



# Academic Senate of El Camino College 2021-2022

February 15, 2022

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

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| <b>G. Special Committee Reports</b><br>a. ECC VP of Academic Affairs – Jackie Sims<br>b. ECC VP of Student Services – Ross Miyashiro  |                      |
| <b>H. Future Agenda Items:</b><br>a. Land Acknowledgement Tool Kit<br>b. ECC Connect Syllabus Statement<br>c. Strong Workforce Update<br>d. AP 5520, Student Discipline<br>e. AP 5070, Distance Education   |                      |
| <b>I. Public Comment</b>  |                      |
| <b>J. Adjourn</b>   |                      |

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenate/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](mailto: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.



February 15, 2022

## Academic Senate of El Camino College 2021-2022

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### Zoom information for Academic Senate Meeting 2/15/2022

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 you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not 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 [dmcclelland@elcamino.edu](mailto:dmcclelland@elcamino.edu) by noon on Tuesday, February 15. In the subject line, please put Academic Senate Meeting 2/15 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.



# Academic Senate of El Camino College 2021-2022

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## Officers & Executive Committee

|                                     |                          |                                |                     |
|-------------------------------------|--------------------------|--------------------------------|---------------------|
| President                           | <b>Darcie McClelland</b> | VP Finance & Special Projects  | <b>Josh Troesh</b>  |
| VP Academic Technology              | <b>Stephanie Burnham</b> | VP Instructional Effectiveness | <b>Kevin Degnan</b> |
| VP Ed. Policies/Pres-Elect          | <b>Camila Jenkin</b>     | Curriculum Chair               | <b>Janet Young</b>  |
| VP Faculty Development              | <b>Stacey Allen</b>      | Secretary                      | <b>Maria Garcia</b> |
| VP Equity, Diversity, and Inclusion | <b>Analú Josephides</b>  | Parliamentarian                | <b>TBA</b>          |

### Part-Time (One-year terms)

**Sanda Oswald**

**Selene Torres**

### 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** 21/22

**Philip Lau\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Maria Garcia** 23/24

**Anna Brochet\*<sup>R</sup>** 21/22

**Rocio Diaz** 22/23

### Library Learning Resources

**Analú Josephides\*** 21/22

**Gary Medina** 23/24

**Camila Jenkin** 23/24

### Fine Arts

**Jonathan Bryant** 21/22

**Joseph Hardesty** 23/24

**Russell McMillin\*<sup>R</sup>** 21/22

**Joanna Nacheff** 21/22

**Laura Almo** 21/22

### Health Sciences & Athletics/Nursing

**Andrew Alguliar** 20/21

**Dina Mauger** 22/23

**Shiney Johnson** 22/23

**Tom Hazell** 23/24

**Eric Villa** 23/24

### Humanities

**Sean Donnell** 21/22

**Brent Isaacs** 21/22

**Elayne Kelley** 21/22

**Stephanie Burnham** 21/22

**Anna Mavromati** 21/22

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 21/22

**Renee Newell** 21/22

**Jack Selph** 21/22

### Mathematical Sciences

**Susana Acuna-Acosta** 22/23

**Diaa Eldanaf** 22/23

**Robert Eleuteri** 21/22

**Greg Fry** 23/24

**Ronald Martinez** 21/22

### Natural Sciences

**Shimonee Kadakia** 21/22

**Darcie McClelland** 22/23

**Mia Dobbs** 21/22

**Shanna Potter\*<sup>R</sup>** 22/23

**Jwan Amin** 22/23

### Academic Affairs & Student Services

**Jackie Sims**

**Ross Miyashiro**

Associated Students Organization

**Anisah Moutra**

President/ Superintendent

**Brenda Thames**

### Ex-officio positions

**Janet Young** CCC Chair  
**Kevin Degnan** ALC Chair  
**Kelsey Iino** ECCFT

### Institutional Research

**Josh Rosales**

Dates after names indicate the last academic year of the senator's three-year term, for example 21/22 = 2021/2022.

\*Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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

The Academic 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:**

1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 1-2:30 p.m., Distance Education Conference Center (DE 166).

**FALL 2021:** September 7 & 21, October 5 & 19, November 2 & 16, December 7.

**SPRING 2022:** February 15, March 1 & 15, April 5 & 19, May 3 & 17, June 7.

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Stephanie Burnham & Marlow Lemons. 2<sup>nd</sup> Thursday, more details TBA.

**Assessment of Learning.** Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

**Academic Program Review.** Chairs: Kevin Degnan & TBA. Thursdays, 12:30-2pm, Library 202 or Communications 109.

**College Curriculum.** Chair: Janet Young. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

**Distance Education Advisory Committee.** Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

**Educational Policies.** Chair: Camila Jenkin. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

## **CAMPUS COMMITTEES:**

**Accreditation.** Chair: Jackie Sims. Faculty Co-Chair: TBA. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

**Board of Trustees.** Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

**Calendar.** Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

**College Council.** Chair: Brenda Thames. Senate Rep: Darcie McClelland. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chairs: Jackie Sims & Ross Miyashiro. Senate Rep: Darcie McClelland, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

**ECC Technology Committee.** Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: Jackie Sims. Senate reps: TBA, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: TBA, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Sims, J. Simon, C. Wells. 1<sup>st</sup> Tues, 2:30-3:30 DE 166.

**Planning & Budgeting (PBC).** Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1<sup>st</sup> & 3<sup>rd</sup> 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   |
|------------------|---|
| <b>ACCJC</b>     | Accrediting Commission for Community and Junior Colleges  |
| <b>ALC</b>       | Assessment of Learning Committee  |
| <b>ADT</b>       | Associate Degree for Transfer   |
| <b>AP</b>        | Administrative Procedure  |
| <b>ASO</b>       | Associated Students Organization (ECC's student government)   |
| <b>ASCCC</b>     | Academic Senate for California Community Colleges   |
| <b>BP</b>        | Board Policy  |
| <b>BSI</b>       | Basic Skills Initiative   |
| <b>BOGFW</b>     | Board of Governor's Fee Waiver  |
| <b>BOT</b>       | Board of Trustees   |
| <b>CCC</b>       | College Curriculum Committee  |
| <b>CCCCO</b>     | California Community Colleges Chancellor's Office   |
| <b>CMS</b>       | Course Management System  |
| <b>COLA</b>      | Cost of Living Adjustment   |
| <b>CTE</b>       | Career Technical Education (formerly Vocational Education)  |
| <b>DE</b>        | Distance Education (instruction that is at least 51% online)  |
| <b>DEAC</b>      | Distance Education Advisory Committee   |
| <b>EPI</b>       | Educational Planning Initiative   |
| <b>FACCC</b>     | Faculty Association for California Community Colleges   |
| <b>FDC</b>       | Faculty Development Committee   |
| <b>FTEF/FTES</b> | Full-Time Equivalent Faculty/Full-Time Equivalent Students  |
| <b>FYE</b>       | First Year Experience program   |
| <b>GP</b>        | Guided Pathways   |
| <b>HTP</b>       | Honors Transfer Program   |
| <b>IE</b>        | Institutional Effectiveness (actions/measures of college improvement)   |
| <b>IEPI</b>      | Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal) |
| <b>ILOs</b>      | Institutional Learning Outcomes   |
| <b>IR/IRP</b>    | Institutional Research / Institutional Research & Planning  |
| <b>ITS</b>       | Information Technology Services   |
| <b>MMAP</b>      | Multiple Measures Assessment Project  |
| <b>OEI</b>       | Online Education Initiative   |
| <b>PLOs</b>      | Program Level Outcomes  |
| <b>PBC</b>       | Planning & Budgeting Committee  |
| <b>PR</b>        | Program Review (period program evaluation and plan)   |
| <b>PRP</b>       | Program Review & Planning (annual integrated planning system)   |
| <b>SAOs</b>      | Service Area Outcomes   |
| <b>SLOs</b>      | Student Learning Outcomes   |
| <b>SEA</b>       | Student Equity and Achievement  |
| <b>SSSP</b>      | Student Success & Support Program   |
| <b>SWP</b>       | Strong Workforce Program  |
| <b>Title 5</b>   | California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")                   |
| <b>Title V</b>   | Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI). |
| <b>WSCH</b>      | 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)**

Sanda Oswald

unexcused: Selene Torres

**Behavioral Social Sciences**

Stacy Allen

Yun Chu

Kristie Daniel Di-Gregorio

Hong Herrera-Thomas

Orion Teal

**Business**

unexcused: Kurt Hull

unexcused: Phillip Lau

Josh Troesh

**Counseling**

Anna Brochet

Rocio Diaz

Maria A. Garcia

**Fine Arts**

Joe Hardesty

Russell McMillin

Joanna Nacheff

Jonathan Bryant

**Health Sciences & Athletics**

Andrew Alvillar

unexcused: Tom Hazell

Shiney Johnson

unexcused: Dina Mauger

unexcused: Eric Villa

**Humanities**

unexcused: Stephanie Burnham

unexcused: Sean Donnell

unexcused: Brent Isaacs

unexcused: Elayne Kelley

unexcused: Anna Mavromati

**ITEC**

Charlene Brewer-Smith

Ross Durand

Dylan Meek

Renee Newell

Jack Selph

**Library**

Camila Jenkin

Analu Josephides

Gary Medina

**Mathematics**

Susana Acosta-Acuna

Diaa Eldanaf

Greg Fry

Ronald Martinez

Robert Eleuteri

**Natural Sciences**

Jwan Amin

Mia Dobbs

Darcie McClelland

Shanna Potter

Shimonee Kadakia

**ASO**

Anisha Moutra

**Curriculum Chair**

Janet Young

**Academic Affairs**

Jackie Sims

**Student Services**

Excused: Ross Miyashiro

**President/Superintendent**

Brenda Thames

**ECC Federation**

Kelsey Iino

**Institutional Research**

Josh Rosales

**Dean's Reps/Guests/Other Officers:**

Ali Ahmadpour

Cheryl Abbani

Dr. Russell Serr

Jenny Simon

Linda Cooks

Michael Wynne

Ann O'Brien

April Bernabeo

Barry Goldenberg

Berkeley Price

Beverly Knapp

Christina Gold

Cynthia Cervantes

Dalyan Johnston

Dipte Patel

Eric Cuevas

Erik Senko

James Acquarelli

Janice Jefferis

Jeff Baumunk

Juli Soden

Julie Meredith

Keiana Daniel

Kerri Webb

Khoury Williams

Kim McGill

Kris Rattivat

Laura Almo

M. Calderon

Nancy Burruss

Randall Von Bloomberg

Renne Galbavy

Robin Dreizler

Roy Mekaru

Sarah Leinen

Taryn Bailey

Walter Cox

## ACADEMIC SENATE MINUTES Tuesday, December 7, 2021

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

- 1:03pm

### B. Approval of Minutes (p. 6-12)

- S. Allen, seconded by K. Daniel DiGregorio
- Approved. 0 No, 0 abstentions

### C. Unfinished Business:

a. Revised Counseling Faculty Evaluation Forms 2nd reading and vote- Dipte Patel and Kelsey lino (p. 13-18)

- Motion to approve Josephides, seconded by S. Allen
- Reviewed marked up document (not included in packet)
- Approved. 0 no's, 0 abstention

b. Land Acknowledgement Syllabus Statement 2nd reading and vote- Analu Josephides (p. 19)

- Motion to approve Y. Chu, seconded by K. Daniel-DiGregorio
- No comments/questions
- Approved. 0 no's, 0 abstentions
- Can view approved syllabus approved statements on Academic Senate, Faculty Development site:  
[https://www.elcamino.edu/academics/academicsenate/FDCMinutes/Newsletter%20Sample%20Syllabus%20Statements\\_Spring%202021.pdf](https://www.elcamino.edu/academics/academicsenate/FDCMinutes/Newsletter%20Sample%20Syllabus%20Statements_Spring%202021.pdf)

c. Guided Pathways Scale of Adoption Assessment 2nd reading and vote - Jenny Simon (p. 20-80)

- Motion to approve K. Daniel-DiGregorio, seconded by S. Allen
- No comments/questions
- Approved. 0 Nos, 0 abstentions

### D. New Business:

a. Proposal to add Caesar Chavez Day, Indigenous Peoples' Day, and Juneteenth to ECC Academic Calendar

- The academic senate is supportive of celebrating these holidays and has voted in favor.



- President proposed to vote on urgent basis to vote on these holidays. Josephides, seconded by S. Allen
  - Approved to vote today. 0 no's, 0 abstentions
- Add dates to 2022-2023 year: Cesar Chavez March 31, Juneteenth June 19 and Indigenous People's Day October 11
  - Approved. 1 no, 0 abstentions
- Discussion about previous recommendations to consider these holidays. In the past it was not approved because of the days of class interference not necessarily lack of support to honor holidays
- Discussion implications of adding one workday to counselor schedules. Folks who serve on committee commented counselors on calendar committee were also in favor. Counseling senators voted in favor to add holidays.
- This is not a final agreement the days will be added. Simply a vote that Senate approves they be added by committee

b. BP 4400, Community Services, 1st Reading- Camila Jenkin (p. 81-82)

- Will vote in spring 22
- No comments/concerns

c. AP 4320, Public Performance by Students, 1st Reading- Camila Jenkin (p. 80)

- NO CCLC template
- Dean Price reviewed and consulted with colleagues on language
- No comments/concerns/questions
- Will vote in sp 22
- Send feedback to Camila Jenkins

d. AP 4022, Course Approval, 1st Reading- Camila Jenkin (p. 81-83)

- Ed policies and curriculum committee reviewed revisions
- No comments/concerns/questions
- Will vote in sp 22
- Send feedback to Camila Jenkins

**E. Information Items – Discussion**

a. Respiratory Care Baccalaureate Degree Program- Roy Mearu (p. 87-95)

- In the process of applying for approval
- AS Resp Care 50<sup>th</sup> year on the campus as a program
- SB927 allows some community colleges to offer bachelorette programs if college can prove there is an unmet need in workforce
- Only 1 university and 1 community college provide BS in Respiratory Care
- Department is in the process of working on curriculum and researching unmet workforce need
- They are requesting 50-75 (20 in AS and 50 in BS) students be admitted to AS and BS programs
- Resp Care department is working closely with financial aid and admissions to coordinate access to financial aid and proper record documentation
- Cost effective for students: At ECC it will be \$84 unit vs at a university it could be \$555 a unit
- Upper division courses are needed to earn bachelors. The department is working with departments to adjust and will address with academic senate to ensure academic rigor is there for upper division courses. Will also work with union to work through any issues.
- By 2023 it is estimated that workforce will require bachelorette degree for employment
- Timeline:
  - Application due Jan 15<sup>th</sup> to chancellor's office
  - Will be notified May 31<sup>st</sup> if approved
  - Projected class admission Fall 2023 cohort model (two semester, 10-month program to include 8-week sessions and winter/summer)
- Plan to keep both programs AS and BS
- Students with AS in Resp Care may apply to BS program

b. Outstanding Part Time Faculty Award Presentation- Stacey Allen and Anna Brochet

- Academic Senate Outstanding Adjunct Faculty Award: Sarah Leinen, English & Human Development
- 9 adjunct faculty nominated:
  - Masiel Calderon, Counseling
  - Linda Cooks, Librarian Faculty
  - Barry Goldenberg, History
  - Margaret Gonzales, Cosmetology
  - Janice Jefferis, Childhood Education
  - Victoria Martinez-Weitzel, Counseling
  - Daryle Nagano, Communication Studies
  - Erik Senko, Business
  - Elizabeth Walker, English

## **F. Officer Reports**

### **a. President – Darcie McClelland**

- Will email senators survey on preference
- Next senate meetings Tuesday, Feb 15, 2022 1-2:30pm
- Pandemic Plan available. Email was sent out this morning.
  - Send any feedback to faculty reps
- Will clarify how to support students who have only received one dose and won't be fully vaccinated by Jan 3<sup>rd</sup>
- Will need faculty hiring committees reps for sp 22 to represent Senate
- Reminder: report out to faculty and solicit feedback from your division (part time and full time)

### **b. Chair, Curriculum – Janet Young**

- Course review 281, new courses 14, new programs 6, program revisions 25, DE addenda 4, inactivation 1

### **c. VP Educational Policies – Camila Jenkin**

- Nothing to report
- Will present 2<sup>nd</sup> readings of ed policies in sp 22

### **d. VP Equity, Diversity, and Inclusion- Analu Josephides (p. 93-94)**

- Committee participated in Impact equity Grid training
- Land Acknowledgment toolkit will be presented to senate during sp 22 meetings

### **e. VP Faculty Development – Stacey Allen**

- PD day Feb 10<sup>th</sup>
- Tenure reception/campus wide lunch @ Library Lawn
- Still accepting breakout session
- The last Faculty Book Club is this Friday, Dec 10<sup>th</sup> at 11am
- New feature in Cornerstone to track antiracist/racial-equity flex hours

### **f. VP Finance – Josh Troesh**

- No report

g. VP Academic Technology – Stephanie Burnham

- Ed Tech Conference Thursday, March 24<sup>th</sup> at Alondra Room

h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

No report

### **G. Special Committee Reports**

a. ECC VP of Academic Affairs – Jackie Sims

- Counseling shared students expressed desire to take online courses

b. ECC VP of Student Services – Ross Miyashiro

No report

### **H. Future Agenda Items:**

a. Land Acknowledgement Tool Kit

b. ECC Connect Syllabus Statement

c. Strong Workforce Update

d. AP 5520, Student Discipline

### **I. Public Comment**

- Students are having trouble with registration process
- Counseling also seeing demand of online courses
- Discussion regarding calendar dates for (Chavez, Indigenous People's Day and Juneteenth) had been a topic before and several folks have led the charge to get this approved. Members commented that A. Ahmadpour was particularly instrumental in pursuing approval holidays, and he was commended for his efforts

### **J. Adjourn**


- **2:33**

## **BP 4400, Community Services**

The College may offer Community Services programs, known as Community Education, based on community interests and needs for the purpose of personal and professional development. Community Education offerings cover a wide variety of affordable not-for-credit learning opportunities, such as classes, workshops, special events, seminars, and excursions. Classes are designed to contribute to the physical, mental, moral, economic, or civic development of the individuals enrolled in them.

Programs are self-supporting through fee-based enrollments or free enrollments for grant/funded-supported offerings. Registration fees are not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups. General fund monies are not expended to establish and maintain Community Education offerings.

~~Classes are open for admission to all members of the community; adults and some classes are open to, or limited to age appropriate topics for minors who may benefit from the classes.~~

**Community Education courses shall be open for admission of adults and of minors who can benefit from the programs.** 

Reference: Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b).

Ed Policies:

Academic Senate:

Council of Deans:

College Council:

Board Approved:



## POLICY & PROCEDURE SERVICE

### BP 4400 Community Services Programs

**Reference:**

Education Code Section 78300

**NOTE:** *The District is not required to have a community services program; but if it chooses to do so, it is not required to seek approval from the Board of Governors. The following policy would be appropriate.*

The District shall maintain a community services program that [ **Districts may wish to generally describe offerings or specify types of courses. The Education Code defines it as: classes in civic, vocational, literacy, health, family and consumer sciences, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics.** ]

The community services program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it. [ **Districts may wish to adjust the description – the example is from the Education Code Section.** ]

Community services courses shall be open for admission of adults and of minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

**Revised 8/07, 4/20**

**Disclaimer:** *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*

## **Administrative Procedure 4320 Public Performance by Students**

Musical or other programs may be presented by College performing classes or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor of the class.

**A performance away from campus shall be deemed as an Excursion as defined in AP 4300.**

The College may charge an honorarium for the presentation.

~~This Administrative Procedure replaces BP 4320, Public Performance by Students.~~

### **References:**

**Board Policy and Administrative Policy 4300 Field Trips and Excursions**

Educational Policies 10/26/21

All new courses must be approved by the El Camino Community College District Board of Trustees and must be submitted to the California Community Colleges Chancellor's Office for approval as required.

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the College Curriculum Committee and the Office of the Vice President of Academic Affairs.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address **at least** the following:

1. These courses must be approved by the College Curriculum Committee.
2. The individuals on the College Curriculum Committee must have received the training provided for in Title 5, Section 55100.
3. Unless modified to properly address the reasons for denial by the California Community Colleges Chancellor's Office, no courses may be offered that were previously denied approval.
4. Students may count a maximum of 18 semester units of coursework approved under this procedure toward a certificate or associate degree.
5. No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs (TOP) code may be linked to one another by means of prerequisites or co-requisites.
6. All courses approved must be reported to the California Community Colleges Chancellor's Office.

References:

Title 5 Section 55100

El Camino College

Adopted: November 19, 2018



## POLICY & PROCEDURE SERVICE

### AP 4022 Course Approval

#### References:

Title 5 Sections 55100 and 55150

**NOTE:** *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100 for credit courses and Title 5 Section 55150 for non-credit courses.*

#### Credit Courses

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

- These courses must be approved by the curriculum committee.
- The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100
- Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.
- Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.
- Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
- All courses approved must be reported to the California Community Colleges Chancellor's Office.

#### Non-Credit Courses

Districts may approve non-credit courses pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval

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## POLICY & PROCEDURE SERVICE

Handbook. Procedures for course approval of non-credit course must address at least the following:

- The curriculum committee and District governing board have approved each non-credit course pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District promptly reported all non-credit courses approved by the District governing board to the California Community Colleges Chancellor's Office Curriculum Inventory Management Information Systems.
- District personnel involved in the non-credit course approval process, including curriculum committee members, received training regarding the rules, regulations, and local policies applicable to the approval of non-credit courses, including but not limited to, the provisions of Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District governing board has established a local policies or procedures specifying attendance counting consistent with Education Code Sections 84030 et seq.
- Annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that the District has complied with the requirements of Title 5 Section 55150 relating to the approval of non-credit courses.

**New 8/07, Revised 4/20**

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California  
Community  
Colleges

# **Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans**

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## **Introduction and Form Instructions**

**This page provides an introduction of this form and instructions about completing this process.**

### **Introduction**

**By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).**

**With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.**

**The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.**

**For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.**

#### **Instructions**

**As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.**

**Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:**

**[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)**

**Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):**

**[Link: Improvement Plan Form \(for reference only\)](#)**

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

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## District and College Information

This page collects information on the district and college.

1) District/College\*

District: El Camino Community College District

College: El Camino College

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## Improvement Plan Overview

**In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.**

### 2) Choose option 1, 2, 3a, or 3b

**All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.\***

No matter which option is chosen, *all colleges* should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

**3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:**

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

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## **Part A**

**You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.**

### **Aligning Placement Practices with Legislation and Regulation**

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

**4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: \***

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

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## **Improvement Plans to Transition to Full AB 705 Implementation**

**In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.**

**Our college will [check all that apply]:**

**5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):**

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer



**6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):**

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

**7) Our college will do the following: (Check all that apply)**

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

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## **Part B** NOT REQUIRED

**Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.**

**You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.**

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

### **8) Our college will do the following: (Check all that apply)**

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

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## **Part C. Data Addendum Template** NOT REQUIRED

**Part C of the Improvement Plan requires completion of the Data Addendum Template.**

**You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).**

**Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.**

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

**9) Complete and attach the Improvement Plan Data Addendum Template.**

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## Certification Page

**This page collects information for the certification of the form.**

**10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.**

First Name: Brenda

Last Name: Thames

Title: Dr.

Email Address: bthames@elcamino.edu

Phone Number: 310-660-3111

President/Superintendent/Chancellor Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for President/Superintendent/Chancellor:

\_\_\_\_\_

**11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.**

First Name: Jacquelyn

Last Name: Sims

Title: Dr.

Email Address: jsims@elcamino.edu

Phone Number: 310-660-3593, Extension 5119

Chief Instructional Officer (CIO) Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for Chief Instructional Officer (CIO):

\_\_\_\_\_

**12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.**

First Name: Darcie

Last Name: McClelland

Title: Dr.

Email Address: dmcclelland@elcamino.edu

Phone Number: 310-660-3593, Extension 3352

AS President Signature via Adobe Sign:

\_\_\_\_\_

Adobe Sign Date for AS President :

\_\_\_\_\_

\_\_\_\_\_

**Thank You!**

**Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.**

\_\_\_\_\_



**MEMORANDUM**  
November 18, 2021

ESS 21-300-015 | Via Email

**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents  
Articulation Officers  
Curriculum Chairs  
Admissions and Registrars  
Institutional Research Planning and Effectiveness Professionals

**FROM:** Dr. Aisha Lowe  
Vice Chancellor, Educational Services & Support Division

**RE:** Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

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As we continue to work toward fulfillment of the [Vision for Success](#) and the diversity, equity and inclusion at the heart of the [Call to Action](#), effective implementation of Assembly Bill 705 (AB 705) is essential and remains a primary priority for the Board of Governors and all California Community Colleges. The California Community College system has reached an important milestone in our implementation and evaluation of AB 705, which is detailed in this memo.

**This guidance memorandum addresses:**

- Background and context on AB 705 implementation to date
- Results of the Validation of Practices data submitted by colleges and the implications for AB 705 implementation and evaluation
- Guidance for effective implementation of AB 705 for English and math
- Required submission of Equitable Placement and Completion Improvement Plans to ensure full implementation of AB 705
- Status and next steps for English as a Second Language (ESL) implementation

**Summary Overview: The following applies throughout this guidance memorandum (but will not be repeated throughout)**

- Colleges are being directed to shift to transfer-level math and English courses for the vast majority of students (where math and English course requirements exist).
- Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.
- Pre-transfer level courses have not been disallowed. However, colleges are required to demonstrate the effectiveness of those pre-transfer level courses per the standard set by

AB 705 which is successful entrance into and completion of the relevant gateway courses within one year of initial enrollment in the discipline (i.e., placement, enrollment & completion).

- Colleges are being provided with promising practices they are encouraged (but not required) to implement to improve AB 705 outcomes.
- Colleges will ultimately be held accountable for the results of advising, placement, course offering, and concurrent support practices – by student enrollment and success outcomes.
- This applies to students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree (as per AB 705 and title 5).

This guidance memorandum resets California Community Colleges work to fully implement AB 705 and supersedes previous guidance.

## **Background**

After AB 705 was signed into law in 2017, colleges had two years to prepare for English and math implementation, and an additional two-year period to experiment and innovate to establish local communication, advising, course availability and placement practices that fulfill the mandates of AB 705. That two-year experimentation window concluded in spring 2021, at which time colleges submitted Validation of Practices data for fall 2019 to the Chancellor's Office to assess whether or not the evidentiary proof of effective AB 705 implementation was met – proof that the successful completion of a transfer-level course within one year of initial enrollment in the discipline (i.e., throughput) for students starting in pre-transfer level courses was equal to or greater than for students starting in transfer-level courses.

In March 2019, title 5 regulations were approved creating section [55522 English and Mathematics Placement and Assessment](#), which established high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school performance data. In these regulations, colleges were provided with three options for English and math placement methods:

1. Any Chancellor's Office placement method (i.e., the high-school GPA default placement rules established in 2018)
2. A district placement method based upon local research using high school performance data, supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate)
3. A guided placement process, including self-placement, **if** a student's high school performance data was not available (or usable with reasonable effort)

Under title 5, §55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year of initial enrollment in the discipline. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level (or the required college-level) coursework will improve the student's likelihood of completing transfer-level courses in one year.

As per title 5, §55522(c)(1)(C): A district placement method may be based upon guided placement, including self-placement, **only if** a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, **shall not**:

- (i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
- (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

If the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. The Chancellor's Office previously provided provisional approval for districts to employ a guided placement or self-placement method which requires Chancellor approval as detailed in guidance memorandum [AA 19-19](#) released April 15, 2019. To validate those practices, "district[s] must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity)."

To support that data collection and submission process, the Chancellor's Office prepared the Equitable Placement Validation of Practices data template in November 2020, for which colleges submitted data January 2021. Those results are summarized below.

### **Equitable Placement Validation of Practices Results**

Validating equitable placement practices is required per title 5, §55522 under which district placement methods:

- Must place students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree in transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning), unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level coursework will improve the student's likelihood of completing transfer-level courses within one year of initial enrollment in the discipline
- Shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics (or quantitative reasoning) within one year of initial enrollment in the discipline
- Must use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school data
- May utilize multiple measures to increase a student's placement recommendation, but may not lower it
- Must be based on localized evaluation supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course



Per title 5, §55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. **The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:**

- (A) the district's failure to report within two years of adoption;**
- (B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.**

To support that validation process, the Chancellor's Office prepared a data template to streamline data submission and collect evidence in a uniform and expedited fashion. In that data template, colleges reported fall 2019 first-time English and math enrollments for students in the lowest high school GPA band. Data collection focused on students within the lowest high school GPA band to align with one of the key AB 705 stipulations – that students can only be placed below transfer-level if they are “highly unlikely to succeed” in the transfer-level course. Given the research that has accompanied this reform, both in the California Community Colleges and nationally, students in the lowest high school GPA band are the only students for whom one could reasonably consider the possibility of them being highly unlikely to succeed. Colleges reported pre-transfer enrollment data on each applicable tab in the template for specific groups of students based on high school GPA, education goal, and pathway in English, Statistics/Liberal Arts Mathematics (SLAM) and Business, Science, Technology, Engineering, Mathematics (B-STEM). The template auto-populated throughput rates for colleges and provided a local throughput comparison and a statewide throughput comparison rate.

In July 2021 the CCCCO presented results from the Equitable Placement Validation reports to the Board of Governors. Of the 115 colleges that submitted an Equitable Placement Validation report, seven colleges (6.1%) were found to be effectively implementing AB 705, with little to no pre-transfer level enrollments, while 108 colleges (93.9%) reported pre-transfer level enrollments that did not maximize throughput for any group of students or maximized throughput for only one small subgroup of students (5 colleges) or submitted incomplete data or had sample sizes too small for evaluation.

Colleges' placement and enrollment results were cross-referenced against additional data sources (i.e., colleges' published placement rules, schedule of classes for fall 2019 and the Basic Skills Progress Tracker) and found to be consistent with the [CCCCO's Transfer-level Gateway Completion Dashboard](#), which provides throughput rates across GPA levels for English and math for students whose first enrollment was in either pre-transfer level or transfer level courses.

***Evidence from all of these sources supports one key finding: when local placement practices require, encourage or allow students to enroll in pre-transfer level coursework, throughput is not being maximized. Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.***

Colleges can review their individual college results in the Validation of Practices Excel file their college submitted to the Chancellor's Office in January 2021, most likely submitted by your Research Office. When a college entered their local data, a local throughput rate was auto-populated as well as a statewide throughput rate for comparison purposes. Disproportionate impacts by race/ethnicity were also auto-populated. As you navigate the tabs in the Excel, you will see your college's throughput rates, how those compare to the state throughput rate, and

color-coded results will show you if your college maximized throughput, where green indicates throughput was maximized and red indicates it was not. For the disproportionate impact analysis, red indicates there is disproportionate impact and action is needed (when there are no disproportionate impacts for a particular group the cell will be blank). Additional details are available within each tab.

### **Effectively Implementing AB 705**

Research shows that since AB 705 was implemented more students are taking and completing transfer-level math and English courses, no matter their high school performance and across all subgroups. Research evidence has consistently demonstrated that when students are placed directly into transfer-level English and math courses aligned with their path of study, completion is expedited, and persistent opportunity gaps are diminished.

Unfortunately, implementation is uneven and equity gaps persist. While rates have increased across all subgroups, gaps remain for disproportionately impacted students. Colleges with large African American and Latinx populations are more likely to enroll students in pre-transfer level courses, and some colleges increased pre-transfer level course offerings in fall 2020.

As we continue to implement and evaluate the implementation of this transformational reform, focus must shift from compliance to full implementation, and not only to the letter of the law, but the spirit of the law. The spirit and intent of this reform was not simply that students have the option to enroll in these essential gateway courses, but that districts and colleges ensure students' entrance into, support in, and successful completion of these courses is maximized.

The work of implementing AB 705 with fidelity requires that colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses. Offering corequisite support aligned with transfer-level coursework has been shown to increase success for students who need additional assistance compared to providing remedial coursework and is strongly encouraged to be made available to students, where needed, for all courses used to satisfy written communication and quantitative reasoning requirements to transfer, regardless of the department in which they are offered.

Since the implementation of the law, research has been conducted to address outstanding questions or misperceptions. The following practices should be included in colleges' equitable placement and completion implementation:

***Place and ensure enrollment of all students with high school data available into transfer-level courses, including students who may have been out of high school ten or more years.*** Research has found that high school grades remain valid ten years after high school completion, and perhaps beyond (data access is limited to ten years). Placement practices should treat such students the same & assure them the same rights to access. [Review the research brief here.](#)

***Place and ensure enrollment of all student groups, regardless of their background or special population status, using the Chancellor's Office high school GPA default placement rules. This includes, but is not limited to, DSPS, EOPS, Foster Youth, Veteran, Umoja, Puente, MESA and economically disadvantaged students.*** Research has found that for all student groups (identifiable in MIS) direct placement into transfer-level courses maximizes one-year completion

rates (i.e., throughput) when compared to being placed in pre-transfer level courses. For more details on each population [see the research brief here](#).

***Place and ensure enrollment of English Language Learners who graduated from a U.S. high school (or the equivalent) directly into transfer-level English or an ESL-equivalent transferable course.*** Research has found that ELL students who completed high school in the United States maximize throughput (i.e., have higher one-year course completion rates) when placed directly in transfer-level English composition or a transfer-level ESL course equivalent to English composition, with corequisite support as needed. [Review the research report here](#).

***Place students who have completed higher level math in high school into higher level mathematics courses based on their high school performance.*** Research has found that repetition of successfully completed courses is not associated with improved performance of the subsequent course and adds time to completion (e.g., [Sonnert & Sadler, 2014](#)). Based on such findings, it is recommended that colleges develop placement methods that encourage students who have successfully completed courses in high school (e.g., pre-calculus) to progress and start in the next appropriate course (e.g., Calculus I) at the college (and with support as needed). [Review Table 2 of the report here for one conservative method for doing so](#).

***Strongly consider placing students on BSTEM pathways who have not completed Algebra II in high school using the Chancellor's Office high school GPA default placement rules.*** Research has explored this question in detail and found that enrollment directly in transfer-level coursework maximizes students' throughput when compared to enrolling first in pre-transfer level courses, even for students who have not successfully completed Algebra II in high school. Based on these findings, it is recommended that students without these courses in high school be placed directly in transfer-level coursework appropriate for their educational goal and major, with appropriate concurrent support where necessary, in order to maximize their likelihood of successfully completing that course. Possible concerns about articulation can be meaningfully addressed through the provision of intermediate algebra content needed to succeed via corequisite or other concurrent support. [Review the research report here](#).

***Carefully consider placing and ensuring enrollment of students who may not have completed high school but have completed at least the 10<sup>th</sup> grade using the Chancellor's Office high school GPA default placement rules.*** Based on research specifically conducted to explore this issue, prior Chancellor's Office guidance advised that "since the default placement rules were developed based on 11<sup>th</sup> grade GPA, students that have completed the 11<sup>th</sup> grade would fall under the default placement rules or the colleges adopted placement model for transfer level courses. Based on the results of the MMAP study, the default placement rules may be applied to students seeking enrollment in transfer-level courses; students who have completed 9<sup>th</sup> and 10<sup>th</sup> grade can be placed using the default placement rules and their cumulative GPA for the high school grade they have completed." Research has found that the performance of high school students in transfer-level courses was very similar to that of post-secondary students when disaggregated by the high school GPA bands in the default placement rules. The findings suggest that if colleges choose to extend the use of the default placement rules to students who are currently in the 10<sup>th</sup> and 11<sup>th</sup> grade, their performance and success rates should be at or above expected levels, particularly for students in the highest GPA band. [Review the research brief here](#).

## Required Action

By fall 2022, the California Community College system must complete full implementation of the law and associated regulations by ending all local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer-level math and English within a year of their start in the discipline.

With some limited exceptions (see summary overview above), this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level English and math/quantitative reasoning courses (whether with or without support) where English and math requirements exist. Colleges are not being required to create new English and/or math requirements.

**Every college** will submit an *Equitable Placement and Completion Improvement Plan* to document changes in placement practices and curricular structures the college will implement to reach this goal. For colleges that have already reached this goal, reporting requirements are minimal. For colleges in transition to realizing this goal, plans will highlight a broader suite of strategies involving course options and availability, support structures, and professional development to consider. For colleges planning to maintain limited pre-transfer enrollments, plans will also include additional strategies designed to ensure AB 705 rights and protections for students. In the Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). The plan also provides a set of promising practices to help inform local planning work for colleges to consider and indicate which will be implemented. Colleges are also strongly encouraged to invest in concurrent supports to ensure student success in gateway courses.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, both **ensure transfer level placement** in math/quantitative reasoning and English for **all U.S. high school graduate students** and permit **no pre-transfer level enrollments**, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

All California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan **by March 11, 2022** using this link: [Link to Equitable Placement and Completion Improvement Plan Form](#). A pdf of this online form and an Excel data template are enclosed and will be reviewed during a webinar on Monday, November 29, 2021, 3:30-5:00pm on Zoom (see details below). Please review the form and template in advance of the webinar and come prepared to engage with Chancellor's Office leadership and MMAP/RP Group researchers on how to complete the form and template.

## **English as a Second Language (ESL) implementation**

By July 1, 2021, **all** California Community Colleges were to submit an AB 705 adoption plan for English as a Second Language (ESL) implementation detailing how ESL students are advised, assessed and placed (*including where all ESL instruction is noncredit*). Under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans were designed for colleges to explain the placement method, the evidence to be collected, and why the college/district believes it will be effective. Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation should primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).

Implementation of AB 705 for ESL students began this fall, commencing the two-year experimentation and innovation window. During this innovation window, all [currently approved ESL assessments](#) remain approved for use, and are being re-evaluated by the Assessment Committee this academic year. Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL to fulfill the requirements of AB 705. Similar to what has been done for English and math, colleges' implementation of AB 705 for ESL students will be validated in spring 2023 by assessing progress to date and establishing the data needed to evaluate three-year course completion rates in alignment with the law. It is essential that colleges establish the resources and infrastructure necessary to support this important work which includes, but is not limited to, data and research support from local institutional effectiveness offices, and investment in assessment, the revision of curricular sequences for ESL students, and faculty professional development.

### **Next Steps**

It is essential that colleges maintain Equitable Placement and Completion (AB 705 and AB 1805) implementation as a top priority on campus. Implementation leaders and teams should be sustained and intentional focus given to this important work. There are a number of funding sources colleges can use to support this work including, but not limited to Guided Pathways funds, SEA funds, federal minority serving institutions grants, foundation support, and general funds.

Colleges can expect additional guidance upon the completion of an analysis of the ESL Adoption Plans and the AB 1805 forms and data submitted July 9, 2021. In addition to the November webinar to discuss the Improvement Plans, the Chancellor's Office will continue a series of webinars as part of an Equitable Placement and Completion Learning Series to support colleges as the CCC system continues to implement this historic reform and transform options and outcomes for our students.

November 18, 2021

### Equitable Placement and Completion 2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- November 29, 2021 (3:30-5:00pm): AB 705 Implementation Improvement Plans (see Zoom details below)
- Forthcoming: Curricular Reforms; Student Communication & Counseling; ESL Adoption Plans & Promising Practices

If you have questions about this guidance, please email [AB705@cccco.edu](mailto:AB705@cccco.edu).

You are invited to a Zoom webinar.

When: November 29, 2021, 3:30-5:00 PM Pacific Time

Topic: Equitable Placement and Completion Improvement Plans

Please click the link below to join the webinar:

<https://cccconfer.zoom.us/j/98052147255>

Or One tap mobile :

US: +16699006833,,98052147255# or +13462487799,,98052147255#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923

Webinar ID: 980 5214 7255

cc:

Dr. Daisy Gonzales, Acting Chancellor  
Marty Alvarado, Executive Vice Chancellor, ESS  
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS  
CCCCO Staff

Attachments:

- Equitable Placement and Completion Improvement Plan Form (for reference only; submit electronically)
- Improvement Plan Data Addendum Template



# AB705 Improvement Plan

ACADEMIC SENATE

FEBRUARY 15, 2022

GERSON VALLE AND SCOTT  
KUSHIGEMACHI

# Background

“Every college will submit an Equitable Placement and Completion Improvement Plan to document changes in placement practices and curricular structures the college will implement to reach this goal.”

This requires the signature of the Academic Senate President.



# Fall 2022 “Enrollments”

“With some limited exceptions...by Fall 2022, all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level English and math/quantitative reasoning courses (whether with or without support) where English and math requirements exist.”

“For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in Fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards.”

The key change: “Enrollments,” not just “Placements”

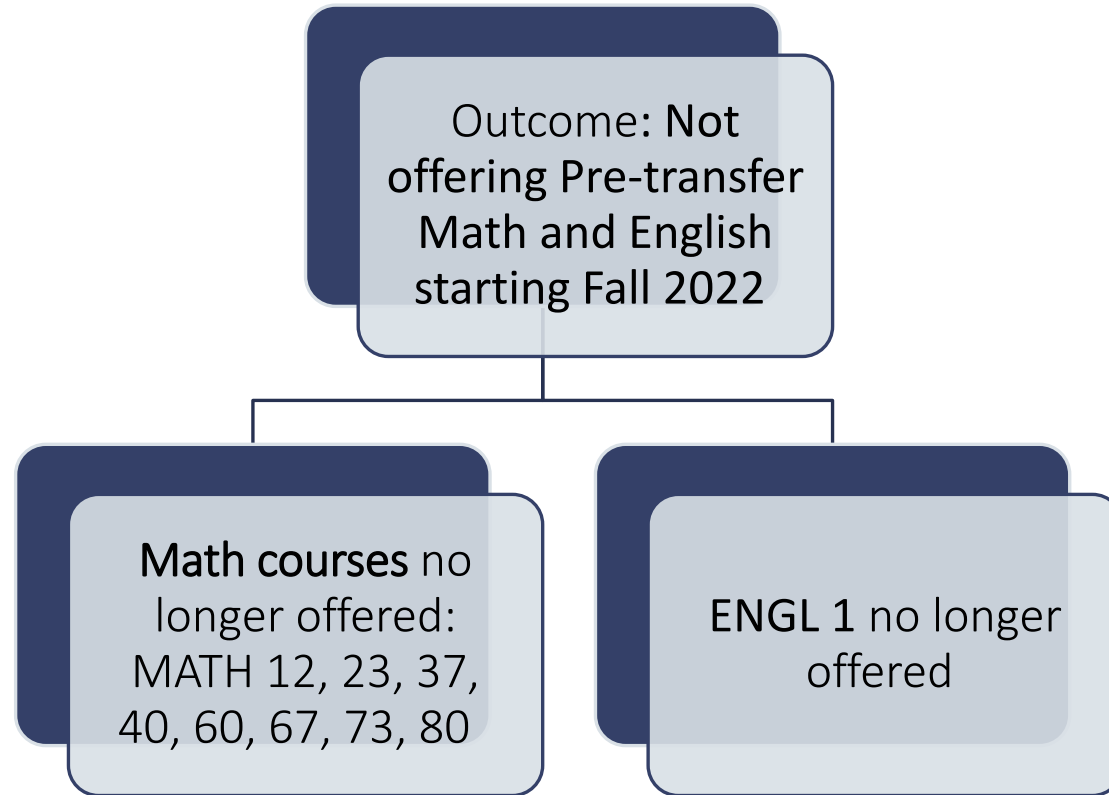


## ECC Data

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The AB705 Workgroup looked at the data and did not see the case for a “limited exception.”

Pre-transfer level Math and English classes were not maximizing throughput, which would put us out of compliance with the Fall 2022 guidelines from the Chancellor's Office.



## Course Offering Changes (as of Fall 2022)

## Alternatives for Math Competency

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Any transfer-level math course, including  
MATH 120 or MATH 150

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COMS 180

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BUSI 15 (starting Fall 2022)

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BUSI 17 (starting Fall 2022)

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CSCI 7 (starting Fall 2022)

# Improvement Plan Highlights

- ❑ Expand co-requisite sections of transfer-level coursework for English, BSTEM math, and SLAM math
- ❑ Develop or expand support labs, tutoring centers, and embedded tutoring
- ❑ Utilize early alert systems
- ❑ Integrate resources into gateway courses
- ❑ Invest in professional development
- ❑ Invest in communities of practice for instructors teaching gateway courses
- ❑ Create safe places for equity conversations



Questions?

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This procedure outlines the process for assigning Distance Education classes and ensuring that assigned faculty are Distance Education Certified.

1. Faculty wishing to teach online will complete the Distance Education (DE) certification process, either through the Academic Senate approved certification course offered by the Distance Education Faculty Coordinator or through the waiver process as described in Administrative Procedure 4105 - Distance Education (AP 4105).
2. The Online and Digital Education Department (ODE) will maintain the records for faculty certified to teach in Distance Education formats (see AP 4105) and make the list accessible to the Division offices.
3. Division offices will ensure that all faculty being assigned to a Distance Education format are certified by using the list described in number 2.
4. ODE will pull lists of all faculty members assigned to courses in DE formats from Colleague at least one month prior to the end of the previous term to audit.
5. If Division offices have questions about new faculty members or faculty members who might be in the process of completing their DE certification, administrators will contact the Distance Education Faculty Coordinator to confirm that the faculty member will be eligible to teach courses in DE formats prior to the start of the term.
6. Online and Digital Education will audit the course assignments for Distance Education classes and report findings to the Vice President of Academic Affairs (VPAA) office.
7. In the event the audit shows that there are faculty course assignments out of compliance with the certification requirements, the VPAA office will coordinate between any Divisions out of compliance and ODE to rectify course assignments and ensure adherence to policy and procedure.
8. In the event of late assignments due to added sections or changes in faculty availability, Division offices will check with ODE prior to assigning the new or replacement instructor unless that faculty member is already assigned to another DE course in the same term.

## **Board Policy 3433**

## **Prohibition of Sexual Harassment Under Title IX**

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment and the District will not tolerate sexual harassment. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

The District seeks to foster an environment in which all employees, students, applicants for employment, and applicants for admission feel free to report incidents of sexual harassment in violation of this policy and Title IX, without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of sexual harassment in violation of this policy and Title IX or for participating, or refusing to participate, in a sexual harassment investigation. The District will investigate all allegations of Title IX retaliation swiftly and thoroughly. If the District determines that someone has retaliated, it will take reasonable steps within its power to stop such conduct. Individuals who engage in Title IX retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3434 Responding to Harassment Based on Sex under Title IX. The District requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end, the Superintendent/President shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define sexual harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy. State and federal law and this policy prohibit retaliatory acts against all participants by the District, its employees, students, and agents.

The District will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The



District will make this policy and related written procedures (including the procedures for making complaints) available in all administrative offices and will post them on the District's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

**References:**

Title IX of the Education Amendments Act of 1972;  
34 Code of Federal Regulations Part 106

El Camino College

Adopted:

Amended:

## Administrative Procedure 3433

## Prohibition of Sexual Harassment under Title IX

The District is committed to providing an academic and work environment free of unlawful sex harassment under Title IX. This procedure defines sexual harassment on campus.

This procedure and the related policy protects students, employees, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person would perceive the conduct as harassment based on sex.

For sexual harassment that does not fall under Title IX, Complainants must proceed under BP 3430 Prohibition of Harassment.

**Definitions**  
**Sexual Harassment:** conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- (3) "Sexual assault" as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#), "dating violence" as defined in [34 U.S.C. 12291\(a\)\(10\)](#), "domestic violence" as defined in [34 U.S.C. 12291\(a\)\(8\)](#), or "stalking" as defined in [34 U.S.C. 12291\(a\)\(30\)](#).

a) **Sexual Assault** includes the following:

- **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
- **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.
- **Sodomy.** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
- **Sexual Assault with an Object.** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or

- "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
- **Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
  - **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.**
    - **Incest.** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
    - **Statutory Rape – Non-Forcible.** Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
- b) **Dating violence.** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- c) **Domestic Violence.** Violence committed:
- By a current or former spouse or intimate partner of the victim;
  - By a person with whom the victim shares a child in common;
  - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
  - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
  - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.
- d) **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

**Examples:** Sexual Harassment includes, but is not limited to the following misconduct:

1. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
2. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.
3. **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

4. **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**References:**

Title 5 Sections 59320 et seq.;

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e;

Title IX Education Amendments of 1972

El Camino College

Adopted:

Amended:

## **Board Policy 3540**

## **Sexual and Gender-Based Misconduct**

Any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking, as defined by California law, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures consistent with state and federal law. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, 67386, and 34 Code of Federal Regulations Section 668.46 and be made widely available to students through the District's website and other means.

### References:

Education Code Section 67382, 67385, and 67386; 20 U.S.  
Code Section 1092(f);  
34 Code of Federal Regulations Section 668.47(b)(11)

Replaces Board Policy 5148  
El Camino College  
Adopted: 3/19/05  
Amended: 11/16/15

Any “Sexual and Gender-Based Misconduct” or physical abuse, defined as, but not limited to, sexual assault, dating violence, domestic violence, and stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

“Sexual assault” means actual or attempted sexual contact with another person without that person’s consent. Sexual Assault includes but is not limited to, rape, statutory rape, incest, fondling, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the reporting party’s statement with consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a. a current or former spouse of the victim;
- b. a person with whom the victim shares a child in common;
- c. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
- d. a person similarly situated to a spouse of the victim under California law; or
- e. any other person against an adult or youth victim who is protected from that person’s acts under California law.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or to suffer substantial emotional distress.

“Affirmative consent” means ongoing, affirmative, conscious, and voluntary agreement to engage in sexual activity.

It is the responsibility of each person involved in sexual activity to ensure that they have the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent.

Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

This procedure, in addition to the procedures for unlawful discrimination and Title IX investigations from the Office of Title IX, Diversity, and Inclusion, are designed to ensure victims of Sexual or Gender-Based Misconduct receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students and employees who allege they are the victims of Sexual and Gender-Based Misconduct on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Office of Title IX, Diversity, and Inclusion, which shall maintain discretion and confidentiality, to the extent possible, regarding the identity and other information about alleged sexual assault victims unless and until the Office of Title IX, Diversity, and Inclusion is authorized to release such information.

The Title IX Coordinator shall make available to alleged victims of Sexual or Gender-Based Misconduct the following:

1. A copy of the District's policy and procedures regarding Sexual or Gender-Based Misconduct;
2. Information about the victim's option to:
  - a. notify proper law enforcement authorities, including on-campus and local police;
  - b. be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - c. decline to notify such authorities;
3. A description of available services and resources, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
  - a. transportation to a hospital by Campus Police, if necessary;
  - b. counseling by a Student Health Center psychologist or referral to a counseling center;
  - c. notice to applicable law enforcement, if desired;
  - d. assistance with the disciplinary process by the District Disciplinary Officer. Where respondent is a Student, the Director of Student Development, or designee, shall act as the District Disciplinary Officer under Administrative Procedure 5500. Where respondent is an Employee, the Director of Human Resources, or designee, shall act as the District Disciplinary Officer under applicable District Administrative Procedure, bargaining unit agreements, and in compliance with the Education Code;

- e. information about other available campus resources or appropriate off-campus resources (i.e., counseling, mental health, victim advocacy, legal assistance and remedies, and other services for victims) by the Title IX Coordinator;
4. Information about the importance of preserving evidence and the identification and location of witnesses;
5. Information about the participation of victim advocates and other supporting people;
6. The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
7. Information about how the district will protect the confidentiality of victims;
8. Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
9. Information about the following procedures:
  - a. Criminal prosecution;
  - b. Civil prosecution;
  - c. District disciplinary procedures for both students and employees;
  - d. Academic and other accommodations, if necessary.

The District shall investigate all complaints alleging Sexual and Gender-Based Misconduct under the procedures for unlawful discrimination and Title IX investigations from the Office of Title IX, Diversity, and Inclusion, regardless of whether a complaint is filed with local law enforcement. These procedures can be found at the Office of Title IX, Diversity, and Inclusion and on the District's website.

Using a preponderance of evidence standard, the District will conduct an investigation and Title IX Hearing to determine whether it is more likely than not that Sexual and Gender-Based Misconduct occurred; this process shall be adequate, reliable, impartial, and prompt and include the opportunity for both alleged victims and accused to present witnesses and other evidence.

The District shall maintain discretion and confidentiality, to its best ability, amongst the parties involved (including the alleged victim, alleged respondent, witness, or third-party reporter of Sexual or Gender-Based Misconduct on District property), unless the parties specifically state otherwise. All inquiries from reporters or other media representatives about alleged incidents of Sexual and Gender-Based Misconduct on District property shall be referred to the District's Office of Marketing and Communications, which shall work with the Office of Title IX, Diversity, and Inclusion to assure that all confidentiality rights are maintained consistent with state and federal law.



All alleged victims and respondents shall be kept informed, through the Office of Title IX, Diversity, and Inclusion of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeals.

Based on the outcome of the Title IX process, the District may impose sanctions following a determination by the District Disciplinary Officer regarding Sexual and Gender-Based Misconduct. Such disciplinary proceedings shall provide prompt, fair, and impartial resolution, where both the accuser and accused are entitled the same opportunities for an advisor and to present witnesses and other evidence.

A complainant or witness who participates in an investigation of Sexual or Gender-Based Misconduct will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The complainant was asleep or unconscious.
- The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The complainant was unable to communicate due to a mental or physical condition.

Additionally, the Annual Security Report ("ASR") issued by the District shall include a statement regarding the District's programs to prevent Sexual or Gender-Based Misconduct and procedures that should be followed after an incident of Sexual or Gender-Based

Misconduct has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The ASR shall be published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and all other applicable state and federal laws.

The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims;
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance, or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
  - Such proceedings shall provide a prompt, fair, and impartial resolution;
  - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault, or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any changes to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating

violence, sex offense, or stalking and any sanction that is imposed against the accused.

- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

### **Education and Prevention Information**

The Title IX Coordinator shall:

Provide education, prevention, and outreach information, including as part of the District's established orientation program, about Sexual or Gender-Based Misconduct. The information, to the extent possible, shall be developed in collaboration with campus-based and community-based victim advocacy organizations and shall include the District's sexual assault policy and prevention strategies, Sexual and Gender-Based Misconduct policy and prevention strategies including awareness raising campaigns, primary prevention, bystander intervention, and risk reduction. Post sexual violence prevention and education information on the campus internet website regarding Sexual and Gender-Based Misconduct.

#### **References:**

Education Code Sections 67385, 67385.7, and 67386;  
20 U.S. Code Section 1092(f);  
34 Code of Federal Regulations Section 668.46(b)(11)

11/16/15

Amended: