



Academic Senate of El Camino College 2021-2022

November 16, 2021

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 (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



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Zoom information for Academic Senate Meeting 11/16/2021

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 by noon on Tuesday, November 16. In the subject line, please put Academic Senate Meeting 11/16 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

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

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*^R 21/22

Josh Troesh 21/22

Counseling

Maria Garcia 23/24

Anna Brochet*^R 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*^R 21/22

Joanna Nacheff 21/22

TBA 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^R 21/22

Ross Durand* 21/22

Dylan Meek^R 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*^R 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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses 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:

1st and 3rd 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. 2nd 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. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

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

Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th 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. 3rd 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. 1st & 3rd Mondays, 1:30-2:30, Library 202.

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

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

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

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.

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

Planning & Budgeting (PBC). Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1st & 3rd Thurs, 1- 2, LIB 202.

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Sanda Oswald
- Selene Torres

Behavioral Social Sciences

- Stacey Allen
- Yun Chu
- Kristie Daniel Di-Gregorio
- Hong Herrera-Thomas
- Orin Teal

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Maria A. Garcia

Fine Arts

- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Joanna Nacheff
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
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- Shiney Johnson
- Dina Mauger
- Eric Villa

Humanities

- Stephanie Burnham
- Sean Donnell

- Brent Isaacs
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

ITEC

- Charlene Brewer-Smith
- Ross Durand
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- Susana Acosta-Acuna
- 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
- Christopher Hurd,
Counseling
- Linda Cooks
- Moses Wolfenstein
- Nancilyn Burruss
- Dr. Russell Serr
- R. Chris Wells
- E. Yates
- Irena Zugic
- Jenny Simon
- Kerri Webb
- Kevin Degan
- Andres Rodriguez
- Arturo Hernandez
- David Brown
- Gerson Valle
- Jeff Baumunk
- Michael Wynne
- Viviana Unda
- Bridget Delahunt
- Bryan Carey
- Chris Wells
- Dr. Joy
- Dr. Mark C. Fields
- Grace Perez
- Jana Abulaban

☒Juan Maceo

☒Juli Soden

☒Kim Cameron

☒Kristina Martinez

☒Loic Audusseau

☒Maureen Linzaga

☒Sabra Sabio

☒Sara Tabrizi

ACADEMIC SENATE MINUTES
Tuesday, October 19, 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

Senate President Darcie McClelland called the 4th Academic Senate meeting of the fall 2021 semester to order on Tuesday, October 19th at 1:04pm.

B. Approval of Minutes 6-11

D. McClelland: See pgs. 6-11 of the packet for minutes from October 5, 2021. Motioned by S. Allen, seconded by R. Diaz. Approved. 0 No, 0 abstention

- Stacey Allen spelling correction

C. Unfinished Business:

a. Proposed changes to program review timeline 2nd reading and vote- Viviana Unda and Kevin Degnan

- Motion to approve S. Burnham, seconded by S. Allen
- 0 No, 1 Abstention

b. Guided Pathways Phase Two Participation Agreement 2nd reading and vote- Jenny Simon

- Packet page 26
- Motion to approve J. Nacheff, seconded by K. Daniel-DiGregorio
- 0 No, 0 abstention

D. New Business:

a. ILO Revisions 1st Reading- Kevin Degnan

- Packet page 31
- Discussion about alignment of ILOs, assessment and difficulty in yielding actionable information for the college
- Align ILOs with pillars of Guided Pathways to better address shortcomings: identify the path, enter the path, stay on the path and ensure learning
- Aligning ILOs to GP could provide more meaningful alignment to campus goals and actionable items
- Second reading and vote 11/2

E. Information Items – Discussion

a. AP 6365- Contracts Accessibility of Information Technology- Loic Audusseau

- Read AP 6365 p. 37 on packet

- This is not a 10+1 item. This is informational. No voting.
- AP 6365 is based on an existing template and used by many districts
- Establishes vendors hired by ECC must comply with Section 508 of the Rehabilitation Act of 1973
- AP will go through collegial consultation process and be approved by the BOT in November meeting

b. Guidelines for enforcement of COVID-19 procedures- Darcie McClelland

- Refer to p. 38-39 of packet
- Document provides guidance for faculty syllabus statement mask wearing policy
 - Faculty on task force shared her syllabus statement and the committee thought it would be important to share document as guidance for faculty and maybe put on main Canvas site
- Syllabus statement had previously been approved.
- Reviewed by G. Toya, I. Reyes, R. Miyashiro and J. Sims
- Discussion and recommendation this should be considered a 10+1 purview and voted on
 - 10+1 purview: (5) Standards and policies regarding student preparation and success
 - Concerns about classroom management and enforcing mask mandate
 - Could potentially involve student conduct
 - If this becomes a requirement then should be considered in Senate
 - Will this supersede what has already been approved
 - Concerns about classroom management implications
 - Concerns about #3 on document calls for students to be removed from class if they do not comply
 - Will this become a board policy eventually?
- Senate body recommendations:
 - Motion for this to be considered as 10+1 (items 5 and 6) item and be voted on. J. Troesh motioned, seconded by K. Daniel-DiGregorio. Approved. 1-abstention, 0-no
 - D. McClelland to draft a letter for COVID Task Force to bring this to Senate for consultation and approval
 - Recommend Covid Task Force provide guidelines for faculty on how to handle students who do not follow mandates
 - Senate is supportive of guidance but recommends this be voted on and discussed under 10+1 items
 - Email D. McClelland for feedback on document

F. Officer Reports

a. President – Darcie McClelland

- Finalizing draft of return to campus. Expect to see document in a couple of weeks on ECC website
- Vaccine mandate 11/8. Upload Vax card using World to Work.
- Planning committee for 10-year Educational Master Plan

- 8 Faculty are being appointed (counseling and instructional)
- 36-37 total members on task force
- Plenary session resolutions for state-wide senate items to be covered at next Academic Senate meeting

b. Chair, Curriculum – Janet Young

No report

c. VP Educational Policies – Camila Jenkin

- Reviewed AP 7160 and AP4250 and approved changes.
- These will be in next Senate agenda for 1st reading

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

No report

e. VP Faculty Development – Stacey Allen

- PD Opportunities:
 - 10/20 12:30-1:30pm—Conversations with Colleagues: How is the push for racial equity changing our practices
 - 10/27 2-3pm—Informed and Inspired: Deep listening LGBTQIA+ students
- Faculty PD Plan, due by Friday 10/29
 - https://elcamino.formstack.com/forms/faculty_pd_plan

f. VP Finance – Josh Troesh

No report

g. VP Academic Technology – Stephanie Burnham

- OEI survey results discussion
 - Course preference sp 22
 - Technology Access
 - Learning Management (Canvas)
 - Student engagement
 - Learning spaces
 - Online student support services
- IR will present report in full later

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

- Looking at completion rates
- Planning for SLO assessments at the end of semester

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims

- Institutionalizing GP program
- Growing non-credit and dual enrollment
 - Represents opportunity to increase FTS

- Updating enrollment management plan to increase FTS lost due to Covid
- b. ECC VP of Student Services – Ross Miyashiro
- Social Justice Center space will open soon
 - Encouraged faculty to get involved
 - Working closely with SEAC and ASO
 - Student recruitment for fall 22
 - Rolling out new student recruitment program for fall 22
 - Give opportunity for faculty who wants to increase
 - SEA
 - Paradigm shift to include close collaboration with DEI, Academic Senate and VP of PD
- c. Online and Digital Education Committee- Mary McMillan

H. Future Agenda Items:

- a. Online load post Covid
- b. GP SOAA
- c. BP 4250, Probation, Dismissal, and Readmission
- d. AP 7160, Professional Development

I. Public Comment

- Vaccine card requirement not visible on ECC website. Recommended making this more visible.
- To upload vax card, follow link sent to you by World Back to Work. Check email sent in July 2021. You also get a daily email at 8am which includes link to upload documents.
 - Takes a couple of days to process!
 - <https://www.elcamino.edu/wbtw/entry-process.aspx>
- Undocumented Student Action Week
 - BOT passed resolution unanimously

J. Adjourn

D. McClelland adjourned meeting at 2:23 pm.

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- Kerri Webb
- Kevin Degnan
- Andres Rodriguez
- Arturo Hernandez
- Gerson Valle
- Jeff Baumunk
- Michael Wynne
- Renee Galbavy
- Stefanie Frith
- Viviana Unda
- Roland Zapata,
Counseling
- A. Owens
- A. Nasatir
- April Bernabeo
- Bryan Carey
- Chau Dao
- David Gonzalez

- ☒ Diego Aguilar
- ☒ Dr. Jeny Joy
- ☒ Dr. Mark Fields
- ☒ D. Villanueva
- ☒ Eddy Reyes
- ☒ E. Flores
- ☒ Erica Brenes
- ☒ Grace Camargo-Perez
- ☒ Iesha Smith
- ☒ Jaime Ulloa
- ☒ Karen Preciado
- ☒ Maeve Lee
- ☒ Mary McMillan
- ☒ Safia Ahmed
- ☒ Taryn Bailey
- ☒ Tiffanie Lau
- ☒ Xiao Wang

ACADEMIC SENATE MINUTES
Tuesday, November 2, 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

- 1:02pm

B. Approval of Minutes (p 6-11)

- Minutes for 10/19 will be approved at the next senate meetings. Error in packet attachment.

C. Unfinished Business:

a. ILO Revisions 2nd reading and vote- Kevin Degnan (p 12-17)

- McClellan motion to approve revised ILOs. Motioned by A. Josephides, seconded by S. Allen
- Approved. 0 No's and 0 abstentions

b. Guidelines for enforcement of COVID-19 procedures 2nd reading and vote- Darcie McClelland (p 18-22)

- McClelland motioned to approve. Motioned by R. Diaz, seconded by S. Allen
- Ed Policy committee revised/cut down language quite a bit and corrected policy language regarding Standards of Student Conduct (Board Policy 5500)
- Students will be referred to Covid19 info page as policies may change regarding mask wearing, wrist bands, etc.
- Suggestion to include language about consequences of not following mask policy/noncompliance (removal from classroom, maxient reports, reference AP 5520)
 - Alternative recommendation: simple statement that noncompliance can result in disciplinary action if student does not comply and site AP5520
 - Consider two statements: one for students (shorter version) and one for faculty with list of disciplinary actions

- This is not a recommended syllabus statement. a faculty on covid task force shared her syllabus statement with covid 19 task force. This is guidance for faculty. May go out as an email for faculty via Academic Affairs. The original statement was sent to Ed Policy committee after the last senate meeting for review.
- Jackie Sims sent an original statement to faculty as faculty asked for guidance as they were transitioning back to campus
- This document is to provide guidance on what a faculty member can do if they have a student who is non-compliant with mask wearing policy
- Links will be fixed
- Motion to approve new statement with senate body recommendations.
 - Approved. 0 no, 3 abstentions
- This is optional to put your syllabus. The Covid19 task force will send this statement as guidance to faculty.

D. New Business:

a. FLEX FAQs 1st Reading- Stacey Allen (p 23-27)

- Full-time faculty FAQs sent in a separate email. Not included in packet.
- Review FAQs and provide S. Allen by next Tuesday, Nov 9th at 12pm.
- New topics/FAQs added:
 - What to do if flex credit is denied
 - Racial/equity training
- How will faculty know how many hours of racial/equity hours they have completed
 - Stacey Allen will follow up to clarify
 - Moses and Stacey will work together to clarify how to give faculty access to know how many hours of equity/racial hours they have completed
- 2nd reading at next Nov. 16th meeting

b. Resolution recognizing the traditional homeland of the Gabrielino-Tongva people, the caretakers of Tovaangar 1st Reading- Analu Josephides (p 28-29)

- Land acknowledgment tool kit will be brought before by next senate meeting
 - Part of the toolkit: This resolution and syllabus statement recommendation (which will come later)

- Resolution/syllabus will need to come through senate body before being approved for toolkit
- Email A. Josephides today as the committee will meet tomorrow 11/3
 - ajosephides@elcamino.edu
- c. BP 4250, Probation, Dismissal, and Readmission 1st Reading- Camila Jenkin (p 30-31)
 - Statement added to report disaggregated information by age, race and gender
 - Provide any feedback to Camila Jenkin
- d. AP 7160, Professional Development 1st Reading- Camila Jenkin (32-33)
 - Second reading at next senate meeting
 - Any questions about Educational Policies items: cjenkin@elcamino.edu

E. Information Items – Discussion

a. Online Degree Programs- Jackie Sims

- Currently crosschecking to see which degrees will be possible to be offered online
- Challenges in the past to turn courses to online modality. Covid19 made it possible to turn courses online
- Encouraged faculty to go back to departments and begin discussion about which degrees they may be able to offer online
- Online certificates will be considered as well
- Lab courses offered online if divisions feel they can adequately offer lab courses online
- This is not creating new degrees. This is about making all courses offered for the degree online.
- Online support services (counseling, tutoring, etc.) should also be considered to make sure online students also have access to services online
- Students will not be prevented from taking in-person/hybrid courses if they choose to do an online degree
- Some transfer schools/professional schools do not accept or have limitations online courses (specifically lab courses sometimes) so this is something to consider when guiding students
- Do all online degrees have to be on the CV exchange?

- All classes online are on CV exchange
 - Hybrid courses do not have to be on CV-exchange
- b. Equity Minded Teaching Institute announcement and call for participants- Erica Brenes (34-60)
- Four 3-hour afternoon sessions during winter session
 - Kick off celebration end of fall
 - 20-30 part-time or full-time instructional faculty for 1st cohort (counseling faculty may apply if they teach HDEV)
 - \$500 stipend, certificate and canvas course and EMTI swag
- c. ASCCC Fall 2021 Plenary resolutions- Darcie McClelland
- Read resolutions and provide Darcie McClelland before Thursday 11/4

F. Officer Reports

- a. President – Darcie McClelland
- Acknowledgement Darilyn Rowan Senator passing
 - Marketing will send out services scheduled Nov. 14 @3pm
- b. Chair, Curriculum – Janet Young
- Annual curriculum cert was submitted to C.O.
 - CCC is continuing to work on course review, new courses and programs
 - Final numbers for fall will be presented at the final senate meeting in December
 - Noncredit is priority for President Thames and VPAA Jackie Sims
 - Faculty encouraged to develop non-credit courses/programs
- c. VP Educational Policies – Camila Jenkin
- Minor changes to 4400 and 4320. Changes reviewed 11/16
 - Covid mask guidance updated
- d. VP Equity, Diversity, and Inclusion- Analu Josephides
- Toolkit sp 2022
 - Will be reviewed at senate next meeting
 - Questionnaire developed by EDI committee coming later this week

- EDI will now have a website

e. VP Faculty Development – Stacey Allen (61-62)

- Review FAQs and provide feedback
- PD plans were due last Friday, October 29th
- Submit PD plan here if you missed deadline:
https://elcamino.formstack.com/forms/faculty_pd_plan

f. VP Finance – Josh Troesh

No report

g. VP Academic Technology – Stephanie Burnham

No report

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

No report

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims

- Encouraged faculty to non-credit curriculum
- Submit vaccine card
- ECC applied to offer Respiratory Care BS program
 - Will present at future academic senate meeting 12/7
- Early college partnership with TUSD
 - Will be presented at TUSD board meeting next week
 - Senate will see presentation 11/16/

b. ECC VP of Student Services – Ross Miyashiro

- 11/10 Food Drive at ECC
- In person College Night
- 11/17 Thanksgiving event county supervisor Mitchel
 - Handing out food to families

H. Future Agenda Items:

- a. Strong Workforce Update
- b. GP SOAA
- c. Early College
- d. Respiratory Care Bachelor's Degree Program
- c. Online and Digital Education Committee- TBD

I. Public Comment

- **No comment**


J. Adjourn

2:28pm

El Camino College
Professional Development & Learning Office
Frequently Asked Questions (FAQs) about Flex 2021-22
Full-time Faculty

Frequently Asked Question	Answer
What is Flex credit?	Flex credit is awarded for time spent engaging in professional development in lieu of instruction . One hour of time spent on professional development equals one hour of Flex credit.
What is the Flexible Calendar Program?	Under the direction of the California Community Colleges Chancellor’s Office, the purpose of the flexible calendar program (“Flex”) is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” (title 5, section 55720).
What are Flex days?	<p>Flex Day is also known as Professional Development Day (PD Day). As allowed by Title 5, Flex days are days set aside in the calendar for professional development in lieu of instruction.</p> <p>Article 8, Section 21 (b) of the faculty contract mandates attendance on Flex days as such: “The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members. The morning of the first day of the spring semester shall be three (3) hours of scheduled Flex activities mandatory for all Full-Time Faculty Members. The additional fifteen (15) hours of required Flex activities will be required of all 10- month Faculty and may be completed with activities selected at the Faculty Member’s discretion.”</p> <p>As noted in the Modification of Fall 2021 Professional Development Day MOU, Article 8, Section 21(b) was amended to allow for a remote synchronous general session as well as remote synchronous division/department meetings on Fall 2021 Professional Development Day (total</p>

	4 hours). Faculty are still required to complete 24 flex hours for the 2021-2022 academic year.
When are mandatory Flex days (PD Days) this year?	Thursday, August 26, 2021 Wednesday, February 9, 2022
How/where is Flex credit recorded?	Your Flex credit is recorded in Cornerstone. You can access Cornerstone via MyECC and Canvas. See Cornerstone FAQs for detailed information.
Who should I contact with questions regarding Cornerstone?	If you are unable to find the your answer in the Cornerstone FAQs , please send your inquiry to prodev@elcamino.edu .
How many hours of Flex are required each year for full-time faculty?	As noted in Article 8, Section 21 of the faculty contract, "Each 10-month Full-Time Faculty Member shall be responsible for 24 hours of Professional Development and each 12-month Full-Time Faculty member shall be responsible for 9 hours of Professional Development."
How can I earn Flex credit, aside from attendance at Flex days (PD Days)?	<p>Flex credit can be earned by engaging in professional development activities which increase knowledge in one's discipline or which directly enhance teaching skills; improve working relationships with students and staff in and out of the classroom; contribute to institutional improvement, as well as activities which enhance an individual's physical and mental ability to perform their job.</p> <p>Specifically, Flex credit can be earned by registering for campus-sponsored professional development events in Cornerstone. Event facilitators will record your attendance in Cornerstone.</p> <p>You can also design your own Flex activities upon consultation with your dean. In this case, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities, refer to Categories and Approved Flex Credit Activities</p>
When can I earn Flex credit?	You may earn Flex credit between July 1 and June 30 for the academic year during any time you are not scheduled to

	<p>teach, hold office hours, or when you are participating in other contractual duties.</p>
<p>When is the deadline to submit an External Training form in Cornerstone?</p>	<p>The deadline to submit an External Training form in Cornerstone is June 1st.</p>
<p>How many hours of anti-racist/equity-focused professional development training is required each year?</p>	<p>As noted in the Required Anti-Racist Equity Professional Development Training MOU, beginning with the 2021-2022 school year, all 10-month tenured and tenure-track faculty will be required to complete four (4) hours of Senate-approved racial-equity focused professional development training as part of their 24 hours of required Flex credit.</p>
<p>Why do I need to complete anti-racist/equity-focused professional development training?</p>	<p>On October 20, 2020, the Academic Senate approved a resolution mandating anti-racist/ racial equity professional development for all El Camino College faculty. In collaboration with the Federation, the Required Anti-Racist Equity Professional Development Training MOU was negotiated and approved in July 2021. As noted in the MOU, “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).”</p>
<p>How will I know if an activity qualifies as Senate-approved racial-equity focused professional development training?</p>	<p>If you register for an event in Cornerstone, it will bear the following notation indicating it is a Senate-approved racial-equity focused professional development training:</p> <div style="text-align: center;">  Diversity/Equity/Cultural Intelligence </div> <p>If you plan to complete off-campus (non-ECC sponsored/hosted) racial-equity focused trainings, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities and a guide for choosing racial-equity professional development, refer to Categories and Approved Flex Credit Activities</p> <p>In addition, you may contact the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at</p>

	<p>ajosephides@elcamino.edu to confirm the activity qualifies as Senate approved.</p>
<p>How can I confirm the number of Flex hours I've completed related to anti-racist/racial equity professional development?</p>	<p>To confirm the number of Flex hours you have completed related to anti-racist/racial equity professional development, please send an inquiry to prodev@elcamino.edu.</p>
<p>How can I confirm the number of Flex hours I've completed towards Distance Education (DE) recertification?</p>	<p>Each faculty member who is DE certified, will receive a personalized DE certification maintenance tracking sheet which will be updated at the end of each semester by Online and Digital Education.</p>
<p>How much Flex credit do I earn if I present or facilitate an activity?</p>	<p>Presenters of flex activities will earn three hours of flex credit per one hour of initial presentation. If the presentation is repeated, flex credit will be two hours per one presentation hour.</p>
<p>How do I propose an activity to appear in Cornerstone for faculty to earn Flex credit?</p>	<p>In order for your event to appear in Cornerstone, please submit the Professional Development Activity Proposal Form.</p>
<p>What are my Flex obligations if I'm on sabbatical leave or pre-retirement?</p>	<p>As noted in Article 8, Section 21 (c) of the faculty contract, "Faculty Members on extended leave (e.g., sabbatical, study abroad, faculty exchange, catastrophic illness, etc.) shall have their twenty-four (24) hour Flex obligation proportionately reduced for that academic year."</p> <p>If you are participating in the Pre-Retirement Program, your Flex obligation is reduced proportionately based on the load you are teaching for the year. If you are teaching in the fall, your Flex obligation includes the mandatory fall Flex day. If you are teaching in the spring, your Flex obligation includes the mandatory spring Flex day.</p>
<p>What happens if I don't complete my Flex obligation?</p>	<p>As noted in the Flex Credit Revised Submission Date MOU, "A Faculty Member must submit any portion of the additional 15 hours of required flex activities by June 1, which can include scheduled events that will occur between June 1 and June 30. No flex credit hours may be submitted for non-scheduled activities (i.e., watching videos or reading</p>

	<p>a book) occurring after June 1. A Faculty Member’s pay shall be deducted for any of the 15 flex hours not completed.”</p>
<p>What happens if I do not attend a mandatory Flex day (PD Day)?</p>	<p>As noted in Article 8, Section 21 (b) (1) of the faculty contract:</p> <p>“If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed flex time and may not make up the absence. For the purposes of this Article, six hours of flex time shall be equal to one day of absence. Any portion of the six hours missed shall be considered a partial absence and shall be charged accordingly. For example, if a Faculty Member misses the fall flex day (6 hours) they will be charged with one (1) day of absence. If a Faculty Member misses the spring flex day (3 hours), they will be charged with one-half day (1/2) day of absence.”</p>
<p>What can I do if my request for Flex credit is denied?</p>	<p>If you believe your activity fits one of the categories detailed on the list of Categories and Approved Flex Credit Activities, you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Faculty Development Committee (FDC) at sallen@elcamino.edu. The FDC (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the FDC will be final.</p>
<p>What can I do if my request for racial equity focused Flex credit is denied?</p>	<p>If you believe your activity fits one of the categories detailed on the list of Categories and Approved Flex Credit Activities, you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at ajosephides@elcamino.edu. The EDI (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the EDI will be final.</p>
<p>What is the Faculty Professional Development Plan?</p>	<p>At the start of the fall semester, faculty submit the Faculty Professional Development Plan outlining professional development objectives for the academic year.</p>

	<p>As stated in the Guidelines for the Implementation of the Flexible Calendar Program by the Faculty Development Committee of the Academic Senate for California Community Colleges in cooperation with the Chancellor's Office, "[e]ach faculty member is responsible for the development of an individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G))" (p. 21).</p>
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For more information, please consult the following resources:

[ECC Categories and Approved Flex Credit Activities](#)

[ECC Faculty 2020-2022 Contract](#) (see Article 8, Section 21)

[ECC Professional Development & Learning](#)

[ECC Academic Calendar](#)

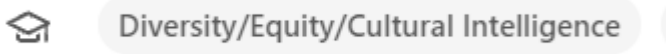
[California Community Colleges Chancellor's Office Flexible Calendar](#)

[California Code of Regulations/Title 5 Education](#)

[Guidelines for the Implementation of the Flexible Calendar Program](#)

El Camino College
Professional Development & Learning Office
Frequently Asked Questions (FAQs) about Flex 2021-22
Part-time Faculty

Frequently Asked Question	Answer
What is Flex credit?	Flex credit is awarded for time spent engaging in professional development in lieu of instruction. One hour of time spent on professional development equals one hour of Flex credit.
What is the Flexible Calendar Program?	Under the direction of the California Community Colleges Chancellor’s Office, the purpose of the flexible calendar program (or “Flex”) is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” (title 5, section 55720).
Are part-time faculty obligated to earn Flex credit?	Part-time faculty are responsible for completing Flex hours proportionate to their teaching load. As noted in Article 8, Section 21 (e) of the faculty contract: “Each Part-Time Faculty Member shall be responsible for completion of Professional Development flex time equal to one-half (1/2) hour of professional development activities for each semester unit taught in the fall and spring semesters up to a maximum of three (3) hours per semester. Flex time shall be payable at the appropriate column of Appendix D-1, Lecture, Step 1 rate. Part-Time Faculty Flex hours shall not be computed as part of the teaching load.”
Are part-time faculty expected to complete anti-racist/racial-equity focused professional development training?	As noted in the Required Anti-Racist Equity Professional Development Training MOU : “Beginning with the 2021-2022 school year, all part-time faculty will be paid to complete two hours of mandated, Senate-approved racial equity focused professional development each academic semester when employed with an active contract (fall/spring).”

<p>Why do I need to complete anti-racist/equity-focused professional development training?</p>	<p>On October 20, 2020, the Academic Senate approved a resolution mandating anti-racist/ racial equity professional development for all El Camino College faculty. In collaboration with the Federation, the Required Anti-Racist Equity Professional Development Training MOU was negotiated and approved in July 2021. As noted in the MOU, “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).”</p>
<p>How will I know if an activity qualifies as Senate-approved racial-equity focused professional development training?</p>	<p>If you register for an event in Cornerstone, it will bear the following notation indicating it is a Senate-approved racial-equity focused professional development training:</p>  <p>If you plan to complete off-campus (non-ECC sponsored/hosted) racial-equity focused trainings, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities and a guide for choosing racial-equity professional development, refer to Categories and Approved Flex Credit Activities</p> <p>In addition, you may contact the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at ajosephides@elcamino.edu to confirm the activity qualifies as Senate approved.</p>
<p>How can I confirm the number of Flex hours I've completed related to anti-racist/racial equity professional development?</p>	<p>To confirm the number of Flex hours you have completed related to anti-racist/racial equity professional development, please send an inquiry to prodev@elcamino.edu.</p>
<p>How can I confirm the number of Flex hours I've completed towards Distance</p>	<p>Each faculty member who is DE certified, will receive a personalized DE certification maintenance tracking sheet which will be updated at the end of each semester by Online and Digital Education.</p>

Education (DE) recertification?	
What are Flex days?	<p>Flex Day is also known as Professional Development Day (PD Day). As allowed by Title 5, Flex days are days set aside in the calendar for professional development in lieu of instruction.</p> <p>Part-time faculty are not required to attend PD Days, but they are invited to do so.</p>
When are Flex days (PD Days) this year?	<p>Thursday, August 26, 2021</p> <p>Wednesday, February 9, 2022</p>
How can I earn Flex credit, aside from attendance at Flex days (PD Days)?	<p>Flex credit can be earned by engaging in professional development activities which increase knowledge in one's discipline or which directly enhance teaching skills; improve working relationships with students and staff in and out of the classroom; contribute to institutional improvement, as well as activities which enhance an individual's physical and mental ability to perform their job.</p> <p>Specifically, Flex credit can be earned by registering for campus-sponsored professional development events in Cornerstone. Event facilitators will record your attendance in Cornerstone.</p> <p>You can also design your own Flex activities upon consultation with your dean. In this case, you will submit an External Training form in Cornerstone to request Flex credit.</p> <p>For a comprehensive list of approved activities, refer to Categories and Approved Flex Credit Activities</p>
When can I earn Flex credit?	<p>You may earn Flex credit between July 1 and June 30 for the academic year during any time you are not scheduled to teach, hold office hours, or when you are participating in other contractual duties.</p>
When is the deadline to submit an External Training form in Cornerstone?	<p>The deadline to submit an External Training form in Cornerstone for Flex credit completed in the Fall semester is December 1st.</p>

	The deadline to submit an External Training form in Cornerstone for Flex credit completed in the Spring semester is June 1st.
How/where is Flex credit recorded?	Your Flex credit is recorded in Cornerstone. You can access Cornerstone via MyECC and Canvas. See Cornerstone FAQs for detailed information.
Who should I contact with questions regarding Cornerstone?	If you are unable to find the your answer in the Cornerstone FAQs , please send your inquiry to prodev@elcamino.edu .
How much Flex credit do I earn if I present or facilitate an activity?	Presenters of flex activities will earn three hours of flex credit per one hour of initial presentation. If the presentation is repeated, flex credit will be two hours per one presentation hour.
How do I propose an activity to appear in Cornerstone for faculty to earn Flex credit?	In order for your event to appear in Cornerstone, please submit the Professional Development Activity Proposal Form .
What can I do if my request for Flex credit is denied?	If you believe your activity fits one of the categories spelled out on the list of Categories and Approved Flex Credit Activities , you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Faculty Development Committee (FDC) at sallen@elcamino.edu . The FDC (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the FDC will be final.
What can I do if my request for racial equity focused Flex credit is denied?	If you believe your activity fits one of the categories spelled out on the list of Categories and Approved Flex Credit Activities , you may appeal by writing a short description of the activity, why you think it qualifies, and why it was denied, and email it to the Chair of the Equity, Diversity, and Inclusion Committee (EDI) at ajosephides@elcamino.edu . The EDI (or a subcommittee thereof) will consider your appeal. Appeals must be received by June 6, 2022. The decision of the EDI will be final.

What is the Faculty Professional Development Plan?	<p>At the start of the fall semester, faculty will submit a Faculty Professional Development Plan outlining their professional development objectives for the academic year.</p> <p>As stated in the Guidelines for the Implementation of the Flexible Calendar Program by the Faculty Development Committee of the Academic Senate for California Community Colleges in cooperation with the Chancellor's Office, "[e]ach faculty member is responsible for the development of an individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G))" (p. 21).</p>
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For more information, please consult the following resources:

[ECC Categories and Approved Flex Credit Activities](#)

[ECC Faculty 2020-2022 Contract](#) (see Article 8, Section 21)

[ECC Professional Development & Learning](#)

[ECC Academic Calendar](#)

[California Community Colleges Chancellor's Office Flexible Calendar](#)

[California Code of Regulations/Title 5 Education](#)

[Guidelines for the Implementation of the Flexible Calendar Program](#)

Resolution recognizing the traditional homeland of the Gabrielino-Tongva people, the caretakers of Tovaangar (the Los Angeles Basin and Southern Channel Islands).

WHEREAS, the El Camino College Academic Senate acknowledges that there are over 370,000,000 Indigenous Peoples around the world and spread across more than 90 countries, and who belong to more than 5,000 different indigenous groups and speak more than 4,000 different indigenous languages; and

WHEREAS, the El Camino College Academic Senate acknowledges there are more than 5,000,000 Indigenous Peoples living in the United States, and the State of California has over 700,000 Native American and California Indians and the Los Angeles County is home to over 150,000 people who identify as Native Americans or California Indian; and

WHEREAS, the El Camino College Academic Senate acknowledges that our institution serves a diverse student body that includes Native Americans, California Indians, Alaska Natives, and Native Hawaiians or Kanaka Maoli otherwise known as First Nations People; and

WHEREAS, the El Camino College acknowledges and celebrates the Los Angeles County's May 1st, 2018 adoption that established the 2nd Monday of October as Indigenous Peoples Day, and this institution further acknowledges and celebrates the whole month of November as Native American and Indigenous Heritage month and recognizes that every day we should celebrate all the lives of both our Native American and Indigenous students, as well as all of our student population; and

WHEREAS, the El Camino College Academic Senate acknowledges the institution is on the unceded territory of the Gabrielino-Tongva Indian Tribe who are recognized by the State of California, and whose leaders are recognized by the California Native American Heritage Commission, and the institution also recognizes the other tribes not federally recognized and who are traditionally part of the Indigenous Peoples that steward the lands known today as El Camino College; and

WHEREAS, the El Camino College Academic Senate acknowledges that a second forcible dispossession of the land El Camino College now occupies occurred in the 1920s when the proposed Gordon Manor residential development project owned by Dr. Wilbur C. Gordon and Black Realtors, a project that would have created more than 1,000 homes specifically for African Americans was condemned by the Los Angeles County Board of Supervisors, further entrenching residential segregation; and

WHEREAS, the El Camino College Academic Senate maintains that education institutions should work toward greater justice and acknowledge the role that educational institutions have played in the genocide and oppression of Indigenous Peoples, from the brutality of the residential schools to the sanitization of the mission system in the curriculum, names, and icons used by California's public schools; and

WHEREAS, the El Camino College Academic Senate upholds the ideals of human rights for all our students, and that these rights include the rights of Indigenous Peoples; and

WHEREAS, the El Camino College Academic Senate acknowledges the United Nations Declaration on the Rights of Indigenous Peoples as passed by the United Nations General Assembly on the 13th of September in the year 2007, that this acknowledgement is recommendatory and not binding; and

WHEREAS, we express solidarity with all Indigenous Peoples around the world and particularly the Indigenous Peoples attending the El Camino College and their pursuit of higher education; and

NOW THEREFORE, BE IT RESOLVED, that the El Camino College Academic Senate declares that the lives of our Indigenous students matter; and affirms the rights of Indigenous students, staff, faculty, and administrators to be treated with respect and dignity within schools and communities; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate encourages faculty across disciplines and content areas to specifically include in their curricula materials that represent topics of inclusion and diversity that support indigenous ways of learning; and

BE IT FURTHER RESOLVED, that El Camino College Academic Senate invites faculty across disciplines and content areas to acknowledge and use the Land Acknowledgement Toolkit and its resources that represent all our Indigenous Peoples and learners to continuously enrich instruction.

Adopted unanimously this ___ day of November, 2021 by the El Camino College Academic Senate.



Book	Board Policies
Section	CHAPTER 4: ACADEMIC AFFAIRS
Title	Probation Dismissal And Readmission
Code	BP-4250
Status	Active
Adopted	July 20, 2009
Last Revised	May 16, 2016
Prior Revised Dates	2/16/10

Board Policy 4250 Probation, Dismissal and Readmission

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving goals.

1. Placement on Academic Probation

A student who has attempted at least 12 semester units of letter graded course work, as shown by the academic record, will be placed on Academic Probation when the grade point average for total units attempted at El Camino College is less than 2.0.

2. Removal from Academic Probation

A student will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

3. Placement on Progress Probation

A student who has enrolled in 12 or more semester units as shown by the official academic record will be placed on Progress Probation if entries of "W," "I," "NC" and/or "NP" account for 50% or more of the total units attempted. Courses dropped prior to the "No Notation" deadline are not considered "units attempted" and do not receive entries as "W" "I," or "NC/NP."

4. Removal from Progress Probation

A student will be removed from Progress Probation when the percentage of entries of "W," "I," "NC" and/or "NP" drops below 50% of the total units attempted.

5. Dismissal Because of Academic Probation

A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than 2.0 in all letter graded credit units attempted in each of three consecutive semesters. However, if a student achieves a 2.0 or higher during the most recent regular (fall, spring) semester while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks (i.e. winter, summer) will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

6. Dismissal Because of Progress Probation

A student on Progress Probation will be dismissed if the percentage of units in which the student has been enrolled for which entries of "W," "I," "NC and/or "NP" remains at or above 50% for three consecutive semesters. However, if a student completes 50% or more of the attempted units during the most recent regular (fall, spring) semester

while on probation, the student will continue on probation, but will not be subject to dismissal. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

7. Appeal of Probation or Dismissal

A student who believes that there are extenuating circumstances that warrant an exception to the probation and dismissal standards set forth in this policy may submit a written appeal with supporting documentation in compliance with administrative procedures. Dismissal may also be postponed if student can show significant improvement in the last semester.

8. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16 week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of "W," "I," "NC and/or NP" entries is below 50%.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.



Probation, Dismissal, Readmission Data Reporting

The Superintendent/President shall develop and provide to the Board for annual review a report of the number of students who were placed on probation, dismissed, and reinstated. This report must disaggregate the students by race, age, and gender.

References:

Ed. Code Section 70902 (b) (3)
Title 5, Sections 55031, 55032, 55033, 55034
BP 4250 replaces the relevant portions of BP 4220.

El Camino College Adopted: 7/20/09

Amended: 2/16/10, 5/16/16

Reviewed by Ed Policies 9/28/21

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 Superintendent/President 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 advisory committee is to make recommendations on staff, student, and instructional improvement activities. For classified staff professional development, the advisory committee collaborates with the Professional Development Supervisor and the Classified Staff Professional Development Committee. For faculty professional development, the advisory committee consults with the Academic Senate, through the Faculty Development Committee.

The Classified Staff Professional Development Committee collaborates with the Professional and Learning Development 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.
~~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 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:

5. Improvement of teaching
6. Improvement of services to students
7. In-service training for vocational education and employment preparation programs
8. Intersegmental exchange programs
9. Development and maintenance of current academic and technical knowledge and skills
10. Institutional effectiveness and training to meet institutional needs and priorities
11. Development of innovations in instructional and administrative techniques and program effectiveness
12. Courses and training implementing equity programs and equal opportunity employment practices, policies, and legal mandates
13. Instructional and workforce technology
14. Training required by laws, codes, and regulations
15. 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 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

Land Acknowledgement Syllabus Statement

Our class convenes on the ancestral land of the Gabrielino-Tongva people, the traditional caretakers of Tovaangar (Los Angeles basin, So. Channel Islands). The El Camino College community benefits from the violent displacement and disenfranchisement of those who lived on this land for generations. We pay our respect to the Gabrielino-Tongva people, past and present, and their connection to this space. We are also aware of the racially discriminatory condemnation of the Gordon Manor tract, a Black residential development project proposed for this land in 1926. We acknowledge a history of involuntary sacrifice that allowed for the establishment and continued existence of El Camino College.

EDIC 10/26/21

FDC 11/9/21



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

Institution Name: El Camino College

Date: 11/12/2021

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale XScaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Meta-majors and program pathways for all degrees and certificates offered at El Camino College are in Program Pathways Mapper and are accessible on our website. They were developed in collaboration with instructional faculty, staff, counseling and library faculty and students. • Meta-major graphic items have been developed to help each area establish an identity and to be used in marketing events and announcements . • Meta-major success teams have been established with cross- functional teams to offer students wrap around support. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • CCCapply will need to be updated so that students can declare a meta-major if they are unsure of their major at time of application. For financial aid purposes these undecided students will be linked to a general studies or general science degree. Currently this alignment exists for most meta-majors without curriculum changes–Meta-majors will also be identified at time of application for students who know their major. • Updating program maps will be added to the curriculum process in order to ensure that updates are made on a regular basis.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • Meta-majors were introduced at New Student Welcome Day and the Student Support Expo in 2020. Success teams participated and presented. In summer 2021, a “Warrior Welcome Week” was instituted in which two meta-majors were showcased each day. • General counseling moved from divisional assignments to Meta-majors. Full-time and part-time general counselors are assigned to a specific meta-major. Discussions around holistic counseling support have begun. • Student Support hub has been created within canvas with meta-major modules. • Career center website has been redesigned with specific career resources for meta-majors. • All currently declarable degrees have been aligned with meta-majors in Ellucian. Attributes have been established in order to align students declared major to a meta-major. This is important for personalized messaging 	<p><i>Timeline for implementing next steps:</i> Fall 2021 for Fall 2022- Adding meta-majors to CCCapply to start for Fall 2022.</p> <p>Spring 2022- Discussions about including program pathways mapper in curriculum process.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>along with data analysis.</p> <p>Term, if at scale or scaling: Fall 2020</p>	
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Ellucian has limitations with meta-major mapping, which is needed in order to update CCCapply with meta-majors. <p>How to get everyone on campus to understand their role within a Guided Pathways institution.</p> <p>Data to</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Support from EDD to meet with the Counselors in discussion of labor market trends, and occupations that are in high demand in this area. • Continuing to connect with other GP teams at other campuses to see how they are incorporating other areas outside of Academic Affairs and Student Services into Guided Pathways work.
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • All CTE programs have active Industry Advisory Committees that meet at least once a year and provide input on program development, curriculum, and industry needs. • A College Job Developer has been hired as part of the Career Education Office and Strong Workforce program to increase industry and employer partnerships, provide job placement 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team.

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		<p>services and work with college Industry Advisory Committees to leverage industry in order to increase job opportunities, industry partnerships and career networks available to our students.</p> <ul style="list-style-type: none"> • The Warriors Hiring Fair will be hosted bi-annually to provide current college students with opportunities to meet employers who are hiring for part-time and full-time jobs. In Fall 2019, over 60 employers, all of whom were hiring, participated in the Hiring Fair. • Career information is included in the Program Pathways Mapper and the Career Center website has been redesigned with Guided Pathways at the core of their foundation. • Human Development offers multiple sections of HDEV 105 Career and Life Planning and HDEV 115 Career Development Across the Lifespan each semester. HDEV 105 has also offered in contextualized formats to provide career preparation directly relevant to industry and technology programs. • K-12 Career Pathways include a multi-year sequence of dual enrollment or articulated college courses that lead to high growth, high wage careers based on Labor Market 	<ul style="list-style-type: none"> • Work-based learning is being incorporated into High School Career Pathways using cooperative work experience, service learning, summer part-time jobs, and industry workplace fieldtrips. • A Career Education & Placement office will provide job placement services through a collaborative partnership with the South Bay Workforce Investment Board (SBWIB). Staff from the SBWIB will be providing resume and internship workshops, assistance with hiring events, on-campus recruitment opportunities, and one-on-one job search assistance. • The office of Career Education & Placement will offer mobile career placement services via an electric cart. This cart houses a TV, pc tablets, and printer. The cart will be stationed at various locations across campus in order to better meet student where they are. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing--Continue development of the case-managed counseling as part of meta-major success teams. • Ongoing (on hold)-- Mobile career

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		<p>Information data and are clearly linked to ECC certificates, degrees, and/or transfer pathways. Currently the college has the following K-12 Career Pathways: Engineering Technology, Automotive Technology, Education/Child Development, and Construction.</p> <ul style="list-style-type: none"> • The library supports career exploration through book displays and program exhibits. Some frequent department displays include photography, art, auto collision and repair and fashion. • The program review template was updated in Spring 2021 to include career and employment data and analysis. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p>placement cart will provide on-campus services.</p> <ul style="list-style-type: none"> • Ongoing (on hold) - Career Education & Placement office will open for students to find jobs and internships, participate interview preparation & resume review workshops. 							
<p>1. b. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i> Looking at each program and identifying potential barriers to employment as it relates to students with disabilities and providing community resource information for supports needed.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
Technology	Reporting/data									
Other										

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<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>✗ Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The college currently offers Career Coach to our students includes this link on the career center website. The college has implemented an online job board Job Speaker as part of the Warriors Jobs program to provide students with access to employment opportunities that range from internship to full-time and part-time employment. A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers. Career information about each major is published alongside program maps Each Area of Study page has information on job trends, salary ranges, career possibilities, learning outcomes, breadth of degrees and certificates found within Area of Study. and links to catalog and program maps. Example: AJ program page: https://www.elcamino.edu/academics/areas-of-study/administration-of-justice.aspx. The College website was redesigned and launched in Fall 2021 to incorporate meta-majors. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> K-12 Career Pathways website is being developed to provide information for service-area K-12 schools, teachers, parents and students about Career Pathways that includes labor market information, dual enrollment, high school articulation and existing K-12 Career Pathway programs. The college has started developing meta-major information sheets for each major within our meta-major groupings that describe career related information for various majors found at ECC. The project is under development by Counselor Selene Ortiz Aguilar at FYE, with consultation by Taryn Bailey and Career Counselor Henry Ta. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2021 and on- videos to be developed to add to program pathways mapper. Spring 2020 – K-12 Career Pathways website will be available. Spring 2022—meta-major information sheets will be finished and available to students

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data Other</p>		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character) • College webmaster and ITS Support services.
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date:</i> (2,500 character)</p> <ul style="list-style-type: none"> •Program maps have been published online using Program Pathways Mapper. •Guided Pathways division liaisons met with individual departments to further work on the program maps. All 203 program maps are completed. •The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Starfish). All educational plans are now created in ECC Connect. • Educational planning is a core theme and student learning outcome in all Human Development courses. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> (1,000 character)</p> <ul style="list-style-type: none"> • Additional maps will be created to account for part-time student pathways (3 or 4 years) as well as various transfer destinations. These maps will be input into ECC Connect in order to provide students with clear and consistent information across the board. • Milestones for each major will be identified and incorporated into Degree Planner • Based on the information in the program maps, courses will be sequenced so that no matter whether the student is a part-time or full-time

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		Fall 2020	<p>student, educational plans can be populated easily.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Starting in Summer 2021 (and beyond) additional program maps will be created, starting with the degrees and transfer destinations that the most students choose. • Spring 2022-- Milestones will be identified by success teams for the majors. • Fall 2022--Milestones implemented into Degree Planner. • Fall 2022—start course sequencing project
<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>X Regional training On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The challenges are identifying data collection and communication tools to most effectively communicate with students about milestones and progress.</p>	<p><i>Support Needed - Detail: (1,000 character)</i></p> <p>The campus needs training with respect to setting and utilizing milestones for students. How many milestones should there be in a pathway? What does it look like for a students to follow a path that includes particular milestones? What types of milestones should be set? Practitioners need models and processes to utilize in order to accomplish this work.</p>	

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<p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p>Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The co-requisite clearances have been programmed into the system <p>Counselors have been trained on clearance levels for the new math co-requisite courses.</p> <p>* Evaluation of co-requisite clearances for math and English are continuing</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to evaluate Math and English corequisite and overall success data being sure to disaggregate for disproportionately impacted groups.</p> <p><i>Timeline for implementing next steps: ongoing</i></p>
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams X Regional training X On campus /individual training Technology X Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Training and commitment from our full and part-time teaching faculty in all areas.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Incorporating equity minded teaching practices in all of our courses to continue to help closing the equity gap for our disproportionately impacted populations.</i></p> <p>Data evaluation in order to see what is working and what isn't so that adjustments can be made as needed.</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Career advisory has participated in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot. • In addition to Human Development’s campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation to College and Educational Planning courses are offered as dual enrollment courses with local high schools. • El Camino counselors have provided training to local high school educators on career assessment tools that can be utilized at area feeder schools. • ECC connect is being used for educational planning by all outreach counselors. This educational planning 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Follow up career service protocol is being designed to respond to personal self-assessment. • Discuss further integration of career support and information into Guided Pathway efforts. • HDEV career courses are being contextualized to degree programs and added to program maps. HDEV is collaborating with colleagues in STEM and MESA to pilot contextualized HDEV courses for STEM students. • Additional sections of Human development courses will be offered at partnering high schools through dual enrollment. For instance, in Spring 2021, sections of HDEV courses will be offered at DaVinci and Hawthorne. • The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions.

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		<p>process assists new students to select a program of study and develop a program plan prior to the start of that semester. The Career Center offer workshops to students who are uncertain of their major.</p> <ul style="list-style-type: none"> • Fall 2019 meetings to discuss alignment with Career Education, K-12 Career Pathways and Guided Pathways. • Implement the resources of Roadtrip Nation. • Non-credit versions of HDEV 101, 105 and 107 courses have been developed and are being reviewed by curriculum committees. A related certificate is also being developed. • HDEV 107 Navigating the Transfer Process is being offered in Spring 2021 for the first time in several years. It is being taught by counselors from the Transfer Center. • Discuss further integration of CTE programs, career and job placement support services with Guided Pathways. • High school students join K-14 Career Pathway programs based on their career 	<ul style="list-style-type: none"> • Consider how students with disabilities are affected by a faster timeline to choose a program of study and adjust as necessary. Students with disabilities require more time in assistance with career exploration and vocational guidance and counseling with options, and choosing a program of study. The concern here is colleges are feeling rushed to put together a full program as soon as possible. This will be counterproductive for students with disabilities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Follow up career service protocol will continue to be expanded. • Discussions with the career advisory about integrating career and guided pathways will continue indefinitely.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
		<p>interests. K-14 Career Pathways provide high school students with the opportunity to explore an industry-based area of interest, participate in career exploration activities and participate in work-based learning opportunities. K-14 Career Pathways provide a clear sequence of dual enrollment courses that are linked to college certificates, degrees, &/or transfer.</p> <ul style="list-style-type: none"> Starting in 2021, College-night will be organized around Meta-majors instead of traditional divisions. K-12 Career Pathways have been mapped with the college’s Meta-Majors and programs. The career center webpage has been updated to reflect Guided Pathways. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>									
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.</p>
Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Success teams have been formed and are designed to support students and 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continue to promote use of ECC connect. 								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	Planning to scale X Scaling in progress At scale	form a community for students in each meta-major. <ul style="list-style-type: none"> • Since Spring/ Summer of 2016 ECC Connect has been used for mid-term and progress reports enabling professors to flag/ refer students in need of additional support. ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. The college continues to increase system utilization of ECC Connect and system usage has expanded to courses with low retention rates. Each meta-major success team now has an ECC Connect liaison to further promote use of the system in each meta-major. • Currently the Natural Science division is offering support workshops to support students in Chemistry 4. • Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. PASS mentors are embedded in all myPATH classes in BSS. • HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History. 	<ul style="list-style-type: none"> • Continue using the MyPath model in Meta-Majors beyond Behavioral and Social Sciences. • Evaluate effectiveness of support courses in Math and English • Embedded counseling in key major courses is where we would like to scale and measure effectiveness. • Evaluate effectiveness of embedded counseling. • We are discussing tailoring HDEV 110 for each meta-major so that students have the opportunity to explore majors and careers in their particular meta-major. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • HDEV 110 for each meta-major will be offered starting in Fall 2022.

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		<ul style="list-style-type: none"> • Since the Fall 2020 semester, the Counseling department has piloted Counselor Partners in gateway courses that span across six of the meta-majors. This is an attempt to scale some of the best practices from embedded counseling into more sections. Counselor Partners have been assigned to 185 sections across 23 courses. • Counselor Partners are a success network that allows counselors to assist students in meta-major gateway courses. Counselors are focusing on ensuring students that have needs are connected to the appropriate resources, including academic and basic needs resources. In order to address the equity gaps, there is focus put on disproportionately impacted students and data is looked at to intentionally reach out to students. For example, students that are not meeting Satisfactory Academic Progress (SAP) or students that do not have an educational plan are reached out to for a Counseling appointment. • Counselors can make class visits upon request of the instructor or create video message for asynchronous sections. Student services and meta-majors are also creating canvas modules to connect students to services. Pre-recorded videos and workshops, as well as links to 	

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		<p>services are consolidated in the Canvas Student Services Hub.</p> <ul style="list-style-type: none"> • Gateway courses have been identified for all seven meta-majors. Now success teams are moving on to develop plans for interventions to help more students succeed in these courses and ultimately complete their educational goal. • The library and learning resources division is redeveloping the academic strategies courses (which were previously housed in Humanities), and will start offering them in Fall 2021. • Regional strong workforce is supporting the installation of technology-enhanced “Zoom” classrooms. These rooms have cameras at strategic locations to allow instructors to focus more closely on the demonstrations in class while we are all online during the pandemic. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2021</p>	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>	<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering</i></p>	

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			<i>ways to be more efficient, including group educational planning and targeted workshops.</i>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705. • Embedded counseling program was implemented in gateway Math courses in Spring 2020. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. SITE Inquiry groups have formed. • The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support classes which provide the extra support needed in successful completion of the class. • ECC Connect presentations were delivered at math department meetings in Fall 2019. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. Evaluate effectiveness of support courses in Math. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Pilot for embedded Evaluation of Math support courses is ongoing.

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		<ul style="list-style-type: none"> The EDEV-38 class is a math support class that students with disabilities can take in addition to My Math Lab. Students work with faculty who have expertise in the education of students with disabilities. The additional supplemental instruction in a smaller class environment will enable the student to better comprehend and understand their material. The EDEV-38 class also has Instructional Assistants who assist the Instructor and work more closely with groups of students who require more work and practice in the subject matter. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019</p>	
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>

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<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The math division and English department have developed co-requisite support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705. • ECC Connect continues to be utilized for the Early Alert Feature. Referrals and flags are normally responded to within 48 business hours, • Instructors use ECC Connect referrals to identify students that may need additional support. Scaled in Fall 2020, success coaches also assist in outreaching to students and responding to and following up on ECC Connect referrals. Further, designation of the meta major is in process of being added to ECC Connect to allow for streamlined response by success coaches and for counselors assigned by meta major or within special programs. • Full-time instructors can count time spent completing ECC Connect referrals and flags toward their mandatory FLEX credit hours 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. • Evaluate effectiveness of support courses for English. • Provide Success-Team led workshops for students in any meta-major who struggle to pass English 1A or 1AS (first workshops to be held in November 2021) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Evaluation of English support co-requisite courses and embedded support is ongoing.

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		<ul style="list-style-type: none"> • The co-requisite transfer-level English course is supported by a department committee • Current data on throughput (% of students completing 1A or 1A/S over the course of one year) show that more students are completing transfer-level English courses after one year than before implementation of the co-requisite model • SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with faculty adjust to AB705 implementation, and it is continuing to support English and math faculty teaching gateway, and support courses. SITE has evolved and broadened. It now helps instructors and programs across disciplines and campus. It functions to create equity focused classrooms. It offers Summer and Winter Institutes and FLCs, which all have deliverables. It has also created the Teacher’s Lounge https://sites.google.com/view/eccenglishteacherlounge/site, which houses resources for faculty; it puts out a regular news letter <i>Off-SITE Blasts</i> all tied to equity, and offers resources; it offers trainings of various kinds. 	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • Human Development and English have created FYE learning communities to support students. • The Special Resource Center has 15 Educational Development Classes which assist students with disabilities who are academically underprepared to succeed in the program-relevant courses. This includes a math support Educational Development class and lab. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Spring 2019</p>	
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • English support courses have been in place starting Spring 2019. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Embedded counselors in key major courses will be piloted.

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	<p>Not systematic Planning to scale X Scaling in progress At scale</p>	<ul style="list-style-type: none"> • Math support courses have been in place starting Fall 2019. • Support courses in both areas are based on multiple measure information from the student’s high school academic background. • In Fall 2020, MyPath (formerly SER) is also piloting extending sections into meta-majors. In these sections, instructors receive equity training and there is a dedicated access to an assigned counselor. For Fall 2020, there a 3 sections within two courses being piloted in STEM and Health and Community Wellness. • The Counseling Partners model continues to evolve as the effect of best practices are evaluated. The Counseling Partners and MyPath initiatives are aligning to support Guided Pathways and Equity initiatives. Although English 1A with support sections were included in the counseling partnerships during Fall 2020, in Spring 2021, the Counseling department will assign an embedded counselor to the English 1A/1AS sections. This will allow for a one to one partnership for faculty and counselor, similar to the previous TOP model. Math courses with support, Math 150/150S, Math 170/170S, Math 180/180S, and Math 130/130S were 	<ul style="list-style-type: none"> • Students will be referred to Human Development’s success classes instruction in educational planning, study skills, and soft skills necessary for success in college. • The goal is to eventually merge the culturally responsive pedagogy components of MyPath with the Counseling Partners models to scale across multiple sections in each meta-major. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Evaluation of English support co-requisite courses and embedded support is ongoing.

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		<p>among the math courses with counselor partners.</p> <ul style="list-style-type: none"> • Embedded counseling and embedded tutoring programs are established in English support courses. Embedded English tutors receive specialized training and participate in workshops and tutor - instructor meetings held by the Writing Center • A survey places students into the appropriate classes based on the self reported information that they provide. This process will continue to be evaluated and updated as needed. • The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support class labs that students with disabilities can take in conjunction with collegiate level courses to provide the extra support needed for successful course completion. <p>Designated sections of HDEV 101 and 110 are scheduled for SRC students.</p>	

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		<ul style="list-style-type: none"> • Success coaches have been hired for each meta-major to support students who are not in a cohort (special program). Students receiving ongoing support from success coaches throughout the semester were recruited to fill out a personal success plan (PSP) on ECC Connect. Based on information from the PSP, students were put into one of three groups based on need (high, medium, and low need). They will experience tailored interactions with a success coach for their meta-major based in their degree of need. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>
<p>f. The college works with high schools and other feeders to motivate and prepare</p>	<p><i>Place an X next to one:</i> Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

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<p>students to enter college-level coursework in a program of study when they enroll in college.</p>	<p>Not systematic Planning to scale X Scaling in progress At scale</p>	<ul style="list-style-type: none"> • Currently the college holds an annual El Camino College Collaborative in which local high school counselors, psychologists, and teachers are invited to campus to collaborate on how to best meet the needs of their students • The Outreach and School Relations department provides prospective students with college admissions assistance, workshops, campus tours, special events and other support services to educate prospective students about the college, including information about Meta Majors. Annual Warrior College Night and Smart Start Saturday events provide prospective and new college students with enrollment services, campus tours, and information about Meta Majors, academic & CTE programs and student support programs. Outreach also holds Prep for Fall Week with a weeklong series of workshops designed to help new students transition to college. The highest attended workshop had 175 participants. Finally, New Student Welcome Day was the major opportunity for students to learn about meta-majors, program mapper and connect with their success team. • The Office of Dual Enrollment facilities communications, CCAP and ISA agreements/MOUs and 	<ul style="list-style-type: none"> • Refine dual enrollment to create stronger pathways from high school to El Camino College. • Provide technology to Outreach to meet the needs of this incoming population. • K-14 Career Pathways in Construction & Cloud Computing are confirmed and Public Safety & Cybersecurity are in development. • A Student Support Taskforce is convening to identify support services for high school students enrolled in dual enrollment classes and K-12 Career Pathways. • Translate into Spanish the high school Dual Enrollment & Articulation student information packets. • The Educational Development Program is looking to pilot specific Educational Development Courses into the Dual enrollment program where local high school program students in Special Education may begin to take the Special Resource Center's Educational Development Classes while students are in their junior or senior year. The Special Resource Center has reached out to 2 High Schools with this project and both

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		<p>coordination with high schools, districts, and college divisions and faculty to expand new and support existing dual enrollment classes.</p> <ul style="list-style-type: none"> • Academic counselors, college faculty and administrators serve on the Dual Enrollment Advisory Committee to provide insight, policy and practical guidance to the program. This group meets each semester. • Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students. This is especially critical when moving to working from home. In addition, outreach counselors have created portals for their students to streamline contact and communication with assigned high schools and students. These portals contain all crucial information pertinent to onboarding as new students, and supporting while dually enrolled. • South Bay College Promise continues to expand to more students and now offers two years of tuition fee waivers, priority registration, counseling services and other support services through the college success & support programs. Students not in a student support program will receive support and services similar to support 	<p>have expressed an interest in this collaboration.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

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		<p>programs from their assigned meta-major success team.</p> <ul style="list-style-type: none"> • Current K-14 Career Pathways: Engineering Technology, Cloud Computing, Cybersecurity, Construction, Automotive Technology & Education Career Pathways add new student cohorts at the start of each academic year thus expanding all three pathways. The K-14 Career Pathways office coordinates with the Outreach department to provide CTE-specific workshops, CTE tours, school career fairs and classroom presentations. Dual enrollment classes and structured K-14 Career Pathways expose high school students to college level work, help students who are undecided about going to college to develop self confidence in their ability to succeed in college and clearly communicate the many career pathways available at the college. • Industry site visits and work-based learning are embedded into all K-14 Career Pathway programs to provide high school students exposure to employer expectations, networking, and industry needs and career opportunities. • The Engineering Career Pathway program in 2021-22 is offering 35 	

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		<p>dual enrollment classes each semester at 8 high schools. There are 41 articulation agreements with 12 high school to provide Engineering course credit for their Project Lead the Way Engineering students.</p> <ul style="list-style-type: none"> • The college has 50 active high school articulation agreements that provide high school students the opportunity to earn articulated college credit. • The Special Resource Center works closely with local area high schools in providing information about services and programs offered within the Special Resource Center (SRC). The SRC Counselors provided an orientation to high school students about El Camino College and the support services offered. Counselors meet with students individually. Counselors use IEP and High School Transcript as a multiple measure tool to advise and recommend courses that will assist students as they transition from High School to College. Counselors may recommend the Educational Development Program Courses to provides students the supports needed in conjunction with the collegiate level coursework they are taking. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	

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<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>X Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	X Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	X Technology	Reporting/data	X Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and K-12 Career Pathways. • Academic divisions encourage their existing faculty and/or hire adjunct faculty to teach dual enrollment classes. • Adjunct job descriptions include a statement about the possibility of teaching off-campus dual enrollment classes. • Stipends incentivize and compensate college faculty & high school dual enrollment liaisons and teachers to attend the Dual Enrollment Faculty Orientation & Training event. • Funding for high school Career Pathway industry site fieldtrips and Career Pathway parent & student Orientation events. • Funding to purchase a Portable College Id Machine that can be taken to high schools for dual enrollment & Career Pathway students to get their student id card so they can access college support services. 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Academic division and faculty support for the development of new and expansion of existing K-12 Career Pathways, dual enrollment classes, and high school articulation agreements. • Attracting, recruiting & retaining faculty to teach off-campus dual enrollment classes. • College faculty and K-12 teacher collective bargaining understanding and support for dual enrollment. • College faculty need training and division support to adapt to the unique challenges and needs of teaching high school students enrolled in dual enrollment classes. • Dual enrollment & K-12 Career Pathway students cannot access many college student support services without a college id card. • A majority of the college’s service area high schools have large numbers of parents who are non-native speakers. • Transitional programs between the High Schools and the Colleges are weak. Stronger transitional programs to assist students in preparing for college and knowing what the
X Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
X Technology	Reporting/data										
X Other											

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		<ul style="list-style-type: none"> • Dual Enrollment and K-12 Career Pathways needs multi-lingual written and presentation speakers to provide information in Spanish for students and parents who are non-native speakers. 	<p>expectations are need to be strengthened.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Campaign for students to update their major began in Spring 2019 at the Career & Majors Fair. An additional campaign to make sure students are in the correct major took place from Oct. 19-23, 2020 and will continue to be offered on a yearly basis. This will ensure that student educational plans that are being developed with students align with the declared major in the student information system. • Meta majors have been determined, and program maps have been drafted in order to provide clear information to students about pathways they should follow and give counselors a basis for monitoring student progress. The program maps have been published in Program Pathways Mapper so that the information is available to students. • ECC Connect is being used for educational planning, which this 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Sequence of courses from program maps will be input into ECC Connect for use by counselors when creating educational plans to make it possible to monitor student progress. • Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data. • The communication workgroup has developed a list of milestones and check-in points as well as message templates to send messages, reminders, and nudges to students to help them stay on the path. These messages will mostly be sent through ECC Connect, but other platforms such as REGROUP or CRM Recruit may also be used. • Develop a way to assess the effect of the success coaches on student success.

		<p>allows the student to monitor their progress and plan their courses.</p> <ul style="list-style-type: none"> • Advisors and success coaches have been hired and are working with students in response to referrals raised in ECC Connect. • Affinity and meta major success teams have been developed and are continuing to be refined. These are models for comprehensive student support. Their efforts include participation in New Student Welcome Day, the Student Support Expo, and Majors Week; they are working on increasing usage of ECC Connect among faculty, and establishing the “MyPATH” model in the various meta-majors. They are also working on their own efforts to increase student retention, increase the number of students who complete transfer-level math and English in the first year, and increase the number of units students complete each year. • Success coaches have been hired for each meta major. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Program maps will be added to ECC connect starting in Summer 2021 and continuing through completion. • Success teams are established and being developed; they will be fully established by Fall of 2022. • Define the Advisors position and establish role within the meta major.
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

<p>Regional training XTechnology XOther</p>	<p>On campus /individual training Reporting/data</p>		<ul style="list-style-type: none"> • Technology and integration with the Colleague system continues to be a challenge. • More understanding and awareness in that students with disabilities may take longer with “keeping students on path” than traditional students who are not disabled.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Place an X next to one: Not occurring Not systematic XPlanning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The counseling division is now entering all educational plans into ECC Connect. • With their educational plan entered into ECC Connect, students can easily see how far they’ve come and what they need to do to complete their program. • Admissions and Records hired a consultant to create a course equivalency table to match El Camino courses with equivalent courses at nearby community colleges. • The communication workgroup has worked to create messaging to send to students who reach particular milestones such as completing their transfer-level math and English requirements, reaching 30 units, and the point at which to apply for graduation. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • The equivalency tables need to be input into Colleague to facilitate the course equivalency determination process. • Some of the messaging developed in the communication workgroup will be piloted on ECC Connect. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • The equivalency tables will be input into Colleague in Summer 2022. • The pilot for sending messages on ECC Connect will take place Spring 2022.

		Fall 2020	
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training XTechnology Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i> <i>Technology and integration with the Colleague system continues to be a challenge.</i>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • ECC Connect does not have the ability to send an automatic flag when a student falls off their program plan; however, this capability is still being investigated as to the prospect of using it at ECC. • Faculty can currently flag students that are having difficulty in their classes. • ECC Connect now has the ability to filter students based on metamajors, and success coaches (grad interns) are assigned students to follow up based on meta-major. However, more staffing is needed to meet the demand for following up with students. • During the pandemic, the Warrior Pantry has continued to serve students utilizing a drive-through model. The Drive-Thru Warrior Pantry is open twice per week. The Warrior Pantry is also offering a drive-thru Trick or Treating event for students with families. Cal Fresh application assistance continues to be 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Investigate the possibility of sending automatic flags to students when they fall off the path. • Continue to increase staffing for success coaches. • Two year scheduling based on program maps • All students to complete the El Camino College Intake Form • All student to follow a Personal Success Plan • Students earning a AA, AS, AAT, AST, certificate of completion and certificate of accomplishment to receive and Ed Plan • Counselors are methodically going through and identifying who has an ed plan. <p><i>Timeline for implementing next steps:</i> Ongoing</p>

		<p>available to students in a virtual environment. Metro U-Pass is available, however there are also many bus lines offering free rides as a result of COVID-19. The Warrior Closet has paused in-person services, but the option of drive up services are being considered for students who may have an immediate need.</p> <ul style="list-style-type: none"> • Emergency grants are available to students using SEA and foundation funds. Additionally, there are COVID-19 emergency grants available from CARE funds. • The college purchased laptops and hot spots to lend to students using CARES funding, and this has benefitted students in being able to access remote courses. • Counselors are methodically going through and identifying who has an ed plan <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>XTechnology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>

			<p>Functionality to track when students are off the path is not available in ECC Connect from the vendor.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <ul style="list-style-type: none"> • Counselors encourage students on these academic paths to meet with their major counselor on a regular basis. Students that are unlikely to be accepted into a competitive program are redirected to another school's program or to a different program. Information sessions, workshops and school panels are offered to provide students the information that they need to become a competitive applicant. • Meta-majors have been established and are being developed. One beneficial feature of this model is that related majors are grouped together so information about majors related to limited-access programs is readily available. This information is available both on the Program Pathways Mapper website as well as on the modules for each meta-major on the Student Success Hub on Canvas. <p>Term, if at scale or scaling:</p>	<p>Next steps: (1,000 character)</p> <ul style="list-style-type: none"> • Community collective model for support services will be designed to be implemented. Student success teams will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and to provide redirection options immediately. <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • Community collective- Designing support levels to be implemented by Fall of 2022 pending identification of gateway and key courses by meta major and allocation of funding.
<p>3. d. Support Needed? Type of Support - place an X next to one or more:</p>		<p>Support Needed - Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>

<p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams X On campus /individual training Reporting/data</p>	<p>Training support for Counselors and Advisors in terms of working with students in re-directing them to another more viable path to credentials and a career.</p>	<ul style="list-style-type: none"> • A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops. • Understanding the amount of time during this process and not rushing students, especially those with disabilities into choosing another career path once they've discovered that it would be unlikely that they would be accepted into limited-access programs. More Vocational Guidance and Counseling around this will be needed in assisting this population of students in selecting another career.
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins. • All Counselors are using ECC Connect degree planner, and there are now only rare instances where degree planner is not used to complete educational plans. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to encourage use of ECC Connect by all faculty including counselors. Course recommendations from educational plans to determine when to offer specific courses. • Consider how the faster timeline to complete programs affects special populations such as students with disabilities, students working full time, with family commitments, etc. The concern here is; “completing their programs in as short a time as possible”. This is an area of concern

		<p>BSS identified and scheduled more sections of bottleneck courses in Psychology, Childhood Education, and Political Science. Additional sections of Psychology 9B, CDEV 125, POLI 7 & POLI 10 are helping students move more quickly to degree completion.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>as it relates to students with disabilities. Their disability may prevent them from completing their programs in as short a time as possible and to have this be the focus is of concern. Or, their disability requires that they take more time in completing their program in order for them to succeed. The emphasis on success should not be based on the shortest length of time, especially for this population.</p> <ul style="list-style-type: none"> • Review data from ECC connect to inform offerings. This option is currently being reviewed. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •ECC Connect – ongoing. •Review data from ECC connect to inform offerings--ongoing
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>XTechnology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs. •General Education courses are aligned to CSU/UC admissions requirements. •Many programs have developed ADT degrees which articulate to CSU standards for lower level major course work. •Program Learning Outcomes are regularly assessed and periodically reviewed. • Job and career outcomes have been added to program review. The following data will now be collected and analyzed as part of the program review process: annual salary, living wage attainment, and job in field of study. • Transfer data has been added to program review, and faculty are asked 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •Transfer programs continue to develop Associate Degrees for Transfer. • New ILOs will be approved by January 2022. • Assessment of the new ILOs will begin in Spring 2022 with data collection of the first ILO. <p><i>Timeline for implementing next steps:</i></p> <p>Assessment of new ILOs—spring 2022 Development of AD-Ts--ongoing</p>

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		<p>to assess how well their curriculum and SLOs/PLOs align to transfer institutions.</p> <ul style="list-style-type: none"> • ILOs have been rewritten to reflect the four pillars of Guided Pathways. In the last report, it was stated that the college is planning for PLOs to align with meta-majors; however, because the current PLOs function well, and it would be problematic to introduce an extra level of learning outcomes and assessments at the meta-major level, it was decided instead to change the ILOs, which historically have not functioned as well as the SLOs and PLOs given their singular focus on academic affairs and the difficulty of assessing them meaningfully. The new ILOs which reflect the four pillars of Guided Pathways have a greater potential for meaningful assessment as well as a more holistic view of student learning which takes into account other areas of campus such as student services and administrative services. • The college is moving forward with using Canvas to assess SLOs using the “Outcomes” feature, which will make it possible to disaggregate data into race/ethnicity, sex/gender, and other 	

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		<p>categories as Canvas can collect data that includes student ID numbers. In Spring 2022, SLO facilitators in each division are choosing key to run a pilot to see how “Outcomes” work in Canvas with a plan to continue to expand the effort in the coming semesters.</p> <ul style="list-style-type: none"> •The following pathways are currently being developed: Warrior Toro computer science pathways that leads into CSU; Childhood Education pathways that lead into CSU. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2015</p>								
<p>4. a. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Policy guidance</td> <td style="width: 50%;">Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Challenge or barrier: (1,000 character)</i></p>
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Other										
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Course approval requires demonstration of critical thinking assignments. • Professional Development opportunities exist in which faculty 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •Continue professional development to encourage equity-minded and active learning strategies. • Implement MyPATH courses in all the meta-majors, starting in Fall 2022. 							

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<p>communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>X At scale</p>	<p>learn techniques to engage students. There are many groups on campus, including the Guided Pathways implementation team, the SITE team, the Online and Distance Education department, and the Faculty development committee, which offer ongoing professional development on topics around equity-minded pedagogy and active and applied learning. A new opportunity is currently being developed called the “Equity-Minded Teaching Institute” which is being planned by a team of 9 faculty from a variety disciplines to help faculty assess their courses and employ more equity-minded teaching practices. The EMTI is planned to be offered in Winter 2022, and will be an ongoing professional development opportunity for faculty.</p> <ul style="list-style-type: none"> • Meta-majors have now been identified, and learning experiences are being designed around meta-majors. The “MyPATH” course model, which brings the four pillars of Guided Pathways to the classroom level, has been successful in the Behavioral and Social Sciences for four years. In courses designated as “MyPATH,” the instructor uses culturally-relevant pedagogy; a counselor is embedded in 	<p>STEM and Health and Community Wellness have already started offering MyPATH courses.</p> <ul style="list-style-type: none"> • Meta-Major specific HDEV 110 in Fall 2022 • HDEV 101 for STEM in Spring 2022 • ILO’s • Semester long Professional Development Training • Application to reduce the caps on courses <p><i>Timeline for implementing next steps:</i> Ongoing.</p>

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		<p>the course and students prepare to meet with the counselor to create their educational plan by filling out a career assessment; also, each section includes a PASS mentor, a successful former student, to guide students through not only the content, but also through the college. Also in the Behavioral and Social Sciences, a Social Sciences 101 course has been implemented, which is in the CSU GE and IGETC general education requirements. This course helps students explore the different majors within Behavioral and Social Sciences, and is a good fit for students who know they want a major within this meta-major, but are not sure which one to choose.</p> <p>Term, if at scale or scaling: •Fall 2014</p>									
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • It would be useful to learn how other campuses are using their meta-majors as a vehicle for active learning—particularly when it comes to students “choosing a path.” 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • There is just a desire to learn about best practices in using meta-majors as a vehicle for active learning. • We need to ensure that all learning is equity-minded and inclusive.
Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
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		<ul style="list-style-type: none"> • Campus wide training in that all instruction programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all classroom instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom. 	
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences, fire and emergency technology, sign language interpreting, and child development. •There is a study abroad program that runs once per year; however, this has been put on hiatus due to the pandemic. The plan is for this program to resume once the college is back in-person, and for it to increase its annual offerings. • Each semester, Human 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • We have established meta-majors and meta-major success teams, which will open up possibilities for more experiential learning tied to major clusters. • Meta Major specific webpages with internships, scholarships, clubs, Federal Work Study positions. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • As the pandemic lessens in severity, efforts will continue with respect to

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		<p>Development courses require service learning assignments which result in students completing over 5,000 hours of service per year with nearly 50 community organizations. Service learning is on hiatus during the pandemic.</p> <ul style="list-style-type: none"> •Apprenticeship grants are offered during the summer. •MESA coordinates internships with university and industry partners. •The college’s Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students. •Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. Internships, cooperative work experiences, and apprenticeships are posted to the Job Speaker system as they become available; however, the pandemic has severely limited these opportunities, so very few are currently available for students. • Cooperative education courses (numbered 95) are offered in 20 programs around campus. 	<p>service learning, internships and the like.</p>

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Policy guidance	Connections with other GP teams										
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<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle. •Program level assessments include a combination of course level assessments taking place during a particular assessment cycle. •The review cycle is on the website. 	<p><i>Next steps: (1,000 character)</i></p> <p>SLOs and PLOs will continue to be assessed on an ongoing basis; SLO and PLO results are reviewed every four years as part of the program review process.</p> <p><i>Timeline for implementing next steps:</i> Ongoing.</p>								

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		<ul style="list-style-type: none"> •SLO results are in the program review which is reviewed by committee and available on the website. • MyPATH and Social Science 101 instructors conduct student surveys in their classes to gauge student need, learning, and skills acquisition. <p>Term, if at scale or scaling: Spring 2014</p>	
<p>4. d. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Results of Course and Program level learning outcomes are a component of program review. Results of SLOs and PLOs are used mainly to improve teaching in each course and program. • There has been a big push recently to offer more professional development opportunities around the theme of equity and anti-racism. This development was informed by reflecting on course success and 	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to make use of SLO and PLO results to examine equity gaps and deploy professional development opportunities for faculty to develop a more equity-minded campus culture.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</p>

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		<p>retention data which showed large equity gaps across the institution. According to a recent MOU between the faculty union and the district, faculty are now required to complete 4 hours of professional development which focuses specifically on the theme of anti-racism.</p> <ul style="list-style-type: none"> • The academic program review template was recently updated to more systematically include SLO and PLO assessment results to examine trends, particularly pertaining to equity gaps, and plan ways to close equity gaps and increase success. • The goals of the Enrollment Management plan are organized around the four areas for the Vision for Success and the four pillars of Guided Pathways. <p>Term, if at scale or scaling: •Spring 2014</p>	
<p>4. e. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Various programs within the Fine Arts division (e.g. Art and Communication Studies) include videos or portfolios to show student work. • Career Services conducts mock interview and resume workshops. • HDEV 105 and HDEV 115 courses include assignments in resume writing, interviewing and other career readiness concepts and skills. • Childhood Education classes include assignments that culminate in the creation of a student portfolio of work intended to be used in the job application process. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods. • Regional Strong Workforce is supporting the implementation of Digital badging in the Nursing, Rad Tech and Respiratory Care areas as a pilot. <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Faculty are used to thinking of students' learning only within courses, not across an educational journey. The challenge is in faculty thinking about student learning not as a process within one course, but across many different courses that a student may complete as</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			they proceed through a pathway. So, there is the problem of faculty mindset. But there's also the problem of technology—the campus does not yet possess the technology or have any idea about the technology involved in keeping track of student learning throughout a student's educational journey.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings and does a yearly needs assessment survey, but does not yet have a systematic process that turns assessments into PD topics. • myPATH in collaboration with the Dean of Behavioral and Social Sciences, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Vision for Success Goals and measuring completion: Develop PD related steps to connect PD with progress with our Vision for Success <p><i>Timeline for implementing next steps:</i> ongoing</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>assist students in staying on track to degree completion.</p> <p>The college has done many surveys that inform professional development offerings, including a survey of online modalities to students and a faculty Needs Assessment survey. In addition, as a result of reviewing data around equity gaps, professional development designed to reduce equity gaps has been offered on an ongoing basis, including through SITE, and a design team is developing the “Equity-Minded Teaching Institute” to be offered to groups of faculty on an ongoing basis.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>4. g. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Additional REQUIRED questions:

Student Engagement and Support

STUDENT ENGAGEMENT

Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Place an X next to one or more:*
- X Student survey(s)
 - X Students serve on campus GP advisory committee(s)
 - X Student focus groups
 - Other:

Engagement Efforts - Details: (1,000 character)

Students have been involved in many aspects of the Guided Pathways implementation efforts. In forming our meta-majors, students had the majority of the input—130 groups of faculty, administrators, staff and students participated in a card-sorting activity at various college events, meetings, and in classrooms. 75% of the people who participated in these activities were students.

In addition, the college organized 5 focus groups with students as part of a study by the Career Ladders Project, which is studying learning communities. 3 of the focus groups took place with students in learning communities such as Puente, FYE, and Project Success. The others involved students who were not in learning communities. The study helped illuminate the difference between the students who had a lot of support as a result of the learning community, including dedicated counselors and instructors, as well as access to tutoring and other campus services. This was in stark contrast to the non-learning community students who were very much on their own in finding support for the educational journey. These focus groups help to justify the goals of Guided Pathways, particularly in providing students with more proactive support on their educational journey.

In addition to these, students also serve on our Guided Pathways committee, and are active and vocal members.

COURSE ALIGNMENT

How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)

Course Alignment - Details: (1,000 character)

As a first step towards aligning course offerings with student educational plans, the college has created first drafts of program maps for each degree and certificate offered. These initial program maps assume a full-time load. However, since two-thirds of our students are part-time, the college plans to create additional program maps for various time frames. The college also plans to create program maps for the most common transfer destinations for each of its degrees, starting with the transfer degrees.

Secondly, in order to identify which students are following which pathways, ECC Connect (Starfish) is being developed as the central repository of information: counselors are now using ECC Connect to enter students' educational plans, and an intake form has been developed to identify students who are uncertain or undecided about their choice of majors, and these students are targeted for additional services to help in their decision-making such as "Undecided" workshops, and Career Center workshops.

The college has recently purchased 25 Live, a calendaring software that will help the college plan schedules that align with educational plans in ECC Connect. As more educational plans are entered into ECC Connect, it will result in a more accurate picture of student needs. 25 Live will take this data and be able to produce an optimal schedule of college classes based on student need.

Finally, the college is implementing block scheduling in order to reduce the number of possible start times of classes help students maximize their time on campus and eliminate big gaps in their schedules.

Additional OPTIONAL questions: NOTE: WE ARE LOOKING FOR SUCCESS STORIES AND CAN FILL IN MORE THAN JUST ONE (BY DUPLICATING THE TABLE BELOW).

Success Story	
SUCCESS STORY	<i>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</i>
Title: El Camino College Foundation Awards Over \$18,000 in Grants for Students in Health Care Programs	
Follow-up Contact Person(s): Ann O’Brien aobrien@elcamino.edu	
<p><i>Challenge: (1,000 character)</i></p> <p>When Midori Norris enrolled in the El Camino College Nursing Program, she considered it a second chance to do exactly what she always wanted – become a nurse. After starting and stopping college several years ago, this time she was ready and there was nothing in her way.</p> <p>Until the pandemic. With her elementary school-age daughters now at home full time and her own busy day of nursing schoolwork, she was unable to keep her job, making it difficult to cover her bills.</p>	
<p><i>Success Story: (10,000 character)</i></p> <p>Just when she was about ready to quit nursing school, a grant from the El Camino College Foundation changed everything.</p> <p>“This grant came at the perfect time,” Norris said. “I was really struggling. Honestly, I almost gave up and dropped out. If it wasn’t for this grant, I was ready to go into the nursing office and tell them I had to stop. I’m so glad I didn’t. I am really grateful for all the help. I can’t believe how much they care.”</p>	

Norris is among the many students in the El Camino College Nursing Program who will benefit from \$7,100 in funding recently supplied by the First Response Healthcare Student Support Fund. The El Camino College Foundation administers the grant program designed to help students struggling from the financial impacts of COVID-19 so they can continue with their classes and complete their education.

Created by the Foundation for California Community Colleges, in partnership with the CCC Chancellor's Office, the First Response Fund is designed to help students statewide advance in health care fields. This is the second round of funds administered under the guidelines of the Campaign for Relief and Recovery. El Camino previously received \$5,500 for the nursing program in May, in addition to a \$5,500 grant for students in the college's respiratory care program. Overall, the Foundation was able to award about \$500 grants to 34 deserving El Camino students.

"We are extremely grateful for the support of the First Response Fund that ensures students have access to emergency financial aid at the time they need it most," said El Camino College President Dena P. Maloney. "These funds will truly make a difference in the lives of our students."

Norris enrolled in El Camino after a high school and college experience where she didn't focus on classwork, stumbled without support, and lacked the motivation to set goals. Raised in Torrance among a family full of medical professionals, she aspired to become a nurse, but put that idea on hold to raise her two daughters and pursue a job in the entertainment industry. Finally, she decided to follow her dreams toward a nursing career. After researching many schools, Norris chose El Camino because of its tradition of academic excellence and consistently high licensure exam pass rates. She makes the drive from her home in North Orange County and says the commute is worth it.

"I really believe in this program; I like the process and the teaching methods," Norris said. "I feel prepared for my exams and now that I started my clinical work, I still feel prepared. I was actually surprisingly not nervous when I met my first patient. I adapted really fast to patient care. I think I have a high level of motivation and dedication to nursing. This is my passion and now I am more determined than ever to make it happen."

When El Camino closed in March due to COVID-19, the college quickly moved instruction online and faculty found ways to connect with students on virtual platforms. Although the campus remains closed, many nursing courses, including labs, are taking place in person, following guidelines set out by the governor designed to continue the training and staffing of essential sectors during the pandemic.

Keeping students on track with their coursework helps them progress with their academic and career goals so they can contribute to the state's pressing need to increase the number of potential workers in the health care system.

Norris plans to graduate in June 2022 and is looking forward to a nursing career in cardiology. She credits her success and confidence in her work to El Camino faculty and staff members.

"I've had many teachers who took extra time to help me with my classes," she said. "They didn't have to do that; they went above and beyond to help me. That turned me around. No one ever took the time to help me like that.

"To me, being at El Camino means that one day I will have a better life, my daughters will have a better life, and my professors are making sure I'm successful. Because of El Camino, my daughters see me studying every day and they know that I'm not giving up. This then motivates them in their own schoolwork, and they have become more independent. Being at El Camino has been good for me and good for my girls."

Outcomes: (1,000 character)

Created by the Foundation for California Community Colleges, in partnership with the CCC Chancellor's Office, the First Response Fund is designed to help students statewide advance in health care fields. This is the second round of funds administered under the guidelines of the Campaign for Relief and Recovery. El Camino previously received \$5,500 for the nursing program in May, in addition to a \$5,500 grant for students in the college's respiratory care program. Overall, the Foundation was able to award about \$500 grants to 34 deserving El Camino students.

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Success Story

SUCCESS STORY

Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.

Title: Student Spotlight: Jenifer Tovar

Follow-up Contact Person(s): Ann O'Brien aobrien@elcamino.edu

Challenge: (1,000 character)

A communication studies major, Tovar enrolled at El Camino right after graduating from Hawthorne High School because she didn't feel ready for a university mentally, physically, or financially. The first in her family to graduate from college, she has faced triumphs as well as challenges that included a serious family medical emergency. Becoming a dedicated student and taking advantage of enrichment opportunities helped her succeed.

Success Story: (10,000 character)

For Jenifer Tovar, being a Warrior means that you never give up. Tovar will graduate with the El Camino College Class of 2020 in June, and as student speaker at the virtual commencement ceremony, she plans to discuss resiliency and meeting challenges, while sending a message of love and unity.

"Sometimes life gets the best of us, and it teaches us how to balance school life, personal life, and the things that go in between," she said. "Some people work full-time jobs, have people to take care of, take public transportation, and still pass their classes. Some people start school later in life to find a better future. Being a Warrior is about picking up the armor, dusting yourself off, and living to fight another day."

Joining the Science Club was a highlight of her time at El Camino, offering profound experiences that impacted her education. She became the first person in her family to travel to a number of California's most prolific parks to study the geology, biology, and geography of some of the world's most spectacular landscapes. Camping at Yosemite National Park and at Lake Tahoe were among her most memorable Science Club field trips. Even though she is a communication major, Tovar also had access to different scientific research opportunities as an El Camino student.

“Conducting geological fieldwork at multiple locations all throughout California was one of the best eye-opening experiences I ever had,” she added. “It’s very humbling, and a privilege to be able to obtain this kind of hands-on experience.”

Outcomes: (1,000 character)

Although Tovar acknowledges that these are uncertain times, she remains optimistic for the future and will transfer to a university next year. She hopes her classmates remain steadfast in their pursuit of their dreams and continue to make an impact on the world as Warriors.

“Going to El Camino College was probably the best decision I’ve ever made,” she said. “After all these years trying to find myself, I’m finally here. And this is just the beginning. COVID-19 may have impacted my time now, but life has bigger and better plans waiting for me.”

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

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Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Success Story	
SUCCESS STORY	<p>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</p>

Title: **Student Spotlight: Alex Delperdang**

Follow-up Contact Person(s): Ann O'Brien aobrien@elcamino.edu

Challenge: (1,000 character)

Alex Delperdang has been playing the French horn for seven years, since he first picked up the instrument in middle school. "I have been borrowing instruments all this time, and now I have one of my own. I still can't believe it."

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic.

Outcomes: (1,000 character)

Alex Delperdang was extremely honored to learn that he secured a scholarship to continue his studies as an El Camino College music major. A beneficiary of El Camino's Norma Kayser Memorial Scholarship Endowment for the Arts, Delperdang won a \$2,000 award to help pay for college fees and supplies. He soon found out that this was only the beginning.

The aspiring musician was awarded additional funds to purchase a new French horn, the first he's ever owned.

"At first, I was just shocked, as in, 'Wait, are you serious?' I was so grateful; I can't believe the generosity of this gift," said Delperdang, who has been playing the French horn for seven years, since he first picked up the instrument in middle school. "I have been borrowing instruments all this time, and now I have one of my own. I still can't believe it."

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic. Delperdang also received the Phyllis Hausman Loeb Scholarship, a \$2,500 award sponsored by the Los Angeles Alumni Chapter of Mu Phi Epsilon. He is one of more than 470 students who were awarded scholarships for 2020-21 by the El Camino College Foundation Scholarship Program. More than 30 additional scholarships will be awarded this summer, bringing the total amount to over \$600,000.

"These scholarships mean a lot to me," he said. "It helps me because now I do not have to work so much to pay for school. I can really focus on my classes. El Camino is a great place; I love it. There are so many interesting people and so many outstanding instructors in my major and outside my major. I have loved getting to know everyone."

Outcomes: (1,000 character)

Delperdang is working toward a career as a studio musician and a member of a professional orchestra. He's had many opportunities at El Camino to play with a variety of musicians with the college's jazz band, concert band, and orchestra. He even sings in the chorale. Being able to explore many musical interests has been a highlight of his time at El Camino so far; his professors have made a huge impact on his experience.

"El Camino is full of amazing people, and professors Joanna Medawar Nacheff and Dane Teter have been so helpful and taught me so much about music and performing," he said. "And the fact that they helped me with finding scholarships and my own French horn is indescribable. I will never forget what they did for me."

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

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Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups


Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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

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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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El Camino College

College Council Minutes

Monday, November 1, 2021

1:00 – 3:00 p.m. Via Zoom

Attendance

Breeanna Bond, Edith Gutierrez, Kelsey Iino, Dalyan Johnston, Rose Mahowald, Darcie McClelland, Brenda Thames

Absent

Jane Miyashiro, Erika Solorzano, Ann Tomlinson

Support/Presenters

Ross Miyashiro, Ann O'Brien, Jacquelyn Sims, Jessica Padilla, Doug Graham, Viviana Unda

Minutes

1. Welcome/Approval of Minutes Brenda Thames

Deborah Murphy, Staff Reporter from the Union introduced herself.

After friendly amendments, College Council moved to approve the minutes from the October 18, 2021 meeting.

It is suggested a Task log or standing Follow up agenda item be utilized to keep track of follow up items from previous meetings. This is a good idea and we will implement a protocol for follow up items.

2. ALMA Strategies Update

Mr. Doug Graham, from ALMA Strategies presented an [update on the Facilities Master plan](#). The update included progress since the last presentation, Guiding Principle and Objectives, Preliminary Campus Planning scenarios and next steps.

During the months of December 2021 and January 2022, Facilities Utilization (updated for Spring 2022), the ADA Transition Plan, best use of Inglewood and Hawthorne sites, repurposing underutilized space for Student Health and the Dance department and low-income student housing will be brought into focus. A timeline for demolishing PE South has not been established yet.

There is a good opportunity to consider Learning commons, an Interdisciplinary Science center and Campus commons in future planning. This is the time during the planning process to gather feedback from constituents. Are there any issues on any of the ideas that are being presented and emerging? Is there anything missing? An expanded space for the Student Health Center to be able to offer wraparound services to enhance our equity work is important. A dedicated space for Student Activities would be nice to see in the Campus commons.

In the past, well laid plans have not come to fruition due to funding constraints. Yes, it is important to get as much funding available. The Marsee retrofit, Interdisciplinary Science center and Learning Commons have a good opportunity for receiving state funding. The Campus Commons/Center is not something that is normally state funded. Campus Commons would require local funds or repurposing existing buildings. When looking at the elongated timelines from envisioning a project to the actual

construction, costs change – labor costs and material costs increase. Oftentimes, a campus may have to scale down a building from what was envisioned. The difficult decisions about contingency planning are made together by engaging the whole campus in the conversations.

The idea of a Transit Hub is also being considered to facilitate optimum access to public transportation, and drop off/pick up for parenting students and ride share drivers. This is considered a good idea from the faculty perspective. The idea of intra-campus transportation could be considered under the umbrella of the Transit Hub. Designated drop off/pick up spots for ride share drivers were difficult to enforce in the past.

Low income and diverse students do not tend to participate in focus groups or town halls due to personal commitments. Understanding the institute's demographics is critical. We need to be mindful in engaging voices that are oftentimes missed.

Parking Lot L is being considered as a future building site, possibly for low incoming housing for students, faculty or first responders. A parking structure can be considered to address the parking inventory concerns. There are a number of options available.

ALMA's Facilities Master Plan timeline has been extended to accommodate the overarching planning activities needed to align the Comprehensive Master plan properly. The Educational Master plan should drive and inform the Facilities Master plan. However, the Facilities Master plan needs to be completed in time to base an election campaign if the Board decides to go for another Bond. An effort to align all timelines will be made during December and January. The goal is to have better aligned processes prior to spring in order to present integrated information during the focus groups and town halls. It is appreciated that an integrated approach is the goal. We have to consider what the College needs and it should be integrated with the mission and values, the community we serve and long-term vision. That is the intent. However, keep in mind the integration will not be perfect.

3. Return to Campus Update

Brenda Thames provided an update on the Campus Pandemic Safety Plan. Sincere appreciation is extended to Crystle Martin and the Editing Subcommittee members who edited the final version of the plan currently being reviewed by the COVID-19 Task Force. The Plan will be distributed to the campus community and posted on the COVID-19 webpage. Two Town Hall meetings prior to spring term are being planned to talk through the document and answer questions. Once the plan is posted and the initial work of the Task Force has been completed, the committee may be placed under College Council as a subcommittee. College Council at that point will be able to determine when the work of the Task Force is complete and disband the group.

Currently the Food Service Committee is a subcommittee of College Council.

4. Academic Program Review Calendar Proposal

Viviana Unda presented an informational overview of the [2022-23 Academic Program Review Calendar Proposal](#).

The purpose of the presentation was detailed in the presentation

- Explain relationship between annual planning and program review
- Propose changes to the Academic Program Review calendar
- Explain rationale behind the change

A request for better clarification on the proposed calendar, when faculty members are off contract is made. The calendar should show the expected work schedule, specifically during the time faculty are

off contract, to manage the expectation. Faculty can elect to work off contract. It should not be expected and there should be no misunderstanding.

Historically, faculty leadership participation in the Program Review process was hesitant due to the workload and lack of compensation for the work. Compensation should be considered. The work being proposed is to streamline the process, create more concise documents than in the past and decrease the work of the faculty.

Clarity is made between Academic **Program** Review, which is a 4-year cycle for each department to access their curriculum, SLO, equipment needs, the number of faculty needed; and the Academic **Planning** process, which is an annual planning process.

The recommendation being made is to adjust the timing of the Academic Program Review calendar to better align with the Annual Planning process. During the year of the Academic Program Review cycle, Program review would take place before Annual planning. This ensures Program planners will have an up to date program to inform their annual planning.

It is suggested to illustrate the two different timelines side by side for a visual comparison.

This presentation to College Council is Information only. It can be shared with the appropriate constituents. Senate is responsible for the approval of the proposal. The presentation has been brought to the Planning and Budget Committee (PBC), Executive Cabinet and Council of Deans and will also be shared at the President's meeting.

5. Campus Climate Infographics

Viviana Unda provided an overview of the infographics that were distributed to the campus community on the result of the Campus Climate Surveys. This year infographics will be distributed to report on the results on the Climate Surveys. The intent is to make the information more accessible and easier to comprehend the enormous amount of information collected. A full report will be available at the end of fall. Disaggregated information will be included in the full report. Each infographic highlights a specific section of each survey.

- [Student Campus Climate Survey, Remote Learning Section](#)

Data is feedback. Understanding the contextual environment in which the feedback was provided is essential. Since the time the survey was taken, improvements and developments have been made in how we engage in distance education. The results presented may not reflect the current campus climate. College Council may consider the results of the survey as conversation starters for focus groups in the spring with ALMA Strategies as we try to align the planning timelines. The full report will be completed in time for annual planning and will provide good feedback for program level planning.

What response rate gives a survey credibility? Is the 5% response rate valid? Double digits response rates are ideal. A transparent disclaimer, that the results of this survey is aggregated from limited participation, should be more prominent. It is reiterated these results should be conversation pieces rather than data points for informed decision making. Despite the low response rate, the responses should not be dismissed.

A suggestion to repeat the Remote Learning section of the survey in spring 2023 is made. Faculty members are better prepared and have the choice to provide online instruction. This is a very different environment from when the survey was administered.

Viviana will return to the next meeting to review the results of the [Employee Campus Climate Survey, College Vision & Communication Section.](#)

6. Policy Review - AP 4200 Deans List
[AP 4200 – Deans List](#), should be circulated among constituents for review. Feedback will be discussed at the next meeting ensuring the AP will go on the December Board agenda.

It is critical College Council review BP/APs at least once a semester to effectively track with the work on policies and procedures being done by Academic Senate.

Loic did not receive any feedback on [AP 6365 - Contracts-Accessibility of Information Technology](#) which was reviewed at College Council at the October 18, 2021 meeting. Hearing no recommendations for edits or changes, AP 6365 will appear on the November board agenda.

7. College Council Charge and Membership
Send recommendations for College Council membership to Dr. Thames for discussion at the next meeting.

Future Meeting Dates: 1:00 p.m. Via Zoom

B. Thames

Reminder only

Fall/Winter 2021 College Council Meetings

Monday, November 15, 2021 (Board Day)
Monday, December 6, 2021
Monday, December 20, 2021 (Board Day)

2021-22 College Council Goals

1. Review Board Policy and Administrative Procedure review process. Regularly review and provide input on legally advised and legally required policies and procedures.
2. Provide coordination, facilitation, and leadership in Safe Return to Campus
 - a. Integrate work of COVID Taskforce into scope and purview of College Council.
 - b. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
3. Review and revise (as necessary) Council charge, guidelines, functions/responsibilities and membership:
 - a. Review Integrated *Making Decisions Guide* and revise as necessary
 - b. Review and revise participatory governance structure as well as reporting and recommendation processes to College Council.
 - c. Develop College Council Handbook, orientation, planning calendar and roles.
 - d. Assess effectiveness of College governance processes
 - e. Coordinate with Planning and Budget Committee to review and revise Resource Allocation, Budget Augmentation Request, and Funding Recommendation processes.
 - f. Improve Council self-evaluation survey process and response rate.
 - g. Assess Council membership, including the role of the alternates and support members.
 - h. Coordinate with Facilities Steering Committee to create processes and guidelines for space utilization allocation, requests, and recommendations.
 - i. Migrate Governance committees/councils and college taskforces, workgroups, committees under scope of College Council to BoardDocs platform.
 - j. Facilitate and support the Comprehensive Master Planning process.
 - k. Adapt College practices, reporting, and evaluation mechanisms to better measure effectiveness and campus climate (information regarding campus climate survey cycle inclusive of surveys addressing post-COVID perceptions).
4. Facilitate and provide leadership in the adoption of an equity-minded, student-informed, and data-driven decision-making process college-wide.
 - a. Engage in discussion on strengthening campus climate, reduction of student equity gaps, *identify and remove institutional barriers* using standardized disaggregated data methodologies, and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.
 - a. Clearing house for CCCC communications

- b. Increase awareness of programs and services at all locations
 - c. Guide on where decisions are made
 - d. Inform stakeholders on major discussions
 - e. Inform stakeholders on recommendations from College Council
 - f. Ensure College Council is informed of and discusses College initiatives including but not limited to:
 - i. Guided Pathways and Equity outcomes
 - ii. Associated Students Organization initiatives
 - iii. Technology modernization
 - iv. Sustainability Plan progress
 - v. Enrollment operations and enrollment management
 - vi. Strategic Plan implementation and monitoring
 - vii. Facilities Master Plan developments
 - viii. Impact of fiscal developments on the campus
6. Develop and implement a comprehensive Enrollment Management plan and processes that ensures student-centered class scheduling and course offerings at all locations; including communication on roles in enrollment management.
- a. Dual Enrollment
 - b. Non-Credit
7. Assess issues with Colleague and current business practices. Take leadership in recommending changes on business process improvements to improve and streamline operations of college.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

57th SESSION RESOLUTIONS

Fall Plenary

ADOPTED RESOLUTIONS

Resolutions Committee 2021-2022

Amber Gillis, ASCCC South Representative, Area C (Chair)

Stephanie Curry, ASCCC Area A Representative (2nd Chair)

Nancy Persons, Santa Rosa College, Area B

Manuel Velez, ASCCC South Representative, Area D

Craig Rutan, Santiago Canyon College, Area D

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1.0 ACADEMIC SENATE

1.01 F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges

Whereas, In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through Resolution S13 1.02¹, to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability;

Whereas, The purpose of the periodic review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures;

Whereas, In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17² and 2020-21³, the Academic Senate for California Community Colleges (ASCCC) formed a Periodic Review Process Committee to review and update the Periodic Review process; and

Whereas, In spring 2014 the first set of guidelines and process documents for the Periodic Review were adopted through Resolution S14 1.02⁴, and have been updated for consideration by the delegates of the Academic Senate for California Community Colleges(1);

Resolved, That the Academic Senate for California Community Colleges adopt the updated *Periodic Review of the Academic Senate for California Community Colleges*⁵.

Contact: ASCCC Executive Committee

MSC

1.02 F21 Honoring Dan Crump with Senator Emeritus

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Dan Crump, ASCCC Executive Committee member from 2002-2015, has satisfied those requirements as a faculty member of the California Community Colleges system whose service

¹ <https://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>

² https://asccc.org/sites/default/files/Final%20Version_Periodic%20Review%20Document_April%202017_0.pdf

³ <https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201.pdf>

⁴ <https://asccc.org/resolutions/adopt-documents-guidelines-periodic-review-academic-senate-california-community-colleges>

⁵ <https://asccc.org/sites/default/files/Periodic%20Review%20of%20the%20ASCCC%20-%20DRAFT%208-31-21.pdf>

has well exceeded the required five years of significant service to the Academic Senate and includes:

- ASCCC Executive Committee member of the State Academic Senate,
- Served as ASCCC Secretary, North Representative, and At-Large,
- Chair of numerous Senate committees including Counseling and Library Faculty Issues, Standards and Practices, Legislative and Government Relations, and Relations with Local Senates;
- Served as the Council of Chief Librarians representative liaison to the ASCCC
- Provided significant leadership in groups such as ICAS, TTAC, CPEC and LLRPAC;

Whereas, Dan Crump during his time on the Executive Committee set the standard for kindness, collegiality, and etiquette including being the first to welcome new ASCCC members with a handwritten card and offering his relentless support for their success, and continues to send handwritten birthday wishes and anniversary congratulations and this attitude impacted the Executive Committee so much, members found themselves challenged in how to behave in certain situations, would ask themselves “What Would Dan Do?”;

Whereas Dan Crump was and continues to be an advocate for all faculty by sharing relevant and current information from his readings and findings about higher education focused on effective practices for faculty to support student success, he can be counted on to be prepared with his words and thoughts, and quick with his actions; and

Whereas Dan Crump as the Elections Chair was entrusted with the ASCCC Executive Committee election process, thoroughly supported his “runners” and “tellers,” clearly and articulately announced the results, and ensured a fair and unbiased approach to in-person voting while looking dapper in a sash,

Resolved, That the Academic Senate for California Community Colleges confer upon Dan Crump the highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Dan, Helen, their children, and grandchildren much happiness in all their future endeavors.

Contact: Julie Oliver, Cosumnes River College, Area A

ACCLAMATION

1.03 F21 Honoring Lesley Kawaguchi with Senator Emeritus

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Lesley Kawaguchi has satisfied those requirements as a faculty member of the California Community

Colleges System whose service has exceeded the required five years of significant service to the Academic Senate;

Whereas, Lesley Kawaguchi has contributed to the California Community Colleges' commitment to equity, diversity, and student success through her service on the ASCCC Executive Committee from 2005-2014 as At-Large Representative, South representative and Area C Representative; chaired the Equity and Diversity, Basic Skills, Accreditation, Educational Policies, and Relations with Local Senates committees; oversaw or helped in the writing of several ASCCC papers and Rostrum articles; organized Accreditation and Leadership Institutes; worked on the early stages of C-ID and the Transfer Model Curriculum (TMC) for History; participated in groups such as the CCCC original Equity and Diversity Committee and intersegmental groups working on C-ID and the TMC, while also participating in a number of other external committees, advisory groups, and task forces;

Whereas, Lesley Kawaguchi worked on the History of ASCCC project after her time on the ASCCC Executive Committee ended, as well as continued participation as a senator in her local senate;

Resolved, That the Academic Senate for California Community Colleges confer upon Lesley Kawaguchi their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourages Lesley to continue pursuing research and writing the textbook on the issues of equity, diversity, and inclusion that informed her teaching and to travel (when it is safe) throughout the U.S. gathering materials for the textbook in her retirement;

Resolved, That the Academic Senate for California Community Colleges wish Lesley much happiness spending time with her husband Ken, daughters, and grandchildren.

Contact: Nathaniel Donahue, Santa Monica College, Area C

ACCLAMATION

1.04 F21 Greater Transparency in the Committee Appointment Process

Whereas, The Academic Senate for California Community Colleges Bylaws Article V states, "the President shall make appointments to all standing committees," "The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation," and "these appointments are subject to approval by the appointee's Member Senate President"⁶;

⁶ <https://www.asccc.org/about/bylaws>

Whereas, The Academic Senate for California Community Colleges has developed a Senate Committee Appointment Process⁷ for Senate committees and ad hoc, special task forces, work groups, or advisory groups, including an online faculty application for statewide service form;

Whereas, The Academic Senate for California Community Colleges solicits faculty volunteers for statewide service throughout the year, emphasizing the need for a “diversity of voices” across a range of dimensions (e.g., race/ethnicity, discipline, expertise, region, life experience); and

Whereas, members of the Latinx Caucus have expressed frustration to members of the Executive Committee over the past five years about (1) faculty of color who have applied using the online faculty application for statewide service form and are unaware of their application status at any time after submission unless selected for appointment and (2) the limited outreach efforts to racial/ethnic diverse faculty;

Resolved, The Academic Senate for California Community Colleges revise its appointment process involving the President, Vice President, and Executive Director to demonstrate a transparent documentation process reflecting a practice to target in outreach and appointment of racially and ethnically diverse faculty;

Resolved, The Academic Senate for California Community Colleges engage in intentional and sustainable practices to target racially and ethnically diverse faculty and prioritize racial and ethnic diversity as a primary factor for appointment to statewide committee service;

Resolved, The Academic Senate for California Community Colleges share broadly longitudinal data on all statewide committee appointments including racial and ethnic demographic data; and

Resolved, The Academic Senate for California Community Colleges revise the Senate Committee Appointment Process to support transparent communication of faculty applicant status at any given time during the period that the faculty member’s application is active, in addition to investigating and adopting the appropriate technology to support transparent communication.

Contact: Luke Lara, MiraCosta College, Area D

MSC

1.05 F21 Remote Attendance Option for ASCCC Events

Whereas, Registration for the 2021 Fall Plenary Session - Hybrid Event is \$325 for virtual-only registration and \$580 for in-person registration (plus the cost of travel, accommodation, and dinner on travel days);

⁷ https://asccc.org/sites/default/files/Appointment_Process.pdf

Whereas, Nearly 500 people attended the virtual 2021 Spring Plenary Session which is far greater than any other previous in-person plenary event, and attendance at other institutes held virtually, including Faculty Leadership and Curriculum, during the pandemic has been greater than attendance at in-person institutes held prior;

Whereas, The Academic Senate for California Community Colleges has for a generation affirmed its commitment to sustainability⁸ and the environmental impact of air travel is very high⁹; and

Whereas, The Academic Senate for California Community Colleges has previously affirmed that attendance and participation increase when physical presence is not required for academic senates to assert their purview over academic and professional matters¹⁰;

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

Contact: Gregory Beyrer, Cosumnes River College

MSC

3.0 DIVERSITY AND EQUITY

3.01 F21 Resources for Racial Justice and Critical Race Theory

Whereas, Racial justice practices have been called for in 2020 by the Academic Senate for California Community Colleges, California Community College Chancellor's Office, and the Student Senate for California Community Colleges to address systemic racism;

Whereas, Critical Race Theory is an academic concept established in the 1970s in Critical Legal Studies by legal scholars who were interested in assessing the outcomes of civil rights laws on our society and the role that racism continues to play in our everyday actions and which has since informed other disciplines by providing a theoretical framework through a racial justice and equity-minded lens;

Whereas, Since its introduction in academia, Critical Race Theory, as a theoretical practice of critique, has played an essential role in challenging the Eurocentric foundations in academia as well as encouraging dialogue and actions to address systemwide inequities at our colleges; and

⁸ Resolutions [F95 1.07](#) and [S09 1.04](#)

⁹ [Air travel and climate change](#)

¹⁰ Resolution [S21 6.04](#)

Whereas, By exercising their right to academic freedom, faculty have been able to introduce critical race theory, critical thinking in teaching and learning, and other racial and social justice focused theories-to-practice that have served to diversify and rethink college curriculums with the intentional goal of providing students with a more accurate and comprehensive understanding of the how race and racism permeates all aspects of society;

Resolved, That the Academic Senate for California Community Colleges recognize Critical Race Theory as a well-established school of thought and racial justice framework and support the right of California community college faculty to utilize Critical Race Theory as well as other theories relevant to their disciplines; and

Resolved, That the Academic Senate for California Community Colleges by fall 2022 provide a resource to define Critical Race Theory and its importance and tools for faculty and colleges to utilize Critical Race Theory in anti-racist education, teaching, and learning.

Contact: Juan Arzola, Equity and Diversity Action Committee

MSC

3.02 F21 Equity in Science, Technology, Engineering, and Math (STEM)

Whereas, The Academic Senate for California Community Colleges has published the paper “Building Equity Driven Systems” that calls for equity-minded practitioners;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; and

Whereas, Data and research¹¹ supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, and math, yet California community colleges data continues to show the opportunity gap in student success in STEM areas¹²¹³¹⁴;

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices

¹¹ Hammond, Zaretta (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

¹² Johnson, K. M. S. (2019). Implementing inclusive practices in an active learning STEM classroom. *Advances in Physiology Education*, 43(2), 207–210.

¹³ Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163– 206. <https://doi.org/10.3102/0034654315582066>

¹⁴ Nagthall, N.V. (2020). (Re)Imagining STEM Instruction: An Examination of Culturally Relevant Andragogical Practices to Eradicate STEM Inequities Among Racially Minoritized Students in Community Colleges (Publication No. 28154244) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing

in STEM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Roberto Rubalcaba, Equity and Diversity Action Committee

MSC

3.03 F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning

Whereas, The Academic Senate for California Community Colleges has adopted resolution 06.04 in spring of 2016, which urged “local senates to advocate for the improvement of and access to mental health services at their local campuses” and “support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;”

Whereas, The global pandemic starting in 2020 and continuing into 2021 has exacerbated and increased the need for mental health awareness, support, and education;

Whereas, Both students and educators may experience stress and trauma¹⁵, as a result of the pandemic and other traumatic experiences¹⁶ and teachers may experience the effects of vicarious trauma; and

Whereas, Both students and educators may be survivors of various Adverse Childhood Experiences (ACE) and as a result may be more likely to experience depressive symptoms¹⁷, ADHD symptoms, tobacco use, alcohol use, marijuana use, consumption of less than four cups of fruits or vegetables a day, sleep issues, and obesity;

Resolved, That the Academic Senate for the California Community Colleges work with discipline experts to develop resources identifying effective practices for Adverse Childhood Experiences (ACE) awareness including screening, resources and referral sources by Fall 2022;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for mental health awareness and trauma-informed teaching and learning and present the strategies to local academic senates by Fall 2022; and

Resolved, That the Academic Senate for California Community Colleges continue legislative advocacy for the funding of mental health services, support, and professional development on trauma-informed teaching and learning.

¹⁵ <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>

¹⁶ <https://nebhe.org/journal/trauma-in-the-time-of-coronavirus-and-beyond-a-nejhe-qa-with-karen-gross/>

¹⁷ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5948167/>

Resolved, That the Academic Senate for California Community Colleges advocate for mental health resources and services including funding, professional development, and support for community college faculty.

Contact: Leslie Shull, Equity and Diversity Action Committee

MSC

3.04 F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials

Whereas, The Academic Senate for California Community Colleges supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students and encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials (Fall 2017, Resolution 13.01);

Whereas, Recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9), some colleges and districts have implemented a low-cost designation with the definition of low-cost not being readily available or varying between less than \$30.00 to less than \$50.00;

Whereas, Efforts to mark course sections as zero-cost or low-cost should be informed by students' perspectives since the designations are intended to inform students of the financial burden of a given course section; and

Whereas, Students may register for courses at more than one college, and various definitions of low-cost at different institutions can be confusing and even misleading for students;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges and California Community Colleges Chancellor's Office to identify a recommended definition of "low-cost" to be considered for adoption throughout the California Community College system.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

3.05 F21 Zero Means Zero Textbook Cost

Whereas, Zero-Textbook-Cost (ZTC) refers to instances in which textbooks are available to students at no cost, and California Education Code §66406.9 requires that California community colleges "Clearly highlight, by means that may include a symbol or logo in a conspicuous place

on the online campus course schedule, the courses that exclusively use digital course materials,” providing a mechanism for marking course sections that are zero-textbook-cost;

Whereas, California Education Code §78052, which originally established a zero-textbook-cost degree grant program in the California Community Colleges system, states that “‘Zero-textbook-cost degrees’ means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and the California Community Colleges Chancellor’s Office has recommended that future ZTC funds should “ensure the ZTC programs and courses are truly zero cost to the students by eliminating hidden costs” (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCCO 2020);

Whereas, The 2021 revisions to California Education Code §78052 redefine “zero-textbook-cost degrees” to allow for “low-cost” to be recognized as “zero” in ill-defined instances, stating, “For purposes of this paragraph, ‘zero-textbook-cost degrees’ may include a low-cost degree option if a no-cost equivalent option is not available or cannot be developed”; and

Whereas, While open educational resources (OER) provide a mechanism to reduce or eliminate costs for instructional materials and textbooks, in some instances eliminating costs using OER is not possible because instructional resources require the use of such works as photographs, literature, and other materials that are under copyright;

Resolved, That the Academic Senate for California Community Colleges work to further communicate that zero-textbook-cost has a clear and specific meaning by affirming California Education Code’s original definition of zero-textbook-cost that refers to “courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies,” and recognize that a variety of approaches can be used to bring course costs for students to zero, including college library subscriptions, purchasing access to copyrighted resources, and purchasing print resources;

Resolved, That the Academic Senate for California Community Colleges recognize open educational resources as the preferred and most sustainable mechanism for eliminating course costs but acknowledge that instances will arise in which eliminating costs is not possible;

Resolved, That the Academic Senate for California Community Colleges assert that while open educational resources can reduce or eliminate instructional materials and textbook costs, resources should be dedicated to convening discipline faculty to determine the most sustainable mechanisms for reducing the costs of course resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that course sections with a low-cost can obtain zero-textbook-cost status by virtue of the cost being absorbed by the college, district, or the state.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

4.0 ARTICULATION AND TRANSFER

4.01 F21 Transfer Pathway Guarantees

Whereas, AB 928 (Berman, 2021)¹⁸, the Student Transfer Achievement Reform Act of 2021 aims to further streamline and make the transfer process easier for students to navigate but does not address the crucial need for additional spaces for transfer students to the California State University or University of California¹⁹, especially for students to transfer to institutions in or near their community college service area;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has a long history of supporting transfer opportunities and streamlined processes, and has approved *Transfer in the Higher Education System* to be an area of focus of the ASCCC for 2021-22²⁰;

Whereas, The Intersegmental Committee of Academic Senates is considering transfer to be a prioritized component of their work for 2021-22; and

Whereas, The *Vision for Success* goals for transfer and equity²¹ are unattainable unless additional spaces for transfer students are assured;

Resolved, That the Academic Senate for California Community Colleges work with practitioners within and among the California Community College, the California State University, and the University of California systems to build transfer guarantees that will increase the number of spaces for community college students transferring to the California State University or the University of California, especially for students to transfer to institutions in or near their community college service area.

Contact: ASCCC Executive Committee

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F21 System-Level Zero-Textbook-Cost Resources

¹⁸ https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202120220AB928

¹⁹ https://asccc.org/sites/default/files/asccc_position_paper_transfer_practices_210525_media.pdf

²⁰ <https://asccc.org/resolutions/aligning-transfer-pathways-california-state-university-and-university-california-systems>

²¹ <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>

Whereas, The legislative intent of California Education Code §78052 is “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs”;

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” “ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553),” “develop and implement a degree that other community college districts can use or adapt,” and “ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program”;

Whereas, The option to update and customize course content is only available when course resources are openly licensed; and

Whereas, Accessibility and licensing concerns may be barriers to resource adoption, curation, and development;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

7.02 F21 HyFlex Modality Accounting and Apportionment

Whereas, Hybrid Flexible, also referred to as “HyFlex,” is an instructional modality that combines face-to-face and online learning, where class sessions and activities are offered in person, synchronously online, and asynchronously online, and where students have the flexibility of choosing any of these modalities in the same course during the same term;

Whereas, colleges are implementing, with increased use, HyFlex in various manifestations that offer students varying amounts of flexibility during the COVID-19 Pandemic, yet there is not a clear system-wide definition of, or coding for, HyFlex instruction;

Whereas, in order to assess the effectiveness of this modality and its impact on equity metrics, coding designations are needed for both local and statewide assessment; and

Whereas, an apportionment designation is necessary for the HyFlex modality in order to properly anticipate and support colleges' investment in the technological setup as well as faculty professional development for successful and equitable use of this multi-modal instruction;

Resolved, that the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office to establish a working definition and description of the modality as well as designated coding for HyFlex as a distance education modality; and

Resolved, that the Academic Senate for California Community Colleges work with appropriate system faculty, administrators, and student constituent groups to define apportionment models for HyFlex modality.

Contact: Kandace Knudson, ASCCC Online Education Committee

MSC

9.0 CURRICULUM

9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5

Whereas, The Course Outline of Record (COR) is at the center of local curricular process²²; its required elements have been outlined in California Code of Regulations Title 5 including Section 55002 and the application of those requirements is detailed in the Program for Course and Approval Handbook (PCAH);

Whereas the elements of the COR need to be integrated so each reinforces the purpose of the other elements and obvious relationships should be built between course objectives, methods of instruction, assignments, and methods of evaluation;

Whereas, the California Community Colleges Chancellor’s Office (CCCCO) through its Call to Action²³ calls for campuses to “create an action plan to create inclusive classrooms and anti-racism curriculum,” including calling for faculty to “evaluate all courses for diversity of representation and culturally-relevant content”; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) through its mission, planning documents, webinars, and events have committed to promoting culturally responsive curriculum in the California Community College system including Resolution 3.04 Spring 2020²⁴ which directs the ASCCC to “develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies”;

²² https://www.asccc.org/sites/default/files/COR_0.pdf

²³ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>

²⁴ <https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations Title 5 including section 55002 titled "Standards and Criteria for Courses" to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of how to infuse cultural responsiveness, equity mindedness and anti-racism in the COR.

Contact: Sarah Harris, ASCCC Curriculum Committee

MSC

9.02 F21 Update *Baccalaureate Degree Handbook*

Whereas, California Code of Regulations Title 5 §55009 established that the California Community Colleges Chancellor's Office "shall prepare and maintain a handbook detailing requirements for district baccalaureate degree pilot programs established pursuant to California Education Code Section 78041," and that the handbook "shall include, but not be limited to, requirements related to admissions, curriculum, student services, and financial aid," much of which are academic and professional matters; and

Whereas, The first version of the *Baccalaureate Degree Pilot Program Handbook* was developed by stakeholders, including the Academic Senate for California Community Colleges, and approved by the Board of Governors of the California Community Colleges in 2016 in response to SB 850 (Block, 2014), which authorized the Board of Governors of the California Community Colleges to establish a statewide pilot baccalaureate degree program at not more than 15 pilot colleges, and from which pilot designation has since been removed; and

Whereas, Baccalaureate programs in the California community colleges regularly operate according to the standards included in the *Baccalaureate Degree Pilot Program Handbook*, yet the handbook has not been updated since its initial approval;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to update the *Baccalaureate Degree Handbook*.

Contact: ASCCC Executive Committee

MSC

9.03 F21 Adopt “The Role of Faculty in Tutoring and Learning Centers” Paper

Whereas, In Fall 2019, the Academic Senate for California Community Colleges adopted Resolution 16.01 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the Role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators²⁵, which recognized the evolution of the field of learning assistance since prior learning assistance center and tutoring resolutions; and

Whereas, Faculty leaders of learning centers have contributed their expertise in collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, resulting the draft paper titled “The Role of Faculty in Tutoring and Learning Centers in the Community College”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “[The Role of Faculty in Tutoring and Learning Centers in the Community College](#)” and disseminate the paper to local academic senates upon its adoption.

Contact: Ted Blake, Transfer, Articulation, and Student Success Committee

MSC

11.0 TECHNOLOGY

11.01 F21 Equitable Access to Technology

Whereas, The Academic Senate for California Community Colleges has long recognized the digital divide²⁶ evident in the lack of access to technology to support college instruction and services and has made system-wide and local recommendations in the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges;”²⁷

Whereas, The California Community Colleges and the communities they serve continue to lack the technology for affordable and sufficient internet access, which became more pronounced with the transition to remote instruction and services in response to the COVID-19 pandemic; and

²⁵ <https://asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california>

²⁶ “As used here, the term “digital divide” refers to the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities.” [Organisation for Economic Co-Operation and Development, Understanding the Digital Divide, 2001, 5.](#)

²⁷ [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

Whereas, Inequitable access to technology disproportionately impacts students and staff, especially students living in poverty, students of color, and students with disabilities;²⁸

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to secure greater state support to ensure equitable access to technology, including hardware, software, and platforms, for the California community colleges and the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) update the 2003 paper “The Impact of Computer Technology on Student Access and Success in The California Community Colleges”²⁹ for adoption by the ASCCC delegates in spring 2023.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

MSC

11.02 F21 Greater Use of Telecommuting and Digital Processes

Whereas, The California Community Colleges have demonstrated success with working through a remote environment as a result of the pandemic; and

Whereas, To support diversity, equity, and inclusion, institutions may use telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, system partners, and local academic senates to encourage greater use of telecommuting and digital processes to provide greater flexibility and responsiveness to better meet the needs of students.

Contact: Jeffrey Hernandez, East Los Angeles College

MSC

13.0 GENERAL CONCERNS

13.02 F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments

²⁸ [US Department of Education, Office of Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students](#)

²⁹ [Academic Senate for California Community Colleges, The Impact of Computer Technology On Student Access and Success in The California Community Colleges, 2003](#)

Whereas, California Code of Regulations Title 5 §53206 establishes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office on academic and professional matters (Title 5, §53200);

Whereas, A novel coronavirus (COVID-19) is currently the cause of a world-wide pandemic spreading illness and death, and in recognition that the current COVID-19 vaccines are the most effective measure to protect against infections, hospitalizations, and deaths, public institutions locally, statewide, and nationally, are mandating COVID-19 vaccination for employment, education, and travel to protect public health;

Whereas, California Education Code §87408, §87408.5 and §87408.6 address the health requirements for new hires and employees, and §76403(a) addresses prevention and control of communicable diseases in students; and,

Whereas, On Saturday, August 14, 2021, the Student Senate for California Community Colleges Board of Directors took a position in support of requiring COVID-19 vaccinations for colleges that are reopening to prevent the spread of the virus, with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs³⁰;

Resolved, That the Academic Senate for California Colleges assert that a safe teaching and learning environment for students and faculty is vital for student success, which is an academic and professional matter, and urge that local academic senates communicate this necessity to their administrations and governing boards;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Student Senate for California Community Colleges, collective bargaining units, and other system partners to explore options to require all newly hired and existing employees and students to be vaccinated for COVID-19, with appropriate exemptions for medical and religious reasons; and,

Resolved, The Academic Senate for California Community Colleges support the Student Senate for California Community College Board of Directors position on COVID-19 vaccinations.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSC

15.0 INTERSEGMENTAL ISSUES

15.01 F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update

Whereas, English language learners (ELLs) represent an important demographic served across the three segments of higher education in California;

³⁰ https://ssccc.org/file_download/inline/b2feffbf-4de9-485b-9322-1e05853f26bd (As of August 14, 2021)

Whereas, The complexities in addressing the needs of ELLs in California public higher education remain unchanged in the last fifteen years, and recent statewide legislation along with national and international developments have rendered the landscape even more precarious for ESL instruction and support services;

Whereas, Faculty, intersegmental groups, and professional organizations are concerned with and seeking to prioritize meeting the specific needs of ELL students; and

Whereas, Legislators and local and statewide governmental entities may benefit from a greater understanding of ELL students and ESL instruction needs in colleges and universities to support intersegmental communication and coordination for ELL student success;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) ESL Task Force Report: A 2020 Update³¹; and

Resolved, That the Academic Senate for California Community Colleges work with segment partners to advocate and support the recommendations in the ESL Task Force Report: A 2020 Update in order to provide ELL students equitable access to educational opportunities and pathways.

Contact: ASCCC Executive Committee

MSC

16.0 LIBRARY AND LEARNING RESOURCES

16.01 F21 Advocate for Electronic Access to Required Course Materials

Whereas, the Academic Senate for California Community Colleges (ASCCC) has long expressed concerns that the cost of textbooks and other course materials represent a financial burden for California Community College students (“Textbook Issues: Economic Pressures and Academic Values.” 2005) and has more recently also supported efforts “to reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available (Fall 2017, Resolution 12.01), and

Whereas, librarians recognize the urgent need to develop new approaches to library acquisition of course textbooks to ensure that students have access, regardless of course modality, and are committed to make copies of required textbooks and course materials available to assist those

³¹ https://asccc.org/sites/default/files/publications/AS_Position_Paper-ESL_210826.pdf

students who are unable to purchase their own and that the vast majority of existing textbooks are simply unavailable to libraries in any format other than print,

Whereas, the critical work to ensure unfettered student access is hampered by multiple factors including:

- copyright and fair use laws that prohibit the scanning or digitization of entire textbooks and
- textbook publishers who do not provide electronic purchasing/licensing options for libraries and
- textbook publishers will not allow libraries to purchase e-textbook versions that can be accessed through a library's textbook reserves collection; and

Whereas, this is a national concern affecting all levels of postsecondary education and the 23 California State University Libraries have already put out a statement on textbooks in the library collection³²;

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to develop a statewide response to publishers from the California public postsecondary systems; and

Resolved, That the Academic Senate for California Community Colleges work with our faculty colleagues in the California State University and University of California, through the Intersegmental Council of Academic Senates (ICAS) and other practitioner groups, to explore options, including legislation, to support libraries in their ability to provide electronic access to required course materials that students need to succeed in their courses.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSC

17.0 LOCAL SENATES

17.01 F21 Local Senate Policies Regarding Textbook Adoption

Whereas, Faculty have both the academic freedom to select the course materials they deem most appropriate (Resolution 19.01 F04) and the responsibility to consider the cost burden as they do so (Title 5, § 59404);

Whereas, Provisions of the Higher Education Opportunity Act require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course

³² <https://libraries.calstate.edu/textbooks/>

schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule used for preregistration and registration purposes”;

Whereas, California Education Code §66406.9 requires the California Community Colleges to “clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions”; and

Whereas, Students who register for a course and act on the available course information, purchasing a nonreturnable text or choosing a section that is identified as no-cost or low-cost, should not be negatively impacted in the event that the instructor of record changes;

Resolved, That the Academic Senate for California for Community Colleges provide guidance to local academic senates in developing policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources by Fall of 2022; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt policies that both protect students and uphold academic freedom in cases where changes to faculty class assignments result in changes in required course resources.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices

Whereas, Education Code §87360 Hiring Criteria, Subdivision (a), states that applicants for faculty and administrator positions must demonstrate, as a criterion for hiring beyond the state minimum qualifications, “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students”, that is included in all job announcements and assessed during the applicant screening process, per the requirements of Title 5. §§53022 and 53024; yet current faculty screening and selection practices at most colleges may place a disproportionate emphasis on discipline-specific hiring criteria, such as the ability to teach and provide services to students, at the expense of assessing job applicants and candidates on their abilities to “demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students”;

Whereas, Academic Senate for California Community Colleges delegates passed Resolution 12.01³³ (Fall 2015), which acknowledged that hiring faculty who have a sensitivity and understanding of diverse students positively impacts student success, consistent with research included in the Chancellor's Office Diversity, Equity, and Inclusion Task Force Literature Review on Faculty, Staff, and Student Diversity³⁴ (2019) and Report³⁵ (2020);

Whereas, Strategies in the Recommendations from the Vision for Success Diversity, Equity, and Inclusion Task Force³⁶ call for implementation of innovative hiring and outreach practices focused on diversity, revised procedures that address diversity, equity, and inclusion to reduce bias in the hiring process, and inclusion of cross functional staff in hiring and screening committees; and

Whereas, at its August 12-14, 2021 meeting³⁷, the Executive Committee of the Academic Senate for California Community Colleges took action to support the Association of Chief Human Resource Officers (ACHRO) Screening and Selection Recommendations (July 23, 2021 version) for innovative hiring practices focused on diversity, developed in collaboration with associations represented on the Vision for Success Diversity, Equity, and Inclusion Workgroup, including trustees, chief executive officers (CEOs), chief instructional officers (CIOs), chief student services officers (CSSOs), chief business officers (CBOs), and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges endorse the ACHRO draft Screening and Selection Process Recommendations³⁸; and

Resolved, That the Academic Senate for California Community Colleges commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations and development of professional development resources to support local senate implementation efforts.

Contact: ASCCC Executive Committee

MSC

REFERRED RESOLUTIONS

13.01 F21 Faculty Responsibility for Confirming Course Resource Accuracy

³³ <https://asccc.org/resolutions/hiring-culturally-aware-faculty>

³⁴ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF>

³⁵ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf?la=en&hash=FAB1854B05779EA47FBA10D1E5DED7A290D5C9E1>

³⁶ <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/4-recommendations-from-the-dei-task-force.pdf?la=en&hash=941ED4B5EF26A289A1A16FD468F10D7565FD0D4B>

³⁷ <https://asccc.org/sites/default/files/Agendas/Download%20Agenda.pdf>

³⁸ <http://achroeeo.com/diversity-equity-and-inclusion/>

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information are clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

MSR: Referred to the Executive Committee for clarification on intent and how each “Resolved” can be carried out locally and report back by Spring Plenary Session 2022.

20.01 F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption

Whereas, After the second full year of AB 705 implementation for math and English, local outcomes reveal that while more first-time students are attempting and completing transfer-level math and English courses, growing and alarming equity gaps persist, particularly for students of color³⁹;

³⁹<http://go.boarddocs.com/ca/laccd/Board.nsf/goto?open&id=C6URQH6B08F4>

Whereas, Many colleges no longer offer English courses below transfer level or math courses more than one level below transfer which limits the options of students seeking additional preparation in transfer-level math and English courses; and

Whereas, Enrollment of California Community College students has declined precipitously since the pandemic started and those declines have been particularly large among first-time students and in communities of color;

Resolved, The Academic Senate for California Community Colleges encourage all stakeholders to address the equity gaps observed after AB 705 implementation and exacerbated by the COVID-19 pandemic by offering additional curricular options for math and English and providing adequate academic support and student services to help all students succeed in these courses;

Resolved, The Academic Senate for California Community Colleges urge all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic;

Resolved, The Academic Senate for California Community Colleges provide guidance on effective practices to local colleges, academic senates, and discipline faculty to implement additional measures as necessary to address the equity gaps in math and English courses, enrollment declines, and the significant COVID-19 related learning disruption affecting community college students, K-12 students, and the communities we serve; and

Resolved, That the Academic Senate for California Community Colleges urge all stakeholders to improve online registration and enrollment processes.

Contact: Angela C. Echeverri, Los Angeles Mission College, Area C

MSR: Referred to the Executive Committee to clarify intent of the resolution and to report back by Spring Plenary Session 2022.

FAILED RESOLUTIONS

1.05.01 F21 Amend

Amend the Resolved

Resolved, The Academic Senate for California Community Colleges should, when feasible, make remote attendance an option at all ASCCC-organized events, including plenary sessions.

Contact: Richell Swallow, Reedley College

MSF

3.02.01 F21 Amend

Amend the title

Equity in Science, Technology, Engineering, Arts, and Math (STEAM)

Amend the 2nd Whereas

Whereas, The Academic Senate for California Community Colleges has multiple resolutions supporting the success of students in math; ~~and~~

Amend the 3rd Whereas

Whereas, Data and research supports the effectiveness of equity-minded and culturally relevant practices in science, technology, engineering, arts, and math, yet California community colleges data continues to show the opportunity gap in student success in STEAM areas; and

Add a 4th Whereas

Whereas, Representation (or lack thereof) of cultural stories as taught in the Arts can have as deep a societal impact on underrepresented groups as education deficits⁴⁰⁴¹;

Amend the Resolved

Resolved, That the Academic Senate for California Community Colleges write a paper focused on optimizing student success through models of equity-minded teaching and learning practices in STEAM online and traditional course modalities and present it to the body by the spring 2023 plenary session.

Contact: Kelly Rivera, Mt. San Antonio College

MSF

3.05.01 F21 Amend

Amend the 4th Resolved

Resolved, That the Academic Senate for California Community Colleges encourage the use of approaches that significantly reduce course resource costs such that any course sections ~~with a~~

⁴⁰ Pankratz, David. Minority Students and Access to Arts Study. Council of Arts Accrediting Association. https://nasd.arts-accredit.org/wp-content/uploads/sites/5/2016/04/CAA-Minority_Access-2009.pdf.

⁴¹ Rose, Kalima; Daniel, Milly; & Liu, Jeremy. Creating Change through Arts, Culture, and Equitable Development: A Policy and Practice Primer. PolicyLink, https://www.policylink.org/sites/default/files/report_arts_culture_equitable-development.pdf

~~low-cost~~ can obtain zero-textbook-cost status by virtue of the cost of resources for that course being absorbed by the college, district, or the state.

Contact: Sheila Lynch, Rio Hondo College, Area C

MSF

13.01.01 F21 Amend 13.01

Delete the Current Resolved

Add a new Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to remind their constituents that the accuracy and timeliness of information in the schedule of classes helps their students succeed, especially for all zero and low-cost designated courses, and develop processes to support this effort.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSF

FINAL DELEGATES

COLLEGE	NAME
Alameda, College of	Matthew Goldstein
Allan Hancock College	Hector Alvarez
American River College	Alisa Shubb
Antelope Valley College	Van Rider
Bakersfield College	Lisa Harding
Barstow College	Rodolfo Duque Jr
Berkeley City College	Matthew Freeman
Butte College	Robert White
Cabrillo College	Anna Zagorska
Calbright College	Michael Stewart
Canada College	David Eck
Canyons, College of	David Andrus
Cerritos College	Dennis Falcon
Cerro Coso College	Yvonne Mills
Chaffey College	Nicole DeRose
Clovis College	Cynthia Elliott
Coastline College	Lisa Lee
College of Marin	Alicia (Meg) Pasqual
Columbia College	Lahna VonEpps
Compton College	Sean Moore
Contra Costa CCD	John Freytag
Contra Costa College	Gabriela Segade
Copper Mountain College	LeeAnn Christensen
Cosumnes River College	Scott Crosier
Crafton Hills College	Brandi Bailes
Cuesta College	Wesley Sims
Cuyamaca College	Manuel Mancillas-Gomez
De Anza College	Cheryl Balm
Desert, College of	Kim Dozier
East Los Angeles College	Jeffrey Hernandez
El Camino College	Darcie McClelland
Evergreen Valley College	Garry Johnson
Folsom Lake College	Eric Wada
Foothill College	Kathryn Maurer
Foothill DeAnza CCD	Mary Pape
Fresno City College	Michael Takeda
Fullerton College	Kimberly Orlijan
Gavilan College	Cherise Mantia

COLLEGE	NAME
Glendale College	Roger Dickes
Golden West College	Pete Bouzar
Grossmont College	Pearl Lopez
Hartnell College	Cheryl O'Donnell
Imperial Valley College	Ric Epps
Irvine Valley College	Daniel de Roulet
Laney College	Eleni Economides Gastis
Lassen College	Adam Runyan
Long Beach City College	Giselle Richards
Los Angeles CCD	Angela Eccheverri
Los Angeles City College	Mickey Hong
Los Angeles Harbor College	William Hernandez
Los Angeles Mission College	Carole Akl
Los Angeles Pierce College	Barbara Anderson
Los Angeles Southwest College	Naja El-Khoury
Los Angeles Trade Tech College	Marvin DaCosta
Los Angeles Valley College	Kevin Sanford
Los Rios CCD	Julie Oliver
Madera College	Brad Millar
Mendocino College	Catherine Indermill
Merced College	Lee Anne Hobbs
Merritt College	Thomas Renbarger
MiraCosta College	Luke Lara
Mission College	Aram Shepherd
Modesto Junior College	Gisele Flores
Monterey Peninsula College	Frank Rivera
Moorpark College	Erik Reese
Moreno Valley College	Ann Pfeifle
Mt. San Antonio College	Kelly Rivera
Mt. San Jacinto College	Leticia Luna-Sims
Napa Valley College	Eileen Tejada
Ohlone College	Kyle Livie
Orange Coast College	Lee Gordon
Oxnard College	Amy Fara Edwards
Palo Verde College	Sarah Frid
Palomar College	Rocco Versaci
Peralta CCD	Donald Saotome Moore

COLLEGE	NAME
Redwoods, College of the	Erin Wall
Reedley College	Richell Swallow
Rio Hondo College	Sheila Lynch
Riverside City College	Mark Sellick
Riverside CCD	Jennifer Floerke
Sacramento City College	Lori Petite
Saddleback College	Margot Lovett
San Bernardino Valley College	Davena Burns-Peter
San Diego Continuing Ed	John Bromma
San Diego Mesa College	John Crocitti
San Diego Miramar College	Laura Murphy
San Francisco, City College of	Edward Simon Hanson
San Joaquin Delta College	David Thomas
San Jose City College	Judith Bell
San Jose-Evergreen CCD	Alejandro Lopez
San Mateo College	Daniel Keller
San Mateo CCD	Kathryn Williams Browne
Santa Barbara City College	Tara Carter
Santa Monica College	Jamar London
Santa Rosa Junior College	Julie Thompson
Santiago Canyon College	Craig Rutan
Sequoias, College of the	Landon Spencer
Shasta College	Jim Crooks
Sierra College	Soni Verma
Siskiyou, College of the	Ron Slabbinck
Skyline College	Lindsey Ayotte
Solano College	Lanae Jaimez
Southwestern College	Caree Lesh
Taft College	Sharyn Eveland
Ventura College	Dan Clark
Victor Valley College	Henry Young
West Hills Coalinga	Matt Magnusun
West Los Angeles College	Patricia Zuk
Woodland College	Deanna Pierro
Yuba College	Christopher Noffsinger

EXECUTIVE MEMBER	NAME
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North Representative	Karla Kirk
South Representative	Amber Gillis
South Representative	Manuel Velez
At Large Representative	Carrie Roberson
At Large Representative	Lance Heard

Faculty Development Committee Meeting

Minutes for Tuesday, November 9, 2021

Via Zoom: <https://elcamino-edu.zoom.us/j/96406869362> 1:15-2:15 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Taryn Bailey	TB	Guided Pathways
X	Erica Brenes	EB	Humanities
X	Anna Brochet	AB	Counseling
	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
X	Amy Himself	AJH	Behavioral & Social Sciences
	Lars Kjeseth	LK	Mathematical Sciences
	Rhea Lewitzki	RL	Humanities
X	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
X	David Moyer	DM	Fine Arts
X	Polly Parks	PP	Natural Sciences
	Margaret Steinberg	MS	Natural Sciences
	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

Guests in attendance: Jackie Nolasco and Analu Josephides

Faculty Book Club (FBC)

LC reminded the committee that the FBC will meet on Friday, November 12th at 11:00. We will be discussing Chapters 9 and 10 of *Social Justice Issues and Racism in the College Classroom: Perspectives from Different Voices*, edited by Patricia G. Boyer and Dannielle Joy Davis. Faculty have unlimited access to the E-book via the Schauerman Library and prior attendance is not required to attend on Friday.

SITE

AM reported that SITE will host Equitable Policy Implementation, a follow-up presentation for colleagues who attended one of USC's e-convenings on race and equity last year. The campus forum will take place on November 10th, 3:00-4:30pm, and focus on ways in which color-blind approaches to our institutional policies reproduce racial inequities; the need for race-conscious policies to target racial equity gaps; and, a race-conscious review of AB 705 from the deans of the mathematics and English departments. In addition, SITE hosts Equitable Grading Gatherings (EGGs) and the SITE Book Club.

Guided Pathways (GP)

TB reported that Meta-Majors Virtual Game Night on November 5th was a huge success. Multiple means of promotion were utilized including text messages, emails, and social media postings, but direct messages from faculty appears to have drawn the most attention. TB stressed that 65% of students who attended the event, learned about it from one of their instructors.

SA reminded the FDC of the partnership between Guided Pathways and the Academic Senate to develop the ECC Equity-Minded Teaching Institute. Applications for the inaugural cohort are due Friday, November 19th. Members were encouraged to apply.

Sample Syllabus Statements

The FDC reviewed two sample syllabus statements, one relating to land acknowledgement and one relating to ECC Connect. LC provided a revised Land Acknowledgement statement which incorporated feedback provided by the FDC in our meeting on October 26th. The statement will now be presented to the Academic Senate for review. Ultimately, it will be part of the Land Acknowledgement Toolkit which will be unveiled during Spring 2022 PD Power-Up Month. The review of the ECC Connect sample syllabus statement prompted a lengthy and productive discussion of processes related to ECC Connect. TB will share FDC feedback to the GP Steering Committee and provide a revised statement at a later date for review.

Flex FAQs

SA reported that revised Flex FAQs were reviewed by the Academic Senate on November 2nd. A request was made to include a question and answer regarding how faculty can confirm Flex hours related to anti-racist/racial equity and distance education professional development. In response, the FDC developed and reviewed additional questions and answers which will be added to the Flex FAQs and presented to Academic Senate for a second reading on November 16th.

Informed & Inspired (I&I)

SA reported that I&I: Deep Listening to LGBTQIA+ Students which took place on October 27th was well attended. Three students from the Gender Sexuality Alliance engaged in a conversation about their experiences as ECC students and what they desire in a supportive and inclusive learning environment. The next I&I session will take place on November 17th. SA thanked PP for all her efforts to organize meaningful I&I sessions this semester.

Conversations with Colleagues: How are we preparing for our return to campus?

SA reported that our next Conversations with Colleagues will take place on November 17th, 12:30-1:30. We've invited several colleagues who are currently teaching on campus, including PP and DM, to share their experiences as they transitioned back to in-person teaching.

Spring PD Day

SA announced that President Thames will be attending the ACCT Community College National Legislative Summit in Washington, DC on February 6-9, as a result Spring PD Day will take place on Thursday, February 10, 2022.

Getting the Job, Part 1: The Faculty Application Process

Getting the Job, Part 1 will take place on Friday, December 3rd, 12:30-3:00. SA confirmed that AB, Jane Miyashiro, Martha Lopez, and Chris Gold will serve on the panel. DM volunteered to also participate. SA will recruit an additional full-time faculty to join the panel and assist with the CV review workshop following the panel presentation.

Adjourned 2:16

SA/11.12.21