Academic Senate of El Camino College 2018-19

May 21, 2019

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

Agenda & Table of Contents: Tuesday May 21, 2019 in Distance Education Room 166

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 in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@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.

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Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Amber Gillis**	Curriculum Chair	**Janet Young**
VP Ed. Policies/Pres-Elect	**Darcie McClelland**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS) [R]	18/19
Karl Striepe (BSS)	18/19

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski[R]	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	18/19
Philip Lau*[R]	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills [R]	18/19

Counseling

Seranda Bray	20/21
Anna Brochet*[R]	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe*[R]	18/19

Fine Arts

Ali Ahmadpour	18/19
Diana Crossman	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells*[R]	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*[R]	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	20/21
Russell Serr	20/21

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao[R]	18/19

Industry & Technology

Charlene Brewer-Smith[R]	18/19
Ross Durand*	18/19
Dylan Meek[R]	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman*[R]	18/19
Oscar Villareal	19/20

Natural Sciences

Thuy Bui	18/19
Darcie McClelland	19/20
Troy Moore [R]	18/19
Shanna Potter	19/20
Anne Valle *[R]	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Jackie Sims

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.
*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, 12:30-2 p.m., Distance Education Conference Center (DE 166).
SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. March 11, April 15, May 13,2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Darcie McClelland. 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: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: Cliff Numark. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

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

El Camino College Academic Senate 2018-2019 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**
   Measures:
   1. Provide leadership for the college on issues related to Senate purview;
   2. Arrange faculty representation on local and statewide senates and on campus committees;
   3. Provide faculty leadership for the effective utilization of academic technology at the college;
   4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
   5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
   6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
   7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. **Strengthen faculty involvement in the activities of the Academic Senate**
   Measures:
   1. Arrange a Senate orientation at the start of the academic year;
   2. Provide regular, ongoing communication with all faculty;
   3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
   4. Continue initiatives to recognize faculty who achieve tenure.

C. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**
   Measures:
   1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
   2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
   3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

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
SEP	Student Equity Program
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 Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)
☒ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ John Baranski
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Michael Wynne

Business
☒ Kurt Hull
☐ Phillip Lau
☐ Josh Troesh

Compton College
☐ Amber Gillis
☒ Jesse Mills

Counseling
☐ Seranda Bray
☐ Anna Brochet
☐ Rocio Diaz

Fine Arts
☒ Ali Ahmadpour
☐ Diana Crossman
☒ Joe Hardesty
☒ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☐ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☐ Sean Donnell
☐ Ashley Gallagher
☒ Pete Marcoux
☒ Anna Mavromati
☒ Christina Nagao

Industry & Technology
☒ Charlene Brewer-Smith
☒ Ross Durand
☒ Dylan Meek
☐ Renee Newell
☒ Jack Selph

Library Learning Resources
☒ Analu Josephides
☒ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Le Gui
☒ Catherine Schult-Roman
☒ Oscar Villareal

Natural Sciences
☒ Thanh-Thuy Bui
☒ Darcie McClelland
☒ Troy Moore
☒ Shanna Potter
☒ Ann Valle

President/Superintendent
☒ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☒ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☒ Wiley Wilson

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Institutional Research
☒ Joshua Rosales

Dean's Reps/Guests/Other Officers:
☒ Jonathan Bryant
☐
☐

Excused: J. Troesh, S. Bray, A. Brochet, R. Diaz, R. Newell

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 Kristie Daniel-DiGregorio called the sixth Academic Senate meeting of the spring 2019 semester to order on May 7, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the April 16th meeting. C. Striepe motioned, A. Josephides seconded, minutes passed as presented.

KDD: Idania Reyes is our Dean of Student Support Services. This is a good time for us to learn about our campus leaders. She's not here right now. But if we have time when she arrives, we will circle back and give her a chance to introduce herself.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pg. 16)

I am confirming that our June 4th meeting is necessary for us to be able to get through our docket this semester. Please mark your calendars -- we have some important things coming to us. Congratulation to Rocio Diaz, who I have appointed to be our Academic Senate Secretary beginning in Fall 2019. She will be stepping in for our wonderful "Madame Secretary," Traci Granger. Congratulations to Rocio! We are thrilled that Rocio has said yes!

On April 18, there were a number of things happening at the same time on our campus, including the Town Hall. In case you missed the Town Hall, I thought I would share with you some of the highlights. I have a link to the presentation, which is on the El Camino website. There was a lot of useful information that was shared.

Budget information. As noted from Josh's reports, the goal posts keep moving on the Student-Centered Funding Formula for the California community colleges. The estimate is a $6 million deferral. They are predicting that they won't be able to fund us to the level that we have earned, based on our outcomes. We are not alone, other colleges in the state have the same issues. District obligations for retirement are projected to increase. The presentation charts the increases over time on these retirement costs.   The good news, budget-wise, is that our grant revenue is up, $11.4 million.

As you know, the accreditation team will be visiting our campus in Fall 2020. The college is doing more to expand support and programs for our evening students. South Bay Promise had 432 students in Fall 2018; we will be increasing those numbers for Fall 2019. Enrollments are up, even though our FTES is down. The number of degrees, certificates and transfers we are conferring are up. 52% of our students are on financial aid. There is a nice overview in the presentation of some of the things happening on campus with our construction projects.

In your packet, on page 16, there is an application for scholarships to the ASCCC Faculty Leadership Institute. These are available to full- and part-time faculty from the statewide senate.   There is more information on the ASCCC website. The leadership institute is June 13-15 in Sacramento and applications are due May 20th.

At College Council yesterday, we learned about things that are happening related to food and shelter initiatives state-wide and locally. The Chancellor's Office and the CCLC are supporting SB 291 in lieu of AB 302. You will remember that when Darcie came back from Plenary, she talked about AB 302. This is the proposal that colleges be required to allow students to sleep in their cars in our parking lots. Instead, the Chancellors Office and the CCLC are supporting SB 291, which takes a more comprehensive approach to the issues that our students are facing with housing scarcity. Sleeping in their cars may be a small step forward. We really want to address the root of the issue, making sure financial aid better reflects the real cost for our students to attend college. That is likely to have more lasting benefits. The CCCO and CCLC

are supporting SB 291 in lieu of AB 302. At Plenary, statewide senate supported both of those but support was mixed for AB 302. I went back and looked at the resolution and 23 colleges already allow overnight parking. That may be where that idea got some momentum. In terms of local efforts here at El Camino, there is a task force implementing a number of new initiatives. Keep your eyes peeled, more information is coming soon. There are a number of resources here on campus. There is a recommendation that we bring outside agencies to campus to help facilitate students getting connected with the help that they need.

A few quick announcements about graduation. Seating at graduation, based in part on faculty feedback, has shifted so that the graduates and faculty will not be in the sun as they have been in past years. The stage will be flipped to the south end of Warrior Stadium facing North. Hong Herrera Thomas suggested that, to help us find our graduates after graduation, we have markers or banners that we can direct students to. We will have flags with division names out on the library lawn area.

b. VP Compton College – Amber Gillis

KDD: Welcome Jesse, and thanks for being here. J. Mills: My report is brief today. We had our senate elections and our e-board elections. We are currently working on major plans and handbooks on campus in preparation for the split. We are currently making revisions to our Student Equity Plan, our Education Master Plan and our Program Review. KDD: Thank you and we are looking forward to celebrating with you on May 30th.

c. Chair, Curriculum – Janet Young

Our new digital catalog will be launched in 2 days. There is a mobile app to make it more dynamic. We are going to provide a demonstration.

d. VP Educational Policies – Darcie McClelland

Will report during New Business.

e. VP Faculty Development – Stacey Allen (pgs. 17-18)

KDD: Congratulations to Stacey, our 2019 Distinguished Faculty Award Recipient. S. Allen: I have a short report. Our minutes are on pages 17 & 18 of the packet. The FDC is working furiously to wrap up some important initiatives. I will have more to report at the next senate meeting. I have two quick announcements. The Wellness Warrior Program is continuing to become more successful. I encourage you to attend. We have a 30 minute roll-out this Thursday. Next Wednesday, Kim Jones will have a presentation that will help all of us: Stress, Meditation & Movement. That is next Wednesday in here at 1:00. Then we will have one more roll-out and that will be it for the semester. If you haven't attended any of our Wellness events I hope that you will. Thank you.

f. VP Finance – Josh Troesh

KDD: Congratulation to Josh Troesh and his family. The safe arrival of his daughter came earlier than expected. All is well at their house. As you know, Josh is our PBC Rep. Sidney Porter is our alternate, and he will be filling in for Josh while he is on family leave. He is hoping to come to one of our upcoming meetings. In addition, our interim Vice President for Administrative Services, Jim Buysee is going to come and talk us through some of the things happening with the Budget Development.

In the meantime, I thought I would share with you some of the things we talked about at College Council yesterday. These are tentative. We will invite Jim to come either May 21st or June 4th. He will tell us at that point what they are anticipating for the budget. The tentative budget goes to the BOT on June 17th; it needs to be approved so that we can continue spending July 1. The final budget goes to the Board on September 3rd. So we shift our BOT meetings in September to accommodate the fact that we need to get that budget approved before the third week in September.

Some of the challenges: Compton separation has an impact of $5 million. Also, the Student-Centered Funding Formula and Underfunding. There is a shortfall in state property taxes.

Budget assumptions include the following: Funded FTES: 18,397. SCFF will use Fiscal 2019 revenue + COLA. COLA: 3.46%. Shortfalls in SCFF revenue and property tax revenues. 12 new faculty positions.

g. VP Academic Technology – Pete Marcoux (pgs. 19-24)

This AP included in your packet is an information item, we are not voting on it. It is to give everyone a heads up. You know how you used to treat paper files? You still have to hang on to digital files, in a secure place. I recommend using Office 365. That is a school-sponsored site. Files should be kept 3-5 years. The other problem that we have with this is the email archives. As we know, we are always getting those updates to empty ours. I don't know how ITS is going to do this.

This Friday there is a training on Microsoft Teams from 10-12. Sign up on Cornerstone. Right now we only have 5 participants. Hopefully, someone from Professional Development will be on hand for the training so they can carry the torch and offer future trainings. It seems like a dynamic tool.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr

There are "Entering Assessments" workshops coming up. Wednesday May 29, 2:30-3:30 pm. Thursday May 30, from 1-2 in the Library West Basement.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

The same day as the Town Hall, April 18th, the Vice Chancellor from ACCJC came to visit campus. She had a chance to visit with Dr. Maloney and the Vice Presidents and met with the accreditation co-chairs. One of the things she talked about was the Quality Focus Essay. She flipped what we thought the QFE should be. It should be a 3-4 year project focused on student learning. That means we might need to rethink how we approach what we want to write for our QFE. We can integrate the Student Learning Objectives Assessment, the Planning and Resource Allocation, and the Distance Ed Effectiveness action plans. We want to flip the focus of what we write so it becomes a 3-4 year project. She reminded us that we are not judged in accreditation on the QFE. We meet or don't meet the standards. There was one more item in here, Service Area Outcomes that the teams had identified. Yesterday at College Council, it was indicated that those will probably be finished before we have the team visit us. So we won't include that as part of the QFE. KDD: The QFE is more of an improvement issue. Thank you. We knew these topics would continue to be shaped through the self-study process. We are well represented and we have a lot of faculty voices involved in the process.

Ross Miyashiro – VP of Student Services

We will hear from VP Miyashiro later in the meeting.

E. UNFINISHED BUSINESS

None.

F. NEW BUSINESS

Academic Senate Constitution and By-Laws: 1st Reading – Kristie Daniel-DiGregorio (pgs. 25-44)

A lot of this is kindly and gently removing Compton references from our constitution and by-laws. We have made a slight modification for our election of senators. We would like to shift that to Spring, so senators are in place in time for Fall. There was a recommendation to shift language from "Adjunct Senators" to "Part-Time Senators." Instead of always having to vote when we change our order of business, I am making a recommendation so there is some flexibility there. Our most recent senate evaluations suggested that we implement some speaking limits in our meetings.

So, let's have a look at at the document. Starting on page 24, some of the spacing for headers is off. On page 26, this is where we begin to remove references to Compton. 2.3 is where we first change Adjunct to Part-Time faculty. I worked

with Carolee Vakil-Jessop to base this on the contract language. Most of what is happening is pretty straight forward. This is the first reading, so you will have time to digest this a little bit more.   P. Marcoux: I want to remind you the whole faculty have to vote on this. KDD: Thanks, Pete. If you jump to the by-laws, page 41, instead of setting the deadline for filling vacancies, we want those in place before the end of Spring term. Traci and I dealt with this. We were trying to fill vacancies over our first Summer and it was very challenging. It is important to have senators in place before the Fall semester starts. On page 43, The order of business. You will recall that whenever we do change the order of business we have to have a motion and a vote. Not the best use of our time. So as long as everything is covered, it can be covered in an order that makes sense. In Section 3, I went to the policies for the BOT meetings. We don't want to spend a lot of time on things that are not our purview. We don't want to spend a lot of time of things that don't relate to our purview. The Academic Senate President may determine that speakers may be allowed a maximum of 3 minutes per topic. I want to build in some flexibility at the Presidents discretion. W. Wilson: I don't want our constitution to not conflict with this senate constitution. Can you include the ASO VP as an ex officio member of Senate? KDD: I think that is fine, that is a great suggestion. We can indicate that the president or designee will serve. We will come back to this next meeting. C. Wells: The speaker thing, I think we need to select one. I prefer "May rather than Will". KDD: I will change it for our second reading. Thank you everybody.

AP 4230 Grading and Academic Record Symbols: 1st Reading – Darcie McClelland (pgs. 45-51)

D. McClelland: A major change is on page 47. We added a new #6, Excused Withdrawal. We took the new language from Lillian Justice who took the change out of the Ed Code. We did make a couple of small changes in Ed Policies to clarify some things. There were concerns that sometimes we have students who transfer and they take a class pass/no pass. The college that they are transferring to wants to know if we consider a "D" a pass or not. So we clarified that a pass is a "C" or better. Then under section 2, a student may request an incomplete from an instructor. We also had a discussion to make sure that we are carrying out the policy on incompletes to make sure we are keeping accurate records. I am currently working with Lillian to make sure that is actually happening. Then we have new language about excused withdrawal. KDD: We have a typo on the 4th line. And who verifies these conditions? J. Shankweiler: The Registrar. This is an extenuating circumstance. These typically are after a withdrawal date. The Registrar needs to make that determination. P. Marcoux: Should we indicate the Military Withdrawal in 5 and 6? I think that paragraph applies to both 5 and 6. KDD: OK. A. Ahmadpour: Why can't we be the person who does this? J. Shankweiler: There is a lot of documentation and a lot of work. The registrar keeps all that documentation. It is best to have one person doing that. KDD: When one person does this, it is easier to ensure consistency. L. Kjeseth: I notice we still haven't resolved the problem with pass/no pass and incompletes. It is not in our system, they don't recognize the incomplete for a student who is passing. We have always had a problem with this. There is no mechanism for doing this. It doesn't work. There needs to be an option. KDD: This AP is time sensitive – we need to get the EW approved. R. Miyashiro: I will talk to Lillian about this. I can fix this. C. Wells: Is a military withdrawal still necessary? R. Miyashiro: It is neutral on the GPA. It doesn't affect progress probation or progress dismissal. It does affect the Federal progress. Federal guidelines are different from the state guidelines. KDD: It is required for Veterans Affairs. C. Wells: It seems redundant. KDD: You are right, but it's required by the VA. C. McFaul: Would a faculty member know that if it is taken care of by the Registrar? If I give them an F because they quit coming, how do I know that has happened? KDD: We do want to be clear on that. R. Miyashiro: Not everyone is going to get an EW. I will follow up with Lillian on that. KDD: You will see this again at the next meeting. If you have questions, send them to Darcie. Thank you everybody.

AP 4240 Academic Renewal: 1st Reading – Darcie McClelland (pgs. 52-53)

KDD: There is a typo at the very top. D. McClelland: There is one very minor change on page 52. #2, it used to say 2 years must have passed, we changed it to 12 months. Lori Suekawa, our articulation officer, did some pretty extensive research and the vast majority of the community colleges in our area have a 12-month period. She showed us information from Pasadena, Rio Hondo, Santa Monica, and LACCD, and they all had 12 months. It is consistent with what our colleagues are doing at other colleges. KDD: Questions?

G. INFORMATION ITEMS –DISCUSSION

South Bay Public Safety Center – Dena Maloney

KDD: Dr. Maloney was kind enough to ask if she could be on our agenda today. Join me in saying welcome! D. Maloney: You have a full schedule; I think I have been waiting since Fall to come and speak with you. I am glad to be

here and I will make this quick because I know you have a very full agenda. I want to talk about the South Bay Public Safety Training Center. This was something I learned about pretty early on in my initial few months at the college. I was getting accustomed to and familiar with our facilities, and I learned that our Fire Academy in Inglewood was pretty limited. There had been some work done to assess the viability of expanding or retrofitting that facility. There is some money in the bond for that. What was discovered, prior to my arrival, is it is in an area where there is an earthquake fault zone. We have 1 acre, but with that accommodation, we only have ½ an acre to work with. There are a lot of issues with being able to grow that program or expand to meet the needs of the college. The second thing I learned early on is that there are a lot of public safety training agencies in the South Bay (Police, Fire, Paramedic, EMT) and they are mandated requirements for education and training annually. These are required by the agencies that govern the groups. They have to leave our area to go to a site to do their training. So it takes them out of the South Bay, they get wear and tear on their vehicles, and they are not local to respond if something happens. Those two things became pretty clear to me in my first few months on the job. I started thinking, "What is it we need as an institution for our program, and what does our community need from us?" These two needs collide. How can we grow our program for Public Safety Officers, Police, Fire and EMTs? We need a pipeline to expand and grow the programs. We need to be able to fill the need. The agencies around us have the same issues as well. Couple that with the last few years and the tremendous growth in the number of wildfires and other emergencies along with the fact that we have a new NFL stadium in our district. There will be a need for public safety presence there.

In conversations, we hit upon a potential solution that we develop a program, a facility where we can run our programs and our partners can use it as well for their training. It is modeled after other programs at colleges like Rio Hondo and Santa Ana. It would allow us to expand and grow our program and offer opportunities to our students as well as fill a need. So what did we do? We formed an advisory committee and this is now several years old. It started by considering, What would this look like? How much space would we need? How much acreage? Where would we put it? How can we pay for this? We started working together. We need 10 acres with sufficient parking. If any of you are familiar with the South Bay real estate, 10 acres is like asking for the moon. We thought maybe we should scale this and start with a smaller footprint so we have room to grow.

We were talking with our local assembly member, Al Muratsuchi, and he secured 10 million dollars in the budget to support this. That is not enough to do everything, but it is a good start. That money can be used in any way we wish. We started looking for sites. We identified some alternative locations. We are now trying to start with a smaller scale approach. We might be able to build something using temporary facilities. We can work out the kinks in our partnerships. We have funding from the state. We are also pursuing federal funding. There is a lot of interest in this project. I think this is an absolutely wonderful opportunity for the college. It is not an easy thing. It is certainly challenging. By working together, we can do this. I wanted to clue you in to give you a sense of where we are going. I think this is a great opportunity.

P. Marcoux: Is there a timeline? D. Maloney: A lot depends on the location. We are getting closer on that, but nothing yet. One other thing I wanted to mention. The new funding formula disadvantages these partnerships. Because the FTES reimbursement rate is lower, it is difficult to make these programs work when you are getting 60 cents on the dollar. There are 30 colleges around the state working on this issue. KDD: This is down the road a ways, but do you see opportunities for synergy? Where students are actually getting a chance to network with professionals working in the field. D. Maloney: There is a benefit to this; our students will be training alongside fire department personnel doing mandated training. They will get opportunities and we will build a pipeline for our students to be able to be employed in a field when they graduate. Thank you so much.

Goal-Setting for the Student Metrics for Success – Ross Miyashiro and Viviana Unda

KDD: This needs to go to the BOT on May 20th. We don't have another senate meeting until May 21st. As your president, I need to sign off on this document. I am looking to you for guidance whether you support me for signing this. You have this information, a power point and a handout. P. Marcoux moved for a Motion to Affirm, L. Kjeseth seconded. Now we can turn things over to Ross and Viviana. Thank you for being here. R. Miyashiro: This is a state-run program; the Vision for Success. In 2017, this Vision came out of the Chancellor's Office. It established state-wide goals for the community college system to reach. The goals are aspirational. The college-level goals are aligned with the system goals. They are all numerically measured. For example, by 2025, there would be no equity gap in the system. These metrics were given to us by the Chancellor's Office. These are all mandates from the state. Why do we do this? We get funding from the state. The state does have the authority to withhold funding from the 115 community colleges if they

see fit. Our "Pyramid of Planning" needs to align with the state's mandates. We want to make headway with the metrics. We want to meet our goals. V. Unda: Right now, El Camino's first goal is completion. There is the goal the Chancellor has set, to increase by 20%. What you see here are 3 different metrics. We can choose to go with those 3, or we can choose to go with 1 or 2.   In the second column, you see the baseline. The 3rd column you see the goal. The numbers in the handout are a little different. There are some changes that came up yesterday at College Council, and we haven't had time to change them. What you see on the handout is the current year. Goal #2 is transfer. We want to see a 35% increase in the students who transfer to a UC or CSU. Again, the baseline years are different, that is from the Chancellor's office. Goal #3 unit accumulation reduced by 10%. Goal #4 which is workforce.   Increase by 10% students working in their field of study. KDD: Based on our progress toward the goal, do you think these are realistic and achievable goals for us to set? V. Unda: As Ross said, some of these are aspirational, not necessarily. KDD: Is there a penalty if we don't hit these goals? V. Unda: No. D. Maloney: I would like to make a comment in relation to your question. Some of these may well be reasonable and achievable. But some are a little more challenging. Like the unit accumulation. We actually went up in the number of units from last year to this year. That won't change until we do more systemic work with scheduling, Guided Pathways and other things. We will also see the impact of AB 705. Some of these will be a little longer until we see the results we are looking for. Remember, these are state-wide goals. The accumulated efforts of all the colleges in the state. Some will be up, some will be down. There is no penalty for not achieving these goals. There is certainly an expectation that we will make progress. This is reducing the equity gap. V. Unda: Next steps. These local vision goals must be submitted to the Chancellor's Office. They have to be approved by the Academic Senate President, Dr. Maloney and the Board of Trustees. May 31st is the timeline for compliance. Yesterday we presented at College Council. Today at the Academic Senate. BOT is May 20. KDD: If you do have feedback or questions, include me but reach out to Viviana between now and Friday. That way if you have questions, she has time to get answers and make any adjustments. All were in favor of a motion of affirmation.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development
Sample Syllabus Statements
Professional Development Plans
Guided Pathways Timeline of Activities
Auto-Awarding of Degrees

I. PUBLIC COMMENT

A. Ahmadpour: We have 2 workshops for poetry students coming up.

W. Wilson: ASO elections are soon. We have our ASO Movie Night coming up on May 23rd.

R. McMillan: Our department will be having an open House on Friday, May 17th. We will have food, music, dance. KDD: A very affordable date night.

Motion to adjourn C. Smith, seconded by D. McClelland. All in agreement.

J. ADJOURN
The meeting adjourned at 1:58 pm
TG/ECC Spring 2019

EL CAMINO COLLEGE
Vice President – Academic Affairs
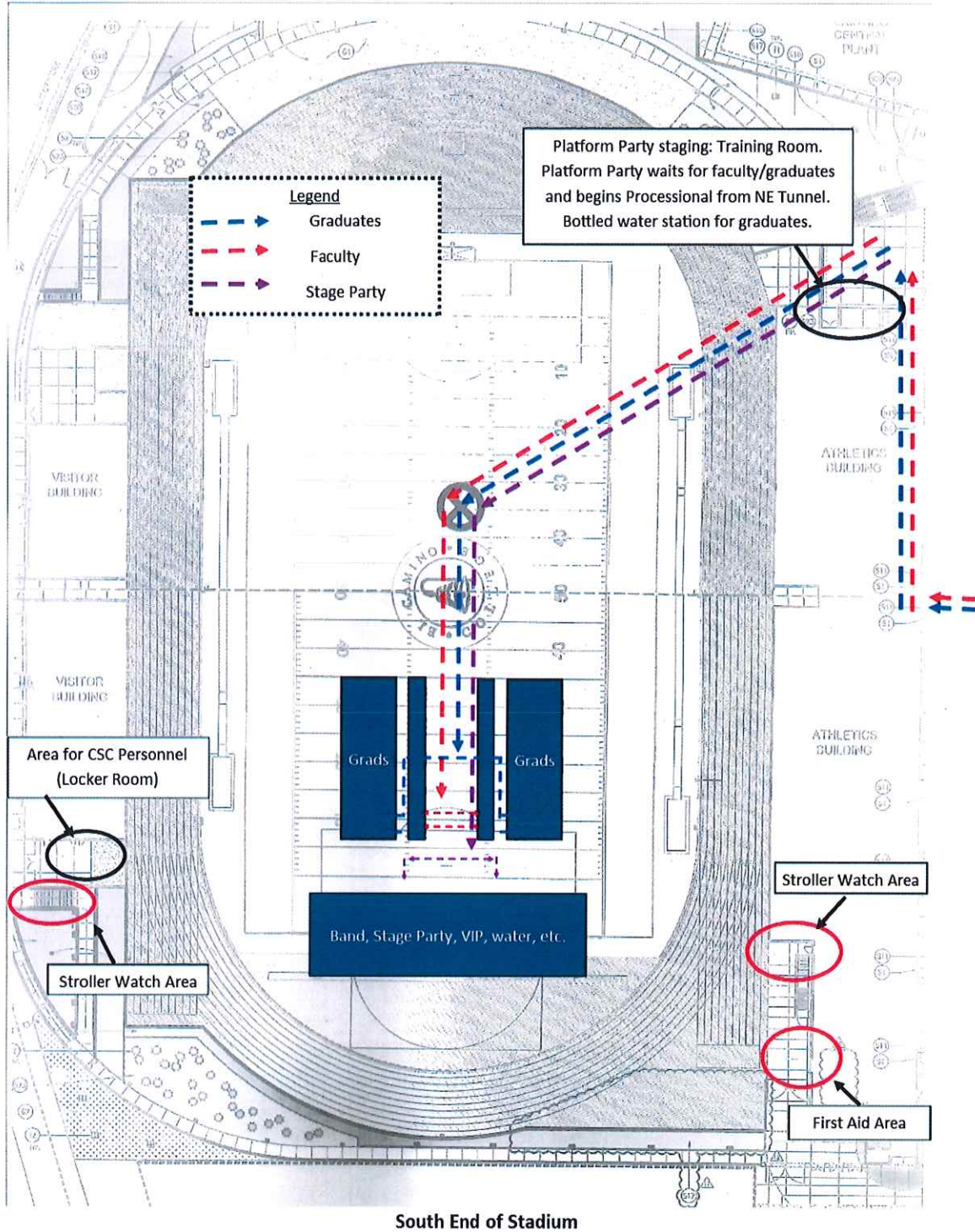May 14, 2019

REVISED

TO: Council of Deans

FROM: Jean Shankweiler

SUBJECT: 2019 Commencement Changes

There are several changes to the commencement ceremony this year, from the way faculty process in to the stadium to the arrangement of the stage in the stadium. Please see the notes below outlining those changes. Page two of this document contains a map showing the location of the stage and the path of entrance for faculty and students.

- Move the stage to South End zone for ceremony. This will help eliminate the sun in faculty/graduate's eyes.

- The Faculty/Graduate Processional/Recessional path proceeds through the North Gym, across the Practice field and all will enter through NE tunnel.

- Use white market fences to mark pathway across the practice field to the stadium and keep people off the field as they cross.

- Rental steel fencing, ropes, and Police/Cadets/CSC staff will be used to line the recessional pathways to avoid interruptions to the recessional line.

- ALL faculty/graduates to begin Processional and enter Murdock Stadium through the NE tunnel. All faculty will enter from the same tunnel (no split entrance at 50 yard line).

- The water station will be located in the NE Tunnel. Please ask an Ambassador in white gown if you need water during the ceremony.

- Aisle of Honor: For the processional, all faculty will line up behind the platform party to form 2 lines and an aisle for students to pass through. Lines will extend up to NE tunnel as needed.

- There will be NO Aisle of Honor for Recessional.

- The recessional will proceed to the Library Lawn. Students, family and faculty can gather after the recessional at divisional banners/signs placed on the Library Lawn.

If you have any questions, contact Student Development at stdevoffice@elcamino.edu or extension 3500.

Legend
- - -► Graduates
- - -► Faculty
- - -► Stage Party

Platform Party staging: Training Room.
Platform Party waits for faculty/graduates
and begins Processional from NE Tunnel.
Bottled water station for graduates.

VISITOR BUILDING

VISITOR BUILDING

ATHLETICS BUILDING

ATHLETICS BUILDING

Area for CSC Personnel (Locker Room)

Grads   Grads

Stroller Watch Area

Stroller Watch Area

Band, Stage Party, VIP, water, etc.

First Aid Area

South End of Stadium

Faculty Development Committee Meeting
Minutes for Tuesday, May 14, 2019
Library 202, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Rose Ann Cerofeci	(RC)	Humanities
X	Briita Halonen	(BH)	Humanities
X	Amy Herrschaft	(AH)	Counseling
	Rachel Ketai	(RK)	Humanities
	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
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 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27
Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28

Faculty Professional Development Plans
The committee reviewed and revised a PD Plan draft. These plans will be completed on Cornerstone with the intention of setting professional development goals at the start of each academic year. The PD Plan draft will be presented to the Academic Senate on May 21st.

Sample Syllabus Statements
The committee reviewed sample syllabus statements to be presented to the Academic Senate on May 21st. Discussion ensued concerning the number and length of syllabus statements and alternative means for disseminating this important information to students. The committee agreed that while this is valuable information for students, there may be more effective ways to make it available. Posting the information on Canvas, rather than on the syllabus, or noting relevant pages in the Catalog, were some of the options discussed.

Fall Professional Development Day – Thursday, August 22, 2019
The committee discussed potential keynote speakers and themes for Fall PD Day, including:

Speaker	Recommender	Topic
Dr. Gary Rybold	Diana Crossman	Guided Pathways What employers are looking for
Dr. Craig Smith	Rosemary Swade	1st Amendment/Freedom of Speech
Synthia Saint James	Lisa Mednick	Developing Your Creative Process
RP Group	Claudia Striepe	Guided Pathways
Dr. Victor Rios	Stacey Allen	Transforming Education

SA noted that Dr. Rybold and Dr. Smith have come highly recommended by colleagues in Communication Studies. Both potential speakers have expressed enthusiasm for speaking at ECC and flexibility in their speaking fee. In reviewing a YouTube video of Dr. Rybold welcoming incoming freshmen at Irvine Valley College, the FDC determined they would prefer to consider other candidates. While some FDC members were intrigued by Dr. Smith's area of expertise, concern was expressed that a discussion of the 1st Amendment may have limited appeal to faculty and staff and his focus may not relate to other topics to be included in the general session, such as Guided Pathways.

CS and PP recommended the FDC consider speakers from the RP Group (Research, Planning, and Professional Development for California Community Colleges) who could speak directly to issues and/or initiatives at El Camino. PP noted their website lists several topics that could be of interest; she will forward information to the FDC. LMT concurred that the RP Group is very reputable and reiterated the need for a speaker who inspires faculty returning from summer.

LMT shared information about Synthia Saint James, a local artist who could speak about creative problem solving. In addition to delivering the keynote address, Synthia would facilitate two breakout sessions. Her speaking fee is $4,000, similar to what was paid to Dr. Frank Harris who delivered the Fall 2018 PD Day address. LMT is in the process of checking Synthia's references and will report back to the FDC.

Updates/Announcements:

Wellness Warriors:
Lunch & Learn Wellness Wednesdays: Stress, Meditation and Movement will take place on May 15th, 1:00-2:00, Distance Education Center (DE 166). This session will explore the connection between chronic stress and chronic disease and the roles that meditation and movement play in disease prevention.

Thirty Minute Thursdays: 30 Minute Roll Out and Recovery – the last session of the semester will take place on May 23th in the TLC.


Informed & Inspired
Fostering Knowledge and Networks for ECC's Foster Youth Students will be presented by Anna Brochet, Keiana Daniel, and Ngozi Akosia in the TLC on May 30th, 1:00-1:50.

The Personal is Political – Spoken Word Poetry Workshop
LMT encouraged the FDC to share information with students about The Personal is Political, a spoken word poetry workshop which will take place May 16th in the Student Activities Center.

Adjourned 1:51
SA/5.16.19

Spring 2019 SLO Training Schedule:

El Camino College

Student Learning Outcomes
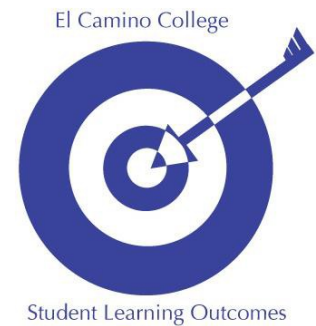
Entering Spring 2019 Assessments: working workshops.

Wednesday, May 29, 2:30-3:30PM

Thursday, May-30, 1:00-2:00PM

All Spring 2019 reports should be entered into Nuventive (formerly TracDat) by

Friday, September 13!

All trainings will be in the Library West Basement (ECC Campus).

Go to Cornerstone to register

Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Kevin Degnan (kdegnan@elcamino.edu)

Constitution of the El Camino College Academic Senate

TABLE OF CONTENTS

El Camino College Academic Senate Constitution

PREAMBLE   In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

ARTICLE I   **Name and Definitions**

Section 1.   <u>Name</u>

1.1   The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

Section 2.   <u>Definitions</u>

2.1   The term "days," when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2   The term "faculty" shall mean all personnel defined in the El Camino College Federation of Teachers Agreement ~~and in the Compton Community College District Federation of Teachers Agreement~~.

2.3   The term "~~adjunct~~ part-time faculty" shall mean ~~part-time~~ faculty members employed by the District as an instructor for 67% or less of a

2.4   full-time teaching load.

The term "senator" shall mean any member of the faculty elected to the

2.5   Senate.

The term "division senator" is the individual who is elected by the full-

2.6   time faculty of a division or ~~educational center~~unit to represent such unit.

The term "senior senator" shall mean the division senator with the longest

2.7   continuous service on the Senate.

2.8   The term "FTEF" shall mean Full-Time Equivalent Faculty.

The term "ex-officio member" shall mean a non-voting member of the Senate who may be invited by the Senate president to serve~~s~~ as a resource

2.9   person, advisor, and/or communication link with other campus decision-making bodies.

2.10   The term "educational center" shall mean a formally recognized El Camino College educational center as defined in Title 5.

The terms "faculty council" or "educational center council" shall mean a standing committee of the Senate located at each educational center. This committee will represent the needs and concerns of faculty at its educational center and will select its membership in accordance with locally developed bylaws that shall be approved by the Senate.

ARTICLE II   Purposes

Section 1.   Purpose

1.1   To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
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."

1.2   To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ARTICLE III   Senate Membership

Section 1.   Senators

1.1   The senators shall be elected from the faculty in each division. The Library Learning Resources shall be treated as a division.

1.2   The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Part-time~~Adjunct~~ faculty shall have two members-at-large and up to two alternates ~~from the main campus and up to one from each educational center~~ on the Senate, to be elected by the part-time~~adjunct~~ faculty of that campus/center.

1.3

Divisions having FTEF shall be entitled to senate members on the following basis: 1 through 24 - two (2) members
                25 through 36 - three (3) members
                37 through 48 - four (4) members
                49 or more - five (5) members

1.4

The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent spring and fall semesters.

1.5

Eligibility of Senators

1.5.1 Voting members of the Senate shall be the elected senators.

1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.

1.6

Election of Full-Time Senators – See Bylaws Article III, Section 1.

1.7

Election of Part-Time~~Adjunct~~ Senators – See Bylaws Article III, Section

1.8   2

Full-Time Senator – Term of Office

1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.

1.8.2 The division ~~or educational center~~ represented may exercise recall

of a full-time senator at any time. See Bylaws Article III.

1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold a special election under the procedures of Article III, Section 1 of the Bylaws.

1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first.

1.9

~~Adjunct~~ Part-Time Senator – Term of Office

1.9.1 The term of office for part-time~~adjunct~~ senators shall be one year unless the senator no longer meets the requirements of Article III, Section 1.5.

1.9.2 If a part-time~~n adjunct~~ senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the term.

1.10

Section 2

A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

2.1

Ex-Officio Senate Members

Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate.

2.1.5 The president of the Associated Student Organization, or designee, shall be an ex-officio member of the Senate.

ARTICLE IV   **Officers**

Section 1   Officers. The Senate shall elect from among its members:

1.1   President;

1.2   President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3   Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, andVice President of Academic Technology; and Vice President of Educational Centers (an elected chair of an educational center council);

1.4   Secretary;

1.5   Distance Education Liaison;

1.6   Other Officers: The president may appoint people to serve in positions such as legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others as deemed necessary;

1.7   Elected Officers. The elected officers shall be members of the Senate Executive Committee.

Section 2.   Election of Officers – See Bylaws Article IV.

Section 3.   Terms of Office

3.1   The term of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.

3.2   An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

3.3   If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the remainder of the term.

3.4   If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4.   <u>Duties of Officers and Other</u>. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations.*

4.1   <u>Senate President</u>: The president shall chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee as outlined in Making Decisions at El Camino College; and appoint a legislative liaison, newsletter editor, parliamentarian, and sergeant-at-arms, as deemed necessary.

4.2   <u>President-Elect</u>: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, plenary sessions, and Faculty Leadership Institute), and the El Camino College Academic Senate Executive Committee meetings.

4.3   <u>Vice Presidents</u>: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1   Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.

4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, represent the senate on, and serve as the senate's voting member for the following campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus-wide committees devoted to faculty evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development and Learning Department, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.3.5 ~~Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full senate. Chair Educational Center Faculty Council.~~

4.3.6 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.4

Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other Ssenate matters; and see that the Senate website is updated.

4.5

Distance Education Liaison: Monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee.

4.6

Legislative Liaison: Monitor legislative issues and advise president, officers, committees, and members on matters of legislation relevant to the Senate purview.

4.7

Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

4.8

Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

4.9

Sergeant-at-Arms: Assist in preserving order as the president may direct.

ARTICLE V   **Meetings**

Section 1.   Regular Meetings. The Senate shall hold regular meetings throughout the academic year.

Section 2.   Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.

Section 3   Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4   Executive Session

4.1   In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.

4.2   Executive sessions may be called by the Senate president or by a majority vote of the Senate.

4.3   Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

ARTICLE VI   **Executive Committee**

Section 1.   Voting Members: president, vice-presidents, and secretary.

Ex-Officio Members: past president, president-elect, distance education liaison, legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others, as appointed.

Section 2.   Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

ARTICLE VII   Committees

Section 1.   Committees

1.1   Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)
a) College Curriculum
b) Educational Policies
c) Faculty Development
d) Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)
e) Educational Center Faculty Council
f)e) Academic Technology Committee
g)f) Distance Education Advisory Committee

1.2   Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3   Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4   Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:
a) Calendar Committee
b) Accreditation Committee
c) Facilities Steering Committee.

ARTICLE VIII   College Curriculum Committee

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

Section 1.   College Curriculum Committee

1.1   Operating Policy: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.

1.2   CCC Operational Procedures: All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

1.3   Approval of CCC Bylaws: CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

Section 2.   Chair of College Curriculum Committee

2.1   Chair: The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.

2.2   Chair as Member of the Senate: In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.

2.3   Term of Office: Term of office for the Chair of the CCC shall be two (2) years.

2.4   Duties of Chair: The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.

2.5   Removal of the Chair: Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

Section 3.   CCC Representatives

3.1   Membership

3.1.1   Faculty – The faculty shall elect the representatives to the CCC. The senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in accordance with the CCC Bylaws.

3.1.2 <u>Other Voting Members</u> – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

3.1.3 <u>Ex-Officio Members</u> – The CCC may designate others as ex-officio members.

3.2 <u>Term of Office</u>: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. <u>Responsibility of the College Curriculum Committee</u>

4.1 <u>Curriculum Review</u>: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 <u>Review Procedures</u>: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. <u>Curriculum Responsibility and Authority of the Senate</u>

5.1 <u>Oversight Responsibilities</u>: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 <u>Review of Curriculum Procedures</u>:

5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.

5.2.2 Review requests shall, at a minimum:
a) Describe the procedure(s) to be reviewed and any associated form(s), and

b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.

5.2.3 A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and
a) If found invalid, the request shall be denied in writing, or
b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

5.3 Review of Curriculum Decisions: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

ARTICLE IX Bylaws and Rules of Order

Section 1. Bylaws and Rules of Order

1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.

1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

Section 2. Rules of Order

2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

ARTICLE X Amendments to the Constitution

Section 1. Amendments of the Constitution

1.1 Amendments to the Constitution may be proposed by:
a) A motion approved by a majority vote of the Senate, or
b) A petition signed by one-quarter of the faculty
The motion or petition must be presented in writing to the Senate president

accompanied by a statement of the purpose and effect of the proposed amendment.

1.2   Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3   If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.

1.4   Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2.   Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI   Professional Standards and Ethics

Section 1.   Professional Standards and Ethics

1.1   The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.

1.2   The Senate may, upon its findings, pass:
  a)   Resolutions of Commendation
  b)   Resolutions of Confidence
  c)   Resolutions of No Confidence, or
  d)   Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2.   Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may not
  a)   Violate state law, or
  b)   Violate ECC Board of Trustees policies, or
  c)   Violate ECCFT agreement, or
  d)   Subject the district to serious legal or fiscal liability, or
  e)   Overzealously interpret state regulations and/or ECC Board of Trustees policies, or

f)   Violate any provision of this Constitution or its Bylaws.

ARTICLE XII   **Delegate to Academic Senate for California Community Colleges**

Delegate

1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.

1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

Amendments and Revisions

Revised   June 1982
Revised   June 1988
Revised   April 1989
Revised   March 16, 1990
Revised   December 1992
Revised   March 22, 1993
Revised   August 29, 1998
Ratified   May 1, 2000
Ratified   July 1, 2002
Ratified   Nov. 4, 2011
Ratified   June 9, 2017
Ratified   ??? 2019

El Camino College Academic Senate Bylaws

TABLE OF CONTENTS

EL CAMINO COLLEGE ACADEMIC SENATE BYLAWS

PREAMBLE   Nothing stated in these Bylaws shall be construed to contradict any provisions of the Academic Senate Constitution, hereinafter referred to as the Constitution.

ARTICLE I   **Name**: The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate, as stated in the Constitution.

ARTICLE II   **Purpose**: Refer to Article II, Section 1 of the Constitution.

ARTICLE III   **Membership**

Section 1.   Election of Full-Time Senators

1.1   Nominations: ~~In October~~Before the last Senate meeting of the spring semester, the senior senator in each division shall issue a call for nominations in writing to obtain candidates for any unfilled Senator positions or positions expiring on the last day of the spring term of the academic year~~expired or unfilled senate positions~~. The senior senator shall verify the eligibility of all nominees in accordance with Article III, Section 1.5 of the Constitution. When a vacancy occurs prior to expiration of the term, the vacancy shall be filled according to Article III, Section 1.8.3 of the Constitution.

1.2   Conducting Elections: Within one month after nominations, the senior senator from each division shall conduct elections following a process approved by the division faculty.

1.3

1.4   Qualified Voters: Only full-time faculty may vote for full-time senators.

Announcement of Election Results: The senior senator of each division shall announce the election results. The results will be forwarded to the Senate president.

Section 2.

2.1   Election of ~~Adjunct~~Part-Time Senators

2.2   Nominations: Notice of Election and Call for Nominations are to be mailed or sent via other secure means including internet, phone, or other technology.

2.3   Qualified Voters: Only ~~adjunct~~ part-time faculty may vote for ~~adjunct~~ part-time senators.

2.4   Ballot Distribution and Counting: ~~By the fourth week of the fall~~Before the last Senate meeting of the spring semester, the ballots shall be distributed to all ~~adjunct~~ part-time faculty by mail or other secure means including internet, phone, or other technology.

Announcement of Election Results: Results of the election may be distributed to the senior senator of each campus division to post. Invitations are extended by the Senate president to the successful candidates to attend the next Senate meeting.

Section 3.

3.1   Current part-time~~adjunct~~ senators will continue to serve until the new senators take office.

3.2
Full-Time Senator: Terms of Office

The terms of office of the representatives shall be staggered insofar as possible. The effective date of the terms of office of newly elected senators shall be the last day of the spring term of the academic year in which they are elected.

Section 4.

Recall procedures may be initiated by a petition to the Senate president signed by one-third of the faculty members of the division. Upon receipt of a valid petition, the Senate president shall initiate a recall election within one month. Recall shall require a two-thirds majority vote of the full-time faculty members of the division. In the event of recall, a special divisional election shall be held within one month under the procedure of Article III, Section 1 of these Bylaws.

Attendance

ARTICLE IV

Section 1.

1.1

If a senator is unable to attend, the president or secretary shall be notified no later than the meeting date so that the senator may be excused. A Senator who fails to attend two consecutive regular Senate meetings without being excused may be removed if, in the opinion of the Executive Committee, no justifiable reason has been given. A replacement shall be appointed in accordance with Article III, Sections 1.8.4 or 1.9.2 of the Constitution.

Officers

Election of Officers

1.2

Nominations: At the first meeting in November, or when a vacancy occurs, the chair of the Senate Election Committee shall issue a call for nominations and distribute nomination forms for Senate officers. Nominees must be members of the Senate. The Election Committee is responsible for processing nominations and for verifying the eligibility of each nominee.

1.3

Ballot Presentation of Candidates: At the second meeting in November, the nominations received by the Election Committee shall be presented to the Senate. The Senate president shall call for nominations from the floor to be added to the ballot. Upon receipt of the ballots, write-in candidates are handled according to *Roberts Rules of Order.*

1.4

Ballot Distribution: The chair of the Senate Election Committee shall be responsible for conducting elections. The Election Committee shall prepare ballots to be mailed or sent via other secure means including internet, phone or other technology.

1.5

Ballot Count: All ballots must be received by the Election Committee within 10 business days of distribution. The Election Committee shall count the ballots immediately. The candidate receiving the majority of the votes shall be the winner. In case of a tie vote, a special runoff election shall be held at the next scheduled Senate meeting. In the event of no candidate receiving a majority vote, a run-off election shall occur for the top two candidates.

ARTICLE V

Section 1.

1.1

Announcement of Election Results: The Election Committee Chair shall report the election results to the Senate president immediately and to the body of the Senate at the next scheduled meeting.

Meetings

Quorum

1.2   A quorum for a Senate meeting shall consist of a majority of the regular membership. In the event of a vote, if a quorum is called for and is deemed not to be present by the secretary, issues may be discussed, but any voting must be postponed to a subsequent meeting.

Section 2.   A quorum for a faculty meeting shall consist of one-third of the faculty members. If a quorum is not present at a faculty meeting, issues may be discussed, but any voting will take place only by mail ballot, the time for return of ballots to be determined by the president, but should not be less than one week. The decision is

2.1   to be determined by simple majority of the ballots received within the specified time.

Order of Business

The general order of business at a regularly scheduled meeting of the Senate shall be as follows:

a.   Approval of the minutes of the previous meeting
b.   Reports of officers and standing committees

2.2   c.   Reports of special committees
d.   Unfinished business
e.   New business
f.   Agenda items for next meeting

The Senate President may suspend the general order of business at the Senate meeting as long as all business is addressed during the meeting, unless a motion to preserve the general order of business (as listed above) is approved by a majority of the Senate. follows:

Section 3

a. ~~A motion is to be made and seconded to suspend the general order of business to allow a particular item of business to be presented and discussed out of order of the priority of business.~~
b. ~~A two-thirds vote of those senators present is needed to pass the motion to change the priority order of business.~~

Speakers
a.   Persons may speak at Senate meetings either on agenda items or on other matters that are within the purview of the Academic Senate. Persons wishing to speak on matters not on the agenda shall do so at the time designated at the meeting for public comment. The Academic Senate President may determine that speakers will be allowed/may be allowed a maximum of three minutes per topic.

ARTICLE VI

Section 1.

Executive Committee

Section 2.

Meetings: The Executive Committee shall hold meetings as deemed necessary by the Senate President and the officers.

Quorum: A quorum is a majority of the Executive Committee regular membership.

From the May 9, 2002 Academic Senate Packet, pp. 101-101
Approved 7/1/2002
Amended 11/5/2002
Amended: 11/4/2011
Amended: 5/21/2019

Administrative Procedure 4230   **Grading and Academic Record Symbols**

The grading practices of the El Camino Community College District shall be as follows:

Semester Unit of Credit
Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, less than satisfactory	1 point for each unit
F	Failing	0 points for each unit
P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
EW	Excused Withdrawal	See Note 6
RD	Report Delayed	See Note 67

Notes:

1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)
A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. A P Grade is considered a C grade or higher. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

2. I - Incomplete
A student may ~~receive~~ request to receive a notation of "I" (Incomplete) and a default grade from an instructor when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP - In Progress

Administrative Procedure 4230   Grading and Academic Record Symbols   Page 2

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student's permanent record for the course.

4. W - Withdrawal
It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more that 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in course repetition and probation and dismissal procedures.

5. MW – Military Withdrawal
Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders by the registrar, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

6. EW – Excused Withdrawal
An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is

Administrative Procedure 4230   Grading and Academic Record Symbols   Page 3

incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the registrar and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

67. RD – Report Delayed

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

References:
    Title 5 §55021, and §55023, and §55024
    Instructor Position Description. Appendix A. Agreement between El Camino Community College District and El Camino College Federation of Teachers.

Related Policies and Procedures:
    BP/AP 4225 Course Repetition
    BP/AP 4231 Grade Change
    BP/AP 4240 Academic Renewal
    BP/AP 4250 Probation, Dismissal and Readmission

El Camino College
Adopted: 7/17/17

Revisions:
A&R: 3/27/2019
EPC 4/23/19
COD 4/11/19

Administrative Procedure 4230   Grading and Academic Record Symbols   Page 4

AP 4230 Grading and Academic Record Symbols

References:
Title 5 Sections 55023 and 55024

NOTE: *This procedure is **legally required**. Local practice may be inserted, but must comply with Title 5.*

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

Evaluative Symbols:
A – Excellent (Grade Point = 4)
B – Good (Grade Point = 3)
C – Satisfactory (Grade Point = 2)
D – Less than satisfactory (Grade Point = 1)
F – Failing (Grade Point = 0)
P – Passing (At least satisfactory – units awarded not counted in GPA)
NP – No Pass (Less than satisfactory, or failing – units not counted in GPA)
SP – Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

NOTE: *Districts that have adopted "plus-minus" grades would insert those grades. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.*

NOTE: *Districts that have adopted the "FW" grade symbol (unofficial withdrawal) would insert that symbol under the list of evaluative symbols. The "FW" symbol may not be used if a student has qualified for and been granted a military withdrawal. If "FW" is used, its grade point value is 0.*

Non-Evaluative Symbols:
I – Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the "I" shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. The record must

be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been

completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted nor for grade points.

IP – In Progress: The "IP" symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" symbol shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student's permanent record for the course.

RD – Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W – Withdrawal: The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The "MW" symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The "EW" symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

Revised 9/01, 8/07, 4/17, 4/18, 10/18

A student may petition to have up to 24 semester units of substandard work (D, F or W grade assigned) taken at El Camino College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

1. The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 or higher in the last 24 units of graded work since the substandard work to be removed. These units can be completed at any regionally accredited college or university.

2. At least ~~two years~~ twelve months must have passed since the substandard grade(s) was awarded (includes summer/winter).

3. Academic Renewal shall be granted to an El Camino College student only one time.

4. If another accredited college has removed previous course work through academic renewal, such action shall be honored by El Camino College.

5. Course work with disregarded grades may not be used to meet degree or certificate requirements.

6. If a student has received an associate degree at El Camino College, academic renewal may be allowed upon petitioning through the Admissions Office and reviewed by the Special Circumstance Petition Process Committee.

Academic renewal actions are irreversible.

Students initiate the academic renewal process through the Admissions Office by obtaining and submitting the Academic Renewal Petition.

The student's permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.

It is the student's responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from El Camino College.

Reference: Title 5, Section 55046

August 21, 2006
Amended: 2/17/16
EPC 4/23/19

CCR Title 5, 53200

AP 4240 Academic Renewal

Reference:
> Title 5 Section 55046

Note: *This procedure is **legally required**. Local practice may be inserted but should comply with the following:*

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:
- Students must have achieved a grade point average of **[*set a minimum of at least 2.0*]** in **[*set minimum number of units*]**, and
- At least **[*set time limit*]** must have elapsed from the time the course work to be removed was completed.

Up to **[*set unit limit]*** units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

Note: *Additional local procedures should be inserted, which **must** include:*

The procedures to be followed by the student in requesting academic renewal.
Designated authorities.

Revised 8/06, 2/08, 9/08, 4/09

Sample Syllabus Statements to Support Student Success

As you prepare for the upcoming semester, the sample statements below can encourage student behaviors associated with success and retention and help proactively address common challenges. Note that these statements, approved by El Camino College's Academic Senate, are only *suggestions,* provided as a service to faculty*,* and may be modified.

Sample Statement RE: Child Abuse, Gender-Based, or Sexual Misconduct

You should know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking or intimate partner violence) to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, contact the Student Health Center for an appointment: 310.660.3643 or http://www.elcamino.edu/student/studentservices/health/index.aspx. For more information, visit http://www.elcamino.edu/about/depts/diversity/misconduct.aspx.

Instructors: Visit the Staff and Student Diversity website for additional information and resources.

Sample Statements RE: Americans with Disabilities Act

If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call (310) 660-3295. For more information visit http://www.elcamino.edu/student/studentservices/src/. You are also encouraged to communicate with your instructor.

Sample Statements RE: Student Resources and Student Success Act

Student Resources: Your success is the number one priority at El Camino College. College resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, visit: https://tinyurl.com/ycag54ks.

Student Success Act: After completing 15 units or prior to the end of the third semester, all students must declare a major and complete a comprehensive educational plan. Schedule an appointment to see a counselor for an up-to-date educational plan by visiting: http://www.elcamino.edu/student/studentservices/counseling/appointments.aspx.

Commented [KD1]: This was news a few years ago. Do we still need to include this?

Sample Statement RE: Certificates and Degrees

You might be closer to earning a certificate or a degree than you think. Graduates with certificates and/or degrees can experience a significant increase in their wages – visit http://salarysurfer.cccco.edu/SalarySurfer.aspx for more information. Make sure you receive all of the certificates and degrees you earn while you're at El Camino College. Click here to schedule a counseling appointment.
http://www.elcamino.edu/student/studentservices/counseling/appointments.aspx.

Instructors: See information from the Chancellor's Office for an overview of compelling salary data, including user-friendly graphics.

Sample Statement RE: Food and Housing Resources

Food and Housing Resources: If you or someone you know faces challenges securing food or housing, there is help available. Currently enrolled El Camino students with an updated ECC ID can visit the Warrior Pantry in Physics 116. Visit http://www.elcamino.edu/student/studentservices/warriorpantry/ or call 310.660.3593 x3500 to confirm hours of operation. Learn more about off-campus resources by visiting https://www.211la.org.

Is there a link to the new guide developed by Student Services?

Sample Statement RE: Undocumented Students

Undocumented Students: El Camino is committed to supporting the success of all students. Visit the following website to learn about the many resources available for our undocumented, AB540 and DACA students: http://www.elcamino.edu/student/studentservices/financialaid/ab540/.

Sample Statement RE: Academic Honesty

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others.

Add link to Standards of Student Conduct here?

Optional: Examples of academic dishonesty include, but are not limited to: 1) Representing the words, ideas, or work of another as one's own in any academic exercise; 2) copying from another student or former student or allowing another student to copy from one's work; 3) allowing another individual to assume one's identity or assuming the identity of another individual; 4) unauthorized collaboration; changing answers on a previously scored test/assignment/experiment with the intent to defraud; 5) inventing data with the intent to defraud; 6) obtaining or copying exams, test questions, or other course materials; 7) giving or receiving information during an examination or test by any means; 8) using aids such as notes, calculators, or electronic devices unless authorized; 9) handing in

the same paper or other assignment in more than one class; 10) purchasing papers to submit as one's own work.

Sample Statement RE: Recording in the Classroom

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner.

A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.

Additional Information for Instructors Regarding Recording in the Classroom
This syllabus statement may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording; and whether and how non-disabled students must notify you and other students in the class. You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy in your syllabus statement. An important reason to allow recording is that it may help some students better learn your course material. Some reasons to limit recording are that it may stifle student conversation; it respects student and faculty privacy; it avoids copyright infringement; and it prevents student cheating or avoiding work.

Ed Code Section 78907
"The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."

Recommended syllabus statements are provided by the
El Camino College Academic Senate as a service to faculty.

Faculty Professional Development Plan

As agreed upon 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))" (*Guidelines for the Implementation of the Flexible Calendar Program*, p. 21).

Although completing this Faculty Professional Development Plan is required to remain in compliance with Title 5, consider this an opportunity to forecast your professional development goals for this academic year. Your plan can be modified at your discretion throughout the year as your goals evolve and change.

Professional Development Goals:

Please list your professional development goals for this year.

Professional Development Activities:

Which of the following activities do you anticipate completing as part of your Faculty Professional Development Plan for this academic year? Please select those that apply:

Faculty/Instructional Improvement	Student Improvement	Institutional Improvement

Activities that enhance knowledge in discipline/subject matter and/or improve pedagogical practices, such as:	Activities that support student success, such as:	Activities that foster program, departmental, and/or institutional effectiveness, such as:
☐ Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA)	☐ Evaluating scholarship applications	☐ Participating in the ECC PRIDE Leadership Academy
☐ Attending conferences, workshops, or trainings related to your discipline and/or teaching methodology	☐ Collaborating with faculty and staff on projects to improve services to students	☐ Serving on College Curriculum Committee (voting reps)
☐ Reading discipline-related books intended to enhance knowledge in your subject area	☐ Serving as student club advisor	☐ Serving as Division SLO Facilitator
☐ Listening to podcasts, TED Talks, etc. related to your discipline and/or teaching methodology	☐ Attending workshops on mentoring students	☐ Serving as Annual Program Plan Review Leader
☐ Completing webinars or other online training relevant to your discipline and/or teaching methodology	☐ Serving as a student mentor	☐ Serving as Program Review Chair Person
☐ Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE	☐ Participating in New Student Welcome Day	☐ Attending SLO workshops/training
☐ Evaluating materials to consider for use in major course revision	☐ Participating in student orientation programs (instructional faculty only)	☐ Participating in SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement
☐ Participating in a teaching-focused book club	☐ Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.)	☐ Participating in meetings to address areas of curriculum or program review
	☐ Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions)	☐ Developing new programs, courses, or curriculum
	☐ Conducting workshops for students (non-duty hours)	☐ Modifying an existing course to comply with changing institutional or discipline requirements
		☐ Completing course conversion (face-to-face to online)
Faculty/Instructional Improvement	**Student Improvement**	**Institutional Improvement**

- ☐ Reading professional books on teaching methodology

- ☐ Learning a second language to better communicate with a diverse student population

- ☐ Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction

- ☐ Training to teach online, re-training for a new course management system

- ☐ Attending literary readings, debates, sporting events, or lectures relevant to your discipline

- ☐ Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline

- ☐ Mentoring new or prospective faculty, or being mentored yourself

- ☐ Writing and publishing scholarly material (unpaid)

- ☐ Conducting field research (unpaid)

- ☐ Serving at on-campus information table (Career Day, etc.)

- ☐ Visiting/recruiting at area high schools or in the community

- ☐ Writing grants aimed to improve services to students

- ☐ Creating a website to support a course or program

- ☐ Conducting institutional research to improve service to students

- ☐ Making presentations related to your discipline/ program or the college to community groups

- ☐ Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc.

- ☐ Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc.

- ☐ Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues

- ☐ Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.)

Other

- ☐ Participating in campus-sponsored wellness activities

Please explain how your professional development objectives will lead to faculty/instructional, student, and/or institutional improvement.

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. The ECCCD will evaluate these programs and use the results of the evaluation as the basis for improvement.

~~The District shall establish a professional development plan consistent with the Master Plan, District strategic priorities, and the mission of the ECC Professional Development Department. in consultation with college constituencies.~~

The Superintendent/President shall annually submit to the State Chancellor an affidavit that contains all of the following:

- A statement that ECC has an advisory committee, composed of administrators, faculty, ~~and~~ CLASSIFIED staff, AND STUDENT representatives, which MAKES RECOMMENDATIONS ON STAFF, STUDENT, AND INSTRUCTIONAL IMPROVEMENT ACTIVITIES ~~has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs~~;
- CONFIRMATION THAT ECC has completed a campus ~~human development resources~~professional development plan for the current and subsequent fiscal years; WHICH INCLUDES an assessment of needs and a plan of activities ~~are developed annually (55730),~~ and
- ~~A report of the actual expenditures for faculty and staff development for the preceding year.~~ Attendance accounting data, ~~as requested,~~ 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, ~~and~~ classified staff representatives, and students. ~~including:~~
1. ~~The Vice President of Human Resources (or designee) The Vice President of Student Services (or designee)~~
2. ~~The Vice President of Academic Affairs (or designee)~~
3. ~~The Professional Development Supervisor~~
4. ~~The Academic Senate President~~
5. ~~The Academic Senate Vice President of Faculty Development~~
6. ~~An ECC Federation of Teachers representative~~
7. ~~An ECC Classified Employees representative~~
8. ~~A classified staff member of the Classified Staff Professional Development Committee.~~
9. ~~A representative from the ECC Police Officer Association.~~

The purpose of the advisory committee is to make recommendations on staff, student, and instructional improvement activities. ~~consult and collaborate with faculty, classified staff and administrators on the assessment of faculty and staff development needs and in the design of the plan to meet those needs.~~ 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 programming. 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.

Commented [MG9]: The CCLC template suggests that separate processes be explained for administrators, faculty, and classified staff. I'm not sure what the process is for administrators, although it might just be that the area VPs make the decisions.

The Managers Professional Development Committee collaborates with the Professional Development & Learning department and Human Resources on planning and decision-making about managers professional development.

Commented [WU10]: It would make sense to use parallel structure for the Managers PD Committee i.e. the MPDC collaborates with the Professional Development & Learning department and Human Resources on planning and decision-making about managers professional development.

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The professional development plan will be consistent with the Comprehensive Master Plan and district strategic planning priorities. The college's PD plan and actual expenditures for the previous year will be reviewed annually with constituent PD committees and Human Resources prior to publication. The professional development plan shall be submitted [annually] to [insert destination here]. The professional development advisory committee, the Classified Staff Professional Development Committee, the Faculty Development Committee, and the Managers' Professional Development Committee shall review and endorse the professional development plan before submission and publication. To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:

Commented [WU11]: The college's PD plan will be reviewed annually with constituent PD committees and Human Resources prior to publication.

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Commented [KD12]: Managers Professional Development Committee was established in 2017-2018.

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Commented [KD13]: Suggestion from IR&P made at Council of Deans meeting.

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

Professional development activities, guidelines and processes including information about the professional development program are published on the District website.

Commented [MG14]: Moved below.

Professional development activities may include, but are is not limited to:
1. Improvement of teaching
2. Improvement of services to students
3. In-service training for vocational education and employment preparation programs
4. Intersegmental exchange programs
5. Institutional effectiveness
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.

Commented [MG15]: This list has been edited to include a couple missing topics from Ed Code 87153. Equity should definitely be In there – although the Ed Code is from 1988 and calls it affirmative action.

Commented [KD16]: Change requested by 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. ~~The Academic Senate will be consulted in the planning of faculty professional development activities.~~
~~See also BP 7340 Leaves of Absence~~

> **Commented [MG17]:** BP 7340 doesn't say anything about PD.

References:
Accreditation Standard III.A.~~14~~15
Education Code Sections 87150 et seq., 87767, 88220, and 88227
Title 5 §53200, 55724

El Camino College Adopted:
March 17, 2014

Revision Consultation
EPC: 5-8-18, 9-6-18 4/23/19
FDC:
ECCFT:
ECCCE:
Deans Council: 5.10.18
AS:
College Council:

AP 7160 Professional Development

References:
    Education Code Sections 87150 et seq.;
    ACCJC Accreditation Standard III.A.14 (*formerly III.A.5*)

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

The ***[CEO]*** shall annually submit to the State Chancellor 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

El Camino College

2019-2022

Equity Plan Executive Summary

16007 Crenshaw Blvd.
Torrance, CA 90506

EXECUTIVE SUMMARY

As an open access institution, El Camino College (ECC) serves as an entry point for our diverse community to pursue a wide range of educational goals ranging from degree/certificate programs and transfer to lifelong learning. Consequently, El Camino Community College makes students the centerpiece of its values and equitable outcomes for all students the driving force behind its mission. Interwoven with these principles is the understanding that "institutional practices develop from and reflect the shared cognitive frames of institutional participants." Thus El Camino College's approach to equity begins with a simple premise – a vision of inclusion. This vision does not only focus on ensuring that our students achieve equal educational outcomes, but also that administrators, faculty and staff are equipped to equitably serve El Camino College's diverse student population so those outcomes can be met.

The goal of ECC's 2019-2022 Student Equity Plan is twofold:

1. To build on the progress made through previous plan implementation.

2. To ensure that past implementations along with future ones align with the college's Integrated Strategic Plan and the California Community Colleges Chancellor's Office's Vision for Success, Guided Pathways, SEA Program goals, the California College Promise, the Student Centered Funding Formula and AB 705.

To achieve this goal, ECC's Student Equity and Achievement Committee (SEAC) collected and analyzed institutional data using percentage point gap methodologies and success indicators for various demographic subgroups of the college's student population to identify those that were being disproportionately impacted. Through this analysis, ECC identified the following student groups as being disproportionately impacted:

1

Disproportionately Impacted ECC Students	
American Indian or Alaska Native Black or African American Disabled Foster Youth Hispanic or Latino	Latino LGBT Native Hawaiian or other Pacific Islander Veteran

Once having compiled this information, SEAC next initiated the process of re-evaluating existing programs and practices while exploring new activities intended to address equity gaps for the identified populations. In order to achieve the equity goals set our, ECC has committed $2,964,967 dollars to fund existing and new activities, designs and programs.

Instrumental to ECC's the vision of inclusion is El Camino College's approach to equity. More specifically, ECC's approach consults the work of Dr. Estela Mara Bensimon and USC's Center for Urban Education in order to reframe equity through organizational learning theory. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated completion data and addressing the results through an equity-minded cognitive framework.

Table 1: Comparing Deficit-Minded and Equity-Minded Frameworks[1]

Deficit-Minded Cognitive Framework	Equity-Minded Cognitive Framework
"A deficit standpoint attributes unequal outcomes to the personal characteristics of the students who experience them."	"Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity."

This framework encourages ECC to reflect on how at an institutional level it also may also be contributing to equity gaps and "where intentional action can be taken to reach goals outlined in your institutions Equity Plan."

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[1] Quotes taken for *The CUE Equity Model.*

2

The tables below present the baseline gap and goal for reducing the gap. Data are only presented for groups where disproportionate impact was identified.

GOAL 1: Successful Enrollment (Applicant Yield Rate)

Definition: Among all applicants in the previous or selected year, the proportion who enrolled at ECC in the selected year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
41%	43%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Disabled (females)*
- *Black or African American (females)*
- *Hispanic or Latino (females)*
- *Native Hawaiian or other Pacific Islander (females)*
- *Foster Youth (all)*
- *LGBT (females)*
- *Veteran (females)*

GOAL 2: Retention (a.k.a. persistence)

Definition: Among all students, the proportion retained from fall to spring at ECC in the selected year, excluding students who completed an award or transferred.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
70%	72%	Standard Deviation (SD) x2 + Baseline

3

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Black or African American (all)*
- *Foster Youth (all)*
- *Veteran (females)*

GOAL 3: Transfer math and English (Completion within first year)

Definition: Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment at ECC.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
12%	14%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Disabled (all)*
- *Black or African American (all)*
- *Hispanic or Latino (all)*
- *Foster Youth (all)*
- *Veteran (males)*

GOAL 4: Degree or Certificate Completion

Definition: Among all students, the unduplicated count of students who earned a Chancellor's Office approved certificate and/or associate degree and had an enrollment in the selected or previous year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
2,409	2,696	20% increase from 2016-17 (Aligned with Vision for Success Goal)

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *American Indian or Alaska Native (males)*
- *Native Hawaiian or other Pacific Islander (females)*

4

- *Black or African American (all)*
- *LGBT (all)*

GOAL 5: Transfer

Definition: Among all students who completed 12 or more units at any time, the number who exited the community college system and transferred to a postsecondary institution within the selected year.

Overall ECC Goal:

Baseline Rate (2017-18)	2021-22 Goal	Goal Setting Methodology
2,483	3,352	35% increase from baseline (Aligned with Vision for Success Goal*)

*Vision for Success Goal only includes CSU and UC Transfers

Close Equity Gaps for Disproportionately Impacted Student Groups:
- *Disabled (males)*
- *Foster Youth (males)*
- *American Indian or Alaska Native (females)*
- *LGBT (males)*
- *Hispanic or Latino (males)*

5

ACTIVITES TO ACHIEVE EQUITYGOALS

To work toward addressing these goals, ECC will utilize several existing programs. These included:

- **Asian American Pacific Islander Initiative (AAPI):** The Asian American & Pacific Islander (AAPI) Equity Initiative supports El Camino College Asian American and Pacific Islander students in reaching their educational and career goals through mentorship, workshops, trainings, field trips and learning community classes.

- **First Year Experience (FYE):** The First Year Experience Program is designed to prepare first year students for academic success and to help students in selecting the career path.

- **Guardian Scholars Program:** The El Camino College Guardian Scholars Program creates a welcoming and supportive environment for current and former foster youth. Its goal is to empower students to reach their full potential in order to achieve academic, personal, and career goals.

- **Knowledgeable, Engaged, and Aspiring Students (KEAS) Program:** The Knowledgeable, Engaged, and Aspiring Students (KEAS) Program was designed in 2015 to provide support to students who have placed into pre-college level coursework at El Camino College. The KEAS staff, faculty, and counselors are committed to providing equitable support services to reduce the academic achievement gap and increase persistence rates among our college community.

- **Student Leadership Institute:** The Student Leadership Institute (SLI) is a training seminar for El Camino College students that builds and enhances their leadership skills. During the seminar, students will refine their resumes, learn the importance of dressing for success, improve their networking skills, and polish their dining etiquette. At the end of the semester, students will attend an awards and pinning ceremony and receive a certificate of completion and participation and a pin. The Student Leadership Institute creates an equitable opportunity specifically targeting students from special programs to participate in a series of professional training workshops that will help develop their leadership skills while learning from mentors consisting of supervisors and program coordinators from different programs on campus. Upon completing the Student Leadership Institute, students are encouraged to join a club or organization on campus in order to continue to build connections and network across campus. Students are also

6

encouraged to participate in various conference opportunities attend more campus trainings and workshops.

- **Mathematics, Engineering, Science Achievement Program (MESA):** MESA is based on a rigorous academic program that uses various components to support students pursuing math and science based degrees. Program components build an academically based peer community to provide student support and motivation. MESA creates a strong partnership between staff, advisors, school district officials, university professors and administrators, industry members, and parents.

- **Math Tutoring Center:** To help students succeed in their courses, the Math Study Center and Computer Lab provide an appropriate atmosphere to study math, one-on-one tutoring and access to mathematical software and web-based software for mathematics courses.

- **Project Success:** Project Success is a program designed to increase the retention rate and to improve the academic performance of students who meet the Project Success admission criteria. The mission of Project Success is to aid the successful transition of students from high school to El Camino College and beyond in order to achieve educational and career goals. Project success is an affiliate of the Umoja Community. Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.

- **Puente Program:** The Puente Program provides three areas of service to students to help them transfer to a four year institution. Puente students take two consecutive writing classes, English 1As in the fall and English 1C in the spring. These classes provide a supportive and stimulating environment for Puente students to build confidence in their writing skills through an exploration of the Mexican American/Latino experience and multicultural literature. Puente students work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. The network of trained Puente mentors provides many resources for the Puente students, their families, colleges and the community.

- **Reading Success Center:** The RSC offers one-on-one tutoring in all subjects, a computer center, topic specific workshops, and a warm and welcoming environment for students to study and work on their assignments. Trained specialists will work with students individually to instill reading strategies and comprehension techniques which will benefit them throughout their academic career.

7

- **Supplemental Instruction Program:** Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in selected courses. At El Camino College and other institutions of higher learning throughout the country, the SI method has been proven to help increase student understanding of course material and raise grades.Attendance at SI sessions is not mandatory, but highly encouraged. Students have an opportunity to compare notes, discuss important concepts, and take practice tests before taking the graded exam. Students will also increase their strategies for test-taking, studying and learning.

In addition to the programs above, the following new activities were added to ECC's plan:

- **Learning Communities:** The model identified to best meet the needs of our students were learning communities. The learning community approach also creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They are composed of UC/CSU transferable courses and embed PASS Mentor Tutoring and academic/career counseling. Programs using this model included KEAS, the Puente Project, AAPI's and accelerated pathways in Basic Accelerated Math, and Math Academies

- **MANA Program:** El Camino College's MANA program aims to increase the number of Native Hawaiian and Pacific Islander (NHPI) students who complete requirements for an associate's degree and/or transfer to a four-year university. With MANA being an NHPI term that embodies spiritual power, the MANA program is intentionally designed to empower NHPI students by strengthening quality educational and support services to promote and foster student learning, sense of belonging, success, and self-advocacy. MANA's purpose is to not only assist students with their academic journey, but also integrate their cultural identity into the process.

- **myPATH:** myPATH is a designation for stand-alone courses that integrate equity-minded culturally responsive teaching frameworks with Guided Pathways principles. Faculty teaching myPATH designated sections have received equity training through SER and infuse equity-minded/culturally responsive curriculum designs. Faculty also frame course content through questions that matter to students and go beyond the classroom and that have an impact at the global, national, regional and local level. Embedded into these courses are counselors to assist students in academic/career planning so that immediate and long range academic and career goals can be achieved. Also embedded are PASS (Peer Assisted Study Sessions) Mentors to assist students with course content.

8

- **PASS Mentors***:* Peer Assisted Study Sessions (PASS) is a mentoring/tutoring program which aims to provide a learning atmosphere which differs from the traditional tutorial environment by focusing on a group atmosphere with "peer to peer" interaction and learning.

- **SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities:** These learning communities provide students with an opportunity to engage discourse and knowledge in student-centered learning environments. These learning communities are theme-based and interdisciplinary and are developed to address disproportionately impacted students. The learning community approach also creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They embed PASS Mentor Tutoring and academic/career counseling.

- **Student Equity Advisory Council (SEAC):** The Student Equity Advisory Council supports diversity and equity related student clubs, as well as, providing leadership opportunities for students. Their goal is to help address the needs of student groups that have been historically underserved. Related to this is the Student Development Office's Student Empowerment Series

- **Student Equity and Achievement (SEA) Village:** The SEA Village is a designated area in ECC's new Student Services Building that will in effect provide a program experience to all students. It is a space where Village staff, students and their professors can interact and engage in a wide variety of meaningful ways. The Village will use a holistic approach to take students from start to finish by providing a safe, technologically comprehensive study lounge that includes support services such as academic counseling, PASS mentoring and tutoring. The Village will offer regular culturally relevant, community-building student success activities both as stand-alone workshops and in conjunction with other support programs on campus.

- **Student Equity Reenvisioned:** Student Equity Reenvisioned (SER) is a Behavioral and Social Sciences Division and Student Equity Program initiative at El Camino College that addresses disproportionate impact and student equity by providing faculty with frameworks for creating equity-minded and culturally responsive learning environments. SER participants are exposed to asset-based pedagogical frameworks that are student-centered and culturally responsive with the ultimately aim of establishing culturally sustaining curriculum.

9

Metric: Successful Enrollment (Applicant Yield Rate)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
41%	43%	Asian American Pacific Islander Initiative (AAPI)
		First Year Experience (FYE)
		Guardian Scholars Program
		Project Success
		Puente Program
		MANA Program
		Student Equity and Achievement (SEA) Village

Metric: Retention (a.k.a. persistence)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
70%	72%	Asian American Pacific Islander Initiative (AAPI)
		First Year Experience (FYE)
		Guardian Scholars Program
		Mathematics, Engineering, Science Achievement Program (MESA)
		Math Tutoring Center
		Project Success
		Puente Program
		Reading Success Center
		Supplemental Instruction Program
		Learning Communities
		MANA Program
		myPATH
		PASS Mentors
		SEAC
		SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities
		SLI
		Student Equity and Achievement (SEA) Village
		Student Equity Reenvisioned

10

Metric: Transfer math and English (Completion within first year)

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
12%	14%	First Year Experience (FYE) Mathematics, Engineering, Science Achievement Program (MESA) Math Tutoring Center Project Success Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities Student Equity and Achievement (SEA) Village Student Equity Reenvisioned

Metric: Degree or Certificate Completion

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
2,409	2,696	Asian American Pacific Islander Initiative (AAPI) First Year Experience (FYE) Guardian Scholars Program Mathematics, Engineering, Science Achievement Program (MESA) Math Tutoring Center Project Success Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH

11

PASS Mentors
SEAC
SER/Behavioral and Social Sciences/Student Equity-
Minded Learning Communities
SLI
Student Equity and Achievement (SEA) Village
Student Equity Reenvisioned

Metric: Transfer

Baseline Rate (2017-18)	2021-22 Goal	Activities that Support the Goal
2,483	3,352	Asian American Pacific Islander Initiative (AAPI) First Year Experience (FYE) Guardian Scholars Program Mathematics, Engineering, Science Achievement Program (MESA) Math Tutoring Center Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors SEAC SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities SLI Student Equity and Achievement (SEA) Village Student Equity Reenvisioned

12

2015-2018 STUDENT EQUITY FUNDING EXPENDITURES

The initial equity planning process at ECC involved many college stakeholders. The initial Student Equity and Achievement Committee included research analysts, the Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. In addition, ECC established a Seeds of Change Initiative with the intent of facilitating collaboration between Student Equity (SE), Student Success and Support Program (SSSP) and Basic Skills Initiative (BSI). During a series of bi-monthly meetings, campus leaders from counseling, academic programs, categorical programs such as Foster and Kinship Care, the Veterans Office, MESA, Puente, and Project Success examined equity data and proposed new interventions and pedagogical approaches for current programs that would help bridge our existing equity gaps. More specifically, student success data, and disaggregated data by ethnicity, gender, disability status, and economic disadvantage status, as well as for foster youth and veterans, was analyzed to identify the areas of greatest need. Through this analysis and collaboration, ECC identified groups that were historically disproportionately impacted. After identifying ECC's target student groups, five success indicators were developed and goals identified for improving student outcomes and narrowing equity gaps. The following are those indicators:

Success Indicators	*Goals*
Access	Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.
Course Completion	*Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.*
ESL and Basic Skills	*Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.*
Degree/Certificate Completion	*Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.*
Transfer	*Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.*

13

2015 – 2016 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries** Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Faculty English A Consistency, Faculty Release Time Faculty Special Assignments - English and Math Faculty Special Assignments (Student Support Programs) - Asian American Pacific Islander (AAPI), Summer Bridge Program First Year Experience (FYE), Project Success Faculty Special Assignments (Other) - Professional Development Across the Institution, Faculty Learning Teams	
	Academic Salaries TOTAL	**$346,905**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist (Full-Time) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math (Hourly) Office Assistance / Administrative Support / Marketing Assistant - Various student support programs, Student Equity, Career & Technical Education (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly) Instructional Aide VI - Reading Success Center (Hourly)	
	Classified and Other Non-Academic Salaries TOTAL	**$843,406**
3000	**Employee Benefits TOTAL**	**$239,517**
4000	**Supplies and Materials** Book Loan Program - Puente, FYE, Math, English, Student Success Center Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs across the institution, English, Faculty Learning Teams, Career & Technical Education Workshops Across the Institution	
	Supplies and Materials TOTAL	**$102,155**
5000	**Other Operating Expenses** Professional Development - Various equity activities across the institution Conference Travel - Student Equity Management, Student Equity Faculty, Staff, Project Success Students, Puente Students Transportation for Students to Conference - Behavioral & Social Sciences division, First Year Experience (FYE), Project Success,	

14

Puente
Other - Marketing (Copier), Attendance Tracking Software,
Reproduction (Copy Center (PASS)
Computer Equipment

Other TOTAL	**$74,514**

6000	**Capital Outlay**	
7000	**Other Outgo** (educational supplies)	
	Total 2015-16 Expenditures	**$1,606,497**

2016 – 2017 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries** Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Summer Bridge Program First Year Experience (FYE), Asian American Pacific Islander (AAPI), Various Equity Activities Across the Institution, Statistics Math Review Workshops, Math Academies, Faculty Learning Teams	
	Academic Salaries TOTAL	**$393,286**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist: Student Success & Student Development Office (Full-Time), Transfer Center (50%) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly) Office Assistance / Administrative Support / Marketing Assistant / Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly)	
	Classified and Other Non-Academic Salaries TOTAL	**$1,202,963**
3000	**Employee Benefits TOTAL**	**$343,313**
4000	**Supplies and Materials** KEAS (Student Success Center) Supplies: Books/Materials Office/Faculty Training/Marketing Supplies and Materials,	

15

Workshop Food - Various student support programs/equity
activities across the institution, Faculty Learning Teams, Career &
Technical Education
Student Equity Materials and Supplies

	Supplies and Materials TOTAL	**$73,530**

5000   **Other Operating Expenses**
AAPI/Epic Contract & AAPI Conference
Non-Personnel: Various Equity Activities Across the Institution
Conference Travel - Student Equity Management; Faculty, Staff,
Students from various student support programs
Transportation for Students to Conference – Various student support
programs/equity activities across the institution, Faculty Learning
Teams
Other - Marketing (Copier), Workshop Food, Various equity activities
across the institution, Reproduction (Copy Center) from various
student support programs/equity activities across the institution
Computer Equipment for Student Equity and Various Equity
Activities Across the Institution

	Other TOTAL	**$155,582**

6000   **Capital Outlay**
7000   **Other Outgo** (educational supplies)

	Total 2016-17 Expenditures	**$2,168,674**

2017 – 2018 Student Equity Expenditures

Object Code	Category	Total
1000	**Academic Salaries** Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	**$308,397**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist (2 Full-Time, .50) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly) Office Assistance / Administrative Support / Marketing Assistant /	

16

Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly)

Student Services Specialist (Full-Time) and Program Assistant-Guardian Scholars (Hourly)

	Classified and Other Non-Academic Salaries TOTAL	**$1,065,457**
3000	**Employee Benefits TOTAL**	**$366,165**
4000	**Supplies and Materials**	

KEAS (Student Success Center) Supplies: Books/Materials
Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs/equity activities across the institution, Faculty Learning Teams, Career & Technical Education
Student Equity Materials and Supplies

	Supplies and Materials TOTAL	**$103,704**
5000	**Other Operating Expenses**	

MANA/Epic Contract & MANA Conference
Non-Personnel: Various Equity Activities Across the Institution
Conference Travel - Student Equity Management; Faculty, Staff, Students from various student support programs
Transportation for Students to Conference – Various student support programs/equity activities across the institution, Faculty Learning Teams
Other - Marketing (Copier), Workshop Food, Various equity activities across the institution, Reproduction (Copy Center) from various student support programs/equity activities across the institution

	Other Operating Expenses TOTAL	**$264,996**
6000	**Capital Outlay**	
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution	**$16,582**
7000	**Other Outgo** (educational supplies)	
	Total 2017-18 Expenditures	**$2,125,301**

2019 –2020 PLANNED STUDENT EQUITY & ACHIEVEMENT BUDGET

Object Code	Category	Total
1000	**Academic Salaries** Counselors, SEA Village (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	**$545,779**
2000	**Classified and Other Non-Academic Salaries** Director, Student Equity & Achievement (Full-Time) Administrative Assistant, Student Equity & Achievement (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, SEA Village (Full-Time) Coordinators - SEA Village, Reading Success Center, & MANA (Full-	

17

Time)
Institutional Research Analyst (Full-Time)
Student Services Specialist (2 Full-Time, .50)
Tutors / Peer to Peer Tutoring / Supplemental Instruction (SI)
Coaches - Various student support programs, English, Math; Sick
Leave (Hourly)
Office Assistance / Administrative Support / Marketing Assistant /
Coordinator - Various student support programs, Student Equity &
Achievement, Student Development Office; Sick Leave (Hourly)
Student Services Specialist (Full-Time) and Program Assistant
(Hourly)- Guardian Scholars

	Classified and Other Non-Academic Salaries TOTAL	**$1,461,911**
3000	**Employee Benefits TOTAL**	**$554,391**

Supplies and Materials
SEA Village Supplies: Books/Materials

4000 Office/Faculty Training/Marketing Supplies and Materials - Various
student support programs/equity activities across the institution,
and Student Equity Reenvsion
Student Equity & Achievement Materials and Supplies

	Supplies and Materials TOTAL	**$56,000**

Other Operating Expenses
Non-Personnel: Various Equity Activities Across the Institution
Conference Travel - Student Equity & Achievement Management;
Faculty, Staff, Students from various student support programs
Student transportation to various conferences/tours – Various

5000 student support programs/equity activities across the institution
Other - Marketing (Copier), Workshop Food for various equity
activities across the institution, Reproduction materials from the
Copy Center for various student support programs/equity activities
across the institution

	Other Operating Expenses TOTAL	**$336,886**
6000	**Capital Outlay**	
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution	**$10,000**
7000	**Other Outgo** (educational supplies)	
	Total 2019-2020 Projected Expenditures	**$2,964,967**

18

ASSESMENT OF PROGRESS MADE

A. ACCESS

GOAL: *Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Increase from 2012-13
Veteran	0.24	0.25	0.36	0.38	0.39	0.38	0.14
African-American	0.79	0.76	0.73	0.67	0.65	0.64	-0.15

B. COURSE COMPLETION (Fall and Spring)

GOALS: *Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.*

Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

All Credit Courses	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**68%**		**69%**		**69%**		**70%**		**2%**
Foster Youth	48%	-19%	52%	-17%	48%	-22%	48%	-22%	0%
African-American	56%	-12%	58%	-11%	59%	-10%	59%	-11%	3%
Pacific Islander	57%	-11%	64%	-5%	66%	-3%	68%	-2%	10%
Latino*	65%	-2%	66%	-3%	66%	-3%	66%	-3%	1%
Basic Skills	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**61%**		**59%**		**59%**		**58%**		**-2%**
Foster Youth	43%	-18%	39%	-20%	33%	-26%	39%	-19%	-4%
African-Americans	48%	-13%	47%	-12%	46%	-13%	47%	-12%	-1%
Developmental	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**59%**		**58%**		**59%**		**58%**		**-1%**
Foster Youth	35%	-25%	41%	-17%	29%	-29%	40%	-18%	5%

19

	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
African-American	47%	-13%	45%	-13%	46%	-13%	46%	-12%	0%
Pacific Islander	54%	-6%	49%	-9%	51%	-8%	59%	0%	5%
Latino*	57%	-3%	55%	-3%	56%	-3%	55%	-3%	-2%
Transfer Level	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**69%**		**71%**		**71%**		**72%**		**2%**
Foster Youth	52%	-18%	55%	-16%	53%	-18%	51%	-21%	-1%
Pacific Islander	57%	-12%	66%	-5%	70%	-1%	70%	-2%	12%
African-American	58%	-11%	61%	-10%	62%	-9%	62%	-10%	4%
Latino*	67%	-2%	68%	-3%	68%	-3%	69%	-3%	2%

C. ESL ND BASIC SKILLS COMPLETION

GOAL: *Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.*

Basic Skills Math	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**28%**		**30%**		**33%**		**33%**		**36%**		**8%**
Pacific Islander	15%	-13%	24%	-7%	24%	-9%	36%	2%	9%	-27%	-5%
African-American	16%	-12%	18%	-12%	18%	-15%	21%	-12%	25%	-11%	9%
Identified Disability	21%	-7%	24%	-6%	25%	-8%	30%	-4%	29%	-8%	8%
Foster Youth	25%	-3%	35%	5%	23%	-10%	39%	5%	27%	-10%	2%
Basic Skills ESL	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**33%**		**30%**		**37%**		**38%**		**38%**		**5%**
Latino	22%	-11%	25%	-5%	30%	-7%	19%	-19%	26%	-11%	4%
Female	28%	-4%	29%	-1%	40%	3%	38%	0%	38%	0%	10%
Basic Skills English	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**49%**		**52%**		**51%**		**52%**		**52%**		**2%**
Pacific Islander	31%	-18%	47%	-4%	33%	-17%	41%	-11%	38%	-14%	6%
African-American	33%	-16%	37%	-15%	38%	-12%	35%	-17%	38%	-14%	4%
Nat.	40%	-9%	*	NA	*	NA	*	NA	*	NA	NA

20

	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Amer./Al as. Nat.											
Identified Disability	47%	-2%	40%	-12%	41%	-10%	52%	1%	44%	-7%	-3%

D. DEGREE AND CERTIFICATE COMPLETION

GOAL: *Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.*

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**19%**		**22%**		**21%**		**24%**		**26%**		**7%**
African-American	12%	-7%	13%	-9%	13%	-8%	17%	-7%	18%	-8%	6%
Latino	18%	-1%	21%	-1%	21%	0%	23%	-1%	24%	-2%	6%

E. TRANSFER

GOAL: *Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.*

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase from 2015
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	**35%**		**36%**		**35%**		**34%**		**34%**		**-1%**
Identified Disability	17%	-19%	24%	-12%	23%	-11%	28%	-5%	23%	-11%	7%
Foster Youth	23%	-12%	20%	-16%	39%	4%	18%	-16%	9%	-25%	-14%
Latino	26%	-9%	27%	-8%	27%	-7%	27%	-6%	26%	-8%	0%
African-American	28%	-7%	28%	-8%	27%	-8%	24%	-9%	23%	-11%	-5%
Pacific Islander	31%	-4%	32%	-4%	24%	-11%	11%	-23%	38%	4%	6%
Identified Econ. Dis.	32%	-3%	33%	-3%	32%	-3%	30%	-3%	31%	-3%	-1%

21

SUMMARY EVALUATION SCHEDULE AND PROCESS

El Camino College (ECC) has processes in place to ensure the timely evaluation of progress towards meeting our student equity goals. First, the Office of Intuitional Research & Planning (IRP) has established annual milestones for each of ECC's overall student equity goals. The annual milestones are set from the baseline year and recommend the ideal yearly growth to meet the goals. As the SEA data file from the Chancellor's Office (Data on Demand) becomes available, IRP can evaluate if ECC is on track with the annual milestones, and therefore, on the trajectory to meet the long-term goals. Second, activities created to support the Student Equity Plan will be evaluated on an annual basis, using the same metrics as the student equity goals.

22

SUMMARY OF COORDINATION OF STUDENT EQUITY –RELATED CATEGORICAL PROGRAMS/CAMPUS-BASED PROGRAMS

ECC supports the coordination of student equity-related categorical programs and campus-based programs is in a few ways. The alignment of ECC's student equity goals with the local Vision for Success goals, Enrollment Management Plan goals, and Guided Pathways Plan goals help ensure collaboration with existing plans on campus. ECC has established the Student Equity and Achievement (SEA) Committee with the following membership: Vice President of Academic Affairs, Vice President of Student Services, deans, faculty, classified managers, staff, and students. The diverse membership of the SEA committee helps gather campus-wide perspectives. The SEA Committee also has sub-committees, one of which is the Tutoring sub-committee, whose mission is to reduce the redundancies of tutoring services on campus.

23