



# Academic Senate of El Camino College 2021-2022

May 3, 2022

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

Office location: Schauerman Library, Room 273

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

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, [dmcclelland@elcamino.edu](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.



May 3, 2022

## Academic Senate of El Camino College 2021-2022

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### Zoom information for Academic Senate Meeting 5/3/2022

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 [academic senate@elcamino.edu](mailto:academic senate@elcamino.edu) by noon on Tuesday, May 3. In the subject line, please put Academic Senate Meeting 5/3 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>Analu 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

**Analu 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** 23/24

**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**

Stacey Allen

Yun Chu

Kristie Daniel Di-Gregorio

Hong Herrera-Thomas

Orion Teal

**Business**

Kurt Hull

Phillip Lau

Josh Troesh

**Counseling**

Anna Brochet

Rocio Diaz

Maria A. Garcia

**Fine Arts**

Jonathan Bryant

Joe Hardesty

Unexcused: Russell McMillin

Joanna Nacheff

**Health Sciences & Athletics**

Unexcused: Andrew Alvillar

Tom Hazell

Shiney Johnson

Dina Mauger

Eric Villa

**Humanities**

Stephanie Burnham

Sean Donnell

Brent Isaacs

Elayne Kelley

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

Excused: Diaa Eldanaf

Robert Eleuteri

Greg Fry

Ronald Martinez

**Natural Sciences**

Jwan Amin

Mia Dobbs

Shimonee Kadakia

Darcie McClelland

Shanna Potter

**ASO**

Anisha Moutra

**Curriculum Chair**

Janet Young

**Academic Affairs**

Jackie Sims

**Student Services**

Ross Miyashiro

**President/Superintendent**

Brenda Thames

**ECC Federation**

Kelsey Iino

**Institutional Research**

Josh Rosales

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

Ali Ahmadpour

Anna Mavromati Duncan

Annette Owens

Carolyn Pineda

Crystle Martin

E. Yates

Laura Almo

Linda Cooks

Maeve Lee

Moses Wolfenstein

Safia Ahmed

Stephen Peluso

Susan Nilles

## ACADEMIC SENATE MINUTES April 19, 2022

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

### A. Call to Order

- Academic Call to order 1:02pm

### B. Approval of Minutes (p. 6-15)

- Senate President called to motion approval of minutes. Motioned by A. Josephides, seconded by K. Daniel DiGregorio.
- Approved. No changes. 0 no's, 0 abstentions.

### C. Unfinished Business:

#### a. AP 5520, Student Discipline Procedures (p. 16-39)

- Senate President called to motion approval for second reading. Motioned by S. Allen, seconded A. Josephides.
- New language "Student discipline data reporting:
- Disaggregate race, age, gender or any other characteristic identified by board
- 0 no's, 0 abstentions. Approved.

#### b. AP 5070, Attendance Accounting- Camila Jenkin and Moses Wolfenstein

- End of each semester instructors submit attendance rosters to admissions and records office
  - Not required by law and simply in AP so suggested to get rid of this
  - Changes so that it is written in manner that captures hybrid and live online courses
  - Still recommend to take attendance in case there are circumstances where you need to prove a student was or was not present
  - 0 no's, 0 abstentions

#### c. Call for nominations, Senate President Elect and VP Faculty Development- Senate Executive Board (p. 40-44)

- No nominations for AS President Elect
- Stacey Allen will step down VP Faculty Development
  - 1-year term appointment (2022-2023).
  - Anna Brochet, Counseling nominated by Stacey Allen and accepted.
  - Anna Brochet officially appointed to position without objections.

### D. New Business:

#### a. Change in Title, Senate Secretary/Webmaster- Senate Executive Board

- VP of Logistics and Communications starting fall 2022.



- No changes in description or duties.
- Will do 2<sup>nd</sup> reading and vote at next meeting.

## **E. Information Items – Discussion**

### a. Timely Care Telehealth Services- Susan Nilles (p. 45-55)

- Currently students get 6 mental health visits per year. Through Timely Care students can access supplemental services for an additional 12 visits per year.
- Currently Student Health Center is at capacity and placing students on waitlists
- Student Health Center and many community partners are all at capacity and turning to waitlists too
  - As a response Timely Care Telehealth Services partnership created
- Register through application by April 30<sup>th</sup> for \$250 Amazon Gift Card opportunity drawing

### b. Accreditation Annual Report- Jackie Sims

- Crystle Martin provided presentation today.
- Reviewed final 2022 Annual Report.
- Discussion of course modality enrollment changes in relation to Covid19.
- 29% graduation rate per DOE
- Discussed various goals/aspirational goals (please refer to document for complete information). Darcie will send document out.
  - Reached stretch goal of student success (74%) for the year.
  - Exceeded transfers aspirational goal (reference document for #s)
- Question: Where students auto-awarded certificates/degrees?
  - Will review 18-19 increase of award to see if there was auto-awarding of degrees
    - That may have come through Senate that year and voted on, but will confirm

## **F. Officer Reports**

### a. President – Darcie McClelland

- Attended ASCCC Plenary April 7-9<sup>th</sup>
  - Can find new officers and resolutions on ASCCC website
- Darcie selected as ASCCC and the CCCC 2022-2023 SEM program Coach
  - Trainings may 13-14 and June 3-4
- ITEC and LLR submitted senator results. The following debarments need to have elections and email to Maria or Darcie
  - Business 3, Counseling 1, Fine Arts 4, Humanities 4, Math 2 and Natural Sciences 2
  - Have 2 people verify results. Give department time to respond and nominate.
- Seeking 1 classroom faculty as voting faculty rep to College Council for 2022-2023 (already have a non-classroom faculty (Kelsey Iino) as a voting member)
  - Must attend College Counseling meetings (1<sup>st</sup> and 3<sup>rd</sup> Mondays, 1-3pm, 12 months a year)

- Compensated for outside contact periods
- Must be willing to represent all ECC faculty
- 3 Faculty Seats appointed by Senate: Academic Senate President, Non-Instructional Faculty, Instructional Faculty
- 1 part-time faculty member in College Council (non-voting member)
  - Will put call out for fall 22 appointment
- BOT passed resolution Affirming The Rights and Lives of our Transgender and Gender Non-Conforming Students Matter

b. Chair, Curriculum – Janet Young

- Continuing and reviewing curriculum
- Chair Elect, Edwin Ambrosio, shadowing Janet this term
- L. Plum continues to develop the Catalog and other major components of the job
- Discussion about Curriculum Specialist job announcement
  - [https://elcamino.igreentree.com/CSS\\_Classified/CSSPage\\_JobDetail.ASP?T=20220419112607&](https://elcamino.igreentree.com/CSS_Classified/CSSPage_JobDetail.ASP?T=20220419112607&)
  - Curriculum Specialist closing date extended to 4/28 to size of pool. Start date likely delayed to June

c. VP Educational Policies – Camila Jenkin

- No report

d. VP Equity, Diversity, and Inclusion- Analu Josephides

- Events:
  - <https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:546ad17f-dc28-4db0-a78c-f1222977401a>
  - <https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:994dc6e9-f0c3-4d29-8e49-60c5d7943cd8>

- [Equity, Diversity, & Inclusion](#)

- Announcement: The History We Stand On: Re-inserting the African American Experience into the South Bay History of Los Angeles County. I encourage everyone to attend this event hosted by Linda Cooks, Part Time Faculty Librarian and the Library Exhibit committee. Presentation this Thursday, April 21st, 2022 and starts at 1:15pm with light refreshments. Sign-up on Cornerstone or contact [lcooks@elcamino.edu](mailto:lcooks@elcamino.edu) for more information. Faculty who register and attend earn racial-equity flex credit. Flyer in chat.
- Announcement: The History We Stand On: A Chronicle of the Land that El Camino College Occupies. May 12th, 2022. Please contact [lcooks@elcamino.edu](mailto:lcooks@elcamino.edu) for more information. Flyer in Chat.
- EDI Standing Committee - Mental Health Taskforce Hong Herrera Thomas, Susan Nilles (Chair), and Analu Josephides are developing a resolution to support ECC Students and its community on Mental Health Awareness.

e. VP Faculty Development – Stacey Allen

## Faculty Development

- **Fall 2022 PD Day – Call for Breakout Session Proposals**
    - August 2-24: PD Power-up Month virtual sessions
    - August 25: In person
  - **College Book Club**
    - *Engaging African American Males in Community Colleges*
    - Friday, April 22, 11:00-12:00
  - **Informed & Inspired: Designing and Teaching for Excellence**
    - *Creating Community and Centering Cultural Capital*
    - Thursday, April 28, 1:15-2:15 and Friday, April 29, 10:00-12:00
- 

### f. VP Finance – Josh Troesh

- No report

### g. VP Academic Technology – Stephanie Burnham

Academic Technology

[ATC](#); [CTC](#)

- Thank you everyone who attended the Ed Tech Conference! We had a great turn out! We have recordings of many of the workshops which you can view and submit as an External Training.
- The invisible work of our tech department: cyber security and disaster recovery.
- Infrastructure Upgrade: shipping delays impacted the setup of some of our new computers (as part of the computer replacement plan).
- Last CTC meeting was 3/15, next is now. Upcoming info on: computer replacement plan update, update on [Hyflex](#) classroom pilots.

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

- No report

## **G. Special Committee Reports**

### a. ECC VP of Academic Affairs – Jackie Sims

- No report

### b. ECC VP of Student Services – Ross Miyashiro

## Student Services

- Black Student Success Week – April 25 – 29th
- Police Engagement Lunch with Students of Color May 19th
- Student Town Halls April 21 via Zoom and April 28th Live at the East Dining Room

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

### a. Hyflex Proposal

### b. Climate Survey Results

### c. Program Review Revisions

## **I. Public Comment**

- Calendar committee discussed taking all of Thanksgiving week off
  - Students tend to not show that week and parents with children have kids with the school week off makes it difficult for student-parents to come to class:
    - Implication is extending fall term longer through December
    - Suggestion to make Wednesday off only vs the whole week
    - This could have negative implications for finals week pushed too close to holidays
    - Concern taking a full week off in November will reduce student support services during transfer peak season. Application deadline for UC/CSU is Nov 30<sup>th</sup>
  - Senators go back to divisions and discuss with colleagues. Report by next AS meeting May 3<sup>rd</sup>
  - Suggestion to send survey to faculty by Calendar Committee
  - This is very preliminary and may need to be negotiated with HR

## **J. Adjourn**

- Adjourned at 2:23pm

The HyFlex (short for Hybrid Flexible) course modality is a relatively new mode of Distance Education that has gained increased attention in light of the COVID-19 pandemic. The purpose of HyFlex is to provide increased flexibility to students in how they complete a course, while still providing them with the option to attend classes in-person on campus. Although the Academic Senate for California Community Colleges has released [a blog post providing common definitions of HyFlex](#) as a mode of instruction where students can choose to attend in-person, via web conferencing software, or to do work for that class meeting asynchronously, there is no single fixed definition of HyFlex within the California Community College system at this time, and apportionment for the modality has not been defined as of this date (April 26, 2022).

In light of initial discussions about the HyFlex course modality at El Camino College (ECC), the ECC Academic Senate's Online & Digital Education Advisory Committee proposes that HyFlex courses are defined as follows:

HyFlex courses at El Camino are courses that are scheduled to meet for an equivalent number of hours to a conventional on-campus course. Students enrolled in HyFlex sections will have the option to attend each scheduled meeting on campus or remotely via video conferencing software. Failure to attend a meeting on-campus or remotely will constitute an absence. HyFlex courses must provide students who are online and in-person with the same learning opportunities that a conventional on campus course provides including (but not limited to); interaction with the faculty member, interaction with other students, and the ability to take assessments. HyFlex courses at El Camino will not include the ability for students to do work for a given class meeting asynchronously, however they can and should to the greatest extent possible make use of the campus Learning Management System to enhance teaching and learning through technology including use of pre-recorded lectures, and use of online assignment submission tools to streamline formative and summative assessment activities for students and teachers. HyFlex classes must meet accessibility requirements as required by law in terms of web accessibility standards, video conferencing requirements, and accommodations for in-person instruction.

In addition, the Online & Digital Education Advisory Committee proposes the following additional requirements in and around the scheduling and implementation of HyFlex courses at El Camino College:

- HyFlex courses must use a classroom on campus that has been outfitted with the necessary hardware (e.g. motion tracking camera, room microphones, etc.) to enable remote participation.
- For a course to be taught HyFlex, it must first have a Distance Education Addendum completed or modified through the ECC curriculum approval process.
- Faculty assigned to teach HyFlex courses must be Distance Education certified, and must complete a short training on planning for and conducting a HyFlex class.
- HyFlex courses will be scheduled and funded to have a Teaching Assistant to support remote learners during class meetings, and immediate live in-classroom and remote technical support must be available during any block in which a HyFlex course is taught.
- Rooms for HyFlex courses must be able to accommodate all students enrolled in the class as they may all choose to attend in person for any given class meeting.
- HyFlex course registration caps will be the same as on campus registration caps.

## **Administrative Procedure 7160 Professional Development**

The El Camino Community College District (ECCCD) plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the district's mission, which is **to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities**. The ECCCD will evaluate these programs and use the results of the evaluation as the basis for improvement.

The Flexible Calendar Coordinator shall annually submit to the State Chancellor an affidavit that contains all of the following:

- A statement that El Camino College (ECC) has an advisory committee, composed of administrators, faculty, classified staff, and student representatives, which makes recommendations on staff, student, and instructional improvement activities;
- Confirmation that ECC has completed a campus professional development plan for the current and subsequent fiscal years; which includes an assessment of needs and a plan of activities (55730), and attendance accounting data, for the purposes of calculating the flex adjustment. (55728)

The District shall establish a professional development advisory committee composed of representatives from each of the following: administrators, faculty, classified staff representatives, and students.

The purpose of the Professional Development Advisory Committee is to make recommendations on staff, student, and instructional improvement activities, especially campus-wide professional development. This committee will be a sub-committee of College Council. For classified staff professional development, the advisory committee collaborates with the Classified Professional Development Committee. For faculty professional development, the advisory committee consults with the Academic Senate, through the Faculty Development Committee.

Members of the Committee stands as follows:

- Administrator for the Profession Development department/Flexible Calendar Coordinator (chair)
- Chair of the Faculty Development Committee, or their designee
- Chair of the Classified Professional Development Committee, or their designee
- Student member will be appointed by the Associated Student Organization
- Other members of the committee are selected in consultation of College Council

The Classified Professional Development Committee collaborates with the Professional Development and Learning office on planning and decision making about classified staff professional development. Contractual changes are made in negotiation with the ECC Classified Employees.

The Faculty Development Committee (FDC), a subcommittee of the Academic Senate, represents the faculty in planning and decision making about faculty professional development. Per BP 2510, policies and procedures for faculty professional development are made in collegial consultation with the Academic Senate and changes are made in mutual agreement with the Board of Trustees.

**Commented [JC1]:** Add language regarding mandatory training on anti- racism, micro aggression and other equity topics

**Commented [JC2]:** El Camino College's mission is to make a positive difference in people's lives and provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities. Hence, it is imperative that faculty engage in Senate-approved professional development that unpacks, interrogates, and identifies strategies to vigilantly mitigate and dismantle systemic racism and/or addresses racial equity, diversity, and inclusion (EDI).

**Commented [CM3]:** This is actually submitted by the Flexible Calendar Coordinator (who is the administrator responsible for PD)

**Contractual changes are made in negotiation with the ECC Federation of Teachers. Obligations for faculty professional development are negotiated with the ECC Federation of Teachers and may be found in the Agreement available on the District website.**

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

1. Institutional planning priorities, including equity, diversity, inclusion, and accessibility; and student success
2. Results of needs assessment surveys and evaluations of previous professional development activities
3. Input from the college constituent groups
4. Legal mandates

All El Camino College faculty are required to complete **Senate-approved professional development that addresses systemic racism and/or racial equity, diversity, and inclusion (EDI)**.

Professional development may include, but is not limited to:

1. Improvement of equity, diversity, inclusion, and accessibility
2. Improvement of teaching
3. Improvement of services to students
4. In-service training for vocational education and employment preparation programs
5. Intersegmental exchange programs
6. Development and maintenance of current academic and technical knowledge and skills
7. Institutional effectiveness and training to meet institutional needs and priorities
8. Development of innovations in instructional and administrative techniques and program effectiveness
9. Courses and training implementing equity programs and equal opportunity employment practices, policies, and legal mandates
10. Instructional and workforce technology
11. Training required by laws, codes, and regulations
12. Other activities determined to be related to educational and professional development.

Professional development activities, guidelines, plans and processes including information about the professional development program are published within the District designated platform, accessible on the District website.

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.

References:

Accreditation Standard III.A.15

Education Code Sections 87150 et seq., 87767, 88220, and 88227

Title 5 §53200, 55724

El Camino College Adopted: March 17, 2014

Reviewed 10/21 Educational Policies





## POLICY & PROCEDURE SERVICE

### AP 7160 Professional Development

#### References:

Education Code Sections 87150 et seq.;  
ACCJC Accreditation Standard III.A.14

**NOTE:** *The language below reflects the accreditation standards. Insert local practice, which may include separate processes for administrators, faculty, and classified staff, and full and part time employees.*

The District plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the District's mission. The District will evaluate these programs and use the results of the evaluation as the basis for improvement.

**NOTE:** *The following sentence is Optional.*

Every employee will receive professional development opportunities in critical race theory, critical gender theory, and general sensitivity training.

**NOTE:** *The language below is legally advised for Districts that participate in the Community College Professional Development Program.*

The [ **CEO** ] shall annually submit to the Chancellor of the California Community Colleges an affidavit that contains all of the following:

- A statement that [ **the college** ] [ **each campus within the community college district** ] has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs;
- The [ **college** ] [ **district** ] has completed a campus human development resources plan for the current and subsequent fiscal years; and
- A report of the actual expenditures for faculty and staff development for the preceding year.

Revised 11/14, 4/15, 4/21

**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.*

Highlighted area are my recommendations for additions/revisions. We currently do not have AP 5700. Is it necessary?

### **Board Policy 5700 Athletics**

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities.

The Superintendent/President or designee shall assure that the athletics program complies with the California Community Colleges Athletic Association Constitution and Sports Guides, and appropriate Conference Constitution regarding student athlete participation.

A postsecondary educational institution shall not uphold any rule, requirement, standard, or other limitation that prevents a student of that institution participating in intercollegiate athletics from earning compensation as a result of the use of the student's name, image, or likeness.

The District shall maintain an organized program for students in intercollegiate athletics. The District will offer **equal** opportunities for participation in athletics **equally** to male, female, and transgender students consistent with state and federal law and California Community College Athletic Association standards.

Current BP:

BP 5700 Intercollegiate Athletics

References:

Education Code Sections 66271.6, 66271.8, 67360 et seq., 67456, and 78223;

20 U.S. Code Sections 1681 et seq.;

ACCJC Accreditation Standard II.C.4;

## California Community College Athletic Association (CCCAA) Constitution and CCCAA Bylaws

NOTE: This policy is legally required.

The District shall maintain an organized program for students in intercollegiate athletics. The District will offer opportunities for participation in athletics equally to male, female, and transgender students consistent with state and federal law and California Community College Athletic Association standards.

The [ CEO ] shall assure that the athletics program complies with state and federal law, the California Community College Athletic Association (CCCAA) Constitution, Bylaws, and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation.

Revised 2/04, 2/07, 6/13, 11/14, 4/15, 10/21



## POLICY & PROCEDURE SERVICE

### BP 5700 Intercollegiate Athletics

#### References:

Education Code Sections 66271.6, 66271.8, 67360 et seq., 67456, and 78223;  
20 U.S. Code Sections 1681 et seq.;  
ACCJC Accreditation Standard II.C.4;  
California Community College Athletic Association (CCCAA) Constitution and  
CCCAA Bylaws

**NOTE:** *This policy is legally required.*

The District shall maintain an organized program for students in intercollegiate athletics. The District will offer opportunities for participation in athletics equally to male, female, and transgender students consistent with state and federal law and California Community College Athletic Association standards.

The [ **CEO** ] shall assure that the athletics program complies with state and federal law, the California Community College Athletic Association (CCCAA) Constitution, Bylaws, and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation.

**Revised 2/04, 2/07, 6/13, 11/14, 4/15, 10/21**

**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.*

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**El Camino Community College District**

**No. 3445**

**Administrative  
Procedure**

**General  
Institution**

**AP 3445 ACCOMMODATIONS FOR PERSONS WITH  
DISABILITIES IN NON-CLASSROOM ACTIVITIES**

**References<sup>1</sup>:**

Education Code Sections 66250 et. seq., 66270, 66271.1, 66281.5, 12926;  
Government Code Sections 11135-11139.5, 12926, 12950, 12950.1;  
Title 5 Sections 59300 et seq.;  
34 C.F.R., §106.8(b)  
20 U.S.C., § 1681 et seq.  
Title VI of the Civil Rights Act of 1964 (42 U.S.C., § 2000d)  
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., § 794)  
Americans with Disabilities Act of 1990 (42 U.S.C., § 12100 et seq.  
“ADA”)  
California Constitution, Art. 1, § 1  
Civil Code Section 47  
Penal Code Section 422.6 & 422.55  
BP 3410 and BP 3430

**INTRODUCTION AND SCOPE**

The El Camino Community College District (“District”) is committed to providing access and reasonable accommodation to all non-classroom activities. The purpose of this procedure is to set forth processes for assuring non-classroom activities are accessible to individuals with disabilities. This procedure addresses District sponsored activities that are not covered by disability services provided to students at the college. The scope of this procedure is to address reasonable accommodations and is not intended to address other provisions of the ADA.

Procedures for providing reasonable accommodations related to employment (including applicants) are addressed separately in Administrative Procedure 3447.

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<sup>1</sup> If the federal statutes cited would result in broader protection of the civil rights of individuals than that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of Title 5, section 59300.

## DEFINITIONS

Applicable definitions are as follows:

"Disability" includes, but is not limited to, all of the following:

- (1) Having any physical, mental, or psychological disorder or condition that limits a major life activity. For purposes of this section:
  - (A) "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
  - (B) A disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
  - (C) "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
- (2) Any other disorder, condition, or health condition not described in paragraph (1) Above that requires specialty supportive services (e.g., mental health or substance abuse).
- (3) Having a record or history of a physical, mental, or psychological disorder or condition described in paragraph (1) or (2) above, which is known to the District.
- (4) ~~Being regarded or treated by the District as having, or~~ (as) having had, any physical or mental condition that makes achievement of a major life activity difficult.
- (5) ~~Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph (1) or (2).~~
- (6) "Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs<sup>2</sup>.

"Qualified Individual with a Disability" means a person with a disability who meets the skills, experience, education, and other job-related requirements of the position held or desired and who, with or without reasonable accommodation, can perform the essential job functions.

"Reasonable Accommodation" means a modification or adjustment that enables a qualified individual with a disability to perform the essential functions of the position and/or to access District facilities, activities and programming.

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<sup>2</sup> If the Americans with Disabilities Act of 1990 definitions would result in broader protection of the civil rights of individuals with a mental or physical disability, or would include any medical condition not included within these definitions, then that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the definitions in Government Code section 12926 and should be included in district policy. (Gov. Code, § 12926(l).)

~~“Undue Hardship” means the District is not required to provide accommodations that would impose an undue hardship on the operation of the District/College. An undue hardship means that a specific accommodation would require significant difficulty or expense. This determination is made on a case-by-case basis considering factors such as the nature and cost of the accommodation and the impact of the accommodation on district operation.~~

## ACTIVITY ANNOUNCEMENTS

Announcements for District sponsored non-classroom activities must include a statement identifying a *(the) activity* contact person for disability accommodation requests. The statement will include the time frame by which the request should be made to reasonably arrange for the accommodation, and contact information for *(of)* the designated individual *(the activity contact person)* responsible for arranging the accommodation. When an accommodation request is received, the designated individual *(activity contact person)* may contact the Office of **the ADA Compliance Officer and/or the Special Resource Center (SRC)** for assistance with arranging an *(the)* appropriate accommodation.

## AUXILIARY AIDES, INTERPRETERS AND CAPTIONING

All District non-classroom activities will provide access to auxiliary aids and services to ensure effective communication with individuals who are deaf or hard of hearing. These services include, but are not limited to, qualified interpreters, closed captioning and/or transcription services, such as computer-aided real-time transcription. Providing interpreting, captioning, and transcription service(s) is the responsibility of the department or individual providing the non-classroom program or activity.

Videos purchased with District funds or produced with District resources will include a closed caption feature, ~~whenever possible.~~ (?) Videos without a closed caption feature purchased with District funds or produced with District resources must be captioned upon request.

When District resources are utilized to video record District sponsored activities or produce video material, the final product must be made available in an alternate format (e.g., transcript, video description) if requested at the time of the event. In addition, the video must be closed captioned if the final product is intended for wide distribution as District-produced material or will be archived by the District for future use.

It is the responsibility of the event organizer to provide material necessary for closed captioning the video (e.g. scripts or real-time transcription) in accordance with the operating rules of Media Services. Video material will not be released until the closed caption material is provided to the video producer.



## ALTERNATE FORMAT AVAILABILITY

Printed material produced by District resources or announcing District sponsored non-classroom activities will include a standard statement of alternate format availability and contact information for the individual designated to arrange access to alternate formats of the material. Notification of the alternate format requirement and designation of ~~an~~ (the) individual responsible for providing alternate format versions will be included on requests for print production forms. **Requests for Alternate Formatted materials should be made no less than 3 weeks prior to the scheduled event to allow for Alternate Production to be implemented.**

## EXEMPTIONS

Requests for exemption from the closed caption and alternate format availability requirements may be made in writing to **[the ADA 504/508 Compliance Officer]**. Exemption requests must include evidence that at no time the material will be utilized in a widely distributed manner. Prohibitive cost is not usually an adequate basis for exemption.

## FUNDING FOR ACCOMMODATION COSTS

~~Funding assistance for actual accommodation expenses may be available. Funds will be allocated in the following priority:~~

- ~~1. Accommodation for participants *during* non-classroom programs and activities~~
- ~~2. Post production and alternate format accommodation~~

~~Requests for funding must be made in writing and submitted to the **[the ADA Compliance Officer]**. Funding determinations and the basis for the decision will be communicated in writing within two business days of the original request, whenever possible.~~

## DENIAL OF ACCOMMODATION OR ACCOMMODATION FUNDING

Participants of non-classroom activities who believe they have been denied reasonable accommodation for a disability should notify **the ADA Compliance Officer**. Individuals may file a formal complaint of discrimination based on Disability using the District's complaint procedure, *Administrative Procedure 3435: Handling Complaints of Unlawful Discrimination, Harassment or Retaliation*.

Appeal of a decision to deny funding for accommodations may be made in writing to the Vice President of Human Resources. The appeal must include evidence that other funding sources were explored and not available. The appeal response will be made in writing within five-business days, whenever possible.



## NOTIFICATION TEMPLATES TO BE USED AS APPLICABLE

### Standard Statement for Alternative Format Availability

Alternate formats for this material are available to individuals requiring disability accommodation. The activity contact person will contact the ADA Compliance Officer and/or the Special Resource Center (SRC)

### Standard Statement for Non-Classroom Activities

El Camino Community College District is committed to providing access and reasonable accommodation for all non-classroom activities. Accommodations for persons with disabilities may be requested by contacting **activity contact person** by **[insert date no less than 2 weeks before the scheduled (Interpreter requests need require this amount of time event)]**. Requests received after this date will be honored whenever possible.



Office of Primary Responsibility: Safety and Risk Management



**Board Policy**

**General  
Institution**

**BP XXXX OTHER POWER-DRIVEN MOBILITY DEVICES (OPDMD)**

**References<sup>1</sup>:**

Education Code Sections 87789; 88190 – 88195  
Title VI of the Civil Rights Act of 1964 (42 U.S.C., § 2000d)  
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., § 794)  
Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.  
“ADA”; 20 U.S.C., § 1681 et seq.)  
California Fair Employment and Housing Act (Gov. Code, § 12940 et  
seq.) California Constitution, Art. 1, § 1  
28 C.F.R., § 35.137  
BP 3410 and BP 3430

As a form of reasonable accommodation for individuals with mobility disability, the El Camino Community College District (“District”) will allow eligible persons with mobility disabilities to operate Other Power-Driven Mobility Devices (“OPDMD”) in District facilities and on District campuses in compliance with state and federal law. Additionally, the El Camino College Police Department will operate ADA compliant carts on campus for staff, students, and community members with disabilities.

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Date Adopted:

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<sup>1</sup> If the federal statutes cited would result in broader protection of the civil rights of individuals than that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the Education Code.

**Administrative  
Procedure**

**General  
Institution**

**AP XXXX PERMISSIBLE USES OF OTHER POWER-  
DRIVEN MOBILITY DEVICES (OPDMD)**

**References<sup>1</sup>:**

Education Code Sections 87789; 88190 – 88195  
Title VI of the Civil Rights Act of 1964 (42 U.S.C., § 2000d)  
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C., § 794)  
Americans with Disabilities Act of 1990 (42 U.S.C., § 12100 et seq.  
“ADA”; 20 U.S.C., § 1681 et seq.)  
California Fair Employment and Housing Act (Gov. Code, § 12940 et  
seq.) California Constitution, Art. 1, § 1  
28 C.F.R., § 35.137  
BP 3410 and BP 3430

**PURPOSE**

The purpose of this Administrative Procedure is to set forth guidelines by which the El Camino Community College District (“District”) will provide Reasonable Accommodation for the use of Other Power-Driven Mobility Device (OPDMD) on campus to address the qualifying needs of people with Mobility Disabilities.

Use of OPDMD on campus is restricted to people with mobility disabilities as defined in §35.104 of Title II of the ADA. All users of OPDMDs must provide Credible Assurance that the mobility device is required because of their Mobility Disability.

**DEFINITIONS**

“Credible Assurance” means a valid DMV-issued “Disabled Person (“DP”) Parking Placard or DP License Plate” presented by the person to whom it was issued and is in compliance with the state of issuance’s requirements for Disability Placards or Cards (28 CFR, § 35.137). Also, a verbal statement that does not contradict observation; the person is not doing something that contradicts that the person has a mobility disability. For example, if a person is observed running and jumping, that may be evidence that contradicts the person's assertion of a mobility disability.

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<sup>1</sup> If the federal statutes cited would result in broader protection of the civil rights of individuals than that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the Education Code.

“Employee” means any person employed by the College including contract and/or temporary employment.

“Other Power-Driven Mobility Device” (OPDMD) means any mobility device powered by batteries, (non gasoline or combustible) or other non-combustible engines—whether or not designed primarily for use by individuals with mobility disabilities—that is used by individuals with mobility disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices (“EPAMDs”), such as the Segway Personal Transporter or an electrical assisted bicycle, or any mobility device designed to operate in areas without defined pedestrian routes, but that is not a wheelchair, as defined herein (28 CFR § 35.104).

“Reasonable Accommodation” means modification or adjustment that provides accessibility for a qualified individual with a disability.

“Wheelchair” means a manually-operated or power-driven device designed primarily for use by an individual with a mobility disability for the main purpose of indoor, or of both indoor and outdoor locomotion. (28 CFR, § 35.104.)

## **ELIGIBILITY**

The operator or passenger of an OPDMD must be an individual with a mobility disability and, upon request of a District employee, must provide Credible Assurance that the OPDMD is required because of the individual’s Mobility Disability. Credible Assurance may be provided by either of the following:

1. A valid, state-issued, disability parking placard or card or other state-issued proof of disability; or
2. Verbal representation, so long as the person is not doing something that contradicts that the OPDMD is being used for a mobility disability. For example, if a person is observed running and jumping, that may be evidence that contradicts the person's assertion of a mobility disability. District employees shall not ask an individual using an OPDMD about the nature and extent of the individual’s disability.

Pursuant to a Department of Justice ruling, valid, State-issued disability parking placards or cards, or a state-issued proof of disability is acceptable proof of a mobility disability. However, if a person does not have a state-issued placard or card, District employees must accept as credible assurance a verbal representation, not contradicted by observable fact, that the OPDMD is being used for a Mobility Disability. In other words, if a person states that they have a Mobility Disability and is not immediately observed performing physical activities contrary to a person with a Mobility Disability, that person must be allowed to use their OPDMD.

## QUALIFYING DEVICES

Any OPDMD operated on campus under this procedure shall meet the following standards:

- **Size:** The OPDMD shall not be wider than 36” or longer than 48”
- **Weight:** The overall weight of the OPDMD and user shall not exceed 550 pounds
- **Speed:** The OPDMD shall not be operated at speeds in excess of 5 MPH
- **Noise:** The OPDMD shall not produce noise levels in excess of 70 decibels
- **Emissions:** The OPDMD shall not have an emissions during use

Employees should use common sense when determining the appropriateness of a device; it is not necessary or reasonable to go to extensive lengths to weigh the device or measure noise output. If an Employee has concerns that a device does not meet the criteria for allowable use, they should contact the Director of Staff & Student Diversity who will make the final determination.

Wheelchairs should not be scrutinized under this procedure and are permitted to be used wherever pedestrians are allowed.

Mode	Examples
Wheelchair	<ul style="list-style-type: none"> <li>• Manual or battery powered wheelchair</li> <li>• Three or more wheeled electric chair</li> <li>• Three or more wheeled electric scooter</li> </ul>
Compliant OPDMD	<ul style="list-style-type: none"> <li>• Segway</li> <li>• All-Terrain Vehicles (ATV)</li> <li>• Golf Cart</li> <li>• Two wheeled scooter</li> <li>• Powered bicycle</li> </ul>
Non-compliant OPDMD	<ul style="list-style-type: none"> <li>• Device observed to have a gas or combustion fuel engine</li> <li>• Device observed to be significantly larger or heavier than specified</li> <li>• Device very loud while in use</li> <li>• Device observed going faster than 5 MPH</li> </ul>

## AREAS OF USE AND SAFETY

OPDMD use is permissible in any area open to pedestrians, as long as the operation of the OPDMD does not pose a risk to the OPDMD operator and other pedestrians.

Operators of OPDMDs must yield the right-of-way to persons on foot or non-

motorized devices (e.g., non-motorized wheelchairs, bicycles).

The OPDMD shall not be operated in an unsafe manner or cause damage to campus property. The OPDMD operator assumes all risks and liabilities of operating the OPDMD on District property.

OPDMD operators shall be provided with an accessibility map to highlight accessible paths of travel.

### **QUESTIONS AND CONCERNS**

The Office of Staff & Student Diversity shall address questions and concerns and provide additional information regarding the implementation of this OPDMD policy and procedure.

*Office of Primary Responsibility:* Administrative Services

Administrative Approval:

# 2021 Student & Employee Campus Climate Survey Results

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INSTITUTIONAL RESEARCH & PLANNING

MAY, 2022

# Agenda

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## **Employee Campus Climate Survey (Spring 2021, Quantitative + Qualitative)**

- Respondents' profile
- Selected survey findings

## **Students Campus Climate Survey (Spring 2021, Quantitative + Qualitative)**

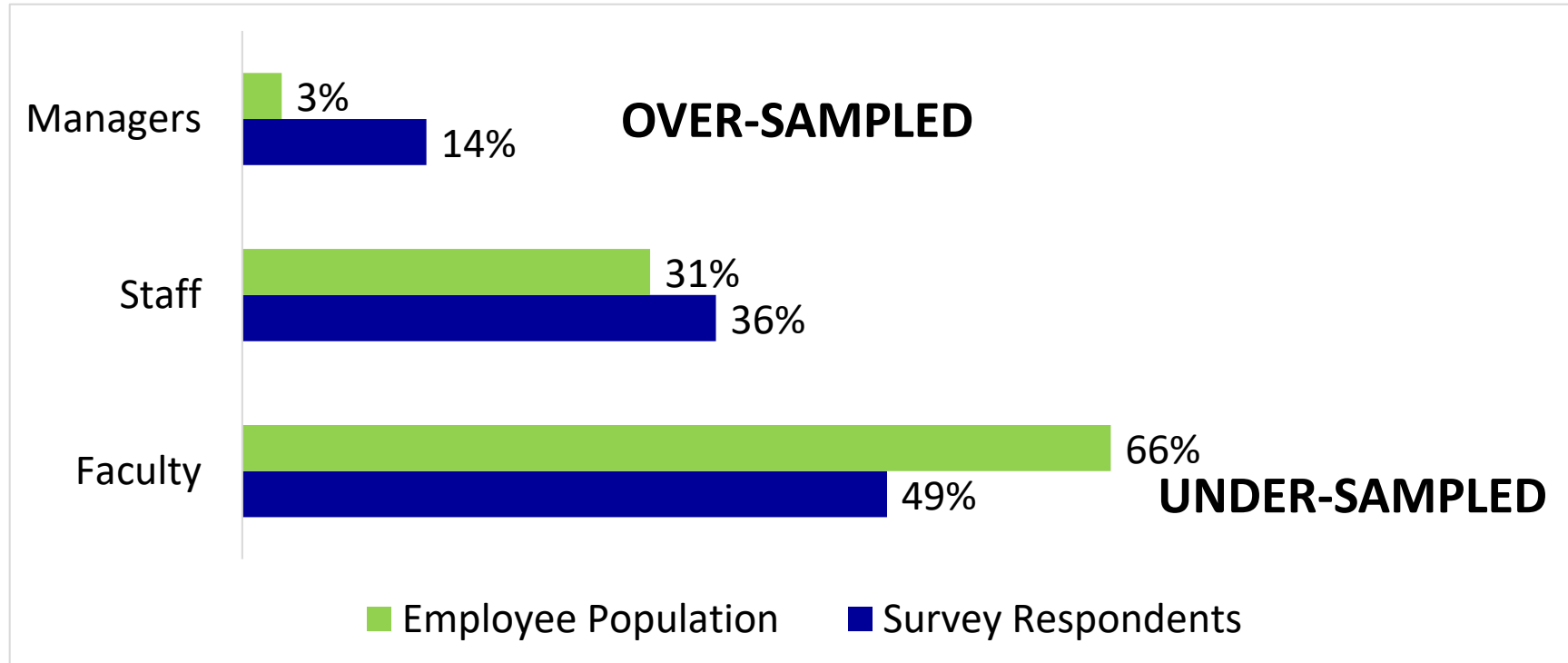
- Respondent's profile
- Selected survey findings
- Selected recommendations
- Action plan template
- Summary 2021 Campus Climate Survey reporting



# Employee Campus Climate Survey Respondents' Profile

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# Highlights Demographic Differences Survey Respondents v/s Employee Population



## Quantitative Section

2021 survey: 35% response rate (447)  
Margin of error of 4%

## Qualitative Section

59% (262) responded to ECC's likes question  
54% (242) responded to ECC's improvement question  
16% (71) offered additional feedback

# Employee Campus Climate Survey Quantitative & Qualitative Selected Findings

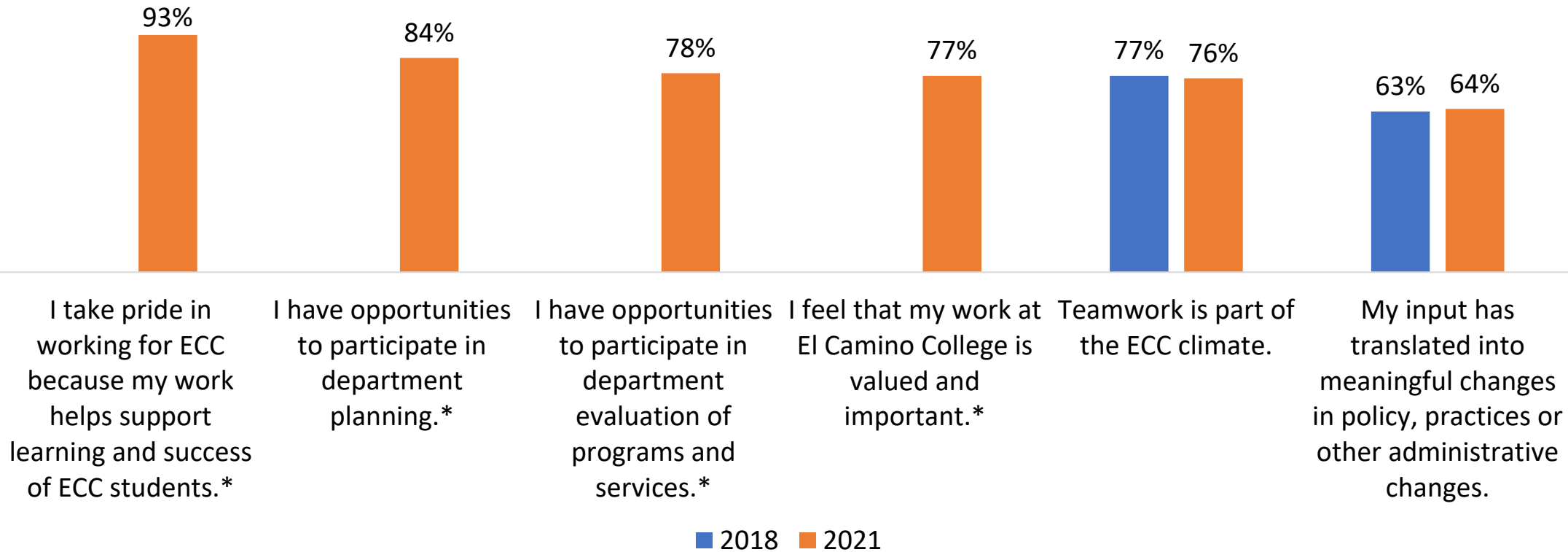
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# Sense of Belonging

- Employees have a **strong sense of belonging** to ECC.

## 3 Things You Like Best About Working at ECC

- “Collegiality of faculty and staff”
- “Relationships I have built with other staff.”
- “Open minded colleagues”

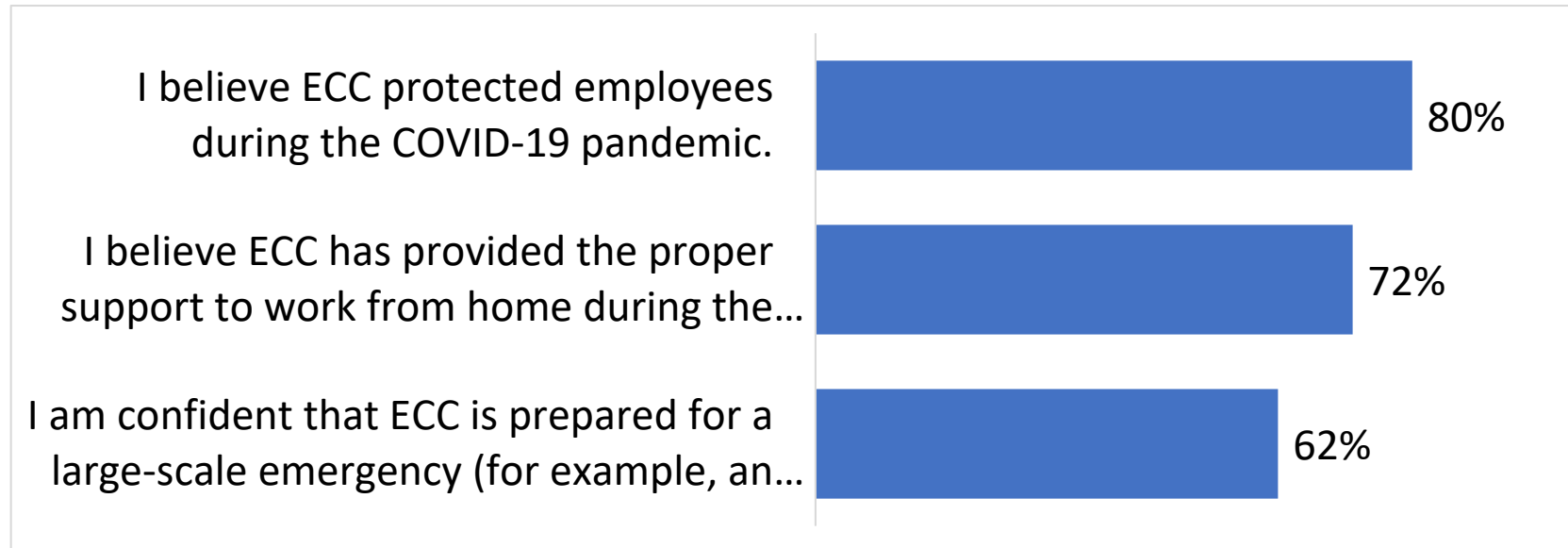


\* Not included in 2018 Campus Climate Survey

# College Service & Communication to Employees

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- Employees believe **ECC has protected and supported them during the COVID-19 pandemic.**

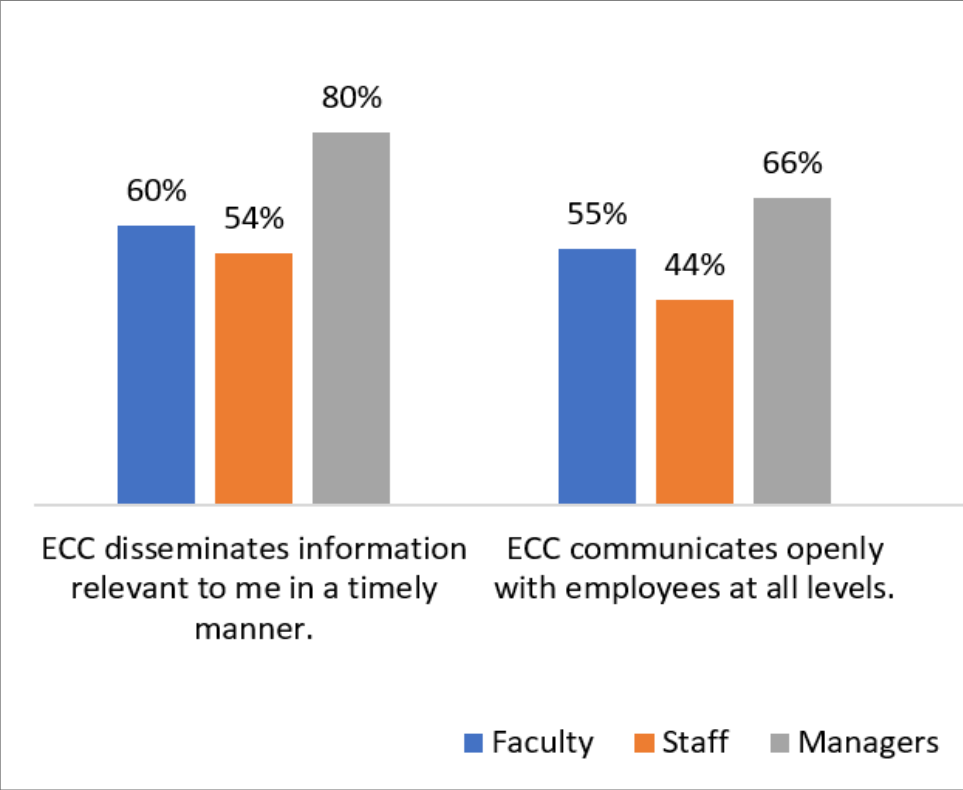
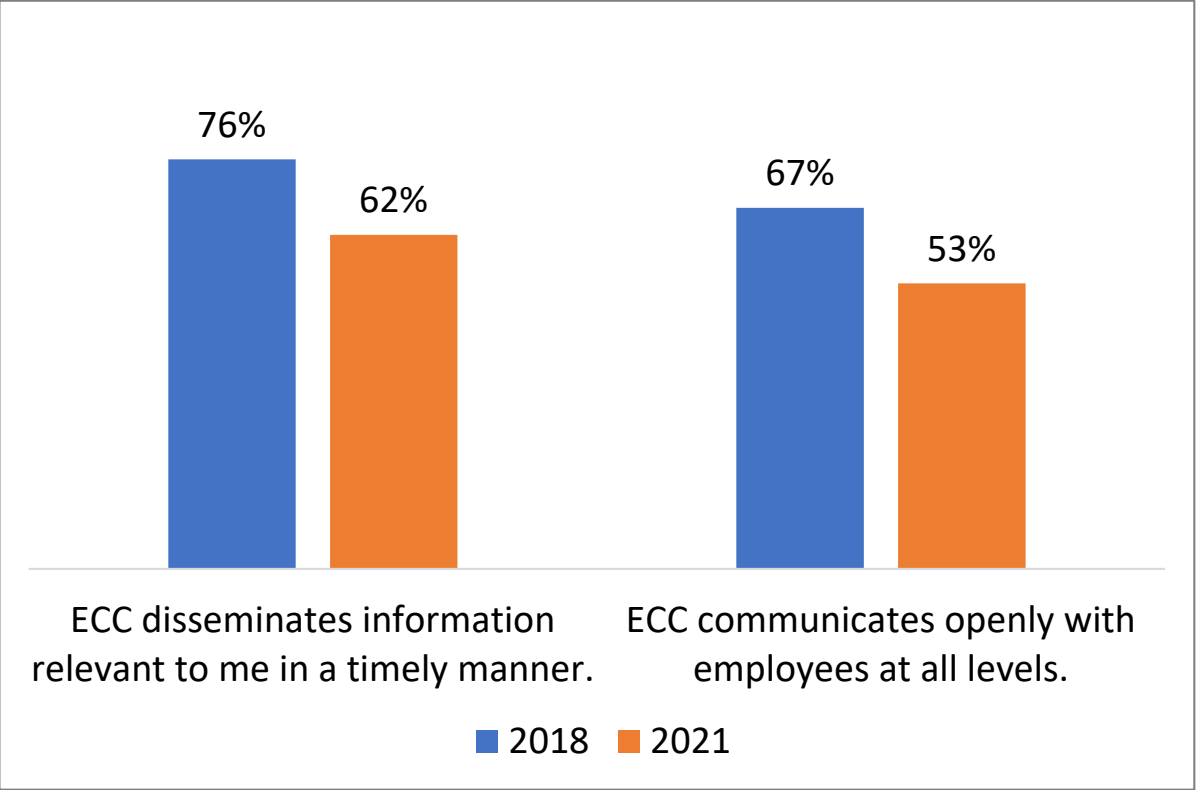


# College Service & Communication to Employees (cont.)

- Employees' satisfaction with College communication is lower compared to 2018.

### 3 Things That Would Improve Your Work Experience at ECC

- "A more transparent collegial consultation process"
- "More transparency about how decisions are made"
- "Better communication across departments for daily tasks"
- "Better communication across departments (duplicated services are a hassle)"

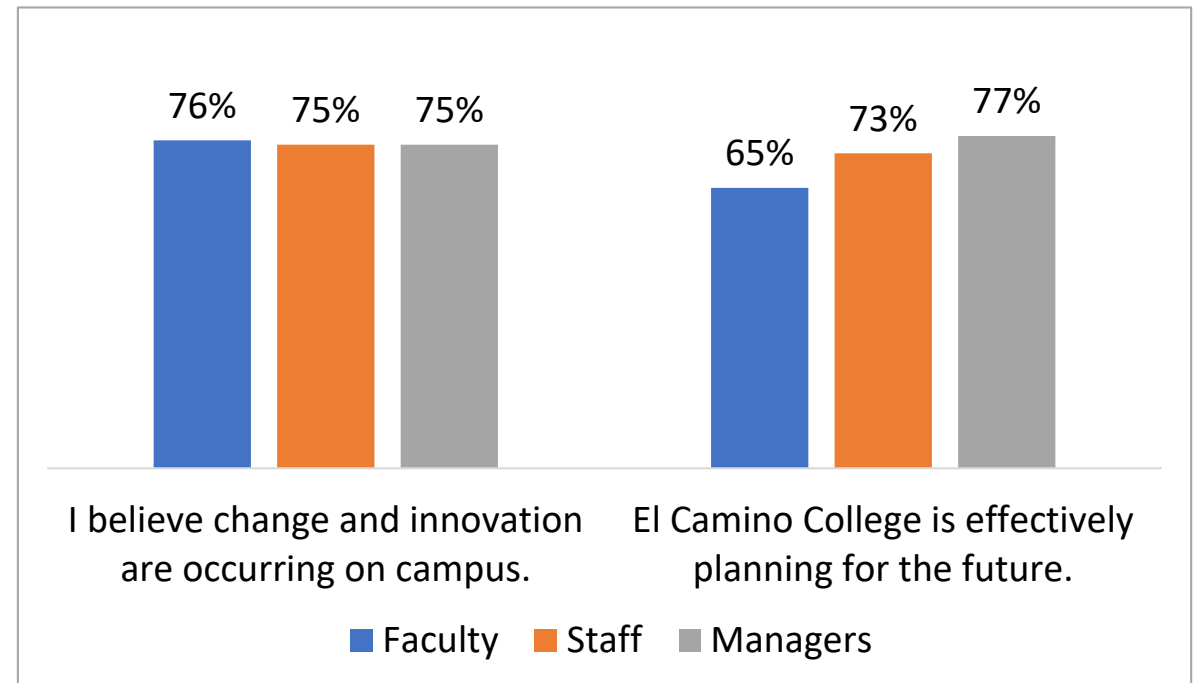


# Institutional Mission & Vision

- A majority of employees believe **ECC is achieving its mission.**

College Mission	2018	2021
ECC makes a positive difference in people's lives.	98%	96%
ECC provides excellent comprehensive educational programs and services.	96%	95%
I understand my role in helping ECC make a positive difference in people's lives.	98%	97%

- Employees believe **ECC is actively working on fulfilling its vision.**



# Service to Students

- Employees **feel prepared to address the needs of students.**

### 3 Things You Like Best About Working at ECC

- *“Serving students is fulfilling and rewarding.”*
- *“I appreciate the programming efforts made by ECC (warrior pantry and other basic needs, technology laptop borrowing).”*
- *“Helping young adults prepare for their educational and professional goals”*

I feel prepared to address the needs of different students, including students:	2018	2021
From different economic backgrounds	90%	96%
With different sexual orientations	85%	94%
Of different genders and gender identities	83%	93%
Of different race/ethnicities	90%	91%
With different religious affiliations	83%	89%
With disabilities	87%	88%
With different political affiliations	82%	86%
With different immigration statuses*	-	93%
Of different ages or generation*	-	94%
Who are homeless*	-	75%

\* Not included in 2018 Campus Climate Survey

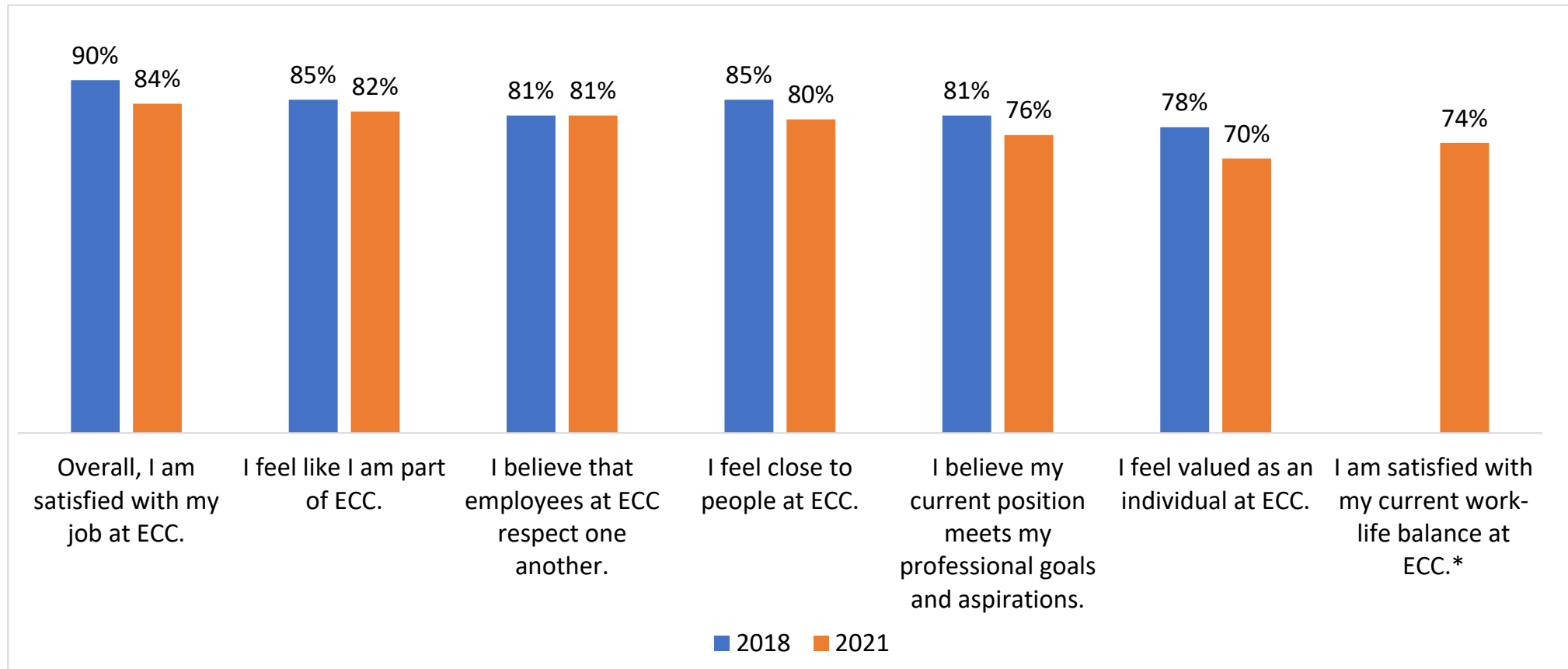


# Work Environment

## 3 Things You Like Best About Working at ECC

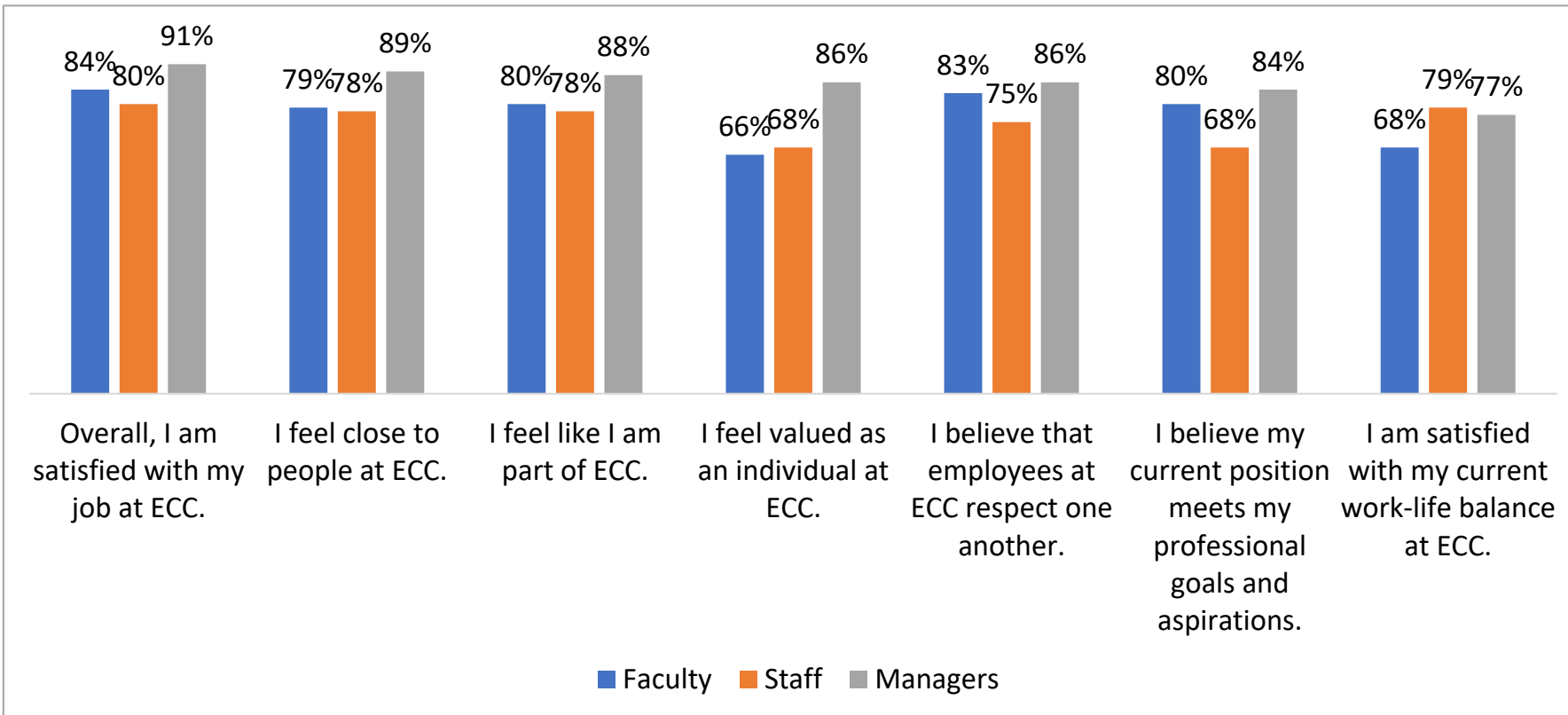
- “Fridays off in summer”
- “Location of campus”
- “Work flexibility during pandemic”

- **Job satisfaction is high but lower** compared to 2018 (average decrease of 4%).



# Work Environment (cont.)

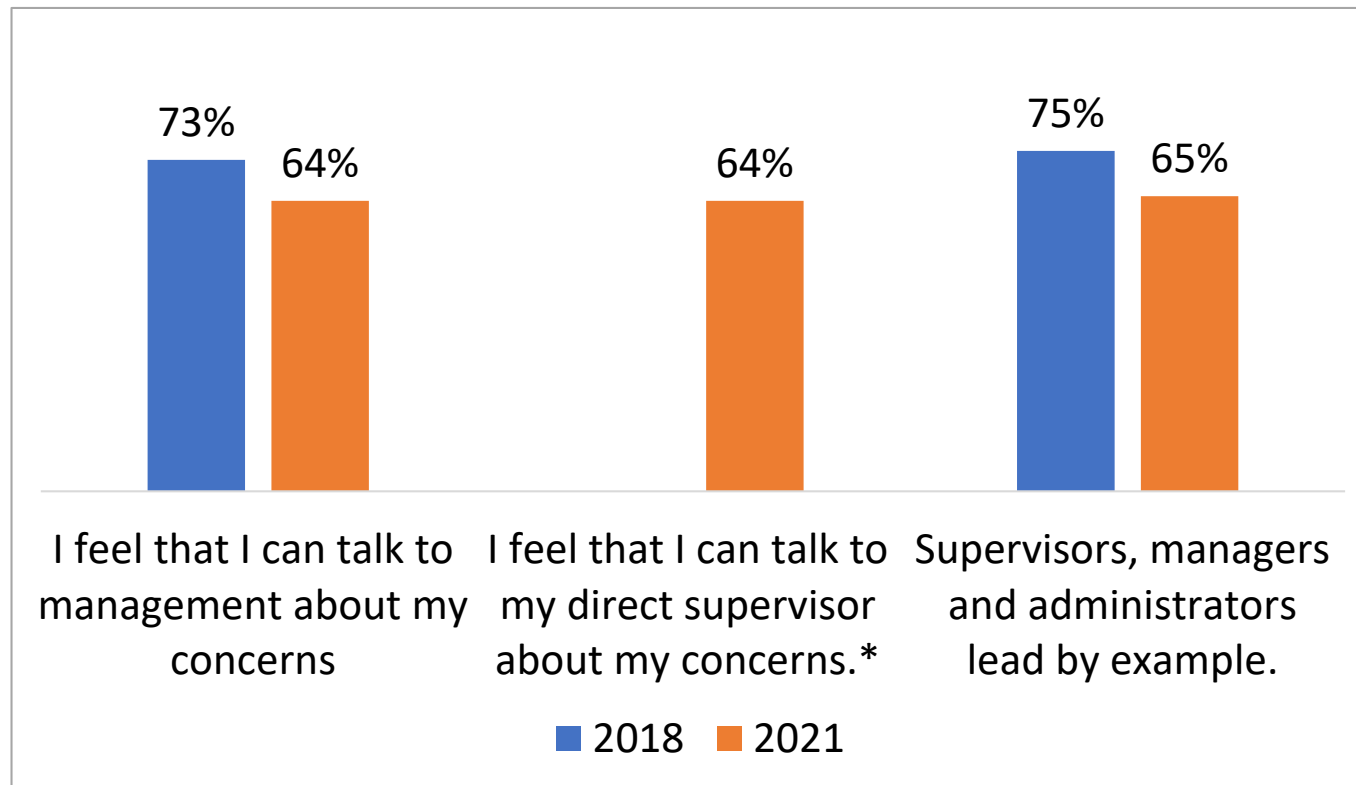
- Job satisfaction is **high among employee groups**. **Staff experiences lowest percentages** for most of the statements.



- ### 3 Things That Would Improve Your Work Experience at ECC
- “Compensation that is more in line with area colleges and cost of living, particularly housing and health care”
  - “More in-house opportunities to move up in positions”
  - “Flexible hours when working on campus for child care purposes”
  - “Remote work opportunities (after campus reopens)”

# College Leadership

- Compared to 2018, respondents' **perceptions about managers decreased** (9% to 10%).



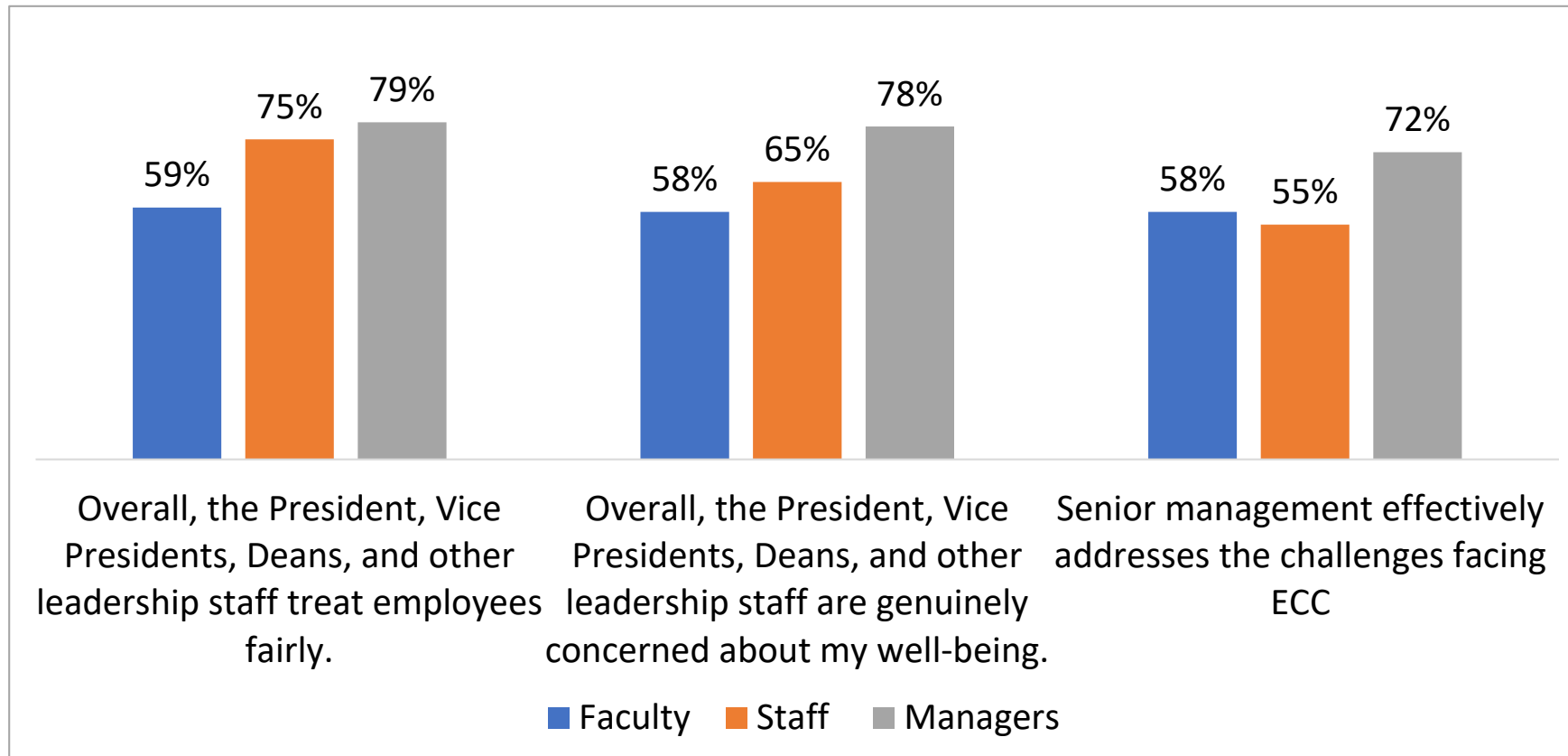
\* Not included in 2018 Campus Climate Survey

### **3 Things That Would Improve Your Work Experience at ECC**

- *“Transparency from administrators”*
- *“I wish my bosses would listen to my suggestions.”*
- *“More communication with Direct Supervisor”*
- *“A more forward reaching administration that support, not just in principle, but with concrete actions, the development of faculty and staff success.”*

# College Leadership (cont.)

- **Faculty** respondents are **less satisfied with leadership** compared to staff and managers.



# Equity, Diversity and Inclusion

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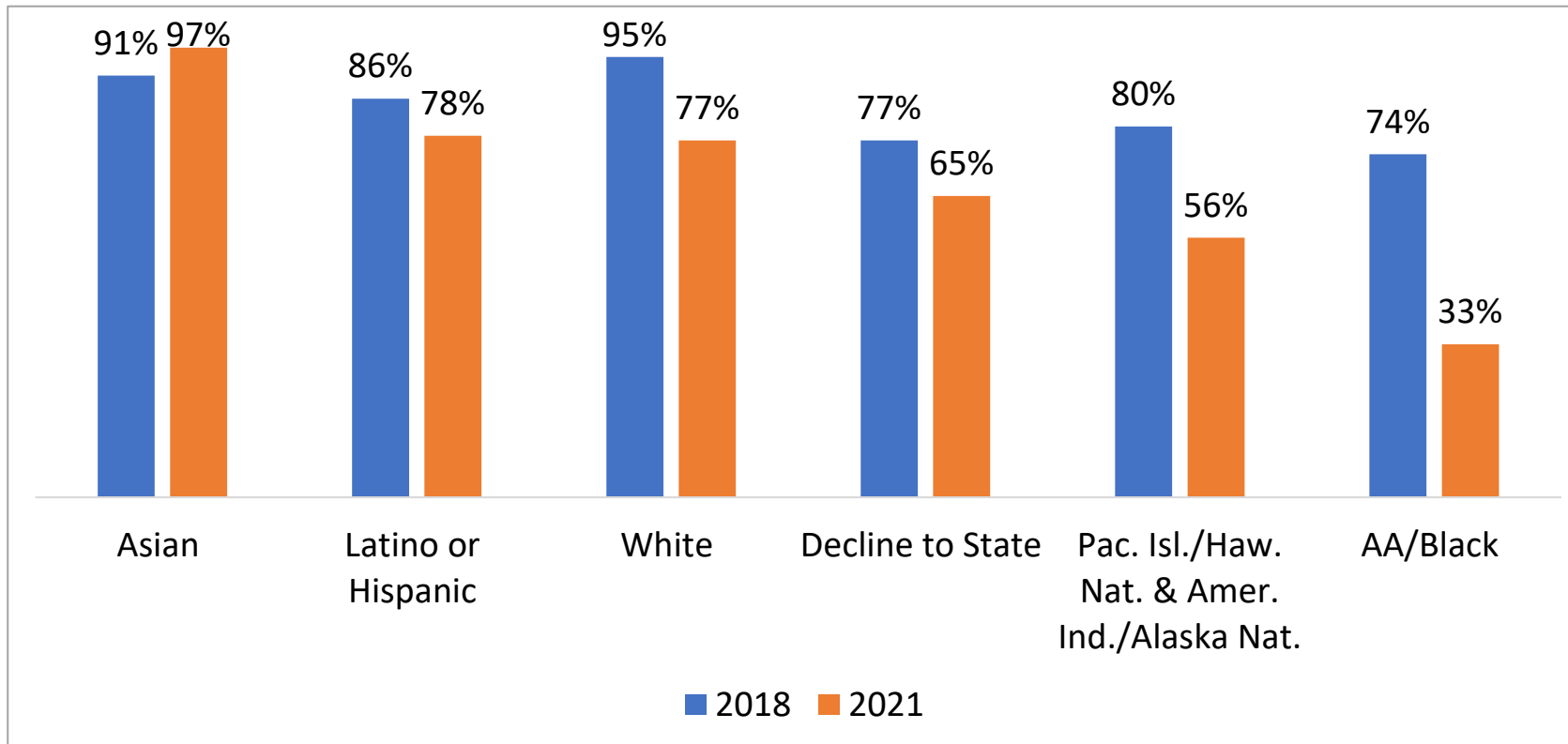
- The **needs of diverse employees are addressed** by College leadership.

The needs expressed by employees are addressed by College leadership, including employees:*	%
With different sexual orientations.	87%
Of different genders and gender identities.	85%
With disabilities.	83%
With different immigration statuses.	83%
With different religious affiliations.	82%
Of different ages or generations.	80%
Of different races/ethnicities.	78%
From different economic backgrounds.	78%
With different political affiliations.	73%

\*Not included in 2018 Campus Climate Survey

# Equity, Diversity and Inclusion (cont.)

- Except for Asian respondents, the **level of satisfaction with campus experience regarding diversity decreased for all ethnicity groups** compared to 2018.



### **3 Things That Would Improve Your Work Experience at ECC**

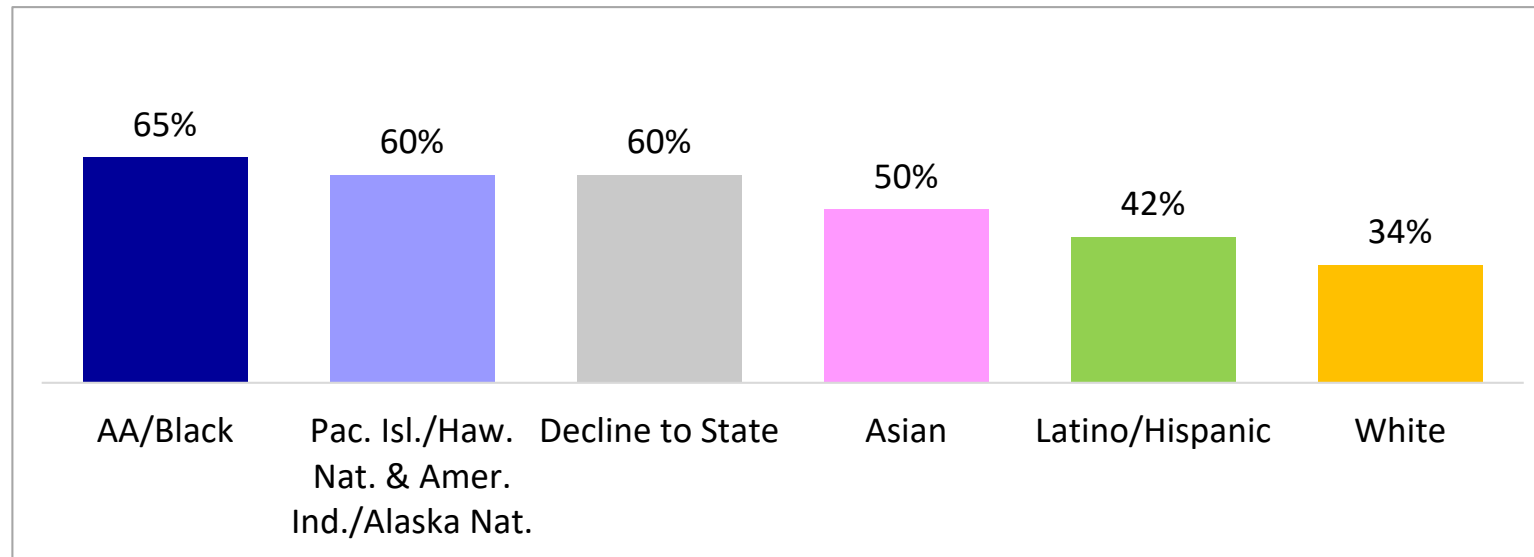
- *“Make equity a priority rather than a new buzz word”*
- *“Mandatory diversity training for all faculty and staff”*
- *“A more diverse teaching faculty including discussions around racism in the classroom”*
- *“El Camino College needs to incorporate DEI in all facets of the college, not just for compliance but for true transformational change.”*

# Equity, Diversity and Inclusion (cont. 2)

- **Some employees have experienced discrimination.**

Survey Statement	Faculty	Staff	Managers
I have had negative experiences with ECC students or employees that I felt were based upon my race, age, gender identity, religion, national origin, age, disability status and/or other.	46%	41%	46%

- **Experiencing discrimination varies by ethnicity.**



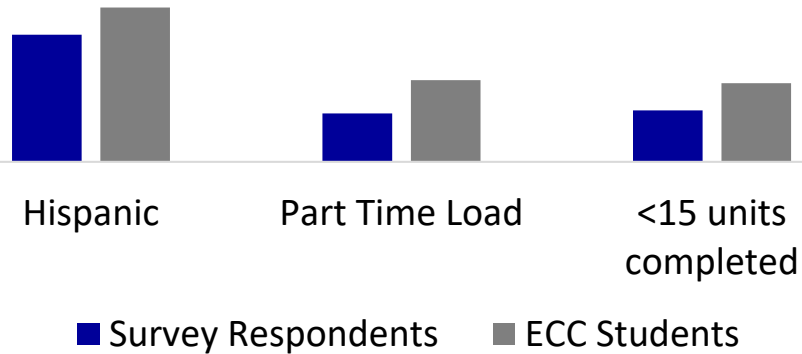
# Student Campus Climate Survey Respondents' Profile

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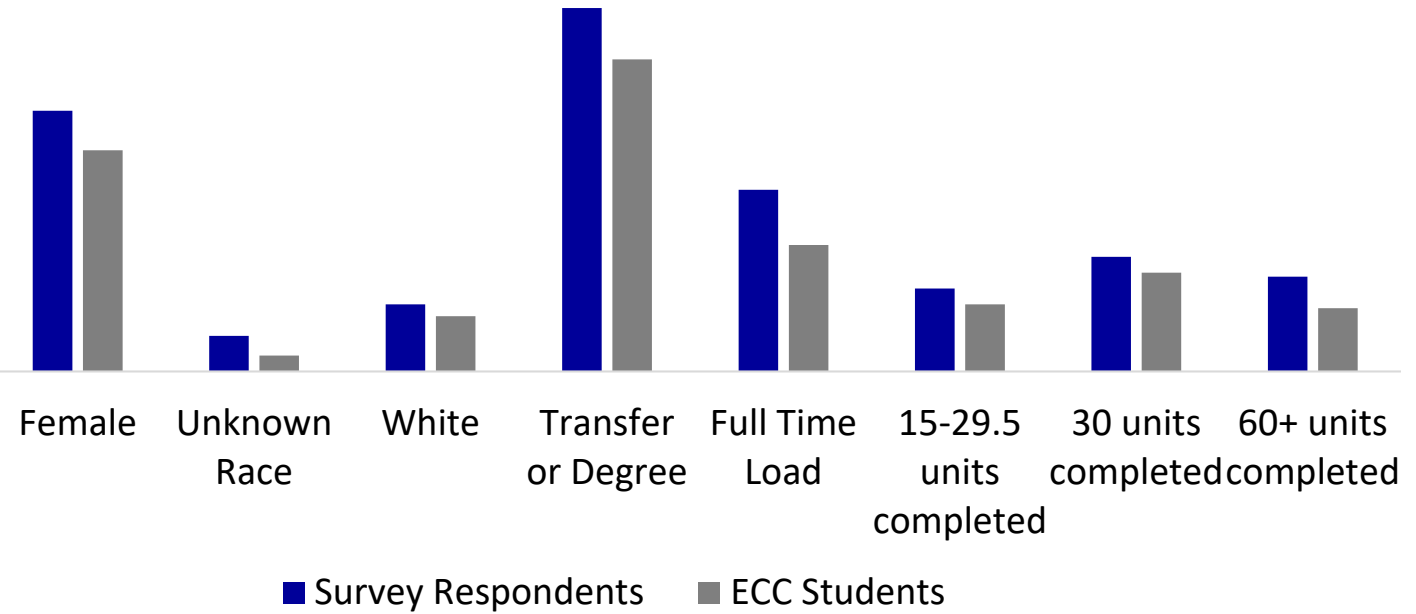


# Highlights Demographic Differences Survey Respondents v/s ECC Population

## UNDER-SAMPLED



## OVER-SAMPLED



### Quantitative Section

2021 survey: 4.6% response rate (819)  
Margin of error of 3.3%

### Qualitative Section

55% (450) responded to ECC's likes question  
48% (393) responded to ECC's improvement question  
23% (185) offered additional feedback

# Student Campus Climate Survey

## Quantitative & Qualitative Selected Findings

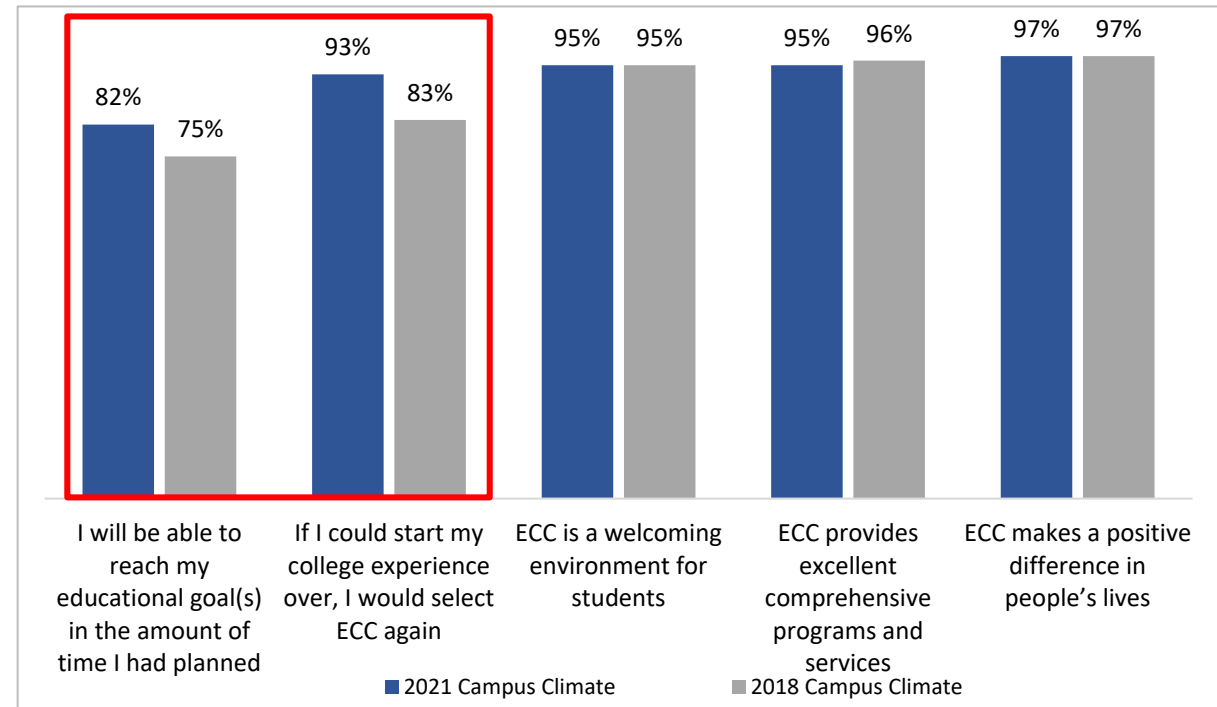
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# Overall Experience

- Students have a **positive view** of their **experience at ECC**.

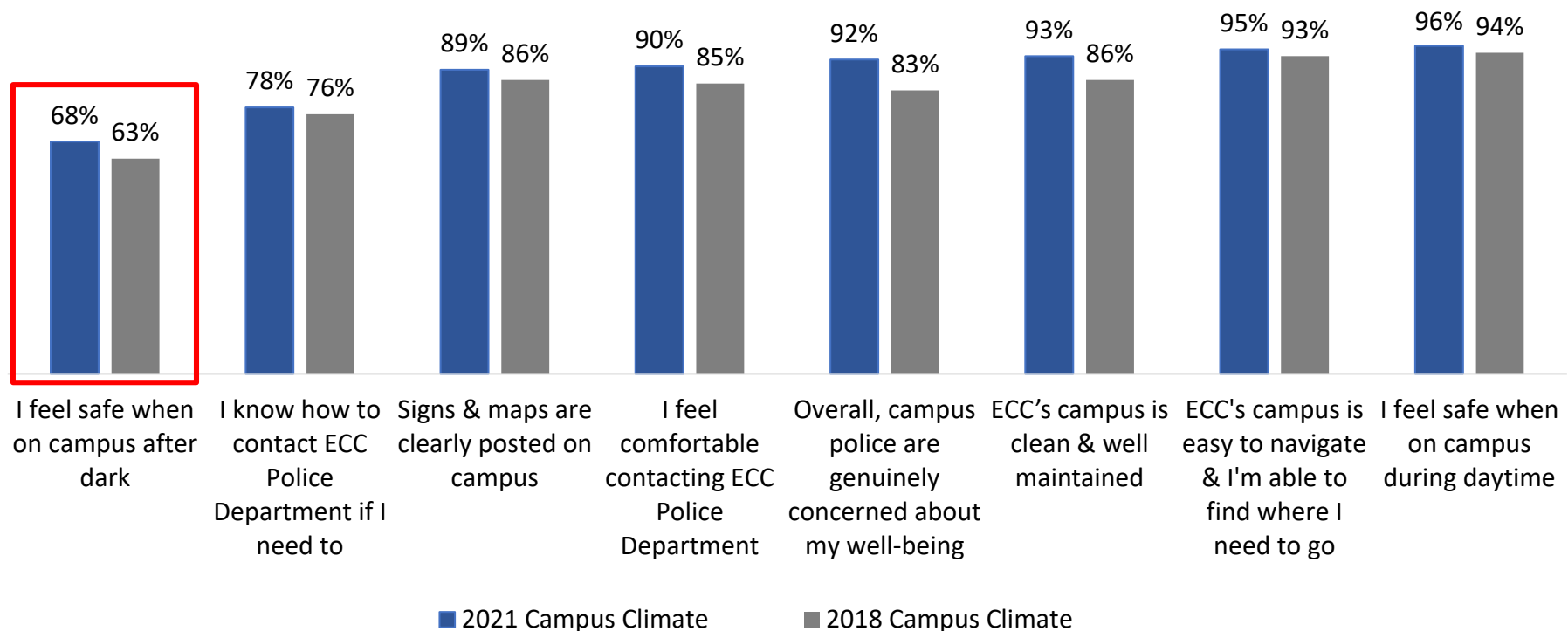
**Percentage increase** compared to 2018:

- Students who believed **could complete goals within expected timeframe**
- Students who would **choose ECC again**



# Physical Environment & Safety

- Students like the physical environment and campus police.
- More can be done to help evening students feel safe after dark (68% v/s rates in all other statements in the 80%-90% range).

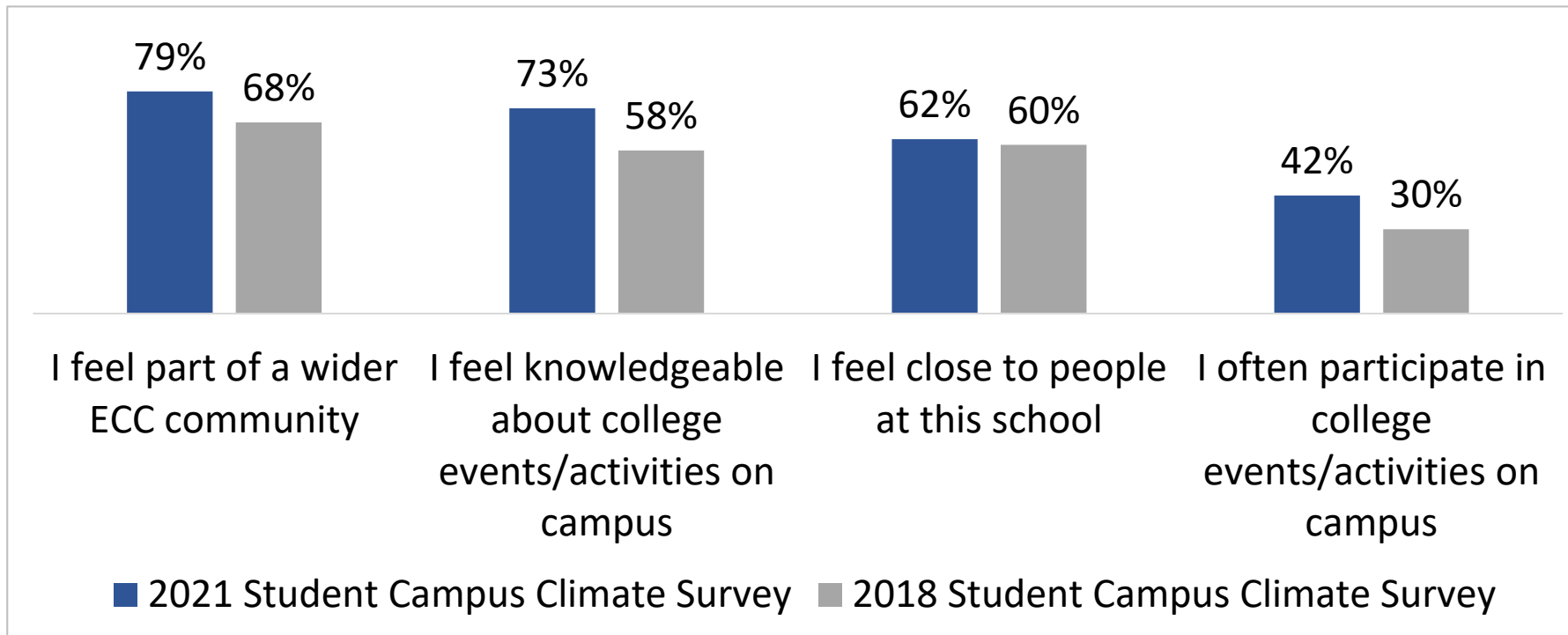


# Campus Life & Activities

- Compared to 2018, **students' connection to ECC increased.**

### 3 Things ECC is doing well

- *"I love how inclusive ECC is. Especially during these times it's nice to read the emails from ECC and feel like everyone is accepted."*
- *"ECC is doing well in creating a welcoming environment, making college exciting, encouraging students to participate in activities and services."*
- *"It strongly tries not to discriminate students in any reason."*



# Equity, Diversity & Inclusion

- Students overwhelmingly believe **ECC respects and supports its diverse population of students.**

ECC respects and supports students	2018	2021
From different economic backgrounds	96%	96%
Of different ages or generations*		96%
Of different genders	96%	97%
Of different races/ethnicities	96%	97%
Of different sexual orientations	97%	98%
Who are homeless*		93%
Who are parents*		95%
With different immigration statuses*		97%
With different political affiliations	90%	91%
With different religious affiliations	95%	96%
ECC respects and supports students with disabilities	97%	95%

\* Not included in 2018 Campus Climate Survey

**3 Things ECC is doing well**

- *“Efforts in creating an equitable space for students of all backgrounds, easy access to resources”*
- *“Support programs for marginalized communities such as the Puente program and success program”*
- *“Efforts in creating an equitable space for students of all backgrounds, easy access to resources (library, database, etc.), and communicating with students about current issues (George Floyd, etc.)”*

# Equity, Diversity & Inclusion (cont.)

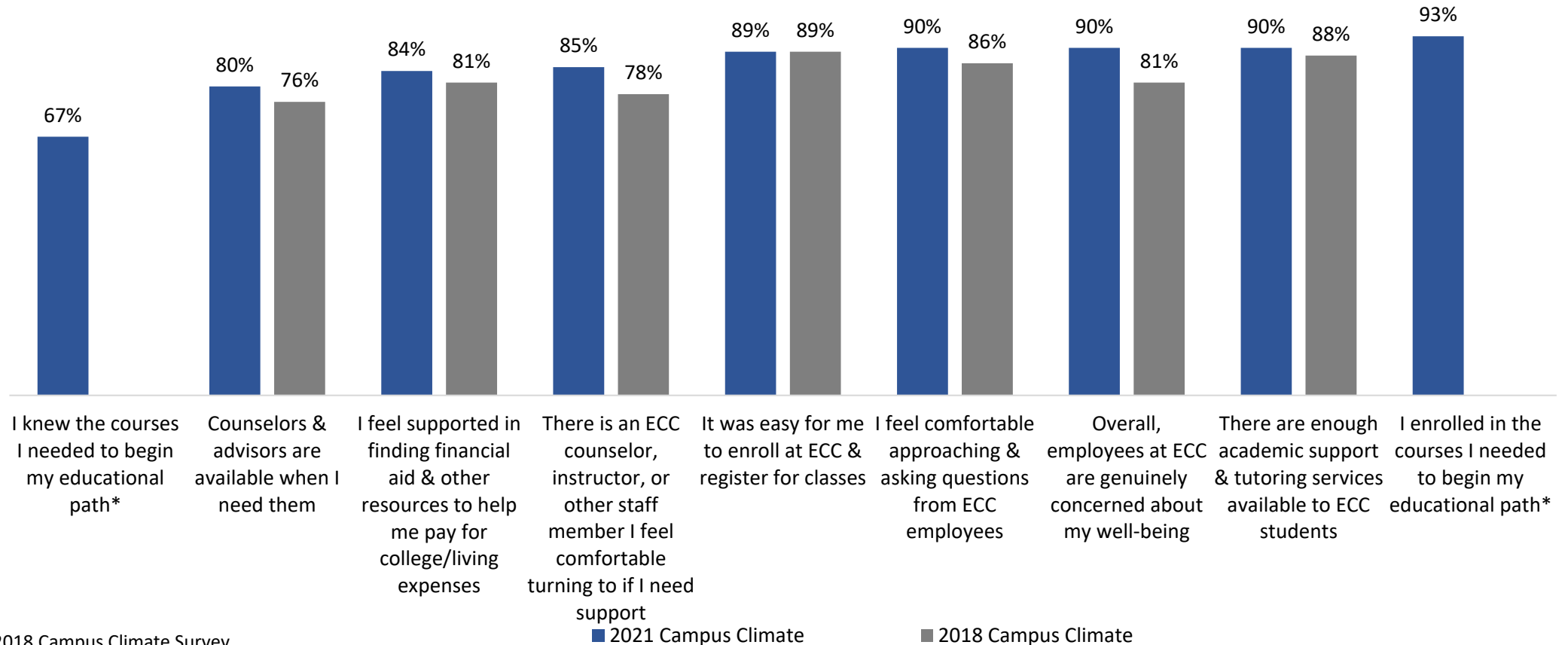
- **30% of students: negative experience** with other students or employees.
- For **Black/African American students**, above rate jumps to **46%**.
- **Asian males and students with disabilities** reported **negative experiences more than** peers.
- **93% of respondents** feel **faculty and staff represent the diversity** of the campus.
- **8% less of Black/African American students** agree with statement above.

## **3 Things ECC needs to improve**

- *“More African-American teachers”*
- *“Hiring more diverse people”*
- *“Encourage more people to join programs, help less fortunate students with more opportunities”*
- *“No more racism classes or lessons, it make me uncomfortable having white kids tell me [I’m] a minority when [I’m] fine”*

# Services & Resources

- Compared to 2018, **students felt even more supported** by ECC (finding financial aid, somebody at ECC to ask for help, enough academic support, etc.).





# Services & Resources (cont.)

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- However...

## ***3 Things ECC needs to improve***

- *“More resources for BIPOC and LGBTQIA+ students”*
- *“Direct coordination with BIPOC students to [...] ensure that they are receiving the resources that they need to succeed when pursuing transfer”*
- *“Accessibility like captions and ASL interpreters should [be] readily available on ALL webinars, workshops, activities.”*
- *“Support is lacking for those students who work full time and English is their second language; implement new programs that enable immigrants to prepare for better opportunities”*

# Classroom Instruction

- Students have an **affirmative perception of interactions with instructors.**

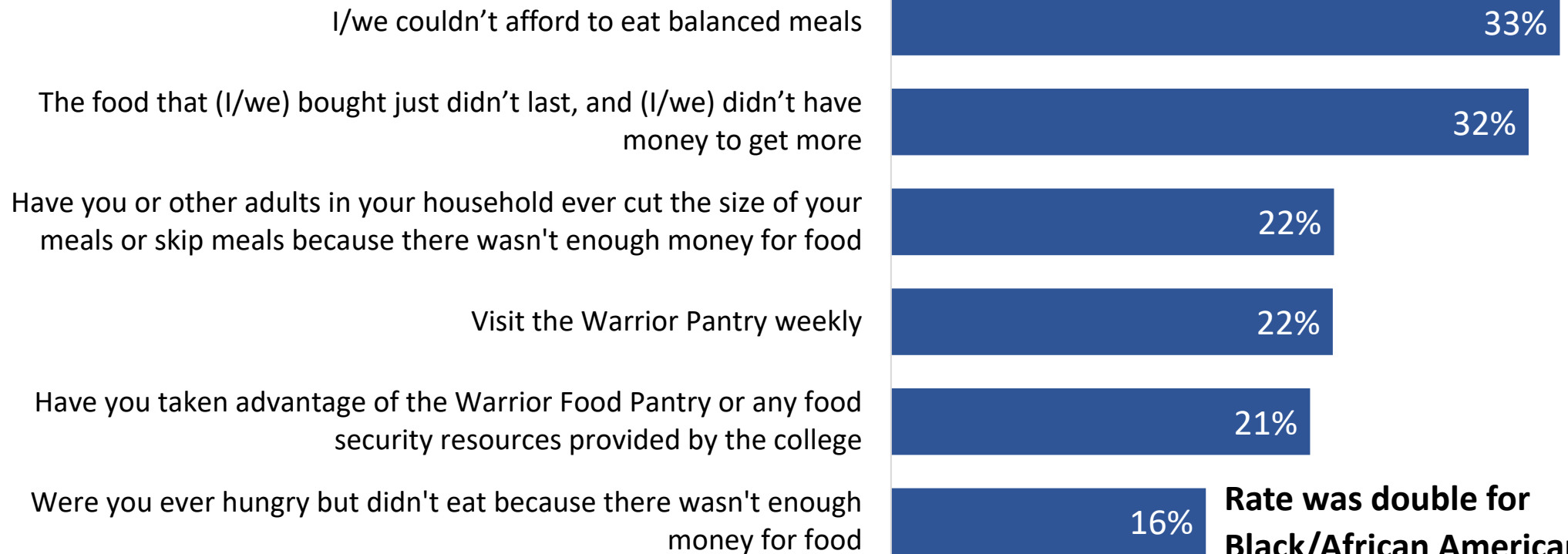
Survey Statements	2018	2021
Overall, instructors at ECC treat students fairly	94%	95%
Instructors <b>welcome and encourage students to contribute diverse perspectives</b> in class	94%	93%
My instructors provide a climate in which I am <b>comfortable asking questions</b> about the subject they are teaching	95%	92%
For the most part, my instructors include <b>course materials that reflect/include a variety of diverse populations</b>	95%	92%
My <b>instructors are available outside of class time</b> if I have questions or need help	91%	92%
Overall, <b>instructors at ECC are genuinely concerned about my well-being</b>	90%	91%
I feel <b>comfortable talking to my instructors outside</b> of class	88%	88%

# Food Insecurity

- **Many students have challenges with food insecurity.**

### 3 Things ECC needs to improve

- “The food court options can be more diverse”
- “Meals at a lower price for students”



**Rate was double for Black/African American students (33%)**

# Food Insecurity

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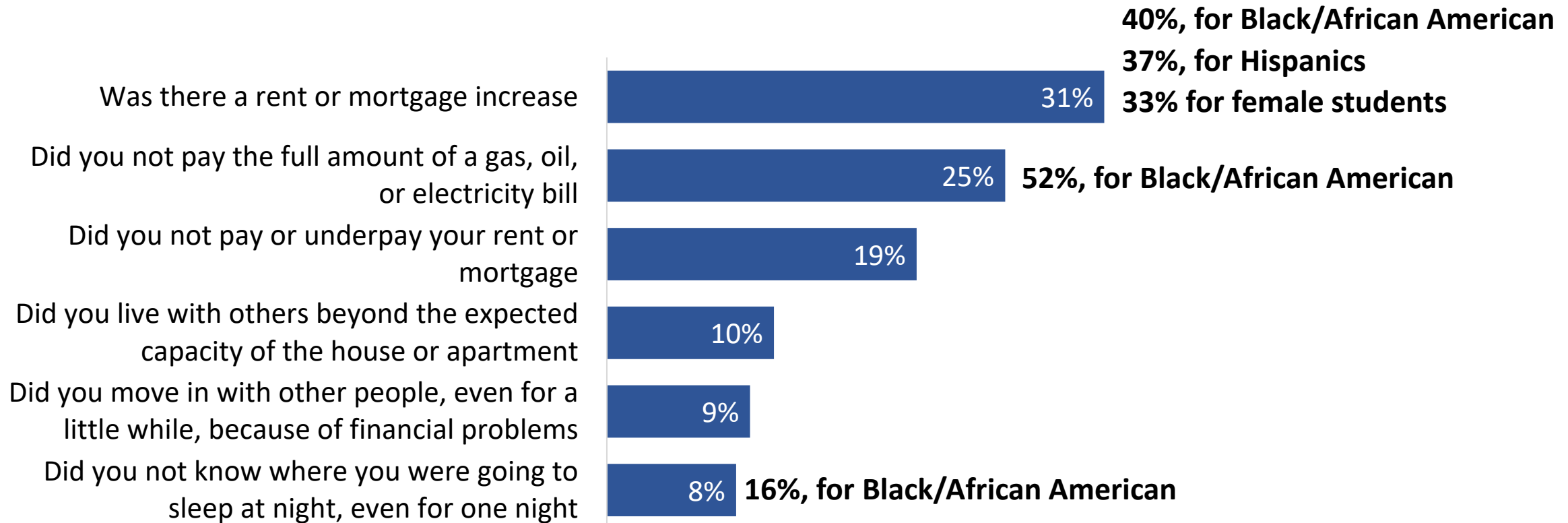
However...

## ***3 Things ECC is doing well***

- *“Warrior Pantry is the best. Their assistance in time of need has overwhelming put a positive impression of the ECC caring to their students”*
- *“The Warrior Pantry!!!”*

# Housing Insecurity/Homelessness

- **Housing cost increase mostly affected Black/African American, Latino and female students.**



# Health Services

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## **3 Things ECC is doing well**

- *“Mental health services and the student health center are great resources.”*
- *“Also, the mental health workshops have been extremely helpful in dealing with the isolation. Thank you for providing extensive mental health services during this time.”*
- *“I had mental issues like depression for years, it just flared to the surface during the pandemic. Thanks to the telemental counseling I’ve recently started I feel way better. It was the first time having someone listen to my feelings.”*

## **3 Things ECC needs to improve**

- *“Living in a toxic environment that made my mental health worse had a negative impacted on my educational experience because I felt that I didn't have the strength or motive to enroll in more classes. I also felt that I wasn't doing the best I can in my class because of the toxic household I'm in.”*
- *“Having mental health issues and no one to talk to majorly impacted my educational experience because I became more and more unmotivated and depressed.”*

# Selected Recommendations

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## EMPLOYEE SURVEY

- **Identify specific conditions hindering job satisfaction**

It continues to be high, but there was an average decrease of 14% from 2018.

- **Create meaningful dialogue between senior leadership and managers, staff, and faculty**

Perceptions about College leadership decreased 11% compared to 2018.

- **Strengthen work around employees' diversity, equity, and inclusion**

In general terms, compared to 2018, level of satisfaction on campus experience regarding diversity decreased for all ethnicity groups except for Asian respondents.

## STUDENT SURVEY

- **Expand faculty, staff, and student knowledge and best practices related to equity, diversity, and inclusion**

1/3 of students feel they have had a negative experience based upon race, age, gender identity, national origin, disability status among others.

- **Explore alternatives to better address food and housing insecurities**

Black/African American, Latino, and female students experience more negative impact than others.

- **Expand Health Services**

In response to comments in the qualitative section of the survey

# Action Plans to Address Survey Results



- IRP has developed an **action plan template** to encourage the development of action plans to address quantitative and/or qualitative results coming from the survey reports.

CLIMATE SURVEY DATA-INFORMED ACTION PLAN

Problem Statement	Many students struggle with food insecurity, particularly Black/African American students. Despite demonstrating a greater need for support than other groups, Black/African American students utilize the Warrior Pantry in smaller percentages than their need would suggest. <i>Data source: 2021 Student Campus Climate Survey Full Report</i>				
Goal	Implement strategies to help Black/African American students in their food insecurity struggle				
Task	Person/Program/Office Responsible	Completion Date (Month/Year)	Resources available & needed	Potential Barriers	Possible Solutions
Make snacks available in areas students frequently hang out					
Help eligible students sign up for EBT	Student Development Office	June 2022	Available: Office Personnel Needed: training on how to sign up for EBT	Time it takes personnel to train Not enough personnel	Redistributing workloads Hire a part-time employee
Place a microwave in accessible locations for students to heat up food					
Share information at the ECC Food Pantry about nutrition, healthy recipes, and budgeting when shopping					
Connect students with resources such as counseling, public benefits, financial resources, and community food banks					
Provide in the ECC Food Pantry hygiene products and school supplies					
Use social media to notify students when free food is available on campus					
Place a "basic needs security statement" on each syllabus, to educate faculty and students become aware of existing services on campus	Academic Senate	June 2022	Needed: faculty who creates statement; peers to offer feedback on statement before taking it to Senate	Time it takes to get a resolution passed in Senate	Extend completion date
Create a Basic Food Employment & Training program					
Educate faculty and student services personnel on how to recognize potential warning signs					

Huynh, S. (2021). Student Hunger: Addressing Food Insecurity among Community College Students in Washington State. Retrieved from [https://proctor.gse.rutgers.edu/sites/default/files/Steiff%27s%20Brief%204\\_5.pdf](https://proctor.gse.rutgers.edu/sites/default/files/Steiff%27s%20Brief%204_5.pdf)



# 2021 Campus Climate Survey Reporting

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## Students

- [2021 Student Campus Climate Survey Full Report \(quantitative\)](#)
- [2021 Academics section \(infographic\)](#)
- [2021 Basic Needs & Student Support section \(infographics\)](#)
- [2021 Diversity, Equity & Inclusion section](#)
- [2021 Remote Learning section \(infographic\)](#)
- 2021 Student Campus Climate Survey Full Report (qualitative): end of Spring

## Employees

- [2021 Employee Campus Climate Survey Full Report \(quantitative\)](#)
- [2021 Professional Development and Sense of Belonging section \(infographic\)](#)
- [2021 Work Environment & Job Satisfaction section \(infographics\)](#)
- [2021 Diversity, Equity & Inclusion section](#)
- [2021 College Vision & Communication section \(infographic\)](#)
- 2021 Employee Campus Climate Survey Full Report (qualitative): end of Spring



Thank You  
Questions?

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, April 26, 2022**

Via Zoom: <https://elcamino-edu.zoom.us/j/96195718695> 1:15-2:15 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
	Erica Brenes	EB	Humanities
X	Anna Brochet	AB	Counseling
X	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Lars Kjeseth	LK	Mathematical Sciences
	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
X	David Moyer	DM	Fine Arts
X	Jackie Nolasco	JN	Library & Learning Resources
X	Jason Suárez	JS	Behavioral & Social Sciences
X	Evelyn Uyemura	EU	Humanities

\*Committee Chair

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

**Fall 2021 Meetings:** September 14 & 28, October 12 & 26, November 9 & 23

**Spring 2022 Meetings:** February 22, March 8 & 22, April 26, May 10 & 24

### **Informed & Inspired (I&I)**

SA reported that *Becoming a Warm Demander*, which took place virtually on Thursday, March 31<sup>st</sup> and Friday, April 1<sup>st</sup>, was a huge success. Nearly 50 attended on Thursday, 30 on Friday, and the recording of Thursday's session has had 44 views. Featured presenters for Thursday's session included Amy Herrschaft (Counseling), Michael Jacobson (Head Soccer Coach/Kinesiology), Barry Goldenberg (History), Erica Brenes (English), and Art Martinez (Math). Lars Kjeseth (Math) facilitated Friday's two-hour workshop which allowed attendees the chance for a deeper dive into warm demander pedagogy.

*Creating Community and Centering Cultural Capital* will take place Thursday, April 28<sup>th</sup>, 1:15-2:15 and Friday, April 29<sup>th</sup>, 10:00-12:00. On Thursday, EB and AM will lead a discussion of Tara Yosso's cultural wealth model following presentations by Xocoyotzin Herrera (Ethnic Studies), Christopher Page (English), Chris Dela Cruz (Student Specialist, Student Development Office) and Jessica Rodriguez (Sociology). LK will facilitate the virtual workshop on Friday.

### **Fall 2022 PD Day**

SA reported that the Fall 2022 PD Day Planning Committee met last week. Colleagues from the Land Acknowledgement Task Force attended the meeting and have agreed to participate in the PD Day general session. Jeremiah and Rachel Sims will serve as keynote speakers on PD Day which will take place on Thursday, August 25<sup>th</sup>. The theme will center on the 75<sup>th</sup> anniversary of the college, a reflection on accomplishments, and aspirations for the future. LC reminded the committee that *The History We Stand On* library exhibit that will display a variety of historical documents and artifacts related to the history of the land El Camino College occupies will open on May 12<sup>th</sup>.

The Call for Breakout Session Proposals was sent to the faculty, staff, and manager listservs on April 19<sup>th</sup>. FDC members were encouraged to forward the announcement to colleagues in order to recruit talented faculty and staff to submit a proposal. Submissions are due by 3:00pm on May 12<sup>th</sup>.

### **Faculty PD Needs Assessment**

SA reported that JN sent the Faculty PD Needs Assessment to the faculty listserv on April 21<sup>st</sup>. Deadline to reply to the survey is May 6<sup>th</sup>.

### **Cornerstone Updates**

JN demonstrated a revamped Cornerstone welcome page. The new welcome page is not only much more visually appealing, it is very user friendly with several new features including six buttons that take users to the user dashboard, events calendar, options for CCCC virtual trainings, the external training form, the activity proposal form, and the Flex FAQs. Another helpful feature that JN recently added to the faculty welcome page is a section that highlights upcoming antiracist/racial-equity workshops. JN will provide this demonstration to the Academic Senate on May 3<sup>rd</sup>.

PD will begin notifying faculty of completed Flex hours today. Faculty who still owe Flex hours will be notified within the next few days.

### **College Book Club (formerly known as Faculty Book Club)**

LC reported that the College Book Club met last Friday to discuss Chapters 3 and 5 from *Engaging African American Males in Community Colleges*, edited by Ted N. Ingram and James Coaxum III. She was pleased to see that several classified staff attended the meeting which she attributed to the more inclusive title of the club. The meetings have provided a space for meaningful dialogue around the experiences of African American male students in community colleges and what we can do to support their success at El Camino. The last two meetings of the semester will take place 11:00-12:00 via Zoom on May 20<sup>th</sup> and June 3<sup>rd</sup>. Faculty, staff, and managers are invited to join. Attendance at prior sessions is not required and unlimited access to the e-book is available via the Schauerman Library.

### **myPATH Report**

JS reported that 35 myPATH designated sections from six different academic divisions were offered this semester. Plans for Fall 2022 include 51 sections of various modalities (in-person, hybrid, and fully online) from eight divisions. Two new courses will have the myPATH designation in the fall: BUS 1A – Financial Accounting and LIBR 110 – Library Research Using the Internet. In addition, JS reported that the myPATH Institute has been revised to include two non-credit courses: Social Science 104 – Student Equity and the Community College: Foundations and Social Science 105 – Student Equity and the Community College: Application. The courses will need to be reviewed by the College Curriculum Committee. Once approved they will be offered at no cost, yet will generate FTES for the college. A certificate of completion is earned upon successful completion of both courses. Lastly, JS reported that myPATH is creating a Student Success Workshop Series. These workshops will explore how learning works and will provide faculty with PowerPoint presentations they can use in their classes to improve student learning and success.

### **SITE Report**

AM reported that SITE hosted *Accountability for Advancing Racial Equity* on April 21<sup>st</sup>. AM, RC, and LK facilitated the event which was the last of the forums from the USC e-convenings; however, they will likely host one or two other forums this spring to summarize what has been learned over the last two semesters from the e-convenings. In addition, LK has hosted several Equitable Grading Gatherings (EGGs) this semester. The last session, *High School Practitioners of Equitable Grading – a story about using research to guide practice*, was offered as HyFlex on April 22<sup>nd</sup> and was well attended. The session featured Josh Moreno, Cinthia Vega, and Phillip Wong, representing teams of English, History, Math, and Science teachers from Alhambra High School.

### **Conversations with Colleagues**

LK reported that Conversations with Colleagues will resume in the fall when faculty are more inclined to attend professional learning opportunities in person.

Adjourned 1:53

SA/4.28.22