



Academic Senate of El Camino College 2020-2021

November 17, 2020

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

Office location: Schauerman Library, Room 273

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

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

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

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



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Zoom information for Academic Senate Meeting 11/17/2020

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

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

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

Meeting ID: 960 6675 9172

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

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

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, November 17. In the subject line, please put Academic Senate Meeting 11/17 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Darcie McClelland	Curriculum Chair	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Rocio Diaz
		Parliamentarian	Pete Marcoux

Part-Time (One-year terms)

Jack Spencer

Kamisha Sullivan

Behavioral & Social Sciences

Stacey Allen 22/23

Ali Ahmadpour 22/23

Kristie Daniel-DiGregorio 20/21

Renee Galbavy 20/21

Michael Wynne* 20/21

Business

Kurt Hull 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22

Mary McMillan 21/22

Claudia Striepe*^R 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin*^R 21/22

Joanna Nacheff 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21

Ryan Anthony 22/23

Yuko Kawasaki 21/22

Tiffanie Lau 20/21

Colleen McFaul 20/21

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Pete Marcoux* 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 22/23

Le Gui 20/21

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Sarah Jean Marble

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 20/21 = 2020/2021.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

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

Educational Policies. Chair: 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: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

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

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. 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: Jorge Gutierrez. 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.

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
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 Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct

- Jack Spencer
- Kamisha Sullivan

Behavioral & Social Sciences

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

Counseling

- Anna Brochet
- Rocio Diaz
- Seranda (Bray) Sylvers

Fine Arts

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

Health Sciences & Athletics

- Andrew Alvillar
- Ryan Anthony
- Yuko Kawasaki
- Tiffanie Lau
- Colleen McFaul

Humanities

- Stephanie Burnham
- Kevin Degnan
- Elayne Kelley
- Pete Marcoux
- Anna Mavromati

Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library and Learning Resources

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

Natural Sciences

- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter
- Jwan Amin

Associated Students Organization

- Sarah Jean Marble
- Pretty Abraham

Curriculum Chair

- Janet Young

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

President/Superintendent

- Dena Maloney

ECC Federation

- Kelsey Iino

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Diego Aguilar
- Julieta Aramburo
- Loic Audusseau, ITS
- John Baranski
- Jeff Baumunk, HSA
- Linda Cooks
- Greg Fry
- Traci Granger
- Edith Gutierrez

- Arturo Hernandez, Math/MESA
- Camila Jenkin, LLR
- Lillian Justice, Registrar
- Matt Kline, Humanities
- Scott Kushigemachi, Humanities
- Coleen Maldonado
- Ryan Martinez, ODE
- Gary Medina
- Andrew Nasatir
- Idania Reyes

- Russell Serr, HSA
- Kamisha Sullivan, Humanities
- Katie Sundara, ITEC
- Moses Wolfenstein
- Tony Roland Zapata, Counseling

Excused: M. McMillin

ACADEMIC SENATE MINUTES

November 3, 2020

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

A. CALL TO ORDER

Senate President Darcie McClelland called the fifth Academic Senate meeting of the fall 2020 semester to order on Tuesday, November 3rd at 12:33pm.

B. APPROVAL OF MINUTES (p. 6-19)

D. McClelland: See pgs. 6-19 of the packet for minutes from October 20th meeting. Motioned by C. Striepe, seconded by P. Marcoux.

- 25 yes, 0 nos, 0 abstained. APPROVED.

Quick Reminders:

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- If you type something in the chat that you would like read aloud, please begin the comment with ***. If your comment does not begin with ***, we will assume it's just for others to read silently and will not acknowledge it publicly.

R. Diaz: Welcome to our Deans Rep today comes from Industry and Technology!

K. Sundara: Good afternoon everybody. I am the Associate Dean of Industry and Technology. I've been at El Camino for about 18 months but was on campus for about 10 before we all went to COVID so I still consider myself a newbie. Fun fact about my connection to El Camino is my first week I ran into my favorite English high school teacher, actually my favorite teacher of all time, who now teaches in English department here.

CTE programs have always been known to have equity and opportunity gaps on national and state level. What is ITEC doing to address these? One is through our curriculum. We are looking at divisional data on racial disparities for completion and success to help inform us as we do curriculum and program review. In hiring, being more deliberate in questions regarding equity. Helps to inform us to support new staff who may not understand what equity and diversity and justice is in an educational setting because a lot of CTE instructors come directly from the field so they may not have that background. Thirdly, as faculty is important to our students, classified are important to our students. In some cases, classified staff are the first connection that our students have to El Camino. So we want to support and encourage our staff to participate in internal and external workshops to add to their understanding of equity, diversity, and justice.

RD: We want to introduce our new instructional designer, Ryan Martinez, through Online and Digital Education! Ryan's favorite pandemic activity is going board games with friends on Zoom and one of the

things he is looking forward to is getting to know faculty across multiple disciplines and divisions and understanding the needs of each department.

R. Martinez: Thank you for having me. If there are questions that I do not answer here, I will leave my contact information, please feel free to reach out to me.

My background- I used to work for University of Wisconsin Extended Campus, which was a completely online of UW system. Worked in their masters of data science and health care administration programs and worked with many faculty. Prior to that, I was a PhD student and lecturer at UW. Instructional designers is a broad net of what they do. What does an instructional designer actually do? One of main focuses is that I want to reach out to everyone. Some of the things I can help with:

- Universal Design – how can we make courses streamlined and accessible for the students and the faculty, and make sure faculty understand how this has been put in so that it makes a better experience for everyone
- ADA (Section 508) Compliance
- Open Educational Resources (OERs) – I’m part of the groups on campus and I think it’s a great endeavor. What are things we could use that would best serve students in their coursework
- “Best” Practices – for last 5 ½ years have solely done online education. Questions from faculty to help overcome some hurdles
- Third-Party tools – Exploring tools we currently have available. if you have question for example, a third party tool, for foreign language learning, we see what are the positives and negatives of using them
- Multimedia Materials – Best practices for recording video and audio
- General Canvas Questions – feel comfortable to come to me to ask them just because I know that it can be quite overwhelming
- ??? – There’s a lot of things out there that we might need to explore

Who to Contact

Feel free to contact: rmmartinez@elcamino.edu; ODE office hours on Zoom – Mondays (1:30-3:30), Wednesday (10-12), Friday (8-10)

Questions?

A. Ahmadpour: How do you connect all of these things to issue of academic freedom? Sometimes I feel certain campuses have a tendency to micromanage the teacher, I’m not saying this is the case here. But what exactly do you do to prevent let’s say the distance education from becoming a micromanager? RM: That’s an excellent question. I certainly want to respect the academic freedom because it’s paramount. You want to make sure that the faculty feel empowered to make a course that they intend for the students. If there is questions that you have or options you want to explore, something you want to try, and it didn’t hit right with students and want to try in different term, I am there for that. I am here to give advice, because I am an advocate for you as well. My short answer is that I am not here to force you to do anything. I’m here to assist as best as possible.

C. UNFINISHED BUSINESS

- a. Election, Senate VP Elect of Equity, Diversity, and Inclusion-Senate Executive Board

- D. McClelland: Anna Brochet was nominated, she thanks the Senate for the nomination, will decline at this time. We have one candidate for this election, Analu Josephides
- P. Marcoux: Since we only have one person, would like to make a motion to elect by acclimation. Motioned by P. Marcoux, seconded by A. Ahmadpour
- A. Josephides: Thank you to my colleagues. Of course, this particular role I'm going to need the support for all of us to work together towards a more equitable El Camino College campus. Thank you again for vote of confidence from my colleagues.
- A. Ahmadpour: Just want to make one statement. My intention was to make Academic Senate a little more active, I do not have a personal agenda
- DM: vote 25 yes, 0 no, 0 abstentions. Congrats Analu!

b. Senate policy and implementation plan regarding Anti-racist equity for faculty 2nd Reading and vote-Senate Executive Board

- D. McClelland: We made one slight adjustment/change—we were asked to make by our partners at the Federation and by the district to this policy was to begin with the mandate in Fall 2021 instead of Spring 2021. The problem with mandating this is that one, they are tied up negotiating COVID MOU. While equity is really important, COVID MOU also addresses when faculty required to be available for students. Important that this gets done before Winter. Current MOU ends at the end of calendar year. Second, some faculty have completed flex for the year. So we don't really have a method to go back and require them to do the equity PD, we will ask them to do so and encourage it, but we can't really require it if someone has already done their flex for the year. So changed to 2021-2022 year
- As an Executive Board, wrote an implementation plan and FDC gave some input: Starting with spring 2021, all ECC faculty will be strongly encouraged to complete anti-racist equity focused professional development outside of PD day general session in the following increments:
 - Full time- 4 hours per Academic year
 - Part time- 3 hours per Academic year (dependent on negotiation of pay for this time; if district does not agree to pay all PT for 3 hours, they will be required to complete only what they are paid for)

In fall 2021, this will shift from strongly encouraged to mandated. The senate recommends the following consequences for faculty who do not complete this requirement:

- 1st time- faculty member receives a letter signed by appropriate dean and senate president informing about failure to complete required equity PD and notifying that if this happens a second time faculty member will be docked pay in the same way as if the faculty member did not complete the required 24 hours of FLEX.
- 2nd time- pay will be docked following same procedure that is in contract for required FLEX hours.

On-campus anti-racist equity focused professional development will be recognizable in Cornerstone by a graduation cap logo and "Diversity/Equity/Cultural Intelligence" notation so that faculty can easily determine which activities qualify to meet this requirement. Faculty who wish to complete outside activities to meet the equity PD requirement will submit the activity

on Cornerstone using the External Training form. This will be done using the same mechanism as is currently used for approval of outside activities; however, if the faculty member indicates that this training should fulfill the equity requirement the activity may also be reviewed by the senate VP of Diversity, Equity, and Inclusion in addition to the approval by the dean already required. The senate VP of Diversity, Equity, and Inclusion will audit outside approvals for equity PD each semester to ensure that the proposals approved are, in fact, related to racial equity.

Each semester, the FDC will publish a list of suggested on-campus activities for faculty members who are new to equity training to help guide them on their journey towards becoming more equity minded. These activities will be designed to introduce basic equity concepts such as microaggressions, implicit bias, institutional racism, racial privilege, stereotype threat, etc. Examples of current trainings that may be included on this list would be the SITE equity Canvas course and MyPath training. The senate VP of Equity, Diversity, and Inclusion will provide opportunities for interested faculty to work through these introductory level trainings in cohorts.

4 hours of equity training will be incorporated into NFLA so that new full- time faculty members will complete their first-year requirement as part of the academy.

- Motion to approve by A. Josephides, seconded by A. Ahmadpour.
- Questions?
 - A. Ahmadpour: Without paying the part-timers, can we require them to do these four hours? DM: We cannot guarantee as a Senate, that is a negotiated item. AA: If district disagrees to pay them, we can require it of them. DM: New contract includes some PD. We have the mechanism to pay at least one hour
 - AA: How can we legally require this? DM: Will be docked pay if don't attend
 - K. Iino: If anyone who has concerns or questions, we are forming the MOU committee. As we form MOU committee for this, if you'd like to participate so we can vet out everything. We can also have our legal counsel review it as well.
- Vote: 30 yes, 0 no, 0 abstain. Policy is APPROVED.

c. Guidelines on enforcing student health and safety requirements in the classroom 2nd reading- Ross Miyashiro

- Motioned to approve by J. Escalante Troesh, seconded by S. Allen
- D. McClelland: Any questions? This doesn't so much address how we're going to come back from COVID or when but we had a lot of faculty asking for how we are going to handle situations when students refuse to wear a mask or refuse to comply with the safety requirements when we do come back to campus. This is important because we do have some classes that are already back on campus in the industries the governor has deemed necessary
- R. Diaz: I think someone might have asked this last time about being more inclusive of including other campus spaces such as library or student services. Could we rename it so it doesn't just specify the classroom?
- R. Miyashiro: We're actually going to construct another appendix for non classroom faculty because we understand it is a unique situation, and I believe there are several people working

on it on campus. I hope to get together the library, health services, and counseling for a meeting to make sure to get their input on what to do

- A. Ahmadpour: If one person refuses to leave the class, we will cancel the class. Can we revisit this and maybe change it and come up with a better solution? RM: I did edit it, if you scroll down, it says the faculty member will do a break. And during that break the campus police will come and de-escalate the situation and talk to the student. Our main goal is to make sure this is an educational moment for the student.
- What about indoor hallways where students tend to congregate before class? RM: That would be in the larger policy, not in this one. This one is specifically for classroom. The return to campus document will include hallways. I will coordinate that meeting and if AS wants a representative, let me know.
- Vote: 35 yes, 0 no, 0 abstentions. APPROVED.

d. Noncredit workplan 1st Reading- Matt Kline and Scott Kushigemachi

- D. McClelland: Motion to approve Noncredit workplan as it appears in packet, motioned by C. Striepe, seconded by A. Josephides
- One suggestion: Specify “support *academic* division and expanding offerings”
 - C. Brewer Smith: Does that include CTE? DM: Yes, does include CTE
- Questions or comments?
- 34 yes, 0 no, 0 abstentions. APPROVED.

D. NEW BUSINESS

a. AP 4200, Deans List

- D. McClelland: We previously did not have an AP on Deans List. We had a practice on doing a deans list, but not a procedure. By practice, students required to do a full load to be recognized as being part of the deans list. That was brought to us in Spring as an equity issue, particularly from SRC faculty because there are SRC students that because of their disability they're not able to take a full load of classes, but were getting straight A's. Started to discuss with campus leadership, they are not the only group of students who cannot take a full load
- Have a formal policy that recognizes academic achievement in six or more graded units: To qualify for the Dean's list, a student must, in any one semester, complete six or more graded units with a 3.5 grade point average in all coursework receiving a letter grade. All applicable units must be earned at El Camino College.
- Questions?
 - T. Lau: Does it matter if courses are transferable or non-transferable? DM: All courses would count
 - J. Troesh: If students not able to take 12 units, are we setting ourselves up to change this again in the future by putting a minimum of six units? Is there a requirement that students need to be working on an academic goal or have an ed plan? DM: We didn't want to limit it based on what the students' goals are, because there was a strong feeling that students should be able to define their own academic goals. If a student is taking less than 6 units, deans that wrote this and ed policies, we felt we had to draw a limit somewhere. We put it at six because we felt that was fair and when we talked to

SRC colleagues, it seemed like most students that they were talking about they wanted to recognize took at least six units.

- L. Justice: When would this go into effect? We would have to re-write the rules for the programming when it is run and test it to make sure it includes students with six units. DM: Still needs to go through Council of Deans, College Council, and the Board. We have some time.
- TL: I feel we are taking away the honor of recognizing students who have achieved a certain level. I am all for equity, but I feel it is too easy now.
- A. Ahmadpour: I will give you a scenario. Student takes six units and gets 3.5 and another student has 15 units and 3.0. Why does one make deans list and other doesn't?
- R. McMillin: Why don't we set a 12 unit base? Have to have completed a total of at least 12 units. DM: Initially require that you are eligible after you complete 12 units
- K. Daniel-DiGregorio: We want this to be a meaningful status to achieve. Changing from 12 to 6 units recognizes complexity of students' lives. Some of our hardest working students are taking 6 units. Whatever student has taken on, we are going to recognize them for excellence. The change respects the reality of our students' experiences. School is a small slice of what they are doing
- A. Brochet: My comment is about cumulative of 12 units, it's semester by semester.
- S. Sylvers: I want to echo what was said by my colleague Kristie Daniel-DiGregorio. Have to be mindful of our student population. Thinking from an equity perspective, getting that deans list can make a huge difference. Absolutely a necessary change.
- DM: We will send back to ed policies with feedback and then bring it back for another reading. Thank you everyone for the feedback.

b. AP 5031, Instructional Materials Fees

- D. McClelland: A new procedure, legally required. Specifically deals with instructional materials fees

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time. The materials must be available to the student for at least the length of the class. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

Definitions

"Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

"Solely or exclusively available from the District" means that the instructional and other material is only available through the District, or that the District requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if:

- 1) It is provided to the student at the District's actual cost; and
 - 2) The material is otherwise generally available but is provided solely or exclusively by the District for health and safety reasons;
- or
- The material is provided in lieu of other generally available but more expensive material which would otherwise be required.

"Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during the class.

Establishing Required Materials and Related Fees

- For new courses requesting fees, the process established by the Curriculum Committee for recommending such materials and fees shall be followed. The request must comply with the definitions above.
- As part of the process for establishing fees, justification must be provided of how the request meets the state criteria for allowable fees, the intended usage of the materials, the rationale for the need for the materials, the way(s) in which the material relates to the student learning outcomes for the course, the continued value of the material outside the classroom, and comparable costs to student if the materials were purchased commercially. Calculation and support data for determining such fees must be provided by the department making the request.
- For existing courses requesting new or revised fees, each department will make their request for instructional materials fees to the Vice President of Academic Affairs or designee. Each request must contain a justification for the fees utilizing the criteria above.

Publishing and Collecting Fees

- All instructional material fees are published in the class schedule and collected at the time of enrollment.

Gathering Related Data/Responding to the State Chancellor's Office

- The Office of Academic Affairs gathers related data and responds to inquiries from the California Community Colleges Chancellors' Office.

- Questions or comments?
 - S. Potter: Do replacement fees fall under this? DM: We stopped replacement fees in Bio. Title 5 says replacement fees are not allowed.
- This will come back for a second reading at our next meeting

c. INFORMATION ITEMS – DISCUSSION

a. First Generation Awareness Week Events- Seranda Sylvers

- Dedicated this entire week to #BlackFirstGen.

Black First-Gen week is dedicated to the anniversary and signing of the Higher Education Act of 1965. The law was intended "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education". El Camino College is recognized as one of NASPA's First Forward Institution and we are participating in the National #CelebrateFirstGen week. In solidarity with the Black Lives Matter movement we have decided to dedicate the entire week to the #BlackFirstGen student experience at ECC.

Power of the Black Vote (TODAY at 2pm). This event is in collaboration with ASO, AFAM Network, First-Gen Institute. Our intention today is to highlight the Power of the Black Vote and to have a dialog about some of the issues facing black voters. As of this morning, over one hundred million Americans have already voted and records are being broken all across the country today. El Camino College is also a voting site so if you have not cast your vote you can do this once this webinar is finished!

On Thursday, we are having a Black First-Gen Symposium in partnership with AFAM Employee Network, SITE, First Gen Institute. This event will feature a keynote from a leading first-gen scholar, Dr. La'Tonya Rease Miles. Further, this event is open to students, faculty and staff to learn about the Black First Gen experience. The second component of this event is to think critically and creatively around how we can better support Black First Gen students through developing scholarly inquiry questions. Faculty & Staff can register via cornerstone and students can follow the link listed on our first gen page.

Last, we had a really great event yesterday, Black First-Gen Alumni Chat. We had just under 50 participants from the ECC community present, had four Black first gen alum

All of these events will be recorded and can view at later time with your students.

d. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: My report is pretty brief.
- I will be "off campus" attending ASCCC plenary November 5-7. If you have resolution feedback please email me by 5pm tomorrow, Wednesday November 4.
- Volunteers Needed
 - Math Associate Dean Search Committee
 - One faculty member from outside the Math Division who will commit to having an equity/diversity focus
 - Lecture/Lab Parity Committee

- One faculty member from each Academic Division
 - 5 of the 8 must have taught a lab course in the last year
- Part Time Faculty Hiring Committee
 - One Full-Time Senator
- Faculty Handbook Committee
 - One Senator

b. Chair, Curriculum- Janet Young

- Schedule our first Social Justice and Equity Training Related to Curriculum Development and Review in Nov. led by Sociology Professor, Melissa Fujiwara.
- Curriculog is operational. B&SS is the first Division to review and approve courses in the new system. Getting good reviews.
- All courses will be reviewed in Curriculog in spring 2021
- DCC trainings are being conducted. Trainings will continue during Winter session.
- Interested in a Department training? Contact Janet Young
- Final phase of the DE Expansion Project to be completed at the end of this month to meet the Chancellor's Dec deadline. (Online, Hybrid, or Online or Hybrid for Declared Emergency Only.)

c. VP Educational Policies – Darcie McClelland

- Ed Policies is seeking a new VP/Chair. This position URGENTLY needs to be filled.
- Position comes with either 20% reassigned time (meaning your teaching/counseling/librarian load decreases by 20%) or a stipend of 144 hours per semester paid at rate 1.
- Responsibilities are to chair Ed Policies meetings on 2nd and 4th Tuesdays from 1-2pm, create meeting packets and take minutes, communicate with Dr. Shankweiler about policies/procedures for agenda, and forward EPC approved policies on to Senate President for approval by the full senate.

d. VP Faculty Development- Stacey Allen

- S. Allen: We had a fantastic panel last week on cultural appropriation, it was incredible. I expect nothing less from our next one.
 - Mark your calendar:
 Informed & Inspired
 Racial Microaggressions
 Thursday, November 19th, 2-3 pm
 Panelists: Seranda Bray, Anna Brochet, Erica Brenes, & Shane Ochoa
- Professional Development Activity Proposal Form
 - There is a new question that will take us to the notation: The AS strongly encourages racial equity focused PD. It will ask you: will this activity provide opportunities to learn about racism, anti-racism, equity gaps, or other areas related to racial equity?
 - If you click yes, will start to see graduation cap with “Diversity/Equity/Cultural Intelligence” note

- If activity is not on Cornerstone, submit External Training Form. Now a new questions that appears in external training form: “Did this activity provide opportunities to learn about racial equity?”
 - If you watched webinar, attendance conference, etc.

e. VP Finance- Josh Troesh
No report

f. VP Academic Technology- Pete Marcoux
No report

g. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan
No report

e. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- J. Shankweiler: Online Searchable schedule
 - Separating fully online classes from those with required zoom times
 - Separating offsite and dual enrollment sections
 - Winter and spring schedule development
 - Schedule pdf for winter and spring will be separated – student seem to ask for those
 - Finding solutions so the pdfs can be periodically updated
- R. Diaz: Is there a date when winter and spring schedule will be released? JS: I sent winter to MarCom, they’re doing it now. I’ve got two more divisions on spring one. Shortly.

b. ECC VP of Student Services – Ross Miyashiro

- Gave away candy at Halloween Food Pantry drive thru. About 60% of kids were dressed up
 - Will giving away turkey vouchers, Ralphs gift certificates, \$25 gift certificate from Habitat for Humanity, bag of food of Thanksgiving fixings co-sponsored by Supervisor Hahn
- Happy voting day, I hope everyone voted

c. Online and Digital Education Committee- Mary McMillan
No report

f. FUTURE AGENDA ITEMS

- a. Update on Noncredit Program
- b. Equity Canvas Course Presentation
- c. AP 4231, Prerequisites

g. PUBLIC COMMENT

- A. Josephides: Encourage everyone to visit the El Camino College libraries homepage and take a look at our LibGuides. Mayra Ochoa and I worked on developing a Native American month visual

LibGuide. Each November we celebrate Native American Heritage month. Will be sending out an email to faculty to share out and getting this listed on Cornerstone.

- M. Wolfenstein: We got word last month from the Chancellor's Office that they will not be funding Proctorio past December. Online and Digital Education is going to be working with rest of campus to come up with proctoring solutions as quickly as possible. Will have new software for Winter session.
- K. Daniel-DiGregorio: On behalf of my department, Human Development, we were really impressed with the leadership of the Senate. Not only in calling for the equity training, but in committing to modeling what we want to see across campus by committing to completing equity training, at least four hours between now and end of June 2021 and our department has decided to do the same thing. Our HD department, FT and PT faculty, are committing to four hours of equity training even before this is fully implemented. Thank you to our Senate's leadership.

h. ADJOURN

Motioned to adjourn by A. Josephides, seconded by Y. Kawasaki. Meeting adjourned at 1:50pm.

The Dean's list recognizes students' academic achievement and is generated each semester – one list for Fall semester and one list for Spring semester.

To qualify for the Dean's list, a student must:

- 1) Have accumulated at least 12 credit units at El Camino College
and
- 2) Complete six or more graded units at El Camino College in any one semester with a 3.5 grade point average in all coursework receiving a letter grade that semester.

Draft: Dean's Council (Chris, Debra, Gary)
Ed Policies 11/10/20

Notes:

1. *There is no CCLC template for this procedure. We suggest the number 4200 because there is no other template or local procedure or policy with this number. Also, 4200 is situated between AP 4110 Honorary Degrees and AP 4220 Standards of Scholarship, which seems a good position.*
2. *In an effort to make the Dean's List accessible to students with disabilities, we looked for a way to include them without calling out their disability. Having a lower unit requirement just for students with disabilities too blatantly set a separate standard for them. By reducing the unit requirement to 6 units for everyone, we have the larger equitable benefit of including all our part-time students who may be excellent scholars but are unable to enroll in 12 units for a variety of reasons (work, kids, caring for parents, etc.).*
3. *The 6 units must be taken for a grade (additional classes may be no credit or P/NP).*
4. *Given the reduced unit requirement, we suggest that all applicable units must be completed at ECC.*

5. *We suggest that the operational process by which the list is created and how the awards are disseminated to students, does not need to be in the procedure, giving the VPAA's office the flexibility to change the process if needed.*

New AP - Draft

New Procedure

Administrative Procedure 5031

Instructional Materials Fees

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Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

The District will publish these regulations in each college catalog.

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New Procedure

Establishing Required Materials and Related Fees

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Publishing and Collecting Fees

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Gathering Related Data/Responding to the State Chancellor's Office

- The Office of Academic Affairs gathers related data and responds to inquiries from the California Community Colleges Chancellors' Office.

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

Dean Committee: 9/15/2020

POLICY & PROCEDURE SERVICE

AP 5031 Instructional Materials

References:

Education Code Section 76365;
Title 5 Sections 59400 et seq.

NOTE: *This procedure is legally required. Local practice may be inserted.*

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POLICY & PROCEDURE SERVICE

instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

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Establishing Required Materials and Related Fees

NOTE: *Insert local procedures here, including:*

- How need is determined and by whom.
- How compliance with definitions is determined and by whom.
- How materials will be provided and by whom.
- Procedures for publishing and collecting fees.
- Who is responsible for gathering related data and responding to the State Chancellor's Office inquiries regarding these fees.

Revised 8/06, 3/12, 9/12

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

Revised February 2019, November 2019

Institution Name: El Camino College

Date: 11/13/2020

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

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

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

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

Equity Considerations

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

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

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Meta-majors and program pathways for all degrees and certificates offered at El Camino College are in Program Pathways Mapper and are accessible on our website. They were developed in collaboration with instructional faculty, staff, counseling and library faculty and students. A logo is in development and the official launch will be in coordination with marketing's launch of meta-majors. <p>Coordination with the marketing department is has begun to develop meta-major graphic items to help each area establish an identity.</p> <p>Meta-major success teams have been established with cross- functional</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • CCCapply will need to be updated so that students can declare a meta-major if they are unsure of their major at time of application. For financial aid purposes these undecided students will be linked to a general studies or general science degree. Currently this alignment exists for most meta-majors without curriculum changes. Curriculum changes will be examined to determine if changes need to be made to more accurately align the general studies degrees with the new meta-majors. Meta-majors will also be identified at time of application for students who know their major.

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>teams to offer students wrap around support.</p> <p>Meta-majors were introduced at New Student Welcome Day and the Student Support Expo. Success teams participated and presented.</p> <p>General counseling moved from divisional assignments to Meta-majors. Full-time and part-time general counselors are assigned to a specific meta-major. Discussions around wholistic counseling support have begun.</p> <p>Student Support hub has been created within canvas with meta-major modules.</p> <p>Career center website has been redesigned with specific career resources for meta-majors.</p> <p>All currently declarable degrees have been aligned with meta-majors in Ellucian. Attributes have been established in order to align students declared major to a meta-major. This is important for personalized messaging along with data analysis.</p>	<p>Adding program pathways mapper to the curriculum process in order to ensure that updates are made on a regular basis.</p> <p>Incorporating meta-majors into our SLO process.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Winter 2021—campus wide summit to promote meta-majors and to get everyone to understand that they also have a part in Guided Pathways. <p>Spring 2021 for Fall 2021- Adding meta-majors to CCCapply</p> <p>Spring 2021- Discussions about including program pathways mapper in curriculum process.</p> <p>Fall 2021-Developing the structure of incorporating meta-majors into our SLO process.</p>

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

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

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		<p>Education/Child Development, and Construction.</p> <ul style="list-style-type: none"> The library supports career exploration through book displays and program exhibits. Some frequent department displays include photography, art, auto collision and repair and fashion. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>campus in order to better meet student where they are.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2020 – Revision of Program Review documents Spring 2021 – Continue development of the case-managed counseling as part of meta-major success teams. continuing/on hold– Mobile career placement cart will provide on-campus services. continuing/ on hold - Career Education & Placement office will open for students to find jobs and internships, participate interview preparation & resume review workshops. 							
<p>1. b. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/ data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/ data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Looking at each program and identifying potential barriers to employment as it relates to students with disabilities and providing community resource information for supports needed.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
Technology	Reporting/ data									
Other										

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an Xnext to one:</i></p> <p>Not occurring XNot systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •The college currently offers Career Coach to our students and will include link to this support on the Program Maps. •The college has implemented an online job board Job Speaker as part of the Warriors Jobs program to provide students with access to employment opportunities that range from internship to full-time and part-time employment. •A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers. <ul style="list-style-type: none"> • Career information about each major is published alongside program maps <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •K-12 Career Pathways website is being developed to provide information for service-area K-12 schools, teachers, parents and students about Career Pathways that includes labor market information, dual enrollment, high school articulation and existing K-12 Career Pathway programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2021—Website is being redesigned to incorporate meta-majors and Guided Pathways. • Spring 2021 and on- videos to be developed to add to program pathways mapper. <ul style="list-style-type: none"> • Spring 2020 – K-12 Career Pathways website will be available.
<p>1. c. Support Needed? <i>Type of Support -place an Xnext to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training XTechnology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed –Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • College webmaster and ITS Support services.

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<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale XScaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Program maps will be have been published online using Program Pathways Mapper. •Guided Pathways division liaisons met with individual departments to further work on the program maps. •194 (out of 203) All 203 program maps are completed to date. •The Counseling Department has been 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. • Educational planning is a core theme and student learning outcome in all Human Development courses. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Additional maps will be created to account for part-time student pathways (3 or 4 years) as well as various transfer destinations. These maps will be input into ECC Connect in order to provide students with clear and consistent information across the board. • Milestones for each major will be identified and incorporated into Degree Planner <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •Winter-Spring 2020, program maps will be published online using Program Pathways Mapper. • Starting in Winter-Spring 2020 Summer 2021(and beyond) additional program maps will be created, starting with the degrees and transfer destinations that the most students choose. •Spring 2020 Fall 2020-Spring 2021– Milestones will be identified by success teams for the majors. •Fall 2020 – Fall 2021--Milestones implemented into Degree Planner.

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<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance XConnections with other GP teams XRegional training On campus /individual training XTechnology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The challenges are identifying data collection and communication tools to most effectively communicate with students about milestones and progress.</p>	<p><i>Support Needed –Detail: (1,000 character)</i></p> <p>The campus needs training with respect to setting and utilizing milestones for students. How many milestones should there be in a pathway? What does it look like for a students to follow a path that includes particular milestones? What types of milestones should be set? Practitioners need models and processes to utilize in order to accomplish this work.</p>
<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •The co-requisite clearances have been programmed into the system <p>Counselors have been trained on clearance levels for the new math co-requisite courses.</p> <p>* Evaluation of co-requisite clearances for math and English are continuing</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to evaluate Math and English corequisite and overall success data being sure to disaggregate for disproportionately impacted groups.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020 and beyond</p>

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<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>XRegional training XOn campus / individual training</p> <p>Technology XReporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Training and commitment from our full and part-time teaching faculty in all areas.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Incorporating equity minded teaching practices in all of our courses to continue to help closing the equity gap for our disproportionately impacted populations.</i></p> <p>Data evaluation in order to see what is working and what isn't so that adjustments can be made as needed.</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Career questions have been added to the self-assessment ECC Connect Intake Form that incoming students take to identify undecided students or students that may need additional career service support. The questions asked on the intake form are currently being fine-tuned and a marketing strategy is being developed to increase the number of students who complete the intake form in ECC Connect. Plans of follow up services to address student needs are being expanded. In Fall 2019, several Undecided Majors workshops were offered. Students who indicated that they were undecided of their major or career were invited to attend these workshops. These workshops will introduce students to online career resources to further research majors, careers and the current labor market. Students who need additional support 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Follow up career service protocol is being designed to respond to personal self-assessment. • Discuss further integration of career support and information into Guided Pathway efforts. • Revision of the Career Center webpage to be reflective of career development and Guided Pathways. • Career information will be added to program maps. • HDEV career courses are being contextualized to degree programs and added to program maps. HDEV is collaborating with colleagues in STEM and MESA to pilot contextualized HDEV courses for STEM students. • Additional sections of Human development courses will be offered at partnering high schools through dual enrollment. For instance, in Spring 2021, sections of HDEV

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		<p>will be referred to Human Development career courses.</p> <ul style="list-style-type: none"> • Career advisory has participated in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot. • In addition to Human Development’s campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation to College and Educational Planning courses are offered as dual enrollment courses with local high schools. • El Camino counselors have provided training to local high school educators on career assessment tools that can be utilized at area feeder schools. • ECC connect is being used for educational planning by all outreach counselors. This educational planning process assists new students to select a program of study and develop a program plan prior to the start of that semester. As of November 18, 2019, 1,417 students have completed the intake form, of which 430 students responded slightly certain or not certain at all for one or both of the 	<p>courses will be offered at DaVinci and Hawthorne.</p> <ul style="list-style-type: none"> • Implement the resources of Roadtrip Nation. • The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions. • Discuss further integration of CTE programs, career and job placement support services with Guided Pathways. • Clearly map K-12 Career Pathways with the college’s Meta-Majors and programs. • Consider how students with disabilities are affected by a faster timeline to choose a program of study and adjust as necessary. Students with disabilities require more time in assistance with career exploration and vocational guidance and counseling with options, and choosing a program of study. The concern here is colleges are feeling rushed to put together a full program as soon as possible. This will be counterproductive for students with disabilities. <p><i>Timeline for implementing next steps:</i></p>

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		<p>questions asking about their certainty for their career goals and major they chose. This is 30% of the respondents. The Career Center has offered workshops to these students in the summer and fall terms.</p> <ul style="list-style-type: none"> • Implement the resources of Roadtrip Nation. • Non-credit versions of HDEV 101, 105 and 107 courses have been developed and are being reviewed by curriculum committees. A related certificate is also being developed. • HDEV 107 Navigating the Transfer Process is being offered in Spring 2021 for the first time in several years. It is being taught by counselors from the Transfer Center. • Discuss further integration of CTE programs, career and job placement support services with Guided Pathways. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> • Implementation work for Roadtrip Nation has begun and will continue Spring 2020. • Follow up career service protocol will continue to be expanded. • Discussions with the career advisory about integrating career and guided pathways will continue indefinitely. • Fall 2019 meetings to discuss alignment with Career Education, K-12 Career Pathways and Guided Pathways.

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<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training X On campus / individual training Technology Reporting/data Other</p>		<p><i>Support Needed –Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • A meeting with our embedded counseling program took place in Fall 2018 and the possibility of placing counselors in gateway courses for specific majors instead of just English and Math was discussed. Student Success teams that would be assigned to each meta-major is currently in development. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. The college continues to increase system utilization of ECC Connect and system usage has expanded to courses with low retention rates. Incentive program launched in Spring of 2019 to encourage faculty to use ECC connect and canvas. There were 82 faculty members who signed up for the incentive. In Fall 2019, ECC connect progress surveys were sent to 546 sections. Each meta-major success team now has an ECC Connect liaison to further promote use of the system in each meta-major. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. Humanities and especially English faculty regularly use ECC Connect. These faculty have suggested edits to the messaging in flags and kudos. • Pilot MyPath model in Meta-Majors beyond Behavioral and Social Sciences. • Pilot embedded counselors in key major courses in 3 of our most popular majors. • Evaluate effectiveness of support courses in Math and English. Planned studies did not occur in Spring 2020 due to the pandemic. • 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

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		<ul style="list-style-type: none"> • Since Spring/ Summer of 2016 ECC Connect has been used for mid-term and progress reports enabling professors to flag/ refer students in need of additional support. • Currently the Natural Science division is offering support workshops to support students in Chemistry 4. • Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. PASS mentors are embedded in all myPATH classes in BSS. These PASS mentors are also available all BSS students. • HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History. • In Fall 2019, the first “success team” for a meta-major has been piloted (in the Business meta-major). The members include: Guided Pathways lead, Business faculty lead, counseling leads, Dean of the Business Division, Librarian, Career Counselor, Career Pathways Coordinator, data coach (Institutional Researcher). The discussions have been around which data to use to determine the needs of 	<p>study skills instruction) with other academic departments.</p> <ul style="list-style-type: none"> • The BSS Success Team will work on increasing the number of LLR tutors for social science disciplines from 1 to at least 4 in Spring 2021. • Implement Success Teams in all meta-majors, with the addition of an “Undecided” success team. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Incentive program will continue in future terms 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. • Success Teams will be were formed

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		<p>students in the Business meta-major, and an embedded counseling project has been started to meet some of these needs.</p> <ul style="list-style-type: none"> • During the Fall 2020 semester, the Counseling department is piloting Counselor Partners in gateway courses that span across six of the meta-majors. This is an attempt to scale some of the best practices from embedded counseling into more sections. Counselor Partners have been assigned to 185 sections across 23 courses. • Counselor Partners are a success network that allows counselors to assist students in meta-major gateway courses. Counselors are focusing on ensuring students that have needs are connected to the appropriate resources, including academic and basic needs resources. In order to address the equity gaps, there is focus put on disproportionately impacted students and data is looked at to intentionally reach out to students. For example, students that are not meeting Satisfactory Academic Progress (SAP) or students that do not 	<p>for each meta-major in Spring 2020, and will continue to develop.</p> <p><i>*Regional strong workforce is supporting the installation of technology-enhanced “Zoom” classrooms. These rooms will have cameras at strategic locations to allow instructors to focus more closely on the demonstrations in class while we are all online during the pandemic.</i></p>

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		<p>have an educational plan are reached out to for a Counseling appointment.</p> <ul style="list-style-type: none"> • Counselors can make class visits upon request of the instructor or create video message for asynchronous sections. Student services and meta-majors are also creating canvas modules to connect students to services. Pre-recorded videos and workshops, as well as links to services are consolidated in the Canvas Student Services Hub. • The identification of gateway / gatekeeper courses continues to be developed. Starting in Spring 2021, a data model, which originated at Irvine Valley College, will be used to identify gateway courses. <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 Spring 2020. • Embedded counseling in English courses already established and occurring. • Embedded counseling in key major courses is where we would 	

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		like to scale and measure effectiveness.	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance XConnections with other GP teams</p> <p>Regional training On campus / individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705. • Embedded counseling program is being implemented in gateway Math courses in Spring 2020. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. SITE Inquiry groups have formed. • The Special Resource Center has 15 Educational Development Classes which assist students with disabilities 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. Evaluate effectiveness of support courses in Math. ECC Connect presentations were delivered at math department meetings in Fall 2019. <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>who are academically underprepared to succeed in the program relevant courses. This includes a math support Educational Development class and lab. The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support classes which provide the extra support needed in successful completion of the class.</p> <p>The EDEV-38 class is a math support class that students with disabilities can take in addition to My Math Lab. Students work with faculty who have expertise in the education of students with disabilities. The additional supplemental instruction in a smaller class environment will enable the student to better comprehend and understand their material. The EDEV-38 class also has Instructional Assistants who assist the Instructor and work more closely with groups of students who require more work and practice in the subject matter.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • Math courses with co-requisites were implemented in the Fall of 2019. 	

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		<ul style="list-style-type: none"> • Embedded counseling in Math courses already established, hiatus in Fall 2019 with the new courses, but planned for Spring 2020. 	
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</p>
<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 SOA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Support courses are established and currently being offered for our college level English course. English has an established rubric for multiple measure placement. • The math division and English department have developed co-requisite support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705. • Embedded counseling and embedded tutoring programs are 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. • Evaluate effectiveness of support courses for English. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Evaluation of English support co-requisite courses and embedded support is ongoing.

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		<p>established in English support courses. Embedded counseling program is being implemented in gateway Math courses.</p> <p>ECC connect is currently being used for the early alert feature. Referrals and flags are responded to in a timely manner.</p> <ul style="list-style-type: none"> • ECC Connect continues to be utilized for the Early Alert Feature. Referrals and flags are normally responded to within 48 business hours, • Instructors use ECC Connect referrals to identify students that may need additional support. Scaled in Fall 2020, success coaches also assist in outreaching to students and responding to and following up on ECC Connect referrals. Further, designation of the meta major is in process of being added to ECC Connect to allow for streamlined response by success coaches and for counselors assigned by meta major or within special programs. <p>ECC connect is being promoted to be used by more faculty in order to have</p>	

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		<p>a more responsive early alert process. All support sections were included in Fall 2019 progress survey.</p> <ul style="list-style-type: none"> • SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with faculty adjust to AB705 implementation, and it is continuing to support English and math faculty teaching gateway, and support courses. SITE has evolved and broadened. It now helps instructors and programs across disciplines and campus. It functions to create equity focused classrooms. It offers Summer and Winter Institutes and FLCs, which all have deliverables. It has also created the Teacher’s Lounge https://sites.google.com/view/eccenglishteacherlounge/site, which houses resources for faculty; it puts out a regular news letter <i>Off-SITE Blasts</i> all tied to equity, and offers resources; it offers trainings of various kinds. SITE is now working with GP success teams, and SITE is involved with the First-Gen Conference. • Human Development and English have created FYE learning communities to support students. • The Special Resource Center has 15 Educational Development Classes 	

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		<p>which assist students with disabilities who are academically underprepared to succeed in the program-relevant courses. This includes a math support Educational Development class and lab.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • English piloted support courses Spring 2019. Math courses with co-requisites were implemented in the Fall of 2019. • Embedded counseling in English courses is already established and occurring. Model for support courses was refined. • Embedded tutoring in English courses already established and occurring. • Embedded counseling in Math courses already established, hiatus in Fall 2019 with the new courses, but planned for Spring 2020. 	
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus / individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			<i>counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i>
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> English support courses in place starting 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. <ul style="list-style-type: none"> Embedded counseling and embedded tutoring programs are established in English support courses. A survey places students into the appropriate classes based on the self reported information that they provide. This process will continue to be evaluated and updated as needed. The Special Resource Center has 15 Educational Development Classes which assist students with disabilities who are academically underprepared to succeed in the program relevant courses. This includes English support Educational Development classes and 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Embedded counselors in key major courses will be piloted. The success team model for the Business meta-major is currently being designed. Students will be referred to Human Development's success classes instruction in educational planning, study skills, and soft skills necessary for success in college. TOP has a working embedded counseling model that can be expanded upon to hit various equity initiatives and incorporate equity-minded pedagogy while beginning to cultivate more student participation via leadership roles. The goal is to keep the embedded counselors in English and Math courses, possibly embed them in MyPath course listings, and through this targeted counseling/student services approach we can then further bridge the equity gaps currently in existence. This framework would directly align with Guided Pathways and

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		<p>labs. The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support class labs that students with disabilities can take in conjunction with collegiate level courses to provide the extra support needed for successful course completion.</p> <p>The EDEV-37 class is an English support lab class which offers students with disabilities more support above the Learning Resource Center and the Writing Center. Students work with faculty who specialize and have expertise in the education of students with disabilities. Peer tutoring supports are provided for students whose primary language is not English, and more individualized assistance is needed. .</p> <p>Designated sections of HDEV 101 and 110 are scheduled for SRC students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Equity visions while specifically incorporating various Vision for Success Goals (Career/Job Placement, Comprehensive Educational Planning, Non-Academic Referrals, South Bay Promise Assistance)</p> <ul style="list-style-type: none"> The Counseling Partners model continues to evolve as the effect of best practices are evaluated. The Counseling Partners and MyPath initiatives are aligning to support Guided Pathways and Equity initiatives. Although English 1A with support sections were included in the counseling partnerships during Fall 2020, in Spring 2021, the Counseling department will assign an embedded counselor to the English 1A/1AS sections. This will allow for a one to one partnership for faculty and counselor, similar to the previous TOP model. Math courses with support, Math 150/150S, Math 170/170S, Math 180/180S, and Math 130/130S were among the math courses with counselor partners.

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		<ul style="list-style-type: none"> • Spring 2019 for English courses and Fall 2019 for Math courses. • Placement survey was active in Fall of 2018. • ECC connect for early alert began in Fall 2018. 	<ul style="list-style-type: none"> • In Fall 2020, MyPath (formerly SER) is also piloting extending sections into meta-majors. In these sections, instructors receive equity training and there is a dedicated access to an assigned counselor. For Fall 2020, there a 3 sections within two courses being piloted in STEM and Health and Community Wellness. • The goal is to eventually merge the culturally responsive pedagogy components of MyPath with the Counseling Partners models to scale across multiple sections in each meta-major. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Key major courses for the Business meta-major success team have been identified in Fall 2019. • Student success teams in key major Business courses will be piloted in Spring 2020. This model will eventually be expanded to all meta-major success teams. • Promote ECC connect ongoing. • Evaluation of English support co-

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			requisite courses and embedded support is ongoing.
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data XOther</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i> <i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale XScaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Currently the college holds an annual El Camino College Collaborative in which local high school counselors, psychologist, and teachers are invited to campus to collaborate on how to best meet the needs of their students. The 2020 collaborative was postponed due to pandemic. Instead the outreach held multiple meetings with college counselors to update the on how ECC was supporting students. The planned collaborative will occur on March 5, 2021 – virtually. The theme for the 2020 El Camino College Collaborative is Guided Pathways. 	<p><i>Next steps: (1,000 character)</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 meet the needs of this incoming population. • The Engineering Technology, Automotive Technology & Education Career Pathways add new student cohorts at the start of each academic year thus expanding all three pathways. • K-12 Career Pathways in Construction & Cloud Computing are confirmed and Public Safety & Cybersecurity are in development. • Host a parent and student Orientation event in Spanish and

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		<ul style="list-style-type: none"> Annual Warrior College Night and Smart Start Saturday events provide prospective and new college students with enrollment services, campus tours, and information about Meta Majors, academic & CTE programs and student support programs. The Spring 2020 in-person event was cancelled due to pandemic. Warrior Smart Start was held on June 26, 2020 – virtually. Students connected with various programs and resources and learned about academic and CTE programs. The event had low turnout but it was a learning opportunity for outreach in the virtual environment. Outreach subsequently held Prep for Fall Week with a weeklong series of workshops designed to help new students transition to college. The highest attended workshop had 175 participants. Finally, New Student Welcome Day was the major opportunity for students to learn about meta-majors, program mapper and connect with their success team. The event had a participation of 650 new fall 2020 students The Office of Dual Enrollment facilities communications, CCAP and ISA agreements/MOUs and coordination with high schools, districts, and college divisions and faculty to expand new and support 	<p>English for high school students enrolled in Dual Enrollment classes and K-12 Career Pathways.</p> <ul style="list-style-type: none"> A Student Support Taskforce is convening to identify support services for high school students enrolled in dual enrollment classes and K-12 Career Pathways. Translate into Spanish the high school Dual Enrollment & Articulation student information packets. Consider how disabled students with IEPs are affected by the faster timeline to be ready for college-level coursework. Many disabled students in the High Schools are receiving services under a special program as part of their Individual Educational Plan or IEP, many of which have a modified curriculum that does not prepare students to enter college-level coursework in a program of student when they enroll in college. The Educational Development Program is looking to pilot specific Educational Development Courses into the Dual enrollment program where local high school program students in Special Education may begin to take the Special Resource Center's

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		<p>existing dual enrollment classes. In Fall 2019, the college offered 103 dual enrollment courses at 20 high schools. The Fall 2020 numbers were just 44 sections, 23 sections were cancelled due to the college and high schools adjustment to online instruction during the pandemic. Two HDEV courses will be offered through dual enrollment in spring 2021.</p> <ul style="list-style-type: none"> • Academic counselors, college faculty and administrators serve on the Dual Enrollment Advisory Committee to provide insight, policy and practical guidance to the program. This group meets each semester. • Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students. This is especially critical when moving to working from home. In addition, outreach counselors have created portals for their students to streamline contact and communication with assigned high schools and students. These portals contain all crucial information pertinent to onboarding as new students, and supporting while dually enrolled. • Industry and Technology counselor conducted a training for all outreach counselors. 	<p>Educational Development Classes while students are in their junior or senior year. The Special Resource Center has reached out to 2 High Schools with this project and both have expressed an interest in this collaboration.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • The El Camino College Collaborative is currently being planned and will take place on March 20, 2020. • Spring 2020 –Confirmed high school Construction Career Pathway with dual enrollment classes to start. • Spring 2020 – Host Parent & Student Dual Enrollment & Career Pathways Orientation event. • Spring 2020 – Dual Enrollment Student Support Taskforce will meet. • Fall 2020 –Confirmed high school Cloud Computing Career Pathway with dual enrollment classes to start.

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		<ul style="list-style-type: none"> • El Camino College counselors presented to Centinela Valley USD counselors regarding the changes due to AB705 and the new support courses. • The Outreach and School Relations department provides prospective students with college admissions assistance, workshops, campus tours, special events and other support services to educate prospective students about the college, including information about Meta Majors. <i>This continues with the virtual environment. Outreach has expanded to all new applicants rather than high school students only. We are currently working in collaboration with other departments to further clear the path for entering students by designing orientations and educational planning sessions for students based on meta-majors.</i> • The South Bay College Promise continues to expand to more students and now offers two years of tuition fee waivers, priority registration, counseling services and other support services through the college success & support programs. <i>Students not in a student support program will receive support</i> 	

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		<p>and services similar to support programs from their assigned meta-major success team.</p> <ul style="list-style-type: none"> • The K-12 Career Pathways office coordinates with the Outreach department to provide CTE-specific workshops, CTE tours, school career fairs and classroom presentations. • Dual enrollment classes and structured K-12 Career Pathways expose high school students to college level work, help students who are undecided about going to college to develop self confidence in their ability to succeed in college and clearly communicate the many career pathways available at the college. • Industry site visits and work-based learning are embedded into all K-12 Career Pathway programs to provide high school students exposure to employer expectations, networking, and industry needs and career opportunities. • The Engineering Career Pathway program has 41 articulation agreements with 10 high school to provide Engineering course credit for their Project Lead the Way Engineering students. 	

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		<ul style="list-style-type: none"> • The college has 50 active high school articulation agreements that provide high school students the opportunity to earn articulated college credit. • The Special Resource Center works closely with local area high schools in providing information about services and programs offered within the Special Resource Center (SRC). The SRC Counselors provided an orientation to high school students about El Camino College and the support services offered. Counselors meet with students individually. Counselors use IEP and High School Transcript as a multiple measure tool to advise and recommend courses that will assist students as they transition from High School to College. Counselors may recommend the Educational Development Program Courses to provides students the supports needed in conjunction with the collegiate level coursework they are taking. • Area high schools have been provided tours of the student services building and the Special Resource Center, giving students in Special Education Programs the opportunity to see what support services are provided for this population. These are special visits coordinated and arranged between the High School and the Special Resource 	

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		<p>Center.</p> <p>Term, if at scale or scaling: Fall 2019</p>	
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>XPolicy guidance Connections with other GP teams</p> <p>Regional training XOn campus /individual training</p> <p>XTechnology Reporting/data</p> <p>XOther</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and K-12 Career Pathways. • Academic divisions encourage their existing faculty and/or hire adjunct faculty to teach dual enrollment classes. • Adjunct job descriptions include a statement about the possibility of teaching off-campus dual enrollment classes. • Stipends incentivize and compensate college faculty & high school dual enrollment liaisons and teachers to attend the Dual Enrollment Faculty Orientation & Training event. • Funding for high school Career Pathway industry site fieldtrips and Career Pathway parent & student Orientation events. • Funding to purchase a Portable College Id Machine that can be 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Academic division and faculty support for the development of new and expansion of existing K-12 Career Pathways, dual enrollment classes, and high school articulation agreements. • Attracting, recruiting & retaining faculty to teach off-campus dual enrollment classes. • College faculty and K-12 teacher collective bargaining understanding and support for dual enrollment. • College faculty need training and division support to adapt to the unique challenges and needs of teaching high school students enrolled in dual enrollment classes. • Dual enrollment & K-12 Career Pathway students cannot access many college student support services without a college id card. • A majority of the college’s service area high schools have large

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		<p>taken to high schools for dual enrollment & Career Pathway students to get their student id card so they can access college support services.</p> <ul style="list-style-type: none"> • Dual Enrollment and K-12 Career Pathways needs multi-lingual written and presentation speakers to provide information in Spanish for students and parents who are non-native speakers. 	<p>numbers of parents who are non-native speakers.</p> <ul style="list-style-type: none"> • Transitional programs between the High Schools and the Colleges are weak. Stronger transitional programs to assist students in preparing for college and knowing what the expectations are need to be strengthened.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Campaign for students to update their major began in Spring 2019 at the Career & Majors Fair. An additional campaign to make sure students are in the correct major took place from Oct. 19-23, 2020 and will continue to be offered on a yearly basis. Counselors are being trained to update student majors in the Colleague system. This will ensure that student educational plans that are being developed with students align with the declared major in the student information system. • Meta majors have been determined, and program maps have been drafted in order to provide clear information to students about pathways they should follow and give counselors a basis for monitoring student progress. The program maps have been published in Program Pathways Mapper so that the information is available to students. • ECC Connect is being used for 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Meta majors and program maps will be published online using "Program Pathways Mapper." • Program maps will be input into ECC Connect for use by counselors when creating educational plans to make it possible to monitor student progress. • Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data. • Affinity and meta major success teams will be refined and developed. These are models for comprehensive student support. Their efforts include participation in New Student Welcome Day, the Student Support Expo, and Majors Week; they are working on increasing usage of ECC Connect among faculty, and establishing the "MyPATH" model in the various meta-majors. They are also working on their own efforts to

		<p>educational planning for most majors, this allows the student to monitor their progress and plan their courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<p>increase student retention, increase the number of students who complete transfer-level math and English in the first year, and increase the number of units students complete each year.</p> <ul style="list-style-type: none"> • The communication workgroup has developed a list of milestones and check-in points as well as message templates to send messages, reminders, and nudges to students to help them stay on the path. These messages will mostly be sent through ECC Connect, but other platforms such as REGROUP and CRMRecruit will also be used. • Advisors and success coaches are currently being hired in order to respond to referrals raised in 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 Winter/Spring of 2020 Summer 2021 and continuing through completion. • Success teams will be are established and being developed; and they will be fully established by Fall of 2022. • Advisors and success coaches will be at full capacity by Fall 2021.
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Regional training XTechnology XOther</p>	<p>On campus /individual training Reporting/data</p>		<ul style="list-style-type: none"> • Technology and integration with the Colleague system continues to be a challenge. • More understanding and awareness in that students with disabilities may take longer with “keeping students on path” than traditional students who are not disabled.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an Xnext to one:</i></p> <p>Not occurring Not systematic XPlanning to scale XScaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The counseling division is now entering all educational plans into ECC Connect. The Counseling division is working towards a goal of completing 90% of ed plans on ECC Connect. [Janice is asking] • With their educational plan entered into ECC Connect, students can easily see how far they’ve come and what they need to do to complete their program. • Program maps are being designed to include milestones to help students towards completion. • Admissions and Records hired a consultant to create a course equivalency table to match El Camino courses with equivalent courses at nearby community colleges. • The communication workgroup has worked to create messaging to send to students who reach particular milestones such as completing their transfer-level math and English 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Improve ECC Connect degree planner by incorporating counselor and student feedback. • Work with Admissions and Records to hire or assign an evaluator to begin to input outside course equivalencies into Colleague. • The equivalence tables need to be input into Colleague to facilitate the course equivalency determination process. • Some of the messaging developed in the communication workgroup will be piloted on ECC Connect. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ECC Connect-ongoing. • Course equivalencies- will discuss plans Spring 2020 with a timeline for implementation to start in the 2020-2021 academic year.

		<p>requirements, reaching 30 units, and the point at which to apply for graduation.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<ul style="list-style-type: none"> • The equivalency tables will be input into Colleague in Summer 2021. • The pilot for sending messages on ECC Connect will take place Spring 2021.
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus / individual training</p> <p>XTechnology Reporting/data</p> <p>Other</p>		<p><i>Support Needed –Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>XNot systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • ECC Connect may have has the ability to send an automatic flag when a student falls off their program plan; however, this capability is still being investigated as to the prospect of using it at ECC. • Faculty can currently flag students that are having difficulty in their classes. • ECC Connect now has the ability to filter students based on metamajors, and success coaches (grad interns) are assigned students to follow up based on meta-major. However, more staffing is needed to meet the demand for following up with students. • Currently counselors manually reviewed previous academic plans to monitor if a student has fallen 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Check with Hobsons to see if ECC Connect has this ability. • Investigate the possibility of sending automatic flags to students when they fall off the path. • Continue to increase staffing for success coaches. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Check about ECC Connect – A demo to explore Starfish analytics is scheduled for December 2019. <p>Ongoing</p>

		<p>off their program plan.</p> <ul style="list-style-type: none">• Equity consideration: In addition to academic support, student support services have been put in place to assist students with financial stability needs. El Camino College has a Warrior Pantry which provides food to students in need. El Camino College also has an outreach partnership that assists students in applying for Cal Fresh benefits. The Metro Upass program provides students with transportation with a no-cost to low-cost bus pass and the Warrior Closet provides free clothing to students in need.• During the pandemic, the Warrior Pantry has continued to serve students utilizing a drive-through model. The Drive-Thru Warrior Pantry is open twice per week. The Warrior Pantry is also offering a drive-thru Trick or Treating event for students with families. Cal Fresh application assistance continues to be available to students in a virtual environment. Metro U-Pass is available, however there are also many bus lines offering free rides as a result of COVID-19. The Warrior Closet has paused in-person services, but the option of drive up services are	
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		<p>being considered for students who may have an immediate need.</p> <p>Options to make emergency grants to students is currently being explored.</p> <ul style="list-style-type: none"> • Emergency grants are available to students using SEA and foundation funds. Additionally, there are COVID-19 emergency grants available from CARE funds. <p>Term, if at scale or scaling:</p>	
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>XTechnology Reporting/data</p> <p>Other</p>		<p><i>Support Needed –Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>XPlanning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</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 competitive program are redirected to another school’s program or to a different program. Information sessions, workshops and school panels are offered to provide students the information that they 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Community collective model for support services will be designed to be implemented. Student success teams will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and to provide redirection options immediately.

		<p>need to become a competitive applicant.</p> <ul style="list-style-type: none"> • Meta-majors have been established and are being developed. One beneficial feature of this model is that related majors are grouped together so information about majors related to limited-access programs is readily available. This information is available both on the Program Pathways Mapper website as well as on the modules for each meta-major on the Student Success Hub on Canvas. <p>Term, if <i>at scale</i> or <i>scaling</i>:</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. A pilot to expand counseling support in prerequisite and co-requisite courses is being explored, and will start with the Business meta-major in spring 2020.
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus / individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Training support for Counselors and Advisors in terms of working with students in re-directing them to another more viable path to credentials and a career.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops. • Understanding the amount of time during this process and not rushing students, especially those with disabilities into choosing another career path once they’ve discovered that it would be unlikely that they would be accepted into limited-access

			<p>programs. More Vocational Guidance and Counseling around this will be needed in assisting this population of students in selecting another career.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins. • Counselors are being encouraged to utilize the ECC Connect degree planner for at least 90% of all educational plans. Counselor trainings continue to be offered to increase system utilization. <p>All Counselors are using ECC Connect degree planner, and there are now only rare instances where degree planner is not used to complete educational plans.</p> <p>BSS identified and scheduled more sections of bottleneck courses in Psychology, Childhood Education, and Political Science. Additional sections of Psychology 9B, CDEV 125, POLI 7 & POLI 10 are helping students move more quickly to degree completion.</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to encourage use of ECC Connect by all faculty including counselors. These educational plans along with data from Civitas College Scheduler to determine when to offer specific courses. • Consider how the faster timeline to complete programs affects special populations such as students with disabilities. The concern here is; “completing their programs in as short a time as possible”. This is an area of concern as it relates to students with disabilities. Their disability may prevent them from completing their programs in as short a time as possible and to have this be the focus is of concern. Or, their disability requires that they take more time in completing their program in order for them to succeed. The emphasis on success should not be based on the shortest length of time, especially for this population. <p><i>Timeline for implementing next steps:</i></p>

		Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none"> •ECC Connect – ongoing. •Review data from Civitas College Scheduler and ECC connect to inform offerings. This option is currently being reviewed.
<p>3. e. Support Needed? <i>Type of Support -place an Xnext to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus / individual training</p> <p>XTechnology Reporting/data</p> <p>Other</p>		<i>Support Needed –Detail: (1,000 character)</i>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>

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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>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale XScaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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><i>Term, if at scale or scaling:</i></p> <ul style="list-style-type: none"> •Fall 2015 	<p><i>Next steps: (1,000 character)</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. • The college is currently planning for PLOs to align with meta-majors rather than departments; the question of whether to replace department PLOs with meta-major PLOs, have both exist simultaneously, or create new ILOs based on the pillars of Guided Pathways is being explored. Assessment of ILOs/PLOs at the meta-major level will decrease “siloing” as counseling, student support and tutoring functions can all be brought in under the meta-major umbrella as a team approach to student success; this will also increase the usefulness of assessments, particularly in assessing how entire meta-majors are ensuring students are learning. It will open up an entirely new level of discussion and planning that

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			<p>does not exist yet as PLOs are currently assessed within departments rather than across several departments or collection of departments.</p> <ul style="list-style-type: none"> • The idea of using Canvas to collect assessment data is being explored. This will facilitate data collection at the various levels as different course-level SLOs can be aligned with PLOs at the department and meta-major level, which can also filter up to the ILOs. In addition, it will be possible to disaggregate data into race/ethnicity, sex/gender, and other categories as Canvas can collect data that includes student ID numbers, which is not possible with the current system, Nuventive (or at least so labor-intensive as to make the effort close to impossible on an ongoing basis). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2021—a pilot for using Canvas as an SLO data collection tool will be run. • Spring 2021—the question as to whether to keep department-level PLOs and add meta-major PLOs will be explored and decided. • Summer 2021—effort to add meta-major PLOs will be planned for 2021-22.

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			<ul style="list-style-type: none"> • Fall 2021-22—meta-major PLOs/ILOs will be written; assessment methods and technology to use for SLO data collection will be planned
<p>4. a. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
<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>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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 development On Course seminars were offered that provided faculty with research-proven approaches to student centered learning. Another opportunity is the annual Tech Conference, which is instrumental in exposing faculty to the latest technological tools to engage students. • Meta-majors will be established by Fall 2019, which will provide a further opportunity for active learning as 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue professional development to encourage active learning strategies. • Assess whether other meta-majors can design courses or learning opportunities for students which involve learning about more than one discipline within the meta-major. • Implement “Teaching with Technology” lab to support equity-minded technology use in the classroom. This is in progress, but progress has been hampered by the pandemic. This effort will resume once students and employees are back on campus. • Implement MyPATH courses in all the meta-majors, starting with STEM (Chem 4) and Health and Community Wellness (AJ 103) in Fall 2020.

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		<p>students can engage in learning that they can use to choose a path. For example, a recently approved course for the Behavioral and Social Sciences meta-major introduces students to several different disciplines within the meta-major and how each discipline would approach a particular theme or problem.</p> <p>For example, the ECC Scholarly Inquiry for Teaching Excellence (SITE) team “provides professional learning opportunities that are in line with the principles of a Guided Pathways college and organized by highly challenging learning goals, supported by educator-centered facilitators, and channeled through communities of peers.” They offer ongoing professional development in the form of FLCs (Focused Learning Communities) in which groups of faculty engage in a year-long project from inquiry to implementation. They also offer summer institutes and other extended learning opportunities throughout the year. They are currently working with the meta-major success teams to facilitate the guided inquiry process for these teams to move forward, engage in</p>	<ul style="list-style-type: none"> • Write curriculum for courses in additional meta-majors that follow the model of “Social Sciences 101” where appropriate. The STEM meta-major team is already working on a STEM 101 course. <p><i>Timeline for implementing next steps:</i> Ongoing.</p>

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		<p>inquiry and develop strategies for helping their students.</p> <ul style="list-style-type: none"> • Meta-majors have now been identified, and learning experiences are being designed around meta-majors. The “MyPATH” course model, which brings the four pillars of Guided Pathways to the classroom level, has been successful in the Behavioral and Social Sciences for four years. In courses designated as “MyPATH,” the instructor uses culturally-relevant pedagogy; a counselor is embedded in the course and students prepare to meet with the counselor to create their educational plan by filling out a career assessment; also, each section includes a PASS mentor, a successful former student, to guide students through not only the content, but also through the college. Also in the Behavioral and Social Sciences, a Social Sciences 101 course has been implemented, which is in the CSU GE and IGETC general education requirements. This course helps students explore the different majors within Behavioral and Social Sciences, and is a good fit for students who know they want a major within this meta-major, but are not sure which one to choose. 	

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		<ul style="list-style-type: none"> • Due to the pandemic, professional development opportunities have been offered to faculty in effectively using Canvas as a teaching tool to comply with the OEI rubric. The DE coordinator has developed a comprehensive online professional development course named "SPOCK" (Self-Paced Online Canvas Knowledge), which many faculty have gone through in order to enhance their teaching in the remote environment and become DE certified. Another professional development opportunity offered to faculty was the "Faculty Online Innovation Grants." The announcement called for teams of 4-6 faculty, including a librarian or counselor, to come together to collaboratively work on designing Canvas modules for either one course in their area, a group of courses which would be designed around an "ideal module," or other project around online education in their area. As a result, 13 groups were accepted to receive grants. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> •Fall 2014 	

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<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus / individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus / individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • It would be useful to learn how other campuses are using their meta-majors as a vehicle for active learning— particularly when it comes to students “choosing a path.” • Campus wide training in that all instruction programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all classroom instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom. 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • There is just a desire to learn about best practices in using meta-majors as a vehicle for active learning. • We need to ensure that all learning is equity-minded and inclusive.
Policy guidance	Connections with other GP teams										
Regional training	X On campus / individual training										
Technology	Reporting/data										
Other											
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences and emergency services. • There is a study abroad program that runs once per year; however, 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Establish We have established meta-majors and meta-major success teams, 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 								

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		<p>this has been put on hiatus due to the pandemic.</p> <ul style="list-style-type: none"> • 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. Service learning is on hiatus during the pandemic. • Apprenticeship grants are offered during the summer. • MESA coordinates internships with university and industry partners. • The college's Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students. • Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. Internships, cooperative work experiences, and apprenticeships are posted to the Job Speaker system as they become available; however, the pandemic has severely limited these opportunities, so very few are currently available for students. 	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Job Speaker system – Fall 19. • As the pandemic lessens in severity, efforts will continue with respect to service learning, internships and the like.

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Policy guidance	Connections with other GP teams										
Regional training	X On campus / individual training										
Technology	Reporting/data										
Other											
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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><i>Next steps: (1,000 character)</i></p> <p>The college is planning for PLOs or ILOs to align with meta-majors rather than departments. Please see 4a (Next steps) for more information.</p> <p><i>Timeline for implementing next steps:</i> Ongoing.</p>								

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		<p>MyPATH and Social Science 101 instructors conduct student surveys in their classes to gauge student need, learning, and skills acquisition.</p> <p>Term, if at scale or scaling: Spring 2014</p>	
<p>4. d. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>•Results of Course and Program level learning outcomes are a component of program review.</p> <p>Term, if at scale or scaling: •Spring 2014</p>	<p><i>Next steps: (1,000 character)</i></p> <p>•Update the current planning and budgeting cycle to more systematically include assessment results in decision-making.</p> <p><i>Timeline for implementing next steps:</i> •Spring 2020</p>
<p>4. e. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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Technology Reporting/data Other			
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<i>Place an X next to one:</i> Not occurring XNot systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <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>Childhood Education classes include assignments that culminate in the creation of a student portfolio of work intended to be used in the job application process.</p> <p><i>Term, if at scale or scaling:</i></p>	<i>Next steps: (1,000 character)</i> <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>*Regional Strong Workforce is supporting the implementation of Digital badging in the Nursing, Rad Tech and Respiratory Care areas as a pilot.</p> <p><i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> •Meta-majors will be implemented Fall 2019. </p>
4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other		<i>Support Needed –Detail: (1,000 character)</i> It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.	<i>Challenge or barrier: (1,000 character)</i> Faculty are used to thinking of students’ learning only within courses, not across an educational journey. The challenge is in faculty thinking about student learning not as a process within one

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>course, but across many different courses that a student may complete as they proceed through a pathway. So, there is the problem of faculty mindset. But there's also the problem of technology—the campus does not yet possess the technology or have any idea about the technology involved in keeping track of student learning throughout a student's educational journey.</p>
<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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings, 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, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a 	<p><i>Next steps: (1,000 character)</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> <ul style="list-style-type: none"> •The Professional Development Plan should be adopted Fall 2019.

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>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>:</p>	
<p>4. g. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i></p>

<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s)</p> <p>X Students serve on campus GP advisory committee(s)</p> <p>X Student focus groups</p> <p>Other:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Students have been involved in many aspects of the Guided Pathways implementation efforts. In forming our meta-majors, students had the majority of the input—130 groups of faculty, administrators, staff and students participated in a card-sorting activity at various college events, meetings, and in classrooms. 75% of the people who participated in these activities were students.</p> <p>In addition, the college organized 5 focus groups with students as part of a study by the Career Ladders Project, which is studying learning communities. 3 of the focus groups took place with students in learning communities such as Puente, FYE, and Project Success. The others involved students who were not in learning communities. The study helped illuminate the difference between the students who had a lot of support as a result of the learning community, including dedicated counselors and instructors, as well as access to tutoring and other campus services. This was in stark contrast to the non-learning community students who were very much on their own in finding support for the educational journey. These focus groups help to justify the goals of Guided Pathways, particularly in providing students with more proactive support on their educational journey.</p> <p>In addition to these, students also serve on our Guided Pathways committee, and are active and vocal members.</p>
<p>COURSE ALIGNMENT</p>	<p><i>How is the college exploring a lignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D, 2.A, 3.B, and 3.E)</i></p> <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p>

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

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

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

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

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

Success Story	
SUCCESS STORY	<i>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</i>
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	
<p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. <input type="checkbox"/> Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU <input type="checkbox"/> Decrease the average number of units accumulated by California Community College students earning associate degrees <input type="checkbox"/> Increase the percent of exiting CTE students who report being employed in their field of study <input type="checkbox"/> Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups <input type="checkbox"/> Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults 	

Student Identity and Distance Education Courses

Consistent with Federal regulations pertaining to Federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student, at the time of registration, a statement of the process in place to protect student privacy and the estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Affairs or her/his designee, in consultation with the Online and Digital Distance Education Advisory Committee (ODEAC) or other appropriate campus committee, shall utilize one or more of the following acceptable procedures for verifying a student's identity:

- Secure credentialing/login and password system
- Proctored examinations
- Assessments that include evidence/proof of process of student work (e.g. pictures or video, handwritten work, etc.)
- Video or audio conferencing to meet with student and/or evaluate student work
- New of other Technologies and practices that is are effective in verifying student identification.

The Vice President of Academic Affairs or her/his designee, in consultation with the ODEAC Distance Education Advisory Committee or other appropriate campus committee, shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Definition

~~Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.~~

Per Title 5 Section 55200, "distance education" means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of Title 5 as well as the specific requirements of articles 55200 and 55204. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. Section 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Section 794d).

Administrative Procedure 4105

Distance Education

The U.S. Department of Education defines distance education as education that uses one or more technologies to deliver instruction to students who are separated from the instructor. It requires regular and substantive interaction between the students and the instructor, either synchronously or asynchronously (Title 34 Subtitle B, Chapter IV Part 600 Subpart A section 600.2). El Camino College offers distance education and web-enhanced courses via four delivery modes:

1. Online: a course in which 100% of instruction takes place mandatory face-to-face meetings, synchronous visits or visits.
2. Hybrid: a course that provides instruction both online and at least one mandatory on-campus meeting. Mandatory meetings are regularly scheduled, and the dates are posted in the schedule of classes. Students are informed of mandatory meetings in the schedule of classes.
3. Live Online: a course that takes place fully online but requires student attendance at one or more synchronous online visits (e.g., a Zoom meeting.)
4. Web-Enhanced Course (WEC): Web-Enhanced Courses are traditional face-to-face classes that make routine use of the Learning Management System. The courses hold all their meetings on campus. The instructor will post required course materials and/or activities online and may require assignments be turned in online. Web-Enhanced Courses do not require a Distance Education Addendum, but use of technology in these courses must still meet accessibility requirements.

McMillan Mary

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This should say four delivery modes

meetings, or campus
face-to-face with at
least one mandatory on-campus meeting. Mandatory meetings are regularly

Course Approval

In order for a course to be taught using a fully online or hybrid delivery method, it must be proposed to and approved first by the appropriate Division Curriculum Committee and then by the Campus Curriculum Committee, before being approved by the Board of Trustees.

~~Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Course Certification Process

When approving distance education courses, the Curriculum Committees will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- **Regular and Substantive Contact:** Each section of the course that is delivered through distance education will include regular, effective, and substantive contact between instructor and students, and will provide opportunities for regular effective contact ~~among~~ **between** students.
- **Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.
- **Learning Management System:** Faculty are required to use the College's designated LMS, per the Campus Curriculum Committee mandate.

Distance Education Instructor Certification

Faculty teaching distance education courses must be certified to teach distance learning prior to being assigned a distance education course. Certification is granted by satisfactorily completing an online certification program approved by the Academic Senate and offered through Online and Digital Education. On completion of the course, faculty undergo a capstone course shell review to demonstrate competency.

Certification Waivers

Faculty who can demonstrate current proficiency and awareness of online best practices and legal requirements may be eligible for a certification waiver. This might include having taken an equivalent course in Online Instruction, including Accessibility, and having taught online within the past two years. Faculty applying for a waiver must submit the following documentation to the Distance Education Faculty Coordinator: a waiver form, certification of completion of training. Waivers are approved by the Distance Education Faculty Coordinator using an OEI Course Quality Rubric referenced course walkthrough. The Distance Education Faculty Coordinator makes the final decision.

Maintaining Certification

Having a certification maintenance process is essential, as distance education has a continual change of regulations and technology. Over time, a faculty member who is certified could become out-of-date in their knowledge of current regulations and technology affordances. Requiring certification maintenance creates another accountability measure for the institution to meet regulations required for distance education courses.

The Online & Digital Education Department will maintain a database of all faculty who have completed certification at El Camino or have completed the waiver process.

Faculty are required to maintain certification in order to continue teaching distance education courses. The certification maintenance process will be on a five-year cycle.

If a faculty member is teaching online consistently, they can either:

- A) Submit proof of participation in distance education specific professional development to the Professional Development Department which will provide them to the Distance Education Faculty Coordinator to maintain certification; OR
- B) Engage in a course quality improvement process (e.g., POQR) which will be tracked by Online & Digital Education and result in updating faculty status in the certification database.

Certification status will be updated annually for faculty who maintain certification through either of these avenues resetting the certification clock for those faculty members.

If a faculty member does not maintain certification through one of the avenues listed above, they will be notified by Online & Digital Education and will be able to get recertified through a short refresher course.

If a faculty member has not taught online for three consecutive years, they will be required to take an extended refresher course to make sure they are up-to-date on new requirements, regulations, and tools.

In the event that the college changes Learning Management Systems, all certified faculty will be required to take a short workshop to help them with the transition between systems.

Establishing Regular, Effective, and Substantive Contact

Instructors will use the following practices of regular and substantive contact in their distance education courses:

- a. **Regular Announcements:** Faculty should make general course-related announcements to the students in their distance education classes on at least a weekly basis, whether by the announcement area in the Learning Management System or via e-mails to the entire class.
- b. **Establishing Expectations:** Faculty will include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include the timeframe for responding to e-mails and phone calls, the timeframe for receiving feedback on student work, the timeframe for submission of assignments, and the expectations of discussion board postings required of the student. This information will be available to students on the first day of class.
- c. **Faculty-Initiated Interaction:** Faculty will regularly initiate interaction with students to determine that they have access to the course materials, ~~that they understand the material,~~ that they understand what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to: asynchronous discussion board forums with appropriate faculty input in the forum or gradebook, synchronous chats, video conferencing, individualized contact via phone or e-mail, and, in the case of a hybrid course, in face-to-face meetings.
- d. **Timely Feedback on Student Work:** Faculty will grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and be provided with feedback on their participation throughout the duration of the course.
- e. **Content Delivery:** Faculty will provide content material either through online materials (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).
- f. **Notifying Students of Faculty Unavailability/Offline Time:** If the instructor must be out of contact briefly for any reason, notification to students will be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than three business days.
- g. **Faculty Absence Notification:** If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.
- h. **Face-to-Face Forms of Contact:** If faculty ~~are encouraged to~~ utilize the face-to-face forms of contact ~~mentioned in Title 5, Section 55211~~ (e.g., group or individual meetings,

orientation and review sessions, supplemental seminar or study sessions, field trips, and library workshops), ~~but to keep in mind that in the case of fully online classes it will not be possible for all students~~ they may not require students to attend such activities ~~and these activities cannot be mandatory~~ unless the course is hybrid and meetings times are announced in the schedule. Alternate online activities, ~~such as those mentioned in the sections above,~~ that entail instructor-student contact must ~~should~~ be made available for ~~such~~ students who cannot attend in-person activities.

- i. **Student-to-Student Contact:** Faculty will ensure ongoing regular ~~and effective~~ student-to- student contact. Best practices include, but are not limited to, ~~implementing communication means for varied types of interaction in the course design,~~ assigning and monitoring weekly assignments and projects that promote collaboration among students, posing questions in the discussion boards that encourage critical thinking skills and promote interaction, and monitoring student engagement ~~to ensure that students participate with depth.~~

Accessibility

Each course that is delivered through distance education must comply with ~~up-to-date~~ Section 508 accessibility requirements. All course content delivered via distance education must be accessible to all persons including those with disabilities. All activities and instructional media shall be accessible, including, but not limited to,

- a. accurately captioned videos
- b. transcribed audio files
- c. images that have alternative text
- d. readable course materials using effective font, color contrast, and spacing
- e. meaningful descriptive hyperlink text
- f. documents that are created in such a way that screen reading software is able to read them
- g. accessible synchronous communication
- h. prescribed accommodations that are followed for other graded course activities
- i. keyboard navigation.

Enrollment, Attendance and Participation in Distance Learning Courses

Students will register and enroll in distance learning courses in the same manner as traditional courses. Faculty must make online courses available on or before the first day of the semester. Per AP 5070, “students who do not engage in the first required interaction of the academic term by the instructor’s deadline or within the first five days of the term if no other deadline is provided may be dropped from the roster and their places given to students on the wait list...Likewise, ...; instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus.” Instructors must clearly state their attendance and withdrawal policies in the syllabus (which must be visibly posted on the course site), and instructors must document the student’s work up to the point of withdrawing the student.

Instructional time in all credit courses, regardless of modality, follows the standard formula derived from Title 5, section 55002.5. One unit of credit is defined as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class time, or homework. Faculty must plan an approximate one-to-two ratio of instructional time to homework and study based on units of credit courses. ~~For example: in a 3-unit online course, online course work should be equivalent to 3 hours of face-to-face work per week of a regular term (completing course work, such as but not limited to, lecture, discussion, assignments, and quizzes); and homework would be equivalent to 6 hours work per week of a regular term.~~

Authentication of Students in Distance Learning Courses

Any activity that results in a grade in a distance education course will be conducted through El Camino College's single point sign-on methods. Accepted practices for authentication include user ID and password authentication to access the student portal or Learning Management System.

Scheduling of Distance Learning Courses

Distance learning courses shall be listed in the ~~COD~~ Schedule of Classes in the same manner as traditional courses, with any required on-campus meetings and other required components visible ~~prominently displayed~~ to students. Division deans determine and approve faculty assignments for all courses, including distance education sections. ~~Once scheduled, faculty should have access to course development areas in the Learning Management System as soon as the next term schedule is finalized to allow for faculty preparation of the online course materials.~~ Faculty will only be scheduled to teach a distance education course after successful completion of online certification or upon waiver for newly-hired faculty.

Evaluation of Distance Learning Faculty

The Online & Digital Education Department will provide guiding documents approved by the Online & Digital Education Advisory Committee to support evaluators in understanding how to determine quality, equity, and accessibility in online courses. Distance education faculty will be evaluated per procedures outlined in the faculty contract.

Proctoring in Distance Learning Courses

1. Instructors teaching online courses can require proctored exams. Per Board Policy 5030, faculty are not allowed to use a service for proctoring that requires students to pay a fee.
2. Regardless of their place of residence, students enrolled in any fully online course cannot be required to come to campus to take an exam, whether on paper or in a computer lab. Students taking hybrid or high- flex classes cannot be required to take exams that use software proctoring on-campus.
- ~~3. Regardless of their place of residence, student enrolled in any fully online course cannot be required to take exams on campus.~~
4. The following disclaimer will be added in the catalog to all online courses in Divisions that use proctored exams: This online course may require up to three proctored exams.
5. It is the instructor's responsibility to state clearly in the course syllabus whether or not proctored

exams will be required. Instructors must also provide detailed information about requirements of proctored exam. If a camera is required for any part of the course, the faculty member must notify the students in the syllabus of when camera use will be required.

6. Students are responsible for determining whether or not their online course requires a proctored exam. Upon gaining access to the course, students should consult the syllabus in order to make such a determination.

7. Instructors must work with students to provide testing accommodations. It is recommended that faculty reach out to the Special Resource Center for support.

Support for Distance Learning Students

To ensure support for distance education students comparable to traditional students, services should be available in a distance education mode. Student Services include, but are not limited to, a distance education readiness course, counseling, library resources and library reference services, tutoring, fee payment, and the College's technical support systems.

Publication of Online and Hybrid Courses

Faculty have the ability to publish their course before the term begins. Faculty are strongly encouraged to do so, and to use LMS tools as a method to send a communication to students prior to the start of the term. On the first official day of a term, all unpublished online and hybrid courses will be automatically published for students.

References:

Title 5 Sections 55200 et. Seq.:

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;

34 Code of Federal Regulations Part 602.17.

Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d);

ACCJC Accreditation Standard II.A.1;

BP 4020 and AP 4020 Program, Curriculum, and Course Development

POLICY & PROCEDURE SERVICE

AP 4105 Distance Education

References:

Title 5 Sections 55200 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.1

NOTE: *This procedural language is legally required in an effort to show good faith compliance with the applicable Federal Regulations if the District offers distance education or correspondence education. The Federal Regulations require districts to have processes in place to ensure that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives academic credit. A district will meet this requirement if it follows the language below. Note that the Federal Regulations do not require districts to charge students fees associated with the verification of the student's identity. However, any district that does charge a fee, must notify the student in writing of the estimated amount of those fees in addition to a statement of the processes used to protect the student's privacy.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The [**Chief Instructional Officer**] shall utilize one or more of these methods to authenticate or verify the student's identity:

NOTE: *Insert local practice here: the following approaches are specifically referenced in the federal regulation as appropriate. The key is to utilize an accepted procedure for verifying a student's identity.*

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

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POLICY & PROCEDURE SERVICE

The [**Chief Instructional Officer**] shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

NOTE: *The following procedure is legally required if the District has implemented distance education courses. Local practice may be inserted, but it must include the following minimum requirements contained in Title 5.*

Definition: Distance education means instruction in which the instructor and student are separated by time or distance and interact through the assistance of technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distance education courses, the [**designate authority**] will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to in-person classes.

Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the [**designate authority, e.g. faculty, curriculum committee**] approval procedures.

Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students, as well as among students, either synchronously or asynchronously.

Addendum to Course Outline: An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum must be approved according to the District's curriculum approval procedures. The addendum **must** address the following:

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POLICY & PROCEDURE SERVICE

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Revised 7/02, 8/03, 8/06, 8/07, 2/08, 7/11, 4/15, 4/17, 10/19

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Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

55th SESSION RESOLUTIONS

Fall Plenary

ADOPTED RESOLUTIONS

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B
David Morse, Long Beach City College, Area D

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1.0 ACADEMIC SENATE

1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements¹.

Contact: ASCCC Executive Committee

Acclamation

1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey² completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, In the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

¹ [Proposed ASCCC Vision, Mission, and Values Statement](#)

² [Local Senates Survey 2017](#)

appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

Contact: [Steven Chang](#), Part-time Committee

MSC

1.03 F20 Senator Emeritus Status for Janet Fulks

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Janet Fulks has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Janet Fulks has shaped California's discourse on student success through her service on the ASCCC Executive Committee from 2004 –2010, chairing of the Curriculum, Basic Skills, Noncredit, Standards and Practices, and Accreditation committees, service on groups such as Accountability Reporting for Community Colleges, Intersegmental Committee of Academic Senates, System Advisory Committee on Curriculum, Academic Senate/Research and Planning Student Learning Outcomes Collaborative, and ongoing participation as a member, lead, and co-chair of the Guided Pathways Taskforce as well as contributions to a number of other external committees, advisory groups, and task forces;

Whereas, Janet Fulks wrote the book on outcomes assessment for California Community Colleges, tirelessly supporting her colleagues statewide as faculty transitioned to a framework which without Janet's guidance seemed complex and pointless; and

Whereas, Janet Fulks' relentless engagement with statewide educational innovation such as the Basic Skills Initiative and the California Community Colleges Guided Pathways Award Program at the beginning of twenty-first century has helped strengthen the faculty voice in California and inspired new faculty leaders;

Resolved, That the Academic Senate for California Community Colleges recognize Janet Fulks' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Janet Fulks its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of swimming, diving, biking, running, and enjoying her family.

Contact: [Lisa Harding](#), Bakersfield College, Area A

Acclamation

3.0 DIVERSITY AND EQUITY

3.01 F20 Support The Anti-Racism Pledge

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”³;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional racism and white supremacy, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: [Karla Kirk](#), Equity and Diversity Action Committee (2019)

MSC

3.02 F20 Recommendation to Update Title 5 Language for Section 53022

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;⁴

³ [The Anti-Racism Pledge](#)

⁴ Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5 § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5 § 53022 defines job requirements for all faculty positions and requires all faculty and administrative positions and requires all applicants for faculty and administrative positions to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office through the consultation process to recommend changes to the job requirements established in Title 5 section 53022 language by replacing the second sentence with the following:

For faculty and administrative positions, job requirements shall include (1) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (2) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the social and historical context of exclusionary practices in American Higher Education.

Contact: [Luke Lara](#), Faculty Leadership Development Committee (2019-2020)

MSC

3.03 F20 Adopt Anti-Racism Education Paper

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.⁵

Contact: ASCCC Executive Committee

Acclamation

3.04 F20 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies

Whereas, The Academic Senate for California Community Colleges adopted resolution 3.03 F19, which approved a Diversity, Equity, and Inclusion Statement that acknowledges institutional discrimination and implicit bias exist and “Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community”;

Whereas, Resolution 3.02 F19 directed the Academic Senate for California Community Colleges to “infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible”;

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, encouraged academic senate leaders to “Prioritize culturally responsive curricular redesign” and engage in discussion of anti-racism/no-hate education; and

Whereas, As a result of COVID-19 and the racial unrest in the Spring of 2020, a team of the Academic Senate for California Community Colleges Executive Committee members were directed by the president to develop an effective practices for professional development paper on anti-racism education in California community colleges to be presented at the Fall 2020 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates by Fall 2021.

Contact: [Luke Lara](#), MiraCosta College, Area D

MSC

⁵ [*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*](#)

4.0 ARTICULATION AND TRANSFER

4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.⁶

Contact: [Lorraine Levy](#), Transfer, Articulation, and Student Services Committee (2019-2020)

MSC

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders Section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges’ curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community Colleges system should reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges but that

⁶ [Effective and Equitable Transfer Practices in the California Community Colleges](#)

does not include the ASCCC in curriculum and educational program development as specified in Title 5 53200(c).

Contact: [Christopher Howerton](#), Legislative and Advocacy Committee

MSC

6.02 F20 Legislative and Systemic Support for Academic Freedom

Whereas, Academic Freedom is a fundamental concept, supported by faculty tenure, that exists to ensure that institutions of higher education function for the public good and assures that colleges are constructed on the foundations of genuine trust and integrity but is not codified or protected in California Education Code;

Whereas, The principles of academic freedom, as an established position of the ASCCC though Resolution [13.01.S02](#), are at the core of what faculty do as professionals in their classrooms and affects not only faculty and the institution but also students ,since it ensures the integrity of instruction in higher education;

Whereas, Academic Freedom is essential to the student-centered equity and anti-racism work in the California communities colleges identified in the California Community Colleges Chancellor's Office Call to Action and the ASCCC Mission and Strategic Plan; and

Whereas, Academic Freedom language and practices should be reviewed and updated in this time of crisis, including the expansion of online education, budget cuts, and a call to address systemic racism;

Resolved, That the Academic Senate for California Community Colleges work with system partners and faculty unions to advocate for inclusion of the definition, rights, and responsibilities of academic freedom into California Education Code, guard against legislative changes that erode educational freedom, and educate all stakeholders on the importance of protecting academic freedom, including the need to increase funding for tenured positions in both instructional and non-instructional faculty roles;

Resolved, That the Academic Senate for California Community Colleges work with the UC and CSU Academic Senates to incorporate into graduate education for future professors and instructors the principles and importance of academic freedom, tenure, and governance to ensure the future protection and defense of academic freedom;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Student Senate for California Community Colleges to support and develop a statement regarding student academic freedom; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to faculty and colleges, through breakouts, articles, workshops, or papers on academic freedom in a digital age with a focus on anti-racism.

Contact: [Julie Bruno](#), Sierra College

MSC

9.0 CURRICULUM

9.01 F20 Recommendations for the Implementation of a *Zero Textbook Cost*⁷ (ZTC) Designation in Course Schedules

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and is silent with respect to whether the designation can be used when a student is required to purchase tangible supplies (e.g. goggles, a calculator, or paint; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources, as consistent with SB 1359 (Block, 2016), and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to interpret the SB 1359 (Block, 2016) requirements as in alignment with those established by the California Community Colleges Chancellor’s Office for courses that are zero textbook cost (ZTC);

⁷ “Zero-textbook-cost degrees” means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2021 Plenary.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

9.02 F20 Update Paper on Local Curriculum Committees

Whereas, Local curriculum committees play a critical role in the California Community College system;

Whereas, The role of local curriculum committees has expanded tremendously with the dynamics of local governance, demands for curriculum that is responsive to the needs of our diverse student populations, changes in regulations, and local and statewide emergency and crisis situations; and

Whereas, The changing demands of local curriculum committees have necessitated the need for faculty and curriculum committee members to fully understand the role of the curriculum committee as it pertains to diligence on supporting student success;

Resolved, That the Academic Senate for California Community Colleges update the 1996 paper titled "The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice" and bring the paper for approval by the Spring 2022 Plenary Session.

CONTACT: [Vicki Jacobi](#), Taft College, Area A

MSC

+9.03 F20 Ethnic Studies Graduation Requirement

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies;

Whereas, Ethnic studies has a rich and important history in California community colleges dating back fifty years with the establishment of the first associate degrees in Black and Chicano Studies in the nation and has since then provided students with

rigorous and dynamic instruction focusing on the history and contributions of black, Latinx, Asian-American, and Native-Americans to California and the nation through important ethnic-studies-based theoretical lenses;

Whereas, studies have found that

- All students benefit academically when they are reflected in the curriculum as well as socially from taking ethnic studies courses, and
- students learn to deconstruct internalized ideas of unworthiness or deconstruct internalized racism and oppression and become empowered, and
- such courses can play an important role in helping students identify and address issues impacting our society such as systemic racism, generational trauma, sexism, and homophobia; and

Whereas, The state of California has witnessed a growing call for ethnic studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, adding a minimum of one 3-unit course in ethnic studies to the Cal State University system's graduation requirements as well as an expected growth in demand for courses in ethnic studies disciplines at California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office through existing processes and recommend that the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees by adding the following text:

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, in ethnic studies, and in mathematics...⁸

Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section.⁹

The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges

⁸ Add in the first paragraph of Title 5 §55063 "in ethnic studies" after "written expression" in the first sentence.

⁹ Add this paragraph to Title 5 §55063 after the third paragraph

Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.¹⁰

Contact: [Paul Alexander](#), San Diego City College, Area D

MSC

9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement

Whereas, the current wording in Title 5 §55063 (b) (2), which states that "Ethnic Studies will be offered in at least one of the areas required by subdivision (1)," is written in such a way that it does not clearly define ethnic studies, allowing for different interpretations and inconsistent applications of this requirement across the state of California;

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, la raza studies, and Central American studies;

Whereas, Ethnic studies disciplines are listed in the California Community Colleges Chancellor's Office's *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications; and

Whereas, Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes to establish an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.

Contact [Paul Alexander](#), San Diego City College, Area D

¹⁰ Add this paragraph to Title 5 §55063 after the original fourth paragraph

MSC

#9.05 F20 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language

Whereas, The California Community Colleges Chancellor’s Office has issued a call to action, to look with fresh eyes at the limitations and barriers to educational equity in California Community Colleges;

Whereas, Educational equity is in the requirements of the California Education Code and Title 5 Regulations, and educational equity requires understanding the unique challenges and barriers faced by individual students or by populations of students and each student having equitable access, guidance and support in pursuing educational pathways and career goals;

Whereas, California community college faculty, students, graduates, and supporters from 105 institutions petitioned¹¹ in 2020 regarding the effects of the 2012 non-repeatability policy, unanimously sharing that the policy does not align with the advancement of equitable education in courses requiring practice-based skills for educational and career technical advancement, such as the arts and kinesiology;

Whereas, The Academic Senate for California Community Colleges recognizes and values the diversity in the California Community Colleges system, is committed to addressing structural racism as it impacts the most vulnerable and socially disadvantaged groups.

Resolved, That the Academic Senate for California Community Colleges recommend and support reexamining the 2012 non-repeatability policy’s effect on student success and completion rates as it relates to equitable access for all demographics in courses requiring practice-based skills across higher education campuses in California.

Contact: [Rebekah Hathaway](#), Cerritos College

Acclamation

10.0 DISCIPLINES LIST

10.01 F20 Disciplines List—Registered Behavior Technician

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

Certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB);

¹¹[Petition to Reexamine Non-Repeatability in Higher Dance Education](#)

AND

Master's in behavior analysis, education, or psychology
OR
the equivalent

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.¹²

Contact: [Angela Echeverri](#), Standards & Practices Committee (2019-2020)

MSC

10.02 F20 Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*¹³ concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,¹⁴ which now clarifies that equivalence is not only legally

¹² [Registered Behavior Technician Language](#)

¹³ [Equivalency to the Minimum Qualifications \(2016\)](#)

¹⁴ [Equivalence to the Minimum Qualifications \(2020\)](#)

permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: [Eric Thompson](#), Standards & Practices Committee (2019-2020)

MSC

11.0 TECHNOLOGY

11.01 F20 Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules

Whereas, California Community Colleges have largely moved to an online format because of the global COVID-19 pandemic;

Whereas, The Academic Senate for California Community Colleges has resolved to support the new distance education definitions in resolution 09.06 adopted in Spring 2019, but the Distance Education Guidelines have still not been approved by the California Community Colleges Chancellor's Office;

Whereas, Students, especially first-generation college students, new to online education may not have the background knowledge about scheduling, attendance, and other parts of college culture or may not be provided with sufficient information to know that they have registered for a synchronous online class; and

Whereas, The rapid transition to online delivery or changes in schedules for fall of 2020 led to class schedules that did not in all cases inform students of synchronous requirements or meeting times;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure that any synchronous online courses are designated with meeting times in all published schedules; and

Resolved, That the Academic Senate for California Community Colleges work with the Distance Education and Educational Technology Advisory Committee and the California Community Colleges Chancellor's Office to provide guidance to colleges on how to designate synchronous fully online courses and required meeting times in class schedules.

Contact: [Kelly Kulzer-Reyes](#), Taft College, Area A

MSC

12.0 PROFESSIONAL DEVELOPMENT

12.01 F20 Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies

Whereas, Lab-based courses and hard-to-convert courses in other disciplines may need to be moved into an exclusively online format due to pandemics and other natural disasters;

Whereas, While most people may believe that hard-to-convert courses are largely science-based, other lab-based disciplines are also subject to discipline-specific challenges and limitations, including but not limited to nursing, fire science, performing and fine arts, CE/CTE, ASL, kinesiology and physical education, early child development, communication studies, and anthropology;

Whereas, Faculty may not have the time or resources needed to obtain specialized equipment and to conduct simultaneous assessment of pedagogical growth that supports a successful online class or section, and lack of such resources may impede successful online learning; and

Whereas, Students in these courses need to demonstrate and the faculty must assess skill sets and real-time mastery of course learning objectives for certification or transfer requirements under face-to-face supervision;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to increase funding and professional development offerings to colleges in order to address the ongoing needs of discipline-specific hard-to-convert courses that may need to be offered online.

Contact: [Dylan Altman](#), Oxnard College, Area C

MSC

12.02 F20 Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements

Whereas, Many faculty are required to complete a minimum number of professional development or Flex hours each term or year, and art of the Academic Senate for California Community Colleges' (ASCCC) mission is to foster "the effective participation by community college faculty in all statewide and local academic and professional matters," a mission it achieves through an infrastructure that includes various committees and a wide-array of events intended to inform, engage, and listen;

Whereas, The ASCCC Professional Development College (PDC) consists of online professional development opportunities tailored to meet the needs of faculty and others in the California Community Colleges and covers many of the same topics that are presented during college-hosted Flex sessions;

Whereas, Allowing the use of attendance at ASCCC events, participation in ASCCC committees, and completion of PDC coursework and modules to meet Flex obligations will enable full-time and part-time faculty to choose from an array of experiences and materials that can provide on-going, relevant, and timely professional development and may be accessed when it is convenient and necessary instead of only relying on professional development opportunities during designated college professional development or Flex)days; and

Whereas, Although Resolution 12.01 F16 called for a review and update, the California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program*¹⁵ to include ASCCC events, committee work, activities, and PDC courses and modules; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work through their local processes to allow faculty to use ASCCC events, committee work, activities, and PDC courses and modules to satisfy their required professional development or Flex obligation.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

13.0 GENERAL CONCERNS

13.01 F20 Administrator Retreat Policies

Whereas, Education Code section 87454 allows tenured faculty within a given district the right to retain their faculty tenure when assigned to an educational administrator position, while Education Code section 87458 states that educational administrators without faculty tenure have the right to become first-year probationary faculty provided all of the requirements of section 87458, commonly known as “retreat rights,” including the existence of a process reached by joint agreement between the representatives of the governing board and the academic senate and approved by the governing board and not subject to dismissal by the governing board under the provisions of Education Code section 87732;

Whereas, In its decision in *Wong v. Ohlone College*¹⁶ the California Court of Appeals (First District, Division 3) ruled that the right of an educational administrator without faculty tenure to become a first-year probationary faculty is discretionary, not absolute, as articulated in the following passage from the appellate court decision:

Although statutory language is, of course, a most important guide in determining legislative intent, there are unquestionably instances in which other factors will indicate that apparent obligatory language was not intended to foreclose a governmental entity's or officer's exercise of discretion. (Id. at pp. 910-911, fn. 6, 136 Cal.Rptr. 251, 559 P.2d 606.) That a terminated administrator “shall have

¹⁵ https://www.asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements#_ftn

¹⁶ <https://caselaw.findlaw.com/ca-court-of-appeal/1419242.html>

the right to become” a first-year probationary faculty member, does not impose a mandatory duty on the college to make an appointment. Wong's argument ignores that part of the statute that conditions the appointment on the governing board making “a determination” by applying a new statutory procedure, or an existing procedure. (§ 87458, subds. (a), (b); see § 84755, subd. (b)(9).) The statutory reference to the governing board's determination strongly suggests that the Legislature did not intend to foreclose the college's exercise of discretion in deciding whether to deny or grant an appointment under section 87458. Had the Legislature intended to make a section 87458 appointment nondiscretionary, the Legislature could have clearly done so by requiring that an administrator “shall become” a first-year probationary faculty member if he or she meets certain statutory conditions.;

Whereas, Educational administrator retreat policies should be designed to do what is best for students, not what is best for a retreating administrator, including assuring that retreating administrators without faculty tenure go through a process that is at least as rigorous as and equivalent to a probationary faculty hiring process; and

Whereas, The Academic Senate paper *Administrator Retreat Rights: An Introduction and A Model Procedure*, adopted in 1990, is significantly outdated and needs to be replaced with a new paper that accounts for the significant changes in the legal and higher education landscapes that have occurred since 1990;

Resolved, That the Academic Senate for California Community Colleges assert that the right of educational administrators without faculty tenure to become first-year probationary faculty articulated in Education Code section 87458 is not an absolute right but rather at the discretion of the district governing board through the locally established policies and procedures per the requirements of Education Code section 87458 and in accordance with the 2006 appellate court decision in *Wong vs. Ohlone College*;

Resolved, That the Academic Senate for California Community Colleges assert that the requirement articulated in Education Code section 87458 that procedures for reassigning administrators without faculty tenure to faculty assignments “shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member” represents a minimum requirement for local administrative retreat policies, not the only requirement, and thus the methods used for evaluating the qualifications and readiness to serve as probationary faculty established through local hiring processes or other equivalent processes may be included in local administrator retreat rights policies; and

Resolved, That the Academic Senate for California Community Colleges draft a new paper by Spring 2022 on educational administrator retreat rights that includes a model policy that accounts for the 2006 appellate court decision in *Wong vs. Ohlone College* and any other relevant case law that may exist and that provides effective practices for assessing the needs for and provision of professional development for any educational

administrator seeking to retreat to a faculty assignment regardless of faculty tenure status within the district.

Contact: [Angela C. Echeverri](#), Los Angeles Community College District, Area C

MSC

13.02 F20 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses

Whereas, During the current emergency conditions, the Alternative Attendance Accounting Procedure, Title 5 § 58003.1(f), is employed for noncredit distance education courses that do not use the Positive Attendance Procedures, Title 5 § 58003.1 (e), requiring a calculation of student contact hours that includes

- (a) The total number of hours of instruction in the class
- (b) The number of hours expected for any outside-of-class work
- (c) Instructor contact as defined by Title 5 § 55204;

Whereas, The Alternative Attendance Accounting Procedure does not take into consideration the nature of noncredit distance education open-entry/exit courses because only students who enroll by the first census date (20% of the course) can be included in noncredit distance education attendance collection, resulting in an inability to report students entering after 20% of the course;

Whereas, The difficulties presented by the Alternative Attendance Accounting Procedure used for noncredit distance education open-entry/exit courses create inequities for already underrepresented noncredit students, since it limits offerings of noncredit distance education open-entry/exit courses, which provide pathways to adults who are underprepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners, making it more difficult for them to successfully complete their college education and enter the workforce; and

Whereas, The Alternative Attendance Accounting Procedure has impacted the workload of faculty, both full-time and part-time, due to the tremendous amount of time needed to develop and teach a distance education course in order to meet the attendance requirements of the Alternative Attendance Accounting Procedure, limiting the time they can spend focusing on instruction and student contact in a distance education course;

Resolved, That the Academic Senate for California Community Colleges recognize that noncredit distance education open-entry/exit courses provide valuable opportunities that prepare diverse adult learners for transition into credit certificate and degree programs as well as entry into the workforce; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that noncredit attendance

collection procedures equitably allow for noncredit distance education open-entry/exit courses in order to equitably serve noncredit students.

Contact: [Kelly Rivera](#), Mt. San Antonio College

MSC

17.0 LOCAL SENATES

17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of a college’s guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: [Jeffrey Hernandez](#), Guided Pathways Task Force

MSC

18.0 MATRICULATION

18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

Whereas, All placement methods, including the California Community Colleges Chancellor’s Office “default placement rules,” must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*¹⁷ identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

Contact: [Lance Heard](#), Guided Pathways Task Force

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges “to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.¹⁸

¹⁷ [Optimizing Student Success: A Report on Placement in English and Mathematics Pathways](#)

¹⁸ [Protecting the Future of Academic Freedom in a Time of Great Change](#).

Contact: [Wendy Brill-Wynkoop](#), Educational Policy Committee (2019-2020)

MSC

20.0 STUDENTS

20.01 F20 The Role of Student Employees in Advancing Faculty Diversification

Whereas, The Academic Senate for California Community Colleges has promoted the goal of faculty diversity for decades¹⁹;

Whereas, The Academic Senate for California Community Colleges' paper *A Re-examination of Faculty Hiring Processes and Procedures (2018)*²⁰ promoted faculty diversity and included "the creation of 'grow your own' programs seeking to hire students who attended California Community Colleges" as a district measure for promoting equal employment opportunity;

Whereas, Anecdotal accounts suggest many students employed as peer mentors and tutors are students of color who aspire to a career as a community college faculty member; and

Whereas, Students employed as peer mentors and tutors have long been recognized as an essential component of strategies to promote student success and equity;²¹

Resolved, The Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office work with local districts to identify student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, interested in a career pathway as a community college faculty member;

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include as a priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member; and

¹⁹ *The Challenge of Cultural Diversity in the California Community Colleges* (1988) https://asccc.org/sites/default/files/publications/Challenge_0.pdf and Resolution 03.02 S01 Faculty Diversity, <https://asccc.org/resolutions/faculty-diversity>

²⁰ https://asccc.org/sites/default/files/Hiring_Paper.pdf

²¹ *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007) <https://files.eric.ed.gov/fulltext/ED496117.pdf> and *Practices that Promote Equity in Basic Skills in California Community Colleges* (2010) https://asccc.org/sites/default/files/publications/promote_equity_basicskills-spr2010_0.pdf

Resolved, The Academic Senate for California Community Colleges encourage local senates to advocate for the preservation of funding for student employees working as peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, in the interest of advancing student success and equity and to support career pathways as a community college faculty member;

Contact: [Jeffrey Hernandez](#), East Los Angeles College Academic Senate, Area C

MSC

20.02 F20 Ensure Course Cost Transparency for Students

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so;

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

Whereas, Ensuring the transparency of textbook, supplemental material, supply, and other course-related costs is of critical importance when unpredictable costs associated with course-taking may exceed the fees students pay to take courses, placing additional financial burdens on students; and

Whereas, Some disciplines and colleges have well-established and clearly visible processes for informing students of costs and fees prior to registration while others do not;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore.

Contact: [Michelle Pilati](#), Faculty Coordinator ASCCC Open Educational Resources Initiative

MSC

21.0 CAREER TECHNICAL EDUCATION

21.01 F20 Critical Support for Early Childhood Education/Child Development Programs

Whereas, The state of California will experience no economic recovery without securing safe and equitable accessible childcare for Californians as well as employment

opportunities and child education for the California Early Childhood Education workforce, over 85% of whom complete classes at California community colleges;

Whereas, Early care and education field-based courses have been especially hard hit by the COVID-19 pandemic, and new state guidelines disallow non-essential adults into classrooms, so students are unable to complete required coursework, thus jeopardizing the completion of their degrees and certificates and further impacting the early care and education workforce, adding to the existing teacher shortage;

Whereas, The California Early Childhood Mentor Program (CECMP), from which the state of California is proposing to diminish or withdraw funds by 2021-22, gives early childhood education students—the majority of whom are women and people of color seeking a teaching career—the necessary practical, verifiable, and curated experiences with young children in an appropriate instructional setting; and

Whereas, Adaptations to the COVID-19 pandemic have severely limited the requirement of direct experience in a classroom with children, necessitating the less optimal, costly, and often inaccessible alternative of video footage resources, and the absence of this direct experience will continue to impact the ability of ECE programs to adequately prepare students in accordance with the requirements of the California Community College Early Childhood Education certificates and degrees and the California Child Development Teaching Permit issued by the State Commission for Teacher Credentialing;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to purchase access to the necessary quality, closed-captioned, and accessible raw footage of early childhood education classrooms and other distance-education materials available from the California State Department of Education and nationally recognized organizations and corporations and make these materials accessible to Early Childhood Education departments statewide;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the governor, and the governor's Early Childhood Policy Committee, to advocate for and support full funding for the California Early Childhood Mentor Program to the California Department of Education;

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Chancellor's Office and California community college CEOs that lab schools and college early childhood centers must be reopened to ensure that California has a trained early childhood workforce that will allow for post-COVID economic recovery and security; and

Resolved, That the Academic Senate for California Community Colleges support full funding for lab schools and early childhood centers to provide access to appropriate personal protective equipment, cleaning equipment and supplies, and training as well

as sufficient staffing to ensure a healthy work environment for staff and a safe learning environment for children and families.

Contact: [Kate Williams Browne](#), Skyline College, Area B

MSC

REFERRED RESOLUTIONS

8.01 F20 Counseling Faculty and the 50% Law

Whereas, The primary function of The Academic Senate for California Community Colleges is to make recommendations with respect to academic and professional matters as defined in Title 5 §53200, which includes standards or policies regarding student preparation and success, in order to help students meet their educational goals such as earning a certificate, degree, or transfer to a baccalaureate institution;

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*²², which is vital to ensuring that students are able to meet their goals;

Whereas, During times of economic recession, programs such as student services and counseling often experience heavy decreases in funding since they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*²³ is to "Over 5 years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU," Chancellor Oakley requested that a workgroup of stakeholders making recommendations to the 50% Law "reconvene and consider revisions to its original proposal in order to align it with the California Community Colleges' *Vision for Success* document accepted by the Board of Governors in July 2017." and the recommendations were presented to the CCCCO Consultation Council in April in 2019^{24 25};

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to explore means to include counselor salaries and benefits as instructional expenses under California Education Code §84362, also known as the 50% Law, in order to provide the

²² https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

²³ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

²⁴ May 2016 Rostrum article, *The 50% Law and Faculty Obligation Number: A Proposal*: <https://asccc.org/content/50-law-and-faculty-obligation-number-proposal>

²⁵ <https://drive.google.com/file/d/1zjUkO5P2LsFiFM8zBaRsRiWYtIHxkUj/view?usp=sharing>

support that students need for successful certificate or degree attainment or transfer to baccalaureate institutions.

Contact: David Morse, Long Beach City College

MSR Referred to the Executive Committee to review inclusion of all non instructional faculty and return to the by by Spring 2021

FAILED RESOLUTIONS

3.01.02 F20 Amend Resolution 3.01

Amend the 2nd Resolve:

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantling structural racism by signing “The Anti-Racism Pledge”; and

Contact: [Alisa Shubb](#), American River College

MSF

3.02.01 F20 Amend Resolution 3.02

Amend the Resolve

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to evaluate and ensure that ~~recommend changes for consideration regarding~~ the minimum qualifications in ~~that may include an update to the Title 5 §53022 language to exhibit and reflect the demonstration of cultural humility, cultural responsiveness, and equity mindedness that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.~~ exhibits equity-mindedness.

Contact: [Deborah Henry](#), Coastline College, Area D

MSF

DELEGATES

College	First Name	Last Name
Alameda, College of	Matthew	Goldstein
Allan Hancock College	Trevor Fox	Passage
American River College	Alisa	Shubb
Antelope Valley College	Van	Rider
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Joseph	Bielanski
Butte College	Kenneth	Bearden
Cabrillo College	Robin	McFarland

Canada College	David	Eck
Canyons, College of	David	Andrus
Cerritos College	Rebekah	Hathaway
Cerro Coso College	Ben	Beshwate
Chaffey College	Nicole	DeRose
Citrus College	Gino	Munoz
Clovis College	Cynthia	Elliott
Coastline College	Deborah	Henry
College of Marin	Alicia	Pasquel
Columbia College	Pamela	Guerra-Schmidt
Compton College	Sean	Moore
Contra Costa College	Katherine	Krolikowski
Copper Mountain College	LeeAnn	Christensen
Cosumnes River College	Gregory	Beyrer
Crafton Hills College	Brandi	Bailes
Cuesta College	Roland	Finger
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Craig	Goralski
De Anza College	Mary	Pape
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freitag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Randy	Pratt
Folsom Lake College	Paula	Haug
Foothill College	Kathryn	Maurer
Foothill DeAnza CCD	Isaac	Escoto
Fresno City College	Karla	Kirk
Fullerton College	Kimberly	Orlijan
Gavilan College	Nikki	Dequin
Glendale College	Roger	Dickes
Golden West College	Pete	Bouzar
Grossmont College	Denise	Schulmeyer
Hartnell College	Cheryl	O'Donnell
Imperial Valley College	Ric	Epps
Irvine Valley College	June	McLaughlin
Laney College	Eleni	Economides Gastis
Lassen College	Adam	Runyan
Long Beach City College	Shauna	Hagemann
Los Angeles CCD	Angela	Eccheverri
Los Angeles City College	Mike	Kalustian
Los Angeles Harbor College	Adrienne C	Brown
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El Khoury
Los Angeles Trade Tech College	Artemio	Navarro
Los Angeles Valley College	Chauncey	Maddren

Los Medanos College	James	Noel
Los Rios CCD	Dan	Crump
Madera College	Brad	Millar
Mendocino College	Catherine	Indermill
Merced College	Caroline	Dawson
Merritt College	Tom	Renbarger
MiraCosta College	Luke	Lara
Mission College	Aram	Shepherd
Modesto Junior College	Chad	Redwing
Monterey Peninsula College	Frank	Rivera
Moorpark College	Erik	Reese
Moreno Valley College	Jennifer	Floerke
Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Ryan	Sullivan
Napa Valley College	Eileen	Tejada
Norco College	Quentin	Bemiller
North Orange Continuing Education	Erin	Sherard
Ohlone College	Jesse	MacEwan
Orange Coast College	Loren	Sachs
Oxnard College	Amy	Fara Edwards
Palomar College	Rocco	Versaci
Pasadena City College	Matt	Henes
Peralta CCD	Donald	Saotome Moore
Porterville College	Miles	Vega
Rancho Santiago CCD	Michael	Taylor
Redwoods, College of the	Erin	Wall
Reedley College	Richell	Swallow
Rio Hondo College	Adam	Wetsman
Riverside CCD	Mark	Sellick
Sacramento City College	Lori	Petite
Saddleback College	Blake	Stephens
San Bernardino Valley College	Amy	Avelar
San Diego City College	Paul	Alexander
San Diego Continuing Ed	John	Bromma
San Diego Mesa College	Howard	Eskew
San Diego Miramar College	Laura	Murphy
San Francisco, City College of	Edward	Simon Hanson
San Joaquin Delta College	Lisa	Stoddart
San Jose City College	Alex	Lopez
San Jose-Evergreen CCD	Frank	Espinoza
San Mateo CCD	Jeramy	Wallace
San Mateo, College of	Arielle	Smith
Santa Ana College	Roy	Shahbazian
Santa Barbara City College	Kathleen	O'Connor
Santa Monica College	Jamar	London
Santa Rosa Junior College	Julie	Thompson
Santiago Canyon College	Craig	Rutan

Sequoias, College of the	Landon	Spencer
Shasta College	Susan	Westler
Sierra College	Soni	Verma
Siskiyou, Colleg of the	Ron	Slabbinck
Skyline College	Leigh Anne	Shaw
Solano College	Lanae	Jaimez
Southwestern College	Caree	Lesh
Taft College	Amar	Abbott
Ventura College	Dan	Clark
Victor Valley College	Henry	Young
West Hills College - Coalinga	Jeff	Wanderer
West Hills College - Lemoore	Rene	Paredes
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Christopher	Howerton
Yuba College	Christopher	Noffsinger

EXECUTIVE COMMITTEE	First Name	Last Name
President	Dolores	Davison
Vice President	Cheryl	Aschenbach
Secretary	Virginia "Ginni"	May
Treasurer	Mayra	Cruz
Area A Representative	Julie	Oliver
Area B Representative	Karen	Chow
Area C Representative	Robert L	Stewart Jr
Area D Representative	LaTonya	Parker
North Representative	Stephanie	Curry
North Representative	Carrie	Roberson
South Representative	Sam	Foster
South Representative	Manuel	Velez
At Large Representative	Michelle	Bean
At Large Representative	Silvester	Henderson



Antiracism Statement **(adopted 10/26/20)**

Whereas, access, equity, diversity, and inclusiveness are core values of Palomar College.

Whereas, the Faculty Senate of Palomar College endorses those values.

Whereas, antiracism includes an action-oriented approach to reducing bias, racism, and discrimination; supporting diversity; advocating with and for historically under-represented staff, faculty, and students in all areas of campus life; and furthering knowledge to improve policies and systems over time.

Whereas, systemic/institutional racism is policies, procedures, and norms that may have a disproportionately negative impact on Black, Indigenous, Latinx, and People of Color (BILPOC).

Whereas, in light of the history of injustice towards People of Color and in light of more recent developments raising awareness of systemic/institutional racism, including testimonials of students, colleagues, and community partners, the Faculty Senate of Palomar College, within its scope of academic and professional matters, affirms that BILPOC lives and voices *matter*.

Be it resolved that, in matters related to oversight of curriculum, the Faculty Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, and inclusion is appropriately integrated in the Course Outlines of Record.

Be it resolved that, in matters related to degree and certificate requirements as well as educational program development and review, the Faculty Senate will ensure that courses, degrees, certificates, and programs serve the needs of our BILPOC students.

Be it resolved that, in matters related to grading policies, the Faculty Senate will maintain the integrity of fair and equitable grading practices.

Be it resolved that, in matters related to standards and policies regarding student preparation and success, the Faculty Senate will maintain a regular reporting relationship with student support services to ensure the needs of our BILPOC students are being addressed.

Be it resolved that, in matters related to district and college governance structures, the Faculty Senate will ensure that Faculty Senate representatives are sensitive to and take action toward advancing issues of equity, diversity, and inclusion.

Be it resolved that, in matters related to faculty roles and involvement in the accreditation process, the Faculty Senate will support an evidence-based accreditation report that includes equity, diversity, and inclusion planning progress.

Be it resolved that, in matters related to faculty professional development, the Faculty Senate will ensure that faculty will grow and educate themselves on matters of oppression, racial injustice, implicit bias, and related issues and their impact on pedagogy by participating in appropriate professional development activities.

Be it resolved that, the Faculty Senate will advocate that resources are provided for the activities mentioned herein.

Be it resolved that, in matters related to faculty hiring, the Faculty senate will carefully assess diversity in hiring and work diligently with relevant groups on campus to expand and improve diverse hiring practices.

Be it therefore resolved that, the Palomar College Faculty Senate commits to actions that will address the inequality and oppression of Black, Indigenous, Latinx, and People of Color and celebrate the cultural contributions of BILPOC students, faculty, and staff.



El Camino College

College Council Minutes
Monday, October 19, 2020
1:30 – 2:30 p.m. Via Zoom

Attendance

Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland, Breeanna Bond

Absent

Kenny Galan

Support

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler, Erika Solorzano (POA Alternate)

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the October 5, 2020 meeting minutes as presented.

2. Board Agenda Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 pandemic, the District will conduct the Board of Trustees meetings as audio only teleconferences. We have two dedicated email addresses for public comment. One for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

A comprehensive overview of the October 19, 2020 Board [agenda](#) was provided; including Presentations, Consent Calendar items, Action items and Policies and Procedures.

Edith Gutierrez, Director previewed the [presentation on EOPS](#) which she will present to the Board of Trustees. The presentation included historical context, values, philosophy and approach to student success of Extended Opportunity Program and Services (EOPS). Data was provided to show the success rate of the Program over the years.

Discussion:

The success of EOPS' framework and case management approach should be scaled up to serve more of our students. Perhaps other equity programs and Guided Pathways can use EOPS as a model.

- Promise Program and ECC Counseling utilize similar practices in their programs.
- EOPS counselors are specifically qualified to work with a very diverse student population. This directly impacts the success of the program.
- Faculty consistently experience positive interactions with EOPS. Congratulations are extended to the EOPS team and to Edith Gutierrez as the Director.

The Vice Presidents highlighted agenda items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs

Ross Miyashiro - Student Services
Iris Ingram – Administrative Services and Measure E
Jane Miyashiro - Human Resources

Dena Maloney highlighted Community Advancement, President/Board and Policy and Procedure agenda items.

3. Policy Review – Second Reading

Dr. Dena Maloney presented [BP 6399](#) and [AP 6399](#) SCFF Data Management, for a second reading. The minor edits discussed from the first reading have been made.

College Council moved to approve BP/AP 6399 SCFF Data Management. The policy and procedure will move forward to the Board of Trustees.

4. Update on the Advisory Committee on Race and Equity

Dr. Dena Maloney provided a brief update on the activities of the President’s Advisory Committee on Race and Equity.

- The 22-member Advisory Committee has met three times.
- The five subcommittees are meeting regularly.
 - Curriculum and Faculty Professional Development
 - Campus-wide Professional Development
 - Police and Community Relations
 - Student Experiences (10 additional participants)
 - Employee Experiences
- The subcommittees have invited additional participants to join the conversation. An estimated 40 participants are involved.
- The subcommittees have been establishing goals and recommendations for the Advisory Committee. The Advisory Committee will produce a report at the end of this year.

El Camino joined the USC Race and Equity Center’s, California Community College Racial Equity Leadership Alliance this summer. Two teams of five have participated in the monthly e-convenings.

- *Fostering and Sustaining Inclusive Classrooms for Students of Color* – five faculty members attended
- *Understanding and Addressing Implicit Bias* – Counselor, Police Sargent, Classified staff and two students attended.

The goal is to hold campus forums after the e-convenings. Those who participated will share their information with the campus community and have the opportunity to facilitate a dialogue and discussion. Forums are currently being scheduled.

The Advisory Committee has sponsored about 200 faculty, staff and students to participate in A2MEND webinars.

- *Reform or Dismantle? Beyond Diagnosing Racism*
- *Compounded Oppression: Sister’s circle*

We have over 30 participants, two cohorts in the *Equity Now!* series, hosted by USC Race and Equity Center.

5. USC Data Collection

As members of the California Community College Racial Equity Leadership Alliance, we are participating in a survey of our students this year which is focused specifically on race relations on campus.

Dr. Viviana Unda provided highlights from the [National Assessment of Collegiate Campus Climates \(NACCC\) survey FAQs](#). The highlights included the background on the NACCC, the survey's exclusive focus on racial climate, and the six areas of content.

The survey is currently being administered to our students. The data will be very valuable in understanding our students experiences on campus with regards to race, microaggressions and feelings of being recognized and included. The individual report for El Camino will be delivered next fall.

Next year USC will conduct a survey for faculty and staff. This is a three-year engagement with USC Race and Equity Center and the Alliance. This is important in our goal to becoming an anti-racists college that embraces inclusivity. These surveys will ask the important questions as difficult as they might be.

Discussion:

- Marketing and Communication has sent two campus wide announcements on the survey and has created branded templates to use on our social media outlets. The survey is important and needs to be very visible.
- Associate Student Organization (ASO) should encourage their peers to participate in the survey. We will confirm with Giancarlo Fernandez.
- The Student Equity Advisory Council (SEAC) is a good group to utilize for internal marketing to students.
- It was suggested to place the survey on Canvas. Ann O'Brien will work with Gemma Perez to facilitate this

6. Adjournment

Meeting adjourned.

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
 - Guided Pathways and Equity Outcomes
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impact of facilities on the student experience
 - Sustainability plan progress
 - Enrollment operations and enrollment management
 - Strategic Plan implementation and monitoring
 - Facilities Master Plan developments
 - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150 D. Maloney Reminder only

Summer/Fall College Council Meetings

- Monday, November 2, 2020
- Monday, November 16, 2020 (Board Day)
- Monday, December 7, 2020
- Monday, December 21, 2020 (Board Day)

Faculty Development Committee Meeting

Minutes for Tuesday, November 10, 2020

Via Zoom: <https://cccconfer.zoom.us/j/95070609688> 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
X	Anna Brochet	AB	Counseling
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Yuko Kawasaki	YK	Health Sciences & Athletics
X	Crystle Martin	CM	Library & Learning Resources
X	David McPatchell	DM	Compton College
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
	Claudia Striepe	CS	Library & Learning Resources
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 2020 Meetings: September 8 & 22, October 13 & 27, November 10 & 24

Spring 2021 Meetings: February 23, March 9 & 23, April 27, May 11 & 25

Informed & Inspired (I & I)

SA reported that the October session of I & I was well attended and very engaging. Panelists Media Din, Shane Ochoa, and Kell Stone engaged in a thought-provoking discussion on the harmful effects of cultural appropriation and the role it plays in perpetuating contemporary racism. The recorded session is available for the FDC to view on the committee's Teams site. We are working to make the recording available to the college community via the PDL webpage.

The next session will take place

on November 19th, 2-3 pm, via Zoom. Panelists Seranda Bray, Anna Brochet, Erica Brenes, and Shane Ochoa will discuss ways to identify and mitigate racial microaggressions.

Spring Professional Development Day (Wednesday, February 10th) General Session Keynote Speaker/Theme

SA reported that she conveyed feedback from the FDC to President Maloney concerning plans for Spring PD Day. The FDC has agreed to collaborate with members of the President's Advisory Committee on Race and Equity to plan PD day around a theme centered on racial microaggressions. SA reported that she provided President Maloney with a list of names generated in the last FDC meeting; in addition, the Faculty Professional Development Subcommittee of the President's Advisory Committee forwarded a list of potential speakers including Sumi Pendakur (USC), Shaun Harper (USC), and Daniel Solórzano (UCLA). SA suggested the Faculty Book Club consider reading *Racial Microaggressions: Using Critical Race Theory to Respond to Everyday Racism*, co-authored by Solórzano and Lindsay Perez Huber, in the spring. AA reasserted that Michelle Alexander would make an excellent keynote speaker on PD Day and suggested that Cornell West and Angela Davis also be considered.

Academic Senate Policy and Implementation Plan Regarding Mandated Anti-Racist Equity Professional Development for all El Camino College Faculty

SA thanked the committee for their insightful feedback concerning the Academic Senate policy and implementation plan regarding mandated anti-racist equity professional development for all ECC faculty. The implementation plan was revised to incorporate our recommendations, including the process for submitting flex credit for off-campus activities. Additionally, it was reported that the Academic Senate voted to approve the policy on November 3, 2020. The Federation is now recruiting faculty to serve on the MOU negotiating team. SA invited members of the FDC to join her on the team.

SA reported that changes to the Professional Development Activity Proposal Form and the External Training Form will allow for tracking of anti-racist equity professional development. Additionally, a notation will now appear in Cornerstone, making it easy for faculty to identify senate approved activities. A graduation cap followed by "Diversity/Equity/Cultural Intelligence" now appears in the program description of those sessions identified as anti-racist equity professional development.

Academic Senate Vice President of Equity, Diversity, and Inclusion

SA reported that Analu Josephides was elected on November 3, 2020 to serve as the first Academic Senate Vice President of Equity, Diversity, and Inclusion. As part of this newly formed position, Analu will audit anti-racist equity professional development submitted as external trainings in Cornerstone. The FDC enthusiastically supports this nomination and wishes Analu great success as VP of Equity, Diversity, and Inclusion!

Faculty Book Club (FBC)

SA reported on behalf of CS that the FBC held their third meeting of the semester on October 21st. To support the session's theme, "Serving Minoritized Student Populations in the Classroom: Online and Face-to-Face," the club read two articles:

"Creating Inclusive and Equitable Environments for Racially Minoritized Adult Learners"

<https://cece.sitehost.iu.edu/wordpress/wp-content/uploads/2017/02/Creating-Inclusive-and-Equitable-environments-for-racially-minoritized-adult-learners-FINAL.pdf>

Racially Minoritized Students at U.S. Four-Year Institutions. Author(s): Dafina-Lazarus Stewart. Source: *The Journal of Negro Education*, Vol. 82, No. 2, The 33rd Annual Charles H. Thompson Lecture "Stakes is High": Educating New Century Students (Spring 2013), pp. 184-197.

URL: <https://www.jstor.org/stable/10.7709/jnegroeducation.82.2.0184>

EU reported that she attended the meeting and appreciated the engaging dialogue about the importance of language. The FBC will meet for the last session of the semester on November 18th.

Access to Recorded Breakout Sessions/Campus Webinars

CM reported that she is working to provide access to recorded Fall PD Day breakout sessions and other campus sponsored PD webinars on the Professional Development and Learning webpage. Additional information is forthcoming.

Adjourned 1:45

SA/11.13.20