



Academic Senate of El Camino College 2020-2021

December 1, 2020

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

Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, December 1, 2020 via Zoom

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-14
C. Unfinished Business:	
a. Guided Pathways Scale of Adoption Assessment 2 nd Reading and Vote- Jenny Simon and Janice Pon-Ishikawa	15-74
b. AP 4105, Distance Education 2 nd Reading and Vote- Darcie McClelland	75-84
D. New Business:	
a. None	
E. Information Items – Discussion	
a. Outstanding Part-Time Faculty Award- Stacey Allen and Anna Brochet	85-87
b. Block Scheduling Discussion- Jean Shankweiler	
c. Change in online proctoring software discussion	
F. Officer Reports	
a. President – Darcie McClelland	88-92
b. Chair, Curriculum – Janet Young	
c. VP Educational Policies – Darcie McClelland	
d. VP Faculty Development – Stacey Allen	93-94
e. VP Finance – Josh Troesh	
f. VP Academic Technology – Pete Marcoux	
g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan	
G. Special Committee Reports	
a. ECC VP of Academic Affairs – Jean Shankweiler	
b. ECC VP of Student Services – Ross Miyashiro	
c. Online and Digital Education Committee- Mary McMillan	
H. Future Agenda Items:	
a. AP 4231, Prerequisites	
I. Public Comment	
J. Adjourn	

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

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

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

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



December 1, 2020

Academic Senate of El Camino College 2020-2021

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

Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 12/1/2020

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, December 1. In the subject line, please put Academic Senate Meeting 12/1 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



Academic Senate of El Camino College 2020-2021

December 1, 2020

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	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:

- Julieta Aramburo
- Loic Audusseau, ITS
- Jeff Baumunk, HAS
- April Bernabeo
- Linda Cooks, Library
- Mark Fields, AJ
- Caroline Sina Fifita, MANA
- Greg Fry
- Traci Granger, HSA

- Edith Gutierrez
- Arturo Hernandez, MESA/STEM
- Christopher Hurd, Counseling
- Mele Makalo, MANA
- Kristina Martinez, Counseling
- Edward Matykiewicz
- Andrew Nasatir
- Susan Nilles
- Ruby Padilla, Counseling
- Sergio Pineda
- Janice Pon-Ishikawa, Counseling & GP
- Manuel Rios

- Barbara Riser
- Russell Serr, HAS
- Jenny Simon, Humanities & GP
- Kamisha Sullivan, Humanities
- Blake Van Room, ITS
- Moses Wolfenstein
- Tony Roland Zapata, Counseling

Excused: A. Mavromati

ACADEMIC SENATE MINUTES

November 17, 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 sixth Academic Senate meeting of the fall 2020 semester to order on Tuesday, November 17th 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 P. Marcoux, seconded by A. Ahmadpour.

- 41 yes, 0 nos, 0 abstained. APPROVED.
- Per Robert's Rules, if you are a senator and are present, unless you vote yes or abstain, your vote will be assumed to be yes.

Quick Reminder:

- 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 from Counseling, Kristina Martinez!

K. Martinez: I started last September in this position. It's been unique in that we started remote shortly after. Prior to that, I worked in FA for five years. A great question is what is our commitment to equity and justice. We are really trying to put our foot on the gas to keep momentum going. The Counseling division is committed to creating an inclusive campus environment that promotes equity and justice for our students. The Counseling division has been moving towards a holistic counseling approach to ensure we connect our students to the various on and off campus resources that are available to support students. We are working on ways to utilize data so that we can be more intentional in the outreach and intervention efforts provided by the division. An example of this is improving the ways we utilize ECC Connect to identify students that may benefit from Counseling support.

Last week the Counseling division held an Anti-Racism and equity retreat to continue to generate ideas and action that will support an anti-racist culture on campus. We had a lot of discussion about concrete ways to support our students, reviewing our policies and procedures. We continue to focus on how we can support individual growth for staff and faculty through professional development, actions the division can take to support students, and ways the division can promote institutional change by reviewing and updating our practices, policies, and procedures to include commitments and accountability for equity and inclusion.

C. UNFINISHED BUSINESS

a. AP 4200, Deans List 2nd Reading and Vote -Darcie McClelland

- Motioned to approve by K. Daniel Di-Gregorio, seconded by S. Sylvers.
- D. McClelland: make something that recognizes El Camino College students. Went back to ed policies to discuss further and this is what we came up with-
To qualify for the Dean's list, a student must: Have accumulated at least 12 credit units at ECC and Complete six or more graded units at ECC in any one semester with a 3.5 GPA in all coursework receiving a letter grade that semester.
S. Burnham: Would that be a 3.5 in both semesters, or if they got like a 3.4 the first semester and then when they hit the 12 units that was 3.5 or above, would it be either or, or it has to be both? DM: They would qualify for Dean's List in any one semester that they get a 3.5 so we're not calculating overall GPA, so say someone's overall GPA is 2.5 but that semester they get a 3.5 they would be recognized.
- A. Brochet: Because you specified 'complete 6 or more graded units', does that mean 12 credit units can be P/NP included? DM: Yes.
- Vote: 40 yes, 1 no (Diaa Eldanaf), 0 abstentions.

b. AP 5031, Instructional Materials Fees 2nd Reading and Vote- Darcie McClelland

- Motioned by P. Marcoux, seconded by K. Degnan
- D. McClelland: Questions, comments or concerns?
 - P. Marcoux? This is pretty much right out of ed code, right? DM: Yes, used template which comes from ed code
 - A. Ahmadpour: Is this legally required? DM: Yes. AA: It's a little open ended. DM: We need to define for students what can be required for them to purchase and what cannot. AA: There is a movement for free education at college level. When I say free education, that means everything. When we put this in place, that becomes an obstacle for that. DM: I too am a proponent of free or low cost, there are some people that feel they need textbooks so it is important to have this for students and faculty to know
 - AA: Are you saying this will benefit students? DM: I think having a policy in place for fees to be approved and for notification having to be given to students does protect students. That means a faculty member can't just decide arbitrarily that they want to include something.
 - A. Brochet: Is this referring to fees, for example, Cosmetology and Fire Tech materials? DM: It inclusive of license to an online site to be able to do homework or things like that. AB: Policy says it has to be collected at the time of enrollment. Just as an example, Cosmetology is a very expensive fee which FA does not cover. How would we help students who have to prepay these fees at the time of enrollment?
 - DM: Clarification: this does not include textbooks, this is other required fees. This is separate from textbooks. Dr. Shankweiler, do you want to address how we collect these?
 - J. Shankweiler: The fees we collect at the time of enrollment are things like the health fee. If that part is legally required, we have to keep it in. If district is providing it, it has to be at the same cost which implies it can be purchased separately. We just have to notify

the students as Cosmetology does telling the students in the schedule of classes and the catalog. Things that are purchased we don't collect.

- DM: We can strike out "at the time of enrollment"
- AB: This is a good time to bring to people's awareness that typically when students register for these classes that do have materials that are more expensive, I don't believe FA considers those because they pay based on units. I have a number of students that struggle to get more expensive kits. If we start publishing in catalog or more up front, I wonder if we could ask FA to address these additional fees
- J. Hardesty: Thinking about studio arts, I teach painting and drawing and have colleagues who teach sculpture and other things. We don't have a fee in our area, but we do have required materials that are a deal breaker if students can't get those materials, they're not able to pass the class without them. As an aside, the FA thing that was just raised is also a frustrating thing in my area also because FA can't always be used to buy the materials that are required in our classes, but it can be used for books and things like that
- C. Striepe: can we amend to collect when the class begins? DM: I don't want to make it specific if that's not the reality
- J. Troesh: I think that this is easy when it comes to fees that college collects. For materials for classes, there may be larger problems. With certain licensing groups, we may be having problems with licensing groups if students don't have proper materials for the class. Would hate for something to have unintended consequence later on.
- DM: Dr. Shankweiler clarified that the health fee is not an instructional fee, it's in a separate AP. This is specifically relating to instructional materials required for a class. Pete clarified there are course fees and materials fees. JT: It makes it more tricky because we may have our hands tied to keep those certifications. DM: We can certainly suggest to college to expand what financial aid covers like these instructional fees, for example, materials for painting and drawing.
- K. Martinez: Financial aid does take this into consideration if the student is receiving aid
- R. Diaz: Does this include materials that are associated with materials like MathLab and other online platforms? How can we let students know about these up front? Will they be published? DM: That will usually be in a course syllabus. There's a wide variance in departments between how much textbooks cost, it's tricky because there is a lot of academic freedom with what faculty want to require
- S. Potter: I'm thinking about our division, a lot of instructors use things like Mastering Physics or Mastering Chemistry and students are required to purchase that in order to get graded for assignments. There's a difference there—students have options with textbooks, but online programs are required. DM: These are covered here, you would need to put in your syllabus that it is going to be required and how they can purchase that
- AA: We pass so many resolutions when it comes to equity. The money that we receive from CA in terms of lottery will be mainly used for students. Add one amendment to this proposal: for those who cannot afford to buy these materials and acknowledge they need that, then money should come from lottery. DM: I don't think we have that authority. AA: But we can recommend to our administrators. JT: One of the challenges

with lottery money—if you want to look at exploration of this, John Oliver did a good investigative journalism piece—it doesn't end up giving extra money to schools. What states, including CA, state funds schools at a billion dollars. Lottery comes in at half a billion. State cuts funding by half a billion, turns lottery into expensive tax on generally lower income people. We should be very careful about earmarking lottery money. As lottery money goes up, they tend to cut funding in other areas to make everything else equal. It's an annoying process, and quite misleading to public. I agree, we should be very careful about making proclamations relating to lottery money considering that the state could be cutting us in other places. DM: I want to caution us about comparing us to things that SMC does, have a different, larger budget

- R. McMillin: A lot of the supplies on my supplies list are bought on campus. I have had student on FA keep the receipts and take syllabus and they have received remuneration from school or financial aid. I've written a note and they've gotten compensated. DM: I'm going to make a recommendation to include more info for students who are receiving financial aid. I don't think this procedure is the right place for that but will make rec to have this added to FA website because I do think that this is important
- Vote: 36 yes, 0 nos, 5 abstentions (A. Ahmadpour, R. Diaz, J. Troesh, A. Brochet, S. Sylvers)

D. NEW BUSINESS

a. Guided Pathways Scale of Adoption Assessment 1st Reading- Jenny Simon and Janice Pon-Ishikawa

- J. Simon: Starts on page 26 of your packet. I have assigned each scale of adoption a number, not for any official purposes, but to give us an idea of where we stand in terms of GP.
- J. Pon-Ishikawa: First area is about mapping pathways to student's end goal. Programs are marketed—everyone knows we reorganized. Although we have metamajors, as soon as you see our website, not split up by major yet. We still need to work on website so it's well designed and clearly shows pathways and delineated by metamajors. We have program mapper already published, not on front page yet. We are trying to include in curriculum process. Required math courses are appropriately aligned—we have been working on that. Counselors are reorganized by metamajor, creation of program maps. We have efforts by strong workforce and career education. Efforts by HDEV to contextualize their offerings for career and tech. Our score—we have a 2.6 out of 4 so we are still working on it. We are not all the way there yet.
- JS: Markups show changes from last year's and this year's self-assessment. Next area is enter the path. In each area, we also see equity considerations. We are about a score of 3- Scaling in progress.
- We want to launch MyPath which include embedded counselor and PASS mentor in all metamajors. You will see developing connections with local feeder high schools. Encouraging all faculty to use ECC Connect (instructional and counseling)
- JP: The third pillar is keeping students on the path. Have one success coach per metamajor, helping us to better engage students who are underrepresented. In this

area, we have advisors and students are altered when students are at risk of falling off their programs plans-a lot of our special programs getting these alerts. Need to scale to our general populations. This area a little lower than the last two, 2.4- working on scaling this, supporting students who are not in special programs.

- Launched majors campaign – to make sure students are in the right major. Financial aid to cover fees for these high cost programs.
- JS: Finally we have fourth pillar, which is ensure learning (p. 70 on PDF). Equity considerations
- DM: Will come back for a second reading. If you have feedback on SOAA, send it to Jenny and Janice.
- A. Ahmadpour: How did you come to number? JS: It's completely unofficial, not going to be reported. Thought it would be easier to present a numeric value.

b. AP 4105, Distance Education 1st Reading- Darcie McClelland

- D. McClelland: This draft comes from distance ed committee. Our transition points out holes where we need to improve distance ed. Changes are highlighted in red
- Under student identity and DE courses, there is some grammatical corrections, change to name of committee
- Definition of DE from Title 5. We define our modalities: online, hybrid, live online, and web-enhanced courses.
- A. Ahmadpour:
- DM: I will make sure that addition is in the version for the second reading
- S. Potter: Will this apply to courses that are only online because of COVID
- DM: If you have a suggestion for language, please email it to me
- K. Daniel-DiGregorio: Could we get a quick recap on how this was developed? DM: ODEAC, Ed Policies, Council of Deans, now it's here. KDD: Minimum of one meeting has to be included in schedule. That's a good idea. Does that need to be in the schedule? DM: I think it's covered under hybrid.
- KDD: Doesn't specify how much PD.
- DM: Will bring back to a second reading next time. If you have any feedback between now and December 1st, please email me. Solicit feedback from your constituents.

E. INFORMATION ITEMS – DISCUSSION

a. Vision and Goals for VP Equity, Diversity, and Inclusion position- Analu Josephides

- In the middle of organizing a committee. Our first meeting will be in December before heading out into Winter break. Also have email there, I would like anyone to make recommendations, comments
- Initial goals
 - Have heard from colleagues that there are so many different programs and projects—can we find a way to identify those who are working in and around equity?
 - Liaise between Senate and Presidents Advisory Committee
 - Liaise with ASO and other student organizations and groups at ECC
 - Liaise with equity initiatives, such as MANA and APAIEI
 - Develop mission, vision, and goals for 2021 spring semester

b. ASCCC Plenary Report-Darcie McClelland

- D. McClelland: Will hold off for now. Did include adopted resolutions and document from Palomar College that I thought was a cool way to adopt equity in 10+1

F. OFFICER REPORTS

a. President, Darcie McClelland

- We have senate rep
- Thank you to Mia who stepped up to be rep for Associate Dean hiring committee
- Presidential Search
 - Going to agendaize this for discussion at our next meeting. If you have anything specific before December 1st, please email me

b. Chair, Curriculum-Janet Young
No report

c. VP Educational Policies – Darcie McClelland

- Congratulations and a huge thank you to our new Ed Policies VP, Claudia Striepe!

d. VP Faculty Development- Stacey Allen

- Can use another panelist for Getting the Job Workshop
- Spring PD Day: February 10th, it will be virtual
 - Call for proposals coming soon
 - Interested in participating on the planning committee? Contact Stacey Allen at sallen@elcamino.edu
 - Don't anticipate it will take a lot of your time because we do have a keynote speaker

e. VP Finance- Josh Troesh

- The only big thing-encourage everyone not to make any big assumptions with regards to election. State budget is driven far more by economics than politics, we are still in a wait and see. While there are some things that are promising, cannot make any assumptions one way or another

f. VP Academic Technology- Pete Marcoux

- Academic Tech Committee meeting this Thursday
- Have a College Tech Committee right after this. The proctoring software and password resets. I hope everyone has been resetting pw's
- Faculty laptops – they are still discussing, in the process of taking inventory. Finding out what machines are out of warranty, about to go out of warranty

g. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degan

- A small cohort of programs from BSS and HSA will be moving forward with Program Review for this academic year, to be completed by week 8 of Spring 2021 and reviewed by the Academic Program Review Committee in the second half of Spring 2021
- SLO & PLO assessments for Fall 2020 are on track. Fall 2020 SLO reports will be due to be entered 5 March 2021, PLO reports will be due 19 March

G. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

- Winter and spring schedules – making sure there is info for students so they understand what they are signing up for
- First lecture lab parity committee meeting today – thank you to everyone who volunteered
- Faculty position ID process – meet next week with results of this process
- Guided Pathways SOAA – due to Chancellor March 1
- Emergency Substantive Change to ACCJC – December 1
- Faculty Obligation Number certification to CO – due Nov 30
- AB 705 Validation – due to CCCCCO December 30

b. ECC VP of Student Services – Ross Miyashiro

- New software “Engage” – to help students sign up for clubs, online voting. It will really help
- CARES act funding is in second round. FA taking proposals
 - Have received over 1,000. Will be handing out directly to students to make sure students have homes, food, clothes, and child care

c. Online and Digital Education Committee- Mary McMillan

- Related to Proctorio – has been funding by CA Virtual College. Beginning in January, will no longer have Proctorio. Committee is looking at other products. You will be seeing this for you to discuss later
- We are moving first phase with CA Virtual College. Can automatically update course listings, including number of seats available
- We are postponing the ODE bridge unconference. Decided to offer in early winter or spring, or holding adjacent to Academic Tech conference. As it’s being confirmed, will get more info
- DM: Because Proctorio is not being offered, Moses had wanted to come in and do informational presentation at our next meeting. Do we want to have two readings and a vote? Are we comfortable with listening to Moses presentation and supporting or not supporting the recommendation that day?
 - Consensus was for Moses to present on December 1st and then make a decision
- MM: I agree to trust the recommendations myself. One of the challenges is we don’t know what the budget parameters are for the different products, what’s available to us.

H. FUTURE AGENDA ITEMS

- a. Outstanding Part-Time Faculty Award
- b. AP 4231, Prerequisites

I. PUBLIC COMMENT

None

J. ADJOURN

Motioned to adjourn by A. Josephides, seconded by A. Ahmadpour. Meeting adjourned at 2:05pm.



**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

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>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

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>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										

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>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.

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>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</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"> • 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.

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>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>

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>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>

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 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

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>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>

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>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.

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>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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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

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>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>

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>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 	

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
		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.

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>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. 	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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.

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>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>	

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>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 	

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>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

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>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.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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-

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
			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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> 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

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>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.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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> 	

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>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. 	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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 	

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>Center.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: 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 Regional training XOn campus /individual training XTechnology Reporting/data 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

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>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	
--	--	---	--

		<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>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale 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

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>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.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			<ul style="list-style-type: none"> • 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.

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>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>

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>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. 	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> • 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 	

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>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 								

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>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.

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> :									
<p>4. c. 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"> • Campus wide training in that all instruction programs and experiential learning programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all 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 or beyond. 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Ensuring that all projects, internships, co-ops, clinical placements, group projects outside of class are accessible for students with disabilities. Students will need ample time in this area as well, and faculty will need to take this into consideration when building these activities into their coursework.
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>								

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>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>

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
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</p> <p>Regional training On campus / individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Additional REQUIRED questions:

Student Engagement and Support	
<p>STUDENT ENGAGEMENT</p>	<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 alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D, 2.A, 3.B, and 3.E)</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 entirely online with no mandatory face-to-face meetings, synchronous visits or meetings, or campus visits.
2. Hybrid: a course that provides instruction both online and face-to-face with 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.

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.

Dean/Director Access to Canvas Shells outside the Evaluation Cycle:

Deans/Directors may enter a faculty's Canvas shell if one or more of the following occur:

1. Student complaint related to instructional negligence, or unresponsiveness.
2. Faculty is unresponsive to email/phone calls.
3. Faculty request.

Procedures to enter:

1. Email to notify faculty member of entrance and reasons.
2. Areas viewed must be related to complaint.
3. If applicable, set meeting with faculty to discuss findings and complaint.

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.

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

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:

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

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

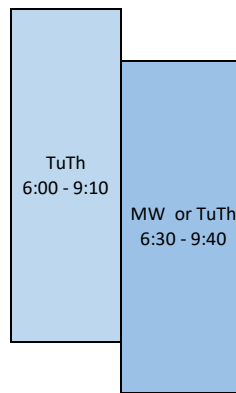
Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District's specific and unique issues,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

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:15					
8:30					
8:45	8:00 - 9:25	8:00 - 9:25	8:00 - 9:25	8:00 - 9:25	
9:00					
9:15					
9:30					8:00 - 11:10
9:45					
10:00					
10:15	9:45 - 11:10	9:45 - 11:10	9:45 - 11:10	9:45 - 11:10	
10:30					
10:45					
11:00					
11:15					
11:30					
11:45					
12:00	11:30 - 12:55	11:30 - 12:55	11:30 - 12:55	11:30 - 12:55	
12:15					
12:30					
12:45					
1:00					11:30-2:40
1:15					
1:30		College Hour 1:15-2:15		College Hour 1:15 - 2:15	
1:45	1:15 - 2:40		1:15 - 2:40		
2:00					
2:15					
2:30					
2:45					
3:00		2:30 - 3:55		2:30 - 3:55	
3:15					
3:30	3:00 - 4:25		3:00 - 4:25		
3:45					
4:00					
4:15					
4:30					
4:45		4:15-5:40		4:15-5:40	
5:00					
5:15	4:45 - 6:10		4:45 - 6:10		
5:30					
5:45					
6:00					
6:15		6:00 - 7:25		6:00 - 7:25	
6:30					
6:45					
7:00	6:30 - 7:55		6:30 - 7:55		
7:15					
7:30					
7:45					
8:00					
8:15					
8:30					
8:45					
9:00					
9:15					
9:30					
9:45					

Notes

do not schedule over college hour
 try to start classes at grid start times
 implement fall 2021
 fix afternoon and college hour times

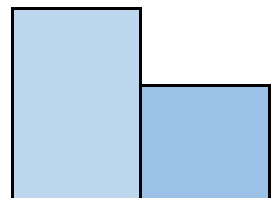
Evening Options

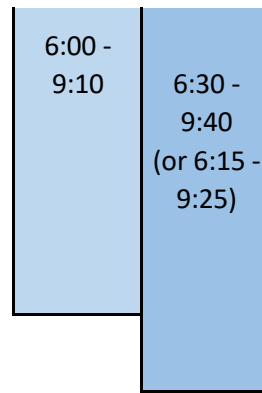
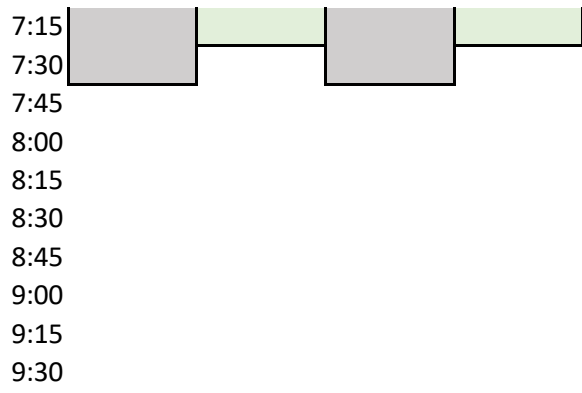


Time Monday Tuesday Wednesday Thursday Friday

7:45					
8:00					8:00 - 11:10
8:15	7:45 -	7:45 -	7:45 -	7:45 -	
8:30	9:10	9:10	9:10	9:10	
8:45					
9:00					
9:15					
9:30					
9:45					
10:00	9:30 -	9:30 -	9:30 -	9:30 -	
10:15	10:55	10:55	10:55	10:55	
10:30					
10:45					
11:00					
11:15					
11:30					
11:45	11:15 -	11:15 -	11:15 -	11:15 -	
12:00	12:40	12:40	12:40	12:40	
12:15					
12:30					
12:45					
1:00				11:30 - 2:40	
1:15		College Hour			
1:30	1:00 -		1:00 -		
1:45	2:25		2:25		
2:00					
2:15					
2:30					
2:45		2:00 - 3:25		2:00 - 3:25	
3:00					
3:15	2:45 -		2:45 -		
3:30	4:10		4:10		
3:45					
4:00					
4:15					
4:30		3:45-5:10		3:45-5:10	
4:45					
5:00	4:30 -		4:30 -		
5:15	5:55		5:55		
5:30					
5:45					
6:00		6:00 - 7:25		6:00 - 7:25	
6:15					
6:30					
6:45	6:15 -		6:15 -		
7:00	7:40		7:40		

Evening Options







El Camino College

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

Attendance

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

Absent

Kenny Galan, Darcie McClelland, Jean Shankweiler

Support/Presenters

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Pete Marcoux (Academic Senate Alternate), Jorge Gutierrez

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review and notation of corrections requested, College Council moved to approve the October 19, 2020 minutes.

2. Review of Board Policies to be updated

Dr. Maloney provided an overview on the [status report](#) of all ECC's Board Policies and Administrative Procedures. The primary focus of discussion was prioritizing the 2020-21 review of policies and procedures. The first priority are legally required BP/APs not in place. Aging policies and procedures should also be reviewed. The 2020-21 Review list will be reviewed and prioritized. A Policy Review day will be scheduled in February.

BP/AP 2410 - Board Policies and Administrative Procedures may be revised to include a specific number of years to create a protocol for regular review cycle. Ross Miyashiro indicated Student Services has already developed a five-year cycle for review of BP/APs in their area. BP/APs scheduled for review will be distributed to the area Vice Presidents.

Those BP/APs reviewed by Academic Senate and the Education Policy Committee will come to College Council meetings as they are completed.

3. Academic Senate Resolution – Anti-Racist PD

Pete Marcoux presented the [draft resolution](#) from the El Camino College Academic Senate Mandating Anti-Racist Equity Professional Development for all El Camino College Faculty. The Academic Senate President solicited input from a wide demographic of campus groups and the Senate Executive Board. Academic Senators have made a commitment to personal professional development focused on equity and race relations. The Senate is now requesting support from administration and campus stakeholders to negotiate similar professional development as part of the faculty contract. This would make a powerful statement on the commitment to the change we want to happen at El Camino.

The confluence of the Senate's purview over faculty and the administration and bargaining unit's purview over working conditions presented in the resolution is an interesting development.

College Council moved to **support the concept** of the resolution for Senate approved, racial equity training for faculty - at least four hours for full time and three hours for part time faculty.

4. Update on Facilities/Student Experience

Jorge Gutierrez provided a [presentation](#) on the status of the various Bond funded projects on campus. The presentation included photos/renderings of the Administration Building, Pool & Classroom Building, Art Complex, Behavioral & Social Sciences building, Bookstore café and Construction Tech building. Contemporary applications of the traditional materials for the new buildings, create a consistent and familiar yet revitalizing environment for the campus.

Photos of the demolition site of the old Student Services and Student Activities buildings demonstrate the scale of the upcoming Art Complex and Behavioral & Social Sciences construction projects that will take place in the large parcel, in the center of campus.

Other projects were highlighted: Central Plant upgrade, Music Building renovation, relocation of Student Activities Center to the Communications building, Baseball Field upgrades, Fire Academy temporary facilities, new Public Safety Training Center (off campus, in cooperation with the City of Torrance), Student Health Services, campus-wide exterior lighting and ADA improvements and installation of new traffic signals.

The Music Building project is 50% funded by the state. This allows Bond funding for the smaller projects. The Music building is the last major project slated for the 2012 Bond funds.

5. COVID 19 Task Force Discussions

Dr. Maloney provided an update on the COVID-19 Task Force starting with the [Campus Reopening Safety plan](#) developed by the Task Force. This plan contains information on protocols and requirements for the broad opening of campus when permitted. This is a living document and is updated frequently.

Ann O'Brien provided an overview of the [COVID-19 webpage](#) on the El Camino website. The webpage was reorganized for optimal navigation. There is a student facing area with pertinent information for students and a separate area for employees. Both paths are easily accessible from the COVID-19 homepage. Updated Health Notices, from the LA County Public Department of Health were added to the site.

In addition to developing the Reopening Safety plan and the COVID-19 webpage, the Task Force has recently focused on the effectiveness of the Plan. Each meeting opens with an update from the LA County Department of Public Health presented by Susan Nilles, from our Student Health Services Group. We have heard from four different faculty member from the Essential Workforce classes that have returned to campus for instruction. The faculty provided feedback on which protocols are working and suggestions to improve the safety of being on campus. Essential Manufacturing courses will return to campus in the second eight weeks of this semester. Dean of Industry and Technology, David Gonzales spoke on those plans. The Task Force also heard from Classified staff currently working on campus. Facilities staff are planned to share their experience returning to campus to work.

The Task Force meets every two weeks.

Discussion:

Health Screening protocols using Medicat are being piloted with the Essential Workforce staff and student. The self-screening process is conducted from a smartphone which will indicate if you are safe to come on campus. The pilot will continue with the Essential Manufacturing staff and students and will be added to the website checklists once it is rolled out.

6. Adjournment

Meeting adjourned.

2020 - 21 College Council Goals

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



El Camino College

College Council Minutes

Special Meeting - Tuesday, November 10, 2020

1:30 – 2:30 p.m. Via Zoom

Attendance

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

Absent

Kenny Galan

Support

Ross Miyashiro, Jean Shankweiler

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

2. Review BP 4235 and AP 4235 Credit for Prior Learning

Darcie McClelland presented drafts of [BP 4235](#) and [AP 4235](#) Credit for Prior Learning. This policy and procedure, in alignment with updated Education Codes, combine the following policies and procedures in one policy and procedure:

- a. BP/AP 4235 Credit by Examination
- b. AP 4236 Credit for Advance Placement & International Baccalaureate Credit
- c. AP 4237 Credit for Military Service

These above referenced policy and procedures will be officially deleted at a later date.

After review, discussion and notation of revisions it was moved to approve BP/AP 4235 Credit for Prior Learning. This policy and procedure will be placed on the November 16, 2020 Board agenda.

3. Adjournment

Meeting adjourned.

2020 - 21 College Council Goals

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

Faculty Development Committee Meeting

Minutes for Tuesday, November 24, 2020

Via Zoom: <https://cccconfer.zoom.us/j/93767382292>

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
X	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

Outstanding Adjunct Faculty Award (OFA)

SA reported meeting with the OFA Selection Committee on November 12, 2020 to select this year's OFA recipient. Committee members included: Virginia Rapp (Dean, Business); Stacey Allen (Sociology); Michael McDermit (English); Selene Torres (Counseling/Human Development); and Giancarlo Fernandez (ASO President). Brittany Hubble (Communication Studies) was selected to receive the 2020 OFA. She is an El Camino alumna who transferred to UCLA and earned a MA in Communication Studies at CSULB. As a student at ECC, Brittany was a successful competitor on our award-winning forensics team, she volunteered as a coach for the team after she transferred and throughout graduate school and now serves as the co-director of the Crossman Forensics Invitational Tournament. Faculty who will be honored with a certificate of Achievement for Distinguished Teaching and Student Learning include: Angie Kirk (English); Elizabeth Walker (English); Hatien Nguyen (Human Development); Kamisha Sullivan (English); Robin Arehart (English); Tiffany Huynh (English); and Yara Farah (Psychology). FDC members were invited to attend the award ceremony which will take place at the next Academic Senate meeting on Tuesday, December 1st, 12:30-2:00.

Informed & Inspired (I&I)

SA reported that I&I which was scheduled for November 19th was postponed to avoid conflicting with the Race, Equity, and Community Dialogue Session sponsored by SEAC. Panelists Seranda Sylvers, Anna Brochet, Erica Brenes, and Shane Ochoa will discuss racial microaggressions on December 3rd, 2:00-3:00, for the last I&I session of the fall semester.

At the request of Analu Josephides, the FDC discussed partnering with the Diversity, Equity, and Inclusion Standing Committee during the spring 2021 semester to host a series of webinars related to anti-racism, microaggression, and allyship. He suggested inviting faculty from MyPath, Guided Pathways (GP) and SITE to lead discussions on these topics as they relate to ECC instructional faculty, librarians, counselors, and nurses. The FDC favors a partnership and made a number of recommendations. CS noted that hosting the webinars via I&I would be ideal given the established format and success of the program; CM

concluded and added that a partnership would allow us to consolidate efforts and avoid scheduling conflicts. AA encouraged cross-discipline partnerships on equity-focused presentations to encourage widespread participation among various departments and divisions. PP suggested that groups (i.e. MyPath, GP, SITE) who are invited to participate should provide action-oriented trainings, noting that faculty will benefit greatly from sessions that offer practical, tangible, equity-focused teaching strategies.

Spring Professional Development Day (Wednesday, February 10th)

Call for Breakout Session Proposals

SA reported that PDL has sent the call for breakout session proposals to the listservs. In response to positive feedback received on the Fall PD Day evaluation survey, sessions will be scheduled January 11 – February 11, rather than entirely on PD Day. YK expressed her appreciation for this type of schedule for the Fall PD Day breakout sessions and encouraged the FDC to continue this practice moving forward, especially if sessions are to continue being offered via Zoom. EU reported that she has submitted a proposal for a session focused on Black English, YK will present on humanizing online learning, and PP is considering a proposal on designing race and equity focused discussion boards. EU suggested that AA propose a session on equity in art. CM will encourage Ryan Martinez and Moses Wolfenstein to develop a session on game-based learning. SA invited others to submit proposals, even if they need to do so after the December 17th deadline. CM reported that three submissions have been received thus far.

Keynote Speaker

FDC members are in the process of conducting inquiries of potential speakers to deliver a keynote address about racial microaggressions during the Spring PD Day general session and facilitate an afternoon breakout session for classified staff.

MS reported that, although his representative did not mention if he would be willing to focus his presentation on racial microaggressions, Dr. John Perkins would be available to speak on PD Day from 7:00-10:00 am and charges \$750 for virtual presentations. MS noted that Dr. Perkins is a highly regarded speaker on race and reconciliation and has been an activist in Mississippi for over 60 years. The FDC agreed that Dr. Perkins should be considered for a different presentation at a later date.

PP reported that Dr. Luke Woods is not available to speak; however, Dr. Frank Harris is available and is willing to alter his schedule in order to accommodate our request to speak during the general session and facilitate an afternoon workshop for classified staff. PP noted that Dr. Harris was the keynote speaker on Fall PD Day in 2018 and has an established relationship with ECC; his fee is approximately \$4,000.

SA reported that Dr. Shaun Harper is available and would charge \$14,000-15,000; Dr. Sumi Pendakur is not available; upon SA's request, Cynthia Mosqueda has been in touch with Dr. Daniel Solórzano. SA is awaiting information and will report back to the FDC.

AA will contact representatives of Robin Kelley, Michelle Alexander, Angela Davis, and Cornel West to inquire about availability and fees. AA noted that Angela Davis recently spoke at ELAC .

SA will forward information about keynote speakers to President Maloney next week.

Farewell to Claudia Striepe

The FDC thanked CS for her many years of service on the FDC and wished her well as she leaves the FDC to begin serving as VP of Ed Policies in the spring.

Adjourned 1:46
SA/11.27.20