



Academic Senate of El Camino College 2020-2021

September 1, 2020

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

Office location: Schauerman Library, Room 273

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

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

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

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



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Zoom information for Academic Senate Meeting 9/1/2020

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

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

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

Meeting ID: 960 6675 9172

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

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

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, September 1. In the subject line, please put Academic Senate Meeting 9/1 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

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

Part-Time (One-year terms)

TBA		<u>Fine Arts</u>	Vacant		<u>Mathematical Sciences</u>	Vacant	
TBA			Jonathan Bryant	21/22		Vacant	
<u>Behavioral & Social Sciences</u>			Joe Hardesty	20/21		Le Gui	20/21
Stacey Allen	22/23		Russell McMillin^{*R}	21/22		Ronald Martinez	21/22
Ali Ahmadpour	22/23		Darilyn Rowan	21/22		Vacant	
Kristie Daniel-DiGregorio	20/21						
Renee Galbavy	20/21	<u>Health Sciences & Athletics/Nursing</u>			<u>Natural Sciences</u>		
Michael Wynne[*]	20/21	Vacant			Shimonee Kadakia		21/22
		Vacant			Darcie McClelland		22/23
<u>Business</u>		Yuko Kawasaki		21/22	Mia Dobbs		21/22
Kurt Hull	21/22	Colleen McFaul		20/21	Shanna Potter^{*R}		22/23
Philip Lau^{*R}	21/22	Tiffany Lau		20/21	Jwan Amin		22/23
Josh Troesh	21/22						
		<u>Humanities</u>			<u>Academic Affairs & Student Services</u>		
		Sean Donnell		21/22	Jean Shankweiler		
<u>Counseling</u>		Brent Isaacs		21/22	Ross Miyashiro		
Seranda Bray	20/21	Elayne Kelley		21/22	<u>Associated Students Organization</u>		
Anna Brochet^{*R}	21/22	Pete Marcoux[*]		21/22	Sarah Jean Marble		
Rocio Diaz	22/23	Anna Mavromati		21/22	Pretty Abraham		
					<u>President/ Superintendent</u>		
<u>Library Learning Resources</u>		<u>Industry & Technology</u>			Dena Maloney		
Analu Josephides	21/22	Charlene Brewer-Smith^R		21/22	<u>Ex-officio positions</u>		
Mary McMillan	21/22	Ross Durand[*]		21/22	Kelsey Iino		ECCFT
Claudia Striepe^{*R}	21/22	Dylan Meek^R		21/22			
		Renee Newell		21/22	<u>Institutional Research</u>		
		Jack Selph		21/22	Josh Rosales		

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

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

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

SENATE COMMITTEES:

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

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

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

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

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

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

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

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

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

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

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

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

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

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

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
 Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Renee Galbavy
 Hong Herrera Thomas
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Joshua Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analú Kameeiamoku Josephides
 Mary McMillan
 Claudia Striepe

Fine Arts

- Ali Ahmadpour
 Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Sanda Oswald
 Shanna Potter
 Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Faith Adams, ASO

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales
 Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Nancilyn Burruss, Humanities
 Melissa Fujiwara, BSS
 Gary Medina, LLR

Excused:

ACADEMIC SENATE MINUTES

June 9, 2020

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

A. CALL TO ORDER

Senate President Darcie McClelland called the eighth and last Academic Senate meeting of the spring 2020 semester to order on June 9th at 12:35 p.m.

B. APPROVAL OF MINUTES (p. 6-18)

D. McClelland: See pgs. 6-18 of the packet for minutes from June 2nd meeting. A. Ahmadpour motioned, L. Kjeseth seconded.

21 yes, 0 no, 0 abstentions. Minutes were approved as presented.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland:

- 2019-2020 Goals Progress Report – please reference and review email sent earlier today
 - Will update again at the end of summer so you can see by Fall what has been accomplished
 - We passed a lot of resolutions this year, something that our Senate has not historically done. A lot of them had a huge impact.
 - A. Ahmadpour: could you allow Kelsey to give a short report? We usually bring the union in to inform us. Could you put her on your list of possible presenters?
 - DM: Her ability to join meeting is a little compromised today because her power is out. Carolee is here today, I am totally open to that suggestion if we have time.
- 2020-2021 Goals
 - Expand goals for faculty diversification
 - Support for Accreditation site visit
 - Facilitate transition back to in-person instruction following COVID emergency
 - Develop concrete, measurable goals related to equity and diversity and a plan for their implementation
 - Identify programs that currently exist, look for gaps, and work to promote greater collaboration and reduce siloing
 - Develop certification program to recognize faculty who participate in comprehensive anti-racism PD
 - Evaluate lessons learned from transition to emergency remote learning to improve distance education going forward
 - Increase access to senate activities by continuing to provide remote access to meetings via Zoom
 - Expand noncredit program to provide increased support for students and achieve enrollment management targets
 - Continue to facilitate more effective communication with ECC Federation of Teachers and ASO
 - If you have ideas for next year, please let me know

- Summer projects are listed on slide
 - Anti-Racism Education in CCC paper
 - To be completed in time for adoption at ASCCC fall 2020 plenary session
 - Participate in California Community College Equity Leadership Alliance
 - Identify potential candidates for VP Equity and Diversity position
 - If interested, please send an email to Darcie briefly outlining why you are interested and why you would be a great fit for the position
 - Must be current senator or senator-elect
 - Develop measurable, attainable goals related to faculty diversification and an action plan to achieve goals
 - Consult with administration and ECCFT to revise faculty evaluations to incorporate culturally responsive practices
 - Self-evaluation question
 - Consult with administration and ECCFT to examine feasibility of requiring specific anti-racism PD and/or creating certification program to recognize faculty, staff, and students who engage in anti-racism training program
 - Coordinate with ASO to form planning team for voter registration and education drive
 - Volunteers needed! Please email Darcie if interested
 - Plan workshop series where faculty from each discipline host dialogues/seminars discussing discipline specific equity issues
 - Came out of Anna's comment at our last meeting
 - For students and faculty to come together and have conversations relating to equity in that particular field and hits that equity is not in one discipline, it's across all of our curriculum and everything in society
 - Work with administration to plan campus forum promoting constructive dialogue between law enforcement representatives and campus community
 - President thinks this is a wonderful idea. Also need volunteers for this
 - Consult with administration to clarify procedures for dual enrollment
 - Ensure all instructor meet ECC min quals
 - Ensure all dual enrollment courses are following ECC procedures and timelines concerning SLO evaluation
 - Ensure evaluation of dual enrollment faculty consistent with procedures used to evaluate faculty working on campus.

A. Ahmadpour: So we are for sure going to work with policing? It is becoming almost a national issue and many colleges and universities are paying attention to this. I think it's very important in our first meeting to go back to that. Is that something we are talking about today? If not, may we can do at the beginning of Fall.

DM: It's on our radar for beginning of Fall. Was a little short timeline to ask Chief Travis after last Tuesday's meeting to come in and present today. I will be making the ask for him to come to our first Fall senate meeting that Josh had suggested last week. We will also be partnering with President's Office and other areas on campus to put together this community forum dialogue with the police. We're going to try to get not only our police, but local community police departments as well.

AA: Aside from inviting them, it would be nice if some of us can work on a model. What is most suitable model? Do we want to have police on our campus? Based on the general consensus nationwide. We should also have, aside from someone coming to give us a report, we should also work on that. I will volunteer to work on that.

DM: That's going to be something that's going to take some collaboration from administration as well. Maybe something that there would be a task force or committee to look at. But I think the first step is to just get a report about how policing is occurring on our campus. It could be that ECC PD could be a model. I think the first step to this before we decide that there is a problem is to get information about what's happening and then we can decide at that point. We can start with presentation from Chief and go from there.

b. Chair, Curriculum – Janet Young

J. Young:

- Overview of what we have done. Totals
 - 51 degrees and certificates, 396 course reviews, 26 new courses; 1479 proposals
- Second online catalog has been published
- Curriculog will be operational for fall for new courses, course review, inactivations, and DE addenda
- Training materials and online training to be offered in summer, Flex Day, and fall
- Course input has been prioritized
- Our process for SLO changes on course outlines (COR) Approved
 - Until the courses came up for review, which meant there was a disparity different from what was on course outline different from Nuventive. Once change is approved, it can come to curriculum office and change it
- We are going to be working on goals for 2020-2021 and will be finalized at 1st meeting in September
 - Ideas include but are not limited to:
 - Curriculum's role in social justice
 - Formalized training for DCC members
 - Prerequisite, corequisite, and recommended preparation training
 - Curriculog training
 - Assessing CCC practices and procedures
 - Will report back to the Senate once goals are finalized in Fall

c. VP Educational Policies – Darcie McClelland

D. McClelland:

- Reviewed 12 APs/BPs
- Revised Field Trip Procedure to ensure consistency across campus
- All AA BPs/APs required for Accreditation have been approved/updated
- Expanded committee to include representation from all divisions

d. VP Faculty Development – Stacey Allen

S. Allen:

- Summary of activities for the year appear on pages 21-22 of your packet
- FDC was very busy
 - Academic Rank certificates
 - Awarded outstanding adjunct faculty award
 - Faculty book club
 - Getting the job workshops, Part 1 and 2
 - Faculty development plans

- Faculty PD needs assessment
- Honored 18 who achieved tenure this year
- Last week an MOU was signed from Jane Miyashiro
 - You will see that district and Federation agreed to amend hours required for Fall PD day. For this semester, it will only be 3 hours. General session and division/dept sessions. Breakouts will be optional this year only. FDC working on PD options for Summer
 - Two themes have emerged as far as pressing needs
 - Online teaching
 - Anti racism training
- Opportunities for faculty to work together to collaborate over the summer, share best practices as we have all moved to remote instruction
 - You should have received an email from PD about innovation grant
 - You can earn a stipend of \$1,000 and really get ready for the Fall semester. Developing CANVAS modules. Capstone will be a brief presentation at Fall PD day
- A. Ahmadpour: I think we also dealt with the wellness of the teachers. I believe the issue of union and our contract definitely corresponds to the wellness of teachers
 - SA: Yes, and Ali serves on that committee

e. VP Finance – Josh Troesh

J. Troesh:

- Discussion on establishing a process for evaluating any cuts
 - Right now we are in the process is establishing a process for evaluating cuts that are coming in the future
- Must approved tentative budget by June 30 to allow spending
 - Still getting info from state about what funding will look like in next year
 - We are figuring out as a committee what priorities should be
- Budget will change dramatically after the budget is approved
- Irises' Solar system analogy
 - Closest to sun will get most resources
 - Things further from sun will get fewer resources
 - Highest priorities being academic programs
 - Things related to degree, certificate conferment, job trainings
 - Other high priorities are things related to funding formula – closing equity gaps, things that make students succeed.
 - Things that are mandated by accreditation or some other law
 - Funding for whatever we need to deal with current state of affairs, could include technology funding related to helping students succeed in remote environment. Cleaning necessitated as result of virus
 - We are in middle of this discussion
- S. Sylvers: Make sure we center our Black students and the civil rights movement that is happening now? And make sure there is funding for students that have been marginalized for 400 years?
 - JT: Ultimately, funding will be decided by board based on recs from administration
 - However, convos we have had so far and will continue to focus on include robust conversations on closing equity gap, specifically in light of current national environment. Supporting anti-racism and

supporting Black students are a part of that prioritization. Meaning we as a campus are going to look for other areas before cutting things listed. Does that address what you were referring to Seranda? SS: Yes

- A. Ahmadpour: What can we do to prevent budget cuts? Especially if we pay attention to political ambience of nation, many people advocating for health and education.
 - JT: Education probably going to lose to health care in current environment. I believe all it will do will be lessening the budget cuts
 - CA one of the more severe states that is going to get hit

f. VP Academic Technology – Pete Marcoux

P. Marcoux: Had about 50+ attendees. Now that budget cuts are certain how we fund technology is changing.

- ITS will no longer fund division specific software. I believe that's going to happen next year
- Analu: I was told by Helpdesk that I need to bring in my notebook. I decided I don't need notebook, I'll use my own laptop. Do I have to update it or is there another issue?

g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

K. Degnan:

- All Divisions have now reported on which SLOs & PLOs will be assessed this semester (originally scheduled for assessment and are in a course with at least one section that was fully online at the start of term).
- Most Divisions have completed the SLO-PLO assessment timelines for 2020-2024 or will have them completed by the end of the semester. These will be entered over summer so we're ready for Fall 2020.
- We anticipate need to change and update those timelines as our world on and off campus continues to change, though we are happy to establish a timeline for something that looks like normal
 - Even though we've got established timelines, on worksheets and in Nuventive, anticipating on revising them as things change

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- Thank you to everyone for surviving this horrible semester
- Deadline to submit grades by 3 days, A&R said please don't be late because it impacts their timeline.
- DM: Deadline is June 22nd

P. Marcoux: Jean, have you heard anything about new add process for Fall? Lillian said she was coming out with new add process. She said she was going to change it to Formstack. R. Miyashiro: You're talking about code add, I will email Lillian today and send to Darcie for distribution

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro:

- New Student Trustee in attendance today, Faith Adams. Welcome her to board of trustees

c. Online and Digital Education Committee-Mary McMillan

M. McMillan:

- Moses wanted me to let everyone know that there are 340 faculty enrolled in SPOCK
- Course will be content complete. Its 97% of the way there. Also working with faculty directly, including coordination with various divisions
- Looking at AP 4105, that will be coming your direction in the Fall.

E. UNFINISHED BUSINESS:

a. Resolution Affirming El Camino College Academic Senate's Commitment to the Well-Being and Safety of Asian, Asian American, and Pacific Islander Communities-Kelsey Iino

A. Josephides motioned to approve, seconded by S. Sylvers.

D. McClelland: Updated language for consistency.

A. Ahmadpour: What does Asian refer to? DM: authors of resolution recommended

M. Nobles: Can we add Filipino? Sometimes Filipino is its own box. Filipinos can fall under any of these categories.

A. Josephides: I absolutely agree with our speaker. Whenever we refer to our students on campus, we always say Native Hawaiian and Pacific Islanders but Native Hawaiians can also fall under Pacific Islanders, so it could get really larger than what it is. But I do agree that adding Filipinos will be remarkable. Keeping Native Hawaiian under Pacific Islander is fine, but wanted to add my thoughts.

DM: We will amend to add Filipino to each of these highlighted items. Any other questions, comments, concerns?

Suggestions from S. Sylvers and C. Striepe.

Vote: 27 in favor, 0 no, 0 abstentions. Resolution is adopted.

b. Proposal to change plagiarism detection software-Kevin Degnan

D. McClelland: Motion to approve by K. Degnan, seconded by A. Ahmadpour.

Reasons are as follows:

- Turnitin does not allow us to own the database of student work we upload to their site.
- Turnitin is the most expensive option and recently raised their costs even higher, despite the pandemic and budget crisis.
- Turnitin is not pursuing ways to help detect the types of plagiarism we're seeing the most.
- Turnitin has instead invested in building an LMS-like experience, which we already have in Canvas and would lure faculty users away from using a more robust LMS with better technical support and would encourage people to act against ODEAC's & Academic Senate's recommendation to use the college's official LMS instance.
- There would be minimal impact in the transition from Turnitin to Unicheck.

By contrast:

- Unicheck would allow us to own our database of student work and is open to connecting us to other colleges' databases.
- Unicheck has a much more reasonable pricing model that would save tens of thousands of dollars per year.

- Unicheck is a comparable, possibly better, software for plagiarism detection and is actively pursuing ways to more effectively detect the plagiarism methods we're seeing and more.
- Unicheck focuses on integration into Canvas, not competition with it.
- Unicheck is easy to use. It has seamless integration in Canvas, would work similarly to Turnitin, and has agreed to an astonishingly affordable model for transition to their software so we would have both Turnitin and Unicheck for one year, and offers more (free) tech support and training during that transition year and beyond.

K. Degnan: Bullet points pretty much cover it

A. Ahmadpour: Is it a pretty similar format? KD: Yes, similarity report is pretty much the same.

Vote: 26 yes, 0 no, 0 abstentions. Proposal is approved.

c. Draft Covid Syllabus Statement

D. McClelland: Came from our Humanities Division, Dean Breckheimer. Needing flexibility, but also want to have some deadlines. Motion to approve by A. Ahmadpour, seconded by P. Marcoux.

A. Ahmadpour: Can we add some information that students need to have? E.g. where to call for this, where to call for that. E.g., ITS, Canvas. Maybe 2-3 lines of information that will be very helpful.

P. Marcoux: Can do in your own syllabi.

L. Kjeseth: There are many things in this statement that I find a little bit problematic. At this point in our discussion and are grappling with equity and fairness. Suggestion to strike out fairly.

A. Josephides: I support Lars on this one. Thank you, Lars, for pointing that out.

P. Marcoux: I just want to point out that this is a recommendation, not mandatory. Faculty can alter if they'd like, just a boilerplate, something to start with and then change. Senate never requires anything in a syllabus, always a recommendation.

R. Diaz: I agree with points on equity, and provide info on how to access CANVAS, ECC email, etc.

N. Burruss: My understanding working with Gema is that there isn't a phone number, so it would need to be an email.

DM: Is suggestion to add an email?

S. Sylvers: Yes.

DM: I can ask to put together a resource page, but right now considering this statement. What specific edits?

J. Troesh: Add a sentence on adding resources for students to help them. Leave that sentence as is to add later.

30 yes, 0 nos, 3 abstentions: R. Diaz, L. Kjeseth, D. Meek.

F. NEW BUSINESS:

a. Proposed Amendment to P/NP Grading Resolution-Senate Executive Board

D. McClelland: I got a request to consider amending the resolution to allow for summer what we allowed for spring. The resolution is the same as we passed in Spring. If we want to allow this, we need motion to bend the bylaws and consider this on an urgent basis so we can vote today.

Motioned by R. Diaz, seconded by P. Marcoux.

DM: Questions? Concerns?

A. Ahmadpour: Are you referring to expanding this open ended? DM: Only for summer.

R. Diaz: For context, all CSUs are accepting P/NP for any course in the summer for both students who are transferring in the Fall and maybe need to make up a class also for all future transfers as well. So we wanted to put this option for students to take advantage of that flexibility that all the CSUs and many UCs are offering. We would encourage them, just like we did for Spring, to make an informed decision.

DM: We will include the same recommendations to students that we did for spring, to speak to a counselor, and video guidance.

T. Lau in chat: Other colleges allow some units to be P/NP in general. I'd like to see this made into a standing policy.

DM: Tiffany, in regards to your comment about making this a standing policy, we can discuss that and look into it. Um, I think long term, there are arguments on both sides. They're pretty strong at the college but it's definitely something that we could discuss.

Vote: 27 yes, 0 nos, 3 abstentions: R. Galbavy, C. McFaul, C. Striepe. PASSES.

b. Proposal of immediate actions to be taken by Senate to address racism and promote equity for all individuals-Senate Executive Board

D. McClelland: Tried to collect everyone's feedback from last week into one document. Josh wrote first couple of statements. Thank you, Josh, for your help. This is a first reading. We as a Senate are committed to this. We have a Senate board of 6-7 people. The 6-7 of us cannot do this work alone, we need everyone to do this work. It may mean that you may have to spend some hours you are not getting paid for doing this. So are a lot of other people. We will continue to advocate for more compensation, but if we are going to be committed to this work, we need volunteers. We need you to go out and communicate with your divisions. Work on a team to put together campus form with police officers and coordinate that. Go through anti-racism training and then train the rest of the faculty on equity and diversity issues. We need people to vote on voter registration campaign. We need people to work on discipline specific conversations on equity. And a lot of people willing to do PD piece. We as senate need to be models and early adopters and show everyone that this is a priority for us.

L. Kjeseth: SITE has overwhelmingly decided that next year we are moving and spreading out our faculty learning communities with little modules to talk about issues related to anti-racism movements. We already have a group that is working on a Canvas shell that is on anti-trauma.

A. Ahmadpour: Can we broadcast this on our home page? If not, I don't think we should create another alternative so we as faculty can somehow be more active to educate our campus. We still have good number of racists on our campus and they are active one way or another.

DM: If you are interested in doing that work, please indicate in the chat. One or two people to help with publicity aspect. This is a living document that we add to as we come up with new ideas.

c. Changes to Academic Senate Constitution-Darcie McClelland

D. McClelland: First reading to proposed changes to Academic Senate Constitution. Broadly, there are two changes that I am proposing and they both deal with positions.

One is a proposal to add VP of Equity and Diversity to our Executive Board. I feel this is a position we should have had for a long time but haven't. I think it is more important than ever now for this to be a coordinate effort by our senate.

The other change, which we already voted for, is to add the Noncredit Liaison position that we voted in favor of. I want to give a quick shout out to the team from the Fed and the district. This position is going to be made possible by the funding for the Senate so thank you so much to the Fed for going to bat for us and to the administration for recognizing the important work that our Senate is doing.

VP of Equity and Diversity- we can revise description as we define what this position will do for senate

J. Baranski: Can we make the title of the new position "VP of Equity, Diversity and Justice"

DM: Yes, I like that. We can play with justice or social justice. I also added brief description of Noncredit Liaison. Because we are short on time, I invite you to email me suggestions. And we will discuss this again come Fall. Also, if you are interested in this position, please let me know. You have to be a sitting Senator, or a Senator elect. If you have suggestions for defining this role, please let me know.

d. Proposed syllabus statement regarding safety in remote environment-Darcie McClelland

D. McClelland: This came from Russell Serr, it's more than anything a liability thing.

El Camino Community College District takes the health and safety of all students seriously and every attempt is taken to make sure students are kept in a safe learning environment at all times. During this time of Safer-at-Home orders, the District had to design creative ways to deliver instructions remotely, which includes instructions that may have to be completed outside of the campus and outside of a student's home. As with all matters that are beyond the District's control, it is not possible to identify or foresee every possible hazard. For this reason, the District urges students to work with their faculty to collectively ascertain the possible safety conditions relating to an activity and discuss how these conditions can be eliminated, reduced or avoided. Students are advised to exercise personal judgement, refrain from engaging in any activity that they feel is unsafe, and consult with the instructor immediately regarding any safety concerns. DM: Specifically, this was an issue in PE courses.

This is technically a first reading.

C. Striepe: I have nothing against that statement, but these syllabi are becoming huge. Can't marketing put out a general statement on the top of the ECC webpage or on division top pages? Why does it have to go to every single syllabus?

DM: We don't require any of these. I think some faculty asked the college to come up with a statement they could use in response to a request. This was generated for faculty who asked for it. Not for all subjects.

P. Marcoux: Maybe in the future we can just run these through the Faculty Development committee and they can put them on their webpage?

A. Ahmadpour: Don't you think this is the responsibility of the administration? C. Striepe: Agree.

DM: I will communicate that we don't think the syllabus is a proper place for this, and this should be on the campus website or the responsibility of admin and not the faculty.

G. INFORMATION ITEMS – DISCUSSION

a. Strategic Plan Implementation Presentation-Viviana Unda

V. Unda:

- Our plan was approved
- Until we get to our next strategic cycle
- Goals come from local vision for success
- What is newer are these metrics: lagging and leading indicators
- ECC institutional goals 2020-23
 - These are big picture goals and we should not expect a lot of movement on these until end of period
 - Increase Completion
- Lagging indicators: measures used to track progress of institutional goals (not actionable)
 - Allow us to check and track how we are doing in terms of goals
 - Here we have very much in line of institutional goals, track degree and certificate completion
- Leading indicators: more measures that provide information about students' progress. They are actionable because they provide a window of opportunity for the College to act.
 - Transfer-level English and Math completion
 - Course withdrawal
 - Two-Term retention
 - 30+ units
 - Average number of degree applicable units
 - Employable skill attainment
- The other piece of information about leading indicators is that we went to the literature and looked at leading indicators that are high predictors of college student success? Based on literature and best practices so you understand rationale with those
- Guided Pathways
 - Gateway Momentum Metric
 - ECC Data Metric
 - Persistence
- Aligning ECC's work with leading indicators
 - Tomorrow we start a series of workshops with VPs, Deans, and Directors to train them in goal-setting, performance indicators, implementation of activities, and progress tracking
- Institutional Planning Guide
 - This guide will reinforce Summer 2020 training and serve as a starting point/refreshers for (new) managers when planning
 - We are pushing campus to work on closing or decreasing equity gaps.
- Institutional Planning Map
 - To give you a sense of our planning map and it will be reproduced in Nuventive platform
 - We have something called an annual priority. We are choosing to make significant progress in one area rather than slight progress in many areas
 - FY 2021-22 Black or African American Students-this student population has been set as annual priority as Black or African American students are identified as a DI group in 4 out of 7 lagging indicators, and in all leading indicators
- DM: Both slideshow and word document are in packet for today.

b. Senate evaluation survey

D. McClelland: Two quick things:

- Please take the senate evaluation survey. I emailed you a link last week, only for senators.
- Senator Elections
 - If your division needs to hold elections, an email explaining the procedure was sent to the senior senator yesterday
 - Please hold elections prior to September 1, 2020 and inform Rocio and Darcie of results. Only 3-4 divisions

c. Senator Elections

H. FUTURE AGENDA ITEMS:

a. Have a wonderful, restful summer and we will see you in fall 😊

I. PUBLIC COMMENT

J. ADJOURN

Motion to adjourn by P. Marcoux, seconded by C. McFaul.

The meeting adjourned at 2:07 pm

RD/ECC Spring 2020



Academic Senate of El Camino College 2020-2021

Office location: Schauerman Library, Room 273, x3254

President's Report

September 1, 2020

Welcome back for fall everyone! It's great to see you all again and get started on what promises to be another great year here at ECC. There are many exciting things happening on campus and with our senate, and I wanted to take just a few minutes to share some news that may be of interest to you.

Summer Senate Appointments to Campus Committees/Opportunities:

President's Advisory Committee on Equity

- Stacey Allen
- Melissa Fujiwara
- Darcie McClelland
- Brian Mims

September Convening of USC Center on Race and Equity's California Community College Alliance

- Charlene Brewer-Smith
- Nancy Freeman
- Melissa Fujiwara
- Chris Hurd
- Christopher Page

Statewide News:

The Academic Senate for California Community Colleges is excited to invite you to the 2020 Academic Academy - Virtual Event on October 8-9, 2020! This year's ASCCC Academic Academy will explore the impact of our recent history on the future of education. Join us as we explore the use of open and online approaches to finding ways to do the impossible, redefining the classroom, creating more equitable learning environments, and improving the success of all students. Registration is only \$150 per person! **More information can be found on the [2020 Academic Academy Webpage](#). Register TODAY, prices go up September 18, 2020!**

The ASCCC is currently accepting proposals to revise the Disciplines List for the 2019-2020 cycle. The deadline for submission of proposals is **September 30, 2020**. If you would like to submit a proposal for a change to the Disciplines List visit <https://asccc.org/disciplines-list> for helpful resources on how to prepare and submit your proposal.

Are you interested in representing the faculty voice in academic and professional matters statewide? Consider applying to participate on one of ASCCC's committees, workgroups, or task-

forces. The application can be found here: <https://www.asccc.org/content/faculty-application-statewide-service>.

Now Available: ASCCC Model Hiring Principles and Practices Course

In Spring 2020, the Faculty Leadership Development Committee and Equity and Diversity Action Committee along with input from Human Resource Officers (ACHRO), Chief Executive Officers (CEOs), Chief Student Services Officers (CSSOs), and Chief Instructional Officers (CIOs) developed a **Model Hiring Principles and Practices Canvas Course** to assist academic senates in beginning or furthering dialogue on systemic change and provide examples of how to modify hiring processes locally.

The course consists of three modules: pre-hiring, hiring, and post-hiring. Each module has various processes to review that may be similar to local campus processes, and each includes principles and guiding questions and equity frameworks to support the development and review of hiring processes. The course is designed as a resource and includes model activities that can be tailor to individual campus needs, along with tools and resources.

The Canvas Course can be found on the [ASCCC Home Page](#) under What's New and directly on Canvas here: <https://ccconlineed.instructure.com/courses/5733/modules>

Board of Trustees:

Meeting agendas can be found at <https://www.boarddocs.com/ca/ecccd/Board.nsf/vpublic?open>

The next meeting will be Tuesday, September 8, via Zoom. The meeting begins at 4pm with closed session and open session begins at 5pm. Among other topics, the board will be voting to approve the 2020-2021 budget.

Congratulations:

Dean of Health Sciences and Athletics Russell Serr and Dean of Mathematics Marlow Lemons. We look forward to continuing to work with Russell and Marlow in their new roles.

Congratulations and Welcome:

To our new Chief Technology Officer Loic Audusseau. He comes to El Camino from Bronx Community College in New York, where he was Chief Information Officer. He has also served as Vice President of Information Systems for French Institute Alliance Française in New York, and has worked as a Distance Learning Coordinator for the Cultural Services of the French Embassy in Egypt. Loic earned master's degrees from the University of Angers and the University of Nantes. He will be attending our September 15 meeting to introduce himself.

To our new Associate Dean of Mathematics Gerson Valle. Gerson comes to us from Compton College where he was a math faculty member. He also previously taught as a Part-Time faculty member in the math department here at ECC. Gerson will introduce himself as the Dean's Rep at today's meeting.



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

August 6, 2020

Dear Colleagues,

The Extended Opportunity Programs and Services (EOPS) at El Camino College is currently accepting applications for Fall 2020.

Students can visit www.elcamino.edu/student/studentservices/eops to complete the online application. We have space for about 500 new students and recruitment will close once all spaces are filled. EOPS was established in the California Community College system on September 4, 1969 with Senate Bill 164. It was born out of the civil rights movement and the social unrest witnessed throughout the 1960s. EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages.

Cooperative Agencies Resources for Education (CARE) was established in 1982 as a supplemental program of EOPS, becoming the first statewide program for single parents pursuing higher education. EOPS and CARE have a rich history of student success by helping support students to overcome socioeconomic challenges in order to reach their full potential.

At El Camino College, the EOPS program serves close to 2,000 students every year, making it one of the largest programs in the state of California. Some of the support services that the program provides include; priority registration, book vouchers, grants, counseling, transfer advisement, career resources, financial aid information, graduation services, and peer mentors, to name a few. In the 2019-2020 academic year, EOPS awarded more than \$850,000 in direct support to students in the form of EOPS grants, book vouchers, success kits (backpacks and school supplies), and transportation services. The program is driven by a philosophy of providing services that are “over, above, and in addition to.”

Attached you will find a copy of our program flyer with more information on services and requirements. Thank you in advance for helping us spread the word to students who may benefit from our program services.

Sincerely,

A handwritten signature in cursive script that reads "Edith Gutierrez".

Edith Gutierrez, Director
EOPS/CARE, CalWORKs and Guardian Scholars
Email: egutierrez@elcamino.edu

EOPS ACCEPTING APPLICATIONS for Fall 2020

Go To: www.elcamino.edu/student/student-services/eops

EOPS Services

- Priority Registration
- Book Vouchers
- Grants
- Counseling
- Tutoring
- Transfer Advisement
- Financial Aid Info.
- Career Resources
- Workshops
- Peer Mentor Support
- Graduation Services
- Harriett Buhai Center for Family Law
(free legal services for those that qualify)

CARE Services

- Supplemental Grants
- CARE Advisor
- Parenting Student Workshops
- Referrals for Community Resources

All services are contingent upon available funding.



Supporting Student Warriors!



EOPS/CARE

EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages.

CARE is a supplemental program of EOPS and provides educational support services to the academically under prepared, welfare-recipient, single head-of-household student population.



CalWORKs

CalWORKs assists single or two-parent households receiving Temporary Assistance for Needy Families (TANF), and those in transition off welfare, achieve long-term self-sufficiency through education, employment, and training programs.



Guardian Scholars

Guardian Scholars provides supportive services to create a welcoming environment for current and former foster youth to empower them to reach their full potential and achieve their academic, personal, and career goals.



El Camino College

Program Websites

www.elcamino.edu/student/studentservices/eops

www.elcamino.edu/student/studentservices/calworks

www.elcamino.edu/student/studentservices/guardianscholars

El Camino College

Professional Development & Learning Office

Frequently Asked Questions (FAQ)

About Flex

The questions and answers below are a format for explaining the Flexible Calendar (Flex) Program at El Camino College.

Each 10-month Full-Time Faculty Member shall be responsible for 24 hours of Professional Development and each 12-month Full-Time Faculty member shall be responsible for 9 hours of Professional Development. [Faculty Contract, Article 8, Section 21. Flex Time Credit]

1. What are Flex Days?

As allowed by Title 5, Flex days are days set aside in the calendar for professional development rather than for meeting with classes. *A total of four (4) days shall be identified for Faculty Development (Flex) on the academic calendar. A Flex day shall consist of six (6) hours. [Faculty Contract, Article 8, Section 21(a)].*

2. If we didn't have Flex Days, would we have more days of vacation?

No, we would have additional days of class.

3. What kinds of activities are considered "professional development" activities?

The term "Professional Development" includes activities which increase knowledge in the discipline or which directly enhance teaching skills, but also activities which improve working relationships with students and staff in and out of the classroom as well as activities which enhance an individual's physical and mental ability to perform his or her job.

4. Do all professional activities have to occur on certain days?

No, but for accountability purposes, certain days are labeled "Flex days" on the academic calendar. However, attendance on designated days, for which Flex credit is given, may be required by the district.

5. What is "Flex Credit"?

Flex credit is the state's way of insuring that faculty engages in professional development activities equivalent to the amount of time that they would be spending in class without a Flex program. One hour of time spent on professional development equals one hour of Flex credit.

6. How much Flex credit do I earn if I present or facilitate an activity?

Individual presenters of campus-wide Flex activities earn triple Flex credit. Presenters of division/department workshops, multiple presenters, and brown bag facilitators earn double credit.

7. Are any activities mandatory at ECC?

ECC requires attendance at the activities occurring all day **August 22, 2019** and three hours on **February 13, 2020**. A total of 9 hours of Flex credit are given for these days. The August 23 and February 6 days listed on the School Year Calendar are optional days. *The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members. The morning of the first day of the spring semester shall be three (3) hours of scheduled Flex activities mandatory for all Full-Time Faculty Members. [Faculty Contract, Article 8, Section 21(b)].*

8. What happens if I am sick or have a personal emergency on a mandatory day?

If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed Flex time and may not make up the absence. Six hours of Flex time shall be equal to one day of absence. Any portion of the 6 hours missed shall be considered a partial absence and shall be charged accordingly. [Faculty Contract, Article 8, Section 21(b)(1)].

9. What are my Flex obligations if I am on Sabbatical leave or pre-retirement?

Faculty members on extended leave (e.g. sabbatical, study abroad, faculty exchange, catastrophic illness, etc.) shall have their twenty-four (24) hour Flex obligation proportionately reduced for that academic year. [Faculty Contract, Article 8, Section 21(c)].

If you are participating in the Pre-Retirement Program, your Flex obligation is reduced proportionately based on the load you are teaching for the year. If you are teaching in the fall, your Flex obligation includes the mandatory fall Flex day. If you are teaching in the spring, your Flex obligation includes the mandatory spring Flex day.

10. What options are available for satisfying the remaining 15 hours of my Flex obligation?

The additional 15 hours of required Flex activities will be required of all 10-month Faculty and may be completed with activities selected at the Faculty Member's discretion. [Faculty Contract, Article 8, Section 21(b)]. Faculty may satisfy this obligation through a variety of professional activities:

- You can attend workshops or programs offered on campus throughout the academic year.
- You can attend off-campus workshops and conferences. The maximum Flex credit for a single day is 6 hours.
- You can design your own individual or group projects with the approval of your dean.

11. You mean we can design our own activities for Flex credit?

Yes. If you wish to receive flex credit for an external training, complete the External Training section in Cornerstone. Once approved, these flex hours will be added to your Cornerstone transcript.

12. What kinds of individual or group projects are acceptable for Flex credit?

Any projects that result in faculty, student, or instructional improvement are acceptable.

- Major design or redesign of courses
- Subject area research and course update
- New course/program development
- Development of new materials for use in course/program evaluation
- Exploration of alternate instructional methods

- Review of library and media holdings
- Assessment of community needs and preferences as they relate to instruction at the community college
- Academic projects involving student groups

13. How does the college keep track of faculty Flex credits?

Attendance is taken at the mandatory on-campus activities (Flex days) and for on-campus programs. Attendance is taken, by the facilitator/instructor, through Cornerstone. Sign-in sheets may be used for some events/programs.

If you are looking to earn flex credit on your own, this is called External Training – formerly known as, Conference Requests or Individual Project Proposals (IPP's). These Flex activities are reported in Cornerstone. Please use the following steps:

1. Access Cornerstone, through MyECC, Quick Links, in the bottom right-hand side.
2. Under the Learning tab and click on My Transcripts
3. Click on the 3 dots, located on the right-hand side, below the blue bar
4. Click on Add External Training and complete all necessary fields

Please make sure to enter all requested Flex activities by, May 15, of the current academic year, to ensure enough time for approvals/verifications. Please note that most requests require supporting documentation (e.g. email confirmations/registrations, receipts, badges or tickets). **Except for activities taking place after May 15, 2020, conferences, etc. should be entered after attendance. If you are attending an activity between May 16 and June 30, 2020, please enter the activity before May 15.**

14. When can I earn Flex credit?

You may earn Flex credit during any non-duty hours (hours you are not scheduled to be in class or in your office) throughout the academic year (July 1-June 30).

15. What about Adjunct Faculty?

ECC has no Flex requirement for adjunct faculty members. However, they are welcome to attend any scheduled activities on Flex days and throughout the year.

16. What about classified staff and management personnel?

Classified and management employees do not have a Flex requirement; however, they are welcome to participate in any of the scheduled activities. Classified staff needs to make prior arrangements with their supervisors in order to coordinate office/area coverage.

17. Do participants have to pre-register to attend an activity?

In order to assure space availability and enough handout materials, pre-registration is required for some programs. For activities requiring pre-registration a link is provided with the program announcement, or you can log into Cornerstone to register for current activities/programs and technology training. Attendance reminders will be sent one week prior to the event.

18. What if I don't complete my Flex obligation?

Absences on the mandatory Flex days (9 hours) will be charged to leave and cannot be made up. *If a Faculty Member does not complete any portion of the additional 15 hours of required Flex activities by June 30, his/her pay will be deducted for any of the Flex hours not completed. [Faculty Contract, Article 8, Section 21(b)(2)].*

Resolution in Support of Pass/No Pass Grading Option

In the interest of the physical and academic well-being of our students and in response to Executive Order 2020-02 which suspends Title 5 section 55022 requirements for P/NP grading the Academic Senate of El Camino College recommends suspension of the P/NP provisions of Administrative Procedure 4230, Grading and Academic Record Symbols, for the remainder of the Covid-19 Emergency period in the state of California. AP 4230 regulates the deadlines and conditions under which students may exercise the P/NP grading option for a course. Existing policy allows only courses with a P/NP notation in the course catalog to be taken P/NP and requires that students request the P/NP grade option within the first 30% of the academic semester. Given the overwhelming changes to our programs and courses, this resolution seeks to alleviate barriers and ensure consistency.

WHEREAS a transition to virtual instruction, has significantly altered the structure and method of delivery across all courses

WHEREAS many courses in non-negligible ways, may necessarily no longer reflect the original course syllabus and outcomes

WHEREAS it is appropriate in these times to allow greater flexibility in the interest of fairness and equity to our students

WHEREAS it is in the best interest of our student's mental health and well-being to alleviate points of concern and anxiety where possible

WHEREAS students should be empowered to make the best decision towards their well-being, health, and academic success

NOW THEREFORE BE IT RESOLVED that the Academic Senate of El Camino College recommends that the Board of Trustees suspend AP 4230, Grading and Academic Record Symbols, for the duration of the Covid-19 emergency period in the state of California academic terms to extend a student's ability to take courses with Pass/No Pass grading such that:

- (a) the students be allowed to take any and all elective and General Education courses P/NP,
- (b) the deadline for declaring the intention to take a course P/NP be extended to May 15, 2020,
- (c) students earning a C or better under the course grading scheme should be marked as passing,
- (d) the option of requesting P/NP is available to all students, regardless of GPA,
- (e) once a student elects to take a course P/NP and passes, the student may not repeat the course at ECC for a letter grade at a later time and;

RESOLVED that the Academic Senate of El Camino College recommends that students speak with a counselor to discuss possible consequences for transfer and/or graduate and professional school admission before deciding to take major preparatory courses P/NP and;

RESOLVED that the Academic Senate of El Camino College strongly encourages students with plans to transfer to a private or out of state school to contact the university before selecting the P/NP option to determine if selecting this option will impact GPA.

Adopted this 15th Day of September, 2020 by the El Camino College Academic Senate.

Darcie L. McClelland, President

El Camino College Academic Senate 2020-2021 Goals

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

A. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Review BPs/APs within Senate purview to ensure that all are up-to-date;
4. Provide faculty leadership for the effective utilization of academic technology at the college;
5. Revise Faculty FLEX FAQs to be more responsive to faculty questions/needs;
6. Take leadership role in examining NFLA and revising content to meet new faculty needs. Add equity/diversity focus;
7. Take leadership role in facilitating transition back to in-person instruction following Covid emergency
8. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Enhance Senate orientation at the start of the academic year including an introduction of new Senators;
2. Provide regular, ongoing communication with all faculty;
3. Inspire greater participation of senators in activities of Senate, including Senate e-board, subcommittees and task forces;
4. Encourage greater community within Senate body. Discuss community norms and facilitate a safe space where all senators feel welcome and comfortable expressing their viewpoints;
5. Continue initiatives to recognize faculty who achieve tenure.

C. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Provide leadership in campus equity efforts by participating in and collaborating with President's Advisory Council on Equity. Lead campus efforts to infuse equity-minded practices into all college curriculum and train faculty to utilize these practices;
2. Collaborate with Campus leadership to revise faculty hiring practices in order to prioritize the hiring of diverse faculty.
3. Participate in and provide constructive feedback on the implementation of success teams and other Guided Pathways initiatives. Support efforts to keep students on the path to success through utilization of tools such as ECC Connect.
4. Expand noncredit program to provide increased support for students and achieve enrollment management targets
5. Evaluate lessons learned from transition to emergency remote learning to improve distance education going forward

D. Collaborate with campus leadership to support Accreditation site visit.

Measures:

1. Ensure senate representatives participate in meetings/visits with accreditation team.

E. Consult and collaborate with campus leadership to hire ECC's next President/CEO.

Measures:

1. Provide feedback about qualities/skills the senate is seeking in the next President/CEO;
2. Provide input about selection process and interview questions;
3. Participate on the selection committee

Draft Syllabus Statement on Facemasks

Studies demonstrate that wearing face masks, along with other non-pharmaceutical preventive interventions such as frequent hand washing and physical distancing, can slow the spread of the coronavirus (SARS-CoV-2) that causes COVID-19. With the return to face to face class meetings, our goal is to protect the health and safety of our entire campus community including students, employees, and campus neighbors. In an effort to minimize any potential spread of COVID-19 on campus, students, employees, and visitors of El Camino College will be required to wear a face mask while on campus. Students who object to wearing a face mask while in class for non-medical reasons (please provide documentation) will be asked to excuse themselves from participating in that class meeting and will be considered absent. Please remember, if students are absent for 10% of class meetings, they can be dropped from that class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section).

Online Tutoring and Canvas Assist

Sheryl Kunisaki

skunisaki@elcamino.edu

Tutoring Hub – Canvas – a collaborative approach

One place where students can get information and connect with an El Camino College tutor



Tutoring Hub - Canvas

The Tutoring Hub gives students access to all Tutoring options on campus that wanted to participate in the summer pilot with links to the schedules and tutoring



Welcome to the Tutoring Hub! Here you can access all the tutoring programs at El Camino College. Tutoring is provided completely free to ECC students by multiple different centers. Find the center that is right for you below.

- Math Study Center**

The Math Study Center provides drop-in online tutoring through Zoom for Math and Computer Science courses. The MSC is open M-Th: 9:00 am–7:00 pm.

[View schedule of tutors](#) ↓

[Get connected with an MSC Tutor now!](#) ↗
- Learning Resource Center**

The Learning Resource Center provides drop-in online tutoring through Zoom for a variety of subjects.

[View schedule of tutors](#) ↓

[Click here to meet with scheduled tutors!](#) ↗
- Peer Assisted Study Sessions**

PASS aims to provide a learning atmosphere which differs from the traditional tutorial environment. The focus is on integrating the course content (what to learn) with academic reasoning and study skill (how to learn).

[Find a tutor and make an appointment](#) ↗
- SEA Village**

The Student Equity and Achievement Village will continue to provide students with online tutoring support via Zoom. We provides drop-in online tutoring in Math & English.

[Visit our website to find a tutor](#) ↗
- SEA Success Center**

The SEA Success Center offers free one-on-one tutoring in all subjects. Our trained specialists will work with students individually to instill reading strategies and comprehension techniques which will benefit them

Tutoring Hub - Website

<https://www.elcamino.edu/library/lrc/tutoring/index.aspx>

THE TUTORING HUB

Summer 2020
All face-to-face tutoring has been canceled until further notice. See our online tutoring offerings below.

Accessing Tutoring through Canvas

Learning Resources Center
Accounting * Anatomy and Physiology * Art History * Astronomy * Chemistry * Chinese * French * Geography * Geology * Japanese * Math * Music * Music Theory * Oceanography * Spanish
Current Tutoring Schedule
Lhall@elcamino.edu
Link to Learning Resources Center Tutoring ID #: 758.565.214
2:00 pm – 6:00 pm

Math Study Center
Math * Computer Science
kamarsh@elcamino.edu
Link to Math Study Center webpage
M-Th: 9:00 AM-7:00 PM

PASS
History * Philosophy * Political Science
Wlozano@elcamino.edu
Link to Pass Tutoring
TBD

SEA Success Center
English
Brodiguez@elcamino.edu
Link to SEA Success Center
M-Th: 10:00am – 3:00pm

SEA Village
English * Math
Medelgado@elcamino.edu
Link to SEA Village Tutoring
M-Th: 10:00am – 3:00pm

Supplemental Instruction (SI)
Anatomy * Anthropology * Business * Chemistry * Math * Physics * Physiology * Political Science.
Lbarrueta@elcamino.edu
Link to SI
Office: M-Th 11:00am - 3pm
SI Sessions: TBD

Writing Center
English * Essays in Various Subjects
spatrick@elcamino.edu
Link to Writing Center
6/29 - 8/13 M-Th: 10:00am - 6:30pm

Welcome to Our Canvas Assistants

The image shows a Zoom meeting interface with five participants. At the top, there is a status bar with a green checkmark icon, a shield icon, and a dropdown menu showing "Total non-video participants: 1". On the right side of the status bar, there are icons for "Speaker View" and a window management icon. The main area contains five video thumbnails. The top row has three thumbnails: Steve Dao (a man in a blue polo shirt), Lukas Daniels (a man with glasses in a black shirt), and hazelle (a woman in a maroon shirt). The bottom row has two thumbnails: Hugo Canizalez (a man in a black t-shirt) and Chloe Velasco (a woman in a blue t-shirt with "Team Budd" written on it). The bottom of the screen features a control bar with icons for Mute, Start Video, Security, Participants (6), Chat, Share Screen, Polling, Record, Reactions, and a red "Leave" button.

Steve Dao

Lukas Daniels

hazelle

Hugo Canizalez

Chloe Velasco

Mute Start Video Security Participants 6 Chat Share Screen Polling Record Reactions Leave

Canvas Assistants

"As a former El Camino student I know the struggle of trying to improve myself in the best of times, and I want to help our students achieve all they can in this shifting environment."

-Steve Dao

"I like helping students because I'm a student myself and I can relate to what they're going through..." - Hazelle Becera

Canvas Assist

Students can connect with a Canvas Assist for help with Canvas or help with technology they are using for class.

Canvas Assistants get all kinds of questions, some not related to Canvas. They are very good at referring students to other areas on campus.

LEARNING RESOURCES CENTER

Interested in tutoring? Visit [The Tutoring Hub](#) for all available tutoring options.

Canvas Assist: Do you have a question about Canvas? Can't find an assignment? Not sure how to take a test in Proctorio?

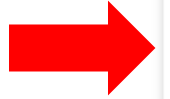
Connect with a Canvas Assistant
Monday -Thursday: 10:00 am - 7:00 pm
Friday and Saturday: 10:00 am - 4:00 pm

Chat with a Canvas Assistant by clicking the Ask Us About Canvas tab on the right hand side.

Need Help with Technology? Check Out These Videos ▼

Computer Lab Information ▼

Ask Us About Canvas



Canvas Assist

DISTANCE EDUCATION

Canvas Assist: Do you have a question about Canvas? Can't find an assignment? Not sure how to take a test in Proctorio?

**Connect with a Canvas Assistant
Monday through Thursday: 10:00 am - 7:00 pm**

Friday and Saturday: 10:00 am - 4:00 pm

Chat with a Canvas Assistant by clicking the Ask Us About Canvas tab on the right hand side.

Ask Us About Canvas

Flexible Learning with Online and Hybrid Courses

Unlike campus-based classes, distance education is a form of learning where you are not always physically present at school. Distance education classes offer the same quality instruction as face-to-face classes and cover the same course material. The only different is that part to all of the course is completed online!

Is Distance Education for You?

Online and hybrid classes may be a good option for you:

Videos Created by Canvas Assistants

Getting Started with Canvas

- 1) Welcome to Canvas and How to Log On
- 2) The Canvas Dashboard and Global Navigation Menu
- 3) Course Cards
- 4) Activity Stream
- 5) To Do List
- 6) Calendar
- 7) Syllabus
- 8) Modules
- 9) Assignments
- 10) Grades
- 11) Notifications
- 12) Pronto

Need Help with Technology? Check Out These Videos

[Access Tutoring Services through Canvas](#)

[How to Access Office 365 from Home](#)

[How to Access Your El Camino Email](#)



El Camino College

**2020 Accreditation
Quick Notes**

El Camino College

Mission, Vision and Values

Mission Statement

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.

Vision Statement

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to inspire our diverse students, employees, and community with purpose, passion and pride.

Respect – We work in a spirit of civility, cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence – We deliver quality, innovation, and excellence in all we do.

The El Camino College Comprehensive Master Plan is supported by the Educational Master Plan, Facilities Plan, Staffing Plan, and Technology Plan and can be found at <https://www.elcamino.edu/about/depts/ir/CMP.aspx>. The Educational Master Plan and outlines the following initiatives:

A. Curricular Innovations

Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

- Develop and/or expand integrated programs in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (contextualized learning).
- Promote innovations in the basic skills curricula that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level math and English.
- Identify and support job development and certifications to provide improved career technical educational opportunities for our students, in alignment with relevant initiatives.
- Establish a long-range Distance Education Plan to expand a high quality and robust online program to support access and increase enrollment and learning options through implementation of the Distance Education Plan.
- Conduct a community assessment of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings.
- Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas.
- Develop and promote the adoption of open-source educational materials especially resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success.
- Facilitate and expand alternative modes of instruction using El Camino College's Learning Management System (LMS).

B. Empowering for Equity

Equip faculty and staff to equitably serve our increasingly diverse student population

- Regularly disseminate achievement gap data to faculty and staff to facilitate productive discussion of those areas where El Camino College could better serve targeted student populations.
- Develop an evidence-based and integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills

Initiative (BSI)) and other campus stakeholder groups.

- Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies.
- Offer professional development programs that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices.
- Institutionalize equity practices by regularly scheduling professional development programs that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes.
- Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching.
- Develop an ongoing review of accessibility to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines

C. Funding Technology

Prioritize campus technology needs and ensure a stable and regular source of funding for assessing and updating infrastructure

- Conduct surveys or focus groups among students, faculty, and staff to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes.
- Identify and address issues that hinder student support processes.
- Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative.
- Produce plans for regular replacements and upgrades for classrooms and faculty laptops/computers, which are periodically shared with the departments and College campus via the Academic Technology Committee.
- Develop and adhere to the highest-level security protocols to ensure safekeeping of student and College data and information.
- Review technical capabilities in classrooms and learning management systems to ensure that the infrastructure supports instructional technology initiatives.
- Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule.
- Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use)

D. Technology for Communication

Utilize various technologies to improve communication and to promote increased completion rates for El Camino College students

- Work with local high schools to digitally acquire the paperwork necessary for entering students. Currently, many prospective students give up on registration because they

receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours.

- Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options).
- Improve ease of access to querying data necessary for assessments of various programs, initiatives, services, etc.
- Ensure web/mobile processes are continually evaluated to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices.
- Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert.
- Use technology to more closely track student progress so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors.
- Create or adapt a mobile application for students that allows them to interact with College systems in a “mobile-first” environment including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC.

E. Comprehensive Student Support

Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

- Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan.
- Expand and/or develop bridge programs to address the student support needs of basic skills students, prior to credit coursework, building on El Camino College’s existing math and English summer bridge programs, and working in concert with local high schools and adult education in order to create a seamless transition into college coursework.
- Evaluate El Camino College’s placement procedures, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into math and English classes where they will experience the highest levels of success.
- Expand service and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan.
- Transform the current “Information Desk” and create in the future Student Services Center a centralized and comprehensive Information Center. Information Center staff will be broadly knowledgeable and be able to assess and effectively remedy a variety of student needs.
- Improve service delivery processes to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and prioritizing student situations as necessary, especially during peak times.

- Revise online orientation so students are exposed to a wide array of services and are more engaged with orientation content. Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college readiness of students. Develop strategies to share this information with students regularly.
- Align service hours to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed. Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round.
- Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.).
- Develop positive messages (emails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester.
- Evaluate support for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually.
- Create opportunities for increased professionalism and training among tutors (in best practices, etc.)

F. Lowering the Cost of Education

Lower the cost of education for students, including external costs

- Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs.
- Provide expanded scholarships and book vouchers to low-income student population.
- Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources.
- Foster partnerships with local transportation services for reduced bus fares to campus

G. Evaluation of Student Processes

Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

- Assess enrollment processes. This includes establishing messages for prospective students, applicants, concurrent enrollment, core services and registration processes.
- Provide positive and clear communications between all parties on multiple platforms, including the El Camino College website, and have students test the forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated.
- Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students.
- Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs.

- Develop training for staff in service-oriented practices that put the needs of the students first.
- Develop processes to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times.
- Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff such as counseling faculty and dean

H. Building Community

Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at El Camino College

- Foster campus pride through events, activities, and other efforts to engage students.
- Evaluate and respond to the need for new or additional programs that support historically underrepresented student populations, including African American, Latino, Asian/Pacific Islander, foster youth, LGBTQ, undocumented, disabled students and religious minorities.
- Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently and safely congregate and socialize.
- Improve dining options, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students.
- Create comfortable waiting areas for students seeking services on campus and/or utilize mobile technology to reduce the need to wait in line.
- Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

I. Improving our Processes

Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

- Evaluate college processes to ensure they are efficient, effective, and up-to-date.
- Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation.
- Ensure recommendations from internal committees or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes.

What is Accreditation?

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Community and Junior Colleges, ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

The Accreditation Process

ACCJC member institutions agree to undergo an educational quality and institutional effectiveness review every seven years to determine whether they are meeting the established Eligibility Requirements, Accreditation Standards, including the federal requirements and Commission policies, and that they are engaged in sustainable efforts to improve educational quality and institutional effectiveness. The review process includes four steps:

- 1) internal evaluation (institutional self-evaluation)
 - 2) external examination (site visit)
 - 3) Commission review and accreditation action, and
 - 4) continuous institutional improvement.
1. The accreditation process starts with an institutional comprehensive self-evaluation process wherein the institution conducts an evaluation of itself against the requirements stated above and in terms of its stated institutional mission and goals. The outcome of the institutional self-evaluation process is a written analysis, an Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness, which is submitted to ACCJC.
 2. The Commission appoints a team of trained, external, peer reviewers to conduct an external evaluation of a particular institution. All members of the External Evaluation Team are selected on the basis of their professional expertise in higher education, areas of specialization, and the unique characteristics of the institution being reviewed.

The External Evaluation Team examines the Institutional Self Evaluation Report, visits the institution as assigned, writes an External Evaluation Report that determines the institution's compliance with Eligibility Requirements, Accreditation Standards and Commission policies, and other requirements, makes recommendations for improvement, and commends excellent practice when appropriate. The team report also includes a confidential recommendation to the Commission on the accredited status of the institution. The External Evaluation Team submits its External Evaluation Report to the Commission after the institution's CEO has been given an opportunity to correct any errors of fact.

3. The Commission evaluates the Institutional Self Evaluation Report, the External Evaluation Report, and the college accreditation history and makes a decision on the accredited status of the institution. The Commission may also provide the institution with additional recommendations and direction for improvement. The Commission meets in January and June of each year. Commission decisions are communicated to the institution via an action letter and are made public through Commission announcements. When the institution has received the Commission action letter, it is required to release and share the External Evaluation Report and the Commission action letter with the college community and the public.
4. As part of the ongoing process of accreditation, each institution is expected to continuously assure the quality of its educational programs and services as well as address the recommendations provided in the External Evaluation Report.

Site Visit (September 28—October 1, 2020)

The External Evaluation Team is responsible for conducting a site visit to verify the information provided in the Institutional Self Evaluation Report and assess whether the institution meets Eligibility Requirements, Accreditation Standards, and Commission policies. Due to the COVID-19 pandemic, the Site Visit will be conducted virtually.

The Commission expects key administrators and officers and campus personnel to be on campus during the time of the site visit in order to meet, as necessary, with members of the External Evaluation Team.

- Team members will typically meet with the chief executive officer, administrators, department heads, program coordinators, faculty, members of the governing board, students and persons with substantial responsibility for producing the Institutional Self Evaluation Report.
- Team members may also attend meetings of the governing board and other campus committees.
- The Team will also conduct open meetings for members of the college community to attend in order to provide broad access to the team during the site visit.
- All campus programs and campus sites will be visited by the team including distance education courses and student learning support services for review.

On the final day of the site visit, the Team Chair meets with the college's CEO and later, with the members of the institution to present the team's exit report. The exit report should not be filmed or recorded. The purpose of the exit report is to share brief observations, comments and major findings based on the team's evaluation of the Institutional Self Evaluation Report, supporting materials and observations made during the visit.

For more information about accreditation processes visit the ACCJC Website: <https://accjc.org/>.

What to Expect During the Site Visit

- The Site Visit is an opportunity for El Camino College to demonstrate the educational quality, college values and the overall effectiveness of our institution. We are proud of El Camino College and the success of our students. Share openly with the team what makes us special and how we measure our success by the students we serve.
- If you receive a request for an interview, please be on time and well prepared to speak to members of the team. If the team is running behind schedule, please be patient. The data gathered during the Site Visit is critical in developing the visiting team's understanding of El Camino College and its processes. As a reminder, all meetings with the external evaluation team will be conducted virtually.
- If you receive a request for information, please be sure to process the request as quickly as possible.
- Please don't be shy! Share your El Camino Warrior pride!

Virtual Visit Protocol

- The site visit will be conducted using a virtual platform such as Zoom. Participants are expected to use microphone and chat features appropriately, and all cameras must be on for meaningful interaction.
- The visiting team may request interviews of college personnel, especially specific committee members, along with specific topics to be discussed. The College will provide you with date, time and virtual meeting location.
- College personnel should present themselves consistent with a professional environment and practice.
- Interviews and other meetings will not be recorded.
- At least two open forums will be held virtually during the visit. These will be widely communicated and open to members of the college community.
- The Exit Report shall be scheduled the last day of the visit and open to the campus community. The Team chair will highlight the team's general findings from the visit. No questions will be taken from the audience during this report.

Site Visit

Monday, September 28 – Thursday, October 1, 2020

Team Members expect to virtually visit campus Monday,
Tuesday, Wednesday and Thursday.
We will share bios and photos of the team as soon as they are available.

Team Chair Dr. Whitney Yamamura
Superintendent/President Folsom Lake
College

2020 Self Evaluation Report Summary

The 2020 Institutional Self-Evaluation Report and supporting documents are online at <https://www.elcamino.edu/accreditation/>. The Institutional Self-Evaluation Report is the work of over 60 faculty, staff, students and administrators who actively participated in the accreditation self-evaluation process.

Introduction

The Introduction details the changes that have taken place since the last accreditation site visit in 2014. The College offers 95 degrees and 119 credit and non-credit certificates, and served 18,707 Full Time Equivalent Students in 2019-2020. The diversity of the students served by El Camino College has grown. El Camino College's student population has continued to become more ethnically diverse with Hispanic students making up 52 percent, African-American students 15 percent and Asian students 15 percent and White students making up 13 percent of the population in 2018-19. The College has also changed with the modernization of facilities, the construction of new buildings, and the addition of new faculty, staff and administrators.

Standard I: Institutional Mission and Effectiveness

- Through a consultative process from 2018-2020, the College reviewed, analyzed and updated its Mission, Vision and Values statements which define the College's broad educational purpose, its intended student population and its commitment to achieving student learning.
- The Mission Statement, as expressed in Board Policy 1200, was approved by the El Camino Community College District Board of Trustees in April 2020. The College also used a collaborative and inclusive process to develop a new Strategic Action Plan and are in the midst of developing a new annual planning process. The Educational Master Plan, Facilities Plan and Technology Plan have all been updated within the last 5 years. All plans are linked and relate back to the mission of the College.
- Through its governance structures and processes, the College maintains an on- going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. These processes result in recommendations that lead to decisions that are designed to improve student learning and institutional effectiveness. The implementation of Canvas for instruction through recommendations from the Distance Education Advisory Committee, Academic Senate and Technology Committee is an example of this process.
- Institutional effectiveness is achieved through gathering of data about student learning, analyzing this data in the context of institutional dialogue and discussion, and implementing systematic, evidence-based change to improve student learning. Since the last accreditation the visit in 2014, the College has revised the institutional effectiveness web page and included institutional research staff on key committees.
- Institution-wide plans as well as program plans are informed by data and establish goals that are designed to lead to improvement at both the institution and program level. Planning processes

are being updated to effectively meet the needs of the institution.

Standard II: Student Learning Programs and Services

- All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- The College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- El Camino College offers various delivery systems and modes of instruction to meet the objectives of the curriculum and the needs of the College's diverse students.
- The College identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The College is continuing to strengthen its culture of authentic assessment – using fewer and more relevant SLOs, and developing an integrated planning timeline to ensure that SLOs are systematically developed and assessed.
- BP 4020 and AP 4020 have established procedures to design, approve, administer, deliver, and evaluate courses and programs. The College recognizes and identifies the critical role of learning outcomes and the role of faculty for providing quality instructional courses and programs.
- El Camino College maintains high-quality instruction and appropriate breadth, depth, rigor, sequence, time to completion, and synthesis of learning across all programs through a range of programs and processes. The program review process promotes a culture of reflection, inquiry, and improvement. Faculty professional development programs promote the continual improvement in high quality instruction.
- El Camino College evaluates courses and programs through ongoing systematic review during the annual program review process. The program review process analyzes each course and program to determine the currency, relevance, appropriateness, achievement of learning outcome, and future program needs. Courses are scheduled to allow students to complete program in the expected time.
- The College uses effective delivery modes, teaching methodologies, and learning support services that reflect the diverse needs of the student population, in support of equity and success.
- When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
- El Camino College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs,

and services.

- The College establishes and maintains board policies regarding academic freedom, student conduct, and ethical behavior.
- The College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. El Camino College designs, maintains, and evaluates counseling and academic advising programs to support student development and success.
- The College evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.
- The College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The librarian works with instructional faculty to select collection materials that meet the learning needs of students.

Standard III: Resources

- The College employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, El Camino College demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
- The College assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Facilities planning is integrated with the Educational Master Plan to assure that the campus facilities support student learning.
- Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. The College has developed processes to ensure that the needs of the college's learning, teaching, communications, research and operational systems are the basis for decisions regarding technology.
- Technology planning is integrated with institutional planning. The College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
- Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The College plans and manages its

financial affairs with integrity and in a manner that ensures financial stability and are aligned with the College's mission. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

- When making short-range financial plans, El Camino College considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
- El Camino College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

Standard IV: Leadership and Governance

- El Camino College recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
- The College has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. Administrative procedures have been developed and implemented which further delineate participation in local decision-making. The Making Decision Guide, revised in 2019-20, provides a detailed description of participatory governance structures and processes.
- The College relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
- The College has established policies and procedures that are used to gather input on important institutional planning and decision making in areas related to educational planning, strategic planning, and facilities planning.
- The College's primary participatory governance structure includes the College Council and its associated committees. The work of the College Council is supported by its Strategic Planning Committee, the Budget Committee, the Campus Safety and Security Committee, the Information Technology Committee, the Success Committee and the Access Committee.
- The governance processes are evaluated on a regular cycle and improvements are made to promote institutional effectiveness.
- Board policies demonstrate the Board's role in ensuring the quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the College.

- The Board establishes policies consistent with the College mission statement to ensure the quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them.
- The Board adheres to a clearly defined policy for selection and evaluating the chief administrator for the College. Board Policy 2430 establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. The Superintendent/President was last evaluated in 2019-20.
- The Board established and routinely implements a policy on self-evaluation. The Board's most recent self-evaluation was conducted in July 2020.

Important Resources:

The El Camino College Making Decisions at El Camino College 2020-2025

Need new link

The El Camino College Strategic Plan 2020-2023

https://www.elcamino.edu/about/depts/ir/docs/research/Planning/2020-23%20Strategic%20Plan_final%20version%20website_01232020.pdf

El Camino College Master Plan 2017-2022

<https://www.elcamino.edu/about/depts/ir/CMP.aspx>

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