



Academic Senate of El Camino College 2022-2023

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

Office location: Schauerman Library, Room 273

March 7, 2023

Agenda & Table of Contents: Tuesday, March 7, 2023 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

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C. Unfinished Business: a. Proposed changes to scoring and process for Distinguished Faculty Awards- Anna Brochet and Darcie McClelland (5 minutes) b. Proposed ECC DEIA Statement- Darcie McClelland (5 minutes) c. BP/AP 4055/5140, Academic Accommodations for Students with Disabilities- Camila Jenkin (5 minutes)	12-18 19 20-26
D. New Business: a. BP/AP 4050, Articulation- Camila Jenkin (5 minutes)	27-30
E. Information Items – Discussion a. ECC Emergency Conditions Recovery Plan Update- Carlos Lopez (15 minutes) b. ZTC Update- Mary McMillan and Linda Cooks (15 minutes) c. CIP Planning Summit Announcement- (5 minutes) d. New Academic Senate Logo- Stephanie Burnham and Camila Jenkin (5 minutes) e. Academic Technology Conference Announcement- Stephanie Burnham (5 minutes) f. Faculty Development Committee Announcements- Anna Brochet (5 minutes)	31-57 58-75 76-82 83
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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/academicssenate/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.



March 7, 2023

Academic Senate of El Camino College 2022-2023

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Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 3/7/2023

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:

- 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, March 7. In the subject line, please put Academic Senate Meeting 3/7 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 3/7/2023

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

11670 Chesterton St., Norwalk, CA 90650

16007 Crenshaw Blvd., Torrance, CA 90506

- ArtB 340D
- Natural Sciences 111
- Art 125
- Construction Technology 504
- Chem 122



Academic Senate of El Camino College 2022-2023

March 7, 2023

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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	Erica Brenes	Sargent at Arms	TBA

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

Tiffanie Lau 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

Robin Dreizler

Associated Students Organization

Hameeda Uloomi

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

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

ECC ACADEMIC SENATE MEETINGS:

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

SPRING 2023: 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, 12:30-2pm, 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: Erica Brenes. 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: Kenneth Brown. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.

Calendar. Chair: Robin Dreizler. Senate Reps: Anna Brochet and TBA. Meets annually or as needed.

College Council. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st Friday & 3rd Monday, 1:00-3:00, Zoom.

Council of Deans. Chairs: Carlos Lopez & Robin Dreizler. Senate Rep: Darcie McClelland, 1st Thurs., 9:15-10:30, Zoom.

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

Enrollment Management. Chairs: Carlos Lopez and D. McClelland. 1st Thursday, 11:5-2:15, Zoom.

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Reps: Tom Hazell and Ross Durand, Oct. 3 and Dec 5, Zoom.

Guided Pathways Steering Committee: Chair: J. Simon Senate Rep: D. McClelland. 1st Tues, 2:30- 3:30 DE 166.

Planning & Budgeting (PBC). Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 3rd Thurs, 1- 2, Zoom.

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)

- ☒ 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
- Unexcused: Diana Crossman
- ☒ Joe Hardesty
- ☒ Larry Leach
- ☒ Russ McMillin

Health Sciences & Athletics

- Unexcused Andrew Alvillar
- Unexcused: Tom Hazell
- ☒ Shiney Johnson
- ☒ Dina Mauger
- ☒ Eric Villa

Humanities

- ☒ Stephanie Burnham
- ☒ Sean Donnell
- ☒ Brent Isaacs

- ☒ Kevin Degnan
- ☒ Erica Brenes

ITEC

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

Library

- ☒ Camila Jenkin
- ☒ Analu Josephides
- ☒ Gary Medina

Mathematics

- ☒ Susana Acosta-Acuna
- Excused: Diaa Eldanaf
- ☒ Lars Kjeseth
- ☒: Greg Fry
- Unexcused Arturo Martinez

Natural Sciences

- ☒ Jwan Wageman
- ☒ Mia Dobbs
- ☒ Sanda Oswald
- ☒ Darcie McClelland
- ☒ Troy Moore

ASO

- Luisa Paredes

Curriculum Chair

- ☒ Edwin Ambrosio

Academic Affairs

- ☒ Carlos Lopez

Student Services

- ☒ Vacant

President/Superintendent

Brenda Thames

ECC Federation

☒ Kelsey Iino

Institutional Research

☒ Josh Rosales

Dean's Reps/Guests/Other Officers:

☒ Ali Ahmadpur

☒ Amanda Colbeck

☒ Christina Freeborn

☒ Grace Camargo-Perez

☒ Jackie

☒ Jeff Baumunk

☒ Jenny Simon

☒ Karen Preciado

☒ Lavonne Plum

☒ Michael Wynne

☒ Polly Parks

☒ Shalini Ramachandran

☒ Stephen Robert Peluso

☒ Tiffanie Lau

ACADEMIC SENATE MINUTES February 21, 2023

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/ Introductions (3 minutes)

- 1:01pm called to order
- Introduced Dean Representative and The Union guests

B. Approval of Minutes (2 minutes, p. 6-12)

- Motioned Brewer smith , seconded by S. Donnell
- 28 Yes, 0 No's, 0 Abstentions. Approved.

C. Unfinished Business:

a. none

D. New Business:

a. Proposed changes to scoring and process for Distinguished Faculty Awards- Anna Brochet and Darcie McClelland (15 minutes, p. 13-19)

- FDC identified some award processes more appropriate to collaboration with Academic Affairs in collaboration with FDC/Senate. President and VPAA approached and agreed to collaborate.
- More equitable practices to include part-time faculty and will be included in the Distinguished Faculty award to now include one part-time and full-time.
 - Transparency of process to apply/nominate for Distinguished Faculty Award
 - Standard Formstack created to collect the same information from all
 - Medallions and monetary prizes will be made equitable regardless of part-time vs full-time
 - Title of the award proposed change to read “The Distinguished Faculty Award”
 - There will be 2 reading and a vote on selection/rubric/application criteria
 - Rubric modeled after Hayward Award (statewide senate award)
 - Modeling our rubric after Hayward Award will help prepare an application for the Hayward Award should the faculty decide to apply
 - <https://www.asccc.org/events/hayward-award-0>
 - Suggestions/comments:
 - Limited to winning award once, as there are many worthy faculty to apply.
 - The committee did discuss this and will make recommendation
 - What is the nominating process??
 - Call will go out campus wide after 2nd reading after March 7th
 - Anyone campus community member can nominate
 - Self-nominations are allowed
 - Will distinguished staff be ?
 - It should be combined celebration but nomination process not handled through Senate

- President Thames confirmed this will be a combined celebration
- Will there be “runner ups”?
 - All faculty nominated will be sent notification that they were nominated
 - Part-time faculty can use nominations as a way to help gain full-time employment
- Recommendation to add all time served to college to include par-time served
- Second reading and vote March 7th. Please email Anna Brochet or Darcie McClelland by 5pm Thursday, March 2nd.

b. Proposed ECC DEIA Statement- Darcie McClelland (10 minutes, p. 20)

- This is a collegewide statement through College Council.
- Provide feedback and Darcie Charlene will provide feedback/recommendations on behalf of the senate:
 - Advocate the issue of justice within instructional/institutional racism
 - Democracy Now has a good conversation between Juan Gonzales and Angela Davis about institutional/structural racism
- Second reading will be 5pm Thursday, March 2nd to Darcie McClelland
- Will be housed on ECC Website

c. BP/AP 4055/5140, Academic Accommodations for Students with Disabilities- Camila Jenkin (5 minutes, p. 21-27)

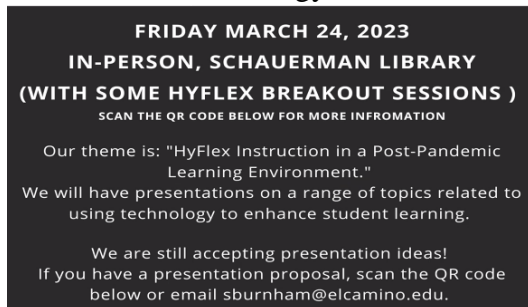
- Renumbering of BP 4055 to BP 5140 to align with CCLC
 - <https://ccleague.org/>
- For clarification BP is a overview of the policy and AP designates how the BP is carried out
- VPAA will assign and then given to Ed Policies Senate Committee and then to College Council
 - Gary Grecco reviewed and forwarded to Ed Policies Committee
- Update: ADA Compliance officer to handle any conflict between faculty and student. It will no longer to go Deans.
- Suggestion:
 - Broaden terminology to include district vs only faculty. Some conflicts are due to district policy/process vs faculty
 - Are there BP/AP for non-academic
 - There is a campus wide process but AS President will look to see if there are any AP/BP for non-academic situation
- Send feedback to Darcie McClelland and/or Camila Jenkins by Thursday, March 2nd at 5pm.

E. Information Items –Discussion

a. Call for volunteers, campus level and faculty hiring committees- Senate Executive Board (5 minutes, p. 28)

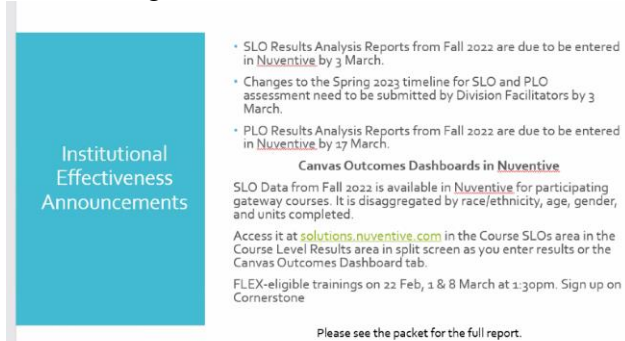
- Call out for select meta-majors to serve on hiring committees
 - BSS, Business, Creative Arts and LCJ

- Safety Committee
 - Work with Campus Police to address any concerns
 - 2 full-time and 1 part-timer
 - 1 out of the 3 needs to teach at night
 - Senate reps on faculty hiring committees to bring equity
 - L. Kjeseth interested in Sign Language
 - New Student Success Committee
 - Need reps from Business, Creative Arts and LCJ
- b. New Academic Senate Officer Introduction- Darcie McClelland (2 minutes)
- Tiffany Lao replacing Analou Josephides as Senator for the remaining term
 - Erica Brenes to replace VP Equity Diversity and Inclusion
- c. New Guided Pathways Coordinators Introduction- Darcie McClelland (5 minutes)
- Chris Page and Polly Park
- d. New Academic Senate Logo- Stephanie Burnham and Camila Jenkin (3 minutes)
- Senate materials to include this logo
 - AS President to send file to Senators to utilize in materials
 - Question/Comments:
 - Asked about Greek column and proposed to change symbol
 - Will bring back to e-board and discuss changes
- e. Academic Technology Conference Announcement- Stephanie Burnham (5 minutes, p.29)



- Email coming week of 2/27 with more details
- f. Academic Integrity Committee Update- Kevin Degnan (10 minutes)
- AI being used by students to create essays
 - Listening session this Friday, Feb 24th at 11am via zoom
 - Folks welcome to share experiences with AI and share experiences/best practices
 - Zoom link to be sent by Moses
 - There will be discussion at Academic Technology Conference on this topic
 - Technology out there to check if paper was written by AI
- g. SLO Announcements- Kevin Degnan (5 minutes)

- Review slides for dates/deadlines
- Big change: there is now a pipeline to connect Canvas to Nuventive to collect SLO data
- Will hold workshops to next three Wednesday at 1:30pm. Sign up on Cornerstone
- Part-time faculty do not have access to Nuventive but can connect with Kevin Degnan if they want to be given access



Institutional Effectiveness Announcements

- SLO Results Analysis Reports from Fall 2022 are due to be entered in Nuventive by 3 March.
- Changes to the Spring 2023 timeline for SLO and PLO assessment need to be submitted by Division Facilitators by 3 March.
- PLO Results Analysis Reports from Fall 2022 are due to be entered in Nuventive by 17 March.

Canvas Outcomes Dashboards in Nuventive

SLO Data from Fall 2022 is available in Nuventive for participating gateway courses. It is disaggregated by race/ethnicity, age, gender, and units completed.

Access it at solutions.nuventive.com in the Course SLOs area in the Course Level Results area in split screen as you enter results or the Canvas Outcomes Dashboard tab.

FLEX-eligible trainings on 22 Feb, 1 & 8 March at 1:30pm. Sign up on Cornerstone

Please see the packet for the full report.

F. Reports

- Academic Senate President's Report – Darcie McClelland (p. 30-33)
 - Complete Spring PD Day. Slides available on website.
 - EDI agenda in packet 2/22
 - Email Erica Brenes if you want to attend meetings
- VP Reports (Packet only, will not be read)- Senate Executive Board (p. 34-51)
- Academic Affairs Report- Carlos Lopez
 - No update
- Student Services Report- Robin Dreizler
 - No update

G. Future Agenda Items

- Guided Pathways Plan
- Emergency Conditions Funding Allowance Recovery Plan
- Strategic Enrollment Management Plan 2022 – 2025
- Police/Community Relations and Safety Presentation

H. Public Comment (5 minutes)

- Bring back EW conversation as there are so many negative consequences with F grades
 - AS President stated Chancellor's office will be providing updated on P/NP/EW and will then review/change our grading policies
 - What is the next step once the guidance comes? How will counseling be included?
 - Will go to ed policies committee where two counselors serve and be able to provide feedback

I. Adjournment 2:19pm

Recommended Changes to the FT/PT faculty awards:

	Current Practice	Proposed changes	Rationale
Title of FT award	Distinguished Faculty Award	Distinguished Full-time Faculty Award	Align with Part-time award
Title of PT award	Outstanding Adjunct Faculty Award	Distinguished Part-time Faculty Award	Use "Part-time" instead of "Adjunct"
Nominee submission requirements:	CV	A standardized form to fill out	All submissions are more comparable
Narrative	Educational/Teaching Philosophy Statement	Ask a few short answer questions directly related to the rubric	Nominees don't always know what they should include in the philosophy statement, some are long, some are short, and they are not directed. Easier for selection committee to compare nominees' responses to the same questions.
Award	<ul style="list-style-type: none"> • \$2,000 for FT, \$700 for part time • FT get Medallion • Recognized at Commencement, sits in VIP tent 	PT and FT awardees should get the same award amount, medallion, and VIP tent.	

Distinguished Faculty Awards Rubric

Nominee: _____

	Poor = 0	Fair = 1-3	Good = 4-6	Excellent = 7-9	Outstanding = 10-12	Points	Notes
1. Serving students	Not present	Awareness of the value for student-centered operations is shown but lacks evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating minimal commitment to serving students included in the nomination materials.	Evidence detailing some activities demonstrating a strong commitment to serving students in the nomination materials.	Significant evidence detailing activities demonstrating a strong commitment to serving students in the nomination materials. Activities demonstrate willingness to go beyond standard expectations in job description.		
2. Campus, professional, and/or student activities	Not present	Evidence shows limited participation in one or more campus activities.	Evidence shows engaged participation and leadership in at least one campus activity or project.	Evidence shows engaged senior leadership (i.e., project/program lead, committee chair, club advisor, etc.) in at least one campus activity or project.	Evidence shows long-term engaged senior leadership (i.e., project/program lead, committee chair, club advisor, etc.) in multiple campus activities and projects.		
3. El Camino Mission	Not present	Nomination materials demonstrate an understanding of one or two aspects of the El Camino College mission.	Nomination materials demonstrate a broad understanding of the ECC mission and how nominee's role affects all aspects of the mission including commitment to equity and student success.	In addition to demonstrating a broad understanding of the ECC mission, evidence indicates a commitment and some participation in activities that directly support equity and student success.	Nomination materials demonstrate robust commitment to the ECC mission through direct participation in relevant activities, especially the institutionalization of activities that lead to sustained support for equity and student success.		
4. Commitment to Education, Discipline, and/or Serving as a Representative of the Profession	Not present	Evidence shows limited engagement in discipline related activities or limited representation in regional, state or national activities that extend participation and influence beyond their discipline or El Camino College.	Evidence shows participation in at least one local, regional, state, or national discipline group, industry, or professional organization through activities such as conference attendance and presentations.	Evidence shows sustained engagement in at least one local, regional, state, or national discipline group, industry, or professional organization through activities such as presentations, publications and leadership roles.	Evidence shows engagement in multiple organizations (i.e., local, regional, state, or national discipline groups), through multiple activities and sustained engagement as an experienced leader in the profession.		
					TOTAL POINTS out of possible 48:		

**DISTINGUISHED FACULTY AWARDS
CRITERIA FOR EVALUATING NOMINEES**

Categories
<p>1. Serving students: The nominee should be committed to serving students, either within the classroom as an instructor or outside the classroom as a librarian, counselor, or other student services faculty member. There should be evidence of ways in which the nominee has demonstrated their commitment to serving students.</p>
<p>2. Campus, Professional, and/or Student Activities: The nominee should demonstrate service to El Camino College through participation in campus, professional and/or student activities. There should be evidence of participation and/or leadership in institutional, division, departmental, and/or student activities or projects.</p>
<p>3. The El Camino College Mission: The nominee should be committed to the fundamental principles of the El Camino College mission: “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.” There should be evidence of a commitment to equity and student success. The nominee’s application should reflect a commitment to El Camino College, and evidence of ways the nominee has helped to improve the educational environment.</p>
<p>4. Commitment to Education, Discipline, and/or Serving as a Representative of the Profession: The nominee should be committed to education. There should be evidence that the nominee maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general. The candidate should be committed to serving as a representative of the profession through service in local, regional, statewide, or national activities or publications. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, professional presentations, participation in community groups, or participation in local, state, or national organizations.</p>

Name

Division/department/program

FT or PT

Please list the campus committees/activities you participate in and note the ones for which you are in a chair/leadership role

Please list any relevant committees or professional associations you participate in outside of campus and note the ones for which you are in a chair/leadership role

What strategies and activities do you use in your interactions with ECC students and/or your advocacy for student to support their success? Please give specific examples and discuss how you support success of ALL students. (500 words max)

What campus, professional, and/or student activities do you engage in beyond your regular classroom/student contact hours? Please describe your role in each group/activity and how your service contributes to the ECC community. (500 words max)

How do you embody the ECC Mission: "El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities" in your work with students and professional service to the college? Please provide specific examples. (500 words max)

What activities do you participate in outside of ECC (at the local, state, national, or international level) to contribute to your specific discipline and/or education more generally? Please give specific examples of organizations you are involved in, your contributions to these organizations, and how you have grown personally from these experiences. (500 words max)



The Hayward Award for “Excellence in Education” – Rubric (2020-21)

Nominee number _____

	0	1	2	3	4
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but lacks evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating minimal commitment to serving students included in the application.	Evidence detailing some activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	Significant evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.
b. Participation in campus, professional, and/or student activities	Not present	Evidence shows limited participation in one or more campus activities.	Evidence shows engaged participation and leadership in at least one campus activity or project.	Evidence shows engaged senior leadership (president, chair, etc.) in at least one campus activity or project.	Evidence shows long term engaged senior leadership (president, chair, etc.) in multiple campus activities and projects.
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and limited engagement in discipline related activities.	Evidence of engagement in at least one regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in multiple organizations and sustained engagement with department faculty and students to similarly engage them in their discipline communities.
d. Commitment to the mission of California community colleges .	Not present	Description details an understanding of one or two aspects of the community college mission.	Description details a broad understanding of CCC mission and how candidate’s role affects all aspects of the mission including evidence of commitment to open access.	Evidence of criteria from #2 with a description of some candidate activities that directly support open access and student success.	Strong evidence for multiple activities directly supporting several aspects of the CCC mission. Evidence of activities being institutionalized that lead to sustained support for open access and helping students succeed across the curriculum.
e. Community, state and/or national activities that represent the profession	Not present	Evidence of interest and limited representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution.	Evidence of sustained representation in at least one regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests.	Evidence of sustained representation in at least one of the previously mentioned organizations in a leadership role to further that organization’s purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise.	Evidence of sustained representation in several of the previously mentioned organizations as an experienced leader and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization’s purposes.

RUBRIC FOR SELECTION OF DISTINGUISHED FACULTY AWARD RECIPIENT

The application materials should reflect a commitment to the following:

Categories	Possible Points
1. Serving students: The candidate should be committed to serving students, either within the classroom as an instructor or outside the classroom as a librarian, counselor, or other student services faculty member.	10
2. The El Camino College Mission: The candidate should be committed to the fundamental principles of the El Camino College mission. There should be evidence of support for open access and for helping students succeed. The candidate's application should reflect a commitment to El Camino College, perhaps through suggestions of ways the candidate has helped to improve the educational environment.	10
3. Campus, Professional, or Student Activities: The candidate should be committed to serving El Camino College through participation in campus, professional and/or student activities. There should be evidence of participation in institutional, division, departmental, and/or student groups.	10
4. Commitment to Education and Discipline: The candidate should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.	10
5. Commitment to Serving as a Representative of the Profession: The candidate should be committed to serving as a representative of the profession beyond the institution through service in local, statewide, or national activities or publications. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, professional presentations, participation in community groups, or participation in local, state, or national organizations.	5

Academic Senate Outstanding Adjunct Faculty Award Rubric (2021)

Nominee: _____

	0	1	2	3	4	Points	Notes
1. Commitment to serving students	Not present	Awareness of the value for student centered operations is shown but lacks evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating minimal commitment to serving students included in the nomination materials.	Evidence detailing some activities demonstrating a strong commitment to serving students in the nomination materials.	Significant evidence detailing activities demonstrating a strong commitment to serving students in the nomination materials. Activities demonstrate willingness to go beyond standard expectations in job description.		
2. Commitment to education and currency in discipline	Not present	Evidence of interest and limited engagement in discipline related activities.	Evidence of engagement in at least one regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in multiple organizations and sustained engagement with department faculty and students to similarly engage them in their discipline communities.		
3. Commitment to El Camino Mission	Not present	Nomination materials demonstrate an understanding of one or two aspects of the El Camino College mission.	Nomination materials demonstrate a broad understanding of the ECC mission and how candidate's role affects all aspects of the mission including evidence of commitment to equity.	Evidence of criteria from #2 with a description of some candidate activities that directly support equity and student success.	Strong evidence for multiple activities directly supporting several aspects of the ECC mission. Evidence of activities being institutionalized that lead to sustained support for equity and helping students succeed.		
4. Participation in campus, professional, and/or student activities	Not present	Evidence shows limited participation in one or more campus activities.	Evidence shows engaged participation and leadership in at least one campus activity or project.	Evidence shows engaged senior leadership (i.e., project/program lead, committee chair, club advisor, etc.) in at least one campus activity or project.	Evidence shows long term engaged senior leadership (i.e., project/program lead, committee chair, club advisor, etc.) in multiple campus activities and projects.		
					TOTAL POINTS:		

Proposed DEIA+ Statement for El Camino College Community;

El Camino College values and embraces diversity, equity, inclusion, accessibility, and anti-racism. As a campus community we strive to create a welcoming environment in which all individuals are respected, feel included, accepted and have a sense of belonging. What makes an institution of higher learning an effective contributor to society is the fact that it is a safe environment that supports and encourages respectful engagement in dialogues amongst individuals who willingly share their unique differences based on a variety of beliefs, values, perspectives, and life experiences. These differences include race, color, ancestry, national origin, ability, age, religion/spirituality, creed, appearance, ethnicity, family/marital status, gender, gender expression, gender identity, immigration status, language, military/veteran status, nationality, political views, sex, sexuality, sexual orientation, socio-economic status, system-impacted, and other personal identities, ideologies, and experiences.

El Camino College is committed to providing an educational and employment environment in which individuals who raise concerns regarding exclusion, harassment, intolerance or discrimination (actual or perceived), will not be subjected to retaliation.

El Camino is committed to make every effort to assess the important diversity, equity, inclusion, accessibility, and anti-racism work that we are undertaking collectively as a campus. At times, this work will be imperfect. When issues and concerns arise, we pause to thoughtfully review these situations closely, listen to one another, reflect, and to assess our structures, processes, and approaches. This work-in-progress will continue to provide opportunities for learning, change, growth and move us forward to being the inclusive campus we strive to be.

Thank you to each of you who are involved in these challenging, yet vital conversations that will not only educate, but support the vibrancy of our shared communities.

Board Policy ~~4055~~5140 Academic Accommodations for Students with Disabilities

The El Camino Community College District provides reasonable accommodations for students with disabilities to ensure that they have equality of access in accordance with compliance measures established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA) of 2008 (ADAAA). El Camino College shall provide reasonable accommodations to students with documented disabilities without compromising the student's course of study or the integrity of the college's academic standards. Reasonable accommodations are determined on an individual basis.

Reference:

Title 5, Section 56006 (DSPS Regulations), 56027 (Academic Accommodations), 55063 (Minimum requirements for the Associate Degree) Rehabilitation Act of 1973, Section 504 and Section 508
Americans with Disabilities Act of 1990 (ADA) ADA Amendments Act of 2008
Title 5

Reviewed:

Ed Policies 12/7/22

Academic Senate 2/21/23; 3/7/23



POLICY & PROCEDURE SERVICE

BP 5140 Disabled Student Programs and Services

References:

Education Code Sections 67310 and 84850;
Title 5 Sections 56000 et seq.

NOTE: *This policy is legally required.*

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs in the District.

The Disabled Student Programs and Services (DSPS) program shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws.

DSPS services shall be available to students with verified disabilities. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, rehabilitation counseling, and academic counseling.

No student with disabilities is required to participate in the DSPS program.

The District shall respond in a timely manner to accommodation requests involving academic adjustments. The [**CEO**] shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The [**CEO**] shall assure that the DSPS program conforms to all requirements established by the relevant law and regulations.

Revised 3/12, 10/13, 4/16, 10/16

Administrative Procedure 4055 Academic Accommodations for Students with Disabilities

Background

The El Camino Community College District intends that its graduates master the competencies required by Title 5 of the California Code of Regulations. This entails the completion of required courses to obtain a degree or certificate with appropriate documentation as specified in Title 5, Section 56006 (DSPS Regulations). **In order to assure equality of access to all District classes and programs**, El Camino Community College District's policy is to respond to a student request for reasonable accommodations in a timely manner. However, provision of these accommodations does not guarantee the outcome of the student's endeavors. The Superintendent/President or designee shall establish standards of review for academic requirements to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

Verification of educational **and/or functional** limitations and prescriptive planning of academic accommodations with otherwise qualified students with a disability is the responsibility of the Special Resource Center (SRC). The El Camino College District shall provide students a process to request reasonable accommodations, which may include course substitution of degree requirements. It is the student's responsibility to request accommodations. Additionally, it is the student's responsibility to provide documentation of disability along with identified **educational and/or functional** limitations to support their request for accommodations. Accommodation requests are considered on an individual basis. Considerations include, but are not limited to, whether the student is an otherwise qualified student with a disability, documentation of **educational and/or functional** limitations, the essential nature of the course and program, and accommodations and disability management strategies previously utilized by the student.

Requests for Academic Accommodations

There are two types of request for academic accommodations:

1. Request for Reasonable Accommodations – an adjustment that allows a student with a disability an equal opportunity to complete course requirements;
2. Request for Course Substitution – the replacement of a required course with an approved alternative course to complete program or degree requirements.

Reasonable Accommodations

The District recognizes the provision of reasonable accommodations is intended to mitigate functional limitations to facilitate a student's academic access and ability to complete a course or achieve proficiency. For most students with documented disabilities, this first level of accommodation will involve an attempt to complete the course with additional help such as learning facilitation, in-class support services, educational material in alternate formats, assistive technology, auxiliary aids, test accommodations, and note-taking assistance. Other options may include a request to complete an extended version of the course, and/or advisement to complete **developmental Educational Assistance or noncredit courses** or courses in an alternate format to promote academic success.

Procedure for requesting an accommodation:

1. Students are responsible for requesting course accommodations with a counselor or disability specialist in the SRC and providing appropriate documentation of a disability.
 - a. As an alternative, students who do not want to use the services of the SRC may contact the Dean of Student Support Services and request reasonable accommodations.
 - b. Students are encouraged to request accommodations at the start of the matriculation process. A timeline for requesting services is available in the SRC student handbook posted

on the District website. Reasonable accommodations are not retroactive and will commence in a timely manner relative to factors including but not limited to the term of enrollment, time of request, approval of the disability/documentation, the interactive process, and resources available.

- c. The SRC professional staff or Dean of Student Support Services, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student's educational limitation(s) related to a documented disability.
2. After consultation, if the student disagrees with the recommendation for accommodations made by the SRC or Dean of Student Support Services, the student may request a review of the accommodations through the grievance procedure outlined in the SRC student handbook. This request for review must be submitted to the SRC within ten (10) business days of the time the student receives the recommendation for accommodations.
 3. If approved accommodations are not being provided by the instructor, appropriate staff, or other district employee, students must notify the SRC within ten (10) business days, in accordance with the SRC grievance procedure. At this point, the SRC will attempt to resolve the conflict within five (5) business days.
 4. If a resolution is not attained regarding the accommodation, the student, instructor, or SRC professional staff will refer the matter to the Americans with Disabilities Compliance Officer ("ADA Officer") or representative for review. The ADA Officer or representative will review and attempt to resolve the conflict informally with the student and faculty member within five (5) business days.
 5. If no resolution is reached, the ADA Compliance Officer or representative will convene an Academic Accommodations Committee to investigate and resolve the issue within ten (10) business days. Depending on the circumstances and pursuant to the grievance procedure, the Academic Accommodations Committee may consist of the following:
 - a. The El Camino College ADA Officer or representative (chair).
 - b. The dean of the division or a designee from the department in which the course is taught.
 - c. An instructor who teaches the course in question, or from the department in which the course is taught, or from a closely related discipline.
 - d. The SRC faculty or staff member with knowledge of the disability and/or educational and/or functional limitations of the student.

During this time period the SRC will continue to provide recommended reasonable accommodations pending a final resolution.

Grounds for Academic Accommodations

The Academic Accommodations Committee will evaluate and determine the appropriateness and feasibility of the accommodation to ensure access and whether the requested academic adjustment fundamentally alters the course or program of instruction, or if implemented, will conflict with a direct licensing requirement or jeopardize a requirement essential to the program of instruction.

If necessary, the Academic Accommodations Committee will evaluate and determine alternative academic adjustments that may be considered to ensure the student is not denied the benefits of, or excluded from participation in the academic program without impacting the integrity of the course.

Course Substitution

A course substitution is the replacement of a required course with an approved alternative course. A course substitution may be appropriate provided that the following four conditions are met:

1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study;
2. Reasonable accommodations offered do not enable the student to successfully complete a required course;

3. Attempts with additional or different accommodations have been exhausted or if the student's identified educational limitations are of such magnitude that any attempt at completing the course would be futile; and

4. A suitable course for substitution exists. The [institution Academic Accommodations Committee](#) shall explore alternatives such as Independent Study, but is not required to develop a substitute course if one does not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.

Procedure for Requesting a Course Substitution

1. The student will consult with the SRC to evaluate and determine reasonable alternative courses to meet degree requirements based upon the student's educational [and/or functional](#) limitation(s) related to a verified disability.

a. Students are encouraged to request course substitutions two (2) semesters before applying for graduation.

2. If a course substitution is not obtained, the student is referred to the ADA Officer for consultation. Upon meeting with the student, the ADA Officer will then consult with appropriate college representatives to determine appropriate course substitutions informally. The student will be notified of results within ten (10) business days.

3. If no course substitution is approved, the student must submit an Academic Accommodations Request form with supporting documentation to the ADA Officer or representative.

a. The student is encouraged to consult with an appropriately qualified SRC disability specialist or counselor to review all submitted documents for accuracy and completeness prior to submission to the ADA Officer.

b. It is the student's responsibility to provide all required documentation at the time of request.

4. Once a complete request is received, the Academic Accommodations Committee shall convene within twenty (20) business days within a primary (spring and fall) term to review the student's request.

a. The student will have an opportunity to present the request accompanied by any relevant documentation for an academic accommodation to the committee.

b. The student may choose to have an advisor present to support them through the process. However, the advisor may not speak on behalf of the student during the process.

c. Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodations – course adjustments or substitution.

d. The ADA Officer or representative shall notify the student of decisions within five (5) business days and maintain records of all decisions of the Committee.

5. An exception to the timeline will be made if the petition is received so late in a primary term it creates a challenge for the committee to complete its process within the term. In such cases, the Chair of the Academic Accommodations Committee will convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term.

6. Pending the decision of the Academic Accommodations Committee, accommodations will be made in the interim period as recommended by the ADA Officer or representative.

7. Completion of a substitute course shall not be construed as meeting the prerequisite for other courses.

8. A course waiver is the elimination of a required course from a student's program of study. Academic Accommodations Committee may consider course waiver under the following three conditions:

- a. There is evidence the student has met the requirements noted above for substitution;
- b. There are no viable alternative courses offered at El Camino College, as determined by judgment of the Academic Accommodations Committee; and
- c. The required course is peripheral to the student's course of study or major, and the student must not require any further classes or training in the specified area.

A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the program of study. A waiver of a course requirement shall not be construed as a waiver of any prerequisite for any other course. The absence of a substitute course does not automatically establish grounds for a waiver.

Recognition by Other Institutions

A course substitution or waiver applies to El Camino College courses exclusively. Students shall be informed that a substitution or waiver granted by El Camino College may not be recognized by another educational institution. Similarly, the college does not recognize substitutions or waivers granted by another institution. It is the responsibility of the student to contact potential transfer institutions regarding the acceptability of the substitution to meet transfer requirements.

Notification

The ADA Officer or representative shall notify the student, the SRC, the [Campus Registrar](#) ~~in~~ ~~Admissions and Records~~ and all other pertinent offices of any changes allowed by the Academic Accommodations Committee to the student's course of study in writing within five (5) business days after a decision has been determined.

Appeals

The decision of the Academic Accommodations Committee is final unless there is new information that was not previously available. Under this exception, the student may only appeal the decision one (1) time and submit documents or information not previously submitted that they and the SRC specialist believe are pertinent in support of the appeal. If the appeal is denied, the student may submit a written request to the ADA Officer that the appeal be forwarded to the Vice President of Academic Affairs for review. This request must be submitted within twenty (20) business days of notification of the committee's decision. The decision of the Vice President of Academic Affairs is final.

Ed Policies- 12/7/22

Academic Senate 2/21/23; 3/7/23



AP 5140 Disabled Student Programs and Services

References:

Title 5 Sections 56000 et seq.

NOTE: *This procedure is **legally required**. Local practice may be inserted, but must include the following legal minimums. Insert local procedures here and/or reference the DSPS Plan.*

The District maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to District classes and programs.

NOTE: *At a minimum, the procedures, plan, or description of the program and services **must address:***

- *procedure for timely response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee;*
- *long-range goals and short-term measurable objectives for the program;*
- *definitions of disabilities and students eligible for the program;*
- *support services and instruction that is provided;*
- *technology accessibility;*
- *verification of disability;*
- *student rights and responsibilities;*
- *academic accommodation plan that is developed by a designated person in consultation with the student;*
- *academic adjustments, auxiliary aids and services;*
- *provisions for course substitution and waivers;*
- *staffing; and*
- *advisory committee.*

Revised 3/12, 10/13, 4/16

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Board Policy 4050 Articulation

The Superintendent/President or designee will assure appropriate articulation of the District's educational programs with four-year institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedure may support articulation with other institutions, including those that are not geographically proximate but whose partnerships are appropriate and advantageous for the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference:

Title 5, Section 51022(b); 53200
Education Code section 66720-66744
Replaces Board Policy 6201

Ed Policies 2/28/23



POLICY & PROCEDURE SERVICE

BP 4050 Articulation

References:

Education Code Sections 66720-66744;
Title 5 Section 51022 subdivision (b);
ACCJC Accreditation Standard II.A.10

NOTE: *This policy is legally required.*

The [**CEO**] shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions.

NOTE: *Although the following is not legally required, it is legally advised.*

The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

Revised 2/07, 11/14

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Administrative Procedures 4050

Articulation

El Camino College adheres to the Handbook of California Articulation Policies and Procedures developed by the California Intersegmental Articulation Council and the procedures established by the College Curriculum Committee for articulation.

The articulation officer establishes partnerships with four-year university faculty and staff to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses that the university has agreed to accept as being comparable or accepted in lieu of the university courses. The articulation agreements are separated into the following categories:

- California State University (CSU) Baccalaureate List
- University of California Transfer Course Agreement (TCA)
- Private and Independent Agreements
- Out of State University Agreements
- General Education for Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth (CSUGE), and CalGETC.
- Course to Course Agreements
- Lower Division Major Preparation Agreements

The agreements are valid for a specific academic year. Any changes to the agreement, course curriculum, units, prerequisites, or substantive changes are sent to the articulation officers at the universities, University of California Office of the President, CSU Chancellor's Office, ASSIST Database, and California Community College articulation officers.

Staff, in consultation with the articulation officer and instructional faculty, facilitate the process of developing articulation agreements with local high schools and occupational centers.

Articulated courses, where the faculty in the appropriate discipline have determined courses are comparable to El Camino College courses, may be accepted in lieu of community college courses to satisfy requirements for a certificate or associate degree program. El Camino College follows Board Policy 4235, credit by exam, procedures for the student to receive college credit for the course and ~~for the credit~~ to be notated on the transcript.

Reference:

Title 5, Section 51022(b) and 55051;
ACCJC Accreditation Standard
II.A.6.a; Education Code section
66720-66744. 3/15/10, 2/17/15,
2/28/2023

POLICY & PROCEDURE SERVICE

AP 4050 Articulation

References:

Education Code Sections 66720-66744;
Title 5 Sections 51022 subdivision (b) and 55051;
ACCJC Accreditation Standard II.A.10

NOTE: *This procedure is **legally required**. Districts may insert local practice here, which, as good practice, should address designated responsibility and processes for the development, maintenance, and distribution of articulation agreements.*

Procedures may also identify schools and baccalaureate-level institutions with which the institution articulates that are not geographically proximate (as required by law) but that are determined to be appropriate and advantageous for the college.

Revised 2/07, 11/14, 4/17

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**Emergency Conditions Recovery Plan
El Camino Community College District
February 22, 2023**

1. Describe the actions the district has taken to increase enrollment.

- a. What is the district currently doing to increase enrollment, persistence, and completion?

El Camino College enrollment has significantly declined since the Spring of 2020 due to the COVID-19 pandemic. Full-time equivalent students (FTES) and enrollment have decreased by over 20%. Student unduplicated headcount went from 33,248 in 2019-2020 to 28,573 in 2021-2022 which represents a loss of The College has engaged in strategies intended to recover and increase enrollment, improve term to term persistence rates, and increase student completion of education goals. This work has intensified throughout the pandemic and the College is positioning itself in order to recover enrollment by the end of the 2024-2025 academic year.

The College has also established FTES targets intended to recover enrollment and transition onto Student Centered Funding Formula funding by 2025-2026. The targets below are being incorporated into the College’s formal 2022-2025 Strategic Enrollment Management Plan. Actual FTES generation at the college is tracked on a daily basis and progress towards achievement of these goals will be assessed multiple times per year.

ECCD 2022-2023 to 2024-2025 FTES Targets 2024-2025 Restoration FTES Target = 18,626 2021-2022 FTES Achieved based on Oct 2022 Re-Calc Report Baseline = 14,787				
Restoration FTES Goals by Year	FTES	15,378	16,608	18,626
	% Growth from Prior Year	4%	8%	12%
	# Growth from Prior Year	591	1,230	2,018

Notably, enrollment at the College is rebounding during the 2022-2023 academic year. Per the table below, enrollment initially decreased during Summer 2022 by 114 FTES. Enrollment started to rebound during Fall 2022 (+ 93 FTES & +1.4% to last year, -62 FTES & -0.5% to target). The rebound accelerated during the Winter 2023 term (+117 FTES & +12.1% to last year, +59 FTES & + 5.8% to target). Current projections for the Spring 2023 term indicate that the enrollment rebound has continued (+529 FTES & +11.3% to last year, +244 FTES & 4.1% to target). The College is currently projecting to exceed 2021-2022 enrollment by 725 FTES (+4.9%) and exceed the 2022-2023 FTES target by 134 FTES (+0.9%).

Term	2021 FTES Reported	2022 FTES Goal	2022 FTES Projection	2022 FTES Projection vs 2021 Reported (Δ)	2022 FTES Projection vs 2022 Goal (Δ)
Summer	1,685	1,702	1,571	-6.79%	-7.71%
Fall	6,554	6,685	6,647	1.42%	-0.57%

Term	2022 FTES Reported	2023 FTES Goal	2023 FTES Projection	2023 FTES Projection vs 2022 Reported (Δ)	2023 FTES Projection vs 2023 Goal (Δ)
Winter	967	1,025	1,084	12.10%	5.75%
Spring	5,581	5,966	6,210	11.27%	4.09%

Fiscal Year	2021-22 FTES Reported	2022-23 FTES Goal	2022-23 FTES Projection	Projection vs Reported (Δ)	Projection vs Goal (Δ)
Annual	14,787	15,378	15,512	4.90%	0.87%

Based on the enrollment data above, College efforts to regain enrollment are proving to be effective. The sections that follow provide a summary of these activities.

Outreach

El Camino College has expanded its outreach and recruitment efforts through additional focused work on specific student populations, conversion of applications into enrollment, and expansion of student support services. Focused recruitment efforts have focused on students in special populations (EOPS, DSPS, Veterans, Foster Youth, UMOJA, and Puente) and on students who have applied but not yet enrolled. In the former case, the College is opening the Black Student Success Center in order to reach out to prospective students and engage with a student population that has been disproportionately impacted by the COVID-19 pandemic.

In order to improve the number of applications, and conversion of applications into enrollment, the college has implemented a Call Center on campus to reach out to prospective students, students who have stopped out, and students who have applied but not yet enrolled. Call Center Staffing was established in April 2022. Since its inception in April 2022, 84,071 phone calls have been made to prospective and current students. Examples of the previous call campaigns include:

Campaign Name	Purpose	Target Audience
Enrollment Campaign	Contact students who have not yet enrolled	<ul style="list-style-type: none"> • Current students with zero units • Current applicants • Prior year’s students, not graduated and not yet enrolled (stop outs)
Scholarship Application	Contact students who are eligible to complete the ECC Scholarship Application	<ul style="list-style-type: none"> • Currently enrolled students (at least 6 units) and a 2.0 GPA from at least 6 graded ECC units
Tuition Relief Program	Inform and connect students with the TRP application and Financial Aid Office contact for further assistance	<ul style="list-style-type: none"> • Currently enrolled student with and without a current year Financial Aid Application
Welcome Campaign	Connect with new applicants and help with any questions	<ul style="list-style-type: none"> • Prospective students who submitted a CCCApply form within the last five days • First time student applicants who have not yet completed a New Student Orientation

In addition to the Call Center, the Outreach Team is growing with 10 new Outreach Specialists to serve as new student recruiters. The additional recruiters have specifically targeted areas where the college has previously not been able to connect with. For example, local commercial businesses, public libraries, non-profit organizations, and community events hosted by the service area.

El Camino College admissions applications are on the rise in comparison to prior years. In addition, through combined efforts of the Call Center, Outreach Team, the Warrior Welcome Center along with other Student Services Areas, the Spring 2023 term is currently at a 47% yield rate. This rate includes the following applicants: Dual Enrolled, First Time Students, Returning Students, Students New to ECC after attending another college.

The College is working on additional methods for the generation of “leads” to reach out to engage “stop out” students and engage new student populations within our District. In order to improve lead development, the College has adopted CollegeAPP software. This software uses demographic data from households in the College’s service area and models the propensity of those households to have members who are likely to enroll in courses and pathways. The software allows for demographic

filtering in order focus on populations that have traditionally exhibited equity gaps or those that have been traditionally difficult to reach.

Lastly, the College is using its Guided Pathways Framework implementation to serve students on entry through the El Camino College Welcome Center and by engaging in student recruitment through our seven meta-majors in order to spark student interest along clearly defined program pathways.

The Welcome Center is responsible for the delivery of the New Student Orientation, past data shows that students who complete the New Student Orientation enroll at higher rates than students who do not.

New Student Orientation Attendance – Virtual and In-Person Completion													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
21-22	331	173	42	62	129	58	123	152	288	432	451	647	2437
22-23	595	58	84	222	131	156	231						1477

Participation and completion of the New Student Orientation, online and in person has steadily increased since 2021. In addition, the New Student Orientation was recently updated and made readily available online as of December 22, 2022. In a span of three months, participation and completion is as follows:

New Student Orientation – Online Completion				
	DEC	JAN	FEB	TOTAL
2022-2023	99	836	327	1,262

Marketing

El Camino College has also engaged in significant marketing efforts in order to reach audiences across the South Bay area of Los Angeles County. This work includes multifaceted traditional and digital media campaigns to optimize budget and reach students where they are. The focus of these efforts is a metric driven approach to reach populations who may be under-employed, high school students, African American populations, Hispanic/Latinx populations, adult students (especially those with no more than a high school diploma), and mid-career adults seeking advancement.

The College marketing campaign channels include social media, YouTube (English and Spanish), custom display, pay per click, and other streaming media such as Spotify and Pandora. The College is making effective use of its own social media channels (Facebook, Instagram, Twitter, and TikTok) to engage current, former, and prospective students.

The College’s traditional marketing campaign has included postcard mailers, a bi-monthly community newsletter titled Neighborhood News ([Aug/Sep 2022](#), [Jun/Jul 2022](#), [Apr/May 2022](#)), a high school newsletter, [High School Newsletter \(Fall 2021\)](#), a new digital [Viewbook](#), and community events, such as the CommUnity Walk, held to engage our neighborhood in a peaceful walk in solidarity against hate.

The postcard mailers, three in English, and one in Spanish, were sent four times per year to approximately 180,000 district households. The college newsletters focus on the general community and high school partners. The College’s digital viewbook is used by outreach teams to engage prospective and new students with the campus, college programs and college services.

Key Performance Indicators used to measure the effectiveness of the marketing efforts include:

- Website KPIs – Application Starts, Traffic on all Advertising monitored to unique landing pages with Calls to Action (CTA), Counseling Appointment Reservations, FAFSA Applications (click to initiate), Retention Email and Text Message Campaigns
- Paid Digital Advertising KPIs – Pay per Click Performance, Display Performance, Facebook/Instagram Impressions, Other Social Media (Snapchat, TikTok, Spotify, YouTube) Impressions and Video Views, and Geofencing
- Additional KPIs – Tracking of Unique Phone Numbers, Call Center Campaign Tracking, and Outreach Campaign Tracking

KPIs are measured on a monthly basis and assessment of effectiveness of the campaigns is ongoing.

Current efforts through the early Spring 2023 semester include messaging components focused on the following College activities, programs, and initiatives: Registration Period Campaigns, South Bay Promise, Gr8 Weeks Short Term Classes (1st 8-weeks, 2nd 8-weeks), Pay No Tuition, Close to Completion, Stop Out Students, and General Brand Awareness.

Enrollment Management and Retention Efforts

El Camino College has continued to engage in sound enrollment management practices in order to produce class schedules that allow students to enroll in courses based on their preferences for on-campus or online instruction, day or evening classes, full-term vs. Short-term classes, or weekend classes. The Fall 2022 schedule included a course mix that is 58% onsite (face-to-face or hybrid), and 42% fully online. In addition, the Spring 2023 course mix is planned for 56% onsite (face-to-face or hybrid) and 44% fully online. In addition, the College schedule includes renewed efforts to schedule more short-term 8-week course sections in the schedule with 219 sections (11.1%) and 264 sections (12.9%) during the Fall 2022 and Spring 2023 terms respectively.

El Camino College continues to offer a broad array of student retention and support services both in-person and online. Academic support services in the form of tutoring, supplemental instruction, professional writing support, and dedicated mathematics support continue to be offered both in person and online. In addition, student support services including financial aid, admissions, registration, records, support programs (e.g. EOPS, Puente, FYE, etc.), and the library continue to operate as a hybrid model to serve students on-campus and fully online. In addition, the College is using SB 85 funding to surge retention services and support programs through 2024-2025.

COVID Policies

During the Fall 2022 semester, the El Camino College changed its policies with respect to COVID vaccination and mask usage on campus. Policies now reflect current Los Angeles County Department of Public Health guidelines for higher education. These changes have made it significantly easier for students to enroll in on-campus classes and utilize on-campus services.

- b. What will the district do differently to increase enrollment, persistence, and completion?

Engagement and Support Strategies

El Camino College is increasing the activities that are effective in engaging new students, re-engaging students lost during the pandemic. This work includes the expansion of outreach and recruitment, identification of non-traditional student populations for engagement and enrollment, supporting student's basic needs, continuous analysis of current COVID policies, removing enrollments costs, development of new programs, innovative marketing campaigns, improving student retention efforts, and the further integration/expansion of ongoing strategic efforts like Guided Pathways implementation to engage/re-engage students.

As noted above the College is expanding the College Outreach Team support an increase in prospect or increase lead generation, especially in markets not previously covered as well as intentional efforts to connect with students who stopped out of college due to effects of the pandemic. The Prospective Student Form was recently updated and is available in multiple places on the college website and at virtual and in-person outreach events. A new prospective Student Campaign and communication plan was recently implemented to engage with prospective students and encourage them to apply. Once applied, students receive additional contact via phone, email and text to and are supported during the enrollment process.

Additional efforts to support students at the beginning of a term include the College's Flying Start program through the College Library and Academic Support Services. This program engages students in the services designed to support and retain them through successful completion and keep them engaged in these critical support services at the beginning of the term.

The College engages in the generation of leads for prospective new students and outreach efforts in general with an increasing focus on non-traditional students. This new focus means that the College will improve efforts to identify working adult students (24 – 40+ year old) who are interested in “upskilling” in order to advance in their current career or change career path all together. As noted earlier, the College is exploring technology similar to that used in political campaigns in order to focus outreach and recruitment efforts on students who may be likely to enroll. The College is using CollegeApp software to generate over 200,000 leads for likely to enroll students across the focus populations noted above.

As noted previously, the College is making use of SB 85 funding to significantly expand academic and other support services intended to improve student retention and completion rates.

COVID -19 Policies

COVID-19 policies are continuously examined and altered based on guidance from the California Department of Public Health, CAL/OSHA, Los Angeles County Department of Public Health, and the Centers for Disease Control. As described in the previous section, the College has altered its policies to align with the recommendations from the Los Angeles County Department of Public Health. In addition, COVID morbidity and mortality are tracked on a regular basis and College personnel are vigilant in the event of a local campus outbreak. In the event of an outbreak on campus, the College will follow county and state guidelines for minimizing exposure and transmission on campus and in the community.

Program Expansion

El Camino College is also actively engaged in the development and expansion of programs in order to increase the student population base. These programs include the development/expansion of non-credit programs, credit programs, dual enrollment programs with K-12 partners, and workforce development programs. In each of these cases, the college is focused on providing programmatic offerings intended to increase enrollment, FTES generation, and service to our communities. As of February 2023, the College has scheduled a total of 70 non-credit courses and 211 dual enrollment course sections with our K-12 partners. These values will serve as our baselines moving forward.

The College is scheduled to join the CVC-OEI consortium as a teaching college in the Spring of 2024. This will allow students from outside of the District to enroll in online classes seamlessly without having to complete matriculation at El Camino College. The College will generate additional FTES based on the cross-enrollments. Notably, the College is currently participating in the CVC-OEI consortium as a sending college. This means our students can cross-enroll in classes at other CVC-OEI teaching colleges. In these cases, the teaching college receives the FTES and El Camino gets credit for the student completion and success measures. The College is prepared to engage in this work earlier than Spring 2024 and is currently on the waiting list for a Fall 2023 slot.

Marketing

The College is creating innovative marketing campaigns and strategies. The focus of this work is on reaching prospective adult learners based on their location within the District, first-person videos from students to students, campus life videos, expansion of digital and print advertising as well as video in English and Spanish, and the launch of a new student-run TikTok social media campaign.

The college is expanding retention strategies through student and academic support services. This includes the expansion and further integration of our Meta-Major Student Success Teams, expansion of tutoring and supplemental instruction, and increased use of ECC Connect (Starfish) retention software.

College Planning, Technology, and Course Section Scheduling

The College will use its integrated planning processes, committees, and plans in order to support/assess these initiatives. The College is currently engaged in updating its Strategic Enrollment Management Plan and Integrated Comprehensive Plan. The Strategic Enrollment Management Plan is a three-year plan that will include initiatives across the College that will support regrowth in student enrollment and FTES targets for 2022-2023 through 2024-2025. This plan is a living plan in that it will be reviewed on an ongoing basis against annual FTES targets as well as effectiveness of the recommended initiatives. Additional baselines and targets will be set as part of this plan for Student-Centered Funding Formula metrics associates with the Supplemental and Student Success allocations within the formula.

The College is exploring and implementing enrollment management dashboards that are useful to both Student Services and Academic Affairs. In Student Services, the College is working with EAB on an enrollment management dashboard to help track students in the enrollment pipeline from first contact to application to enrollment to first day attendance to course completion. In Academic Affairs, the College is assessing enrollment management tools that will provide a daily snapshot of section-level enrollment that can be aggregated up to the discipline, department, division, and college levels. This data will provide an actionable tool in order to

make course scheduling decisions for course section cancellations and additions. Further scheduling tools are being explored to allow the College to create course schedules 1-year in advance with an ultimate goal of creating schedules more than 1-year in advance. Lastly, assessment of the College’s course schedules continues to occur by comparing actual schedules against student educational plans and guided pathways program maps. This work is done in order to ensure students can enroll and complete pathways as expeditiously as possible.

- c. How is the district using existing resources to support student basic needs and direct resources to students?

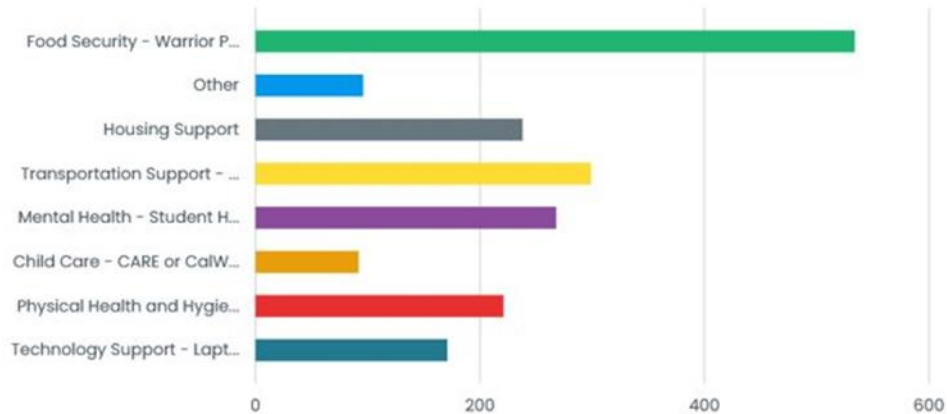
El Camino College currently supports the basic needs of the student population through the Warrior Pantry and Warrior Closet programs. In addition, the College provides students with emergency grants and housing assistance. Our Warrior Pantry and Cupboards are located across campus to assist students with food insecurity issues. The Warrior Closet provides both daily wear and interview clothing to students.

El Camino College has increased its distribution to three days a week based on a consistent 20% usage increase from term to term, with evening hours to ensure equity for its evening students. The Warrior Pantry currently provides a store front and drive-thru service.

From our recent Basic Needs Survey (Fall 2022):

- **1,033 Students** - Registered through the Basic Needs Intake form for fall semester
- **4,006 People** – Represent people living in households utilizing ECC Basic Needs
- **50 Students** – Indicate they are homeless, living in a shelter or temporarily staying with a friend or relative

Services Requested for Fall 2022



The college has distributed over \$31 million in direct student aid to students from CARES and HEERF funding. This included additional funds to students from the institutional portion of both CARES and HEERF. In addition, current financial aid efforts are focused on increasing the number of Pell grant and California Promise awards. The college is also planning the most effective uses of the COVID Recovery Block Grant in order to support students, improve technology access, and provide professional development focused on culturally responsive and sustaining pedagogy.

In addition, the College is using SB 85 funding to expand outreach and retention efforts. The College has purchased College App software to assist in the identification of households within the District with potential likely students, expanded our call center staffing, and we are surging support services focused on student retention.

- d. Provide details on class scheduling for Fall 2022 and Spring 2023 (as available), including the proportion of courses offered by time of day, the proportion of courses offered by course length, and the proportion of courses offered by modality.

For Fall 2022, ECCD is offering a total of 1,981 course sections, of which 1.3% are less than 8 weeks, 11.1% are 8-10 weeks, and 87.6% are full-term courses. In terms of delivery mode, ECCD is offering 12.1% hybrid, 45.6% in-person, and 42.35% online courses. The proportions of courses offered during the day, evening, and weekend are 80.6%, 18.0%, and 1.4% respectively.

Fall 2022 Course Offering	Total Sections	Less than 8 weeks	8-10 Weeks	Full-Time/more than 10 weeks
Length - #Weeks	1,981	1.31%	11.06%	87.63%
		Hybrid	In Person	Online
Delivery Mode	1,981	12.06%	45.58%	42.35%
		Day	Evening	Weekend
Day/Evening*	1,180*	80.59%	17.97%	1.44%
* Excluding asynchronous online courses (n=801) with no day/evening/weekend indicator.				

For Spring 2023 ECCD is offering a total of 2052 course sections, of which 1.3% are less than 8 weeks, 12.9% are 8-10 weeks, and 85.8% are full-term courses. Notably, the college has increased the number of short-term courses in response to student enrollment patterns. In terms of delivery mode, ECCD is offering 12.6% hybrid, 50.2% in-person, and 37.2% online courses. The modality of courses has continued to shift in order to accommodate student demand and increasing demand for on-site instruction. The proportions of courses offered during the day, evening, and weekend are 90.0%, 8.2%, and 1.8% respectively.

Spring 2023 Course Offering	Total Sections	Less than 8 weeks	8-10 Weeks	Full-Time/more than 10 weeks
Length - #Weeks	2052	1.32%	12.91%	85.77%
		Hybrid	In Person	Online
Delivery Mode	2052	12.62%	50.15%	37.23%
		Day	Evening	Weekend
Day/Evening*	1,288	89.98%	8.23%	1.79%
* Excluding asynchronous online courses (n=764) with no day/evening/weekend indicator.				

2. Describe the district’s operational plans to absorb enrollment losses after 2022-23.

El Camino College’s primary Strategic Enrollment Management goal is to restore funding to 2019-2020 levels per the Student-Centered Funding Formula and avoid experiencing reduced baseline funding after the 2024-2025 academic year. As noted previously in this document that College is targeting to return FTES enrollment to 18,626 FTES by the end of 2024-2025 and engage in a longer-term strategy to attain enrollment growth in excess of 20,000 FTES goal beyond 2024-2025.

While the College is targeting to reach enrollment and student outcome levels in order to exceed pre-COVID funding levels, we are also working prudently in order to manage a transition to a possible lowered funding base after 2024-2025. Strategies include maintaining a significant College reserve, constant monitoring of staffing obligations, and effective utilization of categorical/grant funding.

- a. Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the district leading this work.

In order to increase uptake of federal financial aid and fee waivers, El Camino College is implementing strategies to reduce student barriers to obtaining financial aid. Students are offered flexible service modalities of virtual one-on-one appointments and drop-in hours and in-person, phone, and e-mail service. El Camino is utilizing targeted communication with multiple modes of delivery to students addressing specific documents and actions needed to obtain aid. In addition, students receive communication about financial aid opportunities available. El Camino College has also begun to increase its financial aid outreach efforts.

Through the use of technology, the following are available:

- 24/7/365 online access for students to complete/upload FA tasks for verification via Campus Logic FA Portal;
- 24/7/365 online access to Chatbot and FA video library for questions and referral to online resources;
- Virtual Live Chat with staff;
- Virtual access to student files for staff; and
- Running specialized queries to complete student files.

For In-Person service, the financial aid office has a financial aid lab providing students with one-to-one assistance. Staff members meet the students where they are, guiding students through step-by-step, no matter where they are in the financial aid process. Computers are readily available to ensure lack of technology access is not an issue.

Timely communication is key for financial aid. We have started to collaborate with our Call Center to remind students about the March 2nd priority filing deadline and Academic Progress workshops. These calling campaigns target the right population at the right time to provide that nudge to get students to act.

Many students forgo utilizing financial aid programs due to academic progress, thus, in turn, they can easily disenroll from the college. The Financial Aid office has made a concerted effort in adding additional Academic Progress workshops and revamped how the “rules” of Academic Progress of Title IV and CCPG are

explained based on student feedback. A breakdown of the appeals process is also a focus during the workshop.

Additional communication efforts are through the collaboration with campus partners to enhance students’ access to aid. For example, the financial aid office provides student level data to special programs for targeted outreach based on program specifics and work with programs to assist with obtaining required documents from students. Financial Aid regularly collaborates with Enrollment Services and Specialized Programs to ensure the number of students obtaining aid is maximized.

The financial aid office has increased outreach efforts by conducting Cash for College events beginning Fall 2022. The effort will continue with having one event in each semester, inviting new and returning students to participate. Continuous outreach is also done in collaboration with various programs and departments via on-campus presentations, workshops, information tables, virtual presentations and workshops, and off-campus presentations and workshops at high schools and community centers. Our data show that these efforts to be effective.

Term	Application	# Enrolled Students	# Enrolled Students, Pell Eligible	# Enrolled Students, CCPG Awarded	# Enrolled Students, Total Pell Paid	# Enrolled Students, Total CCPG Transmitted
Fall 2021	FAFSA	12,018	8,497	10,455	\$11,909,018	\$5,575,200
	CA Dream Act	372	N/A	335	N/A	\$183,816
Fall 2022	FAFSA	13,080	8,907	11,131	\$15,314,825	\$6,128,826
	CA Dream Act	458	N/A	386	N/A	\$213,624

The key contact for El Camino College is Dr. Chau Dao, Director of Financial Aid.

- b. Conduct an analysis of students the district lost between Spring 2020 and Fall 2021, disaggregated by age, race & ethnicity, and other impacted groups.

From Spring 2020 to Fall 2021, El Camino College experienced an 18% enrollment decline. During this time, El Camino lost 24,873 students (unduplicated headcount) who did not receive an award or transfer and did not return for the next Fall or Spring term. These enrollments approximate to an aggregate loss of 11,775 FTES.

Student demographics were analyzed and disaggregated by ethnicity, gender, age, part-time/full-time status, and special populations (BOG/CCPA, Pell, first-generation, DSPS, EOP&S, foster youth, veterans, and first year students, as well as students with >60 units earned). Hispanic students are the single largest group of

students lost during the pandemic from Spring 2020 to Fall 2021 (-12,704 students). Additional student populations that experienced significant losses included African American (-3695), Asian (-3501), and White (-3398).

A methodology that allows for deeper analysis of equity impacts makes use of the proportionality index (P.I.). This method is used to compare the proportion of the demographic group from the students who left to the proportion of the demographic group from the student population for the two most recent academic years (2020-21 & 2021-22). In an equitable environment, the P.I. methodology assumes the percentage of a demographic among the student population will be the same as the percentage the demographic among the group of students who left creating a P.I. ratio of 1. A P.I. value of greater than 1.12 indicates an oversized proportion of the demographic group is leaving El Camino College without completing an award or transferring to a four-year institution, and are a disproportionately impacted (DI) group – flagged in red.

Data showed that the disproportionately impacted groups during the enrollment declines were:

- Native Americans/Alaskan Natives
- Pacific Islanders
- Ethnicity unknown
- Students aged 40 and above
- Low-income BOG/CCGP recipients
- Disabled students
- First generation students
- Foster youth
- New students

Non-binary gender students also demonstrated evidence of disproportionate impact, however, the number of students who self-identify are assumed much lower than the number of non-binary students on campus. El Camino can emphasize targeted supports to ensure the special populations like low income, disabled students, foster youth, and new students receive the support they need to be successful in their courses. The college should also employ targeted outreach towards the end of each semester to ensure these students understand what they need to achieve their educational plan and that the El Camino personnel is here to help them succeed on each step of their journey.

Race/Ethnicity	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Asian	3,501	14.1%	6,754	15.1%	0.94
Black/African American	3,695	14.9%	6,371	14.2%	1.05

Hispanic	12,704	51.1%	22,613	50.4%	1.01
Native Am./Alaskan Native	55	0.2%	84	0.2%	1.18
Pacific Islander	105	0.4%	159	0.4%	1.19
Two or More Races	951	3.8%	1,783	4.0%	0.96
White	3,398	13.7%	6,449	14.4%	0.95
Unknown	464	1.9%	663	1.5%	1.26
Total	24,873	100%	44,876	100%	

Gender	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Non-Binary	37	0.1%	22	0.0%	3.03
Female	13,042	52.4%	24,753	55.2%	0.95
Male	11,732	47.2%	19,960	44.5%	1.06
Unknown	62	0.2%	141	0.3%	0.79
Total	24,873	100%	44,876	100%	

Age Group	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
<=19	8,077	32.5%	14,051	31.3%	1.04
20-24	7,799	31.4%	16,166	36.0%	0.87
25-29	3,844	15.5%	6,357	14.2%	1.09
30-34	1,951	7.8%	3,283	7.3%	1.07
35-39	1,025	4.1%	1,763	3.9%	1.05
40-49	1,169	4.7%	1,854	4.1%	1.14
50+	1,005	4.0%	1,400	3.1%	1.30
Unknown	3	0.0%	2	0.0%	2.71
Total	24,873	100%	44,876	100%	

Full-Time	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Part-Time	21,180	85.2%	36,011	80.2%	1.06
Full-Time	3,693	14.8%	8,865	19.8%	0.75
Total	24,873	100%	44,876	100%	

Special Populations	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
BOG/CCPG	11,196	45.0%	18,033	40.2%	1.12
PELL	6,061	24.4%	11,086	24.7%	0.99
First Generation	4,664	18.8%	5,760	12.8%	1.46
DSPS	561	2.3%	569	1.3%	1.78
EOPS	437	1.8%	1,473	3.3%	0.54
Foster Youth	188	0.8%	238	0.5%	1.43
Veterans	235	0.9%	480	1.1%	0.88
First-Year students	8,492	34.1%	13,603	30.3%	1.13
>=60 units completed	2,783	11.2%	9,427	21.0%	0.53

- c. Tell us about the plan to engage your Board in this data and mitigating action, including long-term planning to advance the district’s Vision for Success goals.

El Camino Community College District has strong strategic planning processes, procedures, and committees. The major strategic and operational plans are integrated and aligned with the California Community College Board of Governor’s Vision for Success. District personnel regularly update the Board of Trustees on planning goals, strategic outcomes, the District budget, enrollment, and other initiatives.

The Board of Trustees will continue to be engaged relative to mitigating actions in order to restore enrollment, budget impacts, and Emergency Conditions Allowance data through planned presentations:

August 2022

- 2020-2023 El Camino College Strategic Plan Update and Vision Goal Progress Update

September 2022

- 2022 – 2023 District Budget
- Emergency Conditions Allowance Application and Recovery Plan

October 2022

- Strategic Enrollment Management Plan Progress Update

January 2023

- Student Support Services

February 2023

- Emergency Conditions Allowance Recovery Plan Update

March 2023

- AB 705 and AB 1705 Report
- Academic Affairs Programs

April 2023

- Student Success Report

June 2023

- 2023-2024 Tentative Budget
- Comprehensive Integrated Plan

Each of these Board discussions provides an opportunity to engage data on enrollment, persistence, and completion along with supports and actions that are being taken to address students' needs, equitable outcomes, and improved success at El Camino College.

2022-2023 EMERGENCY CONDITIONS ALLOWANCE RECOVERY PLAN UPDATE

Carlos Lopez, Vice President Academic Affairs

Robin Dreizler, Acting Vice President Student Services

Ann O'Brien, Executive Director Marketing and Communications

February 2023

Topics

- Review of Emergency Conditions Funding
- Elements of the Recovery Plan
 - FTES Targets
 - Outreach, Enrollment, and Course Schedule Data
 - Enrollment Recovery Strategies

FTES Protections

- 2022-2023 Base Allocation of the Student Centered Funding Formula is based on:
 - The final FTES used to calculate the 2019-20 recalculation apportionment, which includes emergency conditions allowances provided to districts in 2019- 20, will be used to calculate: 1) the 2022-23 apportionment for all categories of FTES as specified in the Student-Centered Funding Formula and 2) the three-year average of credit FTES for subsequent fiscal year
 - Supplemental and student success allocations will continue to be calculated using actual annual data and 3-year averaging.
- FTES Protections Scheduled to End after 2024-2025
 - Colleges will then establish a new baseline of funding for 2025 -2026 based on Student-Centered Funding Formula results from 2024-2025.
 - Colleges cannot be funded at less than this baseline amount moving forward (COLA will only apply to basic allocation)
 - Colleges outperforming the baseline funding will be funded using the Student-Centered Funding Formula model

Emergency Conditions Deadlines and Requirements

- September 1, 2022
Application/Certification of Eligibility Requirements and Initial Recovery Plan
 - Initial plan adopted and approved by ECCD Board of Trustees
 - Approved at September 6, 2022 Board of Trustees Meeting
- February 28, 2023
Emergency Conditions Recovery Plan Update
 - Recovery plan update presented to and approved by ECCD Board of Trustees

Elements of the Recovery Plan

- The recovery plan is a high-level snapshot of current and planned activities to recruit new students, re-engage “stop-out” students, and retention of current students.
- FTES Targets through 2024-2025

ECCD 2022-2023 to 2024-2025 FTES Targets				
2024-2025 Restoration FTES Target = 18,626				
2021-2022 FTES Achieved based on Oct 2022 Re-Calc Report Baseline = 14,787				
Restoration FTES Goals by Year	FTES	15,378	16,608	18,626
	% Growth from Prior Year	4%	8%	12%
	# Growth from Prior Year	591	1,230	2,018

* Long-term enrollment goal is to reach 20,000 FTES

Outreach Data

Increase Markets and Targets

- New connections and efforts include:
 - Non-Profit Organizations
 - Commerical Businesses
 - Farmer's Markets
 - Local Libraries
 - Teen and Parent Centers

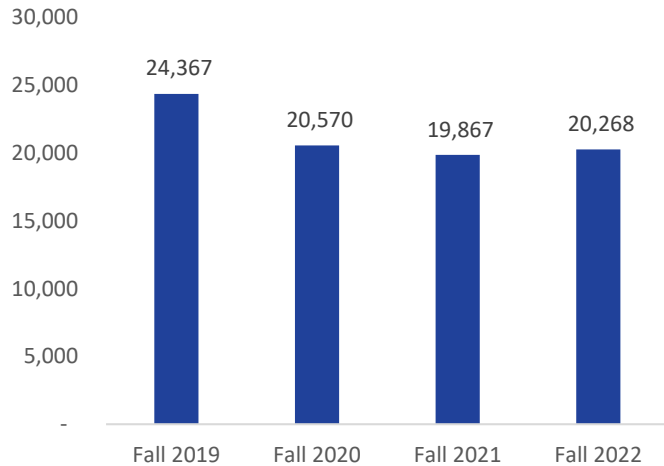
Applications and Yield Rates

ECC Applications	1/30/2023	2/7/2023	2/14/2023
Spring 2022	3,936	3,989	4,727
Spring 2023	4,658	5,183	5,719
Difference	722	1,194	992
Total Enrolled	1,740	2,314	2,739
Yield	37.36%	44.65%	47.89%
Summer 2022	1,101	1,114	1,315
Summer 2023	1,323	1,428	1,520
Difference	222	314	205
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A
Fall 2022	1,521	1,559	1,954
Fall 2023	1,621	1,852	2,053
Difference	100	293	99
Total Enrolled	N/A	N/A	N/A
Yield	N/A	N/A	N/A

Enrollment Data

Headcount

Unduplicated Headcount by Fall Term



Source: CCCC Datamart

22-23 Full-Time Equivalent Students

Term	2021 FTES Reported	2022 FTES Goal	2022 FTES Projection	2022 FTES Projection vs 2021 Reported (Δ)	2022 FTES Projection vs 2022 Goal (Δ)
Summer	1,685	1,702	1,571	-6.79%	-7.71%
Fall	6,554	6,685	6,647	1.42%	-0.57%

Term	2022 FTES Reported	2023 FTES Goal	2023 FTES Projection	2023 FTES Projection vs 2022 Reported (Δ)	2023 FTES Projection vs 2023 Goal (Δ)
Winter	967	1,025	1,084	12.10%	5.75%
Spring	5,581	5,966	6,210	11.27%	4.09%

Fiscal Year	2021-22 FTES Reported	2022-23 FTES Goal	2022-23 FTES Projection	Projection vs Reported (Δ)	Projection vs Goal (Δ)
Annual	14,787	15,378	15,512	4.90%	0.87%

Source: ECCCD Enrollment Reporting Dashboards

Course Schedule Data

Fall 2022

Fall 2022 Course Offering	Total Sections	Less than 8 weeks	8-10 Weeks	Full-Time/more than 10 weeks
Length - #Weeks	1,981	1.31%	11.06%	87.63%
		Hybrid	In Person	Online
Delivery Mode	1,981	12.06%	45.58%	42.35%
		Day	Evening	Weekend
Day/Evening*	1,180*	80.59%	17.97%	1.44%
* Excluding asynchronous online courses (n=801) with no day/evening/weekend indicator.				

Spring 2023

Fall 2022 Course Offering	Total Sections	Less than 8 weeks	8-10 Weeks	Full-Time/more than 10 weeks
Length - #Weeks	2052	1.32%	12.91%	85.77%
		Hybrid	In Person	Online
Delivery Mode	2052	12.62%	50.15%	37.23%
		Day	Evening	Weekend
Day/Evening*	1,288	89.98%	8.23%	1.79%
* Excluding asynchronous online courses (n=764) with no day/evening/weekend indicator.				

Enrollment Recovery Strategies

- Continue and expand marketing and outreach activities
- Expand Non-Credit Career Development and College Readiness Pathways with a focus on Workforce Development
- Expand K-12 Partnerships and Dual Enrollment Programming
- Continue to Focus on Workforce Development Programs
- Complete Teaching College Status via the CVC-OEI Course Exchange
- Surge support services intended to improve student retention and completion rates
- Develop Additional Transfer Pathways and Opportunities
- Maintain an Equity Focused Approach to Serving Students Within the District
- Continuous Analysis of Scheduling Practices and Pathway Maintenance to Improve Schedule Efficiency

Questions?



Academic Senate Update
March, 7, 2023

Zero Textbook Cost Program Updates

Presenters:

Mary McMillan

Digital Resources Librarian; OER/ZTC Advisory Committee Chair

Linda Cooks

Librarian; ASCCC OERI Liaison



Image by Community College Consortium for Open Educational Resources is licensed under CC 4.0

Update Topics

- [Open Education Week 2023](#) (March 6 – 10)
- [ZTC & LTC at ECC](#) (*How are we doing?*)
- [ASCCC OERI Student Impact Project](#)
- CCCCO [ZTC Degree Program](#) (\$115 million)
 - XB-12 Instructional Materials Data Reporting
 - ZTC Degree Pathway Grants

***Use the links above to access more information on each.*



"Learning to Fish for OER: Search Strategy Basics"

March 7th and March 9th (3:00pm - 4:00pm) via Zoom

Webinar Presenter: Mary McMillan, Digital Resources Librarian

Are you interested in exploring OER for your course but don't know where to start? Put on a lifejacket, get into the boat, and let's head out into the open water hunt for quality Open Educational Resources. Learn how to navigate popular OER repositories, explore instructional materials being used at other CCC campuses for specific courses, and increase your understanding of how content with an open use license can be appropriately integrated into your course. Come on in, the water is great!

[Register via Cornerstone](#)

Students Share Textbook Costs in the Library

Invite your students to the library collaboration room next week to share how much they personally spent this year on required textbooks and other instructional materials on our "data board" and learn how to search for ZTC and LTC classes at El Camino.


Open Ed Week Events Around the Globe (3/6 – 3/10)

[Open Education Week events](#) will be happening around California and globally covering a wide range of topics including equitable course design, authoring OER, remixing in LibreTexts, fostering student success with OER, ZTC Degree development and much more!

ZTC at ECC

El Camino College continues to increase the number of offered Zero Textbook Cost class sections reducing the costs of instructional materials for students using a variety of innovative methods including the use of Open Educational Resources (OER), other openly available digital instructional materials, ECC college or library purchased/licensed content, along with other methods.

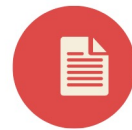
<https://libguides.elcamino.edu/oer/home>
<https://libguides.elcamino.edu/oer/>

 El Camino College
**ZERO TEXTBOOK COST
(ZTC)**

2021-2022

205 COURSES

The number of courses offered with at least 1 ZTC class section.

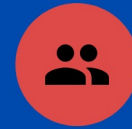


784 SECTIONS

El Camino continues to grow each semester in the number of ZTC class sections overall..

188 FACULTY

El Camino faculty reported successfully replacing their textbooks with OER & other free learning materials.



16,843 STUDENTS

Thousands of enrolled students have benefited from affordable learning solutions at ECC..

\$1.6+ MILLION

*EST. SAVINGS

El Camino students saw tremendous savings in just one year.



ZTC SUPPORTS STUDENT EQUITY & SUCCESS

[HTTPS://LIBGUIDES.ELCAMINO.EDU/OER](https://libguides.elcamino.edu/oer)

2021-2022

- **205 Courses** were offered with at least 1 reported ZTC class section.
- **784 Class Sections** were offered
- **188 Faculty** reported replacing their commercial textbooks with OER or other freely available (to students) learning materials.
- **16,843 ECC Students** were supported by having zero textbook costs
- **\$1.6 Million in Textbook Costs Savings**

2022-2023 Estimates

- **841 ZTC Sections**
- **303 LTC Sections**

ASCCC OERI Student Impact Project

<https://asccc-oeri.org/measuring-student-impact-capturing-student-voices-in-oer-ztc/>

Three goals:

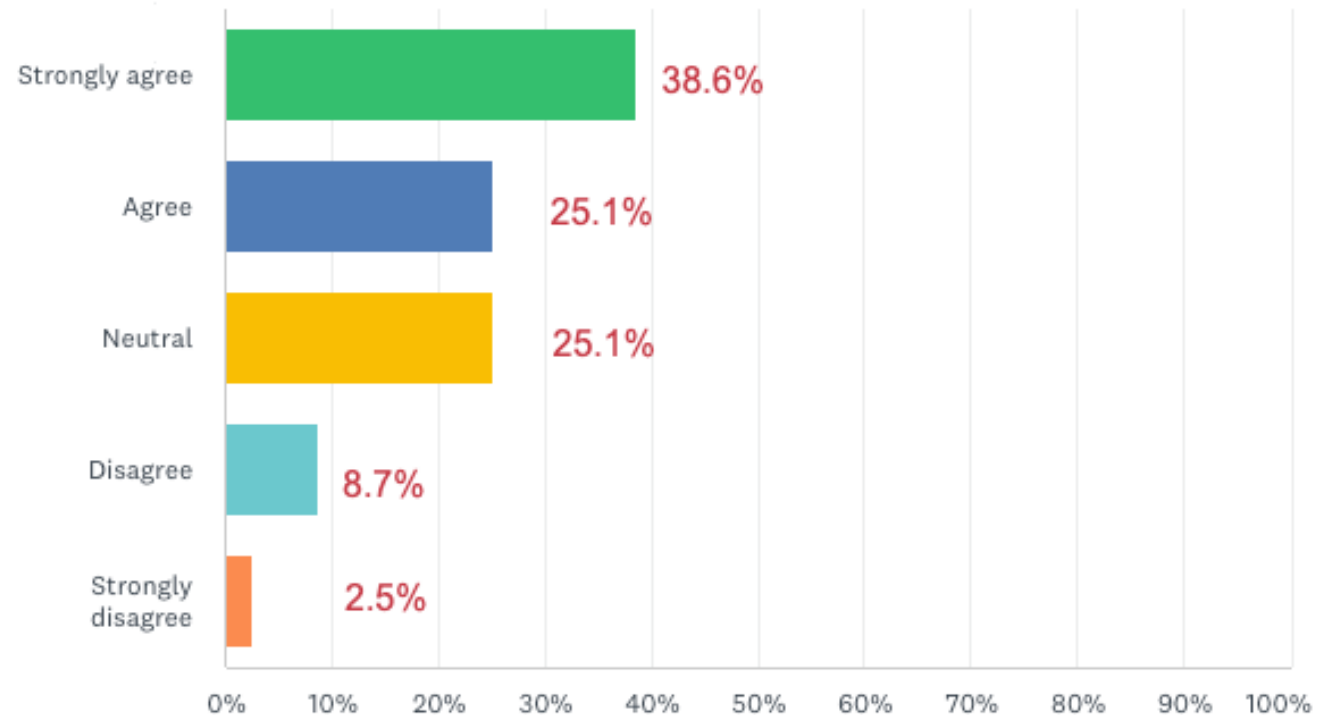
1. Collaboratively develop and administer a survey measuring impact of textbook costs and experience in ZTC/OER classes across ten pilot colleges.
2. Support the creation of campus-based videos highlighting student experiences with textbook costs and ZTC/OER classes.
3. Develop and share resources (webinars and a toolkit) to guide other CCC campuses to create similar projects.



The cost of course materials **influences students' decision to enroll** in courses

Please choose your level of agreement with this statement: The cost of course materials has influenced your decision to enroll in a class.

Answered: 355 Skipped: 36

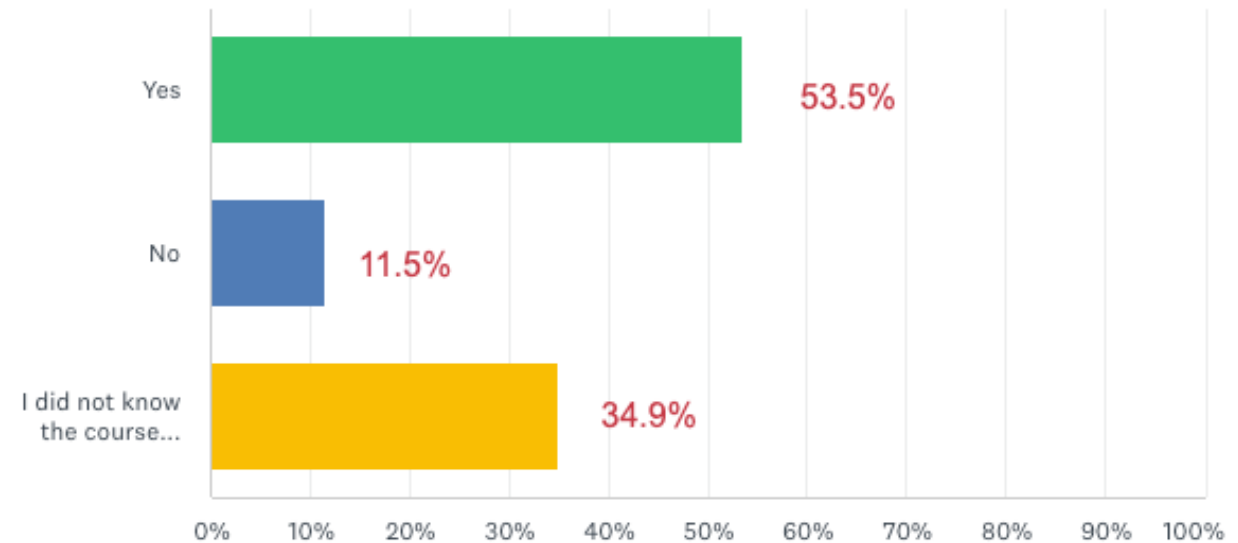


El Camino College "No Cost Course Materials Student Survey" (Spring 2022)

ZTC
influenced
decision to
enroll in an
ECC class

Did free course materials impact your decision to enroll in this class?

Answered: 355 Skipped: 36



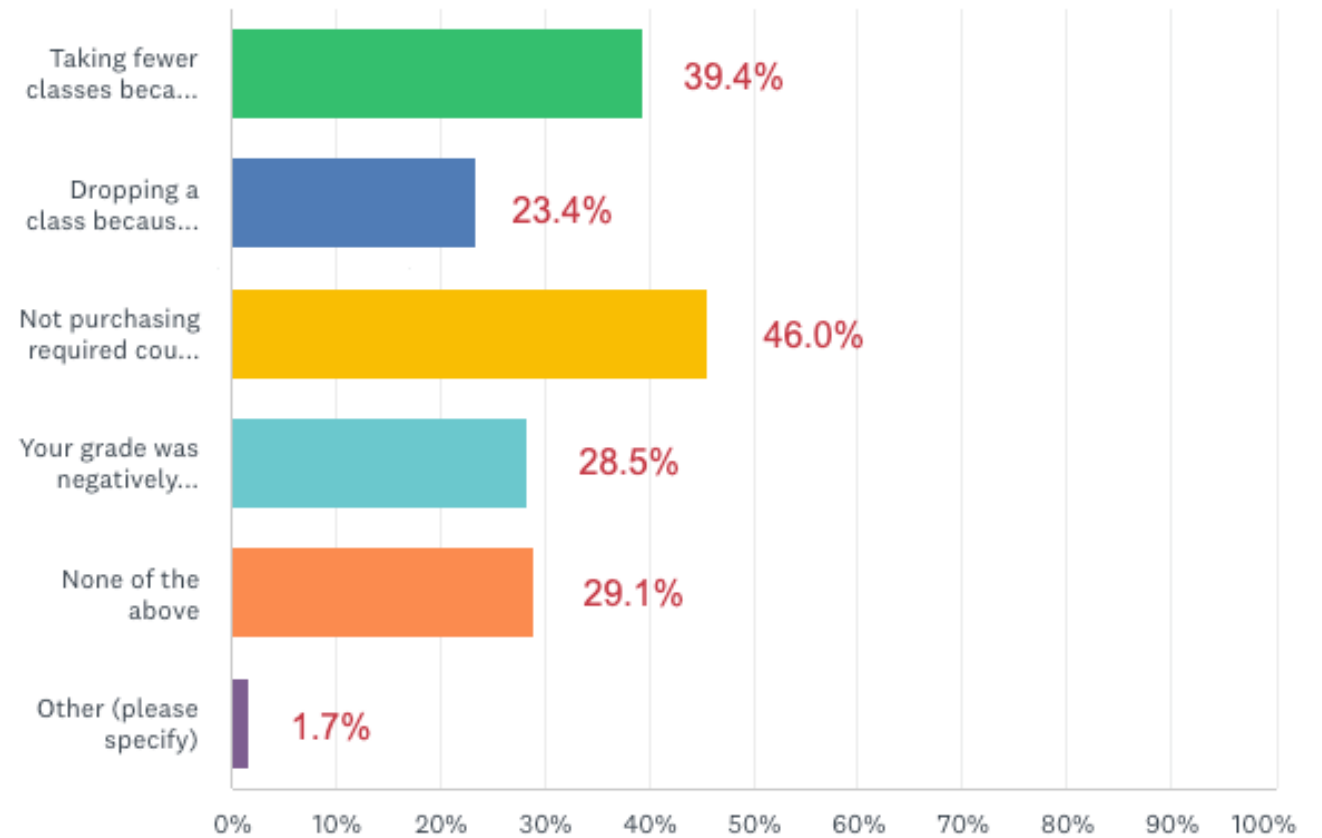
El Camino College "No Cost Course Materials Student Survey" (Spring 2022)

The cost of course materials **resulted in:**

- Taking fewer classes
- Dropping a class
- Not purchasing required course materials
- Impacted grades

Has the high cost of course materials ever resulted in: (choose all that apply to you)

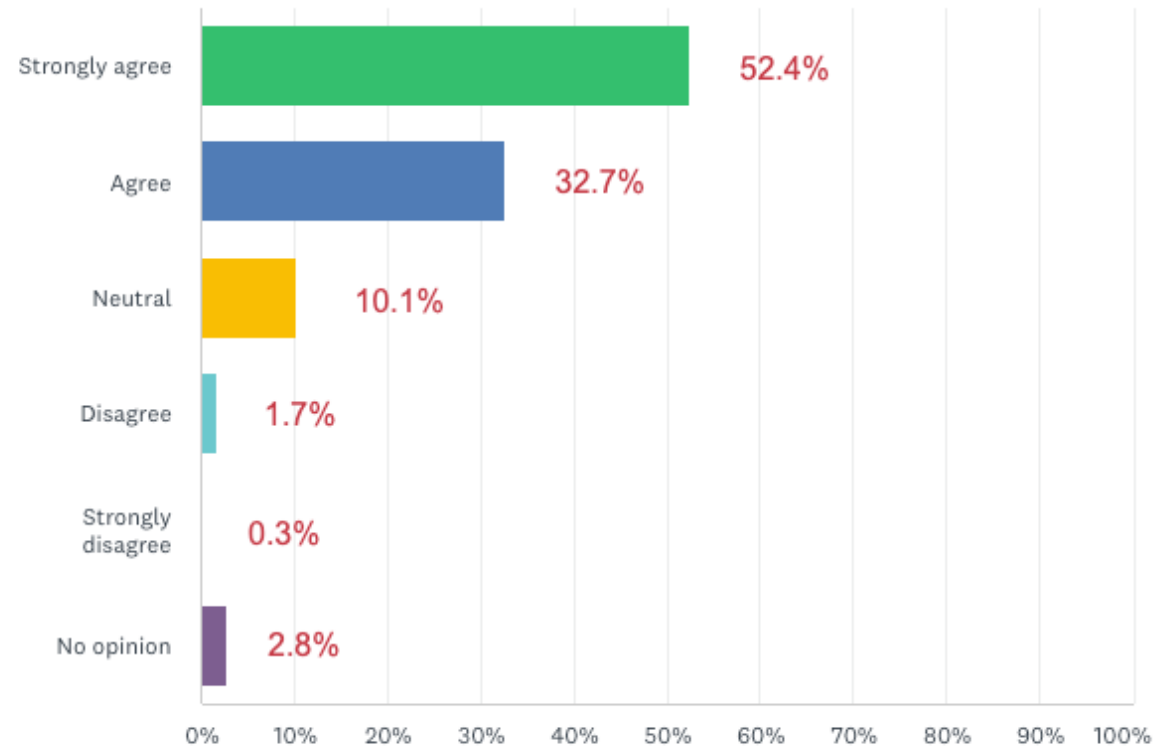
Answered: 355 Skipped: 36



The **quality of ZTC/OER materials are the same or better** than traditional materials, according to students

Please choose your level of agreement with this statement: The quality and content (writing, images, videos, examples in the text) of the free course materials in this class are the same or better than course materials you pay for in other classes:

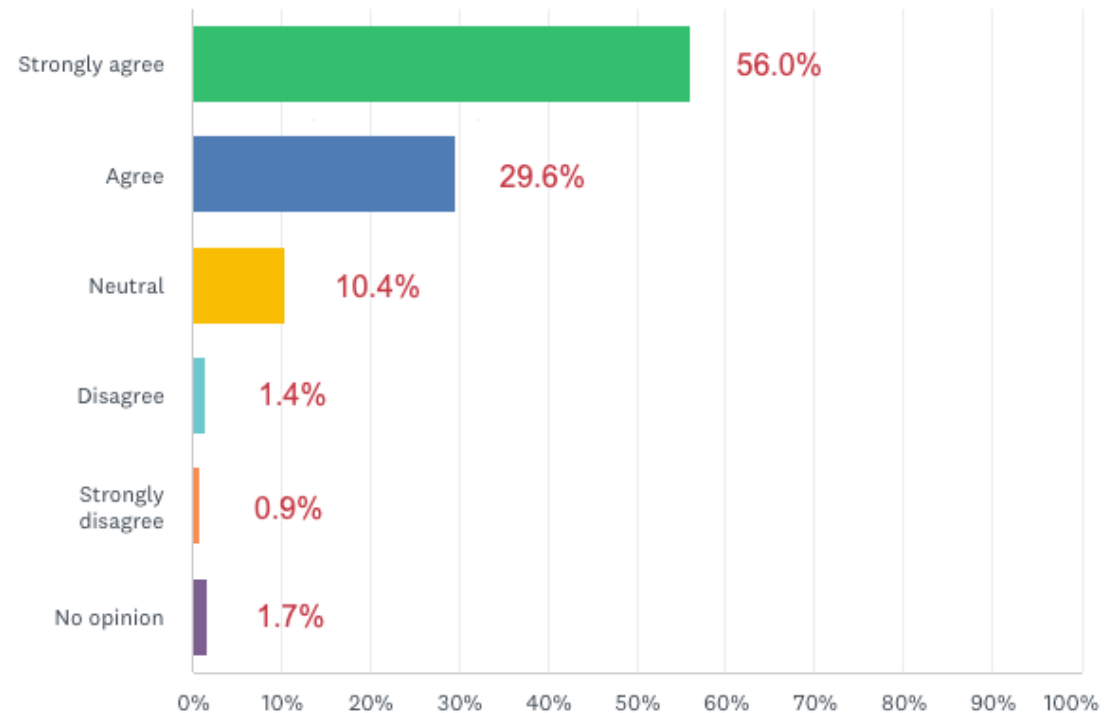
Answered: 355 Skipped: 36



Free course materials **support student learning**

Please choose your level of agreement with this statement: The free course materials help you understand key concepts and support your learning the same or better than course materials you pay for in other classes:

Answered: 355 Skipped: 36



ECC Student Comments on Impacts of ZTC & OER

"I was able to not stress and worry about my financial needs because I had free course materials. By not focusing on how much my course materials were going to cost I was able to focus on my class."

Reduced Stress

"I thought it was very helpful to have the materials ready to go without having to wait for them to come in the mail or having to go to the bookstore."

Engagement

"The free course materials make learning the class material very easy. I can load the materials on my mobile device and learn on the go when I have free time."

Dynamic Access

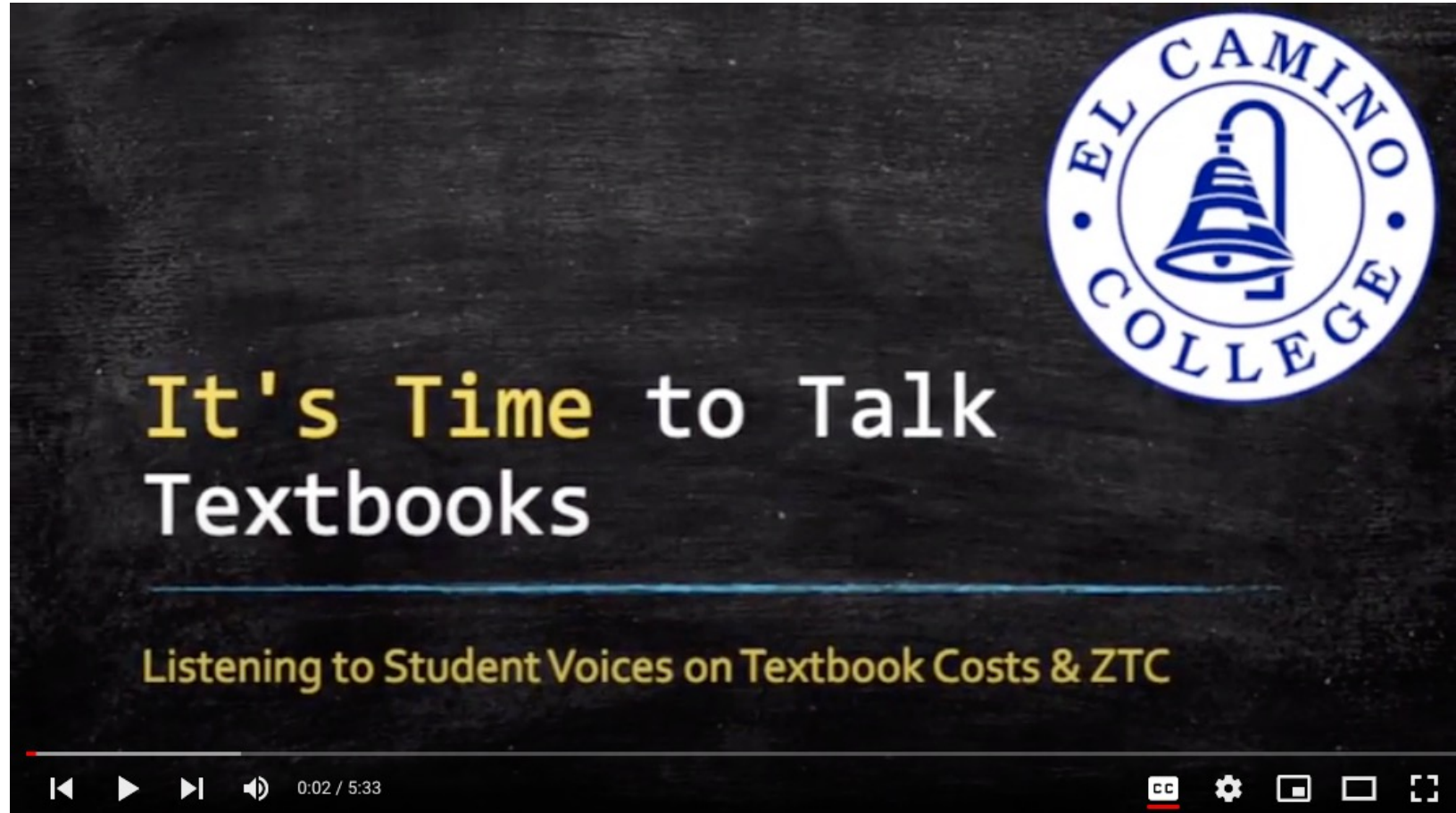
"I find that free course materials are often much better tailored to the class as the instructor wants to present it and I have an easier time learning the content. I have engaged way more with the free course materials than I normally do with textbooks that I have to purchase."

"College books and supplies can be expensive and it shows care on the professor's behalf when they offer classes with free textbooks or they do not require a textbook."

Care & Connection

"I like to consume the class material in the professor's voice. It makes the class seem a lot more personal, especially considering this is an asynchronous class. If I were reading from a purchased textbook, I would feel that there was no reason to have a professor at all."

El Camino College Student Impact Video



https://youtu.be/tl_yyjlyeyU



ZTC Degree Program

ZTC Program Grants

([2/23/23 CCCCCO memo update](#))

Phase 1 "ZTC Planning Grant"

- \$20,000 to all 115 colleges to begin planning the development of ZTC Degree Pathways
 - ECC Mapping Process Underway

Phase 3 "ZTC Implementation Grant"

- \$180,000 to all 115 colleges to design, develop & pilot a ZTC offering identified in Phase 1 Launch to students by Spring 2025

Phase 2: "ZTC Acceleration Grants"

- Competitive grants to implement ZTC pathways to students by Fall 2024 (*RFA going out in Fall 2023*)
- Up to \$200,000 per program developed (*separate grant applications & reporting for each*)
- Priority for new ZTC degrees not already [offered at a CCC](#) & high-impact classes (e.g. large student enrollments)
- Must be shared & replicable systemwide

California Community Colleges
 Management Information System
 Data Element Dictionary

Section Data Elements

DED#	DATA ELEMENT NAME	FORMAT
XB12	INSTRUCTIONAL-MATERIAL-COST	X
This element indicates the cost of instructional material for the section.		

Coding	Meaning
A	Section has no associated instructional material
B	Section uses only no-cost digital instructional material
C	Section has instructional material costs none of which are passed on to students
D	Section has low instructional material costs (as defined locally)
Y	Section does not meet no-cost or low-cost instructional material criteria

New Data
 Element:
 XB12
 Instructional
 Materials Cost

XB 12: Definition of Instructional Materials

Any of the following required for the course:

- Textbooks ([EDC 66406.7](#))
- Digital course materials ([EDC 66406.9](#))
 - Open educational resources
 - Institutionally licensed campus library materials that all students enrolled in the course have access to use
 - Other properly licensed and adopted materials
 - Access codes to digital course materials
- Materials defined in the Disabled Student Services General Provisions section ([EDC 67302.5\(a\)\(4\)](#))
 - AV work ([Section 101 of Title 17 of the US Code](#)) required for student's success

**DOES NOT
INCLUDE**
instructional supplies
or equipment like
uniforms, yoga mats
for yoga class, paint
brushes, calculators,
etc.

XB 12: Instructional Material Cost – Student Perspective

Student Perspective

Code	Example	
A – No textbook	A – Never had a text	A – Student doesn't pay and will not have a required text
B – Only no-cost OER	B – Widely available fee	B – Student doesn't pay and can find their OER text and can access it
C – Text cost not passed on to students	C – Lending libraries, class / dept provided	C – Student doesn't pay (but the institution or other entity does) and can access the text
D – Low-textbook cost	D – Per district policy, inclusive access	D – Student pays a discounted amount or fee and can access the text
Y – Textbook is not free or low	Y – Has textbook costs	Y – Student pays full price for the text

Resources for Further Learning

[Guide to ZTC & OER at El Camino](#)

[No Cost Course Materials Student Survey Results \(ECC\)](#)

[ASCCC OERI Student Impact Videos](#)

[ASCCC OERI ZTC Program Information](#)

[CCC ZTC Degree Offerings](#)

[CCCCO ZTC Program Memo \(2/23/23\)](#)

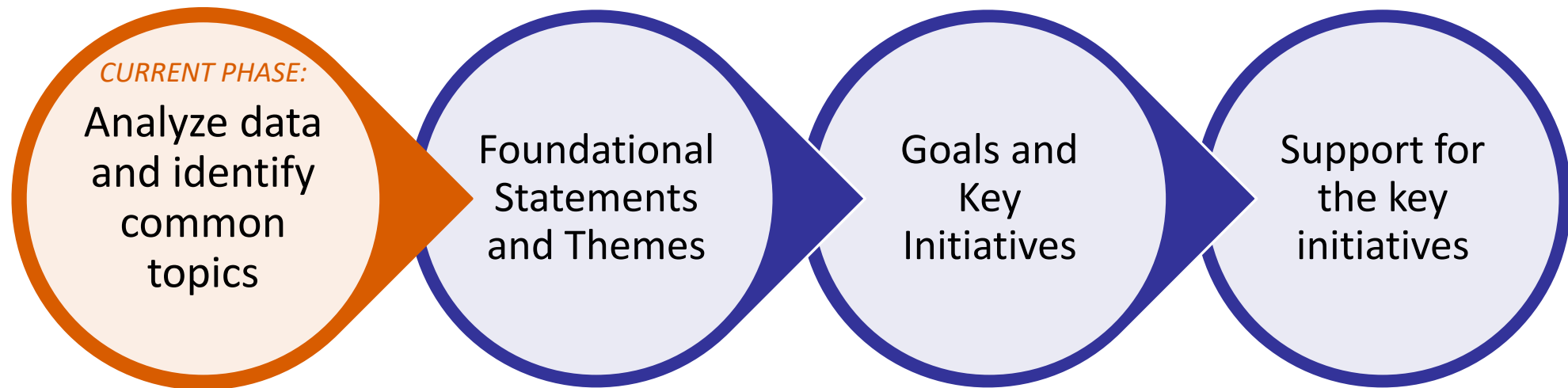
Comprehensive Integrated Plan: Key Dates for Spring 2023

FEBRUARY, 2023

Background

The Strategy Steering Committee (SSC) met last Friday February 17th and agreed on the CIP timeline and activities for Spring 2023.

Key Phases of the CIP Process



Data include:

- Feedback from employees, students, industry partners, donors, alumni, general public
- Internal & external data

Review the common topics to:

- Revise mission, vision and statement of values
- Identify thematic areas of need to fulfill our mission & vision and to live out our values (e.g., student success, access)

- Draft goals to address the changes needed under each thematic area
- Identify key initiatives to support each goal

- Identify sub-initiatives and draft detailed implementation plans

Note: Some planning tracks have already been meeting to propose initiatives (e.g., Facilities, Technology, Safety & Security WGs)

CIP Workflow

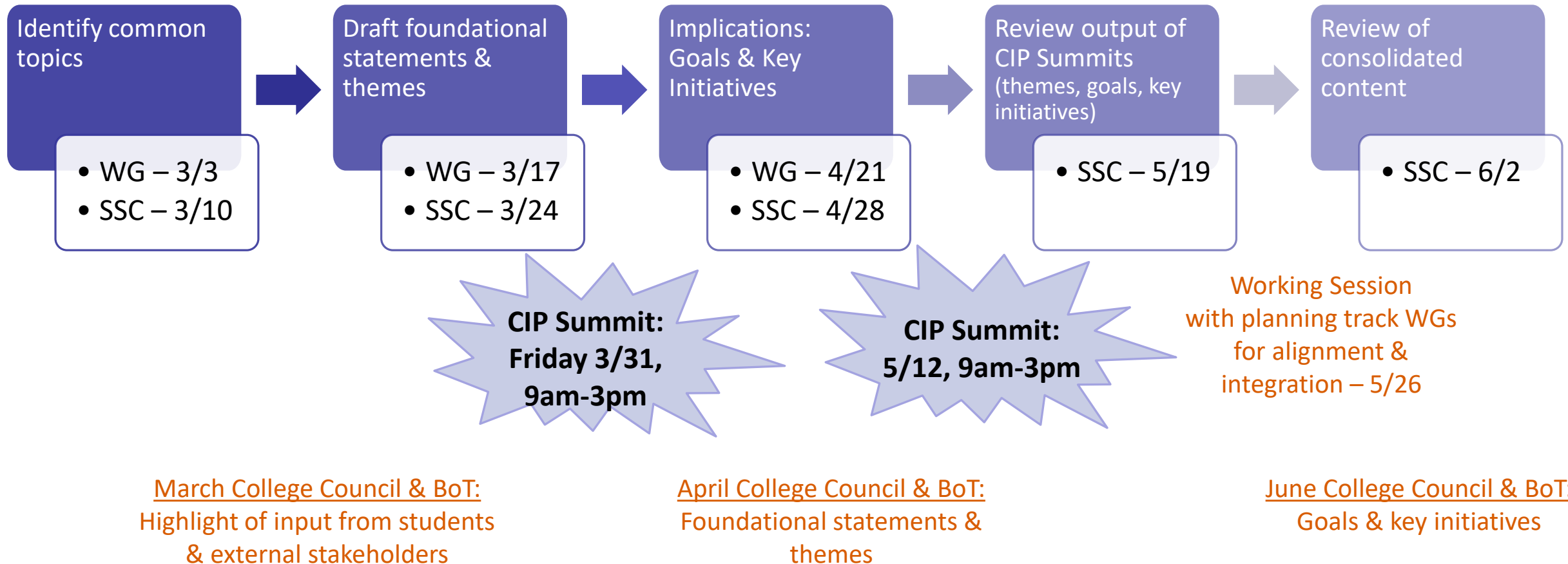
General steps for each phase:



Over the Spring 2023 semester, there will be a series of meetings to work through each phase.

- CIP Summits are working sessions that include all members of the CIP WG, SSC, Academic Senate Leadership, and College Council and the Planning Track WG leads.
- For the CIP Working Group and Strategy Steering Committee:
 - Meeting are on Fridays
 - Members will receive materials by Monday/Tuesday prior to each meeting via email and posted on Microsoft Teams site
 - Microsoft Teams may be used for collaboration and discussion in between meetings

CIP Key Meeting Dates



Meeting Participation

- Meeting materials will be shared with all invited participants prior to CIP Summits.
- Before CIP Summits, share your input with a Strategy Steering Committee member or another CIP Summit participant so they can bring your input to summit meetings.
- Members of the Strategy Steering Committee should continue to represent you throughout the CIP process.
- Output from the CIP summits will be shared with all invited participants after the meetings.
- Additional input can be provided to the SSC as we continue to refine the CIP content.

Strategy Steering Committee & CIP Working Group Members

YELLOW = CIP Working Group members

<p>Abulaban Jana Ambrosio, Edwin Anaya, Jose Aramburo Julieta Blada, Michael Brochet, Anna Castro, Oscar Degnan, Kevin Dietz, Roy Dreizler, Robin Gold, Christina Gonzales, David Gonzalez, Ricardo Hurd, Christopher Iino, Kelsey Lau, Tiffanie Lee Sidney</p>	<p>jana_abulaban@elcamino.edu eambrosio@elcamino.edu janaya@elcamino.edu jaramburo@elcamino.edu mblada@elcamino.edu abrochet@elcamino.edu ocastro@elcamino.edu kdegan@elcamino.edu rdietz@elcamino.edu rdreizle@elcamino.edu cgold@elcamino.edu dgonzales@elcamino.edu rigozalez@elcamino.edu churd@elcamino.edu kiino@elcamino.edu tlau@elcamino.edu sidney_lee@elcamino.edu</p>	<p>Lu, Khai Marcoux, Peter Martin, Crystle McClelland, Darcie Oliva, Nayeli Owens, Annette Paredes Luisa Patel, Dipte Peralta, Mayra Perez, Gema Perez, Grace Pineda, Carolyn Royster McNeish Charletta Simon Jenny Suppelsa Robert Tiqui Pia Katrina Van Buren Starleen</p>	<p>klu@elcamino.edu pmarcoux@elcamino.edu cmartin@elcamino.edu dmcclelland@elcamino.edu noliva@elcamino.edu aowens@elcamino.edu luisa_paredes6003@elcamino.edu dpatel@elcamino.edu mperalta@elcamino.edu gperez@elcamino.edu grperez@elcamino.edu cpineda@elcamino.edu charletta_royster@elcamino.edu jsimon@elcamino.edu bsuppelsa@elcamino.edu pia_tiqui@elcamino.edu svanburen@elcamino.edu</p> <p>[2 other students – TBD]</p>
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SAVE THE DATE



2023 EDUCATIONAL TECHNOLOGY CONFERENCE

FRIDAY MARCH 24, 2023

**IN-PERSON, SCHAUERMAN LIBRARY
(WITH SOME HYFLEX BREAKOUT SESSIONS)**

Our theme is:
**"HyFlex Instruction in a
Post-Pandemic Learning Environment."**

We will have presentations on a range of topics related to using technology to enhance student learning.

We are still accepting presentation ideas!
If you have a presentation proposal, click on the link below or email sburnham@elcamino.edu.

[CLICK HERE TO SUMMIT A PROPOSAL](https://tinyurl.com/wmvyr868)

[.https://tinyurl.com/wmvyr868](https://tinyurl.com/wmvyr868)



*Brought to you by the Academic Technology
Committee and the Academic Senate.*

**El Camino College
College Council
January 17, 2023**

Attendance

Present Proxy

	Chair (College President)	Brenda Thames	X	
	<u>Voting Membership</u>			
1	Student 1	Luisa Paredes	X	
2	Student 2	Matt Schulz	X	
3	Executive Cabinet Representative	Carlos Lopez		
4	Council of Deans-Student Services	Dipte Patel	X	
5	Council of Deans-Academic Affairs	Gerson Valle	X	
6	Classified- Admin Services	Sal Valencia	X	
7	Classified-Academic Affairs	Julie Meredith	X	
8	Classified-Student Services	Carla Velasquez-Lopez	X	
9	Prof. Dev. Advisory Committee	Monica Delgado	X	
10	Student Success Committee			
11	Facilities Steering Committee	Jorge Gutierrez		
12	Planning & Budget Committee	Julie Bourlier	X	
13	Technology Committee	Loic Audusseau		
14	Academic Senate	Darcie McClelland	X	
15	Instructional Faculty	Charlene Brewer-Smith	X	
16	Non-Instructional Faculty	Kelsey lino	X	
	<u>Non-Voting Membership</u>			
1	ECCE	Brian Hayden	X	
2	Federation	John Baranski	X	
3	POA	Erika Solorzano	X	
4	Dir., Student Development			
5	Dean, Library & Learning Resources	Crystle Martin	X	
6	Dean, Community Advancement	Jose Anaya		
7	Athletic Director	Jeff Miera	X	
8	Exec. Dir., Foundation	Andrea Sala	X	
9	Risk Management/Campus Safety	Leo Barrera	X	
10	Dir., Financial Aid	Chau Dao	X	
11	Accreditation Liaison	Carlos Lopez		
12	Student - Social Justice Center	Marifer Magana	X	
13	Student - Black Student Success Center	Roshumba Mason		
15	Marketing & Communications	Ann O'Brien	X	
16	VP Human Resources	Jane Miyashiro	X	

17	VP Student Services	Robin Dreizler	X	
18	VP Administrative Services	Bob Suppelsa	X	
19	VP Academic Affairs	Carlos Lopez		
20	Adjunct Faculty	Annette Owens	X	
21	Institutional Research & Planning	Viviana Unda	X	

1. El Camino Community College District College Council

- 1.1 2022-23 College Council Membership
- 1.2 Governance Structure & Handbook
- 1.3 2021-22 College Council Goals

2. Opening Items

- 2.1 Welcome
- 2.2 Approval of Minutes

College Council moved to approve the minutes from the December 19, 2023 meeting as presented.

3. Policies and Procedures Review

3.1 Administrative Procedure 2730 - First Reading (March 3, 2023)

The first policy review day is scheduled for March 3, 2023. Please submit any policies or procedures due for review. Area Vice Presidents will be sent a list of policies and procedures that have not been reviewed since 2015 and before. The review cycle schedule will be posted to the College Council webpage and BoardDocs platform.

4. Agenda Items

4.1 01 17 23 Board Agenda Review

A review of all items appearing on the January 17, 2023 Board of Trustees Meeting agenda was conducted.

Clarity was provided on the Student Housing Feasibility Study and the grant application process. There were no additional questions or comments on the agenda.

4.2 Diversity, Equity, Inclusion and Accessibility (DEIA) Statement - Second Reading

Tabled to March 20, 2023 meeting.

- It was suggested to break up the paragraphs with headers and use bullet points to make the document easier to digest.
- Add language “including but not limited to” with respect to the list of unique differences.
- Formatting suggestions should be submitted to the President’s office.
- Faculty feedback was not solicited since faculty members are off contract at this time. There was limited outreach to the Classified professionals. Therefore, the second reading and approval of the DEIA Statement will be deferred until the March 20, 2023 meeting. Please submit feedback to the President’s office by Thursday, March 16, 2023.

4.3 College Council Charge and Responsibilities

Drs. Unda and Thames, the only Council members who volunteered to work on College Council Charge and Responsibilities, met to discuss the consolidation of three documents:

1. Making Decisions Guide
2. The Committee Member Handbook
3. Institutional Planning at El Camino College

A draft document will come to College Council for review at the February 22 meeting.

Academic Senate will receive the new document for two readings and approval.

The current charge of College Council, does not accurately reflect the work being done by the current group.

The following language was suggested to improve the charge:

- College Council is a participatory governance body that provides recommendations to the President
- Engages in robust dialogue on College planning and decision making.
- Facilitates communication
- Engages in activities based upon our shared interest in student success and success of the College.
- Advance collaboration with other consultation committees to inform and strengthen decision making.
- Policy and Procedure review
- Resource Allocation

Corrections and suggestions should be submitted to Drs. Unda and Thames.

4.4 New Committee Member Onboarding

A [New Member Orientation presentation](#) was provided.

The College is taking steps toward interest-based decision making – making decisions based upon our shared interest in students and student success and removing barriers and silos to engage in conversation and hear different perspective. We will be mindful of Senates roll in 10+1 decision making.

- 10 + 1 is stature stating the CEO rely primarily upon recommendations from the Academic Senate on [10 specified areas](#) that are considered academic and professional matters, and then a plus one additional criterion that is open for a definition locally within the district based upon legal consultation.
- The Handbook is intended to be a multi-use reference resource and not exclusively for onboarding. The term “Onboarding” will be added to the title for added clarity.
- A general consensus of your constituent’s feedback, rather than the suggestions of individuals, is what is needed in decision making.

- Adequate time will be made to process decisions, while also providing space for colleagues who need to speak to think. The opportunity to bring decisions back for more discussion will be made.
- A formalized process for all governance committee to submit their recommendations to the other governance committees will be established.
 - It is suggested College Council recommend the Planning & Budget Committee (PBC) look at resource allocation models from other colleges and bring us recommendations on best practices.
- Are police officers considered Classified Professional Staff?
- Identify each representatives' constituent and provide definition of the constituent groups. Group. Refer to the [membership roster in BoardDocs](#)
- Change all references to Professional Development committee to Professional Development Advisory committee.
- Affirm creation of the Campus Workplace Safety & Security Consultation committee on the Governance Structure infographic.
- Confirm there are TNC employees without El Camino email accounts or have limited email accounts – assistant coaches, Fire Academy and POST Academy professionals.
- Update on the Sustainability Plan from Facilities Steering committee.
- Clarity needed on the Calendar Committee. Is it truly a Governance committee?
- Language in Participatory Governance Procedures should include “membership of governance committees should have representatives from all constituent groups”.
- Tri-chairs will be appointed in spring. Training will be provided to the current Governance committees during PD Power Up week. If a committee, through consensus, does not want to adopt the tri-chair model, they can submit the recommendation to College Council for approval. Add language to the new document on the tri-chair model. Currently the Handbook does not reference a tri-chair model.
- It is confirmed, faculty will be compensated to chair year-round (12 month) committees. Dr. Thames will inquire about the documented process and point person for paying off contract faculty appointed as committee chairs.
- Enrollment Management and Enrollment Operations committees will be included together in the Strategic Enrollment Management committee.
- Add to the list of ECC Operational Committees:
 1. Academic Affairs Area Council
 2. Division Councils
 3. Food Services Committee
 4. Benefits Committee
 5. EEO Committee
 6. Basic Needs Advisory Committee
 7. Social Justice Center Advisory Committee

Remove Scholarship Committee from the Operational Committee list

Add ASO to the list of ECC Governance Committees and the Governance Structure infographic.

A first draft of the Participatory Governance and Institutional Planning Handbook will be presented to College Council on February 22.

5. General Information / Standing Agenda Items

5.1 Comprehensive Integrated Plan (CIP) - Process Infographic Review – The infographic will be reviewed during the upcoming Chat with the President

5.2 Policy Review Schedule - March 3, 2023 First Review Day
(covered in item 3)

6. Adjournment

6.1 Closing Remarks – Send any question to the President’s office. They will be addressed at the next meeting

6.2 Meeting adjourned at 12:24p.m.



Book	Administrative Procedure
Section	CHAPTER 2: BOARD OF TRUSTEES
Title	Board Member Health Benefits
Code	AP-2730
Status	Active
Adopted	June 18, 2018

Administrative Procedure 2730 Board Member Health Benefits

Board members are entitled to and may select health insurance programs as the District provides to management employees. New Board members may make a selection upon joining the Board and may change plans during the District's annual open enrollment period.

Employee health benefit premium costs will be deducted each month from Board member compensation. In the event a Board member selects a health benefit option which exceeds the available net payment (gross payment less other deductions), the Board member will be invoiced ~~each month~~ a minimum of semi-annually by Administrative Services and the Board member will be responsible for reimbursing the District.

In the event of an unexcused absence from a meeting, the Board member will not be entitled to compensation for that particular month. In that case, the health benefit premium costs for that month will be invoiced and the member will be responsible for reimbursing the District.

References:

Government Code Section 53201 and 53208.5

Administrative Procedure 3550 Drug Free Environment and Drug Prevention Program

The District is committed to providing its employees and students with a drug free workplace and campus environment. It emphasizes prevention and intervention through education.

The District will provide annual notice to students and employees of the District's Drug and Alcohol Abuse Prevention Program (DAAPP) and shall make it available on the District website, the Annual Security Report, the college catalogs and class schedules.

Prohibition of Drugs

The unlawful manufacture, distribution, dispensing, possession or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the District.

Violation of this prohibition will result in appropriate action up to and including termination of employment, expulsion, and referral for prosecution, or, as permitted by law, may require satisfactory participation in an alcohol or drug abuse assistance or rehabilitation program.

The District is notified by the Department of Justice of any new convictions pertaining to District employees. A conviction involving drugs can lead to disciplinary action up to and including dismissal from employment.

Health Risks

The health risks associated with the use of illicit drugs and the abuse of alcohol include: death, risk of addiction and withdrawal symptoms, impaired judgment, impaired performance, sexual dysfunctions, harm to a fetus, psychological problems, seizures, strokes, cardiac arrest or cardiovascular problems, lung damage or illnesses, bronchitis, respiratory arrest, needle-related illnesses and complications, muscle and nervous tissue-death, and infections.

Assistance, Resources and Referrals

Drug or alcohol counseling, treatment, or rehabilitation or re-entry programs or referrals are available to students and employees. The District offers an Employee Assistance Service for Education (EASE) program for employees and their family members. Please contact Human Resources for more information. Students should contact Student Health Services for resources and/or assistance. The Student Health Center provides counseling, drug and alcohol abuse education, resources, and referrals for students.

Other online resources of possible interest:

- Los Angeles County Substance Abuse Prevention and Control: <http://publichealth.lacounty.gov/sapc/>
- Substance Abuse and Mental Health Services Administration: www.samhsa.gov/find-help
- Alcoholics Anonymous: <http://lacoaa.org>
- Narcotics Anonymous: www.na.org

- Al-Anon Family Groups of Greater Los Angeles: www.alanonla.org

References:

Drug Free Schools and Communities Act Amendment of 1989;
20 U.S. Code Section 1011i;
34 Code of Federal Regulations Parts 86.1 et seq.;
Federal Drug-Free Workplace Act of 1988;
41 U.S. Code Section 8103

El Camino College

AP3720 – Information Security Incident Response

Commented [MR1]: RENUMBER CCLC AP 3720 is Computer and Network Use - Recommend 3740

Background

The confidentiality, integrity, and availability of information stored within the information systems of El Camino College (ECC) must be protected in order to comply with federal and state law, governing policies, and to preserve our reputation as a caretaker of sensitive information. Incident Response controls are in place to ensure that ECC has a developed plan to handle security impacting events when they are detected.

Purpose

The purpose of this administrative procedure is to protect the confidentiality, integrity, and availability of information stored within the information systems managed, authorized, and in use by ECC by defining the steps to be taken in the event of an information security event, incident, or breach.

Applicability and Scope

This administrative procedure applies to the information systems managed by ECC as well as students, faculty and staff members, contractors, consultants, temporary workers, third-party vendors, and other workers who access the information systems owned and maintained by ECC.

1. Incident Response Training

ECC ITS shall provide incident response training to information system users consistent with assigned roles and responsibilities:

- Within one year of assuming an incident response role or responsibility.
- When required by information system changes.
- Annually thereafter.

2. Incident Response Testing

ECC ITS shall test the incident response capability for the information systems at least annually to determine the incident response effectiveness and document the results. Testing methods can include tabletop exercises, functional drills, simulation exercises, and/or active penetration tests.

3. Incident Handling

ECC ITS shall implement an Incident Response Plan for security incidents that includes:

- Preparation
- Detection and analysis
- Containment
- Eradication
- Recovery

ECC ITS shall coordinate incident handling activities with contingency planning activities and incorporate lessons learned from ongoing incident handling activities into incident response procedures, training, and testing/exercises, and implement the resulting changes accordingly.

4. Incident Monitoring

ECC ITS shall track and document information system security incidents.

5. Incident Reporting

ECC ITS shall require personnel to report suspected security incidents to the ECC ITS Security Officer within one business day of detection.

The ECC ITS Incident Response Team shall report security incident information to the authorities as required by federal, state, and/or local laws.

6. Incident Response Plan

ECC ITS shall develop an incident response plan that:

- Provides ECC with a roadmap for implementing its incident response capability.
- Describes the structure and organization of the incident response capability.
- Provides a high-level approach for how the incident response capability fits into ECC's overall structure.
- Meets the unique requirements of ECC, which relate to mission, size, structure, and functions.
- Defines reportable incidents.
- Provides metrics for measuring the incident response capability within ECC.
- Defines the resources and management support needed to effectively maintain and mature an incident response capability.
- Is reviewed and approved by ECC ITS.

ECC ITS shall provide access to the incident response plan to ITS technology staff & Incident Response Team. The Incident Response Plan shall be reviewed annually and updated to address ECC's system changes or problems encountered during plan implementation, execution, or testing. Changes to the Incident Response Plan shall be communicated to ECC's technology staff & Incident Response Team. The Incident Response Plan shall be deemed confidential and protected from unauthorized disclosure and modification.

7. Incident Response Assistance

ECC ITS shall provide an incident response support resource, integral to ECC's incident response capability that offers advice and assistance to users of the information system for the handling and reporting of security incidents.

8. Information Spillage Response

ECC ITS responds to information spills by:

- a) Identifying the specific information involved in the information system contamination;
- b) Alerting appropriate parties of the information spill using a method of communication not associated with the spill;
- c) Isolating the contaminated information system or system component;
- d) Eradicating the information from the contaminated information system or component;
- e) Identifying other information systems or system components that may have been subsequently contaminated; and
- f) Performing other organization-defined actions as deemed necessary.

Procedures

1. Roles and Responsibilities of the Incident Response Team (?)

Oversight of the security of ECC information technology resources and information is entrusted to the Chief Technology Officer (CTO) or designee by the President/CEO. The CTO gives the Information Security Officer (ISO) or designee full authority to act in a manner to protect the integrity, confidentiality, and availability of ECC's information technology infrastructure.

Role	Responsibility
President/CEO or designee	Personnel actions for staff. Interfaces with Board members.
Vice President of Academic Affairs or designee	Personnel actions for Faculty.
Vice President of Student Services or designee	Offenses by ECC students.
Vice President of Administrative Services or designee	Financial actions, resource allocations.
Chief of Police	Criminal matters and any law enforcement
Director of Public Information and Government Relations	Leads the effort on messaging and communications (social channels included) for all audiences, inside and outside ECC.
Director of Workplace Safety and Risk Management	Impact on workplace safety. Liability and insurance matters. Consult with Legal Counsel about information disclosure, legal aspects of the investigation. and. consults with legal counsel on actions, questions about information disclosure, legal aspects of the investigation
Chief Technology Officer (CTO) or designee	Oversees the security of ECC information technology resources and information. Acts as ISO when appropriate. Alerts, keeps up to date and formulates recommendations to Cabinet in the event of an information security incident. Validates compliance on a yearly basis.
Information Security Officer (ISO)	Manages and coordinates detection, identification, containment, eradication, and recovery efforts of reported cyber security incidents. Classifies threats as a risk to the enterprise and can activate the CIRT team at his/her discretion. Validates compliance on a yearly basis.
Human Resource Representatives	Informs ISO of new hires onboarded. ISO provides Administrative Procedure during new hire process and informs personnel of changes.
Incident Response Coordinator (IRC)	Serves as the primary point of contact for response activities and maintains records of all incidents.
Computer Incident Response Team (CIRT)	Acts as the core incident coordination team for severe security incidents or breaches and is represented by individuals from ECC ITS and other business areas. Composition of the CIRT will vary based on incident requirements.
Business Services Response Teams	Can be activated to enhance ECC's response to incidents that affect specific business services areas. These teams have established designated contacts for handling incidents or security breaches and enhance collaboration between diverse groups.

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2. Train Personnel

ECC employees are informed by the Information Security Officer (ISO) of this Administrative Procedure during the new-hire process and are incrementally informed when the policy changes.

3. Follow Up

The products of this Administrative Procedure must be reviewed at least every three years and/or when ECC ITS's review indicates that updates are required.

4. Documentation Compliance Review

All Roles identified above must maintain documented proof of compliance for portions of this procedure that are applicable to their responsibilities.

5. Information Security Officer Documentation Compliance Review

The Chief Technology Officer and/or Information Security Officer will validate compliance with this procedure on an annual basis.

6. Monitoring and Enforcement

1. The Information Technology Services (ITS) department has the primary responsibility for the maintenance, integrity, and security of ECC systems. ITS is primarily responsible for enforcing this procedure.

2. Users who violate this procedure may be denied access to college systems and may be subject to other penalties and disciplinary action, both within and outside the college. Violations will normally be handled through the college's disciplinary procedures applicable to the relevant user. However, the college may temporarily suspend or block access to an account or resource, prior to the initiation or completion of such procedures, in order to protect the college from liability. The college may also refer suspected violations of applicable law(s) to appropriate law enforcement agencies and/or pursue civil action.

3. Where allowed by law, ECC ITS reserves the right to monitor activities which occur on its systems in order to troubleshoot systems problems, disruptions or outages. For this reason, users should not have an expectation of privacy for anything they store, create, send, or receive on a college system. Suspected inappropriate use of systems by individuals may also be investigated in order to protect the organization.

References

BP/AP 6160, 5500, 3050, 3430

Education Code Section 70902; 17 U.S.C. Section 101 et seq.; Penal Code Section 502;
California Civil Code 1798.29, 1798.82, 1798.3, and 1798.84; Family Education Rights and
Privacy Act (FERPA);

California Constitution Article 1, Section 1; Government Code Section 3543.1(b);

California Community Colleges Information Security Standard;

National Institute of Standards and Technology (NIST) Special Publication (SP): NIST SP 800-53a
– Incident Response (IR), NIST SP 800-16, NIST SP 800-50, NIST SP 800-61, NIST SP 800-84, NIST
SP 800-115.

DRAFT

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)
December 13, 2022

CALL TO ORDER

Meeting called to order at 2:34 p.m. by Chair Ambrosio.

Recorder: C. Escutia

Members:

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

Absent M. Anderson, W. Cox

Ex-Officio Members:

Present: R. Gloyer, L. Justice, L. Marquez, L. Suekawa, M. Wolfenstein

Absent: L. Young

Excused: I. Zugic

Guests: R. Elton, L. Linka, M. Lyons

1. APPROVAL OF MINUTES

The minutes of November 22, 2022 were approved via email by the CCC on December 2, 2022.

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

Chair Ambrosio thanked the CCC for approving the minutes of November 22 via email, and M. Anderson for serving as the Standard Review representative for today’s meeting.

Chair Ambrosio asked for volunteers to serve as the Standard Review representatives for spring 2023 with the following results:

Meeting	Standard Review Rep
February 28	Jon Minei
March 14	Mark Lipe
March 28	Sidney Porter
April 25	Mary McMillan
May 9	Zeke Murdock
May 23	Matt Kline

3. CURRICULUM REVIEW

A. Full Course Review

The committee approved the following courses, which are ready for final action:

1. Administration of Justice 116 (AJ 116)
2. Architecture 121 (ARCH 121)
3. Architecture 125 (ARCH 125)
4. Architecture 170 (ARCH 170)
5. Architecture 171 (ARCH 171)
6. Architecture 172 (ARCH 172)
7. Automotive Technology 14 (ATEC 14)
8. Automotive Technology 16 (ATEC 16)
9. Automotive Technology 27 (ATEC 27)
10. Automotive Technology 34 (ATEC 34)
11. Automotive Technology 35 (ATEC 35)
12. Automotive Technology 43 (ATEC 43)
13. Bachelor of Science Respiratory Care 371 (BSRC 371)
14. Bachelor of Science Respiratory Care 373 (BSRC 373)
15. Bachelor of Science Respiratory Care 375 (BSRC 375)
16. Bachelor of Science Respiratory Care 377 (BSRC 377)
17. Bachelor of Science Respiratory Care 379 (BSRC 379)
18. Bachelor of Science Respiratory Care 481 (BSRC 481)
19. Bachelor of Science Respiratory Care 483 (BSRC 483)
20. Bachelor of Science Respiratory Care 485 (BSRC 485)
21. Bachelor of Science Respiratory Care 487 (BSRC 487)
22. Educational Development 29 (EDEV 29)
23. Educational Development 32 (EDEV 32)
24. Fashion 29 (FASH 29)
25. Fire and Emergency Technology 18 (FTEC 18)
26. Nutrition Science 110 (NUTR 110)
27. Physical Education 5abc (PE 5abc)
28. Physical Education 220B (PE 220B)
29. Philosophy 374 (PHIL 374)
30. Psychology 378 (PSYC 378)
31. Sociology 380 (SOCI 380)

B. Consent Agenda Proposals

The committee approved the following courses, which are ready for final action:

1. Automotive Technology 52 (ATEC 52)
2. Cosmetology 2B (COSM 2B)
3. Cosmetology 2C (COSM 2C)
4. Construction Technology 121 (CTEC 121)
5. Construction Technology 141 (CTEC 141)
6. Construction Technology 142 (CTEC 142)
7. Educational Development 33 (EDEV 33)
8. Nursing 242 (NURS 242)
9. Nursing 247 (NURS 247)

CURRICULUM DISCUSSION

A. Full Course Review

Behavioral and Social Sciences Division

The following courses were presented as new course proposals:

PHIL 374 Medical Ethics
PSYC 378 Psychology of Stress, Illness, and Trauma
SOCl 380 Medical Sociology

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the course proposals. The motion carried.

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the course delivery methods. The motion carried.

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the conditions of enrollment. The motion carried.

Health Sciences and Athletics Division

PE 5abc Men's Intercollegiate Baseball Team was presented for course review.

The following courses were presented as new course proposals:

AJ 116 Ethics in Law Enforcement
BSRC 371 Principles of Evidence Based Medicine
BSRC 373 Respiratory Care Management and Supervisorial Skills
BSRC 375 Evidenced-Based Medicine in Respiratory Care
BSRC 377 Respiratory Care Management Using Evidence Based Medicine
BSRC 379 Respiratory Care Management of Budget Development and Personnel Issues
BSRC 481 Case Management in Pulmonary Emergency Medicine
BSRC 483 Case Management in Chronic Pulmonary Disease
BSRC 485 Case Management in Sleep Apnea and Pulmonary Function Testing Issues
BSRC 487 Case Management Issues in Respiratory Care Management
FTEC 18 Agility, Fitness, Health and Safety for the Firefighter
PE 220B Intermediate Naginata: A Japanese Martial Art

It was moved by M. Lipe, seconded by M. McMillan, that the committee approve the course proposals. The motion carried.

It was moved by M. Lipe, seconded by M. McMillan, that the committee approve the course delivery methods. The motion carried.

It was moved by M. Lipe, seconded by M. McMillan, that the committee approve the conditions of enrollment. The motion carried.

Industry and Technology Division

The following courses were presented for course review:

ARCH 121 Building Information Modeling (BIM) I
ARCH 125 Building Information Modeling (BIM) II
ARCH 170 Graphic Communications I: Orthographic Drawings
ARCH 171 Graphic Communications II: 3D Drawings
ARCH 172 Architectural Color Rendering Techniques
ATEC 14 Brakes
ATEC 16 Suspension and Four Wheel Alignment
ATEC 27 BAR Level I Smog Check Inspector Training
ATEC 34 Automatic Transmissions
ATEC 35 Manual Transmission, Drive Train and Drive Axles
ATEC 43 Introduction to Engine Repair [Engine Diagnosis & Repair]
FASH 29 Computer Pattern Design/Patternmaking
NUTR 110 Introduction to Nutrition Science

It was moved by M. Kline, seconded by K. Daniel-DiGregorio, that the committee approve the course proposals. The motion carried.

It was moved by M. Kline, seconded by K. Daniel-DiGregorio, that the committee approve the course delivery methods. The motion carried.

It was moved by M. Kline, seconded by K. Daniel-DiGregorio, that the committee approve the conditions of enrollment. The motion carried.

Library and Learning Resources Division

The following courses were presented for course review:

EDEV 29 Individualized Assessment of Learning
EDEV 32 Psychology of Affective Learning [Learning Domains and Individual Affective Learning]

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the course proposals. The motion carried.

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the course delivery methods. The motion carried.

It was moved by K. Daniel-DiGregorio, seconded by S. Porter, that the committee approve the conditions of enrollment. The motion carried.

B. Consent Agenda Proposals

It was moved by M. Kline, seconded by M. Lipe, that the committee approve the consent agenda proposals. The motion carried.

It was moved by M. Kline, seconded by M. Lipe, that the committee approve the consent agenda course delivery methods. The motion carried.

It was moved by M. Kline, seconded by M. Lipe, that the committee approve the consent agenda conditions of enrollment. The motion carried.

4. NONCREDIT RENUMBERING IMPLICATIONS:

Chair Ambrosio requested that divisions begin collecting a list of noncredit courses offered within their division in order to start the process of renumbering those courses using the 500/600 series numbers. A separate worksheet will be created and sent to the divisions for listing the noncredit courses. The worksheet will be due along with the division review plans for spring. A discussion ensued concerning how to designate noncredit courses in the online catalog and student transcripts.

5. CURRICULUM SPECIALIST'S REPORT: Curriculum Specialist – L. Marquez

L. Marquez reviewed the Division Review Plan template, curriculum timeline and deadlines for spring 2023. These documents were sent out last week by email and were also included with the agenda. The update course/program tracker will be sent out in early January. L. Marquez reminded the CCC to submit new courses toward the beginning of the semester as they take longer to review.

6. VICE PRESIDENT'S REPORT: Vice President of Academic Affairs – C. Lopez

C. Lopez thanked Chair Ambrosio, L. Marquez, and the faculty for their hard work this semester. He noted that much work was done to get the Respiratory Care courses on the agenda and, if fully ready, a catalog addendum will be published and the B.S. Respiratory Care program will be offered next fall.

7. ANNOUNCEMENTS

- Chair Ambrosio announced that CCC Mathematics representative D. Eldanaf will not return for spring. A new Mathematics representative will be selected.
- L. Justice reminded faculty to submit final grades and to be sure to use the Final Grade tab. She announced that digital add code authorization is coming soon and gave a quick demonstration of the process.
- Next CCC Meeting: February 28, 2023 – 2:30-4:30 p.m., DE 166/Zoom

8. ADJOURNMENT

Chair Ambrosio called for a motion to adjourn the meeting. J. Minei moved to adjourn, S. Porter seconded, and the motion carried. Meeting was adjourned at 3:21 p.m.

Approved Curriculum Changes Proposed for 2023-2024

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
Course Review	HEAL	NURS 242 Intermediate Medical-Surgical Nursing II	Course review	12/13/2022
Course Review	HEAL	NURS 247 Advanced Medical-Surgical Nursing I	Course review	12/13/2022
Course Review	HEAL	PE 5abc Men's Intercollegiate Baseball Team	Course review; Proposed for ECC GE Area 5	12/13/2022
Course Review	ITEC	ARCH 121 Building Information Modeling (BIM) I	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	ARCH 125 Building Information Modeling (BIM) II	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	ARCH 170 Graphic Communications I: Orthographic Drawings	Course review; Change to catalog description	12/13/2022
Course Review	ITEC	ARCH 171 Graphic Communications II: 3D Drawings	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	ARCH 172 Architectural Color Rendering Techniques	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	ATEC 14 Brakes	Course review; Changes to conditions of enrollment; lecture/lab hours	12/13/2022
Course Review	ITEC	ATEC 16 Suspension and Four Wheel Alignment	Course review; Changes to conditions of enrollment; lecture/lab hours	12/13/2022
Course Review	ITEC	ATEC 27 BAR Level I Smog Check Inspector Training	Course review; Changes to catalog description; lecture/lab hours	12/13/2022
Course Review	ITEC	ATEC 34 Automatic Transmissions	Course review; Changes to conditions of enrollment; lecture/lab hours	12/13/2022
Course Review	ITEC	ATEC 35 Manual Transmission, Drive Train and Drive Axles	Course review; Changes to conditions of enrollment; lecture/lab hours	12/13/2022
Course Review	ITEC	ATEC 43 Introduction to Engine Repair [Engine Diagnosis & Repair]	Course review; Changes to catalog description, conditions of enrollment; descriptive title; lecture/lab hours	12/13/2022

Approved Curriculum Changes Proposed for 2023-2024

Course Review	ITEC	ATEC 52 Introduction to Hybrid, Electric and Fuel-Cell Vehicle Technology	Course review; Change to conditions of enrollment	12/13/2022
Course Review	ITEC	COSM 2B Advanced Cosmetology	Course review; Change to conditions of enrollment	12/13/2022
Course Review	ITEC	COSM 2C Advanced Cosmetology and Introduction to State Board Review	Course review; Change to conditions of enrollment	12/13/2022
Course Review	ITEC	CTEC 121 Concrete and Formwork	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	CTEC 141 Interior Finishes	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	CTEC 142 Exterior Trades	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	FASH 29 Computer Pattern Design/Patternmaking	Course review; Changes to catalog description; conditions of enrollment	12/13/2022
Course Review	ITEC	NUTR 110 Introduction to Nutrition Science	Course review; Changes to conditions of enrollment; course discipline; Proposed for ECC GE Area 1; CSU GE Area B2	12/13/2022
Course Review	LLR	EDEV 29 Individualized Assessment of Learning	Course review; Change to catalog description	12/13/2022
Course Review	LLR	EDEV 32 Psychology of Affective Learning [Learning Domains and Individual Affective Learning]	Course review; Changes to catalog description; descriptive title	12/13/2022
Course Review	LLR	EDEV 33 Specific Learning Strategies	Course review; Change to catalog description	12/13/2022
New Course	BSSC	PHIL 374 Medical Ethics	New course; Added new DE version (online/hybrid)	12/13/2022
New Course	BSSC	PSYC 378 Psychology of Stress, Illness, and Trauma	New course; Added new DE version (online/hybrid)	12/13/2022
New Course	BSSC	SOCI 380 Medical Sociology	New course; Added new DE version (online/hybrid)	12/13/2022
New Course	HEAL	AJ 116 Ethics in Law Enforcement	New course	12/13/2022

Approved Curriculum Changes Proposed for 2023-2024

New Course	HEAL	BSRC 371 Principles of Evidence Based Medicine	New course	12/13/2022
New Course	HEAL	BSRC 373 Respiratory Care Management and Supervisorial Skills	New course	12/13/2022
New Course	HEAL	BSRC 375 Evidenced-Based Medicine in Respiratory Care	New course	12/13/2022
New Course	HEAL	BSRC 377 Respiratory Care Management Using Evidence Based Medicine	New course	12/13/2022
New Course	HEAL	BSRC 379 Respiratory Care Management of Budget Development and Personnel Issues	New course	12/13/2022
New Course	HEAL	BSRC 481 Case Management in Pulmonary Emergency Medicine	New course	12/13/2022
New Course	HEAL	BSRC 483 Case Management in Chronic Pulmonary Disease	New course	12/13/2022
New Course	HEAL	BSRC 485 Case Management in Sleep Apnea and Pulmonary Function Testing Issues	New course	12/13/2022
New Course	HEAL	BSRC 487 Case Management Issues in Respiratory Care Management	New course	12/13/2022
New Course	HEAL	FTEC 18 Agility, Fitness, Health and Safety for the Firefighter	New course	12/13/2022
New Course	HEAL	PE 220B Intermediate Naginata: A Japanese Martial Art	New course	12/13/2022