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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.



Academic Senate of El Camino College 2019-2020

October 1, 2019

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

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

Part-Time (One-year terms)

Mayra Ochoa (LLR)	19/20
Karl Striepe (BSS)^R	19/20

Fine Arts

Ali Ahmadpour	21/22
Jonathan Bryant	21/22
Joe Hardesty	20/21
Russell McMillin^{*R}	21/22

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth^{*R}	19/20
Le Gui	20/21
Ronald Martinez	21/22
Oscar Villareal	19/20

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski^R	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne[*]	20/21

Health Sciences & Athletics/Nursing

Andy Alvarill^{*R}	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
???	20/21

Natural Sciences

Shimonee Kadakia	21/22
Darcie McClelland	19/20
???	21/22
Shanna Potter	19/20
Anne Valle^{*R}	21/22

Business

Kurt Hull	21/22
Philip Lau^{*R}	21/22
Josh Troesh	21/22

Humanities

Sean Donnell	21/22
Brent Isaacs	21/22
Elayne Kelley	21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Counseling

Seranda Bray	20/21
Anna Brochet^{*R}	21/22
Rocio Diaz	19/20

Pete Marcoux[*]	21/22
Anna Mavromati	21/22

Associated Students Organization

Jennifer Lopez

President/ Superintendent

Dena Maloney

Library Learning Resources

Analu Josephides	21/22
Mary McMillan	21/22
Claudia Striepe^{*R}	21/22

Industry & Technology

Charlene Brewer-Smith^R	21/22
Ross Durand[*]	21/22
Dylan Meek^R	21/22
Renee Newell	21/22
Jack Selph	21/22

Division Personnel

Ex-officio positions

Kelsey Iino	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

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 & Linda Clowers. 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: Cliff Numark. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, ????. 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: Art Leible & 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: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

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

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

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

Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
- Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Library Learning Resources

- Analu 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
- 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

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

Academic Affairs

- Linda Clowers
- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Viviana Unda
-
-

Excused: Seranda Bray, Renee Newell

ACADEMIC SENATE MINUTES

September 17, 2019

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

A. CALL TO ORDER

Senate President Darcie McClelland called the second Academic Senate meeting of the fall 2019 semester to order on September 17, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES (p. 5-12)

D. McClelland: Welcome Dean's Rep for today, Debra Breckheimer.

D. Breckheimer: I have been here since 1996 as full-time professor. Masters Degree is in Rhetoric. Humanities Division is going through transitions and changes—growing and shrinking, AB 705 helping students get into transfer level English much more quickly. If you have students interested in Journalism, please send them our way. Humanities also houses foreign languages—also send your students our way. Offer Spanish, French, Japanese as majors. We have German and Italian and Chinese classes, a lot to offer here. Also have ESL which is shifting and changing. We are a big, happy family.

See pgs. 5-12 of the packet for minutes from the September 3rd meeting. A. Josephides motioned, B. Isaacs seconded, minutes were approved as presented.

C. OFFICER REPORTS

a. President – Darcie McClelland

Included College Council meeting minutes in packet. Happy to report that AP 7160 passed College Council yesterday. AP 4240 which is Academic Renewal will be on board agenda in October board meeting. We are working this year to revise Making Decisions document, as well as variety of other projects.

Welcome new part-time senator, Mayra Ochoa to our Senate! One of our part-time senators got a full-time job elsewhere and Mayra stepped in and will be serving our Senate.

We get two reps for Senate from Calendar Committee. If you are interested or know someone who is interested to be other rep for Calendar Committee, let me know. Next meeting is on Thursday so we need someone in next few days.

S. Allen: Not large time commitment, an hour on Thursday and will be meeting two or three more times in the semester and you will have a say in calendar planning.

b. Chair, Curriculum – Janet Young

J. Young: I serve on this committee but I am non-voting member. We held two trainings on Flex Day and they went well.

Curriculog update: not quite as far as we wanted to be, but moving full speed ahead. Getting ready to beta test Humanities and Behavioral and Social Sciences very soon. For the rest of us, will be on paper process for rest of the semester. Very happy with progress. In first meeting, held training for curriculum committee members to develop and improve curriculum. We send form to Chancellor's Office in October that gives us right to approve new courses, degrees,

certificates (except for noncredit and Associate Degrees for Transfer). Training and forms have to be verified. A lot of proposals have been submitted to us.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Just a quick announcement: we have had some people not be able to serve anymore. We need representatives from Business, Library and Learning Resources, Fine Arts, Humanities, and Math.

This governs how we do things at the college, if you are on one of these divisions (don't have to be senator) or can help find someone from your division, please contact me. We would really like to have broad representation to iron everything out at committee level. Meets Tuesdays from 1-2pm (second and fourth Tuesdays, alternates with Senate).

d. VP Faculty Development – Stacey Allen

S. Allen: A couple of announcements. First Informed & Inspired next Thursday. Analu has stepped up to help and reached out to Robert Williams. First session will be sneak peak to men of color conference taking place in October at ECC.

A. Josephides: We will showcase what's going to happen during conference and encourage attendees to sign up. There will be Q & A.

SA: Theme for semester is carried over from Professional Development Day, Pathways for student engagement and success. We had our first FDC meeting, minutes in packet. Another way to carry theme is faculty book club. You can register on Cornerstone. Books will be sent to your mailbox so you can get started.

Next, faculty development plans. Last semester, the Senate approved the faculty development plans that FDC created. At that time, were under impression that we would have plans in Cornerstone. But we found out that when Chancellor's Office partnered with Cornerstone, they didn't purchase this capability. Met with Lisa Mednick and Alana, Dr. Shankweiler will email plan to faculty listserve next week. Will download, save, and submit to external training, and will be routed to dean. FDC has approved up to 1 hour of flex credit for this first year only to compensate for learning curve. Sorry for more cumbersome process than imagined.

M. McMillan: We thought it was a living document. Will we be submitting only one time?

K. Hull: How much detail will plan require?

SA: Very simple form. Will be up to your dean if it needs to be more thorough.

P. Marcoux: Something general should be acceptable.

J. Troesh: some of us with licenses tied to what we teach here are in the same boat. We have continuing education that is required, but we don't have knowledge in advance of exactly when these are going to be offered, but will be the same every year.

SA: Yes, would include if it's required by licensing board. You won't be penalized if you're not able to attend something in April you planned in September, for example.

Question was raised regarding the deadline. Answer is October 11.

D. Rowan: Is this separate from 24 flex hours required?

SA: Faculty receive 9 hours from mandatory flex days. This plan is asking you to anticipate what you would do in those remaining 15 hours.

One more announcement on page 17. Received request to clarify how much flex credit is given if you are a presenter. We searched the guidelines developed by the Chancellor's Office and decided to adopt the examples they provide. Presenters of flex credit will earn 3 hours of flex credit for one hour of presentation, whether you are on a panel, on Flex Day, Informed & Inspired, etc. If repeated, 2 hours for one hour of presentation. We are hoping that will be more straightforward.

K. Hull: Faculty club advising. If I am advisor for 2 clubs, can I get x hours?

SA: You only need 15, but yes. FDC revised matrix and one of the things we did was took out time limit per activity. If you advise 2 clubs, you get 15 hours for each club.

KH: Will we need to provide documentation for our time?

SA: You do need to upload documentation. Provide something for your dean to show you were advising your club, e.g. meeting every Tuesday.

Y. Kawasaki: asked for deadline clarification.

SA: It is November 30th.

e. VP Finance – Josh Troesh

J. Troesh: The budget was approved September 3rd. Things that came out of it:

- Fund 15 – money set aside for future retirement contributions.
- Second thing: There is 5 million dollars that is sitting there and not being used. 5 million dollars comes from our relationship with Compton, which ended. State still gave us money, and we don't know if State will ask for it back. If you see it there, it's not that there is anything malicious.
- Last thing: Funding formula – it's still going up and down, good thing is we have funding stable through 2021-2022. More time to figure it out and more time to adjust.

A. Josephides: Same budget that was approved that was going to define what our COLA is going to be?

JT: This is our budget, based on information from State. But not the same budget.

A. Ahmadpour: Who is in charge of lottery money? Who is in charge and how is it being used?

JT: Go to youtube and look up John Oliver "Last Week Tonight State Lotteries". He is a comedian but does effectively go in-depth reporting on issues. This segment is relevant for our entire state. Will help explain why there is no simple answer to this question, and understand limitations our campus has.

A. Ahmadpour asked follow-up question about how lottery money is being distributed.

JT: Lottery money goes into our general fund. That said, process for oversight is budget oversight process. The process on how we decided is it goes to general funds, then follow campus wide process. 87% of our money goes towards us, salaries and benefits. We are very moderate in that. Where we spend our money, like most campus, is salary.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: One sneak preview—Crystal Martin and Library, created Teaching with Technology Center, which will be in Library 68 by old TV studio. Place where we will have some latest and greatest tech tools for faculty to try out, for instance, Virtual Reality goggles for faculty to try out. More information on that will be forthcoming.

Also, in this room, we have new projectors. What is nice about new projectors that they are installing in some rooms is that they are wireless and can grant access to devices in room. Classrooms will have this capability, but faculty have total control.

Our next Academic Technology committee meeting is September 26 1-2pm in Library 68. Second committee is College Tech Committee, meets 3rd Tuesday from 2-3pm so we have meeting right after this.

J. Lopez: Can students join?

PM: Yes! We love having students. Contact me.

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

K. Degnan: SLO committee met September 9, established goals for year. Trying to make SLO reporting more effective. What we are looking at here is initial report on SLO report completion from Spring-Summer 2019. This shows breakdown of remaining SLO reports. Some highlights: always looking to see who has 100% completion, Humanities! Most other divisions are 5 or fewer remaining with some exceptions. This report should be taken with grain of salt.

SLO reports were due last Friday and it is only Tuesday. There are some changes to be made but we expect more divisions to move toward 0. A lot fuller report in the next couple of days.

PLO reports due September 27th, once that deadline passes will give update.

D. SPECIAL COMMITTEE REPORTS

a. Dr. Jean Shankweiler - VP of Academic Affairs

J. Shankweiler: Also working on Curriculum with Janet. The big thing we are working on is Guided Pathways, Jenny and Maria working on appeals process. Once these are finalized, Program Mapper will be up on website! It will show courses they need to take for major.

Started success teams pilot with Business Division. Working on planning summit in Winter session to take what they learned and put in a handbook on how to move forward.

b. Ross Miyashiro – VP of Student Services

We have now opened up the SEA Center, Mon-Thurs 8-7pm where students can go in and get tutoring, computers, study groups, and free printing. Gives students more time to study. Still don't have cell phone trees.

[1:10-15pm fire alarm]

c. Distance Education Advisory Committee – Mary McMillan

M. McMillan: we have our next meeting tomorrow.

E. UNFINISHED BUSINESS

a. 2020-2023 Strategic Plan, 2nd Reading – Viviana Unda

a. Motion to approve: P. Marcoux, seconded by S. Donnell.

V. Unda: Going through collegial consultation. See slide: Comprehensive Master Plan sets direction for college in long-term. Strategic Plan creates actionable items, so it's more grab-able.

The 2020-2023 Strategic Plan is what is going through consultation. We will have 2 strategic plans that are 5 years plans, so we want to organize things in 5 year cycle.

BP 1200, December 2014 included Mission, vision, and values, and strategic plan. In June 2019, now strategic plan is stand alone document. Questions or feedback?

K. Daniel DiGregorio: shout out to everyone who worked on this. On page 22 of packet, A3, might fit better under B. Student Success and Support. There is no mention of faculty under Strategic Initiative B and faculty play important role in student success.

C. Streipe: Why jump from 5 year to 10 year plan?

VU: President Maloney has vision for a long-term, comprehensive look. There are colleges who do 5 years, colleges who do 10 years, up to college.

KDG suggested change to strategic initiative B on page 23.

VU: It could be these are very inter-related initiatives and objectives, so we don't have some initiatives with more objectives than others.

C. Streipe: how are outcomes being measured?

VU: Once consultation ends, we will build performance indicators but these don't go through collegial consultation. Anything else? I also want to mention that mission, vision, and values had some wordsmithing. These are included.

P. Marcoux: Where does it go next?

VU: College Council, calendar, a total of 6 committees.

M. McMillan: If there is something we want to add, do we send it to you? This is a 3 year plan. Thinking of LACCD lawsuit about being 508 compliant. PM: Maybe they could talk about it in College Council. MM: thinking about all our webpages, our class content, and I don't see it anywhere in our plan. This lawsuit really hones in on this and thinking of whether it should be in our plan.

DM: I will bring up in College Council. All those in favor to send forward with suggested changes- motion passed, no oppositions or abstentions.

b. 2019-2020 Academic Senate goals

D. McClelland: We took in suggestions and updated goals are on page 32-33. For Part A, the change from last time is on second to last bullet. For Part B, no changes asked for. For Part C, has the most changes. Suggested to pull out accreditation and make its own bullet and it is now D. Added OER C3. Part D, completely new.

K. Daniel DiGregorio: Since consultation is legal term, suggest simplifying a little bit. KDD suggested changes.

A. Ahmadpour: Do we need to also collaborate with students? Maybe include in first part under A.

J. Lopez: For A6, include student involvement. There is a policy that student can be a part of hiring for diversity.

J. Troesh: May want to talk with union about that because while it may be legal, may not be allowed with our contract. Just so you know if it doesn't end up on there, that could be the reason.

KDD: If students are involved, they are going to be nominated by ASO, so campus leaders would be covered. Recommend leaving as is.

DM: Campus leaders can be any group, including student leaders.

KDD: In number 7, include collaboration with Federation and ASO.

Motion to approve 2019-20 senate goals: L. Kjeseth, seconded by A. Ahmadpour.

DM: Any other questions?

K. Hull: question for A6. Is the intent of that bullet point just faculty diversity or overall faculty quality?

DM: This specific bullet point is to address increasing faculty diversity, which something very important coming down from Chancellor's Office and Statewide Senate.

All those in favor to approve senate goals with suggested changes- motion passed with no oppositions or abstentions.

F. NEW BUSINESS

a. AP 4227, Repeatable Courses, 1st Reading- Darcie McClelland

Tabled for next meeting

b. AP 4102, Career Education Programs, 1st Reading – Darcie McClelland

Tabled for next meeting

G. Information Items - Discussion

a. Enrollment Management Update- Jean Shankweiler

Enrollment management plan is on pages 40-70. The structure of enrollment management plan is to look at what we did on last Enrollment Management Plan and update objectives. The indicators 2019-2022. Goals and strategies are really the body, there is a glossary to clear up terminology. Appendices include detailed updates from 2016-2019, B and C are more detailed data that didn't need to be in body of plan but contributed to what we decided to do.

Updates: Achieve enrollment levels to maximize our resources. We know what we are getting this year and next year, but year after is up in the air. Maintain student access one of biggest feature. Well-balanced schedule and that we offer classes that students need.

Basic principle is that we are supporting strategic initiatives as well as Vision for Success from Chancellor's Office, and Guided Pathways as well.

Goals and Strategies: if we want to use strategic initiatives and Guided Pathways to guide what we are trying to do, we aligned our goals from enrollment management plan to these. Clarify the Path = Access; Enter the Path = Engagement; Stay the Path = Retention. Retention is from one semester to following semester (used to call persistence). Ensure learning = completion.

First goal is access. Will include metamajors. Objectives include new SIS system. This table has generalized statements from larger table. Some of those access goals are SIS, compressive marketing materials, communicating with partners. Used very conservative growth rate of .6% annually. CCCCCO recommends .55.

Engagement: streamline applications and onboarding processes. These efforts will yield increases in applicant rate and this is in consultation with Dean of Enrollment Services. Objectives include improve orientation and onboarding process; last year we started Scheduling for Success Committee to look at scheduling classes effectively. We did a survey last semester on college hour, created a general grid. Comprehensive adult education program.

Goal 3 is retention. It is to focus on efforts to keep students engaged. Returning each semester to achieve their goals. We hope will result in 1.5% growth in one semester retention rates. On p. 54, it should be Fall 2018 to Spring 2019. Enhance professional development events to keep all our students engaged. Tutoring, online education will all be part of this retention strategy.

Completion includes degree audit. In program reviews, how are we using program review to improve what we are doing and meet Vision for Success. We will work on online ADTs. We have quite a number of ADTs but how many of those can students take online. 8 week class and hybrid classes. Degree audit – need to implement electronic tool for our students so they can tell where they are in degree progress.

These are efforts we want to put in EMP. Welcome any comments. Want us to go to board in October.

A. Josephides: I am a faculty advisor and I was wondering, one of big discussions is life discussions and coming back to school and sitting with younger generations in class. When you talk about goal to increase support for adult learners and on p. 56 it says develop comprehensive adult education program, is that one and the same?

JS: On p. 66, where we talk about comprehensive adult education programs, that's more than just degrees, but what certificates and noncredit programs might be relevant. Or short term certifications for their job.

AJ: I see. Is there an area where we are looking at life experience for these students? E.g., how are these groups of students being addressed?

JS: There is an adult education workgroup that we can connect these students to, chaired by Adriana Estrada.

Feel free to email me with feedback.

b. Behavioral Management Workshop Announcement – Susan Nilles

Flyer is in your packet for Behavioral Management Workshop happening on October 25th, it is free, lunch is provided for 50-100 attendees. Behavioral intervention teams (BIT) are on college campuses across US. BITs, AIMS on this campus, came into play after Virginia Tech shooting. What they found was that if there is one central reporting place to report odd behaviors on campus, could have prevented from happening.

Two biggest misconceptions about AIMS: it is for emergencies. No, we want to connect the dots around campus. And second, that we are pro bono of individuals to help you with your problems. In fact, we are all running our own programs and coming together to help you solve your problems. These themes are what we see: Disruptive behaviors in the classroom, preventing staff burnout, and suicide prevention.

PM: Can you go to just one session? SN: Yes. Will take place in East Dining Room. Sign up in Cornerstone. Thank you for your time, feel free to call me at any time.

H. FUTURE AGENDA ITEMS

- a. AP 5070, Attendance
- b. AP 4020, Program, Curriculum, and Course Development
- c. AB 705 Guided and Self Placement Process
- d. Campus Construction Update

I. PUBLIC COMMENT

None.

J. ADJOURN

The meeting adjourned at 1:53 pm
RD/ECC Fall 2019



El Camino College

College Council Minutes
Tuesday September 3, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Darcie McClelland, Dena Maloney, Rose Mahowald, Ross Miyashiro, Iris Ingram, Kelsey Iino, Cindy Lopez, Ann O'Brien, Urwa Kainat, Jean Shankweiler, Kenny Galan, Jane Miyashiro

Absent

Edith Gutierrez

Agenda

1. Welcome/Approval of Minutes

Dr. Maloney opened the meeting and welcomed members of College Council.

After review, the minutes from the August 19, 2019 meeting were approved.

2. Board Review

Dr. Maloney confirmed the times of Closed Session and Open Session for the September 3, Board of trustees meeting.

Ann O'Brien provided an overview of the Demolition Project and Fencing Plan of the former Student Activities and Student Services buildings presentation that will be presented to the Board of Trustees.

Dr. Maloney then provided a comprehensive overview of the Board agenda including Public Hearings, Consent Calendar items, Action items and Future Action/General Information items.

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

Jean Shankweiler - Academic Affairs

Ross Miyashiro - Student Services

Iris Ingram – Administrative Services and Measure E

Jane Miyashiro - Human Resources

Dr. Maloney highlighted items from Community Advancement.

Topics of Discussion:

Clarification of the paths of travel during the different phases of demolition/construction was provided. The paths of travel will change depending on the phase of demolition/construction. A sheltered walkway will be in place during the demolition phase. Updated [maps of pedestrian and ADA accessible pathways](#) will continue to be available on the ECC website.

We need to over communicate during this long and complex project. There can never be enough communication. FAQ sheet is in production to help answer any question. This will be updated as the project progresses.

Clarification was provided on the need for the netting project on the baseball field. Although there has been no reports of injury, there have been reports of fly balls causing property damage. The netting is necessary for safety and has been in the works for some time. Additional requirements for ADA access is required by DSA. The repair of the baseball field is another project that is in progress. The board approved a contract for the field design project last month.

There are no further questions or comments on the Board agenda

3. Policies and Procedures Review

- a. AP 7160 Professional Development – Review of AP 7160 is tabled to the next meeting when Darcie McClelland, Senate President, can participate in the conversation. She is chairing Academic Senate which is meeting at the same time as College Council due to the Labor Day holiday.
- b. Deletion of BP 4115 and replacement with BP 4222 - A review of BP/AP 4222- Remedial Coursework was conducted at the August 19 meeting. This is to formalize the deletion of BP 4115. The CCLC does not list BP 4115. Remedial Coursework is numbered as 4222. Only the AP is legally required. The deletion/renumbering of BP 4115 is simply to align with the CCLC numbering. There was some revision on language for the BP/AP that was approved by College Council at the last meeting. College Council approves the deletion BP 4115 and to replace it with BP 4222.

4. College Council Goals

This is the time of year College Council reviews its goals. Dr. Maloney provided a comprehensive review of the 2018-19 goals.

- I. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC. *This goal is in response to update/revise the Making Decisions Guide that expires in 2020. This goal was not achieved. The recommendation is to keep this as one of our goals with the specific distinction that this is about the Making Decisions Guide.*
- II. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution. *Last year we had Policy Review days which 4 hours were dedicated to the review of policies and procedure. This was found to be very efficient. We also looked at using BoardDocs to institutionalize our policies rather than the ECC website. We are ready to roll out this transition. Campus wide communications with instructions and assistance for accessing the policies and procedures will be initiated. We met this goal. The recommendation is to keep this as an ongoing goal because policies and procedures are to be reviews on a regular basis.*
- III. Support Compton Transition Planning process to conclude partnership by June 7, 2019. *We had periodic presentations with updates on the process and showed support throughout the conclusion of the partnership. We achieved this goal.*
- IV. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey. *BP 1200 was reworked to only include our Mission, Vision and Values. Through collegial consultation the mission, vision and values is evaluated and revised on a*

regular basis. The strategic plan was extracted from BP 1200, reviewed and updated by the Strategic Planning Committee. The new strategic plan is currently in collegial consultation. The goal is to provide the Board a first reading of the plan at the end of the year, with a second reading in January. Goal achieved.

- V. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019. We discuss the QFE topics, although the timeline did shift a bit. The topics are in the writing process and the entire ISER will be reviewed this year. Goal has been accomplished. However, how that translates for this year's work will be discussed.
- VI. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation. Last year we received presentation on these initiative and provided input and feedback.

Prior to discussing this year's goals, we should focus on our roles and responsibilities as members of College Council. Are we serving as the communicators to the constituents we represent? Last year we implemented a practice where the agenda and the approved minutes are sent to the entire campus community. Everyone has the opportunity to observe the work of College Council and are informed. Each individual's attendance and participation is important to the collegial consultation process.

Suggestions for areas of focus for College Council for this year:

- Membership and accountability to the constituencies - The *Making Decision Guide* delineates the members and alternate members of College Council. It is a small group. When we get a workgroup to look at the *Making Decision Guide* that would be a good forum to explore if there is broad enough participation in College Council to meet its purpose. Do we have sufficient voices?

It is important for College Council to focus on the *Making Decision Guide especially* since the *Making Decision Guide* designates, who sits on College Council. No other collegial consultation committee is as intimately involved with this document. College Council will take the new *Making Decision Guide* to the other collegial consultation committees for input.

- Side Note: College Council is an open meeting. There are voting and non-voting members. College Council is not a bargaining group. We have to be clear on the mission and purpose of College Council. Alternate members can be identified to attend in a member's absence.
- Update goal #5 from just the Quality Focus Essay, and expand it to supporting the accreditation process. The accreditation process should definitely be part of College Council's focus and scope of work. College Council will be part of consultation on the ISER prior to sending it to the Board for approval. A great goal statement would include College Council's active participation, not just attendance, at the forums.

- College Organizational Structures to support Guided Pathways – discussions on how Guided Pathways may potentially change the college’s organization. This is uncertain. It can affect faculty and deans.
- A suggested goal statement could include “Monitor and provide feedback on the progress of various campus developments.” Similar to the relationship with the Food Services Committee. This is a broad statement. As things come up we can agendaize them (i.e. Campus Master Plan, marketing the new Student Services building due to the upcoming construction).
- Students’ interests – where are they being heard in College Council? That component seems to be missing. We need to build a mechanism for the students’ voice. Perhaps formulate a goal around that. We might not be aware of student initiatives that can use the support of College Council.
 - Do any of the initiatives Ross is working on apply address this?
 - There is concern about the displacement of students to the inside of buildings potentially causing disruption, when the construction in the center of campus starts. Perhaps a nice seating/dining area can be developed in Lot L.
 - There will be a large plaza between the Library and the new Administrative building. A presentation of the ideas for that plaza may be informative. That may be a good alternative. We need to speak to facilities.
 - Patio furniture in front of the new Student Services building in the shade is in talks.
 - Keep in mind these ideas require resources that may be limited. It will take time in some, if not most cases.

These ideas will be brought back to College Council September 16 for further discussion, word smithing, continued feedback and input.

5. Adjournment

Future Meeting Dates: 1:30 p.m. in Lib. 202

D. Maloney

Reminder only

Fall College Council Meetings

- a. Monday, September 16, 2019
- b. Monday, October 7, 2019
- c. Monday, October 21, 2019 (Board Day)
- d. Monday, November 4, 2019
- e. Monday, November 18, 2019 (Board Day)
- f. Monday, December 2, 2019
- g. Monday, December 16, 2019 (Board Day)

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Rose Ann Cerofeci	(RC)	Humanities
	Amy Herrschaft	(AH)	Counseling
X	Analu Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Fall 2018 Meetings: September 10 & 24, October 8 & 22, November 12 & 26

Spring 2019 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

Construction Update & Communication Plan

Ann O'Brien (Marketing & Communications) and Jorge Gutierrez (Facilities Planning & Services) presented on the Construction Update and Communication Plan. Presentation topics included: the Demolition and Construction Fencing Plan; Behavioral & Social Science Project; Arts Complex Project; and Communication. Demolition will begin in December and the projects are expected to be completed by August 2022. Some of the issues discussed were concerning the fencing plan, safety measures, asbestos abatement, and accessibility during demolition and construction.

The presentation was followed by a very productive round of Q&A. MS inquired about the limited parking in Lot B. Jorge indicated the lot should not be impacted by the construction projects. AJ expressed concerns about the availability of the Library Lawn before and after commencement. Ann confirmed that a new location for pre and post commencement festivities will have to be determined as the Library Lawn will not be available. EU inquired about the mature trees located in the construction areas. Jorge explained that most will be protected, but some will have to be relocated. CS inquired about measures to protect the library from dust and asbestos. Jorge explained that mitigation measures have been outlined regarding dust and noise that the contractor is expected to comply with and a full-

time inspector will be on hand to monitor asbestos abatement. The committee was commended for their helpful questions. AJ recommended student artwork, such as murals, be used to decorate the fencing around the construction projects. Ann and Jorge reiterated the importance of these projects and the need to keep the campus and surrounding communities informed. Various forms of communication will be utilized including social media to convey information in real time. PP expressed the need for faculty and students to be involved in the design and planning of campus construction projects, while AA expressed frustration among colleagues in his department regarding their involvement in the design of the new arts complex project. Ann encouraged the FDC to communicate their concerns to campus leaders who welcome feedback and input from the campus community.

Faculty Book Club (FBC)

PP announced that the book club will hold their first meeting next week. In keeping with the theme of Fall Professional Development Day, "Pathways for Student Engagement and Success," they have selected *Community: The Structure of Belonging* by Peter Block as the fall book. The FBC have been asked to consider renaming the club to encourage participation of all employee groups on campus, not just faculty. An email was sent to the listservs on 9.23.19 encouraging participation in the FBC.

SA announced that AJ and CS have volunteered to lead the club next semester. They will provide a report on their plan for next spring at the next FDC meeting on 10.8.19.

Informed & Inspired (I & I)

SA praised AJ for coordinating the upcoming session of I & I, Building Capacity to Lead: Holistic Wellness for Men of Color, which will take place on Thursday, September 27th at 1:00 in the TLC. Robert Williams (Counselor – Student Equity & Achievement) and César Jimenez (Dean of Counseling, Compton College) will co-host the session. The committee was provided with flyers to post in their division mailrooms.

Faculty Professional Development (PD) Plans

SA met with Dr. Shankweiler on 9.17.19 to discuss the PD Plans and procedures for submitting them. The FDC reviewed a letter which Dr. Shankweiler will send to the faculty listserv on Wednesday, September 25th; attached to the email will be a fillable PDF of the PD Plan and instructions for uploading the plans to Cornerstone. SA thanked the committee for their insightful and helpful contributions to the project.

Adjourned 1:51
SA/9.25.19

Administrative Procedure 4227

Repeatable Courses

Repeatable courses may be repeated per the education code and the district policy.

I. Repeatable Courses

El Camino College designates only the following types of courses to be repeatable per Title 5, Section 55041:

- A. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.
- B. Intercollegiate athletics courses.
- C. Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses.

II. Catalog Identification and Designation of Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters following the course number. The lowercase letters indicate the number of times a course may be repeated. Courses may not be repeated more than four times including when a student receives a substandard grade or a "W" (Title 5 Section 58161).

Examples of repeatable courses include:

- *Physical Education 60abc (Women's Intercollegiate Soccer Team) - students may enroll in Physical Education 60abc three times.*
- *Communication Studies 293abcd (Forensics – Team Events) - students may enroll in Communication Studies 293abcd four times.*

Commented [MD1]: This should be removed from final version once consultation has concluded.

III. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. *(Examples of non-repeatable courses include History 101, English 1A, and Psychology 9B.)*

Commented [MD2]: Remove from final version.

IV. Under special circumstances, students may repeat courses in which a C or better grade was earned. *The grade received by the student each term will be included in calculations of the student's grade point average.*

- A. Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.
- B. Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any

number of times.

- C. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated ~~for~~ more than four ~~times/semesters~~. This limit applies even if the student receives a substandard grade or “W” during one or more enrollment or if a student petitions for repetition due to extenuating circumstances. Activity courses are designated in the College Catalog through the addition of lowercase letters in the course number.
 - D. Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination by certified staff verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.
 - E. A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a). ~~however, the grade received by the student each term will be included in calculations of the student’s grade point average.~~
- V. The District shall develop and implement a mechanism to allow it to properly monitor course repetition. For procedures on course repetition, see AP 4225 Course Repetition Procedure.

References:

Title 5 Sections 55040, 55041, 55253, 56029, and 58161

Ed Policies 5-28-19

Council of Deans: 8-1-2019

AP 4227 Repeatable Courses

References:

Title 5 Sections 55040, 55041, 55253, and 56029

NOTE: *This procedure is legally required.*

Only the following types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

The District must identify and designate such repeatable courses in its catalog.

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.

Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any number of times.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a); however, the grade received by the student each time will be included in calculations of the student's grade point average.

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

New 2/08; Revised 9/08, 4/09, 10/13, 10/17

AP 4102 Career and Technical Education Programs**Reference:**

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2nd Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

The competence of students completing career education programs shall be evaluated by the same criteria that are used for all courses and in accordance with specific requirements established by the college for individual programs. Students completing programs that are additionally approved by third party regulatory agencies ~~such as Board of Registered Nurses, Paralegal Studies, NATEF, Department of Health Services, and others~~ will have additional program competencies established under the ~~D~~District's program approval on file with the Vice President of Academic Affairs from third party regulators.

Advisory committees for career education programs shall be established by the college within the Career Education ~~P~~program to assist in maintaining relevant curriculum, technology, equipment, course content, student internships and placement and to serve as liaisons with local and regional employers and industry associations.

Members of advisory committees for Career Education programs are appointed as appropriate in accordance with processes established by the college, and should include appropriate program faculty, employers and employees in the field for which the program is designed to train students; former and current students; and the ~~perspective-respective~~ ~~I~~instructional ~~D~~Dean.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The Vice President of Academic Affairs Services shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Reference:

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal Department General Administrative Regulations, 2nd Edition); 34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.A.14**~~

AP 4102 Career and Technical Education Programs

References:

Title 5 Sections 55600 et seq.;

2 Code of Federal Regulations Part 200 (The Federal Education Department General Administrative Regulations, 2nd Edition);

34 Code of Federal Regulations Part 600 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.14

NOTE: *This procedure is **legally required**. Local practice may be inserted here, which must address:*

- *Establishment of an appointment process for related advisory committees;*
- *Provisions for documenting the competence of students completing career and technical programs; and*
- *Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Edition.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the [**Chief Instructional Officer**] will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The [**Chief Instructional Officer**] shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Revised 7/11, 4/15, 10/15

Guided and Self-Placement Process for English and Math

NOTE: In July, ECC was asked by the Chancellor's Office to complete a form in which we described the Guided and Self-Placement process we use for placement into English and Math courses. To clarify, this is for students who cannot be placed using the normal protocol used by the majority of students—i.e., they do not have a GPA based on three years in a US high school. While the normal protocol has been shared with Academic Senate previously, this process has not, as it was only formalized recently.

1.) Please describe your district's Guided and Self Placement processes.

All incoming students are asked to complete the English and Mathematics Placement Survey as part of the onboarding process. For students with 3+ years of high school in the U.S., this is where they are placed according to the default placement rules. Students entering the 11th and 12th grade are also placed into Mathematics courses according to the default placement rules, and international students with 3+ years of high school are automatically given the lowest college-level General Education (GE) Math placement and the lowest college-level BSTEM Math placement.

Thereafter, Guided Placement occurs in the following contexts:

Students are referred to the Humanities Division for English placement if:

- they have a GED, HiSET, CHSPE, or other high school diploma equivalent;
- they were educated in a foreign country with an English-speaking high school system;
- they were educated in a non-English-speaking system, but English is their native language; OR
- they do not have a U.S. high school diploma equivalent or 3+ years in any high school system, or their transcript does not contain grades (but English is their native language).

Students are referred to the Mathematics Division if:

- they are entering the 10th grade or lower;
- they have a GED, HiSET, CHSPE, or other high school diploma equivalent; OR
- they wish to receive a higher Mathematics placement than what was given through the placement survey.

2.) Please provide the questionnaire for your district's Guided and Self Placement Methods.

Guided Placement for English

Students with a GED, HISET, CHSPE, or other high school diploma equivalent are automatically placed into Freshman Composition with a required co-requisite (ENGL

1A+1AS). They can be placed into just Freshman Composition (with no co-requisite) if they completed at least two years of high school coursework with a 2.6 or higher.

Students educated in a foreign country with an English-speaking high school system are placed using the default placement rules after an analysis of how their high school grade point average would translate into a 4-point scale.

Native English speakers educated in a non-English-speaking system are provided with the default placement chart, and they are informed of how the default placement rules work for students with 3+ years of high school in the U.S. The student then selects the placement based on what they believe is the most appropriate level of support.

Native English speakers who do not have a U.S. high school diploma equivalent or 3+ years in any high school system, or whose transcript does not contain grades, are automatically placed into Freshman Composition with a required co-requisite (ENGL 1A+1AS).

Guided Placement for Mathematics

Students referred to the Mathematics Division are placed on a case-by-case basis based on what will increase their likelihood of success. With the exception of 10th graders and lower, students initially receive the lowest college-level GE Math placement and the lowest college-level BSTEM Math placement.

Those students who wish to may then appeal for a higher placement by demonstrating they have successfully completed coursework that could be utilized to help place them according to the default decision rules.

3.) Please describe the rubric that will be used to determine the recommended course placement.

The basis for course placement is described in our responses to Question 2.