month.
2. **College Book Club -Linda Cooks**
    a. **Revised dates (Fridays at 11am): October 14, November 4, December 9**
    LC sent out email to the campus 9/26 promoting this semester's book club activities. We will partner with the Formerly Incarcerated Re-Entry Students Thriving (FIRST) program and some FIRST staff members are already ready to join the book club! LC was intentional and is commended for choosing literature that did not have a deficit lens when discussing formerly incarcerated and system-impacted students. LC clarified that it was not appropriate to associate any race with this student population so thus was intentional in

the decision not to register these activities as an anti-racist PD activity and FDC fully supports this decision.

3. **SITE: Communities of Practice- Arturo Martinez**

   AM described the idea behind these communities: communities can explore and discuss ideas, issues, research, issues related to equity, etc., relevant to their department or area's needs. FDC could support the promotion and planning for these communities. AB will work with AM to flesh this idea out and can bring it back to FDC. It may be possible to align this with the I&I series themes for this semester.

4. **Getting the Job workshop**
   a. **Proposed date: Friday, Dec 9th: 12:30-2pm**
   b. **Ideas for panelists?**

      This topic was tabled for a future meeting.

5. **Review Fall 2022 PD Day evaluations -Crystle Martin**
   a. **Reflections and takeaways**

      CM presented summary of PD day evaluations: 140 faculty, 49 staff, 28 managers responded to the survey. Overall positive feedback; people liked the Sims' presentation, bold commitment to equity, candor of the outside speaker that aligns with our efforts, appreciate Dr. Thames leadership, commitment and vision. Suggestions: Let people who are getting service awards know in advance and tell divisions heads. Continue hearing student voices. Name of PD day is confusing, should be like "welcome back." Timing issues, better food (PD office is already thinking about different food options for the future), AC is needed in Marsee. Bigger rooms for the breakout sessions (SA: with building of the newer buildings, it may be possible to get conveniently located rooms this spring semester, other suggestions in the chat: Haag recital hall, MBA). JN mentioned possibly doing lunch in the East Dining room in the future for food quality. AB discussed how we might celebrate people in the fall (new employees and service awards) in a more exciting way while still being mindful of time (small things like music, cheering, confetti, having enthusiastic presenters calling people's names, etc.). CM mentioned that only having new faculty called up is not equitable/inclusive. Suggestion: Having people's pictures on slides to recognize them and stand up in the audience (some staff appreciate the recognition but do not want to come up to the stage).

6. **Announcements and Reminders:**
   a. **Informed & Inspired update**

Sims agreed to do 3 sessions this fall. Dates are being finalized. Discussions on the most accessible times: college hour (drawback: many people have meetings)? After college hour (drawback: some faculty have to teach). AM and PP offered to support with the sessions.

b. **FT faculty PD plans due: Sept 30th**
c. **Spring 2023 PD planning—first meeting via zoom: Tuesday, September 27th, 3-4pm**