



# Academic Senate of El Camino College 2020-2021

April 6, 2021

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

Office location: Schauerman Library, Room 273

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

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

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

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



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### Zoom information for Academic Senate Meeting 4/6/2021

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](mailto:dmcclelland@elcamino.edu) by noon on Tuesday, April 6. In the subject line, please put Academic Senate Meeting 4/6 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

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## Officers & Executive Committee

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

### Part-Time (One-year terms)

**Jack Spencer**

**Ed Muo**

### 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\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Seranda Bray** 20/21

**Anna Brochet\*<sup>R</sup>** 21/22

**Rocio Diaz** 22/23

### Library Learning Resources

**Analu Josephides** 21/22

**Mary McMillan** 21/22

**Claudia Striepe\*<sup>R</sup>** 21/22

### Fine Arts

**Jonathan Bryant** 21/22

**Joe Hardesty** 20/21

**Russell McMillin\*<sup>R</sup>** 21/22

**Joanna Nacheff** 21/22

**Darilyn Rowan** 21/22

### Health Sciences & Athletics/Nursing

**Andrew Alguliar** 22/21

**Ryan Anthony** 22/23

**Nate Fernley** 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<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 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\*<sup>R</sup>** 22/23

**Jwan Amin** 22/23

### Academic Affairs & Student Services

**Jean Shankweiler**

**Ross Miyashiro**

Associated Students Organization

**Dalyan Johnston**

**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"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

1<sup>st</sup> and 3<sup>rd</sup> 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. 2<sup>nd</sup> 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. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

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

**Educational Policies.** Chair: Claudia Striepe. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> 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. 3<sup>rd</sup> 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. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

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

**ECC Technology Committee.** Chairs: Crystle Martin & Marlow Lemons. Senate Rep: Pete Marcoux. 3<sup>rd</sup> Tuesdays, 2-3, Library 202.

**Enrollment Management.** Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2<sup>nd</sup> & 4<sup>th</sup> Thurs. 1-2, Com 109/LIB 202.

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1<sup>st</sup> Tues, 2:30-3:30 DE 166.

**Planning & Budgeting (PBC).** Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> 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
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALC</b>	Assessment of Learning Committee
<b>ADT</b>	Associate Degree for Transfer
<b>AP</b>	Administrative Procedure
<b>ASO</b>	Associated Students Organization (ECC's student government)
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>BP</b>	Board Policy
<b>BSI</b>	Basic Skills Initiative
<b>BOGFW</b>	Board of Governor's Fee Waiver
<b>BOT</b>	Board of Trustees
<b>CCC</b>	College Curriculum Committee
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CMS</b>	Course Management System
<b>COLA</b>	Cost of Living Adjustment
<b>CTE</b>	Career Technical Education (formerly Vocational Education)
<b>DE</b>	Distance Education (instruction that is at least 51% online)
<b>DEAC</b>	Distance Education Advisory Committee
<b>EPI</b>	Educational Planning Initiative
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FDC</b>	Faculty Development Committee
<b>FTEF/FTES</b>	Full-Time Equivalent Faculty/Full-Time Equivalent Students
<b>FYE</b>	First Year Experience program
<b>GP</b>	Guided Pathways
<b>HTP</b>	Honors Transfer Program
<b>IE</b>	Institutional Effectiveness (actions/measures of college improvement)
<b>IEPI</b>	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
<b>ILOs</b>	Institutional Learning Outcomes
<b>IR/IRP</b>	Institutional Research / Institutional Research & Planning
<b>ITS</b>	Information Technology Services
<b>MMAP</b>	Multiple Measures Assessment Project
<b>OEI</b>	Online Education Initiative
<b>PLOs</b>	Program Level Outcomes
<b>PBC</b>	Planning & Budgeting Committee
<b>PR</b>	Program Review (period program evaluation and plan)
<b>PRP</b>	Program Review & Planning (annual integrated planning system)
<b>SAOs</b>	Service Area Outcomes
<b>SLOs</b>	Student Learning Outcomes
<b>SEP</b>	Student Equity Program
<b>SSSP</b>	Student Success & Support Program
<b>SWP</b>	Strong Workforce Program
<b>Title 5</b>	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
<b>Title V</b>	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
<b>WSCH</b>	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

**Adjunct**

- Chinedu (Ed) Muo
- Jack Spencer

**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 Sylvers

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- Pete Marcoux

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- 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**

- Dalyan Johnston

**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
- Taryn Bailey
- Jeff Baumunk
- April Bernabeo
- Stephanie Burnham
- Linda Cooks
- Robin Dreizler, Enrollment Services
- Greg Fry
- Brizset Giles

Arturo Hernandez  
 Stephenie Hughes  
 Christopher Hurd, SEA  
 Shiny Johnson, Nursing  
 Mark Malonzo  
 Gary Medina  
 Andrew Nasatir  
 Ruby Padilla  
 Karen Preciado  
 Manuel Rios  
 Linabel Sajo  
 Russell Serr, HSA

Jenny Simon  
 Viviana Unda, IRP  
 Celso Uribe  
 Jose Villalobos, Compton  
 Rashida Wilson  
 Moses Wolfenstein, LLR – ODE  
 “Tony” Roland Zapata, Counseling

Excused:

## ACADEMIC SENATE MINUTES

March 16, 2021

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 third Academic Senate meeting of the Spring 2021 semester to order on Tuesday, March 16<sup>th</sup> at 12:33pm.

D. McClelland: 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.

### B. APPROVAL OF MINUTES (p. 6-15)

D. McClelland: See pgs. 6-15 of the packet for minutes from March 2<sup>nd</sup> meeting. Motioned by A. Ahmadpour, seconded by C. Striepe.

- No comments or questions.
- Reminder that if you do not vote and you are present, we will assume your vote to be a yes.
- 42 yes, 0 nos, 0 abstentions. APPROVED.

R. Diaz: Good afternoon everyone, we might have some students join us the next couple of Senate meetings thanks to Guided Pathways who is incorporating the student voice and student engagement in different spaces on campus, which the Academic Senate welcomes, so today we are happy to have Stephenie Hughes—she's a first year nursing major and a part of BSS/SEA and EOPS. She will be answering our question, In what ways can instructors, counselors, and/or librarians support you in a remote environment?

S. Hughes: Hello everyone, I'm grateful to be here today. I believe that instructors can really support us in a remote environment just by being more understanding and open, especially with things like guidelines and due dates and things like that. I had a professor last semester who was so kind and said, as long as it's in by the day grades are due, it's good to go. That was so supportive for students and a great way to encourage students to put in the effort to finish their work. Thank you.

DM: Welcome Stephenie and welcome to Academic Senate, we're really happy to have you participate with us today, and do feel free to participate at any point during the meeting, if you have questions or comments.

Our Deans Rep for today is Robin Dreizler, who is our Dean of Enrollment Services. Welcome Robin.

R. Dreizler: I am happy to be here again, thank you. My prompt was, in what ways is Enrollment Services connecting with students to support them in a remote environment? And initially thought that I've been really hard pressed to find anything that hasn't migrated to a remote environment in Enrollment Services.

Right now we are using what is called Jabber, software that allows phone calls into our offices. A number of office websites are using AI called Oselot, where if you go to webpage, you get a pop up that asks if you have any questions/can I help you. In some cases this is live chat, with our ISP, and in some cases AI learning from the questions that are asked of it. We go in and modify those responses. Admissions included a significant number of online forums that weren't available prior to COVID. Chat with an evaluator-that was something that was new and very useful.

International Student Program-it's been cool watching them work through a lot of the social activities they've added. Two more things—events coming up, Warrior Smart Start. Warrior Welcome Center offers a lot of drop-in enrollment and other remote services but for faculty, if you have a student who is lost or confused, feel free to send them to the Warrior Welcome Center. The website can be reached through Admissions on homepage or searching Welcome in search bar. We have financial aid reps and counselors and peer mentors that are available to answer any student questions and direct them to the right resource or program. Thank you for the invite, feel free to reach out to me if you have any specific questions as well.

### C. UNFINISHED BUSINESS

#### a. BP/AP 4260: Prerequisites and Corequisites 2<sup>nd</sup> Reading-Darcie McClelland

- Motioned to approve by P. Marcoux, and seconded by S. Allen.
- We will start with the BP. I am doing 4260 because came through Ed Policies in the Fall when I was chairing ed policies. Claudia will take over for 4300 and 3200 because those came through spring when she is chairing.
- For BP 4260, we didn't actually make any changes to this BP because we made changes to associated AP, we brought it through for review.
- D. McClelland: Any questions or comments? None.
  - Vote for BP: 42 yes, 0 no, 0 abstentions.
- We will move on to AP. Minor changes at the beginning, added word enrollment for clarity. Changed word courses to classes. Added a Title 5 reference. Challenge procedure was added by council of deans. Can't change challenge policy because it was put into law.
- Really clearly stating the senate purview here in establishing the curriculum committee.
- Some language changes, and some re-wording to follow CCLC template.
- The big change we made: remove all of the review of individual courses and part of this is going to go into the Curriculum Handbook. Makes it easier for us to be able to modify without having to bring AP to consultation anything this would change.
- J. Rosales: Do prerequisites and corequisites still have to go through a validation and disproportionate impact analysis? If so is that process included in the AP? J. Shankweiler: They're supposed to and moving from the AP to the handbook.

- Vote for AP: 42 yes, 0 nos, 0 abstentions. APPROVED.
- b. BP/AP 3200: Accreditation 2<sup>nd</sup> Reading- Claudia Striepe
- Motioned by K. Degnan, seconded by P. Marcoux
  - C. Striepe: first we will be looking at BP. They were very few corrections, if any. We removed a double mention of special programs to make it read a little smoother.
  - Any questions or comments on BP? None.
    - Vote for BP: 42 yes, 0 nos, 0 abstentions. APPROVED.
  - CS: For AP, being more general, less prescriptive.
    - Vote for AP: 42 yes, 1 abstention (S. Acuna-Acosta), 0 nos. APPROVED
- c. BP/AP 4300: Field Trips and Excursions 2<sup>nd</sup> Reading- Claudia Striepe
- Motion to approve as appear in packet, motioned by P. Marcoux, seconded by A. Ahmadpour
  - C. Striepe: Want to assure Sean Donnell that we have the oxford commas he requested. Otherwise amended *transportation and planning* and *performing arts* for BP
    - Vote for BP: 42 yes, 0 abstentions, 0 nos. APPROVED.
  - CS: Quite a long document. As noted, we really just try to clarify matters. Had a few questions last week. The terms of the title are defined (field trips, excursions, and alternate sites).
  - Changed from regularly enrolled to enrolled to avoid detailed argument
  - Any questions? None.
    - Vote for AP: 42 yes, 0 abstentions, 0 nos. APPROVED.

#### D. NEW BUSINESS

- a. None

#### E. INFORMATION ITEMS – DISCUSSION

- a. Faculty Technology Refresh-Loic Audusseau
  - L. Audusseau: Computer Replacement Plan Update; Chief Technology Officer, [cto@elcamino.edu](mailto:cto@elcamino.edu)
  - Objectives
    - Give a high-level/executive overview of the state of our computer equipment
    - Present the work that has been conducted over the past 2 years
    - Make some recs to achieve predictable, appropriate replacement cycles for computer equipment
    - Present a concrete action plan
  - Some background to understand recommendations
    - For years, the District has been unable to achieve predictable, appropriate replacement cycles for computer equipment due to budget constraints and disparate funding sources

- In early 2020, assess the state of our computer equipment, build up an inventory, develop a computer replacement plan and execute it
- Most computer were beyond useful life
- ECC was extremely device heavy compared to other Districts of similar size
- No central IT asset management system, computer inventory info was either not available, outdated, or spread
- Most of these findings reflected in 1/28/20 Tech Committee meeting minutes
- Effort put on hold and Loic picked up effort in October 2020 to conduct a full computer inventory
- Looked at computer lab desktops, faculty and staff office desktops, classroom desktops, faculty and staff laptops
- Process is still on-going
- Computer Labs – some numbers
  - Were able to trace about 1900 desktops. Noticed that about 1400 of those desktops are outdated, at end of life (EOL).
  - 74% of desktops are very outdated
  - Desktop to student ratio is 1 to 10 (for every computer you have, serves 10 students)
  - If we were to replace 1400 computers, would cost a minimum of \$1.4 million. Update 25% of inventory every year, would cost \$451k per year to maintain an inventory of 1,900 desktops
- Did the same inventory for faculty and staff laptops
  - We think that given the number of FT faculty and staff at ECC, number of laptops is probably around 650-700 laptops. Don't see some of them bc they are not connected to the network.
  - 81% of our laptops inventory is outdated
- General Findings and Recs
  - We are extremely device heavy based on our current enrollment.
  - AT least 78% of all our computer assets have reached their EOL
  - Instead of being decommissioned, outdated computers are re-purposed, re-distributed or cannibalized
  - Our Desktop to Student Ratio for lab computers is too high
  - Most of our computer assets come with a 5 year warranty which increases the purchasing cost significantly
  - Many FT faculty and staff have been issued 2 devices (1 laptop, 1 desktop)
- Recs
  - Replacement fo college computers on a five year lifecycle
  - Decommission computers that have reached EOL. The purpose of replacing equipment is to modernize the entire "fleet," not to add more equipment
  - All new computer equipment should be purchased with a 3-year vendor warranty (vs 5 year)
  - Reduce Desktop to Student Ratio for lab computers by consolidating labs

- Eliminate all individual office desktop computers in favor of docking stations by the end of FY 21-22
- Cost comparison (simulation)
  - Old model vs new model
    - a. Gives us an inventory value of about 4.2 million; in comparison, proposed model—transition from computer desktop to docking station. Inventory value is 2.6 million. Yearly replacement cost is much more affordable, and total cost over 5 years is approximately 50% less.
- Why we believe this is doable
  - We have a student laptop loaner program in place. A lot of our students need access to computers. Technically any student can go to library (about 1k laptops available, much better specs than computers in computer labs).
  - All FT faculty and staff members have been provided with or are eligible for a district laptop
  - We have no choice. We can't sustain a \$1M per year replacement model
- Action Plan and Next Steps
  - Phase 1 and 2: would take place right now. Phase 1 upgrade and replace FT faculty and staff laptops that have reached EOL.
  - Phase 2 is to have conversation with Academic Affairs and SS to consolidate computer labs. This work should start ASAP, by end of fiscal year so that when
  - Phase 3 starts in Summer 2021 – have a plan to upgrade and replace computer lab desktops
  - Starting in Fall 2021, Phase 4, decommission outdated faculty and staff individual desktops
- Docking Station
  - Top benefits
    - a. Portability between home and office: True Mobility
    - b. More screen space
    - c. Only one device to manage. Laptop becomes primary device
    - d. Turns office cubicles into multi-user working spaces
    - e. Makes employee relocation easier
- Questions
  - K. Daniel: from chat. LA: Loaner laptops serviced by \_\_\_\_\_. As far as providing support in computer labs, we will include and discuss it.
  - M. McMillan: For the library building, one of the challenges we currently face with the increase of student devices is the lack of adequate charging/power stations. I hope that will be included as part of the planning considerations.
  - P. Marcoux: How will part timers use technology in the classroom? LA:
  - R. Diaz: Question about website redesign being more faculty/update friendly. LA: The website is managed by office of marketing and communications. Questions about website redesign go to MarCom. D.



McClelland: Maybe we can get Ann in to come and talk about website redesign

- A. Ahmadpour: What is possibility of redistributing the decommissioned computers to our students who need it? LA: There is a contractual/liability issue associated with going that route, will need to check with Administrative Services and get back to you. I understand the need for all our students to have access to a computer, but by repurposing an old computer and redistributing a computer that is 10-15 years old, we are not doing them a favor
- AA: Have you done a survey for faculty to ask what we need? There are some good things in the market. Who decides what is suitable for us? LA: A bit driven by our budget capacity, try to provide best configuration as possible. We were able to cut a deal with HP to give us strong configuration. As faculty and staff, will be pleased with configuration.
- AA: Why not Lenovo? LA: Serious security issues.
- A. Josephides: So macs are not out of the question for our campus future? AL: Specialized computer labs equipped with Mac computers, will look at those separately. At this point, as far as providing laptops to faculty and staff, those will be PC laptops. If specific faculty has a need for a Mac device, whether a desktop or laptop, will be a separate purchase that will need to be approved by VP for the division

b. Strategic Planning Calendar- Viviana Unda

- V. Unda: 2024-2034 Comprehensive Planning & Strategic Planning Processes, IRP. Going through Collegial Consultation for this calendar
- Comprehensive & Strategic Planning Processes: General Timeline
  - The first blue arrow, comprehensive planning process will take 11 months
  - Current comprehensive plan ends in 2022
  - Once that wraps up, starts next strategic planning process, takes us from 2022-23
  - Our annual planning for 2023-24 needs a strategic plan because that is our big picture guide. In order to have a strategic plan, we are going to have to extend our current strategic plan. Pushing the start of these two processes to do them with the new superintendent president. Doesn't make sense to start when you know there is a new leader coming in
- Comprehensive planning process: outcome
  - 2024-2034 Comprehensive Master Plan
    - a. How is it we envision ourselves for next 10 years in 4 key areas of the college
    - b. Will include an internal and external scan that looks into 3 key areas
- Timeline
  - Start getting organized in August 2021 -establish and train taskforce; determine calendar, deliverables, and communicate to ECC community
  - Then in Sep/Oct/Nov 2021 – do data gathering and engagement

- Then, in next 3 months, based on analysis, we do LT strategic themes and goals. Really big, broad picture for college for next 10 years
- Goes to collegial consultation
- Then approved by BOT
- Strategic Planning Process: Outcome
  - Strategic plan is 5 years; composed of four plans
    - a. Education master plan (serves as guidance for the three plans)
    - b. Staffing plan
    - c. Technology plan
    - d. Facilities plan
  - Each plan includes 5 year goals and objectives, key performance indicators, and targets, annual timeline of key activities, stakeholders involved in each activity
- Timeline
  - Pretty similar to the one described for comprehensive planning process— establish a strategic planning task force, create working groups, train task force and determine tasks and deliverables, and develop communication process to keep you all informed,.
  - The next three months Aug-Oct we do something called sense making and that means that based on all that internal and internal scan we did we were doing comprehensive planning process, we determine educational master plan priorities for the first five years so that we can establish our goals and objectives for that educational master plan
  - Then based on that will establish priorities for the first five years for the other three plans
  - Another thing I really want to work on is trying to refine the understanding that we have between strategic plans and other plans implemented in the college
  - Then, four months for planning creation, then a couple of months for collegial consultation, and in May and June we are presenting for board approval
  - The 2024-2034 CMP and first five-year Strategic Plan (2024-29) will be ready at the start of FY 2023-24 (July 2023). Annual planning for 2024-25 starts in October 2023.
- Questions/Comments?
  - A. Ahmadpour: Comment about facilities on our campus. I'm sure all of you agree that we have facilities that exclusively make for students. Although many people have been wanting cafeteria for students, I don't understand why this is not a plan for the future and we still do not have a plan to build a cafeteria. How can we address this disparity? VU: I don't think I'm the best person to respond to that. I would imagine from planning perspective, something we can include in strategic plan of that particular plan. DM: Something we can bring to PBC

c. Guided Pathways Major Verification-Taryn Bailey

- D. McClelland: Will give presentation on how we can support GP, help students change their major
- T. Bailey: Mission of GP is to create a campus wide culture that supports and guides students. We are very familiar with our structures within the college. In particular during this time, faculty have been prominent force for our students to stay at college, on their educational path.
- Take the good that is happening on our campus and establish it firmly across the entire campus. We know they have particular instructors, advisors, that students have good relationships with. We want them to know that El Camino cares for them
- We have metamajors and their areas of interest. Have 7 success teams and 7 metamajors. All majors and divisions fit within these 7 MM. Within these teams, have roles within the teams.
- Various events for engagement
- Program Pathways Mapper: will send an announcement
- As an institution, instructors, we've heard we want a schedule to know what is coming down the pipeline. The key thing for us as an institution is declared majors.
- At this point, college does not track students by their declared majors. We don't know their major, where they are on their path. Would love to utilize the relationship you have with students to get to 95% verification rate
- Canvas Commons: Search "Jenny Simon" import to your course, bring up to your students. Will help us to be able to do tailored messaging to our students, to know where our students are, where they are on the path and in LT will help us as an institution in terms of section planning, scheduling, because we will know how many students are of a particular major. Beneficial for them and for us.
- Questions
  - S. Sylvers: Comment is to encourage students to have their most up to date majors so they are eligible for scholarships. The second, question, in Canvas shell does it instruct them how to change their major? TB: Linked in the Canvas page. We are working through Admissions and Records
- Tools to Help You Succeed/Program Mapper:  
[https://docs.google.com/document/d/12myAnBORIwC7Mv-0CCUzvYL4yIDZsjxKLo5unRKCR\\_8/edit?usp=sharing](https://docs.google.com/document/d/12myAnBORIwC7Mv-0CCUzvYL4yIDZsjxKLo5unRKCR_8/edit?usp=sharing)
  - Includes information on how to help student update their major

**F. OFFICER REPORTS**

a. President, Darcie McClelland

- Update on the Presidential Search
  - 39 applications received
  - 33 met min quals and were forwarded to search committee for consideration
  - 11 candidates +3 alternates selected for interview
  - Interviews and selection of finalists will take place the week of March 29-April 2
    - a. Keep an eye out for forum/presentation to campus community

- Some demographic characteristics of the interview pool:
  - a. 73% self-identified as POC
  - b. 64% women
  - c. 55% women of color
- Academic Senate needs your help
  - We are seeking a senate rep to sit on the hiring committee for our new Clinical Psychologist
    - a. This is a faculty position
    - b. Ideally, the AS rep will be knowledgeable about how to minimize the effect of implicit bias in the search process and committed to approaching the search with an equity lens
    - c. Please contact Darcie if you are interested in serving
  - We are also seeking reps for the following committees:
    - a. Enrollment Management
    - b. Student Climate Survey Committee
    - c. A 2<sup>nd</sup> alternate for PBC (ideally, someone with knowledge of/experience with budgets)
  - If interested in the first two contact Darcie ([dmccllland@elcamino.edu](mailto:dmccllland@elcamino.edu)) and if you are interested in the PBC contact Josh ([jtroesh@elcamino.edu](mailto:jtroesh@elcamino.edu))
- Academic Senate will be co-sponsoring the spring United for Student Success Forum with GP: how to infuse equity into program review
  - Thursday 3/25 12-2pm
  - Register on Cornerstone
  - Will be introducing exciting new collaboration between Senate, GP, and Academic Affairs: the equity minded learning academy for faculty
- We will be having a presentation by ASO President Giancarlo Fernandez on new Social Justice Center at 4/6 Senate meeting! Please invite any colleagues interested in hearing about this exciting new project to attend!

b. Chair, Curriculum – Janet Young

- Doing a lot of trainings for Curriculog—come join us!
  - Interested in learning about Curriculog—our new CMS?
  - Have courses due for review this semester?
  - Want to find out how to revise and/or review courses?
  - Come to one of these trainings for a demo of Curriculog
    - a. 3/17 10am, 1pm, 5pm; 3/29 9am, 11am, 1pm, 3pm; 3/22 9am, 11am, 1pm, 4pm

c. VP Educational Policies – C. Striepe

- Thank you for passing the second readings of BPs/Aps
  - BP/AP 4260 Prerequisites and Corequisites
  - BP/AP 4300 Field Trips and Excursions
  - BP/AP 3200 Accreditation
- Coming soon:

- BP/AP 4040 Library Services
- AP 4230 Grading and Academic Record Symbols

d. VP Equity, Diversity, & Inclusion- A. Josephides

- Committee has drafted a Job Description on Role of VP of Equity, Diversity, and Inclusion was drafted. Will go into constitution and bylaws when we amend them, will include it when we bring the constitution and bylaws update later this semester
- Working statement was drafted, can read on slide posted on website. Will bring this formally to agenda for input and edits
- The EDI is partnering with FDC to host Informed and Inspired this semester
- Still working with webmaster to get a webpage for the EDI
- Current on-going goals the EDI is working on are also listed in slides
- A copy will go to the E-Board of the Academic Senate and reviewed by the Academic Senate President

e. VP Faculty Development- Stacey Allen

- Minutes in last two pages of the packet. Had first meeting on March 9<sup>th</sup>- spent a lot of time talking about implementing a formal PD day planning process. Intention is to create a greater level of inclusive transparency and consistency with planning. Always put a call for proposals, but will be putting a call out for participation on committee to help plan and a selection committee to select proposals and guide folks on topics that are interest to faculty and staff. Inclusive committee for PD – want it to have staff and adjunct faculty, even though they are not mandated to attend PD day, we want it to be a campus community event and place great emphasis on student voice
- Faculty PD Needs Assessment
  - Areas of greatest need
    - a. Technology training (i.e., interactive video tools, Google Products, and OER)
    - b. Responding to students in crisis
    - c. Equity-minded teaching strategies in the virtual classroom
    - d. Canvas: how to encourage more student engagement, enhance meaningful contact with students, and maintain academic integrity
- Informed and Inspired: to engage us with tangible tools. Encouraged to join us this Thursday.
- Our next meeting is next Tuesday, March 23<sup>rd</sup>, we will also be at GP United for Student Success forum

f. VP Finance- Josh Troesh

No report.

g. VP Academic Technology- Pete Marcoux

- Academic Technology Committee
- 2021 Academic Tech Conference

- March 25 & 26<sup>th</sup>
- Register on Cornerstone for flex credit
- College Technology Committee

**h. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan**

- Fall 2020 SLO Completion Rates are increasing
- Well done, Math, Humanities & Natural Sciences! Keep going!
- 3-week adjustments needed still for some divisions
- PLO reports are due 19 March, even if there were assessments missing from Spring or Fall 2020. Use the data from the prior 3 years
- Canvas pilot – we will be running a small pilot of courses using Canvas outcomes to collect data, which will enable disaggregation

**G. SPECIAL COMMITTEE REPORTS**

**a. ECC VP of Academic Affairs – Jean Shankweiler**

- Hiring: CIS and Astronomy complete; AJ and Nursing to come; Associate Dean of Math and Associate Dean of Academic Affairs in progress
- Distinguished Faculty Nominations
- Retirement Celebration – same day as graduation or week prior?
- Commencement email from FULL MEASURE. If you are scheduled to go, be on the lookout

**b. ECC VP of Student Services – Ross Miyashiro**

- FULL Measure allowing short videos from faculty this year, so you can give a shout out to your students
- Food Event sponsored by LA Food Bank gave away 80 pounds of food to 2,016 households each. Each household got two boxes of 40 lbs of food
- Campus Safety Forum March 24<sup>th</sup>. Moderated by Charlene Brewer-Smith
- Social Justice Center is moving forward into the Communications Building – will go over next week when Giancarlo is here

**c. Online and Digital Education Committee- Mary McMillan**

- New Local Peer Online Course Review – should be helpful to ease bottleneck. Co-Lead: Rhea Lewitzki
- Consistency in Deadlines for Students: ODEAC will be developing best practices to share
- Online Teaching Certification: Recs to be drafted regarding potential expectations for maintain certification over time
- Online courses taught per semester: Recs to be drafted regarding current limits for FT faculty
  - i. How much faculty PD would be needed for maintaining certification
  - ii. And what types of activity would count toward that PD

**H. FUTURE AGENDA ITEMS**

- a. Constitution Changes

- b. Discussion concerning appropriate online load for faculty post-COVID
- c. Officer Elections

**I. PUBLIC COMMENT**

R. Diaz: Have some feedback from counseling after announcement about partnership with University of Phoenix—it was not run by counseling, and there are some concerns about lack of transparency of for-profit schools and making sure students know what they are getting themselves into before following the agreement.

R. Miyashiro: This is not the first time I've seen it, I believe it's just U of Phoenix giving ECC a discount but that is all I know about it.

D. McClelland: I can check with President on Thursday when I meet with her.

**J. ADJOURN**

Meeting adjourned at 2:14pm.

## **Board Policy 4230 Grading and Academic Record Symbols**

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students. Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

### **References:**

Title 5 § 55021 and §55023

### **Related Policies and Procedures:**

BP/AP 4231 Grade Change

BP/AP 4250 Probation, Dismissal and Readmission

BP/AP 4225 Course Repetition

BP/AP 4240 Academic Renewal

El Camino College

Adopted: 4/11/83

Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89,  
5/9/91, 6/22/98; 7/20/09, 8/21/17

Previous Board Policy Number: 6130 (5/16/05) and 4220 (7/20/09)

**Ed Policies Committee 3/23/2021**



## BP 4230 Grading and Academic Record Symbols

**Reference:**

Title 5 Section 55023

**Note:** *This policy is legally required.*

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

**Note:** *If the Board has approved a "plus/minus" grading system and/or the "FW" grade, the following paragraph(s) should be included.*

The grading system shall include the "plus" and minus" designation in combination with letter grades, except that C minus shall not be used.

The grading system shall include the "FW" grade for unofficial withdrawal.

Revised 9/01, 8/07

## Administrative Procedure 4230 Symbols

## Grading and Academic Record

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

### Semester Unit of Credit

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description.

Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

### Grades, Grade Points, and Grade Point Average

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

### Evaluative Symbols

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

### Non-Evaluative Symbols

<b>I</b>	Incomplete	See Note <del>2</del> 3
<b>IP</b>	In Progress	See Note <del>3</del> 4
<b>W</b>	Withdrawal	See Note <del>4</del> 5
<b>MW</b>	Military Withdrawal	See Note <del>5</del> 6
<b>EW</b>	Excused Withdrawal	See Note <del>6</del> 7
<b>RD</b>	Report Delayed	See Note <del>6</del> 7 8

## Notes:

### 1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

~~A certain number of~~ **Some** courses are offered only on a P/NP basis while ~~some~~ others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of ~~a class~~ **the duration of the course**. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. A P Grade is considered a C grade or higher. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations

### 2. SP – Satisfactory Progress

Satisfactory Progress (SP) is a grading option only used in open-entry/open-exit noncredit courses. The notation of SP indicates that the student has made sufficient progress in the course. SP is used in connection with courses where assigned work frequently extends beyond a single academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that the assignment of a precise grade must await completion of additional work.

### 3. I - Incomplete

A student may request to receive a notation of “I” (Incomplete) and a default grade from an instructor when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student’s

transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an “I” grade.

The written record containing the conditions for removal of the “I” will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

#### **4. IP - In Progress**

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record ~~in order~~ to satisfy enrollment documentation.

The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry/ open-exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student’s permanent record for the course.

#### **5. W - Withdrawal**

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings.

Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week

class, or 20% of a class, whichever is less. Any withdrawal occurring after the published Nonotation date shall be recorded as a "W" on the student's record.

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

#### **6. MW – Military Withdrawal**

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

#### **7. EW – Excused Withdrawal**

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the registrar, and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which nonotation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

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

## **8. RD – Report Delayed**

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

### **References:**

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

### Related Policies and

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

### Revisions:

#### Admissions & Records:

3/27/2019

#### Ed Policies Committee

4/23/19

Council of Deans 4/11/19

Academic Senate 5/21/19

College Council 8/19/19

**Ed Policies Committee 3/23/2021**

### ECC

#### Approved:

7/17/17

#### Revised:

11/18/19



## POLICY & PROCEDURE SERVICE

### AP 4230 Grading and Academic Record Symbols

#### References:

Title 5 Sections 55023 and 55024

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

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

#### Evaluative Symbols:

A – Excellent (Grade Point = 4)

B – Good (Grade Point = 3)

C – Satisfactory (Grade Point = 2)

D – Less than satisfactory (Grade Point = 1)

F – Failing (Grade Point = 0)

P – Passing (At least satisfactory – units awarded not counted in GPA)

NP – No Pass (Less than satisfactory, or failing – units not counted in GPA)

SP – Satisfactory Progress toward completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

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

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

#### Non-Evaluative Symbols:

**I – Incomplete:** Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the “I” shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed

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## POLICY & PROCEDURE SERVICE

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

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

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

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

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

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

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

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**DRAFT**

Path for access and deliveries

Path for access and deliveries

Entrance for Vaccination at Lot F (Lower Level)

Pantry - Path of Travel

Parking Lot C to be used by Staff/Students

Student Activity - Communications

Laydown Areas w. Fencing

Laydown area for Student Activity to be fenced

Construction Tech Building

Alternate path for access and deliveries



LOT E

RECEIVING FACILITIES

LOT D

Entrance to Lot C Open on East Side Only.

LOT C

Parking Lot C to be used by Staff/Students

STUDENT SERVICES

MBBM

NATURAL SCIENCE

LIFE SCIENCE

CHEMISTRY

PHYSICS

INDUSTRY TECHNOLOGY EDUCATION CENTER

PLANETARIUM

Entrance

Baseball Field

CENTER FOR APPLIED TECHNOLOGY

2 3

Contractor Parking

Bookstore Cafe

Laydown Areas w. Fencing

4 5

6

Student Activity - Communications

Laydown area for Student Activity to be fenced

DISTANCE EDUCATION CENTER

LEARNING RESOURCES CENTER

LIBRARY

HUMANITIES

ADMINISTRATION BUILDING

MATH BUSINESS ALLIED HEALTH

CENTRAL PLANT

NORTH FIELD

PE & ATHLETICS FIELD

NORTH GYM

POOL & CLASSROOM COMPLEX

7

Construction Tech Building

9

8

MURDOCK STADIUM  
WARRIORS  
EL CAMINO

GYMNASIUM

SOFTBALL FIELD

SAND COURTS

STUDENT HEALTH CENTER

POOL

PE SOUTH

SOUTH GYM

ART-NORTH

ART GALLERY

ART & BEHAVIORAL SCIENCE

SOCIAL SCIENCE

HAAG RECITAL HALL

MUSIC

CAMPUS THEATRE

MARSEE AUDITORIUM

TENNIS COURTS

LOT H

W REDONDO BEACH BLVD

LOT J

W REDONDO BEACH BLVD

LOT K

CAMPUS POLICE

W 164TH ST

LOT L

MANHATTAN BEACH BLVD

MANHATTAN BEACH BLVD

MANHATTAN BEACH BLVD

CRENSHAW BLVD

CRENSHAW BLVD

CRENSHAW BLVD

STADIUM WAY



1



2



3



4



5



6



7



8



9





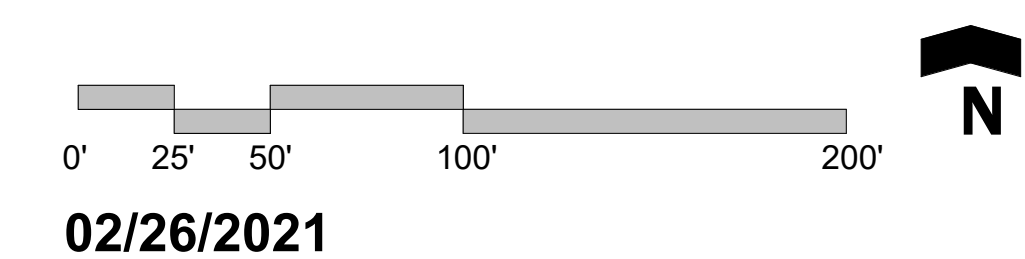


**PERKINS  
— EASTMAN**

EL CAMINO COLLEGE FIRE TRAINING FACILITY  
**CONCEPTUAL SITE PLAN**  
EL CAMINO COMMUNITY COLLEGE DISTRICT

PHASE 1 (PROPOSED)  
MODULAR BUILDINGS: TWO CLASSROOMS; SHOWER/LOCKERS/RESTROOMS; MULTIPURPOSE ROOM  
FIRE TOWER  
FIRE APPARATUS STORAGE BUILDING (FIVE BAYS)

PHASE 2 (PROPOSED)  
THREE CLASSROOMS; ADMINISTRATION OFFICES



# El Camino College Critical Thinking Institutional Learning Outcome Assessment Report



Spring 2020

## Executive Summary

The Spring 2020 Critical Thinking ILO assessment was only administered to class sections that were slated to be online for the whole semester because of the coronavirus pandemic.

Students affiliated with a student support cohort passed the assessment at a rate 5% higher than those who were not affiliated with a student support cohort.

El Camino College continues to fall short in teaching critical thinking skills to Black or African American students. While assessments for skills related to Critical Thinking were closer to or on par with other groups, proficiency rate of Black or African American students in all three skills was lower compared to the rate achieved by other groups.

## Introduction

El Camino College assesses one of its four Institutional Learning Outcomes (ILO's) every academic year. *Critical Thinking* was the ILO slated to be assessed during the 2019-20 academic year. This learning outcome, described below, was last assessed during the 2015-16 academic year.

### **Critical Thinking**

**Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.**

- **Identify vital questions, problems, or issues and evaluate solutions.**
- **Analyze, compose, and assess the validity of an argument.**
- **Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.**

## Methodology

The Critical Thinking ILO was scheduled to be assessed in a selection of courses with course level Student Learning Outcomes which were mapped to the Critical Thinking ILO during the Spring 2020 semester. Because of the COVID-19 pandemic and the closure of campus for in-person instruction, the Assessment of Learning Committee made the decision to evaluate all sections with SLOs mapped to the Critical Thinking ILO, which were scheduled to be offered

fully online from the beginning of the spring semester. Sections that had to rapidly transition to an online format were not included in the Critical Thinking ILO assessment.

### *Sample*

During the Spring 2020 semester, there were 78 online class sections with SLO's linked to Critical Thinking ILO. Instructors teaching these sections received a rubric and rosters to document their scores. Twenty-five of these instructors returned rated rosters to Institutional Research and Planning. This resulted in 352 student assessments (margin of error 5.2%).

### *Method of Assessment*

Instructors teaching the selected online class sections received a students' roster and the ILO rubric (see Appendix A) with instructions to evaluate the students using the same method (e.g., assignment, presentation, exam, etc.) they would normally use to assess the linked SLO. Students were rated according to each critical thinking skill identified above (identify, analyze, and conclude). Students met the Critical Thinking ILO when completing each skill with a score of 2 or 3 on a three-point scale.

### *Limitations*

This study has several limitations. First, this assessment took place during a world pandemic. As a consequence, in-person classes were moved to fully online. The decision to assess only sections offered fully online from the beginning of the semester limited the types of courses and students from which we could sample, as several types of courses were not offered online. Second, there was a low rate of return, as less than 1/3 of the selected sections returned student ratings to Institutional Research and Planning. The limited sections created a sample of students that is not completely representative of the El Camino College student body. Some groups were oversampled (e.g., female and Asian students), and some other groups were under-sampled (e.g., Black or African American students). Finally, assessing the impact the pandemic itself had on the ILO results is challenging. There are a wide number of economic, emotional, health, personal and family responsibilities, as well as technological stressors that could have affected the outcome of this assessment.

## Results

Instructors returned ratings for 352 students, resulting in an overall ILO proficiency rate of 76.4% (see Table 1). This was a 7.6% increase compared to the 2016 ILO assessment. Proficiency in the ILO required that students pass all three critical thinking skills with a score of 2 or 3. The proficiency rates for each critical thinking skill were higher than the overall proficiency rate, since at least 85% of students demonstrated having each skill.



*Table 1: Critical Thinking Skills Proficiency Rate*

ILO	Rate	Students
<b>Overall</b>	76.4%	352
<b>Identify</b>	86.9%	352
<b>Analyze</b>	86.6%	352
<b>Conclude</b>	84.9%	352

When Critical Thinking was assessed in 2016, there were some differences in outcomes for students based on gender, race/ethnicity, and disability status. There was no evidence of a difference when disaggregated by unit accumulation. For the 2020 assessment, outcomes were examined by gender, race/ethnicity, disability status, participation in a “campus cohort”<sup>1</sup>, economic disadvantage status<sup>2</sup>, and unit accumulation. Due to the unique nature of the current year, students were also disaggregated by type of enrollment (whether students were initially only enrolled in online courses, or whether they had initially enrolled in some face-to-face courses).

There were virtually no negative disproportionate impacts in outcomes based on any of these characteristics (see Table 2). Students performed similarly to the overall average across these disaggregated groups.

Students with an indicated disability status who were affiliated with the Special Resource Center performed 11% higher than the overall sample. Although there were only 16 students in the sample, this was a 28% increase over the 2016 assessment.

The ILO proficiency rate was 5% higher for students affiliated with any campus cohort group compared to students who were not in a cohort. Cohort affiliation was not considered in the previous assessment so there are no comparisons for this characteristic.

Students considered economically disadvantaged, based on the financial aid received through the California Promise Grant and the Pell Grant, were assessed just above the college average. These students’ ILO proficiency rate was the same as the college average in 2016.

Presumably, students who have completed more college courses are better prepared to use the skills required to complete the ILO assessment. In 2016, there was virtually no difference in assessment results based on unit completion. The 2020 assessment goes against the expected

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<sup>1</sup> Campus cohorts include programs that offer additional resources and guidance to students such as: Veteran Services, Guardian Scholars, Special Resource Center, EOPS, FYE, CalWORKs, Athletics, Project Success, Puente, MESA/ASEM and the Honors Transfer Program.

<sup>2</sup> Economic disadvantage is determined based on financial support received through the California Promise Grant or Pell Grant.

presumption as students with a lower number of completed units performed 10% higher on the ILO assessment than students who had already achieved the 60 units required to graduate.

No difference in assessment outcomes was observed for students who were scheduled to attend classes fully online compared to students who had had initially enrolled in some face-to-face sections.

*Table 2: ILO Proficiency Rate by Characteristic*

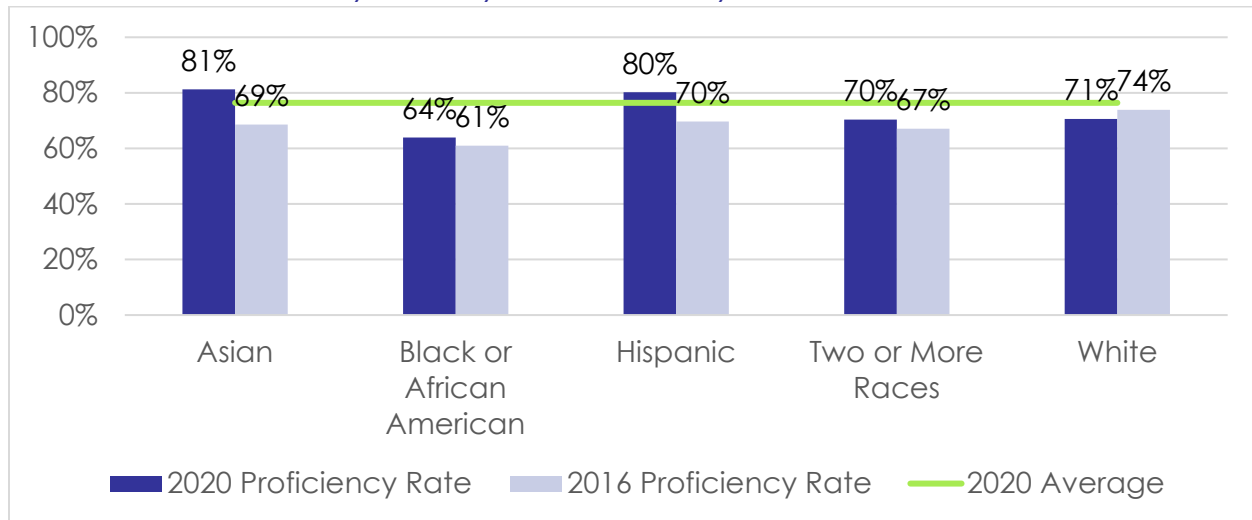
Variable	Characteristic	ILO Proficiency Rate	Students
<b>Overall</b>		76.4%	352
<b>Gender</b>	Female	75.7%	218
	Male	77.6%	134
<b>Disability Status</b>		87.5%	16
<b>Campus Cohort</b>	Any cohort	79.6%	142
	No cohort	74.4%	210
<b>Economic Disadvantage</b>		77.3%	220
<b>Units Completed</b>	<15 units	82.5%	80
	15-29 units	83.3%	24
	30-59 units	76.5%	81
	60+ units	72.5%	167
<b>Initial Spring 2020 Enrollment Status<sup>3</sup></b>	Online only	77.2%	79
	Online & on campus	78.0%	245

When examining outcomes by race/ethnicity (see Chart 1), most groups performed better in Spring 2020 than they did in Spring 2016, with the exception of the White, non-Hispanic population, which declined by 3%. However, even though Black or African American students showed gains over the previous assessment, these students' performance is still more than 10% below the college average.

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<sup>3</sup> There were 28 students whose status was ambiguous because other enrolled sections were not coded as online and did not have a location available so the number of students will not add to 352.

Chart 1: ILO Proficiency Rate by Race/Ethnicity



In the 2016 assessment, the ILO lowest proficiency rate for Black or African American students was the Conclude skill (61%). In the 2020 assessment, the students' performance for this skill improved by 22% (see Chart 2). The lowest skill proficiency rate for Black or African American students in 2020 was the Analysis skill (78%), four percentage points over the 2020 ILO average. However, this rate was approximately 10% below the Asian, Hispanic, and White rates for the Analysis skill. Conversely, White students passed the Conclusions skill at a rate 9% lower than Black or African American students. Unfortunately, the sample did not contain enough examples of Pacific Islander students, another group the college is interested in monitoring for equity purposes.



Chart 2: Critical Thinking Skills by Race/Ethnicity

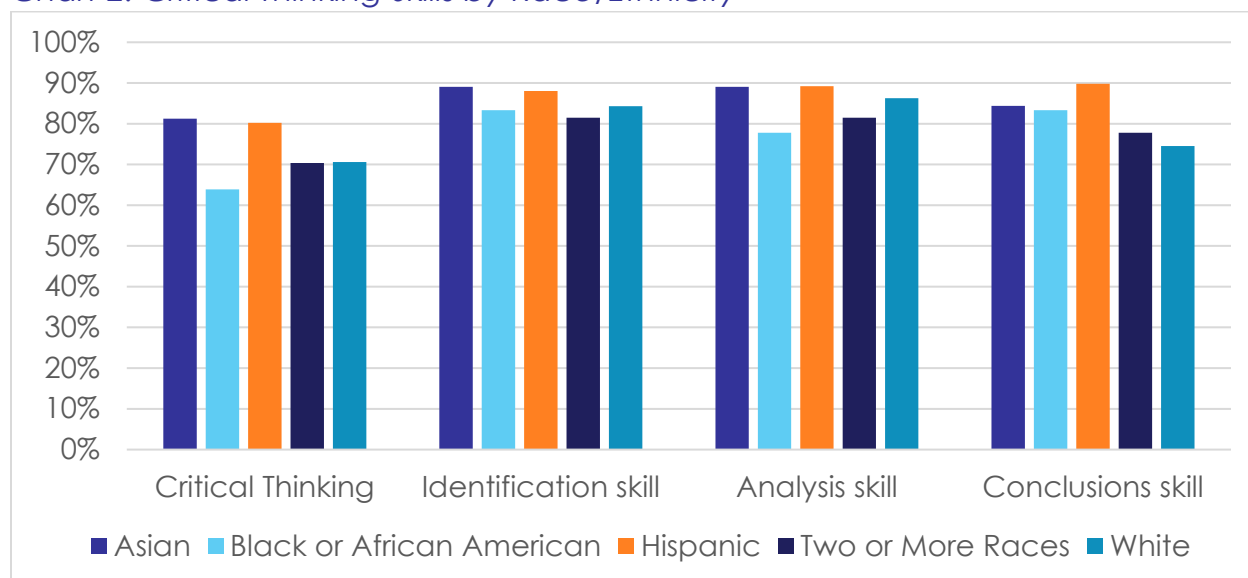


Table 3: Critical Thinking Skills by Race/Ethnicity

Row Labels	Critical Thinking	Identification skill	Analysis skill	Conclusions skill
<b>Asian</b>	81%	89%	89%	84%
<b>Black or African American</b>	64%	83%	78%	83%
<b>Hispanic</b>	80%	88%	89%	90%
<b>Two or More Races</b>	70%	81%	81%	78%
<b>White</b>	71%	84%	86%	75%

## Conclusions

The unique circumstances of the 2019-20 academic year are a reason to be cautious when comparing Critical Thinking ILO past results with those from the 2020 assessment. The COVID-19 pandemic led the Assessment of Learning Committee to only assess course sections intended to be online from the beginning of the semester. Students enrolled in these courses intended to be online throughout the semester, which may be a different population than those who intended to take courses in person. The results of the assessment indicate higher performance than in 2016. The college shows 76% of assessed students achieved the Critical Thinking learning outcome. This result is almost 8% higher than the results of the 2016 assessment. However, because this assessment used a more specific population, the college should be cautious about attributing the improved ILO proficiency rates to actions El Camino undertook during the period of time between both assessments.

Within the population assessed, the 2020 results show little evidence of disproportionate impact among the students the college has identified for equity support. One notable observation is the higher performance of students who receive support through a cohort (including those students who get support through the Student Resource Center) compared to students who are not involved in a cohort. This evidence supports the strategy of the college to provide comparable cohort program supports to all students through the Guided Pathways Success Teams.

El Camino College still falls short when it comes to Black or African American students' assessments. The three individual Critical Thinking skills of Black or African Americans were all assessed near 80%. However, the proficiency rate of Black or African American students in all three skills was lower compared to the rate achieved by other groups.

## Recommendations

The data indicates Black and African American students are proficient when individual critical thinking skills are assessed separately, but not as proficient when critical thinking is assessed as a whole. This may evidence that these students do not fully understand what is expected from their performance to achieve critical thinking full proficiency (as opposed to identification, analysis, and conclusion skills proficiency). Academic programs may consider examining how they convey the expectations they have for mastering the critical thinking skill. This involves programs evaluating how content is delivered to ensure students with various backgrounds and learning styles understand the intended message. Special emphasis should be placed on how Black and African American students best learn and interact in the classroom.

Additionally, faculty members might benefit from reflecting on how differences on cultural practices (including language) could lead to bias when assessing the work of minoritized students. Are there instances where Black or African American students are performing well on critical thinking, but because of dominant cultural practices influencing assessment, their work is being evaluated lower than it should be? Introspective reflection and regular training (e.g., unconscious bias, cultural competency, etc.) may help faculty members be more aware and critical about their assessment practices.

The data shows that students' affiliation with a student support cohort positively impacted their ILO proficiency rate. Therefore, the College should continue working on increasing the number of students who are part of these learning and support communities.

## Appendix A: Critical Thinking Rubric<sup>4</sup>

### **ILO #1 – CRITICAL THINKING**

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

- Identify vital questions, problems, or issues and evaluate solutions.
- Analyze, compose, and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.

	<b>0=Missing</b>	<b>1=Developing</b>	<b>2=Proficient</b>	<b>3=Exemplary</b>
<b>Identify</b>	Introduction or identification of problem is not present	Problem is identified or introduced in minimal or simplistic way	Problem is identified or introduced clearly and with support	Problem is identified or introduced clearly and with all relevant information necessary for full understanding
<b>Analyze</b>	Analysis, solution, or plan is not present	Analysis, solution, or plan presents limited or biased perspective	Analysis, solution, or plan presents effective or comparative perspective	Analysis, solution, or plan presents full, comparative, or original perspective
<b>Conclude</b>	Conclusion or synthesis is not present	Conclusion or synthesis is disconnected or oversimplified	Conclusion or synthesis is clear and connected to relevant information	Conclusion or synthesis is logical, well-informed, and strongly connected to relevant information

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<sup>4</sup> Adapted from Palomar College Learning Outcomes Council,  
<http://www2.palomar.edu/pages/sloresources/rubrics/critical-and-creative-thinking-rubric/>  
 Institutional Research and Planning



# El Camino College

**College Council Minutes**  
**Monday March 15, 2021**  
**1:30 – 2:30 p.m. Via Zoom**

## **Attendance**

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

## **Absent**

Kenny Galan

## **Support/Presenters**

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler / Jeff Baumunk, Jorge Gutierrez

## **Minutes**

### 1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the March 1, 2021 meeting minutes as presented.

### 2. Board Agenda Review

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

An overview of the [agenda](#) for the March 15, 2021 Board of Trustees meeting was provided.

The review included Closed Session items, Presentations, Consent Calendar items, Action items and Future Action Items/General Information.

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

Jean Shankweiler - Academic Affairs  
Ross Miyashiro - Student Services  
Iris Ingram – Administrative Services and Measure E  
Jane Miyashiro - Human Resources

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

### 3. Paths of Travel Presentation

Jorge Gutierrez reviewed the [paths of travel](#) identified to accommodate the numerous construction project schedule scheduled on campus.

Baseball Field Improvements	March – September 2021
Construction Tech Building	March – September 2021
Bookstore Café	April – October 2021
Student Activities Remodel	April – October 2021

The traffic path for the Warrior pantry is included in the plan and was also reviewed.

Side note: Supervisor Holly Mitchell’s office sponsored a food distribution event at El Camino, Thursday, March 11, 2021. Ross Miyashiro debriefed College Council on the very successful event. Great appreciation is extended to Facilities and Campus Police for their contributions to the event. Supervisor Michell’s office commented El Camino held the best organized event they have hosted to date. There were 18 distribution stations distributing 80 pounds of food to each of 2, 016 families.

Another food distribution event is scheduled for March 17 between 2:00pm – 6:00pm. This event is hosted in collaboration with Whole Foods and El Camino’s Retail Management Certificate program. Additionally, the Warrior Pantry continues to collect donations for personal care items every Tuesday and Thursday 11:00am – 2:00pm to support our students at the Warrior Pantry.

4. South Bay Public Safety Training Center

Chief Jeff Baumunk provided an overview on the location selection for the South Bay Public Safety Training Center. Previous plans to locate the training center off campus at Crenshaw Boulevard and 208<sup>th</sup> Street fell through. Other off campus options were not viable due to lack of infrastructure and/or the high cost of real estate in the area. [Two options to locate the training center in Lot L](#) were presented.

The current Public Safety Training center located in Inglewood is aging, has space limitations and sustained damage in the recent fire. There is a real need for a new state-of-the-art local training facility. South Bay fire agencies; Torrance, Redondo Beach, Manhattan Beach and El Segundo as well as L.A. County continue their support and partnership in creating a new local facility and expanding their training programs. The funding for the project will be shared by El Camino College, the local agencies and the regional training group. These relationships/partnerships allow our students to network with local departments and may provide future opportunities for internships or employment. The state-of-the-art burn tower would burn natural gas which is better for the environment. This is an exciting opportunity that has been in development for the last four years.

It is recognized the plan to build on Lot L will reduce student parking. The impact on parking will be evaluated. It is noted the completion of Lot C has significantly increased parking.

El Camino received \$10M funding from Assemblymember Al Muratsuchi for the South Bay Public Safety Training center. The L.A. County Fire Chiefs Association have received a grant award for the natural gas burn tower and has access to additional grant funds.

Two phases of construction are planned. Phase one includes modular class buildings, the fire tower and a fire apparatus storage building. The second phase includes three classroom and administration offices. The project will go through the California Environmental Quality Act (CEQA). Communication with the neighbors and their input will also be part of development process.

5. Additional Discussions:

A review of [the revised list of topics](#) for future meetings was reviewed.

Policy Review day is scheduled March 26 – Accreditation policy, Camera policy, Prerequisites/Corequisite policy, Fieldtrip/Excursion policy are completing review from Academic Senate. If needed, due to the number of policies being reviewed on Policy Review day, some of these policies can be scheduled for review at future meetings.

Campus Safety Forum is scheduled March 24 – ECC police officers will discuss the philosophy and policing at El Camino College. This event is open to everyone.

The Student Forum on the Social Justice Center was very successful. Valuable feedback from students on activities and amenities for the Center was provided. Outcomes and context for the Social Justice Center were discussed in breakout rooms. Approximately 60 participants represented different campus constituent groups.

The Foundation Employee Giving Campaign started last week and will continue through March. Foundation Scholarships are in the process of being awarded. The Foundation Scholarship Award ceremony will be held virtually on May 27, 2021. The spring Foundation newsletter is being published and will be mailed out in the next week or two.

El Camino Classified Employees (ECCE) and the Police Officers Association (POA) hosted a COVID-19 Vaccination Townhall. The event was recorded and available on the Warrior Wellness webpage. Additional information and links on scheduling COVID-19 vaccination appointments was sent to the campus community.

EOPS webpage has been updated with all the activities/workshops for the semester. These workshops were developed and based on feedback from students and guidance from the Chancellor's Office. A few of the workshops focus on

- a. retention of men of color,
- b. CARES training workshops,
- c. advocacy for foster youth during the pandemic and
- d. basic needs and financial aid for keeping students in need enrolled in school

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**

### Winter/Spring 2021 College Council Meetings

- Friday, March 26, 2021                      (Policy Review Day)
- Monday, April 5, 2021
- Monday, April 19, 2021                      (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021                      (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021                      (Board Day)



# El Camino College

## RESOLUTION 2021-19-04A AFFIRMING EL CAMINO COMMUNITY COLLEGE DISTRICT'S COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

**WHEREAS**, El Camino Community College District's Mission Statement asserts that El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities. The El Camino Community College Vision Statement asserts that El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning; and

**WHEREAS**, the diverse student population of the El Camino Community College District is one of its greatest assets and closely reflects the diverse population of California, as 52% of its students are Latinx, 13% are White, 15% are Asian, 15% are Black, <1% are Filipino, <1% are Native American, and <1% are Pacific Islander; and

**WHEREAS**, diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking; and helps people learn to communicate effectively with others of varied backgrounds; and

**WHEREAS**, diversity strengthens communities; prepares students to become good citizens in an increasingly complex, global society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace; and

**WHEREAS**, there are significant equity gaps in completion rates among statewide student populations, and the *Vision for Success* calls on the system to integrate equity throughout all efforts to increase student success and to eliminate those equity gaps by the year 2026-27; and

**WHEREAS**, El Camino Community College District has adopted local Vision for Success goals centered on improving students success, which can be found here.

<https://www.elcamino.edu/about/depts/ir/docs/research/outcomes/Local%20Vision%20Goals%20Infographic%202017-18.pdf> and

**WHEREAS**, faculty and staff diversity is a driver for the educational achievement and the social mobility of students; documented by established peer reviewed literature that asserts that students who benefit from a racial and ethnic diverse faculty are better educated and better prepared for leadership, citizenship, and professional competitiveness; and

**WHEREAS**, recognizing the importance of faculty and staff as key drivers of student success, the Board of Governors of the California Community Colleges has adopted the Diversity, Equity and Inclusion Integration Plan, consisting of 68 hiring, recruitment and retention strategies to address the lack of diversity among full-time and part time faculty, classified staff and educational administrators; and



**WHEREAS**, El Camino Community College District is a public California Community College District, we are committed to addressing the needs of the diverse institutions and populations within its service area; and

**WHEREAS**, El Camino Community College District will take actions to support diversity, equity and inclusion at our college:

- ***Students***: ensuring that students are included in all collegial consultation committees so that the student voice informs Board policies and actions related to faculty and staff diversity.
- ***Board Policies***: ensuring that statements by the board and its policies are in support of diversity, equity and inclusion
- ***Human Resources***: ensuring that actions are taken to address underrepresentation in current staffing
- ***Equal Employment Opportunity Plan***: ensuring that the El Camino Community College District's EEO Plan reflects actionable goals to strengthen faculty and staff diversity
- ***Professional Development***: ensuring that PD efforts for all employee groups supports cultural competence with a focus on understanding and addressing implicit bias
- ***Curriculum***: ensuring that faculty are provided professional development that strengthens culturally responsive curriculum and acknowledges diversity.

**NOW THEREFORE BE IT RESOLVED**, that we, the El Camino Community College District Board of Trustees, hereby reaffirm strongly our support for diversity in faculty and staff hiring; diversity among faculty, students, staff and programs; and compel everyone in the El Camino Community College District community, through their roles and responsibilities, to implement the District's diversity initiatives and maintain a climate of respect, civility, and inclusion as part of the institution's commitment to educational excellence; and be it further

**RESOLVED** that El Camino Community College District Board of Trustees will support and implement the recommendations from the California Community Colleges Chancellor's Office Vision for Success Diversity, Equity and Inclusion Task Force Report dated April 24, 2020, and annually participate in implicit bias and cultural competency training; and be it further

**RESOLVED**, the El Camino Community College District Board of Trustees shall publicly review on an annual basis the District's compliance with the California Education Code Equal Employment Opportunity standards and Chancellor's Office Certification Form that incorporates multiple methods to address diversity, including, but not limited to, board policies and adopted resolutions; incentives for hard-to-hire areas/disciplines; focused outreach and publications; procedures for addressing diversity throughout hiring steps and levels; consistent and ongoing training for hiring committees; professional development focused on diversity; diversity incorporated into criteria for employee evaluation and tenure review; grow-your-own programs; an analysis of why staff leave the district; and the make-up of hiring committees; and be it further

**RESOLVED**, the El Camino Community College District Board of Trustees shall establish a standing Diversity, Equity and Including Committee for the Board.

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, March 23, 2021**

Via Zoom: <https://elcamino-edu.zoom.us/j/98267985325> 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
X	Anna Brochet	AB	Counseling
	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
X	David Moyer	DM	Fine Arts
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
	Jason Suárez	JS	Behavioral & Social Sciences
	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

### **Introductions**

The FDC welcomed guests and a new member to the meeting. Guests included Taryn Bailey (TB), Guided Pathways Co-coordinator and Teresa Wilson (TW), ECC student. In addition, we were happy to welcome Arturo Martinez (AM), Professor of Mathematics and Co-coordinator of SITE. On 3.9.21 the FDC discussed the benefits of inviting more faculty to join the committee, especially those who are facilitating professional development activities as part of other programs. We recognize that having representatives from SITE, MyPath, and Guided Pathways join the FDC will be a great way to collaborate on events, support one another, and keep each other informed of upcoming professional development opportunities. SITE has elected to send a different representative to each meeting; Lars Kjeseth will attend the next FDC meeting on April 27<sup>th</sup>.

### **Student Engagement Innovation Grant**

In support of the Student Engagement Innovation Grant, TW was invited to attend the FDC meeting. This grant provides funding intended to increase student participation in committees across the campus. The FDC enjoyed meeting TW, who is working towards a business degree and volunteers at a nonprofit that provides services to incarcerated students. TW has found that taking online classes during the pandemic has allowed her to complete more courses and she appreciates the support she has received from various ECC programs. She graciously answered a number of questions and provided very useful feedback to the committee.

TW indicated that one of the ways in which she learns best is when faculty provide clear directions from the very start of the semester. She especially appreciates when faculty email their syllabus a week or two in advance which includes the textbook information and the expectations for the course.

AJH noted that she utilized a liquid syllabus this semester with great success. She credited the concept of using a website tool rather than a traditional document to create a more welcoming and supportive

syllabus to Mt. San Jacinto Professor, Michelle Pacansky-Brock, who published “Humanizing Pre-Course Contact with a Liquid Syllabus” in 2020. AJH shared a link for more information:

<https://brocansky.com/2020/06/humanizing-pre-course-contact-with-a-liquid-syllabus.html>

TW also indicated that she feels most supported by faculty who offer multiple means of communication, such as email and Zoom sessions, and when faculty are responsive to messages from students.

TW noted that some faculty fail to recognize that older students are present in their class. This becomes obvious when an instructor addresses their students as if they’re all from the same age group and this can be alienating.

AM asked how we can be more student-centered and service oriented. TW replied that it would be helpful if students had access to a website with information about faculty, especially when selecting classes. She noted that Rate My Professor is unreliable as students who do poorly in a class are likely to post negative comments about a professor out of frustration.

### **Responding to Students in Crisis Panel Presentations**

The committee reviewed and updated the planning document in Teams for a series of panel presentations to focus on responding to students in crisis. Counselors, clinical psychologists, ECC Connect liaisons and others who provide important services to students in need, such as Financial Aid and the Warrior Pantry, will be invited to serve on panels that will take place in April and May. The committee will finalize dates and begin recruiting in the next few days.

As a relatively new faculty member, DM noted this type of workshop would be especially helpful at the beginning of the semester, perhaps on PD Day.

AB recommended that we share the [Student Guide to Free and Low Cost Resources](#) created by Student Support Services during the panel presentations. The guide provides useful information related to resources for food, housing, employment, health care, and more.

### **Implementation of Formal PD Day Planning Process**

Because time was running short and the FDC will not meet again until 4.27.21, the committee will need to utilize the Teams site to continue discussions of the new PD Day planning process. The goal is to implement the new process in early April.

### **Informed & Inspired (I&I)**

SA reported that Viviana Unda, Director of Institutional Research & Planning, facilitated a very informative presentation on 3.18.21 that focused on ways faculty can use institutional data to increase student success.

The next I&I session will take place on April 29<sup>th</sup>, 1:00-2:00. SITE co-coordinators, AM and Lars Kjeseth, will share research from *Grading for Equity* by Joe Feldman. The session will encourage us to examine traditional grading practices and introduce a framework for equitable grading.

Adjourned 2:02

SA/03.26.21