



Academic Senate of El Camino College 2021-2022

May 17, 2022

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

Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, May 17, 2022 via Zoom

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-18
C. Unfinished Business: a. Hyflex Implementation Proposal 2 nd reading and vote- Moses Wolfenstein b. Call for Nominations, Senate President Elect- Senate Executive Board	19
D. New Business: a. Ap 7160, Professional Development 1 st reading- Camila Jenkin b. Ap 5700, Athletics 1 st reading- Camila Jenkin	20-23 24-26
E. Information Items – Discussion a. SEM Update- Phillip Lau b. Recommended best practices for assigning online course sections- Moses Wolfenstein c. Follow up discussion on Campus Climate Survey Results- Senate Executive Board	27-28 29-64
F. Officer Reports a. President – Darcie McClelland b. Chair, Curriculum – Janet Young c. VP Educational Policies – Camila Jenkin d. VP Equity, Diversity, and Inclusion- Analu Josephides e. VP Faculty Development – Stacey Allen f. VP Finance – Josh Troesh g. VP Academic Technology – Stephanie Burnham h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan	65-66
G. Special Committee Reports a. ECC VP of Academic Affairs – Jackie Sims b. ECC VP of Student Services – Ross Miyashiro	
H. Future Agenda Items: a. Special Recognition b. Executive Board Elections	
I. Public Comment	
J. Adjourn	

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

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

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

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



May 17, 2022

Academic Senate of El Camino College 2021-2022

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

Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 5/17/2022

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

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

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

Meeting ID: 960 6675 9172

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

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

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to academicsenate@elcamino.edu by noon on Tuesday, May 17. In the subject line, please put Academic Senate Meeting 5/17 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.



Academic Senate of El Camino College 2021-2022

May 17, 2022

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

Officers & Executive Committee

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

Analu 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

Laura Almo 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 20/21

Dina Mauger 22/23

Shiney Johnson 22/23

Tom Hazell 23/24

Eric Villa 23/24

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Stephanie Burnham 23/24

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^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

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

*Denotes longest-serving division senator (i.e., the "senior senator"). ^R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses 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

Orion Teal

Business

Kurt Hull

Phillip Lau

Josh Troesh

Counseling

Anna Brochet

Rocio Diaz

Maria A. Garcia

Fine Arts

Jonathan Bryant

Joe Hardesty

Unexcused: Russell McMillin

Joanna Nacheff

Health Sciences & Athletics

Andrew Alvillar

Unexcused: Tom Hazell

Unexcused: Shiney Johnson

Dina Mauger

Unexcused: Eric Villa

Humanities

Stephanie Burnham

Sean Donnell

Brent Isaacs

Elayne Kelley

Anna Mavromati

ITEC

Charlene Brewer-Smith

Ross Durand

Dylan Meek

Renee Newell

Jack Selph

Library

Camila Jenkin

Analu Josephides

Gary Medina

Mathematics

Susana Acosta-Acuna

Excused: Diaa Eldanaf

Robert Eleuteri

Greg Fry

Unexcused: Ronald Martinez

Natural Sciences

Jwan Amin

Unexcused: Mia Dobbs

Shimonee Kadakia

Darcie McClelland

Shanna Potter

ASO

Anisha Moutra

Curriculum Chair

Unexcused: Janet Young

Academic Affairs

Jackie Sims

Student Services

Ross Miyashiro

President/Superintendent

Brenda Thames

ECC Federation

Kelsey Iino

Institutional Research

Josh Rosales

Dean's Reps/Guests/Other Officers:

Ali Ahmadpour

Anna Mavromati Duncan

Arturo Hernandez

Brizset Giles

Elizabeth Basile

Irena Zugic

Jackie Nolasco

Keiana Daniels

Kevin Degan

Laura Almo

Linda Cooks

Maeve Lee

Moses Wolfenstein

Ryan Wallach

Susan Nilles

Viviana Unda

ACADEMIC SENATE MINUTES May 3, 2022

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

A. Call to Order

- Call to order at 1:04pm.

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

- Academic Senate President called approval of minutes to motion. Motioned by S. Allen, seconded by K. Degnan.
- 0 No's, 0 abstentions. Approved.

C. Unfinished Business:

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

- Academic Senate President called approval for title change fall 2022. Motioned by A. Josephides, seconded by S. Allen.
- No comments.
- 0 no's, 0 abstentions. Approved.

D. New Business:

a. Hyflex Implementation Proposal- Moses Wolfenstein (p.13)

- Reviewed ECC Academic Senate definition of Hyflex meeting. Refer to document for full details.
 - Faculty may be DE certified
 - ADA compliant
- Question about campus goals for hyflex modality
 - Hard to say at this point because it's so new.
 - Departments may want to discuss what course would do well with this modality.
- Can faculty require on-campus attendance on certain dates? (ex. Labs/exams)
 - Lab courses may be best to be scheduled as hybrid on class schedule.
- Suggested to define "equivalent"
- Concerns about explicit need for classroom assistant
 - May create budget concerns
 - What if students don't use hyflex option?
 - Facilitating activities between online students vs in person student
 - Maybe provide an alternative to classroom assistant
- Some courses have selected as pilot for fall 22 and students may see communication alerting them to change in course modality.

b. Ap 7160, Professional Development- Camila Jenkin (p. 14-17)

- Tabled

c. AP 5700, Athletics- Camila Jenkin (p. 18-20)

- Tabled

E. Information Items – Discussion

a. AP 3445, Accommodations for Persons with Disabilities in Non-Classroom Activities- Leo Barrera

- This AP 3445 was developed prior to Leo’s start date.
- Classroom accommodations still go through SRC.
- Reviewed definitions and language from federal law
- **Non-classroom** activity announcements:
 - Must have accommodation language so event is accessible
- Person in charge of event should be initial contact person. May contact Leo Barrera if unable to mitigate on own or for consultation.
 - Person in charge does not need to request proof of documentation for disability. Just provide accommodation.

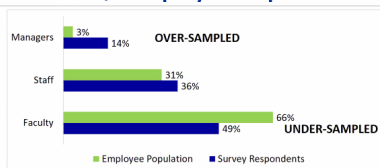
b. Permissible Use of Other Power-Driven Mobility Devices- Leo Barrera (p. 21-25)

- Gasoline and/or combustible engines may not enter campus.
 - Refer to BP for acceptable mobility devices allowed on campus.
- Chief of Police will monitor and enforce compliance.
- Campus community is not to request documentation of verifying disability.
- Leo will email flyer verbiage to Academic Senate President to share with Senators

c. Campus Climate Survey Results-Vivana Unda (p. 26-30)

- 2021 Employee Campus Climate Quantitative findings

Highlights Demographic Differences Survey Respondents v/s Employee Population



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

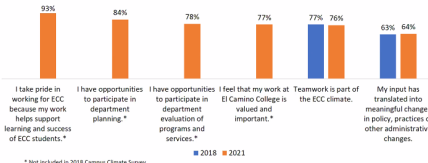
Qualitative Section
59% (262) responded to ECC's likes question
54% (242) responded to ECC's improvement question
16% (71) offered additional feedback

Sense of Belonging

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

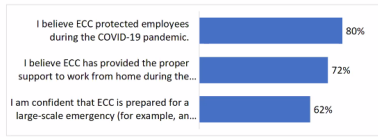
3 Things You Like Best About Working at ECC

- "Collegiality of faculty and staff"
- "Relationships I have built with other staff"
- "Open minded colleagues"



College Service & Communication to Employees

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

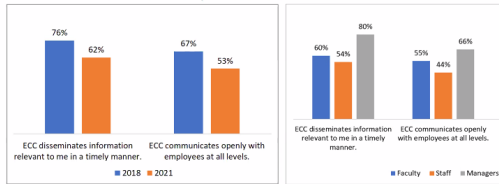


College Service & Communication to Employees (cont.)

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

3 Things That Would Improve Your Work Experience at ECC

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

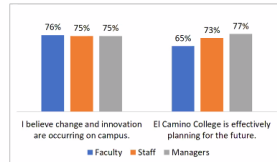


Institutional Mission & Vision

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

College Mission	2018	2021
ECC makes a positive difference in people's lives.	98%	96%
ECC provides excellent comprehensive educational programs and services.	96%	93%
I understand my role in helping ECC make a positive difference in people's lives.	98%	97%

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



Service to Students

- Employees feel prepared to address the needs of students.

3 Things You Like Best About Working at ECC

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

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

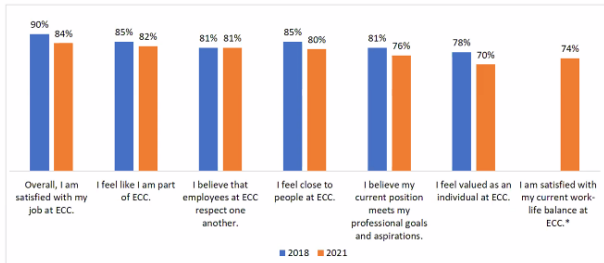
* Not included in 2018 Campus Climate Survey

Work Environment

3 Things You Like Best About Working at ECC

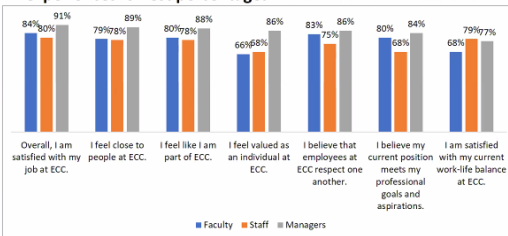
- "Fridays off in summer"
- "Location of campus"
- "Work flexibility during pandemic"

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



Work Environment (cont.)

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



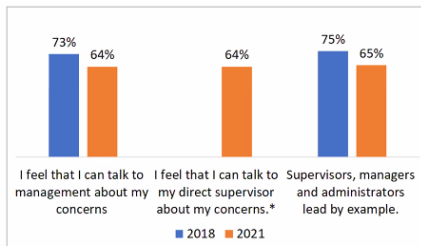
3 Things That Would Improve Your Work Experience at ECC

- "Compensation that is more in line with area colleges and cost of living, particularly housing and health care"
- "More in-house opportunities to move up in positions"
- "Flexible hours when working on campus for child care purposes"
- "Remote work opportunities (after campus reopens)"

EL CAMINO COLLEGE

College Leadership

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



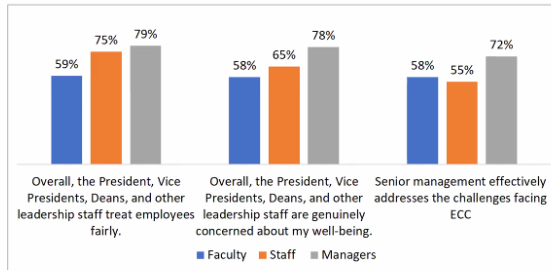
3 Things That Would Improve Your Work Experience at ECC

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

* Not included in 2018 Campus Climate Survey

College Leadership (cont.)

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



EL CAMINO COLLEGE

Equity, Diversity and Inclusion

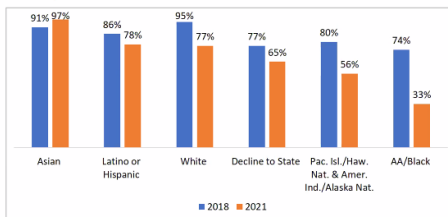
- The **needs of diverse employees are addressed** by College leadership.

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

*Not included in 2018 Campus Climate Survey

Equity, Diversity and Inclusion (cont.)

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



3 Things That Would Improve Your Work Experience at ECC

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

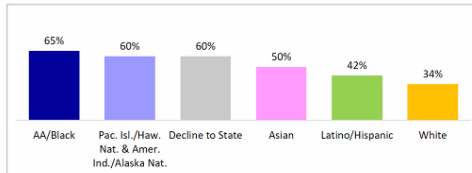
EL CAMINO COLLEGE

Equity, Diversity and Inclusion (cont. 2)

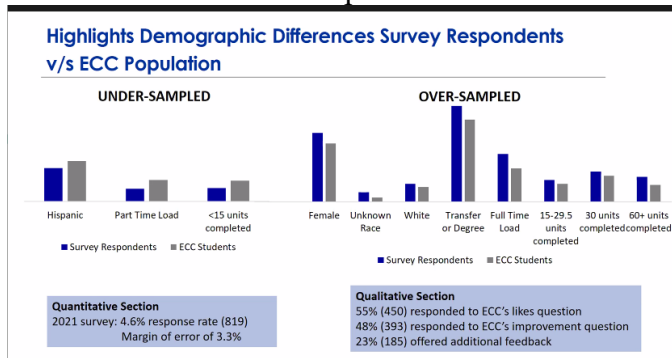
- Some employees have experienced discrimination.

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

- Experiencing discrimination varies by ethnicity.



- Discussion about how and what will the campus respond to concern:
 - Discrimination experienced
 - Equity
 - Etc.
 - Suggestion to create spaces where this can be discussed with HR and/or create townhall meeting.
 - Viviana to present an action plan template to work on these results
 - Darcie will make time to discuss at next AS meeting.
- Student Campus Climate Survey Quantitative findings:
 - Latinx and part-time student under-sampled

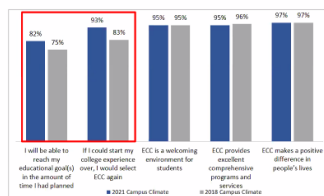


Overall Experience

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

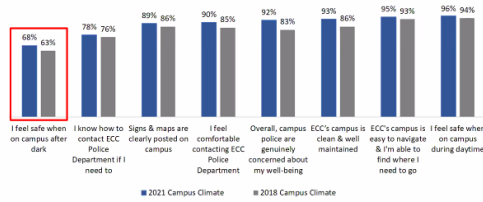
Percentage increase compared to 2018:

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



Physical Environment & Safety

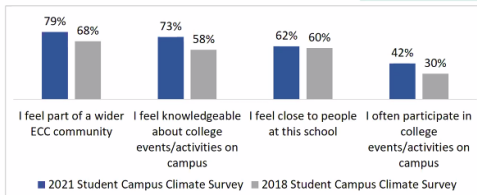
- Students like the physical environment and campus police.
- More can be done to help evening students feel safe after dark (68% v/s rates in all other statements in the 80%-90% range).



EL CAMINO COLLEGE

Campus Life & Activities

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



3 Things ECC is doing well

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

EL CAMINO COLLEGE

Equity, Diversity & Inclusion

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

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

* Not included in 2018 Campus Climate Survey

3 Things ECC is doing well

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

EL CAMINO COLLEGE

Equity, Diversity & Inclusion (cont.)

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

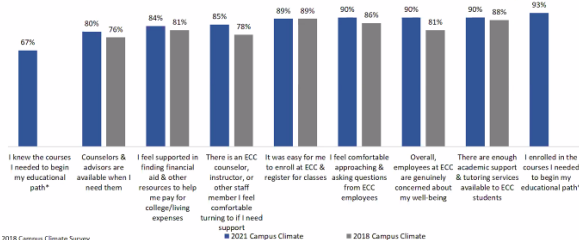
3 Things ECC needs to improve

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

EL CAMINO COLLEGE

Services & Resources

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



* Not included in 2018 Campus Climate Survey

EL CAMINO COLLEGE

Services & Resources (cont.)

- However...

3 Things ECC needs to improve

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

Classroom Instruction

- Students have an affirmative perception of interactions with instructors.

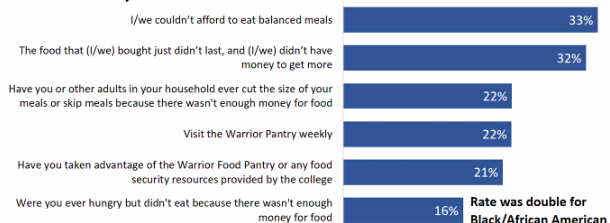
Survey Statements	2018	2021
Overall, instructors at ECC treat students fairly	94%	95%
Instructors welcome and encourage students to contribute diverse perspectives in class	94%	93%
My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching	95%	92%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

Food Insecurity

3 Things ECC needs to improve

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

- Many students have challenges with food insecurity.



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

EL CAMINO COLLEGE

Food Insecurity

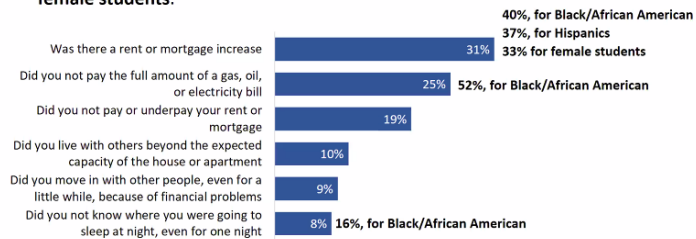
However...

3 Things ECC is doing well

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

Housing Insecurity/Homelessness

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



Health Services

3 Things ECC is doing well

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

3 Things ECC needs to improve

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

Selected Recommendations

EMPLOYEE SURVEY

- **Identify specific conditions hindering job satisfaction**
It continues to be high, but there was an average decrease of 14% from 2018.
- **Create meaningful dialogue between senior leadership and managers, staff, and faculty**
Perceptions about College leadership decreased 11% compared to 2018.
- **Strengthen work around employees’ diversity, equity, and inclusion**
In general terms, compared to 2018, level of satisfaction on campus experience regarding diversity decreased for all ethnicity groups except for Asian respondents.

STUDENT SURVEY

- **Expand faculty, staff, and student knowledge and best practices related to equity, diversity, and inclusion**
1/3 of students feel they have had a negative experience based upon race, age, gender identity, national origin, disability status among others.
- **Explore alternatives to better address food and housing insecurities**
Black/African American, Latino, and female students experience more negative impact than others.
- **Expand Health Services**
In response to comments in the qualitative section of the survey

- Sample survey statements developed by the senate chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://www.elcamino.edu/academics/academicssenate/FDCMinutes/Newsletter%20Sample%20Syllabus%20Statements_Spring%202021.pdf

d. Healthy Minds Study Student Survey - Susan Nilles (31-66)

- Annual survey study to be provided to ECC students and compare nationally.
 - Students have until May 21st to complete survey
 - Four \$250 Amazon opportunity drawing
 - Healthy Minds Study Survey Link is already in Student ECC Emails - they will receive 3 emails reminders over the next 3 weeks


About the Healthy Minds Study

Background

- Began in 2007
- 550,000+ respondents, 400+ campuses to date
- Expansion to community colleges in 2014

Main Topics Assessed (validated screening tools)

- Mental health (depression, anxiety, self-injury, suicidality)
- Lifestyle/health behaviors (substance use, exercise, sleep)
- Attitudes/awareness
- Service utilization
- Academic/social environment



The Healthy Minds Network

Benefits of Participation in HMS:

- Evaluate existing programs
- Assess need for programs and services at your institution
- Advocate for new or improved mental health services and programs on campus
- Help make the economic case for investment in mental health services to key administrators
- Strengthens grant applications (e.g. SAMHSA)
- Raise awareness of mental health and campus resources among your students
- Make comparisons nationally and with peer institutions



The Healthy Minds Network

- Student on waitlists prefer in person mental health services.
- Reviewed fall 2020 national findings:
 - 32,754 students surveyed
 - Anxiety and depression #1 reason to seek psychological services.
 - Discussion about perception of using services vs what people actually think of someone utilizing psychological services.

e. Cornerstone Updates- Jackie Nolasco

- New changes on Cornerstone welcome page
 - Can now locate external training button
 - Chancellor's office trainings do not need to be submitted as external trainings anymore. They will be automatically added to your dashboard.
- Dashboard will reflect total of hours
 - When logging in, make sure to refresh to see most updated hours.
 - Can export to excel sheet for event details
 - Dashboard can show you the number of hours for Racial equity.

F. Officer Reports

<https://www.elcamino.edu/academic-senate/meeting-schedule-and-materials.aspx>

If you haven't completed the Faculty Professional Development Needs Assessment, please do so by Friday, May 6th

https://elcamino.co1.qualtrics.com/jfe/form/SV_3KO4NFLiDu8reOG

- a. President – Darcie McClelland
- b. Chair, Curriculum – Janet Young
- c. VP Educational Policies – Camila Jenkin
- d. VP Equity, Diversity, and Inclusion- Analu Josephides
- e. VP Faculty Development – Stacey Allen (p. 67-68)
- f. VP Finance – Josh Troesh
- g. VP Academic Technology – Stephanie Burnham
- h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

G. Special Committee Reports

- a. ECC VP of Academic Affairs – Jackie Sims
- b. ECC VP of Student Services – Ross Miyashiro

H. Future Agenda Items:

- a. Program Review Revisions
- b. AP 4230, Grading and Academic Record Symbols

I. Public Comment

J. Adjourn

- Adjourned 2:45pm

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

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

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

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

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

Administrative Procedure 7160 Professional Development

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

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

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

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

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

Members of the Committee stands as follows:

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

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

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

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

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

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

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

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

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

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

Professional development may include, but is not limited to:

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

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

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

References:

Accreditation Standard III.A.15

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

Title 5 §53200, 55724

El Camino College Adopted: March 17, 2014

Reviewed 10/21 Educational Policies



POLICY & PROCEDURE SERVICE

AP 7160 Professional Development

References:

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

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

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

NOTE: *The following sentence is Optional.*

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

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

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

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

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

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

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

Board Policy 5700 Athletics

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

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

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

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

Current BP:

BP 5700 Intercollegiate Athletics

References:

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

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

ACCJC Accreditation Standard II.C.4;

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

NOTE: This policy is legally required.

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

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

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



POLICY & PROCEDURE SERVICE

BP 5700 Intercollegiate Athletics

References:

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

NOTE: *This policy is legally required.*

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

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

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

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

Recommended Practices for the Assignment of Courses Taught Online by Full Time Faculty at El Camino College

Preface

The purpose of this document is to provide framing and perspective on the assignment of distance education courses for faculty members at El Camino College who teach in a full-length academic term under normal circumstances. This document has been drafted as a best practices document by the El Camino College Academic Senate Online & Digital Education Advisory Committee (i.e. ODE Advisory). The members of ODE Advisory have drafted this document with the understanding that course assignment is ultimately a decision under the purview of the Division Deans as described in the Agreement Between EL Camino Community College District and El Camino College Federation of Teachers Local 1388, AFT, AFL~CIO January 1, 2020 through December 31, 2022 (i.e. the Faculty Contract).

Since the Faculty Contract is not part of the 10+1 academic and professional matters under Senate purview, and since ODE Advisory is a Senate committee, this document should in no way be construed as a policy or procedure document. Rather, it has been developed by this committee specifically because of increased faculty interest in teaching in online course formats after teaching entirely online under emergency remote instructional conditions during the COVID-19 pandemic between March, 2020 and December, 2021. As such, this document simply provides perspective and recommended practices from ODE Advisory based on research into policies at other institutions in the California Community College (CCC) system, the collective experience of the committee members, and an orientation towards the enduring values and culture of El Camino College as it relates to the learning experiences that we provide for our students both on campus and online.

Recommendation to Deans for Distance Education Course Assignment

Given the diversity of faculty and student expertise and interest in a variety of modalities (online asynchronous, live online, hybrid, on campus), the maximum load for any type of modality should be at the discretion of the Division Dean in consultation with the individual faculty and Online and Distance Education department.

We suggest there be no limit on the maximum percentage load of online or on-campus courses. Having no modality load limit will enable Deans to assign the appropriate modality and quantity of courses to faculty with experience and expertise in distance education.

Further, not having a maximum percentage load for online courses will enable us to better meet future needs and enrollment changes.

Faculty who want to teach online must be certified to teach distance education courses through the completion of El Camino's distance education certification program, or by qualifying for and completing the certification waiver process with the Online & Digital Education department. Faculty must also maintain certification through required professional development and consistently teaching in DE formats.

While Deans must consider various factors in course assignment, such as full or part time status or placement in a rotation, **we recommend that the primary consideration for assigning distance education courses be faculty experience and expertise in teaching in distance education.**

Additional key considerations of faculty experience and expertise should include:

- Completion of a formal course review (e.g. Course Design Academy, Quality Matters)
- Completion of the local POQR process at El Camino College or other approved campus
- Graduate-level coursework and/or degree related to teaching online/distance education pedagogy
- Completion of extensive high-quality DE focused professional development activities in excess of the minimal requirement set for certification maintenance (e.g. courses offered by @ONE, presenting a DE focused conference session, etc.).

Some Deans and administrators may be concerned about faculty involvement on campus and/or faculty availability to students. This is an important consideration, but it is possible for faculty to be heavily involved on campus and available to meet with students in a variety of modes, given that many committee meetings and office hours are now being held in a mixture of on campus and on Zoom.

Other considerations for a faculty with a majority or fully distance education course load should include:

- Faculty's committee service/campus involvement
- Instructor availability to meet and communicate with students in the most needed, relevant mode (online, hybrid, on-campus)

Conclusion

Course load and assignments are absolutely at the discretion of Deans and there are many factors to consider in this process. Our recommendation to have no limit on any type of course modality is intended to make that assignment process easier and more transparent to ultimately suit the needs of our students.

2021 Student & Employee Campus Climate Survey Results

INSTITUTIONAL RESEARCH & PLANNING

MAY, 2022

Agenda

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

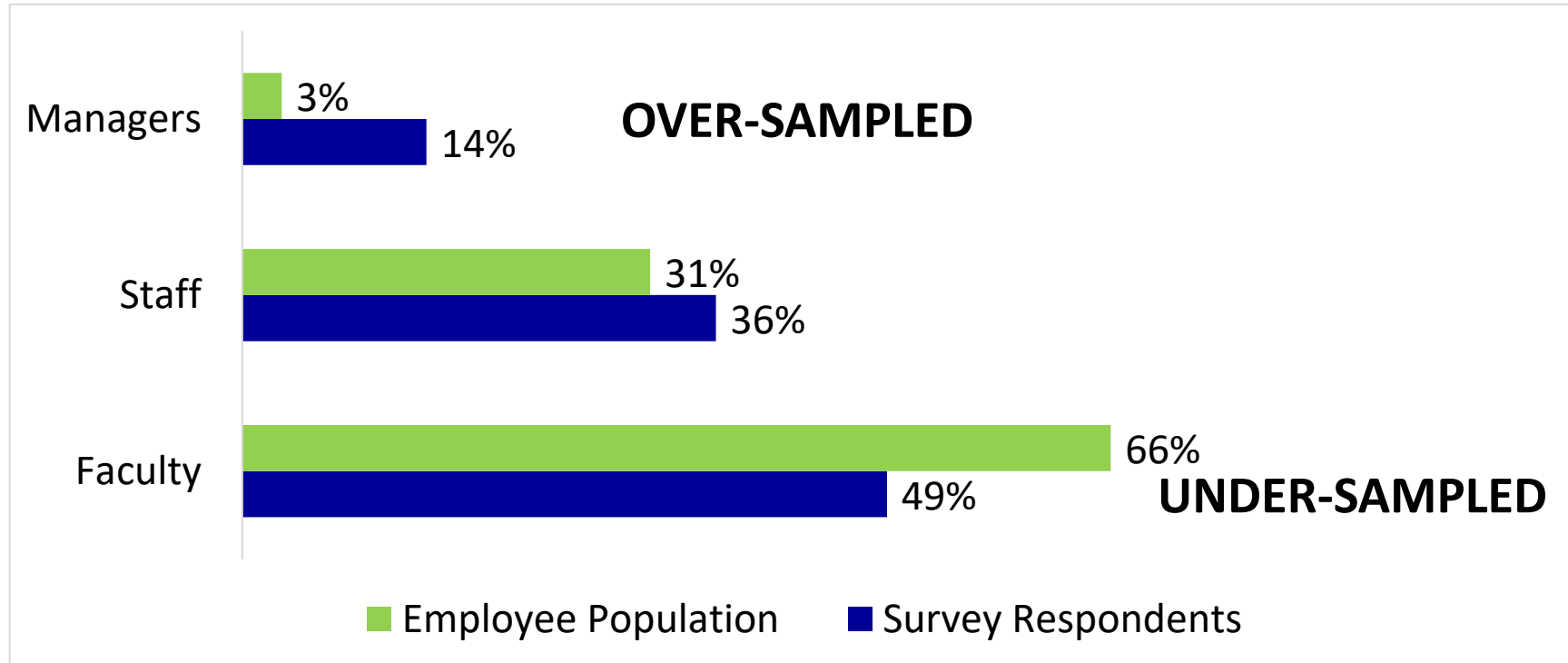
- Respondents' profile
- Selected survey findings

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

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

Employee Campus Climate Survey Respondents' Profile

Highlights Demographic Differences Survey Respondents v/s Employee Population



Quantitative Section

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

Qualitative Section

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

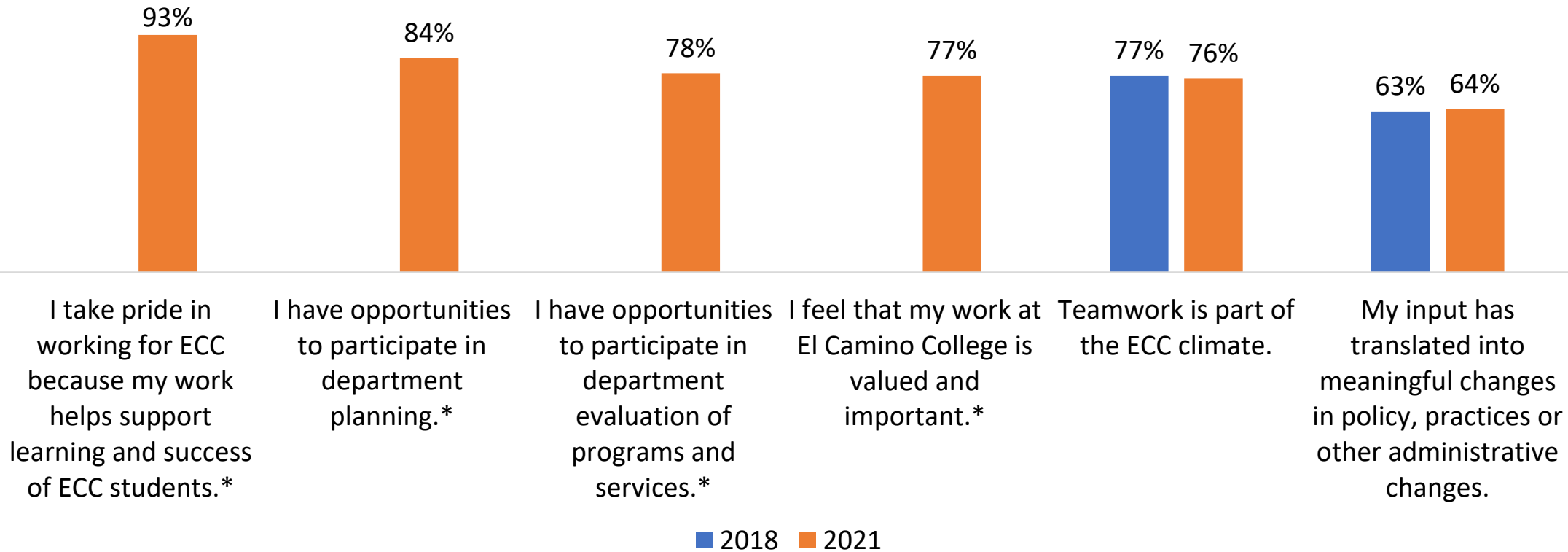
Employee Campus Climate Survey Quantitative & Qualitative Selected Findings

Sense of Belonging

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

3 Things You Like Best About Working at ECC

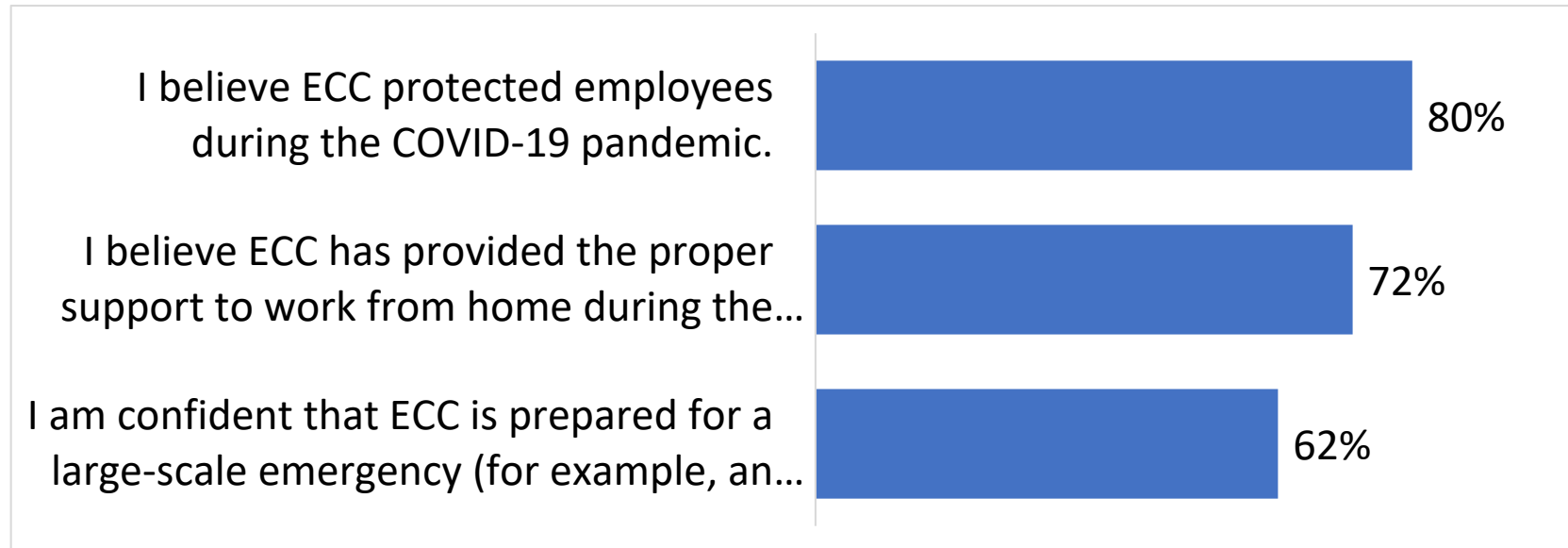
- “Collegiality of faculty and staff”
- “Relationships I have built with other staff.”
- “Open minded colleagues”



* Not included in 2018 Campus Climate Survey

College Service & Communication to Employees

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

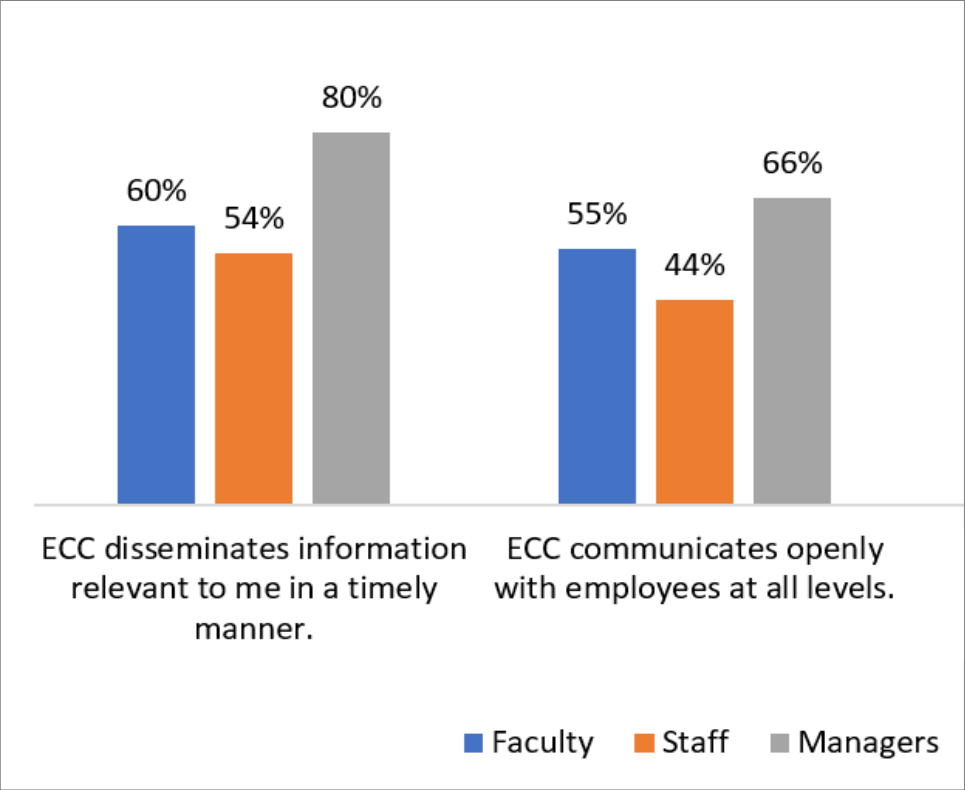
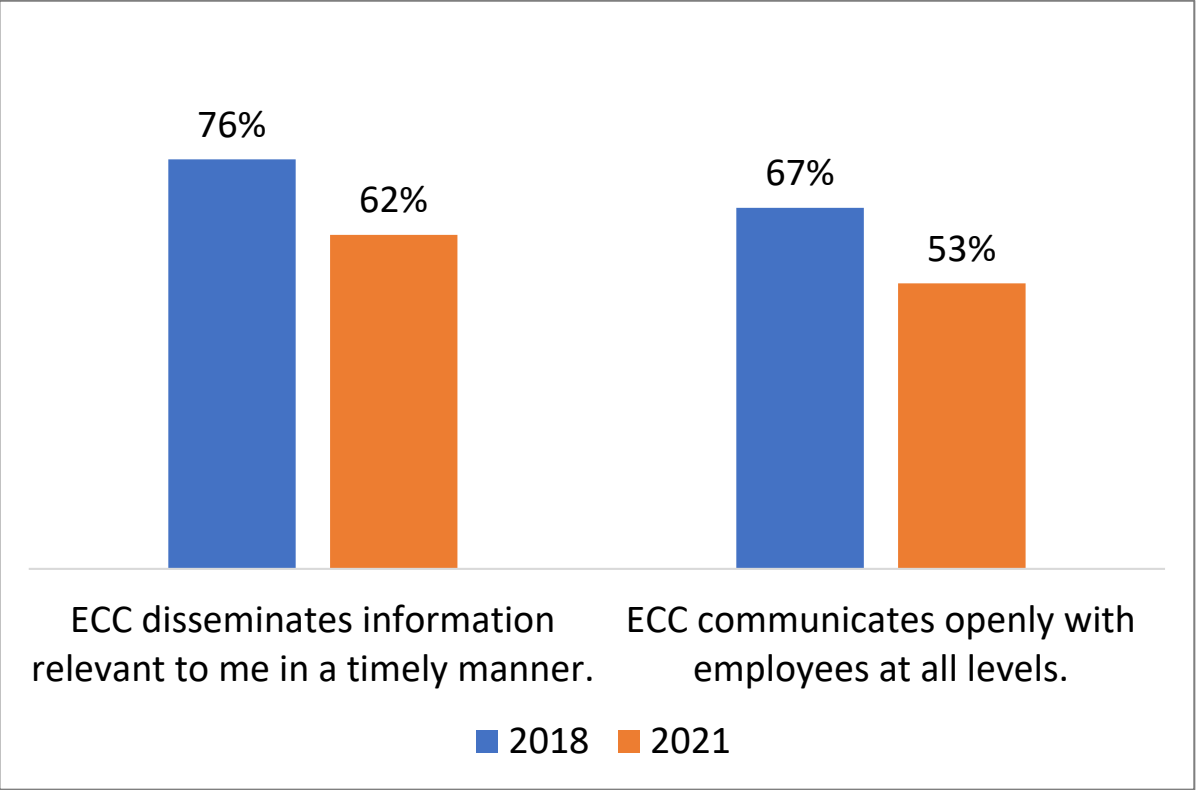


College Service & Communication to Employees (cont.)

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

3 Things That Would Improve Your Work Experience at ECC

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

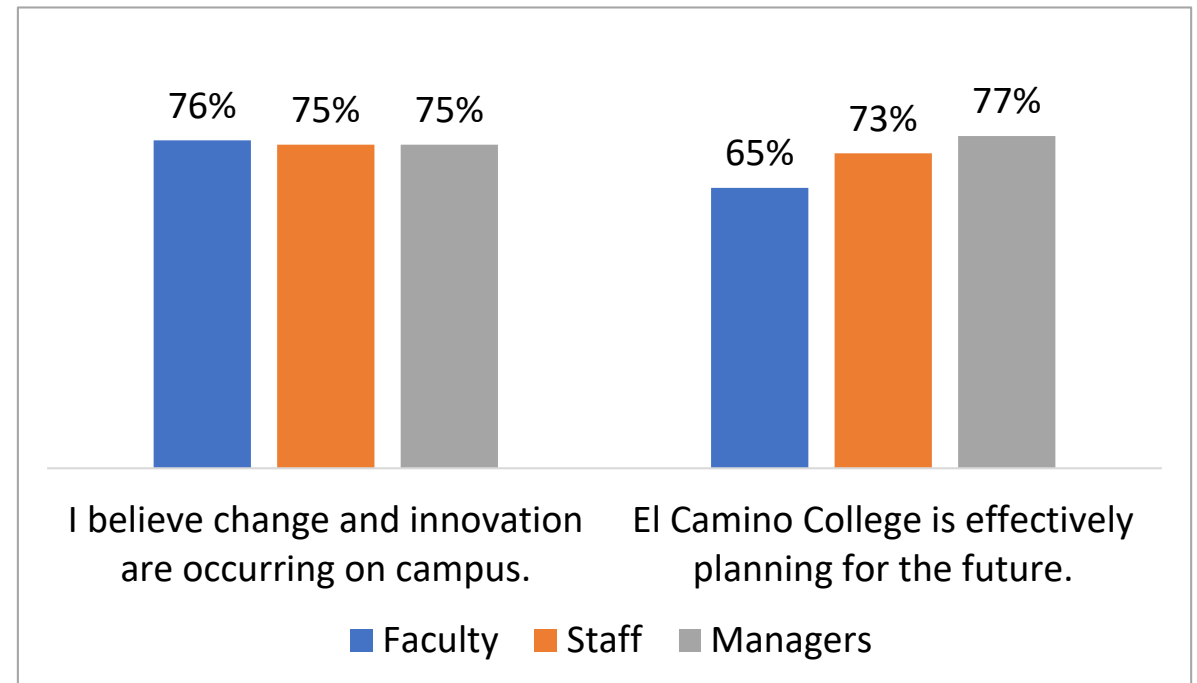


Institutional Mission & Vision

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

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

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



Service to Students

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

3 Things You Like Best About Working at ECC

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

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

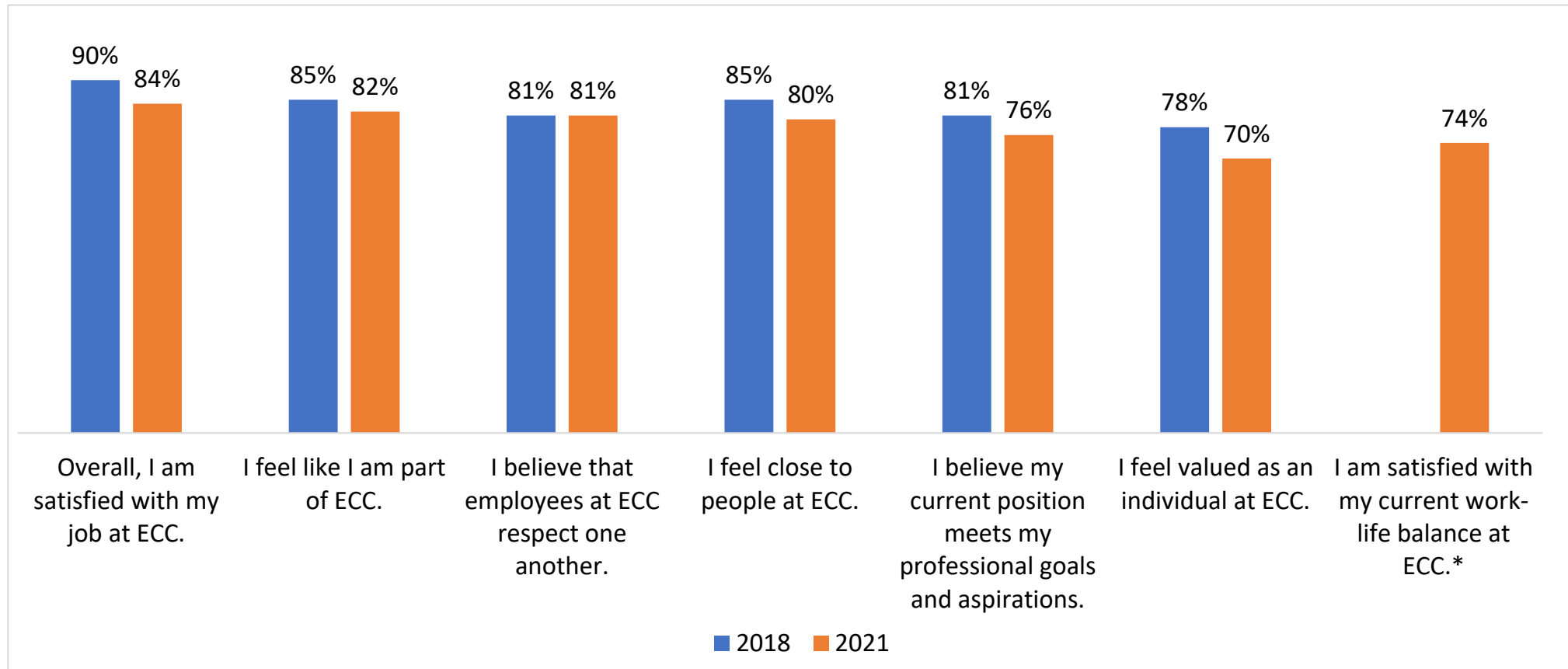
* Not included in 2018 Campus Climate Survey

Work Environment

3 Things You Like Best About Working at ECC

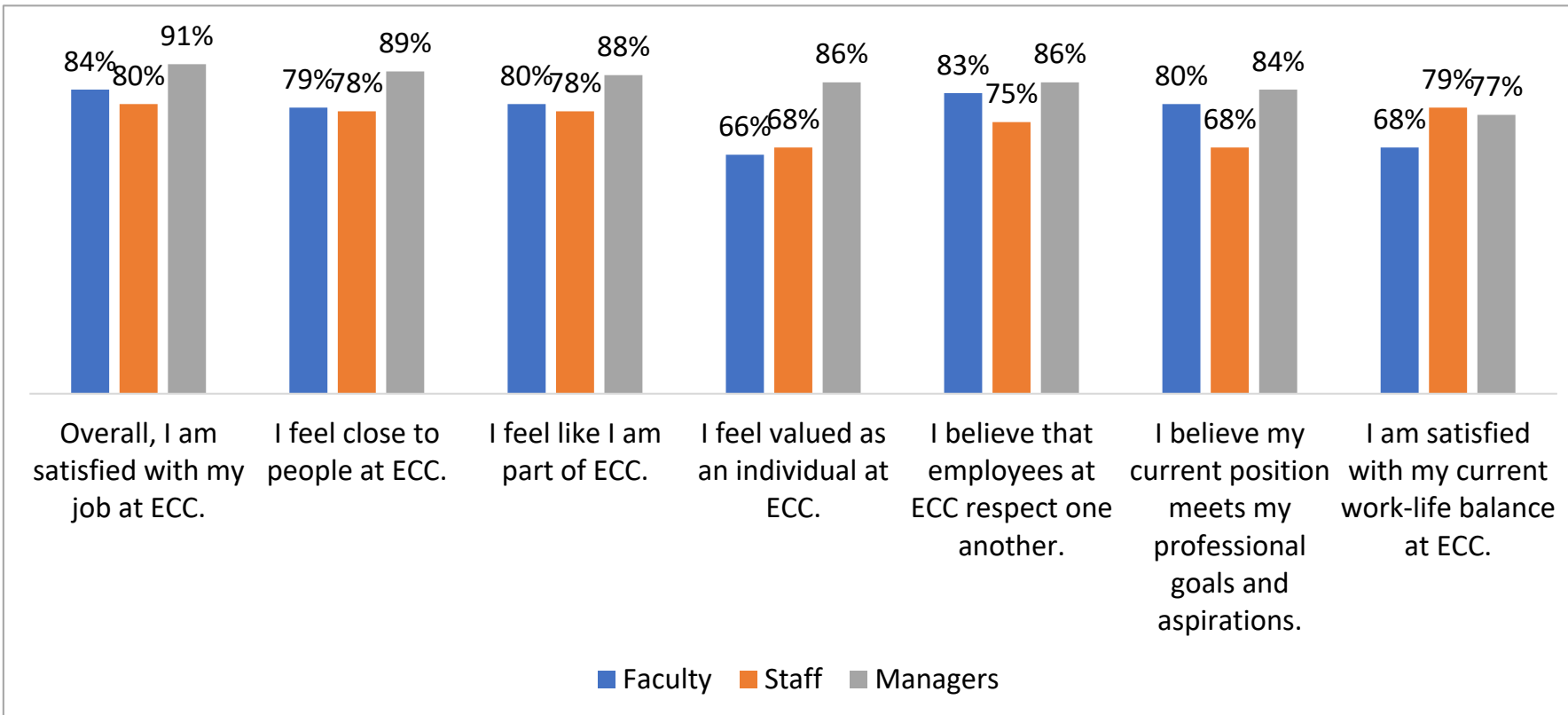
- “Fridays off in summer”
- “Location of campus”
- “Work flexibility during pandemic”

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



Work Environment (cont.)

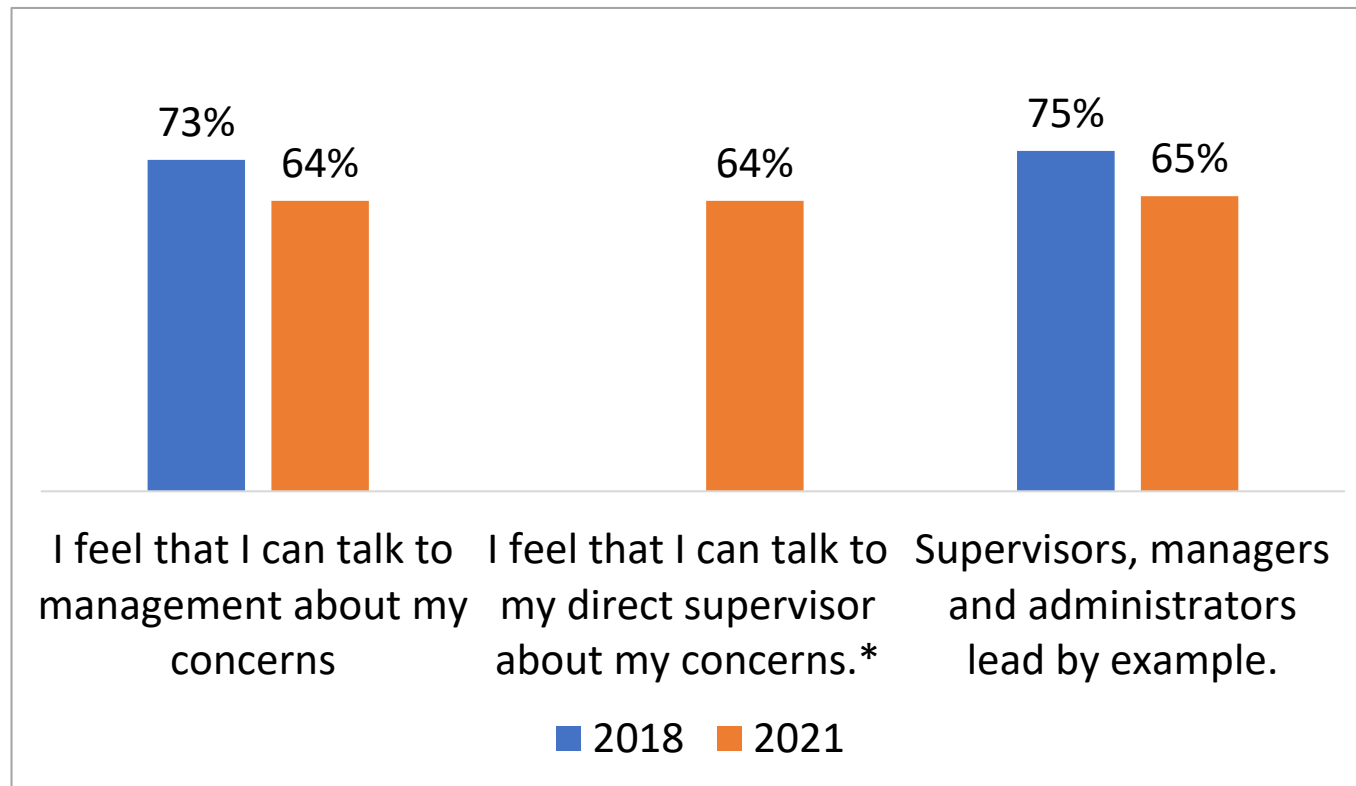
- Job satisfaction is **high among employee groups**. **Staff experiences lowest percentages** for most of the statements.



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

College Leadership

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



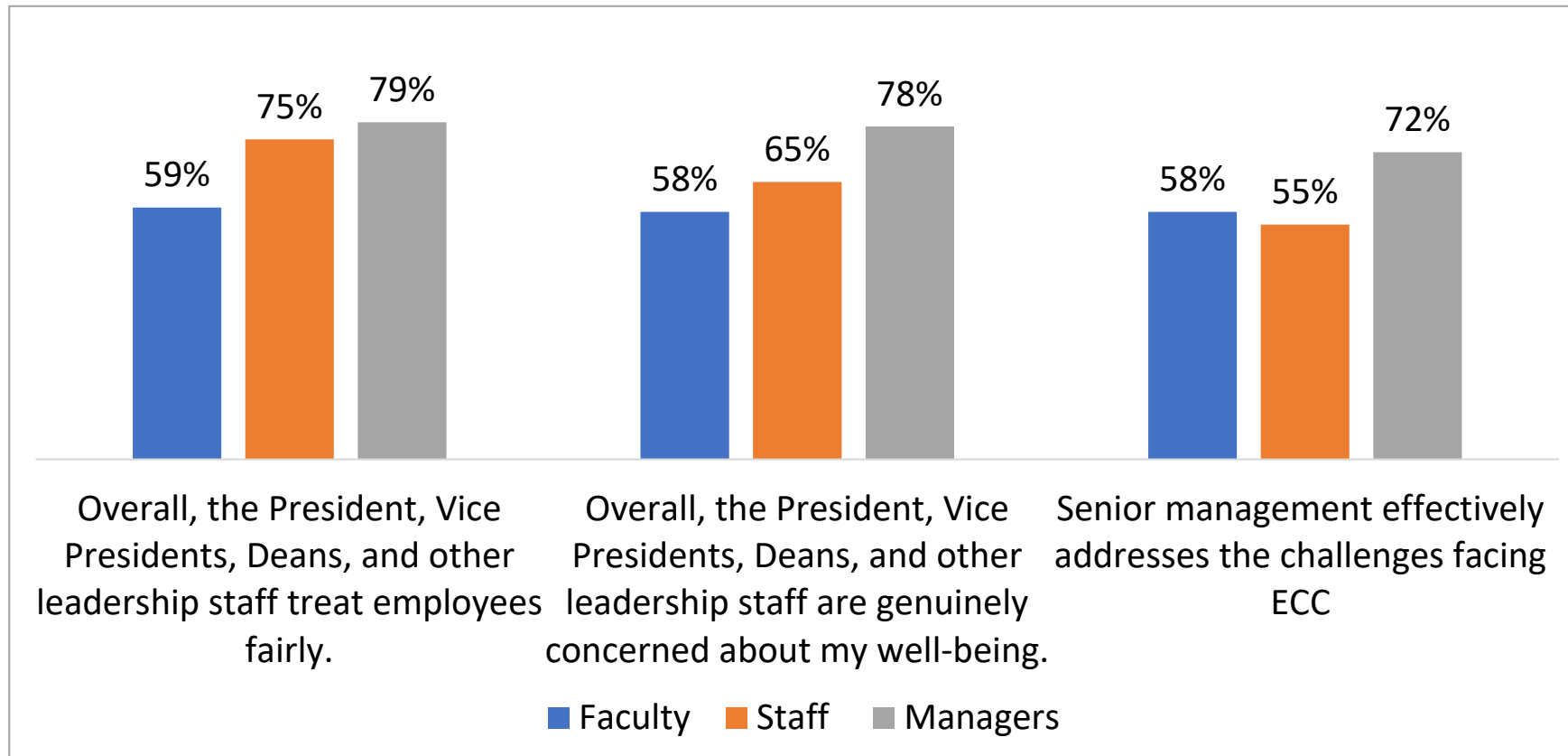
* Not included in 2018 Campus Climate Survey

3 Things That Would Improve Your Work Experience at ECC

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

College Leadership (cont.)

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



Equity, Diversity and Inclusion

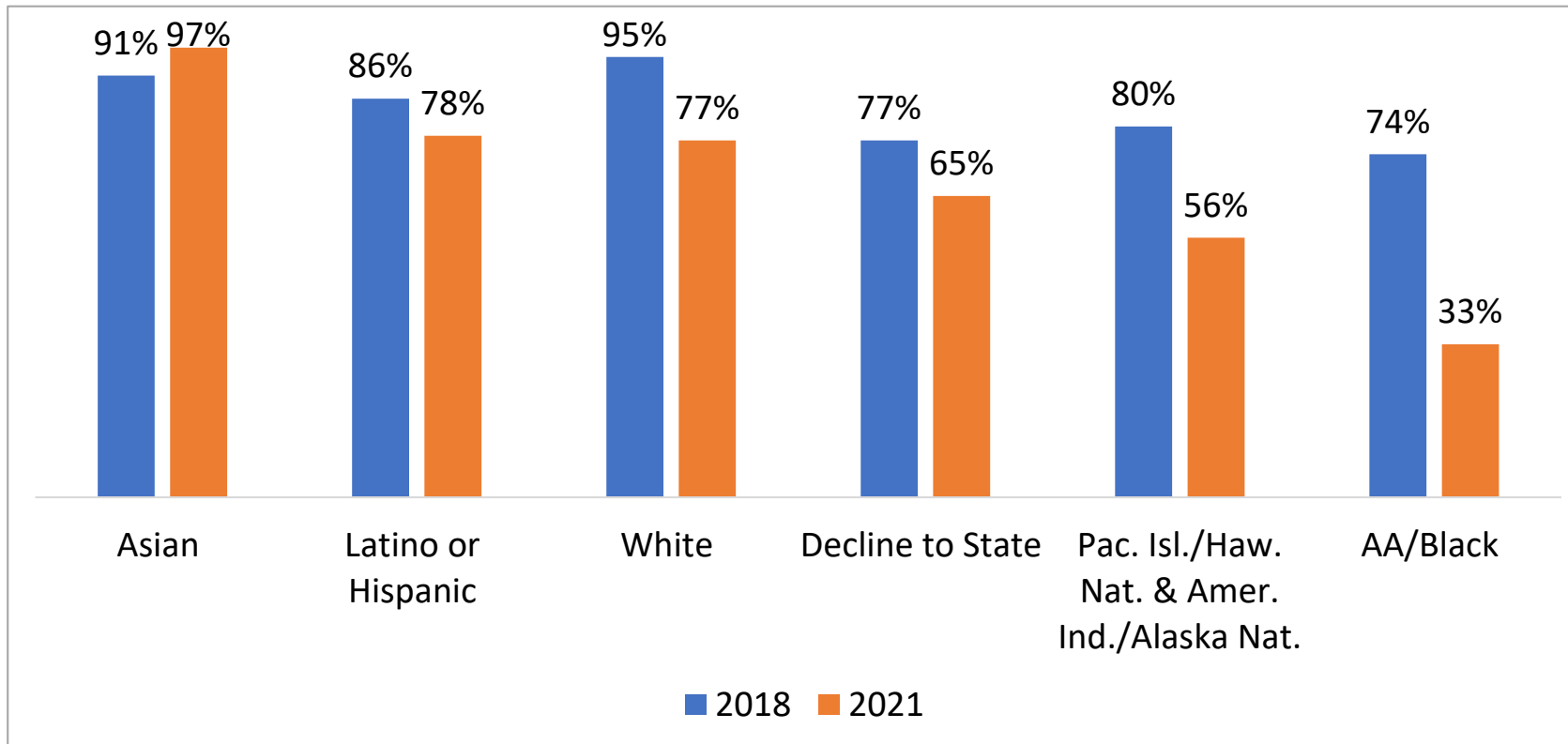
- The **needs of diverse employees are addressed** by College leadership.

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

*Not included in 2018 Campus Climate Survey

Equity, Diversity and Inclusion (cont.)

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



3 Things That Would Improve Your Work Experience at ECC

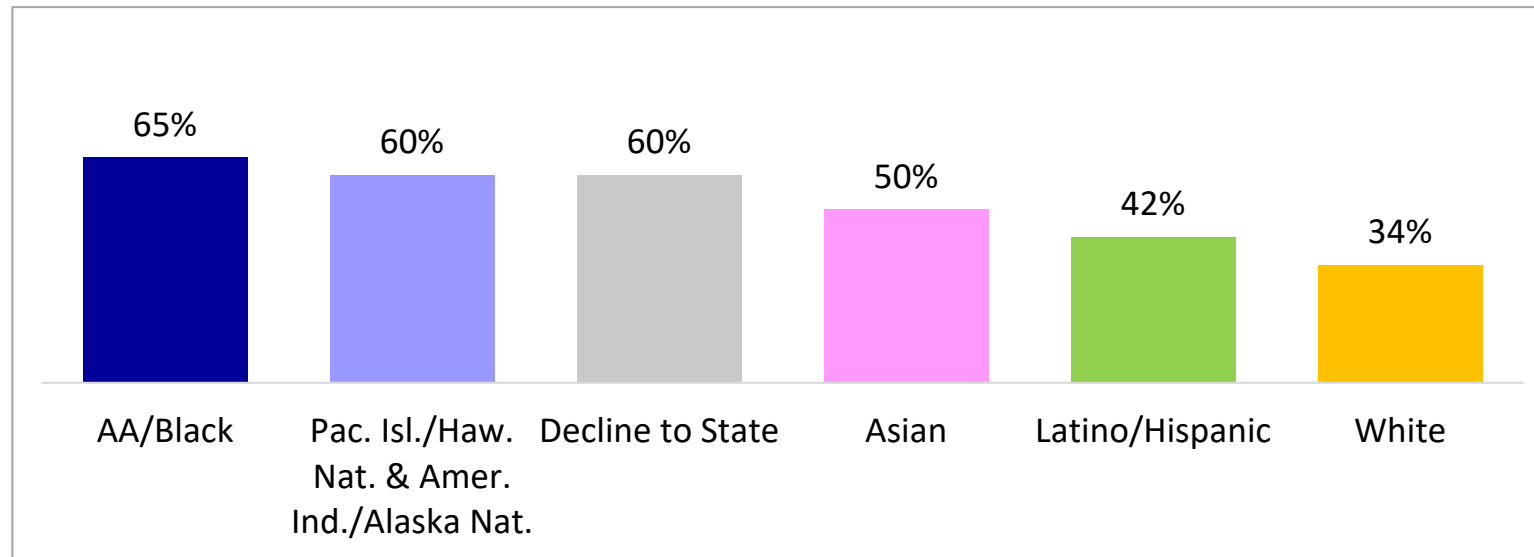
- *“Make equity a priority rather than a new buzz word”*
- *“Mandatory diversity training for all faculty and staff”*
- *“A more diverse teaching faculty including discussions around racism in the classroom”*
- *“El Camino College needs to incorporate DEI in all facets of the college, not just for compliance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

Equity, Diversity and Inclusion (cont. 2)

- **Some employees have experienced discrimination.**

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

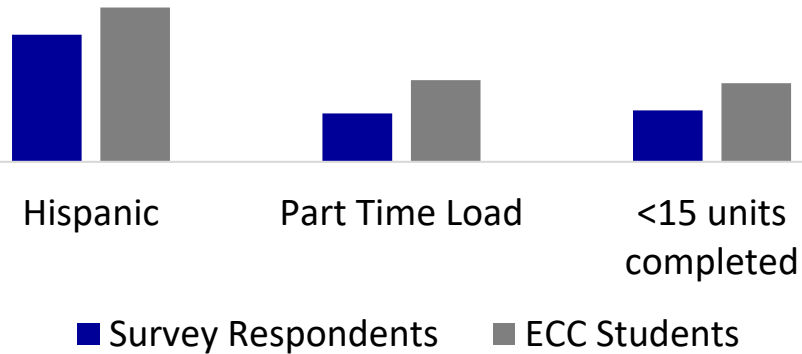
- **Experiencing discrimination varies by ethnicity.**



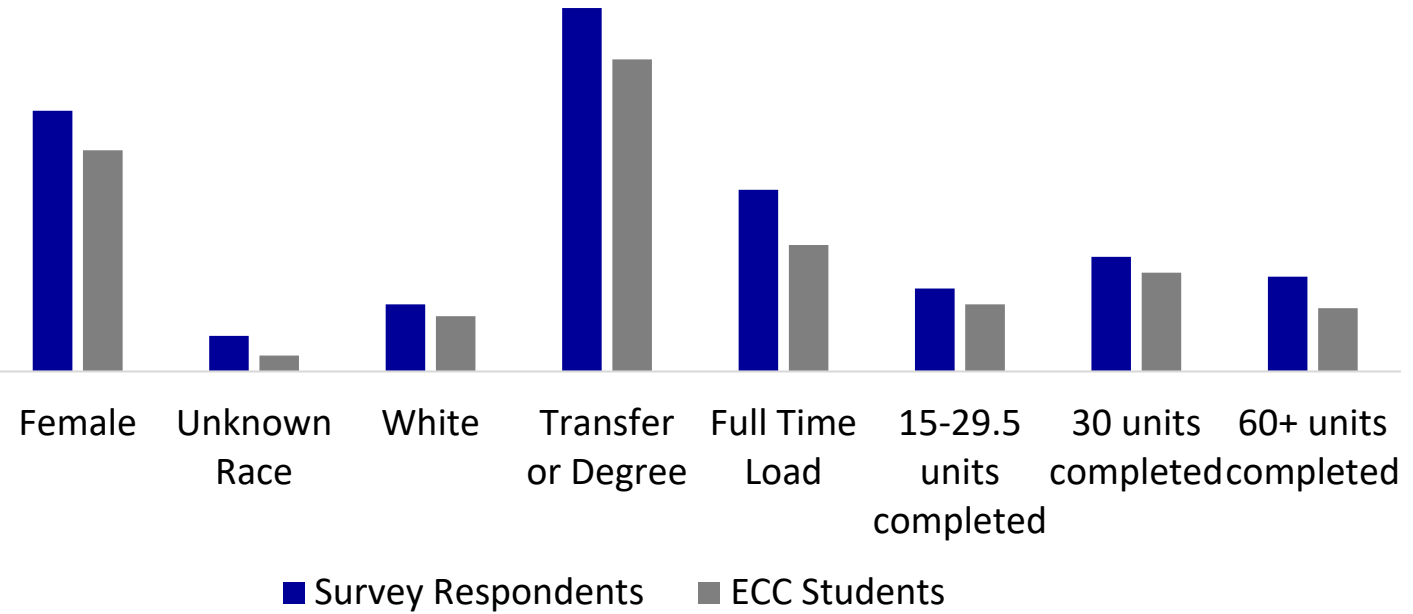
Student Campus Climate Survey Respondents' Profile

Highlights Demographic Differences Survey Respondents v/s ECC Population

UNDER-SAMPLED



OVER-SAMPLED



Quantitative Section

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

Qualitative Section

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

Student Campus Climate Survey

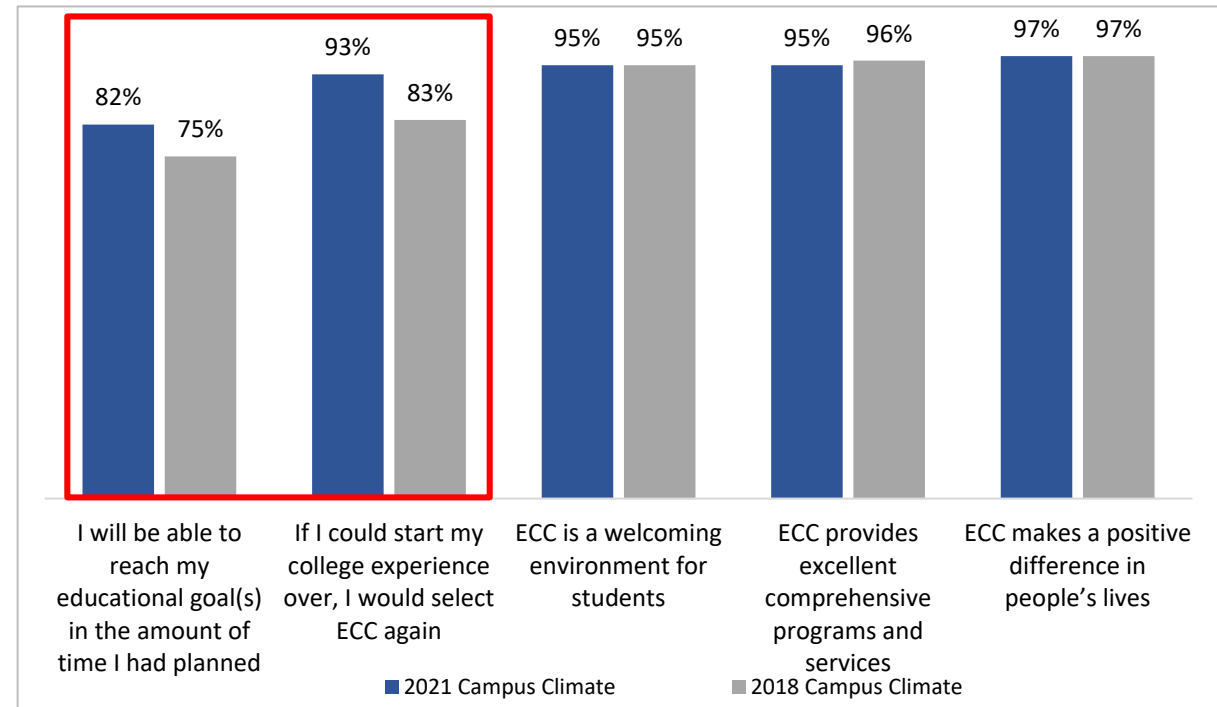
Quantitative & Qualitative Selected Findings

Overall Experience

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

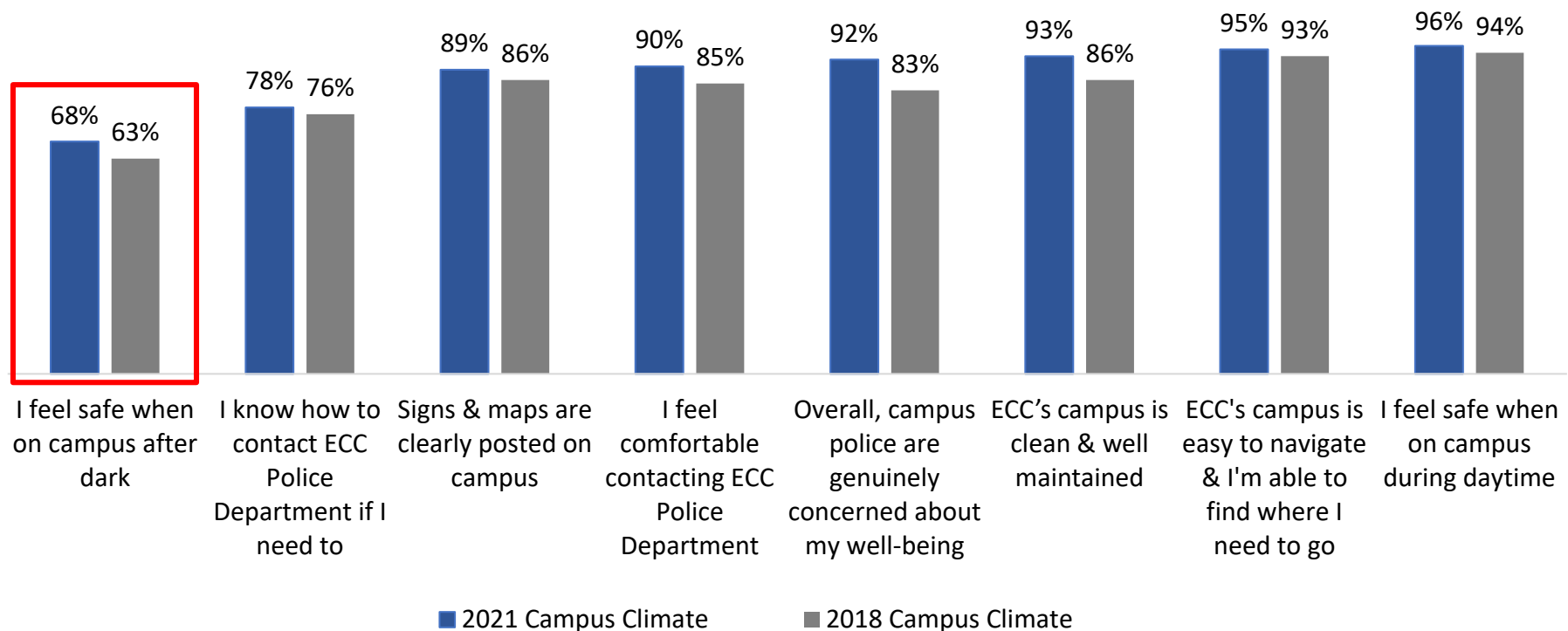
Percentage increase compared to 2018:

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



Physical Environment & Safety

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

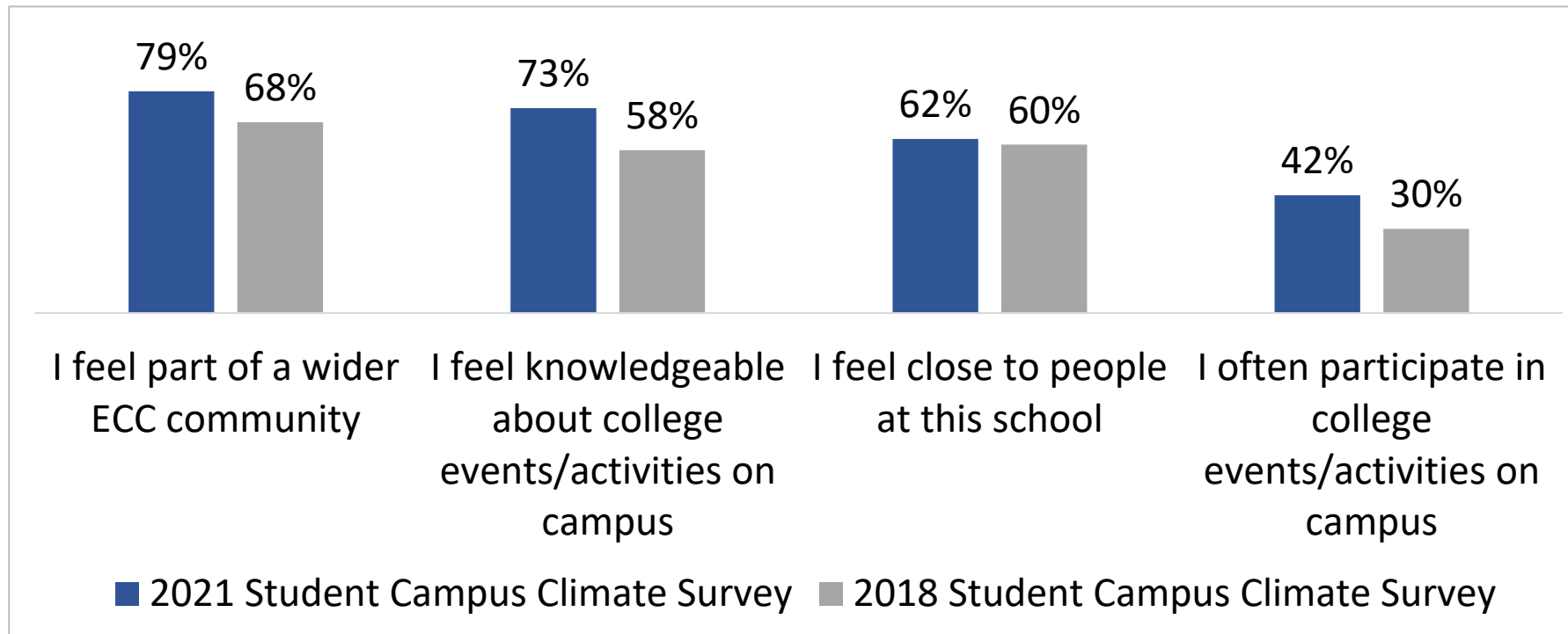


Campus Life & Activities

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

3 Things ECC is doing well

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



Equity, Diversity & Inclusion

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

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

* Not included in 2018 Campus Climate Survey

3 Things ECC is doing well

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

Equity, Diversity & Inclusion (cont.)

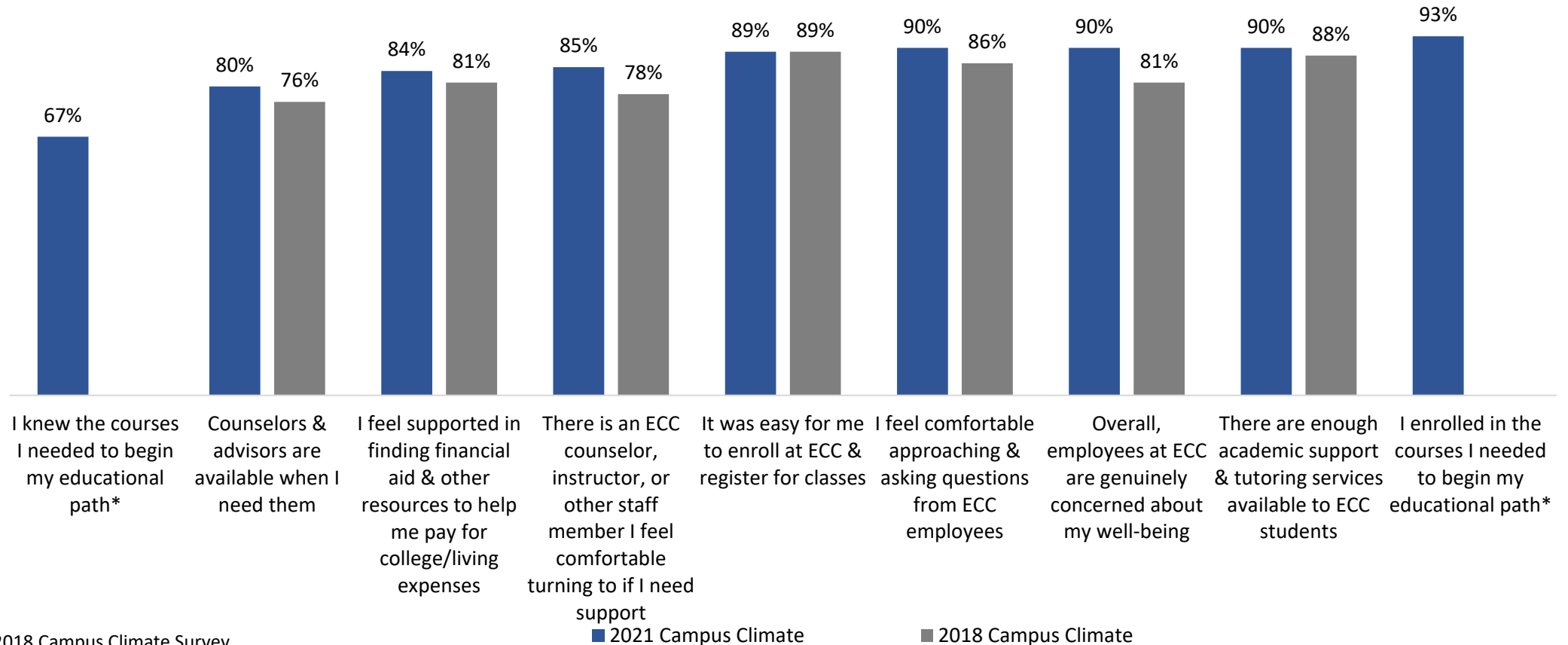
- **30% of students: negative experience** with other students or employees.
- For **Black/African American students**, above rate jumps to **46%**.
- **Asian males and students with disabilities** reported **negative experiences more than** peers.
- **93% of respondents** feel **faculty and staff represent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

3 Things ECC needs to improve

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

Services & Resources

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



Services & Resources (cont.)

- However...

3 Things ECC needs to improve

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

Classroom Instruction

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

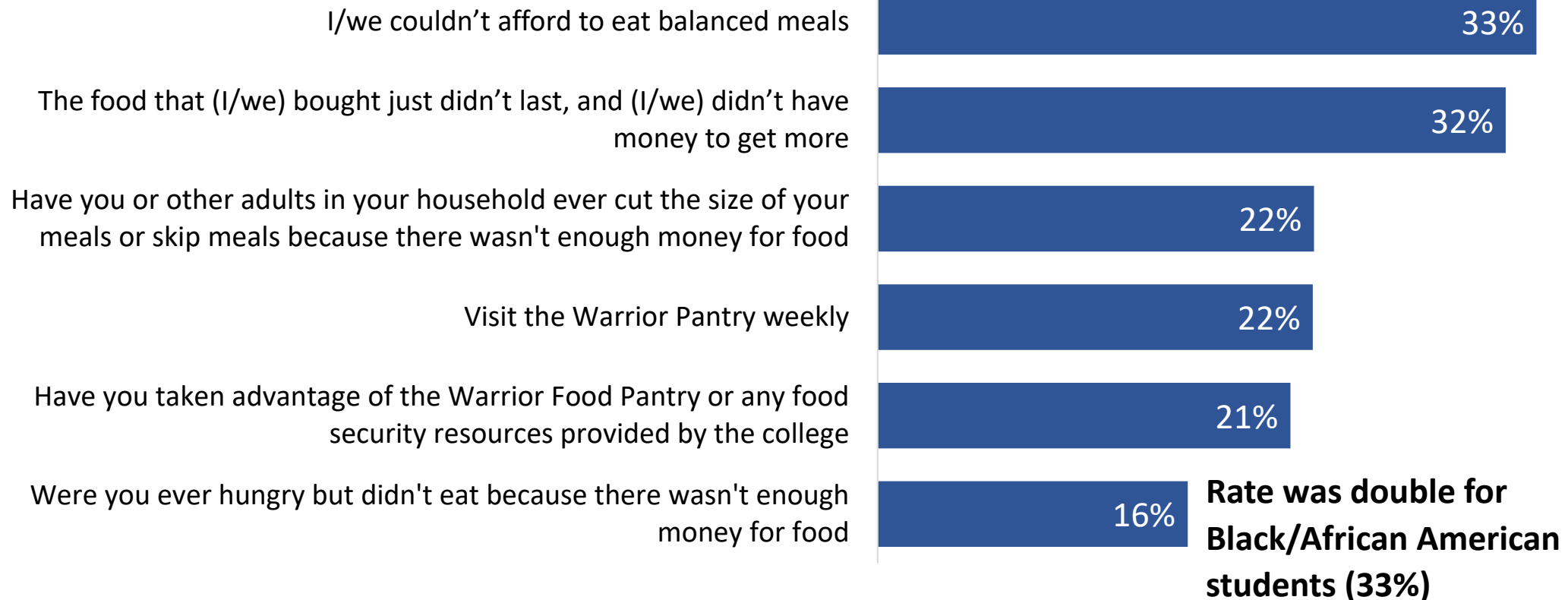
Survey Statements	2018	2021
Overall, instructors at ECC treat students fairly	94%	95%
Instructors welcome and encourage students to contribute diverse perspectives in class	94%	93%
My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching	95%	92%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

Food Insecurity

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

3 Things ECC needs to improve

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



Food Insecurity

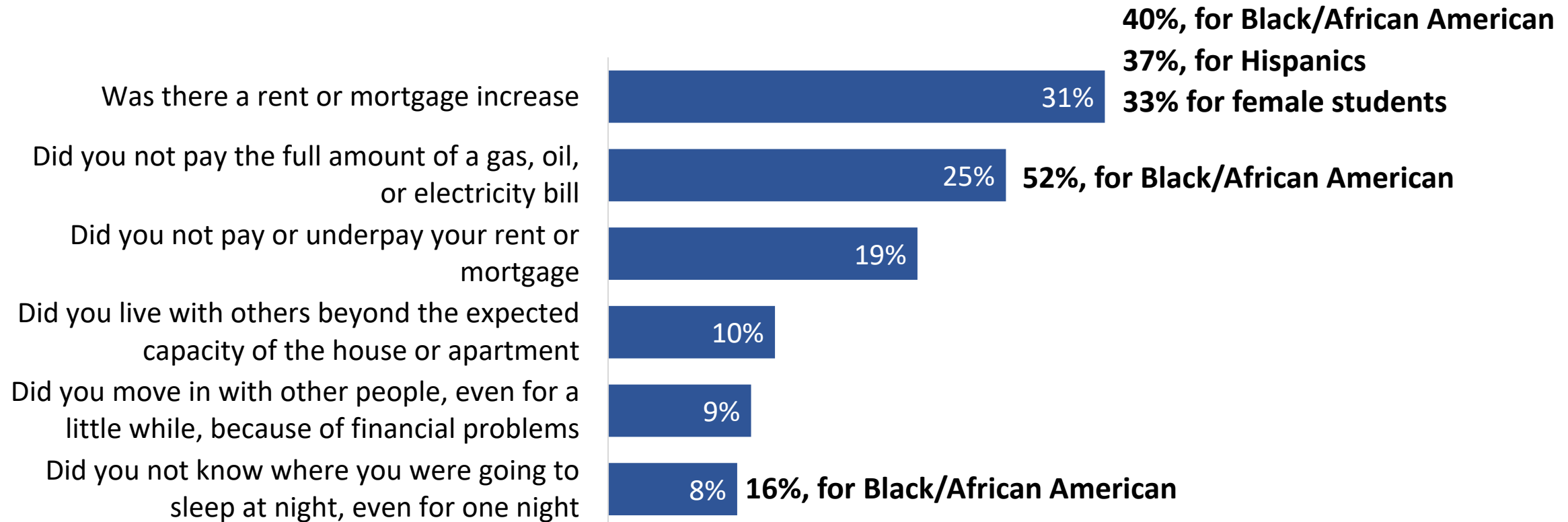
However...

3 Things ECC is doing well

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

Housing Insecurity/Homelessness

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



Health Services

3 Things ECC is doing well

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

3 Things ECC needs to improve

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

Selected Recommendations

EMPLOYEE SURVEY

- **Identify specific conditions hindering job satisfaction**

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

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

Perceptions about College leadership decreased 11% compared to 2018.

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

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

STUDENT SURVEY

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

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

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

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

- **Expand Health Services**

In response to comments in the qualitative section of the survey

Action Plans to Address Survey Results



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

CLIMATE SURVEY DATA-INFORMED ACTION PLAN

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

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

2021 Campus Climate Survey Reporting

Students

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

Employees

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



Thank You
Questions?

Faculty Development Committee Meeting

Minutes for Tuesday, May 10, 2022

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

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

Collaboration with POCR Leads to Develop Online Course Design PD

Peer Online Course Review (POCR) co-leads Rhea Lewitzki and Moses Wolfenstein met with the FDC to discuss plans for designing workshops modelled after this semester's Informed & Inspired series with a one-hour instructional webinar followed the next day with a two-hour interactive workshop. These sessions are intended to help faculty elevate the quality of their Canvas sites and will likely begin in August during PD Power-up Month and take place throughout the fall semester.

Faculty PD Needs Assessment

SA reported that due to a very low response rate, the deadline for the Faculty Professional Development Needs Assessment has been extended to Wednesday, May 18th. Carolyn Pineda of IRP will attend the May 24th FDC meeting to share preliminary findings.

Fall 2022 PD Day

SA reported that the Fall 2022 Professional Development Day Planning Committee met on Monday, May 9th. *Transformative Spaces: Recontextualizing our past to reshape the future* was selected as the Fall 2022 PD Day theme. Members of the Land Acknowledgement Task Force will present during the general session and facilitate two afternoon breakout

sessions on PD Day. LC will be among the presenters and reminded the FDC that *The History We Stand On* library exhibit that will display a variety of historical documents and artifacts related to the history of the land El Camino College occupies will open on May 12th. SA reminded the committee that breakout session proposals are due Thursday, May 12th by 3pm.

Informed & Inspired

SA reported that *Creating Community and Centering Cultural Capital*, which took place virtually on Thursday, April 28th and Friday, April 29th, was a big success. On Thursday, EB and AM led a discussion of Tara Yosso's cultural wealth model which followed presentations by Xocoyotzin Herrera (Ethnic Studies), Christopher Page (English), Chris Dela Cruz (Student Services Specialist, Student Development Office) and Jessica Rodriguez (Sociology). LK facilitated Friday's two-hour workshop which allowed attendees the chance for a deeper dive into Yosso's cultural wealth model.

Our last two sessions for the spring semester will take place on Thursday, May 26th, 1:15-2:15 and Friday, May 27th, 10:00-12:00. The planning committee is meeting later today to determine the theme and format.

College Book Club

LC reported that the College Book Club will meet on Zoom to discuss Chapters 6 and 7 of *Engaging African American Males in Community Colleges*, edited by Ted N. Ingram and James Coaxum III on Friday, May 20th, 11:00-12:00. She reminded the committee that faculty, staff, and managers are invited to join and attendance at prior sessions is not required. Unlimited access to the e-book is available via the Schauerman Library.

SITE Report

RC reported that SITE will host an in-person summit tentatively scheduled for June 3rd which will include a morning session and afternoon breakout sessions. More details to follow as they become available.

Adjourned 1:55