October 18, 2022

Academic Senate of El Camino College 2022-2023

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, October 18, 2022 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

Agenda Item	Page Numbers
A. Call to Order/ Introductions (3 minutes)	
B. Approval of Minutes (2 minutes)	6-11
C. Unfinished Business: a. none	
D. New Business: a. 2022-2025 Student Equity and Achievement Plan 1st Reading- Nayeli Oliva (20 minutes) b. AP 5070, Attendance Accounting 1st Reading- Camila Jenkin (10 minutes)	12-52 53-57
E. Information Items – Discussion a. Academic Affairs Restructure (Information only)- Carlos Lopez and Crystle Martin (20 minutes)	58-65
F. Reports a. Academic Senate President's Report - Darcie McClelland b. VP Reports (packet only, will not be read at meeting)- Senate Executive Board c. Academic Affairs Report- Carlos Lopez d. Student Services Report- Ross Miyashiro	66-69 70-76
G. Future Agenda Items a. Guided Pathways Plan b. Emergency Conditions Funding Allowance Recovery Plan c. Strategic Enrollment Management Plan 2022 – 2025 d. Police/Community Relations and Safety Presentation	
H. Public Comment (5 minutes)	
I. Adjournment	

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.

October 18, 2022

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Zoom information for Academic Senate Meeting 10/18/2022

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.
- 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. Each speaker will be limited to 2 minutes of time for comments/questions on a given agenda item.
- 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, October 18. In the subject line, please put Academic Senate Meeting 10/18 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.

Teleconference locations for Academic Senate Meeting 10/18/2022

647 Camino De Los Mares San Clemente CA
Digital Humanities Center, San Diego State University Library, 5500 Campanile Dr, San Diego, CA 92182
5428 Vinmar Ave, Alta Loma, CA 91701
2537 Wallace Ave. Fullerton CA 92831-4429 USA
ArtB 340D, 16007 Crenshaw Blvd, Torrance CA 90506
14170 Limonite Ave Eastvale, CA 92880
1121 S. Highland Ave. Los Angeles, CA 90019
6644 Eddinghill Drive, Rancho Palos Verdes, CA 90275
1044 W. 227th St., Torrance, CA 90502
1904 Artesia Blvd, Redondo Beach CA 90278
149 S Clarence St, Los Angeles, CA 9003
4138 Delphi Cir, Huntington Beach, CA 92649
18417 Dalton Ave., Gardena, CA 90248
16007 Crenshaw Blvd., Torrance, CA 90506

- ArtB 340D
- Natural Sciences 111
- Art 125
- Construction Technology 504

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Officers & Executive Committee

President	**Darcie McClelland**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Stephanie Burnham**	VP Instructional Effectiveness	**Kevin Degnan**
VP Ed. Policies/Pres-Elect	**Camila Jenkin**	Curriculum Chair	**Edwin Ambrosio**
VP Faculty Development	**Anna Brochet**	Secretary	**Maria Garcia**
VP Equity, Diversity, and Inclusion	**Analu Josephides**	Sargent at Arms	**Analu Josephides**

Part-Time (One-year terms)

Ismael de la O

Annette Owens

Behavioral & Social Sciences

Stacey Allen	22/23
Yun Chu	23/24
Kristie Daniel-DiGregorio*	22/23
Orion Teal	23/24
Hong Herrera Thomas	23/24

Business

Kurt Hull	24/25
Philip Lau*[R]	24/25
Josh Troesh	24/25

Counseling

Maria Garcia	23/24
Amy Herrschaft	24/25
Rocio Diaz*[R]	22/23

Library Learning Resources

Analu Josephides*	24/25
Gary Medina	23/24
Camila Jenkin	23/24

Fine Arts

Larry Leach	24/25
Joseph Hardesty	23/24
Russell McMillin*[R]	24/25
Kevin Blickfeldt	24/25
Diana Crossman	24/25

Health Sciences & Athletics/Nursing

Andrew Alguliar	23/24
Dina Mauger	22/23
Shiney Johnson	22/23
Tom Hazell	23/24
Eric Villa	23/24

Humanities

Sean Donnell	24/25
Brent Isaacs	24/25
Erica Brenes	24/25
Stephanie Burnham	23/24
Kevin Degnan	24/25

Industry & Technology

Charlene Brewer-Smith[R]	24/25
Ross Durand*	24/25
Dylan Meek[R]	24/25
Bruce Tran	24/25
Jack Selph	24/25

Mathematical Sciences

Susana Acuna-Acosta	22/23
Diaa Eldanaf	22/23
Arturo Martinez	24/25
Greg Fry	23/24
Lars Kjeseth	24/25

Natural Sciences

Troy Moore	24/25
Darcie McClelland*	22/23
Mia Dobbs	23/24
Sanda Oswald	24/25
Jwan Amin[R]	22/23

Academic Affairs & Student Services

Carlos Lopez

Ross Miyashiro

Associated Students Organization

Anisah Moutra

President/ Superintendent

Brenda Thames

Ex-officio positions

Edwin Ambrosio	CCC Chair
Anna Brochet	VP FD
Kelsey Iino	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 22/23 = 2022/2023.
*Denotes longest-serving division senator (i.e., the "senior senator"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses withindisciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation andsuccess
6. District and college governance structures, as related tofacultyroles
7. Faculty roles and involvement in accreditation process, including self-study and annualreports
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, 1-230 p.m., Distance Education Conference Center (DE 166).
FALL 2022: September 6 & 20, October 4 & 18, November 1 & 15, December 6.
SPRING 20232: February 21, March 7 & 21, April 4 & 18, May 2 & 16, June 6.

SENATE COMMITTEES:

Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. Dates TBA, 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & Irena Zugic. Thursdays, 1230-2pm, Library 202 or Communications 109.
College Curriculum. Chair: Edwin Ambrosio. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Online and Digital Education. Chair: Moses Wolfenstein. D.E. Liaison: TBA. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Anna Brochet. 2nd & 4th Tuesdays, 1-2, West Library Basement.
Equity, Diversity, and Inclusion. Chair: Analu Josephides. 1st and 3rd Wednesdays, 2-3pm, TBA.

CAMPUS COMMITTEES:

Accreditation. Chair: Carlos Lopez. Faculty Co-Chair:TBA. Standards Co-Chairs: TBA
Board of Trustees. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.
Calendar. Chair: Ross Miyashiro. Senate Reps: TBA. Meets annually or as needed.
College Council. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st & 3rd Mondays, 1:00-3:00, Zoom.
Council of Deans. Chairs: Carlos Lopez & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Zoom.
ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: Carlos Lopez. Senate reps: TBA, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, C. Lopez, J. Simon, C. Wells. 1st Tues, 2:30- 3:30 DE 166.
Planning & Budgeting (PBC). Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 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
SEA	Student Equity and Achievement
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)
Excused: Ismael De La O
☒Annette Owens

Behavioral Social Sciences
☒Stacey Allen
☒Yun Chu
☒Kristie Daniel Di-Gregorio
☒Hong Herrera-Thomas
☒Orion Teal

Business
☒Kurt Hull
☒Phillip Lau
☒Josh Troesh

Counseling
☒Anna Brochet
☒Rocio Diaz
☒Maria A. Garcia
☒Amy Herrschaft

Fine Arts
☒Kevin Blickfeldt
☒Diana Crossman
☒Joe Hardesty
☒Larry Leach
☒Russ McMillin

Health Sciences & Athletics
Unexcused: Andrew Alvillar
Unexcused: Tom Hazell
Unexcused: Shiney Johnson
☒Dina Mauger
☒Eric Villa

Humanities
Excused: Stephanie Burnham
Unexcused: Sean Donnell
☒Brent Isaacs
☒Kevin Degnan
☒Erica Brenes

ITEC
☒Charlene Brewer-Smith
☒Ross Durand
☒Dylan Meek
☒Jack Selph
☒ Bruce Tran

Library
☒Camila Jenkin
☒ Analu Josephides
Excused: Gary Medina

Mathematics
☒Susana Acosta-Acuna
☒Diaa Eldanaf
☒Lars Kjeseth
☒Greg Fry
☒Arturo Martinez

Natural Sciences
☒Jwan Wageman
☒Mia Dobbs
☒Sanda Oswald
☒Darcie McClelland
☒Troy Moore

ASO
Unexcused: Hameeda Uloomi

Curriculum Chair
☒Edwin Ambrosio

Academic Affairs
☒Carlos Lopez

Student Services
☐Ross Miyashiro

President/Superintendent
☒Brenda Thames

ECC Federation
☐Kelsey Iino

Institutional Research
☒Josh Rosales

Dean's Reps/Guests/Other Officers:
☒Ali Ahmadpour
☒Amy Grant
☒Arturo Hernandez
☒ Dr. Russell Serr
☒ E. Yates
☒Gerson Valle
☒ Irena Zugic
☒Katie Sundara
☒Keiana Daniel
☒Maeve Lee
☒Melissa Fujiwara
☒Michael Wynne
☒Moses Wolfenstein
☒Nayeli Oliva
☒Rita McCullum
☒Russell McMillin

ACADEMIC SENATE MINUTES October 4, 2022

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

- Call to order 1:04pm

B. Approval of Minutes (P.6-11

- Motioned L. Kjeseth, seconded by A. Josephides
- 12 yes in room, 0 nos, 0 abstentions, 23 yes online

C. Unfinished Business:

a. none

D. New Business:

a. 2022-2025 Student Equity and Achievement Plan 1st Reading- Nayeli Oliva 12-53

- Plan was presented at College Council. However, there are some items related to curriculum that need to be consulted with Senate. As a result, item was pulled for today's meeting and item will be presented at next meeting for review.
- 10+1 items will be brought for consultation

E. Information Items –Discussion

a. Brown Act Informational Presentation and Discussion about future Academic Senate meeting modality Senate Executive Board

- President acknowledged timing of in person meetings for senate announcement could have been timed better
- Discussed Brown Act to provide more context on decision to conduct senate meetings in person.
    - BOT is a mandated to follow Brown Act
        - Advisory committees are subject to Brown Act too
        - Senate is an advisory committee to BOT
- Senate business must be done in formal settings (no email chains for example)
- Agendas/Minutes must be made available to public
- Public Meetings:
    - Voting senators must participate in publicly accessible settings
        - Must provide publicly accessible address
        - Must have opportunity to provide public comment from the setting senators
        - All votes must be audible
        - Print agenda and place at location
    - Question about quorum if senators are in office
        - Must have agenda posted
        - Location verification

        - More discussion about zooming from office later
    - This was not brought up for a vote because this is a Brown Act mandate. Not a decision for AS body to make.
        - All voting members are in board room and there is public access for people to zoom in to meetings
        - So we need to follow BOT lead
    - AS President sent out form yesterday to assess acceptable virtual acceptance. Fill out ASAP and provide public address.
        - Preference given to senator's health concerns and 50-mile distance from campus
    - Question/comments:
        - Can we have this meeting to be conducted during college hour?
        - Suggestion to meet more frequently to get more items completed
            - Will send poll to see how many folks want to meet more
        - Teleconferencing role call votes may take longer
            - In room votes will be by hand
    - Time limitations to follow Robert Rules of Order to help keep agenda moving:
        - Agenda items will be 15 minutes (to include Q&A)
            - Speakers will be limited to 2 minutes
        - Senate may vote to extend time by 5 minutes if needed
        - Senate VP reports will be in packet now vs reading out loud. VP will provide announcements during meetings as needed

b. EDI Announcements- Analu Josephides

- **Analu Race and Equity Committee (advices President) and represents Senate.**
    - Subcommittees to report on employee, police relations/campus safety and student committee
    - Discussed microaggressions/harassment on campus
    - Discussed various events related to race/equity
    - Will provide more details at next senate meetings

c. FDC Announcements- Anna Brochet

- FDC College Book Club. Partnered with F.I.R.S.T.
    - Literature for students who have been impacted by system that does not have deficit approach
- Sims Rooted in Love events
    - Some are in person and some are zoom. Registered in zoom
- Spring 2023 PD Planning
    - Need more faculty representation
    - Contact Anna Brochet if you are interested

d. Academic Senate Meeting Culture- Senate Executive Board

- Several e-board members heard feedback senate meetings don't feel safe to attend/speak

- We encourage discussion and respectful disagreements and want to create a "brave" space
- We will send out regular form to request feedback and ONLY e-board will review. We will ask for your name so we can properly address feedback.
- Feedback specifically about meetings structure/culture. Nothing about 10+1 agenda items or we will violate Brown Act (can't have "side" meetings).

F. Reports

a. Academic Senate President's Report - Darcie McClelland

- Covid task force met and currently collecting feedback regarding mask mandate:
  - Options: drop mask mandate all together or keep policy as it is
    - This is pending covid cases
  - Survey will come out tomorrow to collect faculty feedback
    - Mask mandate is not listed on survey because that is not an option on Covid 19 Task Force group
  - Covid Task Force voted to rescind mask mandate for fall 22
  - BOT will discuss mask mandate at next meeting

b. VP Reports (packet only, will not be read at meeting)- Senate Executive Board

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Ross Miyashiro

- Student Services and Academic Affairs sponsoring group of faculty to attend HACU and will bring back knowledge to campus
- 10/20 @ 1:15pm Open Forum
- Affinity Centers (place holder name)
  - Black Student Success Center, Hispanic Student Center, etc.

G. Future Agenda Items

a. AP 5070, Attendance

b. Guided Pathways Plan

c. Emergency Conditions Funding Allowance Recovery Plan

d. Strategic Enrollment Management Plan 2022 – 2025

H. Public Comment

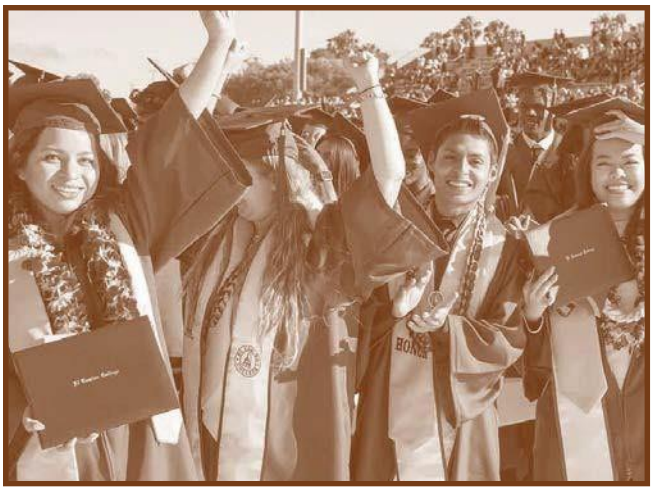
- Evaluations for Evaluators and Evaluatees Workshop (Zoom)
  Our evaluation workshop will help take the mystery out of the evaluation process and provide some clear, actionable steps to make sure both evaluators and evaluatees have a smooth evaluation experience.
  - When: October 4, 2022, 430-530pm
    Zoom Link: https://elcamino-edu.zoom.us/j/84534709957
    Meeting ID: 845 3470 9957
    16699006833

- General Membership Meeting (Zoom)
  We will provide general updates about the union, working conditions, 2023 contract negotiations, answer questions, and field comments.

  When: October 4, 2022, 6-7pm
  Zoom Link:
  https://elcaminoedu.zoom.us/j/95462953785?pwd=OHQ0VGhFa2tEeHE4OENjUFV6N2x4UT09
  Meeting ID: 954 6295 3785
  Passcode: 558693

I. Adjournment

- **2:04pm**



Student Equity Plan

2022-2023

El Camino College

16007 Crenshaw Blvd.
Torrance, CA 90506

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STUDENT EQUITY FUNDING ..... ?

EXECUTIVE SUMMARY

Since its inception, El Camino College (ECC) has served as a vital part of the South Bay community. Reflecting the demographics of the communities it serves today, 60% of ECC's student enrollment have been identified as belonging to groups historically marginalized in higher education. Combined, 57% are Latino and African-Americans. With Latinos representing the largest ethnic group on campus, comprising an average 43% of the student population, ECC is proud to be a designated Hispanic-Serving Institution (HSI). The college community service area also faces many challenges, particularly those generated by the COVID-19 pandemic. Thus more than ever, ECC faculty, classified professionals, and administrators are committed to the values that drive the College's mission "to make a difference in people's lives through innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities." ECC's mission and vision establishes it as a "college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning." To ensure that El Camino College's vision and mission hold fast, it has established a social and moral imperative to address existing educational, racial and ethnic, and socio-economic inequities in its student community.

Effective equity planning at ECC not only considers how the College designs its programs and services to support equitable outcomes, but also focuses using funds to implement activities and practices that work towards eliminating existing equity gaps. The aim is to provide a direction towards achieving equity in an innovative, research-based, and measurable ways. Drawing from past shortcomings at ECC, the college has sought to bridge the principles of the Vision for Success and Guided Pathways. Also consulted have been student services, programs, divisions, and campus faculty, classified professionals, and administrators to create an equitable learning environment not only for those student groups historically minoritized, but for all students enrolled at the College.

Over the past four years, El Camino College has centered its equity efforts in the following areas with a wide range of activities:

- Faculty professional development providing a broad scope of equity and anti-racism training opportunities
- Guided Pathways initiatives that are designed with and integrate racial equity
- Equity-minded teaching practices
- Eliminating barriers for students created by the COVID-19 Pandemic

While ECC's equity efforts in the last four years sought to ensure that student success is not predicted by race, it recognizes that in the California Community College system (CCC), in institutions of higher education across the state, and in institutions of higher education across the nation equity gaps identified by disaggregated data are not race-neutral. ECC is no exception to this as it continues to address race-specific equity gaps. Much work still needs to be done as a 2021 student Campus Climate Survey demonstrates. 46% of Black/African American student respondents "indicated being aware of discrimination or harassment at El Camino . . . despite being in a mostly remote environment during Spring 2021." Given what disaggregated data has revealed about student equity, race must continue to be an integral part of equity dialog and action if equitable educational outcomes are to be truly achieved. Consequently, ECC's equity work and the focus of its 2022-2025 equity plan, driven through the quantitative and qualitative analysis identifying racially marginalized student groups, is intentional in

creating strategies, supporting programs, and promoting professional development that address any vestiges of institutional racism while seeking to eliminate existing racial equity gaps.

EQUITY PLAN CONSTRUCTION

State Legislation and Equity Initiatives

Although the work of equity is not foreign to ECC, recent state-wide initiatives has provided it with the direction needed to more effectively solidify its historical work on addressing racial disparity in student success. In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success* by making clear goals that needed to be fulfilled for the improvement and commitment of community college student success.

Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Increase the percent of exiting CTE students who report being employed in their field of study.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

The 2021 update to the *Vision for Success* emphasizes that, "From the beginning, the Vision for Success has always been about equity . . . [and] . . . its overarching goal (Goal 5) is to reduce equity gaps across all measures by 40 percent within 5 years and to fully close those gaps within 10 years. The California Community Colleges Chancellor's Office has identified *Guided Pathways* as the model that can best achieve the goals set forth by the *Vision for Success*. It is a model that "engages college administration, faculty, and staff to enact comprehensive changes across an entire college." At the core of *Guided Pathways* is student equity. *Guided Pathways* has four pillars to make its objectives and the *Vision for Success* a reality.

Guided Pathways – Four Pillars

- *Clarifying the path for students:* All courses are designed as part of a coherent pathway with a clear outcome, either transfer or a career outcome. Students understand what a given path will require of them, how the courses in a pathway are connected into a logical sequence that will prepare them for their end goal, what milestones they will meet along the way, and what outcomes they can expect at the end of the path.
- *Helping students get on their path:* Students explore career and/or transfer options before they begin college and extensively in their first year. Multiple measures are used to assess student academic needs. Students receive contextualized, integrated academic support to pass gateway courses.
- *Helping students stay on their path:* Students can easily track their own progress and receive ongoing, intrusive advising. Data systems monitor student progress. Students are provided support or redirected if they fall off track.

- *Ensuring students are learning:* Learning outcomes for every course and program are clear to the student and tied to a specific transfer, completion, or workforce outcome. Students are engaged in active, collaborative learning experiences. Systems are in place for the college and students to track mastery of outcomes. Students are engaged in active, collaborative learning experiences. Faculty are leading efforts to improve teaching practices.

In addition to Guided Pathways, AB705 also contributes the commitment by CCCs to simplify educational goals and facilitate the completion in a timely fashion of the Math and English transfer-requirement by "avoiding remedial courses that may delay or deter their educational progress."

To implement the goals established by the Vision for Success, the CCC Chancellor's office created a new CCC funding formula to support the current reform effort and to ensure that student equity continues to be a top priority for the CCC system. In response to this priority, EDC 78222(a) was put into effect through California Legislation on September 17, 2018. From this legislation has been created the Student Equity and Achievement Program (SEA) with the aim of "advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students."

El Camino College has also closely reviewed the recommendations to its 2019-2022 Equity Plan provided by The California Community College Chancellor's Office in collaboration with the Center for Urban Education (CUE) completed June 2019.

CUE Recommendations:

- Create equity activities that explicitly align the race-specific metrics to race-specific activity descriptions.
- Focus on specific racially minoritized student populations rather than on all students.
- Adopt equity-minded language, including operationalizing a definition of equity for the college.
- Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
- Include equity-minded inquiry as a strategy to better understand inequities.
- Include transfer-specific equity activities.
- The area of greatest promise in this plan is the Student Equity Re-envisioned Initiative (myPATH). Though this effort seems to be focused on behavioral and social sciences, it could serve as a great model for expansion to other departments on the campus.

Student Equity Plan 2.0: New Iterations

Along with state legislation and equity initiatives, El Camino College has referenced the intentions and direction of what has been termed the Student Equity Plan 2.0. Taking into account on how the national landscape has witnessed the rise of racial oppression and tension, experienced the adverse socioeconomic and political effects of the COVID-19 pandemic, and acknowledged the need for more collaborative approach to equity, this plan sets out new iterations that California Community College equity plans must implement.

Student Equity Plan 2.0: New Iterations

- Increasing collaboration and integration among the campus community
- Keeping students at the center
- Creating opportunity to transform institutions in new ways
- Establishing a stronger alignment to the Vision for Success and the Call to Action

The result of these iterations should be an equity plan that is transformational while keeping equity at its center, that is community driven to ensure accountability and transparency, that is race-consciousness, and that can inform other college planning documents to ensure that equity is present.

EQUITY PLAN 2.0 THREE-YEAR METRIC

Metric Activity Contributors:

Black Student Success Center

Counseling Division/Transfer Center

Curriculum Committee

English Department

The Equity-Minded Teaching Institute

First Generation

Guardian Scholars

Mathematics Department

MESA

myPATH

Program Review

Umoja-Project Success

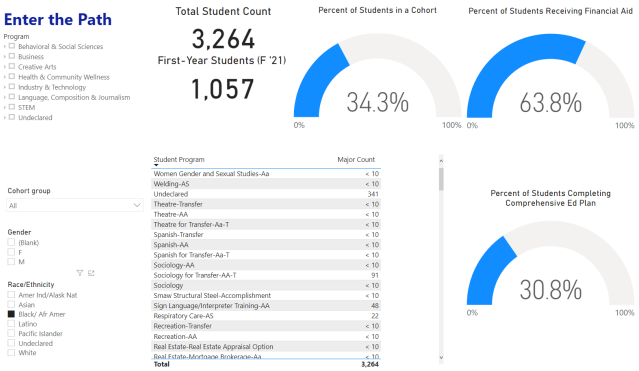
Metric: Successful Enrollment

(Successful enrollment in the first year (applied and enrolled in the same year))

Population Experiencing the Most Significant Disproportionate Impact:

- Black/African American - Male and Female

Students Entering Pathways Dashboard: Data shows only 30.8% of Black/African American students have a comprehensive education plan.



Student demographics of the 1,550 students participating in the Fall 2020 South Bay Promise. Only 9% Black/African American students belonged to a cohort.

	Fall 2020 SBP Cohort	ECC
Latino	**59%**	**53%**
Black or African American	**9%**	**13%**
Asian	14%	15%
White	15%	14%

Target Outcomes For 2022-25

Successful Enrollment in the First Year					Baseline	Not in Templat e			
	2016-17	2017-18	2018-19	2019-20	2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	17%	21%	28%	30%	32%	34%	37%	39%	42%
Non-Black/African American Student	26%	31%	35%	39%	42%				
Equity Gap	-9%	-9%	-7%	-9%	-10%				

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

ECC's current enrollment structure has addressed a variety of challenges the institution faced over the years. For example, it has revamped the El Camino College website for an improved student experience. It has also opened the Warrior Welcome Center to support student enrollment. With regards to scheduling, it has developed a block schedule to reduce scheduling inefficiencies and increase enrollment. It has also centralized tutoring services across campus and reduced the median years to complete a program and obtain an award from 3.8 in 2017-18 to 3.0 in 2020-21. Finally, it has implemented a degree audit process to automate graduation analysis. In addition, ECC has created the South Bay Promise, "an initiative by which El Camino College commits to help students transition from high school to college by providing financial, educational, and social support to students enrolling at the College directly after high school." However, navigating the matriculation process is challenging for many students, but disproportionately for first-generation, low-income students across disproportionately impacted race groups. There are many challenges students face from basic needs, access to technology and wifi, cooperation of parents or guardians to support FAFSA/CADAA completion, time to understand and complete multiple steps such as orientation, assessment survey, educational planning and registration interdependently. Outreach and recruitment to black/African American students and communities is another area that needs to be strengthened.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure, to ensure successful enrollment at ECC, attention also needs to be placed on redesigning and improving enrollment management so that it embraces and applies race-specific strategies to ensure the successful enrollment and educational needs of historically minoritized students. Particular attention needs to be focused on Black/African American students who face some of the highest equity gaps in this metric. To accomplish this, financial, instructional, technical, and human resources need to be committed to ensuring successful enrollment and onboarding achieve the reduction of equity gap of Black/African American students in this metric. This refocus would be informed by both feedback provided by students (qualitative) as well as quantitative data. In addition, the campus community should be engaged in relevant diversity, equity, inclusion, anti-racism training to ensure that all aspects of enrollment management is approached in the most equity focused way possible. Guided Pathways also need to be an important part of equitable enrollment management, particularly with the onboarding component. In addition, to effectively close the equity gaps for Black/African American students at El Camino College, we need to address the support services and intrusive, intentional support for students who are not part of special programs. Among Black/African American students enrolled in Fall 2022, 27% (n=737) are in a cohort program while 73% (n=1976) students are not in a special program. This percentage is highest among the known race categories. Although the college's Student Support Services may proactively address engaging more Black/African American students in special programs, due to eligibility requirements such as full-time attendance, enrollment in specific learning communities or courses, pursuing specific majors, etc.; students may opt to not engage in these programs. As such, counseling has reorganized to provide services by meta major to better address and narrow these equity gaps and with ultimate aim of increasing access and enrollment to college, supporting students in English and Math the first year, and proactively supporting retention and progress to degree.

Planning and Action: Black/African American Students

Intended Audience/Recipient

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- Have Counseling, Outreach and School Relations and Warrior Welcome Center partnership to proactively outreach to Black/African American students who have applied but not followed up on steps to enrollment.
- Ensure that First Semester Plans provide key information and guidance to streamline the process to registration. Students are made aware of support services and special programs.
- Ensure that call center lists are filtered to prioritize Black/African American students informing them of and registering students in onboarding events that include orientation, career exploration, assessment survey, educational plans or course recommendations, and registration assistance. Further, financial aid process and guidance is provided.

- Narrow the gap between African American/Black students who belong to a cohort and have comprehensive education plans with students who do not belong to a cohort.
- Identify and follow-up with Black/African American students who started but did not complete CCCAPPLY
- Communicate pathways and meta majors to high school partners and students targeting high schools with a high Black/African American enrollment.
- Evaluate and improve the onboarding process by continuing to survey Black/African American students about their application and enrollment experience.
- Increase outreach workshops with a special focus on high schools with a higher percentage African-American/Black students.
- Increase the number of Black/African American students who receive a comprehensive education plan.
- Within the South Bay Promise, emphasis should be placed on improving Black/African American and Latino student outcomes
- Priority must be given to placing African American/Black students in an appropriate support program, as these students are under-represented in the support cohorts and show lower outcomes among students participating in South Bay Promise.
- Ensure there is adequate staff and processes to outreach to students missing key steps, and provide specifically scheduled opportunities to complete steps to enrollment with special attention to African American/Black students.
- Continue to grow dual enrollment opportunities with a special focus on high schools with a higher percentage African-American/Black student enrollment.
- Develop an equity-minded/race specific student retention program to help faculty increase student retention and course completion.
- Develop training opportunities for equity-minded online education, and provide learning opportunities in equity-minded cognitive frameworks for student Services staff and faculty.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.

Year 1 (2022-2023) Action Steps

Year 2 (2023-2024) Action Steps

- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Adjust Year 2 initiatives for Year 3 as required.

Support Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Pilots & Building Communities of Practice

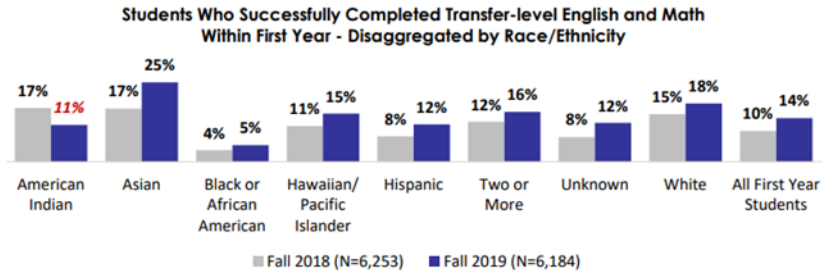
- From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.
- From the California Community Colleges Chancellor's Office, facilitate inter campus communities of practice for collaboration and exchange of ideas.
- Improve CCCAPPLY data integration with SIS to capture information for timely follow through. For example, students indicate program information needed, race data, etc. However, the college does not have tools in place to effectively access, share or take action on this data. Information in a secure dashboard with filters to take action and follow up with students would be helpful.
- To decrease the successful enrollment equity gap emphasis must be placed on ensuring collaboration between campus areas, Information Technology Services, and Institutional Research.
- ECC needs to support ITS by ensuring available technologies are maximized or are invested in to support students.

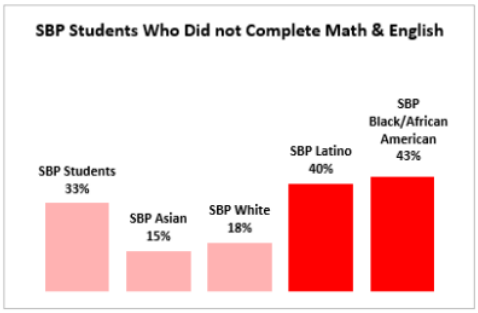
Metric: Transfer-Level Math and English

(Completed transfer-level English and Math in the first year.)

Population Experiencing the Most Significant Disproportionate Impact: Black/African American - Male and Female

Transfer-level Math and English El Camino College	2017-18 (Baseline)	2018-19	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	9%	12%	16%	16%	16%	15%
Black or African American	3%	5%	6%	7%	8%	9%
First Generation	3%	6%	9%	9%	9%	10%
Students with Disabilities	5%	7%	11%	15%	9%	10%
LGBTQ+	6%	6%	7%	10%	10%	11%
Hispanic	7%	10%	16%	11%	12%	13%





English 1A without support

Race/Ethnicity Click on the + button to see data disaggregated by gender	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
⊞ American Indian	24	70.8%	7.3%	87.5%	7.0%
⊞ Asian	1,189	76.1%	14.6%	88.0%	8.7%
⊞ Black or African American	1,120	53.7%	-11.5%	76.3%	-5.2%
⊞ Hawaiian/Pacific Islander	46	58.7%	-4.8%	82.6%	2.1%
⊞ Latino	4,379	59.6%	-8.6%	78.9%	-4.2%
⊞ Two or More Races	342	70.2%	6.8%	86.5%	6.2%
⊞ Unknown or Decline	914	74.1%	11.3%	87.9%	7.9%
⊞ White	1,052	75.6%	13.5%	87.5%	7.7%

English 1A with support

Race/Ethnicity Click on the + button to see data disaggregated by gender	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	11	27.3%	-25.6%	81.8%	2.7%
Asian	333	69.1%	17.8%	83.2%	4.5%
Black or African American	718	43.9%	-10.3%	75.2%	-4.5%
Hawaiian/Pacific Islander	22	40.9%	-12.0%	68.2%	-11.0%
Latino	2,807	46.2%	-10.5%	75.6%	-4.9%
Two or More Races	115	61.7%	9.1%	75.7%	-3.5%
Unknown or Decline	534	57.1%	4.6%	85.0%	6.3%
White	361	64.3%	12.6%	82.8%	4.0%

English 1B

Race/Ethnicity Click on the + button to see data disaggregated by gender	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10				
Asian	103	75.7%	1.9%	85.4%	0.1%
Black or African American	68	61.8%	-13.8%	77.9%	-8.5%
Hawaiian/Pacific Islander	< 10	50.0%	-25.1%	75.0%	-10.9%
Latino	356	73.3%	-4.5%	86.8%	0.2%
Two or More Races	39	76.9%	2.3%	79.5%	-6.5%
Unknown or Decline	< 10	66.7%	-8.0%	66.7%	-19.1%
White	103	82.5%	8.3%	90.3%	5.1%

Math 150 no support

Race/Ethnicity Click on the + button to see data disaggregated by gender	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10	60.0%	3.5%	100.0%	25.5%
Asian	673	73.1%	19.5%	86.3%	13.6%
Black or African American	551	41.7%	-16.7%	63.7%	-12.1%
Hawaiian/Pacific Islander	19	57.9%	1.3%	73.7%	-0.9%
Latino	2,472	49.1%	-12.9%	71.6%	-5.9%
Two or More Races	179	65.9%	9.6%	79.3%	4.8%
Unknown or Decline	279	53.8%	-2.7%	75.6%	1.2%
White	526	66.5%	11.7%	78.3%	4.6%

Math 150 with support

Race/Ethnicity Click on the + button to see data disaggregated by gender	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
American Indian	< 10	50.0%	3.3%	50.0%	-20.1%
Asian	328	64.6%	20.7%	79.0%	10.3%
Black or African American	478	34.7%	-13.8%	59.4%	-11.8%
Hawaiian/Pacific Islander	15	33.3%	-13.4%	53.3%	-16.8%
Latino	1,804	38.4%	-12.1%	63.1%	-9.4%
Two or More Races	80	53.8%	7.4%	68.8%	-1.2%
Unknown or Decline	319	32.3%	-15.1%	64.3%	-6.2%
White	294	58.8%	13.8%	75.5%	6.2%

Target Outcomes For 2022-25

Completed Both Transfer-Level Math and English within the First Year	2016-17	2017-18	2018-19	2019-20	Baseline 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	3%	4%	6%	8%	9%	12%	16%	19%	22%
Non-Black/African American Student	11%	13%	17%	21%	22%				
Equity Gap	-8%	-10%	-11%	-13%	-13%				

Structural Evaluation: Current Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In Fall 2019, AB705 was required to be fully implemented by state law. “Under AB705, students must be assessed by using multiple measures and complete transfer-level English and math within one year. At El Camino College, multiple measures include high school GPA and coursework (math only) as the primary determining factors for placement. “ Incoming degree-seeking students are encouraged by ECC’s counseling department to enroll into relevant Math and English courses in their first year. The Guided Pathway program maps and the Program Mapper accessible to students also indicate that English and Math should be completed within the first year of attendance at ECC. Currently, ECC transfer level gateway English and Math courses that are designated as receiving additional support in which, students review core skills and topics necessary to complete their courses successfully. The ECC Writing Center is an additional resource available to students and it embeds tutors in every *English 1AS: Reading and Composition* course. Even with these efforts, the disaggregated data shows that African American/Black students are experiencing some the highest equity gaps for this metric. Although AB705 addressed the assessment and placement inequities across disproportionately impacted populations, supporting students to completion and more so successful completion of both of these discipline areas require additional structural and mindset adjustments.

Structural Evaluation: Ideal Structure

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure there needs to be a more concerted effort to support Math and English faculty and Black/African American students enrolled in relevant transfer level English and Math courses. Along with race-specific regular equity-minded and culturally responsive training, course content and course outline of records also specifically reflect the representation of Black/African American culture. Along with this, additional support needs to be embedded for Black/African American students in these courses. Fortunately, the counseling division has already headed some of these practices. The counseling division has partnered with both the Mathematical Sciences and Humanities divisions for instructional and counseling faculty to have open discourse and work collaboratively in supporting students in transfer level courses.

With Humanities, the counseling division has established a Counseling Partnership where a counselor, success coach, embedded tutor and instructor partner for all English 1A with support classes that are not part of a special program. This community care model was established to ensure:

- Students feel connected, cared, nurtured, and supported.
- Students are aware of campus and community resources and supports to benefit their learning, life and success.
- Students develop or improve student skills to support them across the curriculum.

Counselors and success coaches have access to tools to filter the class roster by attributes, and Black/African American students are among the specific criteria for high touch services. Counseling and Math faculty have semesterly meetings facilitated by the respective division deans and a shared TEAMS site to continue to communicate and support structural changes. The divisions are exploring an embedded support model for Math Academy.

The English Department, through English 1AS, supports students as they work through introductory English, many of whom are attempting the course in their first year. It features specially trained and supported professors who understand the pedagogy needed in high support/high rigor courses. These professors are members of a CoP that discusses the challenges of the course, spreads best practice, and accentuates the need to practice culturally responsive teaching. The 1AS professors regularly meet with embedded counselors, are highly encouraged to regularly use ECCconnect, and share their Canvas with embedded counselors and success coaches. This collaboration aims to provide students, particularly those in need, with extra attention and support. The program leads to a demystification of how to graduate and transfer, increased retention, and more students having an educational plan. Many faculty report that this program is a powerful tool– students are often intimidated by counselors and afraid to seek out help. This program simplifies that process. Finally, the 1AS professors are also encouraged to go to bimonthly tutor round table discussions so that the relationship between the embedded tutor and professor is as effective as possible. Having a tutor embedded into each 1A helps ease students into the rigors of college writing.

The Mathematics Department has also actively been involved in addressing the equity gaps its transferable courses experience. Many studies show that students of color (including Black/African American students) do not feel as welcomed and do not feel supported in BSTEM courses and programs. The prevalent cultures in BSTEM programs use entry courses to weed out so-called “nonserious or underprepared” students. Too often, students of color and students who have not had opportunities before college, including some Black/African American students, are among those deemed unready and

therefore unworthy of pursuing a BSTEM career. Assessment and grading practices that focus more on sorting students, reward privilege and compliance, and punish lack of resources have traditionally driven many students away from BSTEM majors. Our CoP addresses these and other impediments to equity in BSTEM, at least in the entry-level courses and ideally throughout our BSTEM programs. The Math Department has also been proactively creating a community of practice of faculty teaching our SLAM general education courses (Math 120/150). Members of the CoP are committed to creating courses that welcome Black/African American students into these courses. Members of the CoP would commit to maximizing the number African American students who complete their transfer-level mathematics course in the first year.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- Consider additional student support for transfer-level courses, especially due to the large number of new students in these courses.
- Target outreach efforts to students who no not pass English and math courses to encourage repeat enrollment and guide them to resources to ensure course success.
- Data to analyze the performance of Black/African American students enrolled in English 1A versus English 1A with 1AS support class. This may help inform if supports are needed with students in English 1A as well.
- Noting the gap of English versus Math completion in the first year, assessment and planning for structural changes in math and what appropriate supports may be advised.
- Need to analyze data on major and career confidence to see if it is adversely impacting enrollment in math.
- Faculty could attend more trainings, incoming faculty could be given out-of-house education on teaching this course, and CoP projects could be supported with stipends as was done through SITE after AB705.
- Trainings would also be beneficial for counselors and success coaches so that they are well prepared to interact in class; moreover, there is sometimes not enough coverage to ensure that each class has a full team. SEA funds could help mitigate that problem.
- There is a need to hire, train, and retain talented tutors. More funds are needed so these tutors can host office hours, attend student functions, and work not only with faculty but also with the success teams.
- A program will be developed that encourages faculty to visit one another's classrooms and learn through peer modeling and mentoring of strategies that improve Black student success.

- Researching withdrawals would be a high-impact way to learn more about why students are not completing 1A. We already have a questionnaire, but more information is needed, especially on the factors that lead to Black student withdrawals and failure.
- Hire more tutors to increase support across the college for Black students who want and need writing support.
- Ensure that all tutors are trained in Anti-racist, equity-minded practices that support Black student success.
- Prioritize the hiring and training of tutors who are representative of our ECC student body so that students feel welcome at the writing center and have the option of being helped by someone who looks like them.
- Embed writing tutors in every section of 1AS student has regular access to an embedded writing tutor.
- Expand the capacity of the writing center so that they have the ability to work with every English 1A/1AS student each semester.
- Conduct equity audits of course syllabi; course content, pedagogy and assessment design; and course policies.
- Come to consensus of on which course elements to redesign through equity lenses and use, as a team, for the semester.
- Work with partners on campus (Umoja/Project Success and the Black Student Success Center), build on and expand the African American students' ability to advocate for themselves as a community through supporting and honoring student-led learning/social support communities.
- Gather qualitative data from Black/African American students through their own voices.
- Disseminate useful qualitative data and successful practices to the division as a whole and to faculty teaching subsequent BSTEM courses.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.

Year 1 (2022-2023) Action Steps

Year 2 (2023-2024) Action Steps

- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Adjust Year 2 initiatives for Year 3 as required.

Support Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Pilots & Building Communities of Practice

- From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.

Metric: Retention from Primary Term to Secondary Term

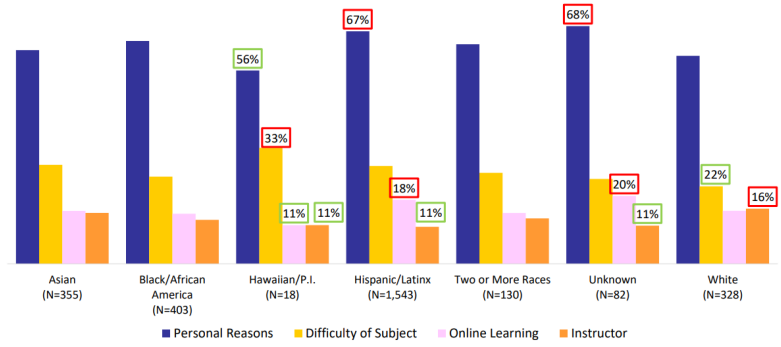
(Persisted first primary term to next primary term: fall-winter, winter-spring, or spring-next fall)

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

Persisted from Fall to Spring El Camino College	2018-19 (Baseline)	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	70%	69%	70%	71%	72%
Foster Youth	56%	61%	59%	63%	64%
Black or African American	58%	63%	64%	64%	65%
First Generation	59%	60%	62%	64%	66%
Veteran	67%	64%	71%	70%	70%
LGBTQ+	68%	66%	67%	70%	70%

Withdrawal Survey 2021



Target Outcomes For 2022-25

Persisted First Primary Term to Subsequent Primary Term	2015-16	2016-17	2017-18	2018-19	Baseline 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	60%	60%	59%	63%	62%	64%	66%	68%	71%	73%
Non-Black/African American Student	77%	75%	76%	76%	73%					
Equity Gap	-16%	-15%	-17%	-13%	-11%					

Structural Evaluation: Current State

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services

- ✓ Other

A recent campus student climate survey recorded that 46% of Black/African American student respondents "indicated being aware of discrimination or harassment at El Camino . . . despite being in a mostly remote environment during Spring 2021." There are several friction points Black/African American students experience at El Camino College that can impact this metric. El Camino College needs to more effectively identify the barriers Black/African American students may be experiencing that is adversely impacting accessibility to campus financial and support services. In addition, El Camino College needs to develop a more systematic way to identify the barriers and challenges Black/African American students face that is impeding them from completing their course work and affecting retention. Since financial aid is a major barrier for persistence, ECC needs to more effectively deliver information to Black/African American students of the different programs and resources available on campus that can help them stay in college. Also, ECC needs to negate any feeling of isolation Black/African American students experience on campus or a sense of not belonging as exemplified by the climate survey. Also, ECC needs to more effectively ensure that Black/African American students receive career education and transfer education so that their career opportunities are visualized. Finally, support programs such as Project Success/Umoja and EOPS along with others on campus need to be further supported. Equally important, ECC needs to implement a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of Black/African American students, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.

Structural Evaluation: Ideal State

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal state, curriculum course outlines of record will be reviewed for equity-minded cultural competency to ensure that courses have the proper fidelity of ensuring race consciousness. With the adjustments in courses comes a need for an investment of resources in pedagogical training that assures the faculty can effectively facilitate these courses. Implementation of an equity-minded cultural competency review will help facilitate a shift in the culture to equitable outcomes for this population through ensuring that the curriculum not only is sensitive to underrepresented groups, but is also adaptable to the evolution of dynamic disciplines. Faculty are the essence of the college, and their performance/practices are among the biggest factors in whether students succeed. By training faculty to be Anti-Racist equity-minded practitioners, El Camino College will provide the supportive, nurturing environment students need to succeed in achieving their educational and career goals. Through the implementation and institutionalization of EMTI ECC will gain faculty who are well versed in equity-minded theory and practice and who have adjusted significant portions of their courses to be more equitable. This, in turn, will lead to the closing or elimination of equity gaps between Black students and other student populations. Direct access to dashboards or metrics with current student data, or lack thereof, factor into the effectiveness with retention efforts. Piecemealed data is available such as early alert flags or referrals, or reports indicating when a student has dropped a course. However, this information needs to be centralized and accessible to effectively and timely intervene. From a Guided

Pathways perspective, an educational plan is key in supporting a student's path to continue. Currently, the rates of ed plans and more so Comprehensive Student Educational Plans (CSEP) are higher among Black/African American cohorted student populations. Parity must be achieved with non-cohorted Black/African American students. A baseline also is needed to see if professional development opportunities in equity and antiracism training are in fact being transferred and integrated into practices on campus. Adjustments and designs to existing student services and financial aid need to done so taking into consideration the barriers faced by Black/African America students. Given the high number of students that indicated personal reasons for withdrawal from courses, ECC would focus on expanding mental health services and basic needs services. Finally, ECC areas, divisions, and departments need to be systematically informed about the barriers Black/African America students experience and find ways to ensure that they can complete their academic obligations while considering the implications of their external/personal obligations. Ideally, Black/African American students need to be supported by ECC inside and outside of the classroom. To do so, the college must conduct self-assessments of how effectively it does so to ensure it is responsive to the needs of Black/African American students enrolled.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.
- Counselors and success coaches will be embedded in transferable English courses with support sections.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- ECC Connect should be mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.
- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts are made to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted. e.g.
- Create/increase specific transfer workshops for first time students where transfer and retention gaps exist by meta major; and outreach to first year students where the retention is lower than returning or continuing students.

- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Exacerbated by the pandemic and hybrid offerings, continue disaggregated research on students' behaviors and needs for course enrollment and our systems ability to address them.
- Increase Black/African American culturally-affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars such as the annual Slam Poetry contest, scholarship writing workshops, college application essay writing workshops, the publication of the student-run Myriad, which is a collection of poetry, short stories, art and photography, and the publication of both the campus magazine and newspaper which features student work, highlights student success, and addresses student interest and needs.
- Require faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills, and tools to cultivate this culture in their classrooms.
- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.
- Surround faculty who are new to equity work with a support system that will mentor/advise them on high impact practices to support student success.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.
- Guided Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Continue to have as many faculty as possible transition and designate their classes as Zero Textbook and Open Educational Resources.

Year 1 (2022-2023) Action Steps

Year 2 (2023-2024) Action Steps

- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Adjust Year 2 initiatives for Year 3 as required.

Support Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions

- ✓ Technology Investments & Tools
- ✓ Pilots & Building Communities of Practice

- From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.

Metric: Completion

(Attained CCCCO approved degree/certificate within 3 years)

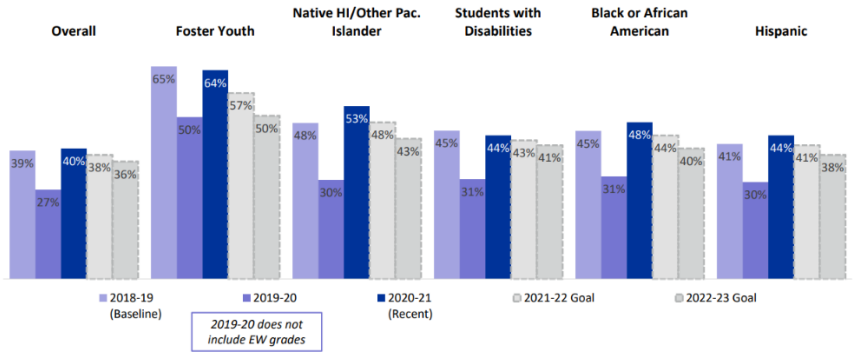
Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

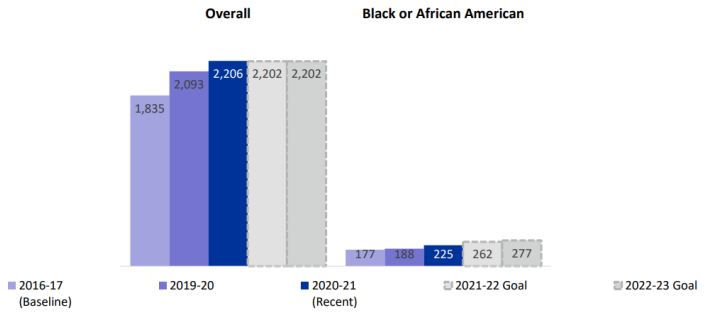
30+Units – Percent of students completing 30+ units within first year.

30+ Units El Camino College	2018-19 (Baseline)	2019-20	2020-21 (Recent)	2021-22 Goal	2022-23 Goal
Overall	7%	6%	6%	7%	8%
Black or African American	4%	3%	3%	5%	6%
First Generation	4%	4%	4%	5%	6%
Students with Disabilities	4%	5%	5%	6%	6%

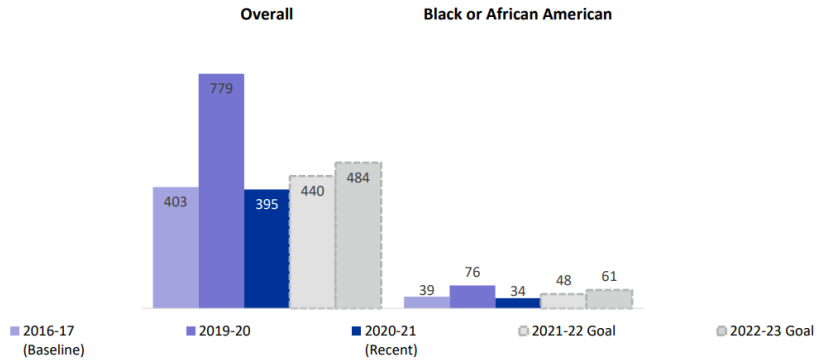
Course Withdrawal – Percent of students who withdraw from one or more courses during the academic year.

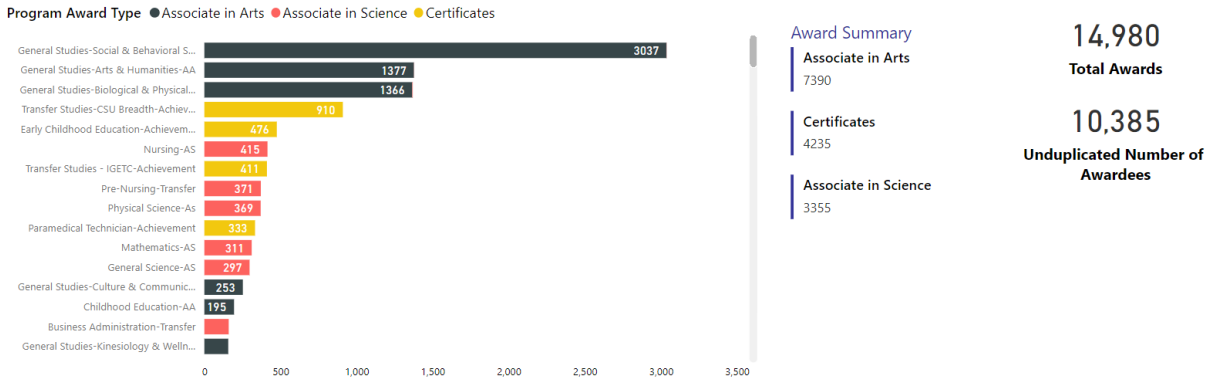


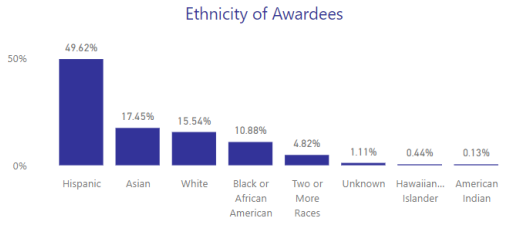
Degree Completion – Number of students earning a degree.

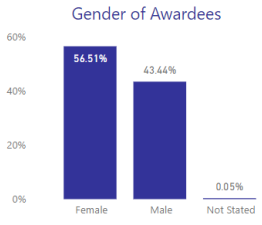


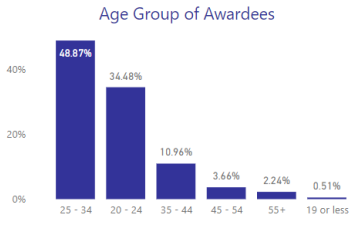
Certificate Completion – Number of students completing a certificate.

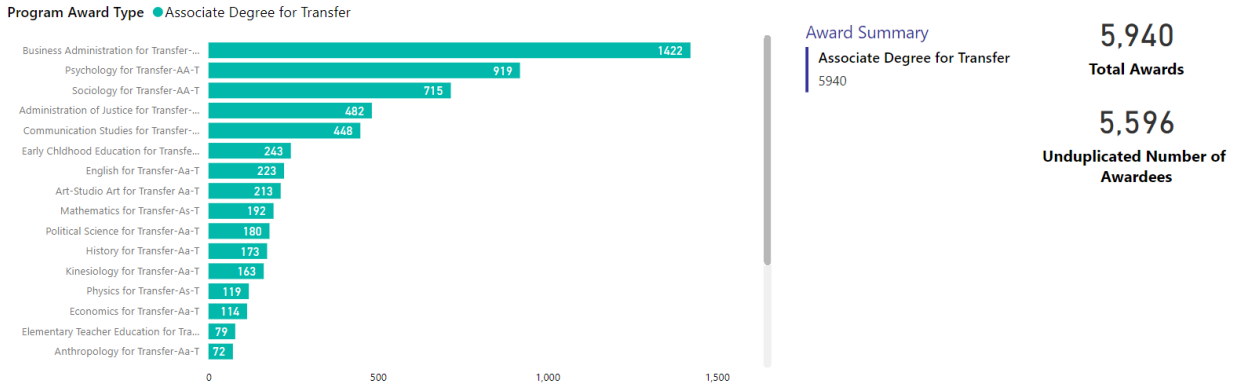


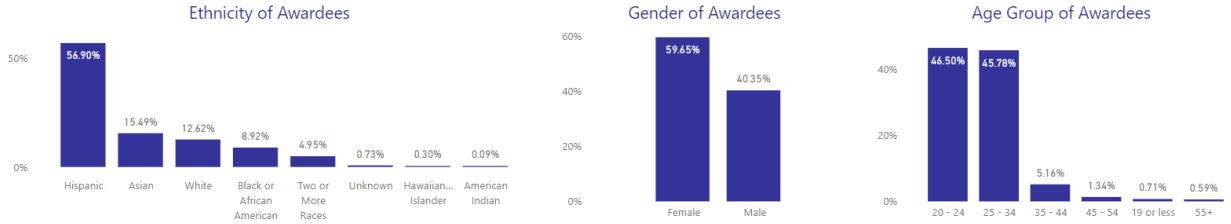


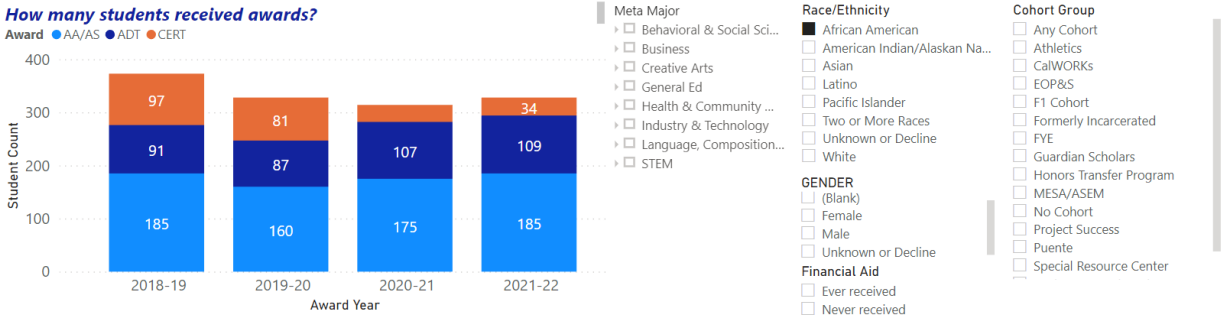


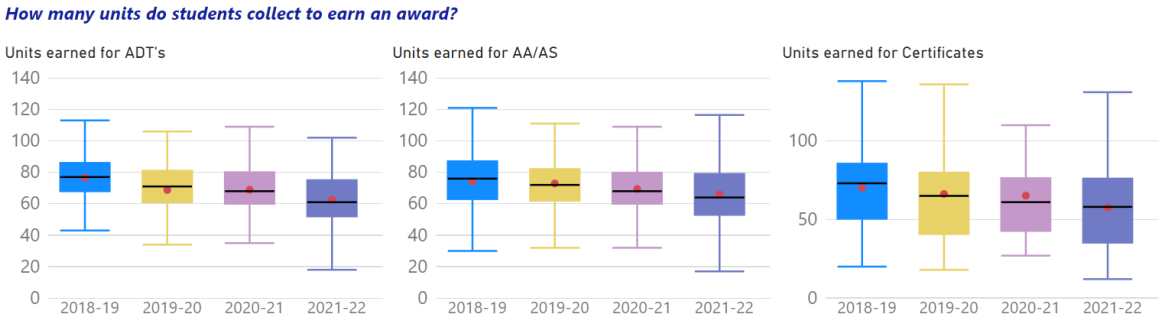












Target Outcomes For 2022-25

Completion					Baseline	Not in Template	Not in Template	Not in Template	Not in Template			
	2013-14	2014-15	2015-16	2016-17	2017-18	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	4%	4%	6%	7%	7%	9%	10%	11%	13%	14%	15%	17%
Non-Black/African American Student	8%	12%	13%	14%	17%							
Equity Gap	-5%	-8%	-7%	-7%	-9%							

Structural Evaluation: Current State

- ✓ Instruction
- ✓ Student Services

- ✓ Business Services
- ✓ Other

Black/African American students face a variety of barriers on campus and off-campus that can impede their desire and ability to complete the necessary course sequences needed to achieve an ECC certificate or degree. Schedule of class offerings, the modality in which required courses are offered, course sequencing, and a lack of certificate/degree information all can contribute to inability for students to balance their academic life with their personal life. In addition, teaching practices may still be lagging when it comes to equity-minded instruction and curricular design since there is no required training such as the one provided by the Equity Minded Teaching Institute. ECC Connect, success-oriented tool used to facilitate communication and support for student on campus is not used by all faculty members. It is also an exceptional tool to bring together and network teaching faculty with student services faculty. All these factor impact whether a student can earn an A.A., A.S., ADT within three years

Structural Evaluation: Ideal State

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure ECC would foster more coordination between teaching faculty, Academic Counseling, Student Services to ensure a collective effort is made to address the barriers Black/African American students face in ECC degree/certificate completion. Additionally, traditionally held course scheduling would be regularly reviewed to ensure that times and modalities are tuned with the academic aspirations and personal obligations of Black/African American students. In instruction, course sequences would be regularly analyzed and course materials and curriculum be put through and equity audit to ensure equitable instruction is taking place and creating a greater sense of belonging. To facilitate data collection, in an ideal structure the college would have software implemented that can communicate with each other for better tracking purposes. The collaboration between Academic Counseling, English, and Math has set one example of how collaboration and coordination can be established within different areas. Equally important are the Guided Pathways Success Teams who are tackling a series of challenges and barriers our students are facing as ECC implements Guided Pathways and the Vision for Success.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- Narrow the gap between African American/Black students who belong to a cohort and have comprehensive education plans with students who do not belong to a cohort.
- Develop an equity-minded/race specific student retention program to help faculty increase student retention and course completion.
- Develop training opportunities for equity-minded online education, and provide learning opportunities in equity-minded cognitive frameworks for student Services staff and faculty.
- Target outreach efforts to students who no not pass English and math courses to encourage repeat enrollment and guide them to resources to ensure course success.
- Expand the capacity of the writing center so that they have the ability to work with every English 1A/1AS student each semester.
- Conduct equity audits of course syllabi; course content, pedagogy and assessment design; and course policies.
- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- ECC Connect should be mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.
- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts are made to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted. e.g.
- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Exacerbated by the pandemic and hybrid offerings, continue disaggregated research on students' behaviors and needs for course enrollment and our systems ability to address them.
- Increase Black/African American culturally-affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars such as the annual Slam Poetry contest, scholarship writing workshops, college application essay writing workshops, the publication of the student-run Myriad, which is a collection of poetry, short stories, art and photography, and the publication of both the campus magazine and newspaper which features student work, highlights student success, and addresses student interest and needs.
- Require faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills, and tools to cultivate this culture in their classrooms.
- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.

- Surround faculty who are new to equity work with a support system that will mentor/advise them on high impact practices to support student success.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.
- Guided Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Continue to have as many faculty as possible transition and designate their classes as Zero Textbook and Open Educational Resources.

Year 1 (2022-2023) Action Steps

Year 2 (2023-2024) Action Steps

- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Adjust Year 2 initiatives for Year 3 as required.

Support Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Pilots & Building Communities of Practice

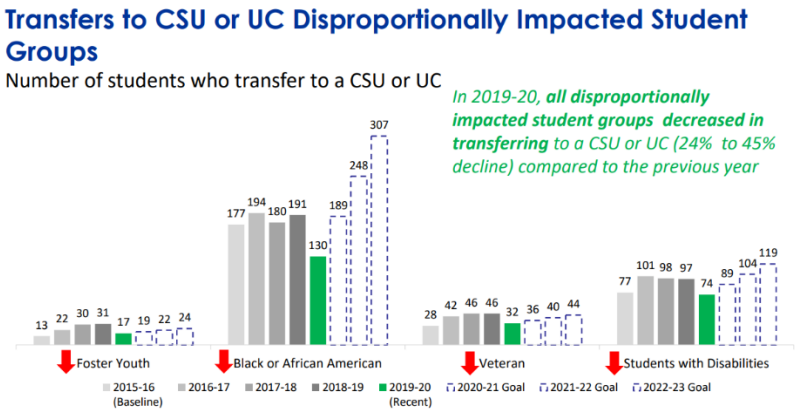
- From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.

Metric: Transfer

(Transferred to four-year institution within 4 years)

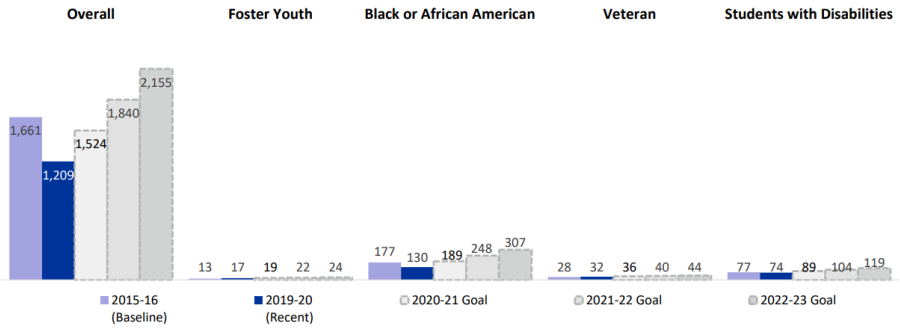
Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female



ALIGNED COLLEGE-LEVEL GOAL W/ DISPROPORTIONATELY IMPACTED GROUPS		2016-17 BASELINE	2019-20 CURRENT YEAR ★ = Goal Met	2021-22 GOAL NUMBER*
Increase students who earned an Associate Degree (including ADTs)	OVERALL	1,835	2,206★	2,202
	BLACK OR AFRICAN AMERICAN	177	225	262
Increase students who earned a Chancellor's Office approved Certificate	OVERALL	403	395	484
	BLACK OR AFRICAN AMERICAN	39	34	58
Increase students who earned an Associate Degree or Certificate	OVERALL	2,062	2,411	2,474
	BLACK OR AFRICAN AMERICAN	203	241	297
Increase students who earned an Associate Degree for Transfer	OVERALL	808	1,162★	1,091
	BLACK OR AFRICAN AMERICAN	64	102	119
Increase students who transferred to a CSU or UC institution *(2015-16 baseline)*	OVERALL	1,660 (2015-16)	1,209 (2019-20)	2,241
	FOSTER YOUTH	13	17	23
	BLACK OR AFRICAN AMERICAN	177	130	291
	VETERAN	28	32	43
	STUDENTS WITH DISABILITIES	77	74	116

Transfer to CSU or UC – Number of students who transfer to a CSU or UC.



Full year transfers by year and UC campus

Academic year: 2020-21

Search for a college:

Campus: Universitywide

Filter by city:

Filter by county: (All)

School	City	County	Count	All	African American	American Indian	Hispanic/ Latino	Asian	White	Domestic unknown	Inter-national
EL CAMINO COLLEGE	Torrance	Los Angeles	App	786	75	4	287	220	137		47
			Adm	582	49		217	159	102		40
			Enr	405	29		146	122	69		30

Full year transfers by year and UC campus

Academic year: 2019-20 | Search for a college | Campus: Universitywide | Filter by city | Filter by county: (All)

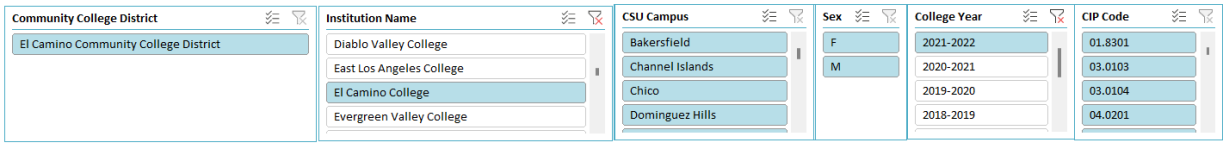
School	City	County	Count	All	African American	American Indian	Hispanic/ Latino	Asian	White	Domestic unknown	Inter-national
EL CAMINO COLLEGE	Torrance	Los Angeles	App	752	79	4	241	221	139		48
			Adm	591	58		191	176	106		44
			Enr	435	42		133	140	76		35

Full year transfers by year and UC campus

Academic year: 2018-19 | Search for a college | Campus: Universitywide | Filter by city | Filter by county: (All)

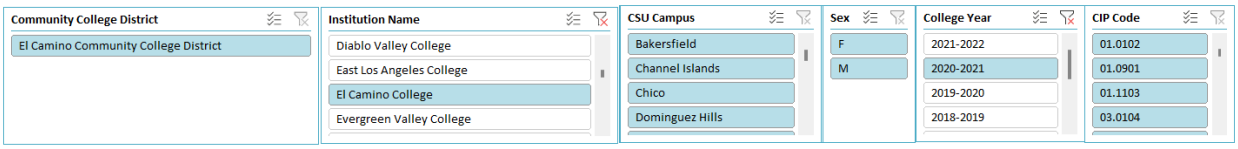
School	City	County	Count	All	African American	American Indian	Hispanic/ Latino	Asian	White	Domestic unknown	Inter-national
EL CAMINO COLLEGE	Torrance	Los Angeles	App	738	86	7	224	236	122	16	47
			Adm	545	58	5	155	186	89	12	40
			Enr	400	34	4	114	145	67	5	31

California Community College Transfer to the CSU



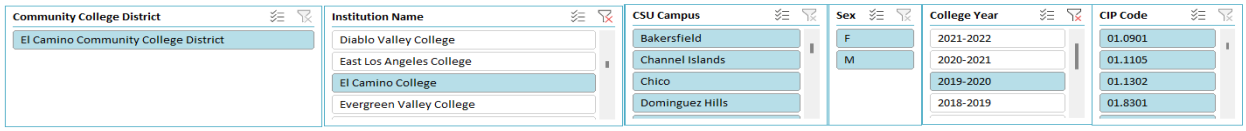
Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	American Indian	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
Undeclared	Pre-Nursing	51.1105	1			1				1		3
Grand Total			154	1	210	795	4	58	46	176	94	1,538

California Community College Transfer to the CSU



Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	American Indian	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
Grand Total			154	1	221	837	6	83	44	192	102	1,640

California Community College Transfer to the CSU



Systemwide Discipline	CSU Concentration Name	CIP Code (text)	African American	Asian American	Hispanic	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	International Student	Grand Total
Undeclared	Undeclared	24.0102			2			1			3
Grand Total			182	178	831	4	69	45	179	128	1,616

Target Outcomes For 2022-25

Transfer					Baseline	Not in Template	Not in Template	Not in Template	Not in Template			
	2013-14	2014-15	2015-16	2016-17	2017-18	Year -3 2018-19	Year -2 2019-20	Year -1 2020-21	Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
Black/African American Students	14%	15%	15%	16%	18%	20%	21%	22%	24%	25%	27%	28%
Non-Black/African American Student	26%	23%	25%	25%	28%							
Equity Gap	-12%	-8%	-11%	-9%	-10%							

Structural Evaluation: Current State

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

The transfer process from a California community college to a four-year institution has bee historically difficult for students to navigate. Along with fulfilling specific course work based on the institution a student is transferring to, additional requirements guidelines may need to be followed to ensure transfer success. In addition to this, students must also contend with challenges associated with attending a community college before moving on to their target institution. Many of these have already been highlighted in the previous metrics. While ECC has programs and support services that aid students navigate the transfer process, such as Project Success-Umoja and Guardian Scholars, the reality is that a majority of Black/African American students do not belong to a cohort that can offer transfer guidance.

Structural Evaluation: Ideal State

- ✓ Instruction
- ✓ Student Services
- ✓ Business Services
- ✓ Other

In an ideal structure Black/African American students who do not belong to a cohort should have the same accessibility to guidance that those that are part of one do. This would require that programs such as First Year Experience, EOPS, and Project-Success/Umoja, be consulted to learn about their design and activities that ensure successful transferability. The counseling department, already working towards addressing the need, has been examining data and taking specific action to address equity gaps and align services to DI populations based on the SEA plan. To best allocate resources and create cohesive efforts to provide intentional support to specific populations, general counseling was restructured to serve students by meta major. This change allows for the Counseling department to collaborate with meta-major success teams to holistically meet the needs of students. The focus of the meta-major Counseling teams is to specifically reach out to student populations that are identified in the SEA plan

and are not part of a cohort program. These teams aim to provide students who are not in a cohort program with a high level of support and access to support programs and services. These teams include meta-major counselors, SSP (probation and financial aid counselors), Equity and Retention advisors, and success coaches. Further, we have counselors with specialized knowledge and expertise in career counseling to support team members within these teams as well as liaise with the Career Center. These success teams are designed to unite counselors, instructional faculty, and student services programs to create a support network designated to work with students in the assigned meta-major. These teams work collaboratively to provide intentional support and ensure we are allocating our resources most effectively to serve and outreach to disproportionately impacted populations. In addition the gains made by counseling, faculty would explore how to integrate Guided Pathways principles in the classroom by coordinating with counseling faculty, library faculty, and academic support (tutoring, SLI, PASS Mentorship) to collaborate in ensuring equitable educational outcomes and successful progression towards transfer. Combine with equitable instructional practices, this collaborative learning environment would procure for all non-cohort Black/African American students the opportunity to be exposed to the benefits of the cohort experience. The Program Review process has incorporated is contributing greatly to facilitate department reflection and dialog about equitable teaching practices. In the curriculum review section of the template, faculty are asked to examine the program curriculum using an equity lens. More specifically, faculty are asked if they prepare students to actively engage in a diverse society, if multicultural content is included, how they respond to diverse students' learning needs, if they use critical/equity-oriented pedagogy, and if they ensure that an empowering classroom environment is being created. By demystifying the transfer process, providing students with regular access to academic counseling, ensuring that academic support is accessible, and exposing student to race-specific equitable instruction and curriculum, avenues for transfer success are opened. The Transfer Center has been proactively engaged in addressing equity gaps for this metric. The Transfer Center, for example, has reached out and has committed to work collaboratively with the Black Student Success Center coordinator, Keiana Daniel to co-coordinate and co-offer culturally- centered workshops, activities and events with the purpose of fostering Black student transfer success. In addition, The Counseling division has supported the creation of an intentional Transfer Center Outreach Plan. This plan targets equity student groups not part of a Student Support Program to connect them to Transfer Services (counseling, advising, workshops), ensure their transfer readiness and support them throughout the application transfer process.

Planning and Action: Black/African American Students

Intended Audience

- ✓ Administrator
- ✓ Partner (K12, Transfer, other)
- ✓ Faculty
- ✓ Students
- ✓ Classified Staff

Action Steps

- El Camino College will be implementing a cultural competency review that will assess the course outlines of record to ensure that they are sensitive to the experiences of underrepresented

groups, as well as provide significant contributions from diverse backgrounds and inclusive context that are representative of the full scope of a discipline or field.

- Counselors and success coaches will be embedded in transferable English courses with support sections.
- First Semester Plans (FSPs) with incoming students providing connection to a counselor or student services personnel and guidance with course selection.
- ECC Connect should be mandatory since active early alert utilization by instructors and student services has demonstrated to increase retention.
- Within Meta Majors, which filter for students who are not in a cohort, increase intentional efforts are made to serve Black/African American students through outreaching to Black/African American students who do not have an educational plan and prioritize this group for counselor appointments. Also target direct outreach efforts in gateway courses where further advancement gaps in this population are noted. e.g.
- Create/increase specific transfer workshops for first time students where transfer and retention gaps exist by meta major; and outreach to first year students where the retention is lower than returning or continuing students.
- Create an integrated system or dashboard to conduct race-specific data analysis that are real time rather than based on trends from two plus years ago.
- Exacerbated by the pandemic and hybrid offerings, continue disaggregated research on students' behaviors and needs for course enrollment and our systems ability to address them.
- Increase Black/African American culturally-affirming, equity-driven activities designed to increase student retention and affirm all students as valuable and valued scholars such as the annual Slam Poetry contest, scholarship writing workshops, college application essay writing workshops, the publication of the student-run Myriad, which is a collection of poetry, short stories, art and photography, and the publication of both the campus magazine and newspaper which features student work, highlights student success, and addresses student interest and needs.
- Guided Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Require faculty to participate the Equity Minded Teaching Institute (EMTI) to ensure that they become Anti-Racist, equity-minded practitioners and have the skills, and tools to cultivate this culture in their classrooms.
- Connect EMTI participants with resources to help students such as faculty communities of practice, Project Success/MyPath and other cohort programs with embedded support, and SI coaching and other peer mentor programs.
- Surround faculty who are new to equity work with a support system that will mentor/advise them on high impact practices to support student success.
- Mentor faculty in revising course curriculum and materials to center the voices of traditionally marginalized populations so that all students can see themselves and their experiences reflected in the curricular and pedagogical techniques/materials.

- Guided Pathways success teams, with an increased focus of the specific barriers Black/African American students experience, will continue to improve outcomes for students in fall-to-spring retention, increase the number of units students complete per year, increase the number of students completing college-level math and English in their first year, and decrease the number of excess units students accumulate while earning their degree or certificate.
- Expand and elevate the visibility of existing, effective strategies and programs, such as Project Success-Umoja, EOPS, and Guardian Scholars.
- Ensure that Divisions, departments, and areas are adopting equitable hiring practices so that Black/African American students are reflected throughout ECC's campus communities.
- Continue to support and expand the efforts of the Counseling Division and the Transfer Center to create cohort experiences for non-cohort students.

Year 1 (2022-2023) Action Steps

Year 2 (2023-2024) Action Steps

- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

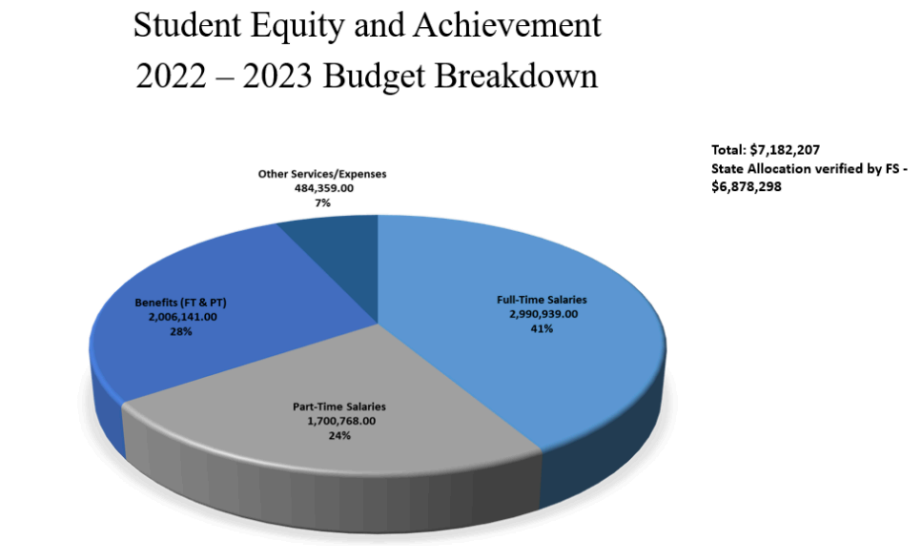
- Adjust Year 2 initiatives for Year 3 as required.

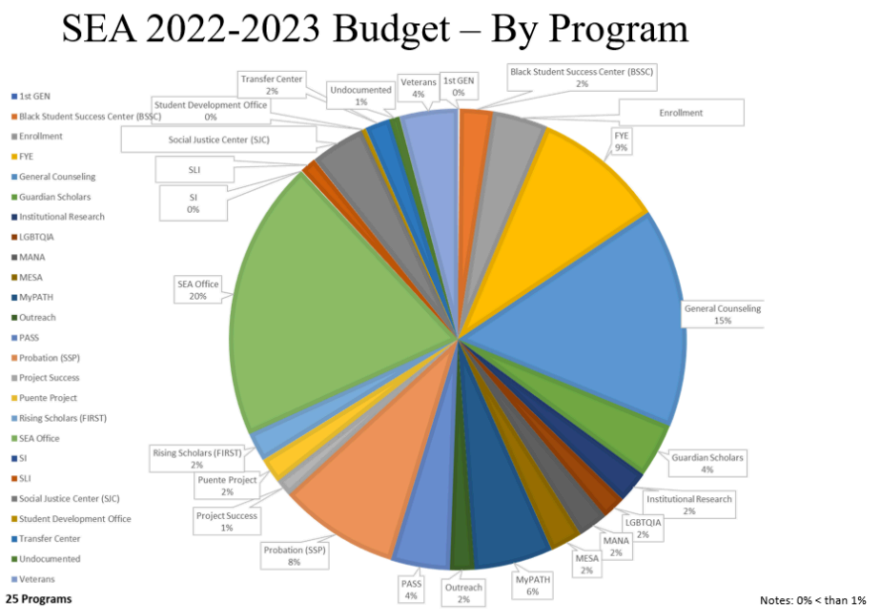
Support Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Pilots & Building Communities of Practice

- From the California Community Colleges Chancellor's Office, funding that can be applied to this metric to ensure Black/African American student success.

Equity Plan Budget





Successful Enrollment in the First Year (2020-2021)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful
Overall	**Overall**	**41%**		**3,322**
Two or More Races	All Other Values	9%	4	1
Unknown/Non-Respondent	Overall	13%	7	3
Unknown/Non-Respondent	Female	18%	11	8
Unknown/Non-Respondent	Overall	22%	15	17
Unknown/Non-Respondent	Male	29%	4	8
Black or African American	Female	29%	73	170
Black or African American	Overall	32%	101	318
Asian	Female	33%	39	156
Black or African American	Male	35%	29	146
Female	Overall	36%	517	1,621
White	Female	36%	32	232
Asian	Overall	37%	35	298
Hispanic	Female	37%	74	669

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Subgroup Population
8,176
11
24
45
77
28
579
999
473
417
4,553
643
811
1,787

Completed Both Transfer-Level Math and English within the District in the First Year (2020-2021)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**21%**		**940**	**4,596**
Unknown/Non-Respondent	Overall	0%	4	0	15
Unknown/Non-Respondent	All Other Va	0%	3	0	11
Unknown/Unreported	All Other Va	0%	4	0	17
First Generation Student	Male	4%	23	6	135
Foster Youth	Male	8%	4	2	25
Black or African American	Male	9%	39	25	285
Foster Youth	Overall	9%	7	5	56
Black or African American	Overall	9%	89	60	663
Black or African American	Female	9%	49	35	374
Foster Youth	Female	10%	4	3	31
First Generation Student	Overall	11%	41	45	402
Hispanic	Male	11%	76	74	655
Student Who Received Disability Services	Male	14%	9	16	118
LGBT	Female	14%	8	16	113
Hispanic	Overall	15%	109	194	1,326
First Generation Student	Female	15%	18	39	266
Student Who Received Disability Services	Overall	16%	12	34	218
Hispanic	Female	18%	33	120	668
Student Who Received Disability Services	Female	18%	3	18	99

Persisted First Primary Term to Subsequent Primary Term (2019-2020)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**72%**		**3,947**	**5,523**
Unknown/Non-Respondent	Female	17%	202	53	320
Unknown/Non-Respondent	Overall	17%	451	126	724
Unknown/Non-Respondent	Male	18%	246	73	400
Foster Youth	Male	54%	7	21	39
Foster Youth	Overall	55%	15	47	86
Foster Youth	Female	55%	8	26	47
First Generation Student	Male	57%	41	146	257
LGBT	Male	59%	9	39	66
Black or African American	Male	59%	46	197	333
Black or African American	Overall	62%	75	410	665
First Generation Student	Overall	63%	59	372	593
LGBT	Overall	64%	17	127	200
Black or African American	Female	64%	29	210	327
LGBT	Female	65%	9	87	133
First Generation Student	Female	67%	18	225	335
Male	Overall	70%	75	1,962	2,797

Attained the Vision for Success Definition of Completion (Awards) within Three Years (2017-2018)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**15%**		**852**	**5,518**
Black or African American	Male	2%	7	1	45
Black or African American	Overall	3%	13	3	100
Black or African American	Female	4%	7	2	55
First Generation Student	Male	4%	10	3	77
First Generation Student	Male	5%	22	9	192
First Generation Student	Male	6%	36	22	349
Foster Youth	Overall	7%	30	24	335
Foster Youth	Overall	7%	65	51	693
Foster Youth	Male	8%	24	23	288
Hispanic	Female	8%	29	29	344
Hispanic	Overall	9%	14	16	185
Hispanic	Overall	10%	39	70	672
LGBT	Male	10%	125	154	1,487
LGBT	Female	11%	8	15	143
LGBT	Female	12%	4	13	108
Male	Female	12%	15	47	384
Perkins Economically Disadvantaged	Overall	12%	180	354	2,855
Student Who Received Disability Services	Overall	13%	180	359	2,881
Student Who Received Disability Services	Male	13%	96	288	2,232
Student Who Received Disability Services	Male	13%	78	277	2,106
Unknown/Unreported	Female	15%	56	200	1,368

Transferred to a Four-Year Institution within Three Years (2016-2017)

Primary Subgroup	Disagg by Gender	Rate	Number of Students to Close Gap	Subgroup Successful	Subgroup Population
Overall	**Overall**	**27%**		**676**	**2543**
First Generation Student	Female	14%	25	25	175
First Generation Student	Overall	16%	38	47	301
Black or African American	Male	17%	19	27	163
Student Who Received Disability Services	Male	17%	7	11	64
First Generation Student	Male	18%	14	22	126
Black or African American	Overall	18%	33	61	336
Hispanic	Male	18%	90	120	653
Black or African American	Female	20%	15	34	173
Hispanic	Overall	21%	141	261	1,251
Hispanic	Female	24%	52	141	598
Unknown/Unreported	Male	25%	32	260	1,047

Successful Enrollment in the First Year

	2016-17	2017-18	2018-19	2019-20	Baseline 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Baseline number of Black students	**Additional** number of Black students needed to close gap	**Total** number of Black students needed to close gap	Context Statement 1 (additional or total)	Context Statement 2
Black/African American Students	17%	21%	28%	30%	32%	34%	37%	39%	42%	318	101	419	*101 additional Black students will to apply and enroll at ECC* *419 Black students will to apply and enroll at ECC*	*For every 100 first-time Black applicants, 42 students will enroll at ECC.*
Non-Black/African American Students	26%	31%	35%	39%	42%									
Equity Gap	-9%	-9%	-7%	-9%	-10%									

Completed Both Transfer-Level Math and English within the First Year

	2016-17	2017-18	2018-19	2019-20	Baseline 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25					
Black/African American Students	3%	4%	6%	8%	9%	12%	16%	19%	22%	60	89	149	*89 additional Black students will complete Transfer-level Math and English in their first year* *149 Black students will complete Transfer-level Math and English in their first year*	*For every 100 first-time Black students, 22 students complete transfer-level math and English in their first year.*
Non-Black/African American Students	11%	13%	17%	21%	22%									
Equity Gap	-8%	-10%	-11%	-13%	-13%									

Persisted First Primary Term to Subsequent Primary Term

	2015-16	2016-17	2017-18	2018-19	Baseline 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25				
Black/African American Students	60%	60%	59%	63%	62%	64%	66%	68%	71%	73%	410	75	485	*75 additional first-time Black students will enroll in two consecutive primary terms* *485 first-time Black students will enroll in two consecutive primary terms*	*For every 100 first-time Black students, 73 students will enroll in two consecutive primary terms.*
Non-Black/African American Students	77%	75%	76%	76%	73%									
Equity Gap	-16%	-15%	-17%	-13%	-11%									

Completion

	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Not in Template Year -3 2018-19	Not in Template Year -2 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25				
Black/African American Students	4%	4%	6%	7%	7%	9%	10%	11%	13%	14%	15%	17%	51	65	116	*65 additional Black students will earn a degree or certificate in three years* *116 Black students will earn a degree or certificate in three years*	*For every 100 first-time Black students, 17 students will earn a degree or certificate in three years.*
Non-Black/African American Students	8%	12%	13%	14%	17%												
Equity Gap	-5%	-8%	-7%	-7%	-9%												

Transfer

	2013-14	2014-15	2015-16	2016-17	Baseline 2017-18	Not in Template Year -3 2018-19	Not in Template Year -2 2019-20	Not in Template Year -1 2020-21	Not in Template Year 0 2021-22	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25				
Black/African American Students	14%	15%	15%	16%	18%	20%	21%	22%	24%	25%	27%	28%	61	33	94	*33 additional Black students will earn a degree or certificate in three years* *94 Black students will earn a degree or certificate in three years*	*For every 100 first-time Black students, 28 students will earn a degree or certificate in three years.*
Non-Black/African American Students	26%	23%	25%	25%	28%												
Equity Gap	-12%	-8%	-11%	-9%	-10%												

Administrative Procedure 5070 - - - Attendance Accounting

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

1. Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
2. Selection of a single primary term length for credit courses.
3. Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).
4. Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.
5. Preparation of census day procedure tabulations.
6. Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.
7. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.
8. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.
9. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
10. Maintenance of the college in the District for at least 175 days during the fiscal year.

Student Enrollment, Attendance, Withdrawal, and Drop

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be

maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology Services. ~~At the end of each semester instructors shall submit attendance rosters to the Admissions and Records office.~~

1. Last Day of Attendance - Instructors shall maintain a system to determine last date of attendance . After census day, only students who are enrolled in the course or have completed the proper auditing procedure may attend.
2. Waiting List – If students on the waitlist are present for the first class period of the term and a seat becomes available students must be added in the order in which they appear on the waiting list before any students who do not appear on the waiting list. For fully online courses students on the waitlist must be given preference if they contact the instructor by the end of ~~the~~ day on the first Tuesday of instruction.
3. Instructor Adds- If a student contacts the instructor wishing to add a course, instructors are required to add students up to the course cap through the end of the day on the first Friday of instruction for 12, 14, and 16 week courses, through the first 72 hours of the term for 8 week courses, and through the first 48 hours of the term for 5 and 6 week courses. Instructors may, at their discretion, add additional students after these timelines until the add deadline for the term.
4. Student Adds – If space is available, students who have completed the college application may add a class by securing an add code. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline, except for documented extenuating and mitigating circumstances.
5. Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend, or in the case of fully asynchronous online courses if the student contacts the instructor before census.
6. No Show Reports - Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster and their places given to waiting list students. For fully asynchronous online distance education classes, students who do not engage in the first required interaction of the academic term by the instructor's deadline or within the first 5 days of the term if no other deadline is provided may be dropped from the roster and their places

given to waiting list students. A required interaction in a distance education course is any nonoptional activity (e.g., discussion forum post, assignment submission, quiz, etc.) administered through the Learning Management System (LMS). For hybrid classes, students may be dropped from the roster and their places given to waiting list students if they do not attend the first live class meeting or if they do not engage in the first required interaction if the deadline for that interaction is prior to the first class meeting. If illness or emergency prevents a student from attending the first class session or completing the first required interaction, the student must contact the instructor. ~~Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.~~

7. Active Enrollment Report - The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster and that all enrolled students have attended class or, for online courses, have engaged in required interactions. Students who failed to officially enroll are asked to leave the class. In the Active Enrollment Report, Instructors shall drop students who are no longer participating in the course ~~as of~~ and note the last date of attendance. Instructors are required to submit the Active Enrollment report online by the deadline.
8. Withdrawal by Instructor - After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students from on campus and Live Online classes whose absences exceed 10% of the scheduled class meeting. Likewise for fully online distance education classes, instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus. Substantive interactions include (but are not limited to) submission of an academic assignment, submission of an exam, participation in tutorials or computer-assisted instruction, and discussion forum or study group participation. Students cannot be dropped for lack of consecutive log-ins alone. Instructors must clearly state their attendance and withdrawal policies in the syllabus (which must be visibly posted on the course site), and instructors must

document the student's work up until the point of withdrawing the student. For hybrid and Live Online courses with reduced class meetings, instructors may withdraw students whose combined live meeting absences and required interactions planned in lieu of attendance exceed 10% of the total instructional hours. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct.

9. Withdrawal by Student - The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances. It is the responsibility of the student to officially drop a class by the deadline date. If a student fails to drop by the deadline, the student may be subject to a substandard grade or a withdrawal "W" and incur all relevant fees.

References:

Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.

Education Code section 84040

State Chancellor's Office Student Attendance Accounting Manual

Reviewed by Educational Policies Committee 3-22-22

Academic Senate 4/5/22, 4/19/22

Council of Deans 5/5/22

College Council 5/16/22

Educational Policies 10/11/2022

AP 5070 Attendance

References:

Title 5 Sections 58000 et seq.

NOTE: *This procedure is **legally required**. Local practice may be inserted, but it must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he/she/they served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

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

El Camino College

Guided Pathways, Non-Credit, and Dual Enrollment Changes

Carlos Lopez, Vice President of Academic Affairs.

Why are we making these changes?

- To create better support for Guided Pathways while moving into Phase 2, the institutionalization phase.
- To create a cohesive Dual Enrollment program with Pathways and Dual Enrollment reporting to the same person for the first time.
- To create support for developing a thriving Non-Credit program and working to institutionalize process.
- LLR already works cross divisionally on all of its services and initiatives. It is the home for academic support on campus. It also has a fast growing non-credit program.

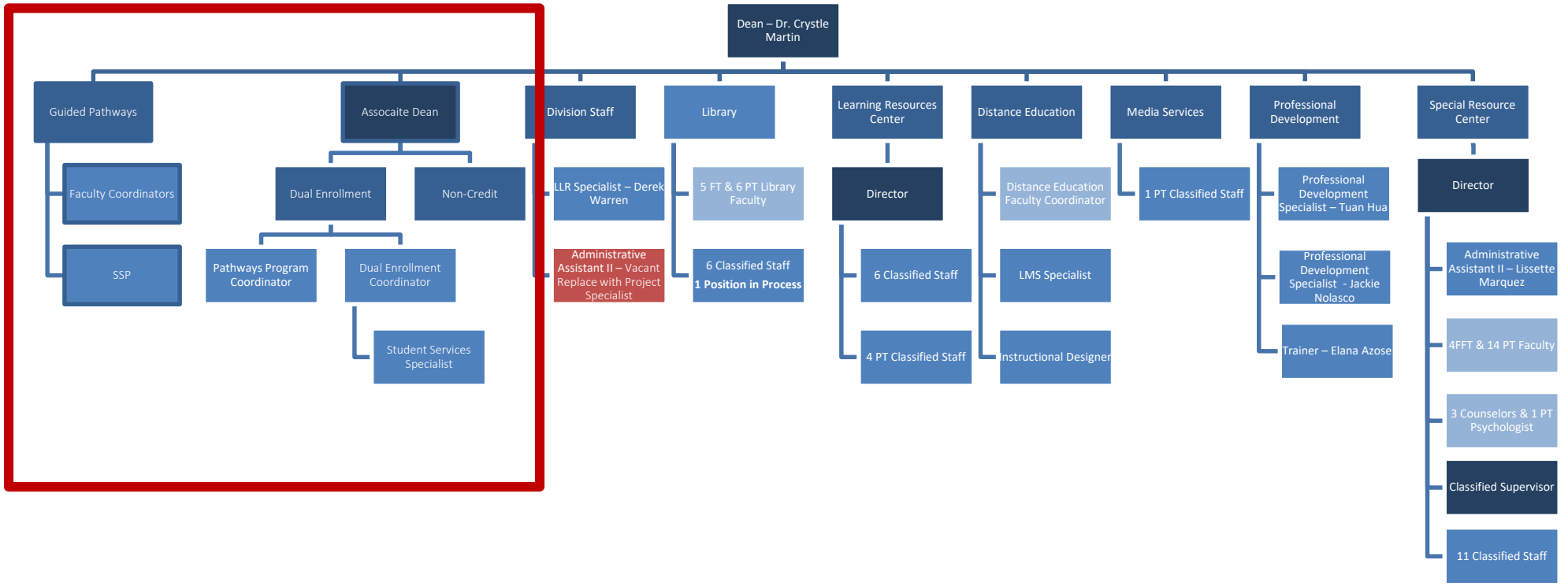
The Changes

- Starting this semester Guided Pathways, Non-Credit, and Dual Enrolment will report to Library and Learning Resources Division
- This will include some personnel movement including:
  - Moving the current Associate Dean of Academic Affairs and updating the job description
  - The Dual Enrollment Coordinator/Supervisor and the Dual Enrollment Student Services Specialist will report to the Associate Dean
  - The Pathways Program Coordinator will also report to the Associate Dean
- Non-Credit will report to the Associate Dean
- Guided Pathways will report to the Dean

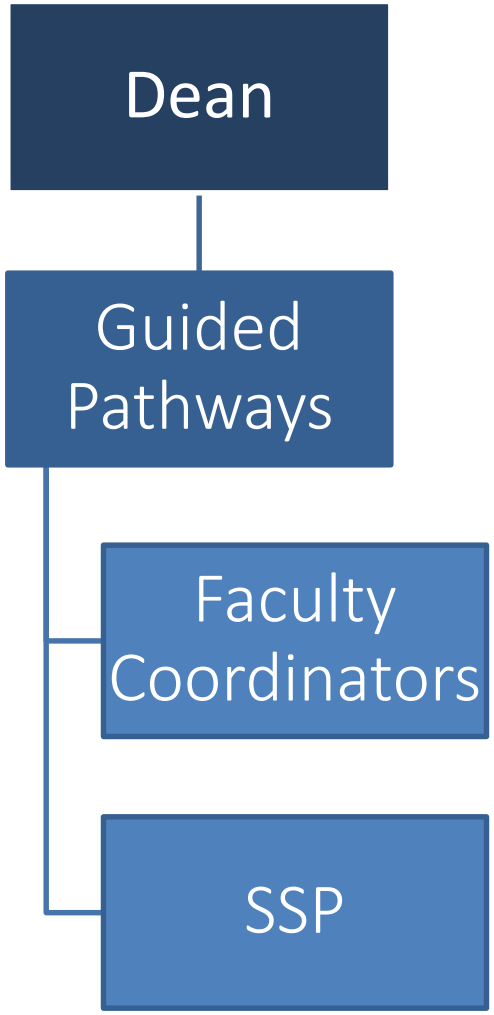
Organizational Chart

Library and Learning Resources Organization Chart 2022-2023

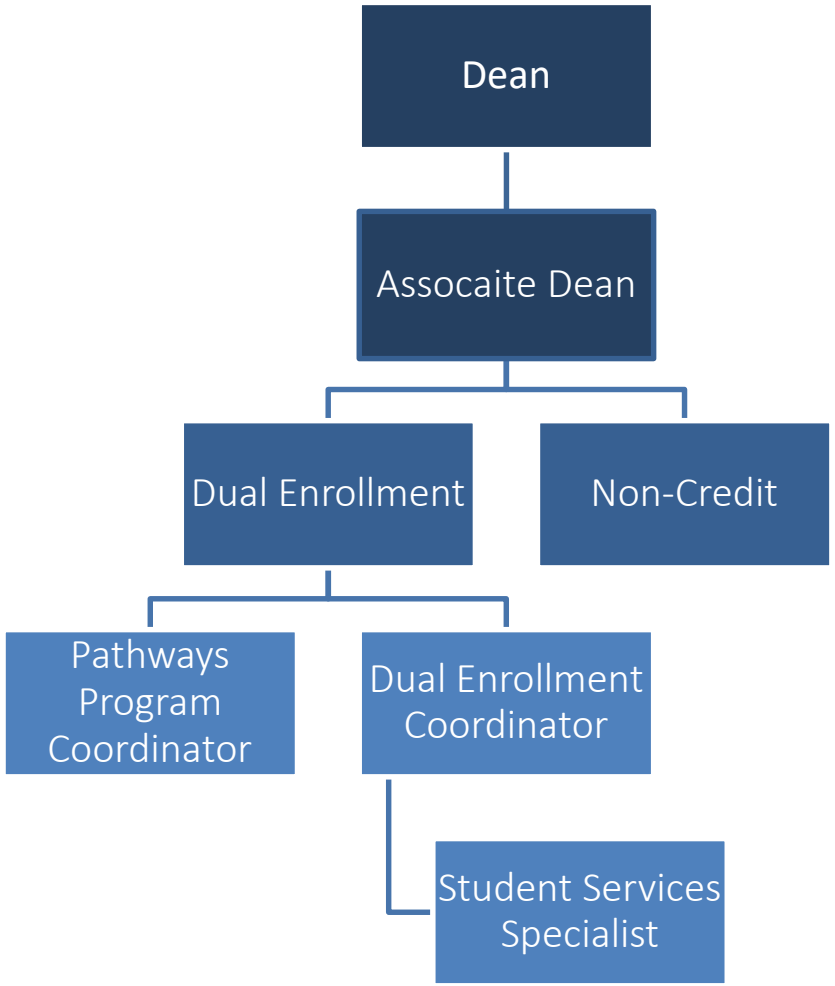
New Programing/Positions



Guided Pathways Organization Chart 2022-2023



Dual Enrollment Organization Chart 2022-2023



Questions?

El Camino College

College Council Meeting Minutes
October 3, 2022
1:00pm – 3:00pm Via Zoom

Attendance
Brian Hayden, Edith Gutierrez, Kelsey Iino, Darcie McClelland, Rose Mahowald, Brenda Thames

Absent
Erika Solorzano, Luisa Paredes,

Support/Presenters
Carlos Lopez, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Bob Suppelsa, Loic Audusseau

Minutes

2.1 Welcome

Dr. Brenda Thames opened the remote meeting.

2.3 Approval of Minutes

College Council moved to approve the minutes from the September 17, 2022 meeting, as presented.

3.1 Military Equipment Policy AB 706 and Draft Resolution - SECOND READING

The Resolution in response to AB 706 Military Equipment was brought back to College Council for a second reading. There was no constituent feedback.

College Council moved to recommend the Superintendent/President, present the Resolution, as written, to the Board of Trustees.

It is recommended, the Police Department Policy 706, be converted to a Board Policy and brought back to College Council for consultation. Chief will provide the verbiage from the legislation. Rose will reach out to Mr. Jonathon Mott from Parker Covert and confirm we are on the right track with creating a Board policy.

3.2 AP 3505 Emergency Response Plan - FIRST READING

Chief of Campus Police, Michael Trevis, presented an overview of the procedure for a first reading. The College already has a policy in place. The language in the procedure is based on the Community College League of California's (CCLC) template. Additional verbiage was added to include evening personnel/students and active shooter/armed intruder protocols.

The advisory committee responsible for drafting the AP included Greg Toya, Philip Mariano (ITECH), POA and faculty representatives. It is recommended the BP accompany the new AP when presenting to the constituent groups, for context. Constituent feedback should be sent directly to Chief Trevis and copy Nina Wong.

AP 3505 Emergency Response Plan, will go out to the constituent groups for feedback and will come back to College Council for a second reading.

3.3 AP 3515 Reporting of Crimes - FIRST READING

Chief of Campus Police, Michael Trevis, presented an overview of the procedure for a first reading. The College already has a policy in place. The language in the procedure is based on the Community College League of California's (CCLC) template.

AP 3515 Reporting of Crimes, will go out to the constituent groups for feedback and will come back to College Council for a second reading.

4.1 Equity Plan

Nayeli Oliva, Director of Student Equity & Achievement (SEA), provided a preview of the Equity Plan presentation that will be given to the Board of Trustees at the November 21, 2022 meeting.

It is noted, the data information on the Completion of Black/African American Students, needs to be delivered with a lot of diplomacy. Clarification is made, the data is compiled from specific information identified by the Chancellor's Office. This group is a three-year cohort of credit, first time students. Commentary/language is needed to frame this information better. A request for data reflecting the actual population of students is requested. This request is feasible. Institutional Research & Planning (IRP) will make this information available on a dashboard.

Clarification is made, the recommendations from USC's Center for Urban Education (CUE), is from the SEA plan submitted last year. These recommendations may need to be framed differently. A title change for slide 12 is strongly recommended. *Activity Descriptions for Instructional Faculty Engagement* is suggested. Other edits and typo corrections are suggested. It is noted, Academic Senate was not approached to engage in the writing of the Equity Plan. As a body who has been doing a lot of work around equity, it may have been valuable to get their input. It is noted, there are several groups doing equity work on campus that should collaborate and communicate to maximize resources.

College Council is asked to support, focusing on the African American/Black population, for this report, and to support the SEA Goals identified for this population. (Goals are on slide 17). It is reiterated, SEA Goals mirror the recommendations from CUE.

A request to consult with Academic Senate and/or the Curriculum committee when drafting future reports and goals was made. It is noted, faculty did have representation on the Student Equity Advisory Committee (SEAC).

The Equity Plan (the document), will go out to constituent groups for feedback and will come back to College Council for a second reading. Clarity was provided, the Chancellor's Office request, is to develop a plan to respond to an identified list of activities to target an identified disproportionately impacted population.

It is suggested the Table of Contents is linked to the correct page. Currently it is not accurate.

4.2 2023-24 Annual Planning Calendar - Viviana Unda

This item was table to the next meeting.

4.3 Campus Safety and Security Consultation Committee

This item was table to the next meeting.

4.4 College Council Governance Structure | Classified Selection Process

College Council moved to approve the Student Success Committee membership presented int the attached document.

Membership:

Tri-Chairs: 1 Administrator/1Classified Professional/1 Faculty

1. SEA director or designee
2. Student Services Special Programs/Categorical (2)
3. Student Development
4. Disability Resources/SRC
5. Career/Job Placement
6. Student Athletes/Athletic Director
7. Transfer Center/Honors Transfer Program
8. Financial Aid/Basic Needs
9. Academic Support
10. Counseling (faculty rep. appointed by Senate)
11. Student Health Services/Mental Health & Physical Wellness/Wellbeing (appointed by the director of SHS)
12. Students (2)
13. Social Justice Council rep
14. Academic Senate Faculty Rep
15. Meta Major Representatives (7) (Faculty, Appointed by Academic Senate)
16. Academic Affairs Manager
17. CTO or designee

*IR assigned data liaison

The following will be added to the membership:

18. Student Services Manager
19. 2 Non-Faculty Guided Pathways Representatives

College Council approved the membership of the Student Success Committee - 3 abstentions, 4 ayes and no nays.

4.5 New Committee Member Onboarding

This item was table to the next meeting.

4.6 College Council Charge and Responsibilities

This item was table to the next meeting

4.7 Policy Review Schedule

This item was table to the next meeting

5.2 Meeting Adjournment

Meeting adjourned at 1:23p.m. The next meeting is on November 17, 2022, at 1:00pm via Zoom New College Council members will be notified via email.

Additional CCC Announcements for 10/18/2022 Meeting

- BS Respiratory Care has gone from conditional approval to full approval

From: Baccalaureate Degree Program <BDP@cccco.edu>
Date: October 5, 2022 at 3:36:26 PM PDT
To: "Thames, Brenda" <bthames@elcamino.edu>
Cc: "Lowe, Aisha" <alowe@cccco.edu>, Serr Russell <rserr@elcamino.edu>, Sims Jacquelyn <jsims@elcamino.edu>, "McClelland, Darcie" <dmcclelland@elcamino.edu>, "Young, Janet" <jyoung@elcamino.edu>
Subject: [EXTERNAL]Congratulations – Baccalaureate Degree Program Fully Approved

Sent on behalf of Vice Chancellor Aisha Lowe

Dear El Camino College,

Congratulations! On September 27, your conditionally approved baccalaureate degree program (BDP) in Respiratory Care was presented to the full Board of Governors and was granted full approval. We look forward to the launch of your new program and the expansion of this opportunity for California Community Colleges students.

If you have any questions or concerns, please contact BDP@cccco.edu.

Thank you,

Aisha N. Lowe, Ph.D.
Vice Chancellor
Equitable Student Learning, Experience, and Impact Office
Educational Services and Support Division
O (916) 322-4285
alowe@cccco.edu
California Community Colleges Chancellor's Office
1102 Q Street, Sacramento, California 95811
www.cccco.edu

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)
September 27, 2022

CALL TO ORDER
Meeting called to order at 2:32 p.m. by Chair Ambrosio.

Recorder: C. Escutia

Members:
Present: M. Anderson, W. Cox, K. Daniel-DiGregorio, D. Eldanaf, M. Kline, M. Lipe, C. Lopez, M. McMillan, J. Minei, Z. Murdock, R. Padilla, S. Porter

Ex-Officio Members:
Present: R. Gloyer, L. Justice, L. Marquez, L. Suekawa, M. Wolfenstein, I. Zugic
Absent: L. Young

Guests: L. Linka

1. APPROVAL OF MINUTES

The minutes of September 13, 2022 were approved via email by the CCC on September 20, 2022.

2. CHAIR'S REPORT: College Curriculum Committee Chair – E. Ambrosio

Chair Ambrosio thanked the CCC for approving the minutes of September 13, 2022 via email. He noted that there was no curriculum to review today but to expect curriculum review at the next meeting on October 11.

3. CURRICULUM TRAINING: SLO Training/Cultural Competency Review/Brown Act

Chair Ambrosio provided a review of the SLO process for reporting curriculum changes to the campus SLO coordinators. He shared onscreen a "Quick Guide" and noted what forms need to be filled out and when. Courses must be CCC approved and appear in the CCC minutes prior to submission to the SLO Coordinators and forms should be submitted at the end of each semester. SLO forms can be found on the CCC website under Forms and Resources. The SLO coordinators are Kevin Degnan (kdegnan@elcamino.edu) and Catherine Schult-Roman (cschult@elcamino.edu). A copy of the SLO quick guide will be sent out after the meeting.

Chair Ambrosio provided an introductory presentation on Cultural Competency Review. He indicated that further discussion will need to take place on the subject at a future meeting to discuss how to implement the process when doing course outline review.

Chair Ambrosio gave a review of the Brown Act and how it applies to the CCC. During the COVID-19 pandemic, AB 361 passed in 2021 which allowed remote meetings during a declared state of emergency. On September 13, 2022, AB 2449 passed which states that at least a quorum of the members (50% + 1) must participate in person from a singular physical location

and members may only teleconference under approved circumstances and for a limited number of meetings. Chair Ambrosio reported that the Board of Trustees has decided to rescind the local state of emergency and is looking to return to face-to-face meetings only. As the CCC is an appointed body of the Academic Senate, the CCC must comply with the mode of the Brown Act in order to stay in compliance. A discussion ensued and many questions arose. Chair Ambrosio will clarify with the Academic Senate at their next meeting and report back as to when the CCC voting members must appear in person.

4. CURRICULUM SPECIALIST'S REPORT: Curriculum Specialist – L. Marquez
No report.

5. VICE PRESIDENT'S REPORT: Vice President of Academic Affairs – C. Lopez
No report.

6. ANNOUNCEMENTS

- The Curriculog Café will be open after the meeting today.
- Next CCC Meeting: October 11, 2022 – 2:30-4:30 p.m., DE 166/Zoom

7. ADJOURNMENT

Chair Ambrosio called for a motion to adjourn the meeting. J. Minei moved to adjourn, M. Kline seconded, and the motion carried. Meeting was adjourned at 3:14 p.m.

Faculty Development Committee Meeting

Agenda for Tuesday, October 11, 2022

Location: Library 202, 1:15-2:15 pm

	Name		Division	Present
1	Stacey Allen	SA	Behavioral & Social Sciences	X
2	Erica Brenes	EB	Humanities	X
3	Anna Brochet*	AB	Counseling	X
4	Linda Cooks	LC	Library & Learning Resources	X
5	Amy Herrschaft	AH	Counseling	X
6	Amy Himsel	AJH	Behavioral & Social Sciences	X
7	Analu Josephides	AJ	Library & Learning Resources	X
8	Crystle Martin	CM	Library & Learning Resources	X
9	Arturo Martinez	AM	Mathematical Sciences	
10	David Moyer	DM	Fine Arts	X
11	Jackie Nolasco	JN	Library & Learning Resources	X
12	Polly Parks	PP	Natural Sciences	X
13	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 2022 Meetings: September 13 & 27, October 11 November 8
Spring 2023 Meetings: February 14, March 14, April 25, May 23 (if needed)

AGENDA

1. **Discussion on FDC purpose, meeting frequency, and modality**

   AB reviewed the purpose of the FDC: Faculty are the only employee group on campus that is obligated to do Flex hours and attend flex day. Flex is within Academic Senate's 10+1 purview and delegates jurisdiction to the FDC therefore FDC members are representatives for the faculty body. FDC ensures faculty is represented in matters regarding flex through our committee. With this purpose in mind, the FDC voted unanimously to reduce meetings to one meeting per month during the academic term and decided on the dates for the remainder of the year:

   Fall 2022 Meetings: September 13 & 27, October 11 November 8
   Spring 2023 Meetings: February 14, March 14, April 25, May 23 (if needed)

   In order to be compliant with the Brown Act, FDC meetings will need to be held in person. It may be possible to allow some members to teleconference as long as we have quorum in person. The chair will review teleconference requests in advance, based on need. At this time, only two members will need to request teleconference this semester. AB will work on creating a better hyflex set up for future meetings.

Changes/updates to membership: Rose Anna Cerofeci will step off FDC due to the dissolution of SITE. Taryn Bailey will be removed since she is currently on leave. Analu Josephides will officially join the FDC.

a. **Taskforce ideas (max 6 ppl, meet as needed):**
   Although FDC meetings will be reduced, FDC will create project-specific task forces for the following FDC projects: I&I, PD day planning, Getting the Job, Syllabus Statements, Communities of Practice, Needs assessments**.** These task forces should be less than the majority of the FDC membership. AB will work on creating a sign-up sheet for each task force and special channels on the FDC team site. Task forces can work in between FDC meetings as needed and can collaborate via Teams and virtual meetings.

2. **Preferred communication modality**

   FDC members agreed on one preferred communication modality: Teams site. This modality is preferred over email as emails can get overwhelming and hard to organize. AJ suggested the chair to send one email to announce this preferred modality to the FDC and outline Team site usage etiquette such as using the tagging feature when posting messages and turning on notifications if it is not already turned on.

3. **Communities of Practice- set first meeting date**

   Discussion tabled as AM was not present.

4. **Spring 2023 PD planning-faculty representation**

   AB shared that the first meeting of the Spring PD day planning meeting only had two faculty out of five people present. Although more faculty signed up to participate in the committee, they did not make it to the first meeting. Since faculty are the only employee group required to attend Flex day, more faculty representation is needed in the planning. AB asked FDC for ideas and input to bring to the next PD day planning meeting and to attend if possible. EB suggested Oct 25th, 1:15-2:15 to be the next meeting date as it may be possible for some FDC member to attend.

   SA offered a suggestion to allow for leaving contact info in the PD day evaluation survey to elicit faculty involvement in PD planning for next time. Also, we could look at PD evaluations from Fall to see if there are any emergent themes that could be used as ideas for Spring PD themes. CM mentioned that there was not any feedback that could really be extracted regarding a theme from the qualitative data. EB suggested FDC members survey their divisions for any ideas or themes for PD day. CM suggested we try to come up with a few ideas first as a smaller group and then ask our colleagues for their top choice among a few choices rather than leave it open-ended.

Some ideas for Flex day were discussed:

- Need for allowing more interaction and connection among attendees. Faculty want to share their common struggles and help each other. For example, how to encourage students to take notes, meeting students where they are at, socio-emotional learning, etc. Perhaps setting up round-tables, moderated fire-side chats, brown-bags, faculty panels breakout sessions to encourage connection and engagement.

5. **Getting the Job workshop**
    a. **Proposed date: Friday, Dec 9th: 12:30-2pm**
    b. **Ideas for panelists?**

Discussion tabled

6. **Announcements and Reminders:**
    a. **Informed & Inspired: Thursdays at 1:15-3:00pm: October 13, November 10, December 1**
    b. **College Book Club -Fridays at 11am: October 14, November 4, December 9**

College Technology Committee Report

- In the first meeting of the semester for this committee we reviewed the committee's self-assessment survey report and discussed the results; a virtual permit parking program was introduced (pros and cons were discussed); the SRC also presented on the ReadSpeaker program for expanded access digital text.
- The next meeting is set for Tuesday 10/18

Academic Technology Committee (ATC)

- We did a second reading of our updated committee objectives and purpose—final draft will be included in the packet for our next senate meeting.
- We also finalized our 2022/2023 Yearly Plan:
    - To assist faculty and staff in any technology funding proposals or ideas
    - To work with ODE on the implementation of the HyFlex modality on campus
    - To research and evaluate Class Zoom overlay application and other possible teaching technologies
    - To plan and execute the annual Educational Technology Conference for Friday March 24, 2023
- We continued our discussion of Hyflex and are looking into software that could improve Zoom and the virtual experience for the students.
- Continued planning the ed tech conference and discussed a timeline, ideas for the keynote speaker, and breakout sessions.