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

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



Academic Senate of El Camino College 2018-19

June 4, 2019

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

Office location: Schauerman Library, Room 273

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

Fine Arts

Ali Ahmadpour 18/19
Diana Crossman 18/19
Joe Hardesty 20/21
Russell McMillin 18/19

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth 19/20
Le Gui 20/21
Catherine Schult-Roman^{*R} 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

Health Sciences & Athletics/Nursing

Chris Wells^{*R} 18/19
Andy Al Villar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 18/19
Colleen McFaul 20/21
Russell Serr 20/21

Natural Sciences

Oscar Villareal 19/20
Thuy Bui 18/19
Darcie McClelland 19/20
Troy Moore^R 18/19
Shanna Potter 19/20
Anne Valle^{*R} 18/19

Business

Kurt Hull 18/19
Philip Lau^{*R} 18/19
Josh Troesh 18/19

Humanities

Sean Donnell 18/19
Ashley Gallagher 18/19
Pete Marcoux^{*} 18/19
Anna Mavromati 18/19
Christina Nagao^R 18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Amber Gillis 18/19
Jesse Mills^R 18/19

Associated Students Organization

Wiley Wilson

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 18/19
Rocio Diaz 19/20

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

President/ Superintendent

Dena Maloney

Division Personnel

Moses Wolfenstein

Ex-officio positions

Chris Jeffries ECCFT

Carolee Vakil-Jessop ECCFT

Library Learning Resources

Analu Josephides 18/19
Mary McMillan 18/19
Claudia Striepe^{*R} 18/19

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 2019-2020:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

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: Jim Buysee. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: 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: Jim Buysee. 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

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- Joe Hardesty
- Russell McMillin
- Chris Wells

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- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

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- Anna Mavromati
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- 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:

- David McPatchell
- Sidney Porter (for Josh Troesh)
-

Excused: S. Bray, C. Nagao

ACADEMIC SENATE MINUTES

May 21, 2019

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 seventh Academic Senate meeting of the spring 2019 semester to order on May 21, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of the packet for minutes from the May 7th meeting. D. McClelland motioned, P. Marcoux seconded, minutes passed as presented.

KDD: We are graced with Dean Jackie Sims' presence today. I'd like to invite her to come forward and briefly introduce herself, but her body language says she would like to stay where she is. J. Sims: I have been dean of Mathematical Sciences for 5 years. I was here as faculty for 12 years before I became the Interim Associate Dean. I really enjoyed my time in the classroom. I am recognizing Catherine and Lars, two of my senators who are here today. Thank you for all you do. We just had our elections and you are all going to get some great replacements. What is the hardest geometrical shape for someone to escape from? A **trapezoid**. (Lots of laughter)

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-14)

Just a reminder, we have confirmed our June 4th meeting just so we can get through our ambitious agenda for the semester. Thank you so much for putting that on your calendar.

Thanks to our senior senators for helping us with these elections. We will be recognizing our folks who will be moving on at the June 4th meeting. We need to finalize the senators for next year with Business, Library Learning Resources, and Natural Sciences. Most of those are in progress. Adjunct faculty; please help us remind adjuncts to check their email for the candidate statements. They need to vote by this Friday, May 24th.

Congratulations to Josh Casper, adjunct senator, who was approved on last night's Board of Trustees' agenda. He was listed as an incoming full-time instructor in Political Sci. Congratulations to Josh!

b. VP Compton College – Amber Gillis

KDD: I saw Jesse come in, maybe he is filling in for Amber. Jesse Mills: I have a brief report as always. We are preparing for a first reading of our Comprehensive Master Plan, titled "Compton, 2024". I think we will be voting on that before the end of the year. We just passed our Student Equity Plan, we will be voting on that before the end of the year. We are very busy at Compton.

c. Chair, Curriculum – Janet Young

KDD: CCC minutes are on line. J. Young: I am yielding my time to myself for our next meeting. (Lots of laughter.)

d. VP Educational Policies – Darcie McClelland

We have caught up with Ed Policies, I have nothing to report.

e. VP Faculty Development – Stacey Allen (pgs. 15-16)

S. Allen: I will be very fast. First and foremost, the FDC meets next Tuesday for the last time of the semester. On our agenda, the Professional Development Needs Assessment. We are looking for feedback.

Number two, Wellness Warriors. We are wrapping up our most successful semester. I will be sending out a survey tomorrow. We want to know what you are looking for in a Wellness Program. This Thursday is our last session for the semester. Next week will be our last Informed & Inspired, *Fostering Knowledge and Networks for ECC's Foster Youth Students*. Anna Brochet will be one of our presenters. So I hope that you can make it.

Number three is our call for proposals for Fall PD Day. The deadline for submitting a proposal is June 3rd. If you have an idea for a breakout session, let me know. While on the subject of Fall PD Day, if you have a suggestion for a theme or a keynote speaker, let me know.

The 4th announcement is the Great Teachers Seminar. The deadline to apply is tomorrow. We hope that you apply.

f. VP Finance – Josh Troesh

KDD: As we mentioned at our last meeting, Josh Troesh is out on family leave with the arrival of his daughter. Sidney Porter is our alternate on the PBC. He will be joining us after his class ends. For our tentative budget that goes to the Board of Trustees soon, we will have our VP of Administrative Services, Jim Buysse, come to our next meeting. He is going to tell us a little bit more about what is happening at the state and locally. Thanks to Sidney for stepping in and serving.

g. VP Academic Technology – Pete Marcoux

Dr. Maloney has tasked ITS and everyone to start talking about our workflow processes with the possibility of changing our student information system. It's Colleague. It is a huge deal. It is like doing a spinal cord transplant. It is how students apply, register, how we manage our workflow, assign classes, request textbooks, etc. This is going to be a long process, it isn't going to happen overnight. If this is something you are interested in, let me know. There may be committees and subcommittees. Ultimately, we will probably have to hire a consultant. We have a College Technology Committee meeting after this meeting. From what I understand, Ellucian is kind of changing and going more towards the cloud-based. There is definitely going to be some change. Colleague and Banner are owned by the same company, so they will just probably merge. Faculty don't have a lot of day-to-day interaction with Colleague. Counselors are definitely folks who need to be part of the conversation. Compton has chosen Banner for their system.

The last is a shameless plug. There is a Myriad reading on Tuesday, May 28th here in this room from 1-2. You can hear and see our creative students' short stories, and poetry. I hope you can attend.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 17)

There have been a lot of questions about current SLO's, course changes, SLO changes. People want to put the current ones on their syllabus. The place to find it is Nuventive. The alignment grids haven't been updated in quite a while. I would not look on our website. Just go to Nuventive. All faculty have access to those.

Spring 2019 assessments are the 3rd week of Fall semester. A little reminder, people in Program Review, your drafts are due September 3rd. The faculty survey that we recently sent out, the SLO survey, for the most part had pretty favorable responses. Some people want more training. We are going to have 2 workshops at the beginning of the semester, and 2 workshops at the end of the semester. One right before they are due. People want more instructions. We have created a new template. The template has step-by-step instructions on how to enter your information. Those should help, they are like little tutorials. The templates aren't up yet; contact the facilitator in your division for help. Hopefully they will be up on the website soon. That's it!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

A Physicist, a Biologist and a Chemist meet at the beach..... (Not to be undone by Dean Jackie Sims, we were fortunate to hear another “joke of the day”). Lots of laughter followed this joke. Of course the Chemists came out on top!

I don't want people to think as of a certain date, they are being cut off with flex. We know Cornerstone is a new system and, as with all new systems, there are some hiccups. We had to change in the middle of the year which makes it worse. We do want to hear your concerns. We want to make sure everything is processed.

A couple of task forces I have been working on. The AA Task Force had several jobs. One was to look at Math competency. We had Math faculty there. They will also consider additional items and bring that back to the Task Force.

The Faculty Prioritization Committee is tasked with looking at the data we collect when we prioritize the faculty for hiring. We are trying to include equity data and align some of our data with the Chancellor's Office Vision for Success. We are getting a data set that we would use for the equity data and making some revisions. We will meet again to see how that is starting to look.

The Enrollment Management Plan in getting close to its first completed draft, hopefully by the end of June. Then we will start consultation in the Fall. We will put that on our things to talk about next year.

Auto-awarding of degrees has almost become a moot point. One of the purposes of auto-awarding was to see if we could get more points and more money. With the changes going through the Legislature, the Governor's office, and the Chancellor's Office, it looks like we are constrained in what could happen with the awards for certificates and degrees. There is no benefit to us in the near future to go out and find people to award degrees to, so that will probably be put on hold. In meeting with financial aid, we did find out that we are not supposed to be giving financial aid to students if they are not working toward a degree or certificate. If their major is History and we find out they are taking Cosmetology class, they shouldn't be getting financial aid. We found out that on the East coast, they have started making colleges pay back that money.

I am happy to say AP 5520, the Student Discipline Procedure went to the board last night. Another huge check off! KDD: To piggyback on that, in College Council we did a little bit more fine tuning on that. We clarified consequences, we expanded the points at which faculty would receive information about a case. Long term suspension goes on transcripts now. Just like expulsion. These are changes made in response to faculty concerns and it's a good example of the consultation process working well.

Ross Miyashiro – VP of Student Services

I am yielding my time to later in this meeting.

E. UNFINISHED BUSINESS

Academic Senate Constitution and By-Laws: 2nd Reading – Kristie Daniel-DiGregorio (pgs. 18-37)

KDD: I need a motion to approve. P. Marcoux motioned, J. Casper seconded. KDD: There are just a couple of things that have changed. We are changing the language in our constitution from adjunct to part time. That appears on page 19. In the definitions, also on page 19, we have clarified the roles for the different members of the senate and the ex-officio members. They are here as a resource. They may be invited by the Senate President to join in Senate discussions and/or go back to their constituent groups for input. Some of the spacing may be off just because of the edits – that will resolve once we finalize the changes. We removed the references to Compton. Article 3 has a reference to our part-time colleagues. That is it. I will add the date that was ratified to the end of the document.

Now I am going to jump to By-Laws. This change is not new – you saw this last meeting -- we really want to get our senators in place before we start Fall semester. We want full representation. Under article 5, section 2.2, there is a change. P. Marcoux: When you are the president of the Senate, sometimes you need to adjust the order of business because things are time-sensitive. We want to make this a little more flexible. Kristie had something in here that the president would have the right to suspend the general order of business. I thought it would be better if the body wanted to maintain that order of business, a motion could be made to allow it. L. Kjeseth: So this allows anyone to change the order of business? P. Marcoux: Yes. P. Marcoux: This is a check and balance. KDD: All it says is the senate approves

it. You can make a motion, but the motion has to pass. And this last thing. This is another change reflecting Chris Wells' suggestion for speaking limits. Speakers may be allowed a maximum of 3 minutes per topic. I gave you some options. It may not be hard and fast at every single meeting. That is pretty much it. Are there any questions? We are voting on the constitution and by-law changes. Motion passed. A. Ahmadpour abstained. P. Marcoux: This has to go to the faculty at large. It is not official yet. KDD: Thanks everybody.

AP 4230 Grading and Academic Record Symbols: 2nd Reading – Darcie McClelland (pgs. 38-44)

KDD: I need a motion to approve. R. Galbavy, R. Diaz seconded. D. McClelland: This is our second reading. This is coming to us mainly because the law changed to allow for excused withdrawals. For particular circumstances beyond a students' control, they need to be able to withdraw past the drop deadline. They would get an "EW" as opposed to a regular "W". The new language is now included under number 6, and it is underlined. Are there any questions? (There were questions about how this could affect a student's financial aid) KDD: This has not gone to the deans, yet. The people in the know about financial aid will be at the table. Unless you know the answer Jean. J. Shankweiler: I will talk to Melissa and the Council of Deans. KDD: Regardless, we will report back. P. Marcoux: It mentions an illness in the family, what about the students' own illness? Does extenuating circumstances include pregnancy, illness of a family member, but not the student themselves? KDD: It is left to the judgement of the Registrar. D. McClelland: We took this straight from the language of the law. The language of the law did not include the students' own illness. KDD: We will clarify this. It is going straight to the folks who know. We can always go back in and open this up. This is new across the whole state. This AP passed as presented with 4 abstentions; R. Diaz, R. McMillan, A. Brochet, A. Ahmadpour. Thank you everybody.

AP 4240 Academic Renewal: 2nd Reading – Darcie McClelland (pgs. 45-46)

I need a motion to approve. Lars Kjeseth motioned, Chris Wells seconded. The proposed changes are on page 45, 46 is just for your reference. The only change here is from 2 years to 12 months. Any questions? The AP passed.

F. NEW BUSINESS

Recommended Syllabus Statements: 1st Reading – Stacey Allen (pgs. 47-49)

There are only recommendations, we are not directing people what to put on their syllabi. Between now and the next meeting, please have a look at these. Let us know if you have feedback or suggestions. We do want these to be endorsed by the senate. But we are going to do this in one reading at our next meeting. This is not policy, it is not procedure. P. Marcoux: We called this an affirmation.

Professional Development Plans: 1st Reading – Stacey Allen (pgs. 50-53)

KDD: We do need a first and second reading on this one. S. Allen: The plan that I am about to discuss is faculty-driven, and decided on by FDC of the state-wide academic senate in collaboration with the Chancellor's office. This is something that we are supposed to be doing that is productive and meaningful. We thought it would be a good time to introduce it in Cornerstone and start July 1st. After July 1st, you have to log into Cornerstone before you can log into any activities. Please take a look at page 50, the first paragraph explains why we are expected to complete this. Next is a text box and you will be asked to list your professional development goals for the year. We think this is useful, especially if you are scheduled for evaluation this year. We have to set objectives and we reflect on our previous objectives. This is a nice way to blend together what we are doing with our professional development activities and what we are actually writing about in our self-evaluations. After you list your objectives, the new flex matrix should pop up as a check box. You would go through the list and check the ones you anticipate that you would like to complete. It is not set in stone. We don't know in October what we are going to do in April. You can always go back and change your plan. Then there is another text box that lists objectives. These are coming straight from the guidelines. We wanted to create a form that is easy for faculty to complete. This is the first reading. Any questions? P. Marcoux: Who sees this plan and is it being evaluated? Will anyone comment on it? S. Allen: Not that we've determined at this time. M. McMillan: This is sort of a living document? The plan you may have for your own professional development is not necessarily the plan that is your plan in the later year. S. Allen: This is just a way to think about what we might do. It is a good way to get familiar with the new matrix. P. Marcoux: Is there a list of things that are going to be mandated ahead of time? Do we need to occasionally update our implicit bias training? Is it a one and done? J. Shankweiler: We are working on a list of what is going to be

mandated. Some of them need to be renewed annually, some are every other year. S. Allen: It would be nice to know in advance because that could be in our planning. KDD: Any other questions? You will see this again. Take this back to your areas and bring back any questions and feedback.

AP 7160 Professional Development – Darcie McClelland (pgs. 54-57)

D. McClelland: We have been working fairly extensively on this for the past year. We had a task force look at it. We have consulted with HR, and the Professional Development Committee. We have looked at it in Ed Polices. We have put a lot of thoughtful consideration into this policy. We want to make sure that we as faculty, are meeting our own professional development. We did make several changes to it. We want to make sure that what we state in this policy is actually what is happening on campus. We found that the Chancellor's Office has changed how they view things. We have faculty, as part of the professional development advisory committee, which also includes classified staff and students make recommendations. We want to make sure we have this advisory committee to make pertinent recommendations across campus. The constituent groups are making sure if there is something big happening on campus they can talk about it. We did add language about professional development for managers that had not been in there before. KDD: This will also be reviewed by the Council of Deans. D. McClelland: This does affect all the groups on campus, not just faculty. KDD: The advisory groups can ask all the constituent groups what is needed on campus. That is where that type of feedback can come in. D. McClelland: Are there any other questions? KDD: This is a first reading, you will see this again.

Student Equity Plan – Nayeli Oliva & Ross Miyashiro (pgs. 58-81)

KDD: This report is also available on line. We are welcoming Nayeli Oliva who is our new Director of Student Equity and Ross Miyashiro. N. Oliva: The Student Equity Plan needs to be completed as a condition of student equity and achievement (SEA) funding. The Student Equity Plan uses the Chancellor's Office-based research to identify students who are disproportionately impacted (DI) in; successful enrollment, retention, completion of transfer level Math and English in the first year, earned a certificate or degree, and transfer to a 4-year institution. All colleges are required to set 3-year goals for all students and for each student group shown to have DI.

R. Miyashiro: In short, the state is requiring us to show that we are closing the student equity gap for the most impacted populations in higher education. These are some of the metrics that they are using. N. Oliva: Everything you see here is in the packet. So how do we achieve those goals? The SEP is proposing to ensure that past implementations along with future ones align with Vision for Success and Guided Pathways. We want to address equity across campus. We are going to do that by working with students programs such as FYE, EOPS, and Puente. Also by providing student support services such as counseling, tutoring, and providing equity-minded training and symposiums. Also we are proposing expand culturally responsive equity-minded curriculum. R. Miyashiro: Implicit Bias is on-going training. If we don't change the culture of equity-minded pedagogy, syllabus construction, and classroom setup, then we will never close the equity gaps. That is part of this proposal. We want everyone to be more equity minded through professional development. The next steps are mandated by the state, they are not something we chose. We have a presentation schedule. We do have a deadline by June 30th. If we don't meet the deadline, we forfeit a little over \$6.6 million. We are very committed to meeting the 6/30 deadline. The SEP must be submitted to NOVA, our online reporting system. Then approved by the President, Jean Shankweiler, Ross Miyashiro and KDD. A. Brochet: Will EOPS be included in the plan since it is one of our largest equity groups on campus? R. Miyashiro: Yes, that will be added. KDD: We will vote on this by the next meeting. R. Miyashiro: This covers student equity, it doesn't include achievement. The Chancellor's Office requires we submit a report on just student equity, instead of student equity and achievement.

G. INFORMATION ITEMS –DISCUSSION

New Flex Reporting System: Cornerstone

KDD: We wanted to give you a quick overview of some of the things we are hearing from faculty and what the situation is. There are limitations that we can't change. Cornerstone was not originally designed for flex reporting. It needs to serve all of the colleges in California. Cornerstone is in the early stages of development. We are one of the Beta-teams, the guinea pigs. The question has come up a number of times: Why can't we use the old system? PD Reporter was easy to use, why can't we use it? The old system didn't allow us to upload documents, which is required by the Chancellor's

Office. There are a number of things our PD department has offered. There are supports, instructional videos on YouTube, a quick start guide, FAQ's on the website, and ongoing trainings with open labs.

Faculty concerns: The system is not intuitive, not user friendly. The system has too many steps. The video is almost 5 minutes long just to learn how to check your balance. Some things aren't new. Labels and tabs are confusing. Time consuming to create documentation. It is time consuming for event organizers. Now you need to have folks sign up ahead of time or you need to take roll and then go in and record attendance. You have to upload something and that is confusing.

Suggestions we have heard from faculty: Make it more user friendly. Streamline the processes, fewer clicks. Ease the navigation in general. There were many comments, suggestions, and concerns by faculty. C. Wells: We need to look and see what other campuses are doing. KDD: We need more support and assistance. R. Galbavy: Sometimes we don't need to provide documentation, but it forces you to upload it anyway. C. Wells: You can't go back in and edit things like change a date. M. McMillan: Look for better ways for the approval process. KDD: If you hear anything from your divisions, please let us know. Thanks for the feedback, if you have suggestions, please let me know. See all of you next time.

H. FUTURE AGENDA ITEMS

Guided Pathways Timeline of Activities
Tentative Budget Update

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:12 pm
TG/ECC Spring 2019

Summary of Challenges & Proposed Strategies for Cornerstone Implementation*

CHALLENGES	STRATEGIES
<p>System Limitations</p> <p><u>Cornerstone System:</u></p> <ul style="list-style-type: none"> • System not originally designed for flex reporting. • System must serve needs of all 115 community colleges. • System is in early stages of development. <p><u>Flex Reporting:</u></p> <ul style="list-style-type: none"> • Old system did not allow uploading documents and supporting evidence is required by CCCO. 	<p>ECC Supports Offered</p> <ul style="list-style-type: none"> • FAQs. • 15 instructional videos on YouTube. • Trainings, including Open Labs 5.22 and 5.30. • Quick Start Guide (in 5/17 email to listserv). • One-on-one supports. • PD Department eliminated “signature” step for submissions.
<p>Faculty Concerns</p> <p><u>Cornerstone is not intuitive and is not always user-friendly:</u></p> <ul style="list-style-type: none"> • Processes require many steps (e.g., checking flex credit balance). • Landing page has more information than may be necessary; other schools have created a “clean” look. • Labels/tabs can be confusing or difficult to access. • Sign-in sheets have been replaced with multi-step, time-consuming process which must be completed by event organizers. • Confusion about how to edit a submission or how to record credit as attendee and presenter. 	<p>Suggestions</p> <p><u>Make Cornerstone more user-friendly:</u></p> <ul style="list-style-type: none"> • Continue to advocate for improvements with CCCO. • Survey faculty for input and suggestions. • Streamline processes – fewer clicks. • Review other schools’ models for ideas for how to streamline and simplify landing page. • Tailor tabs and labels to ECC terminology. • Ease navigation (e.g., when link to “external training” was added to landing page).
<p><u>Difficulties providing necessary documentation:</u></p> <ul style="list-style-type: none"> • Some events do not have associated evidence: visits to museums, advising student organizations. • Certificates (e.g., from Keenan) are too large to be uploaded. • Only one document can be uploaded. • Lack of clarity and confusion for what “counts” for evidence. • Impression that faculty professional judgement is being questioned. • Confusion about why submissions are being rejected after being approved by dean. 	<p><u>Provide more supports for faculty to submit needed documentation:</u></p> <ul style="list-style-type: none"> • Provide templates (online forms, macros) for evidence. • Offer examples and instructions for simplified ways to provide documentation. • Include explanation for why/when documentation is required. <p><u>Clarify faculty purview in flex credit:</u></p> <ul style="list-style-type: none"> • Ensure faculty are guiding decision-making process for approvals; refer questions or appeals to faculty peers for review. • Ensure that submissions approved by dean are accepted by Professional Development and Learning.

<p><u>Lack of clarity for where requests are in the process and the status of submissions:</u></p> <ul style="list-style-type: none"> • Faculty must check back multiple times to see if more action is required. • Faculty are not notified when process is complete. • Reminders to complete flex credit no longer provide specific information (number of hours missing). 	<p><u>Clarify status of submissions and flex status:</u></p> <ul style="list-style-type: none"> • Increase amount of communication with faculty about their status: how many hours are needed to complete their obligation, where submissions are in the process, whether additional action is needed.
<p><u>Faculty need more support to learn and successfully navigate Cornerstone:</u></p> <ul style="list-style-type: none"> • Faculty may use system just twice/year so may not have sufficient experience to get used to the idiosyncrasies of Cornerstone. • Assistance is in various locations on Professional Development website. 	<p><u>Provide more support:</u></p> <ul style="list-style-type: none"> • Increase support at high-usage times, before deadlines. • Consider offering more drop-in hours. • Offer working sessions with some instruction and then hands-on support to complete required submissions. • Provide access to one-on-one assistance and a “help desk.” • Expand number of trainings offered, especially at high-usage times. • Revise PD website to support easier navigation: all Cornerstone resources in one place, larger log-in button, etc.

*Summary is drawn from discussions with Senate constituents, Academic Senate, Faculty Development Committee, and Professional Development and Learning Department.

Faculty Development Committee Meeting

Minutes for Tuesday, May 28, 2019

TLC, Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	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
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	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

Fall Professional Development Day – Thursday, August 22nd

The FDC continues to discuss possible keynote speakers for Fall PD Day, including Synthia Saint James (SSJ), a local artist, and a presenter from the RP Group (Research, Planning, and Professional Development for California Community Colleges). The committee reviewed a proposal and other materials sent by SSJ. While MS, EU, and BH expressed concern that her focus may not be relevant to all disciplines and doesn't appear to be specifically related to teaching, AA noted this could be an opportunity to learn about creative problem solving through the lens of an artist and expose us to topics that foster a sense of community. LMT is currently checking SSJ's references and will report back to the FDC. MS recommended Rafe Esquith, an award winning educator that she heard at a conference several years ago. She will forward information to the FDC to review. SA will follow up with the RP Group to explore possible speakers and will forward information to the FDC. While the PD Day theme has yet to be determined, the FDC has agreed that a presentation on Guided Pathways and meta-majors should be included in the general session. PP reported that the Guided Pathways – Leading from the Middle Team will be piloting a new program in the fall to increase student engagement by using online tools, such as Canvas and ECC Connect.

PP and AA noted they would be available over the summer to continue PD Day planning.

The deadline to submit breakout session proposals is Monday, June 3rd. SA encouraged the FDC to consider submitting a proposal.

Faculty PD Needs Assessment

SA and LMT met with Gina Park of Institutional Research & Planning (IRP) to update the Faculty Professional Development Needs Assessment to be administered in the fall. The FDC reviewed questions from the 2015-16 assessment and provided numerous recommendations for updating and improving the instrument. SA will forward feedback from the FDC to IRP.

AP 7160 – Professional Development

AP 7160 was presented to the Academic Senate for a first reading on 5.21.19. A second reading is scheduled for 6.4.19. The FDC was asked to review the AP again considering several changes have been made since we reviewed it last year. MS noted the importance of reviewing the college's PD plan and expenditures for the sake of transparency. CS noted this may provide a good opportunity to agitate for paid professional development for adjunct faculty, especially if the PD Needs Assessment indicates a strong desire for increased PD opportunities. AA noted that other colleges require adjunct faculty to complete flex hours and provide compensation for doing so.

Updates/Announcements:

Great Teachers Seminar

SA reported that applications have been submitted for one full-time and one part-time faculty member to attend the Great Teachers Seminar, July 21-25, in Pacific Grove, CA. Funding to attend the seminar is provided by PD.

Wellness Warriors Survey

SA encouraged the FDC to complete the Wellness Warriors survey that was sent to the listservs last week. Information will be useful in planning future wellness-related activities.

Faculty Professional Development Plans

SA announced that the first reading of the Faculty PD Plans at the Academic Senate meeting on 5.21.19 went well. Faculty inquired about the PD Plan review process and the ability to revise the plans as the semester progresses. SA thanked DM for representing the FDC at the Senate meeting. The second reading will take place on 6.4.19. BH reported that she has made announcements concerning the implementation of the PD Plans at department/division meetings and fielded questions from colleagues similar to those voiced during the Senate meeting.

Sample Syllabus Statements

SA reported that the sample syllabus statements will be reviewed by the Academic Senate on 6.4.19.

Cornerstone Challenges

SA reported that faculty expressed challenges with Cornerstone at the 5.21.19 Academic Senate meeting. The FDC reviewed a summary of the issues and proposed strategies prepared by Senate President Kristie Daniel-DiGregorio. BH noted English faculty have experienced challenges uploading verification documents considering the system allows for only one document to be uploaded. Another faculty expressed frustration when the verification document they submitted was "rejected" by PD. AA noted this should not be a disputable issue considering the division dean would have already approved the documentation.

Informed & Inspired, May 30th, 1:00-1:50, TLC – Library West Basement

SA encouraged the FDC to help promote and attend our last session of the semester: *Fostering Knowledge and Networks for ECC's Foster Youth Students*, by presenters Anna Brochet, Keiana Daniel, Sharonda Barksdale and Ngozi Akosia.

SA thanked the FDC for their hard work throughout 2018-19 and wished them a restful and rejuvenating summer!

Adjourned 1:50
SA/5.29.19

Faculty Development Committee Summary of Activities: 2018-2019

Committee Members:

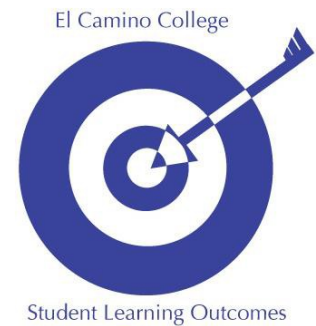
Stacey Allen	David McPatchell
Alireza Ahmadpour	Polly Parks
Dustin Black	Margaret Steinberg
Briita Halonen	Claudia Striepe
Amy Herrschaft	Lisa Mednick Takami
Sheryl Kunisaki	Evelyn Uyemura

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Fall 2018 Activities
<p>Fall Professional Development Day Theme: <i>Culturally Responsive Teaching and Learning</i></p>
<p>Academic Rank Certificates and letters were sent to 44 faculty who advanced in academic rank</p>
<p>Outstanding Adjunct Faculty Award Recipient: Elizabeth Russell, Adjunct Instructor, Art History Recognized at Academic Senate Meeting – received certificate, leather embossed portfolio, and \$700 Selection Committee:</p> <ul style="list-style-type: none"> • Stacey Allen, Academic Senate Vice President, Faculty Development • Suzanne Gates, English • Scott Kushigemachi, Interim Associate Dean, Humanities • Sarah Leinen, English • Jenebrith Pastran, ASO Senator, Fine Arts
<p>Informed and Inspired: Lunchtime Faculty Development Series Fall theme: <i>Culturally Responsive Pedagogy</i></p> <ul style="list-style-type: none"> • September: <i>Proven Puente Strategies for Culturally Responsive Teaching in any Discipline</i> by Erica Brenes and Griselda Castro • October: <i>Preparing for Generation Z: Teaching and Engaging a New Generation of College Students</i> by Anna Brochet, Lori Suekawa, Monica Lanier
<p>Faculty Book Club <i>Teaching Men of Color in the Community College</i> by Wood, Harris, and White Coordinators: Polly Parks, Erica Brenes, and Cesar Jimenez</p>
<p>Getting the Job, Part 1: The Application 42 attendees received tips for writing a CV and cover letter and how to navigate iGreentree Facilitator: Stacey Allen, Academic Senate Vice President, Faculty Development Panelists:</p> <ul style="list-style-type: none"> • Martha Lopez, Human Resources • Debra Breckheimer, Dean, Humanities • Cynthia Cervantes, Childhood Education • Chelsea Henson, English • Jason Suárez, History
<p>Flex Matrix Finalized flex matrix revisions (Approved Flex Categories & Activities List)</p>

Spring 2019 Activities
<p>Spring Professional Development Day Theme: <i>Embracing Diverse Learners through Universal Design</i></p>
<p>Tenure Reception 17 newly tenured faculty were honored with a reception in the East Dining Room Hosted by the Office of the Superintendent/President, Academic Affairs, and Academic Senate Honorees received a certificate, pen set and ECC lapel pin</p>
<p>Getting the Job, Part 2: The Interview 40 attendees received valuable information concerning the faculty interview process and teaching demonstration Facilitator: Stacey Allen, Academic Senate Vice President, Faculty Development Panelists:</p> <ul style="list-style-type: none"> • Jacqueline Sims, Dean of Mathematical Sciences • Yuko Kawasaki, Nursing • Julie Kim, Accounting • Polly Parks, Biology • Bruce Peppard, English
<p>Wellness Warriors In collaboration with Health Sciences & Athletics and Classified Professional Development Facilitator: Strength & Conditioning Coach Kimberly Jones</p> <ul style="list-style-type: none"> • Lunch & Learn: Wellness Wednesdays – these informative sessions focused on topics related to the physical, environmental, spiritual and mental components of health. (1st & 3rd Wednesday) • Thirty Minute Thursdays: 30 Minute Roll Out & Recovery – attendees learned how to decrease injuries from over use and repetitive motions by using a variety of myofascial massage tools. (2nd & 4th Thursday)
<p>Informed and Inspired: Lunchtime Faculty Development Series Spring theme: <i>Culturally Responsive Pedagogy</i></p> <ul style="list-style-type: none"> • March: <i>Contextualizing Native Hawaiian and Pacific Islander Student Experiences</i> by “Sina” Fifita, Mele Makalo & Nicolos Cruz of MANA • April: <i>Learning Across the Curriculum: Diverse & Inclusive Cross-Curricular Course Content & Student Engagement</i> by Elice Hennessee • May: <i>Fostering Knowledge and Networks for ECC’s Foster Youth Students</i> by Keiana Daniel, Anna Brochet, Sharonda Barksdale and Ngozi Akosia
<p>Faculty Book Club <i>Pushout: The Criminalization of Black Girls in Schools</i> by Monique W. Morris Coordinators: Polly Parks, Erica Brenes, and Cesar Jimenez</p>
<p>Great Teachers Seminar Funding was provided for Julie Kim and Erika Knox to attend the seminar. Attendees will present during Fall PD Day breakout session.</p>
Fall/Spring
<p>Cornerstone Implementation Provided input during development and implementation of Cornerstone.</p>

Spring 2019 SLO Training Schedule:



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 Degan (kdegan@elcamino.edu)

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
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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:
<ul style="list-style-type: none"> <input type="checkbox"/> Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) <input type="checkbox"/> Attending conferences, workshops, or trainings related to your discipline and/or teaching methodology <input type="checkbox"/> Reading discipline-related books intended to enhance knowledge in your subject area <input type="checkbox"/> Listening to podcasts, TED Talks, etc. related to your discipline and/or teaching methodology <input type="checkbox"/> Completing webinars or other online training relevant to your discipline and/or teaching methodology <input type="checkbox"/> Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE <input type="checkbox"/> Evaluating materials to consider for use in major course revision <input type="checkbox"/> Participating in a teaching-focused book club 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluating scholarship applications <input type="checkbox"/> Collaborating with faculty and staff on projects to improve services to students <input type="checkbox"/> Serving as student club advisor <input type="checkbox"/> Attending workshops on mentoring students <input type="checkbox"/> Serving as a student mentor <input type="checkbox"/> Participating in New Student Welcome Day <input type="checkbox"/> Participating in student orientation programs (instructional faculty only) <input type="checkbox"/> Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) <input type="checkbox"/> Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) <input type="checkbox"/> Conducting workshops for students (non-duty hours) 	<ul style="list-style-type: none"> <input type="checkbox"/> Participating in the ECC PRIDE Leadership Academy <input type="checkbox"/> Serving on College Curriculum Committee (voting reps) <input type="checkbox"/> Serving as Division SLO Facilitator <input type="checkbox"/> Serving as Annual Program Plan Review Leader <input type="checkbox"/> Serving as Program Review Chair Person <input type="checkbox"/> Attending SLO workshops/training <input type="checkbox"/> Participating in SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement <input type="checkbox"/> Participating in meetings to address areas of curriculum or program review <input type="checkbox"/> Developing new programs, courses, or curriculum <input type="checkbox"/> Modifying an existing course to comply with changing institutional or discipline requirements <input type="checkbox"/> Completing course conversion (face-to-face to online)
Faculty/Instructional Improvement	Student Improvement	Institutional Improvement

<ul style="list-style-type: none"> <input type="checkbox"/> Reading professional books on teaching methodology <input type="checkbox"/> Learning a second language to better communicate with a diverse student population <input type="checkbox"/> Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction <input type="checkbox"/> Training to teach online, re-training for a new course management system <input type="checkbox"/> Attending literary readings, debates, sporting events, or lectures relevant to your discipline <input type="checkbox"/> Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline <input type="checkbox"/> Mentoring new or prospective faculty, or being mentored yourself <input type="checkbox"/> Writing and publishing scholarly material (unpaid) <input type="checkbox"/> Conducting field research (unpaid) 	<ul style="list-style-type: none"> <input type="checkbox"/> Serving at on-campus information table (Career Day, etc.) <input type="checkbox"/> Visiting/recruiting at area high schools or in the community <input type="checkbox"/> Writing grants aimed to improve services to students 	<ul style="list-style-type: none"> <input type="checkbox"/> Creating a website to support a course or program <input type="checkbox"/> Conducting institutional research to improve service to students <input type="checkbox"/> Making presentations related to your discipline/ program or the college to community groups <input type="checkbox"/> Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. <input type="checkbox"/> Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. <input type="checkbox"/> Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues <input type="checkbox"/> Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.)
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Other
<ul style="list-style-type: none"> <input type="checkbox"/> 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.

Commented [MG1]: This revision was triggered by 2015 Ed Code changes.

Commented [MG2]: This paragraph is from the CCLC template.

~~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.~~

Commented [MG3]: This was moved below and edited a bit.

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

Commented [MG4]: This is from the CCLC template and is legally advised for Districts that participate in the Community College Professional Development Program (meaning, I think, we get money from the CCC system for PD because it is part of our contractual hours).

- 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)

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Commented [KD5]: Changed requested by Professional Development.

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Commented [KD6]: Change requested by Professional Development. The Chancellor's Office does not require a report of the actual expenditures for faculty and staff development for the preceding year, however, attendance accounting data IS required.

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:

Commented [MG7]: Ed Code section 8151 requires the creation of a professional development advisory committee that helps develop a PD plan in order to receive PD funds.

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.

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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

Commented [WU8]: and Learning Department

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.

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

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:
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.

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 [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.

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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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.

Commented [MG14]: Moved below.

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.4415

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:

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 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, classified staff, and student representatives, which makes recommendations on staff, student, and instructional improvement activities;
- Confirmation that El Camino College has completed a campus professional development plan for the current and subsequent fiscal years; which includes an assessment of needs and a plan of activities, and
- Attendance accounting data for the purposes of calculating the flex adjustment.

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

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

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

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

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

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.

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

1. Institutional planning priorities, including student success
2. Results of needs assessment surveys and evaluations of previous professional development

activities

3. Input from the college constituent groups
4. Legal mandates

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. Development and maintenance of current academic and technical knowledge and skills
6. Institutional effectiveness and training to meet institutional needs and priorities
7. Development of innovations in instructional and administrative techniques and program effectiveness
8. Courses and training implementing equity programs and equal opportunity employment practices, policies, and legal mandates
9. Instructional and workforce technology
10. Training required by laws, codes, and regulations
11. Other activities determined to be related to educational and professional development.

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

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

References:

Accreditation Standard III.A.1415

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: 5-29-19

ECCFT:

ECCCE:

Deans Council: 5-10-18

AS: 5-21-19, 6-4-19

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



El Camino College - Executive Summary 2019-2022 Student Equity Plan

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:

*Disproportionately Impacted
ECC Students*

American Indian or
Alaska Native
Black or African American
Disabled
Foster Youth
Hispanic or Latino

Latino
LGBTQIA+
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 out, 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 Frameworks¹

<i>Deficit-Minded Cognitive Framework</i>	<i>Equity-Minded Cognitive Framework</i>
<p>“A deficit standpoint attributes unequal outcomes to the personal characteristics of the students who experience them.”</p>	<p>“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.”</p>

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.”

¹ Quotes taken for *The CUE Equity Model*.

STUDENT EQUITY GOALS

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:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
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)*
- *LGBTQIA+ (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:

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

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Black or African American (all)*
- *Foster Youth (all)*
- *Veteran (females)*
- *LGBTQIA+ (all)*

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:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
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)*
- *LGBTQIA+ (all)*

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:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
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)*

- *Black or African American (all)*
- *LGBTQIA+ (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:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
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)*
- *American Indian or Alaska Native (females)*
- *Hispanic or Latino (males)*
- *Foster Youth (males)*
- *LGBTQIA+(males)*

ACTIVITIES TO ACHIEVE EQUITY GOALS

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

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.

- **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:

- **Extended Opportunity Programs & Services (EOPS):** EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS is designed for the purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are "over, above and in addition to" services available to all students. EOPS strives for innovative and creative ways to enhance and encourage students' academic success and excellence, while fostering the students' personal growth and development.
-
- **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.
- **Safe Zone Project Initiative:** The Safe Zone Project is an initiative that aims to bring awareness to the challenges and needs of LGBTQIA+ students on campus. Through workshops, trainings, conferences as well as cultural events this effort aims to bring visibility, support, and endless educational opportunities for this disproportionately impacted student population. Simultaneously, it also offer an opportunity for all students and surrounding community to be able to learn more about their experiences and

collectively help close the equity achievement gap.

- **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.
- **Undocumented Student Task Force:** Undocumented Student Task Force was formed in December 2016 to address and support Undocumented Students at El Camino College. Active participants on the task force include leaders from many departments such as Admissions and Records, Counseling, Financial Aid Office, First Year Experience, Outreach and School Relations, Extended Opportunity Programs and Services, Academic Senate President, Student and Staff Diversity office, and faculty advisor for the AHEAD student club. Additionally, the task force includes allies from Student Health Center, instructional and counseling faculty, EOPS, Student Development Office, students from the Student Equity Council, and one faculty is an immigration lawyer. Collectively, this group discusses needs of our undocumented students, plans events for students and personnel, and prepares information and resources for stakeholders.

- **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.

Metric: Successful Enrollment (Applicant Yield Rate)

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
41%	43%	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program Project Success Puente Program MANA Program Safe Zone Project Initiative Student Equity and Achievement (SEA) Village Undocumented Student Task Force

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

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
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70%	72%	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS)
		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 Safe Zone Project Initiative SEAC SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities SLI Student Equity and Achievement (SEA) Village Student Equity Reenvisioned Undocumented Student Task Force

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

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
12%	14%	First Year Experience (FYE) Extended Opportunity Programs & Services (EOPS) 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 Safe Zone Project Initiative SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities Student Equity and Achievement (SEA) Village Student Equity Reenvisioned Undocumented Student Task Force

Metric: Degree or Certificate Completion

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
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2,409	2,696	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program Mathematics, Engineering, Science Achievement Program (MESA) Math Tutoring Center Project Success Puente Program Reading Success Center Safe Zone Project Initiative Supplemental Instruction Program Learning Communities MANA Program myPATH
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PASS Mentors
 SEAC
 SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities
 SLI
 Student Equity and Achievement (SEA) Village
 Student Equity Reenvisioned
 Undocumented Student Task Force

Metric: Transfer

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
2,483	3,352	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) 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 Safe Zone Project Initiative SEAC SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities SLI Student Equity and Achievement (SEA) Village Student Equity Reenvisioned Undocumented Student Task Force

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:

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

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 <p style="text-align: right;">Academic Salaries TOTAL</p>	\$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) <p style="text-align: right;">Classified and Other Non-Academic Salaries TOTAL</p>	\$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 <p style="text-align: right;">Supplies and Materials TOTAL</p>	\$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,	

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,	

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 /	

	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
	Academic Salaries	
	Counselors, SEA Village (Full-Time & Part-Time)	
1000	Faculty Coordinator and Puente Program English Instructor, Faculty Release Time	
	Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	\$545,779
	Classified and Other Non-Academic Salaries	
	Director, Student Equity & Achievement (Full-Time)	
2000	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-	

	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		
	Office/Faculty Training/Marketing Supplies and Materials - Various student support programs/equity activities across the institution, and Student Equity Reenvsion		
4000	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 student support programs/equity activities across the institution		
5000	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

ASSESSMENT 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%

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

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%

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.

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 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.

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>.

Sample Statement RE: Certificates and Degrees

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

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/student-services/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/student-services/warriorpantry/> or call 310.660.3593 x3500 to confirm hours of operation. Learn more about off-campus resources by visiting <https://www.211a.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/student-services/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.



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

Revised February 2019

Institution Name: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

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A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and

other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps".</i></p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 	<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". <i>(Note: This practice was added to the SOAA in February 2019)</i></p> <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • Program pathways are currently in the form of major guide sheets that list numerous possible transfer institutions. • Allied health majors, such as nursing and CTE career pathways are well developed. Career pathways in the CTE area use clear, visual diagrams to represent pathways to students. • The College held approximately 4 meta-major card sorting activities in the fall 2018 semester. We held a campus wide summit in January that included the meta-major activity and 8 events are scheduled for the spring 2019 semester. Students are invited and encouraged to attend and at least one event will be held in conjunction with an Associated Student Organization meeting. Meta-major card sorts are also taking place in classrooms as well as various department and division meetings. 	<p>Next steps:</p> <ul style="list-style-type: none"> • The results of the meta-major activities will be analyzed over the summer, presented to the campus at our fall 2019 flex day on the first day of the semester and implemented into catalog and college website during fall 2019. <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> • Summer 2019– analyze meta-major results from 2018-19 workshops • Fall 2019 – implement meta-majors into catalog, CCC Apply, counseling and all aspects of college.

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<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> As part of the regional Strong Workforce Program, El Camino has contracted to implement Jobspeaker, a program to match potential employers with ECC students. Advisory committees are an important part of Career and Technical Education departments. Preparation for employment is part of their ongoing discussions. The college has hired a Job Placement Specialist, supported also by the regional Strong Workforce Program. Human Development offers multiple sections of HDEV 105 Career and Life Planning and HDEV 115 Career Development Across the Lifespan each semester. HDEV 105 is also offered in contextualized formats to provide career preparation directly relevant to industry and technology programs <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The college is reviewing our Program Review Documents as part of our alignment to the Chancellor's Visions for Success. Career and employment information will be integrated into the program review templates The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2019 – Revision of Program Review documents Fall 2019 – Begin implementation of the case-managed counseling.

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<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The college will add information about employment and further education opportunities as part of the program maps completed and onto the web pages. The college currently offers Career Coach to our students and will include link to this support on the Program Maps. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The College will complete the development and review of program maps and then place the maps onto the appropriate web pages. The Guided Pathways team submitted our application to the Road Trip Nation Pilot. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2019 – complete program maps and identify web pages for publication Spring 2019 – apply to Road Trip Nation Pilot. Fall 2019 – hire web designer to get maps onto web pages in consistent campus approved format. Spring 2020 – complete addition of employment information
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The College has held a number of mapping workshops in the fall 2018 semester for departments. Guided Pathways division liaisons met with individual departments to further work on the program maps. 60 program maps are completed to date. The GP liaisons continue working with departments and five campus program mapping dates are scheduled for the spring 2019 semester. The Counseling Department has been 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> The campus will complete mapping in spring 2019. The College will complete the development and review program maps and then get the maps placed onto the appropriate web pages. Once completed, the employment opportunities will be added. Implement consistent use of Degree Planner by all Counseling Staff for electronic educational plans. Identify key milestones in each program.

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<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>directed to use the Degree Planner feature in ECC Connect (Hobson's Starfish) with a goal of 90% of ed plans in Degree Planner by May 2019.</p> <ul style="list-style-type: none"> • Educational planning is a core theme and student learning outcome in all Human Development courses. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> •The college has implemented the use of multiple measures to place students in math and English courses. The college selected to use co-requisite courses to support students placed into transfer level math. In this placement process, the students identify whether or not they are business or STEM majors. Students identifying as a business or STEM major are counseled into the appropriate math courses. •The students are able to self-place into math and English courses through the use of a multiple measures survey on the ECC portal. <p>Term, if <i>at scale</i> or <i>scaling</i>: •Spring 2019</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •Spring 2019 – complete program maps and identify web pages for publication •Spring 2019 – implement the use of electronic educational plans. •Fall 2019 – hire web designer to get maps onto web pages in consistent campus approved format •Fall 2019 – Identify key milestones. •Spring 2020 – complete addition of employment information <p><i>Next steps:</i></p> <ul style="list-style-type: none"> •The co-requisite clearances are being programmed into the system and will be implemented for Fall 2019 registration. •Train Counselors on clearance levels for the new math corequisite courses. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •Spring 2019 – co-requisite clearances for BSTEM are being programmed into Colleague. •Spring 2019 – counselor training for math corequisites. •Fall 2019 – Student placement into BSTEM or other majors will be available and part of the registration process.

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 	<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Career questions have been added to the self-assessment that incoming students take to identify undecided students or students that may need additional career service support. Plans of follow up services based on their responses are being created. Students who need additional support will be referred to Human Development career courses. Consultation with Career advisory to participate in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot. In addition to Human Development’s campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Follow up career service protocol is being designed to respond to personal self assessment. Discuss further integration of career support and information into Guided Pathway efforts. Career information will be added to program maps. HDEV career courses are being contextualized to degree programs and added to program maps. These efforts will be expanded. Additional sections of Human Development courses will be offered at partnering high schools through dual enrollment. Implement the resources of Roadtrip Nation. The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions. <p><i>Timeline for implementing next steps:</i></p>

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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress</p>	<p>to College and Educational Planning courses are offered as dual enrollment courses with local high schools.</p> <ul style="list-style-type: none"> •ECC connect is being used for educational planning by all outreach counselors. This educational planning process assists new students to select a program of study and develop a program plan prior to the start of that semester. As of April 02, 2019, 763 students have completed the intake form. 122 students responded slightly certain or not certain at all for one or both of the questions asking about their certainty for their career goals and major they chose. This is 16% of the respondents. The Career Center will be offering workshops to these students in the summer and early fall. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p> 	<ul style="list-style-type: none"> • Implementation work for Roadtrip Nation will begin in Spring 2019. • Follow up career service protocol will be discussed in Spring and Fall 2019 and to be in place by Fall 2019 or Spring 2020. • Discussions with the career advisory about integrating career and guided pathways will continue indefinitely.
<p>b.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • A meeting with our embedded counseling program took place in Fall 2018 and the possibility of placing counselors in gateway courses for 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Promote use of ECC connect. • Pilot embedded counselors in key major courses in 3 of our most popular majors.

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	<input type="checkbox"/> At scale	<p>specific majors instead of just English and Math was discussed.</p> <ul style="list-style-type: none"> • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • Since Spring/ Summer of 2016 ECC Connect has been used for mid term and progress reports enabling professors to flag/ refer students in need of additional support. • Currently the Natural Science division is offering support workshops to support students in Chemistry 4. • Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. • HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History. 	<ul style="list-style-type: none"> • Evaluate effectiveness of support courses in Math and English. • Embedded counseling in key major courses is where we would like to scale and measure effectiveness. • Evaluate effectiveness of embedded counseling. • Increase links between Human Development success courses (which include educational planning and study skills instruction) with other academic departments. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Incentive program will launch in Spring of 2019 to encourage faculty to use ECC connect and canvas. • Pilot for community collective model to student support will occur in the Fall of 2019 with a goal for full implementation in three years. • Supplemental instruction and tutoring are moving to key program courses.

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<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • English completed Spring 2019. • Math in progress to be implemented in the Fall of 2019. • Embedded counseling in English and Math courses already established and occurring. • Embedded counseling in key major courses is where we would like to scale and measure effectiveness. <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement. • Embedded counseling program is established in gateway Math courses. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • Math in progress to be implemented in the Fall of 2019. • Embedded counseling in English and Math courses already established and occurring. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Promote use of ECC connect. Evaluate effectiveness of support courses in Math. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Pilot for embedded Evaluation of Math support courses is ongoing.

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<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Support courses are established and currently being offered for our college level English course. English has an established rubric for multiple measure placement. • Embedded counseling program is established in gateway English courses. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILL. • Human Development and English have created learning communities to support students. <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Promote use of ECC connect. • Evaluate effectiveness of support courses for English. • The college will investigate expanded opportunities to pair HDEV courses with English classes, including learning communities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Evaluation of English support corequisite courses is ongoing.

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e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>English completed Spring 2019.</p> <ul style="list-style-type: none"> Embedded counseling in English and Math courses already established and occurring. <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> English support courses in place for Spring 2019. Math support courses will be in place Fall 2019. Support courses in both areas are based on multiple measure information from the student's high school academic background. A level up survey is in place to place them into the appropriate classes based on the self reported information that they provide. ECC connect is currently being used for the early alert feature. Referrals and flags are responded to in a timely manner. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> Spring 2019 for English courses and Fall 2019 for Math courses. Level up survey was active in Fall of 2018. ECC connect for early alert began in Fall 2018. <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Currently the college holds an annual Counselor Collaborative in which local high school counselors, psychologist, and teachers are invited to campus to collaborate on how to best meet the 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Embedded counselors in key major courses will be piloted. Students will be referred to Human Development's success classes instruction in educational planning, study skills, and soft skills necessary for success in college. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Key major courses will be identified in Fall 2019. Embedded counseling in key major courses will be piloted in Spring 2020.
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale		<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Refine dual enrollment to create stronger pathways from high school to El Camino College. Provide technology to Outreach to

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		<p>needs of their students.</p> <ul style="list-style-type: none"> • The dual enrollment program is well established and growing. • Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students. • Industry and Technology counselor conducted a training for all outreach counselors. • Project Lead The Way has built strong ties to our high school partners, offering numerous dual enrollment opportunities to students. • High school career pathways are being aligned by industry between our K-12 partners and the college by offering structured, multi-year sequences of dual enrollment classes and high school articulation agreements. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>meet the needs of this incoming population.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Next steps in this area will begin in Fall of 2019.

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Campaign for students to update their major will begin this semester at the Career & Majors Fair. • Meta major sorts are being conducted and a decision will be made by the end of Spring 2019. • ECC Connect is being used for ed planning for most majors, this allows the student to monitor their progress and plan their courses. <p>Term, if <i>at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Meta majors will be determined by the end of the Spring 2019 semester to be highlighted during Fall 2019 flex day. • Affinity and meta major community collective models will be refined and developed. These are models for comprehensive student support. • Revise program maps to program into ECC Connect. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Program maps will be added to ECC connect starting in Fall or Spring of 2019 and continuing through completion. • Community collective to be developed and established by Fall of 2022.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Counseling division has set a goal of completing 90% of ed plans on ECC Connect by the end of the Spring 2019 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Improve ECC Connect degree planner by incorporating counselor and student feedback.

	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>semester.</p> <ul style="list-style-type: none"> Program maps are being designed to include milestones to help students towards completion. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> Work with Admissions and Records to hire or assign an evaluator to begin to input outside course equivalencies into Colleague. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> ECC Connect- ongoing. Course equivalencies- will discuss plans Spring 2019 with a timeline for implementation to start in the 2019-2020 academic year.
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ECC Connect may have the ability to send an automatic flag when a student falls off their program plan. Currently counselors manually reviewed previous academic plans to monitor if a student has fallen off their program plan. Faculty can currently flag students that are having difficulty in their class. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Check with Hobsons to see if ECC Connect has this ability. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Check about ECC Connect- Summer 2019
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Counselors encourage students on these academic paths to meet with their major counselor on a regular basis. Students that are unlikely to be accepted into a completive program are redirected to another school's program or to a different program. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Community collective model for support services will be designed to be implemented. Embedded counseling will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and

		<p>Information sessions, workshops and school panels are offered to provide students the information that they need to become a competitive applicant.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>to provide redirection options immediately.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Community collective- Designing current with implementation by Fall of 2022. Embedded counseling in key prerequisite courses to be piloted in Fall of 2019.
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Civitas College Scheduler was launched Spring of 2018 integration with this program and ECC Connect need to be explored to help inform the scheduling process for course offerings. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins. • Counselors are being encouraged to utilize the ECC Connect degree planner for at least 90% of all ed plans. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to encourage use of ECC Connect by all faculty including counselors. These ed plans along with data from Civitas College Scheduler to determine when to offer specific courses. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ECC Connect – ongoing. • Review data from Civitas College Scheduler and ECC connect to inform offerings- Begin to look into this option starting Fall 2019.

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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs. • General Education courses are aligned to CSU/UC admissions requirements. • Several programs have developed ADT degrees which articulate to CSU standards for lower level major course work. • Program Learning Outcomes are regularly assessed and periodically reviewed. <p>Term, if at scale or scaling: • Fall 2015</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Transfer programs continue to develop Associate Degrees for Transfer. • Job and career outcomes are being added to program review. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Course approval requires demonstration of critical thinking assignments. • Professional Development opportunities exist in which faculty learn techniques to engage students. For example, in Spring 2019, four campus-wide professional 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue professional development to encourage active learning strategies. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Meta-majors will be established by Fall 2019.

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<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>development On Course seminars were offered that provided faculty with research-proven approaches to student centered learning.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: •Fall 2014</p> <p><i>Progress to date:</i></p> <ul style="list-style-type: none"> •Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences and emergency services. •There is a study abroad program that runs once per year. • Each semester, Human Development courses require Service Learning assignments which result in students completing over 5,000 hours of service per year with nearly 50 community organizations. •Apprenticeship grants are offered during the summer. •MESA coordinates internships with university and industry partners. •The college's Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> •Establish meta-majors, which will open up possibilities for more experiential learning tied to major clusters. • Cooperative work, jobs, internships, and apprenticeship opportunities will be posted on the Job Speaker system <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Job Speaker system- Fall 19.

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		<p>• Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle. • Program level assessments include a combination of course level assessments taking place during a particular assessment cycle. • The review cycle is on the website. • SLO results are in the program review which is reviewed by committee and available on the website. <p>Term, if <i>at scale</i> or <i>scaling</i>: • Spring 2014</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Results of Course and Program level learning outcomes are a component of program review. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Update the current planning and budgeting cycle to more systematically include assessment results in decision-making.

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<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Various programs within the Fine Arts division (e.g. Art and Communication Studies) include videos or portfolios to show student work. • Career Services conducts mock interview and resume workshops. • HDEV 105 and HDEV 115 courses include assignments in resume writing, interviewing and other career readiness concepts and skills. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020 <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Meta-majors will be implemented Fall 2019.
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings, but does not yet have a systematic process that turns assessments into PD topics. • Institutional Research plan is being assessed. • The Student Equity Re-envisioned program, SER, in collaboration with the Dean of Behavioral and Social Sciences, 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • The PD Plan will be going through Collegial Consultation process during the 2019 calendar year. Most professional development is geared towards faculty, but funding has been secured to offer more professional development for classified staff. • Implementation of Cornerstone for scheduling and tracking professional development will allow us to track trainings. <p><i>Timeline for implementing next steps:</i></p>

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		<p>has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to assist students in staying on track to degree completion.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> The Professional Development Plan should be adopted Fall 2019.