



Academic Senate of El Camino College 2022-2023

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

Office location: Schauerman Library, Room 273

April 18, 2023

Agenda & Table of Contents: Tuesday, April 18, 2023 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

Agenda Item	Page Numbers
A. Call to Order/ Introductions (3 minutes)	
B. Approval of Minutes (2 minutes)	6-11`
C. Unfinished Business: a. 2022-2025 ECC Strategic Enrollment Management Plan- Carlos Lopez (10 minutes) b. 2022-2026 ECC Guided Pathways Workplan- Jenny Simon and Polly Parks (10 minutes)	12-56 57-82
D. New Business: a. Final call for nominations, Academic Senate Executive Board Open Positions (3 minutes)	
E. Information Items – Discussion a. Comprehensive Integrated Planning Update- Viviana Unda (20 minutes) b. FDC Announcements- Anna Brochet (5 minutes)	83-128
F. Reports a. Academic Senate President’s Report (Packet only, will not be read) - Darcie McClelland b. VP Reports (Packet only, will not be read)- Senate Executive Board c. Academic Affairs Report- Carlos Lopez d. Student Services Report- Robin Dreizler	129-158 159-162
G. Future Agenda Items	
H. Public Comment (5 minutes)	
I. Adjournment	

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

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

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

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

April 18, 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 4/18/2023

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 dmccllland@elcamino.edu by noon on Tuesday, April 18. In the subject line, please put Academic Senate Meeting 4/18 comment/question so that I can easily find it.

Comments and questions can also be typed into the chat during the meeting.

Teleconference locations for Academic Senate Meeting 4/18/2023

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
- ArtB 344D
- Natural Sciences 111
- Natural sciences 119
- Natural Sciences 219
- Art 125
- Construction Technology 504
- Chem 122



Academic Senate of El Camino College 2022-2023

April 18, 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

Fine Arts

Larry Leach 24/25

Vince Palacios 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

Counseling

Maria Garcia* 23/24

Amy Herrschaft 24/25

Ana Fernandez 22/23

Library Learning Resources

Tiffanie Lau 24/25

Gary Medina* 23/24

Camila Jenkin 23/24

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

Luisa Paredes

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
- Excused: Ana Fernandez
- ☒ Maria A. Garcia
- ☒ Amy Herrschaft

Fine Arts

- ☒ Kevin Blickfeldt
- Unexcused: Diana Crossman
- ☒ Larry Leach
- ☒ Russell McMillin
- ☒ Vince Palacios

Health Sciences & Athletics

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

Humanities

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

- ☒ Kevin Degnan
- ☒ Erica Brenes

ITEC

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

Library

- ☒ Camila Jenkin
- ☒ Tiffanie Lau
- ☒ Gary Medina

Mathematics

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

Natural Sciences

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

ASO

- ☒ Luisa Paredes

Curriculum Chair

- ☒ Edwin Ambrosio

Academic Affairs

- ☒ Carlos Lopez

Student Services

- ☒ Robin Dreizler

President/Superintendent

Brenda Thames

ECC Federation

Kelsey Iino

Institutional Research

Josh Rosales

Dean's Reps/Guests/Other Officers:

Ali Ahmadpur

Loic Audusseau

John Baranski

Mary McMillan

Rita Mccullum

Christina Nagao

Dr. Russell Serr

Jenny Simon

Michael Wynne

Marc Yebert

ACADEMIC SENATE MINUTES April 4, 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)

- 1:04pm

B. Approval of Minutes (2 minutes, p. 6-10)

- Motion to approve C. Brewer-Smith, seconded by E. Brenes
- 24 yes, 0 no, 1 abstention
- Approved

C. Unfinished Business:

a. BP/AP 4050, Articulation- Camila Jenkin (5 minutes, p. 11-14)

- Motion to approve C. Brewer-Smith, seconded by S. Burnham
- Concerns/Comments:
 - Concern with 1st sentence on BP 4050. Need clarification on how policy applies to various baccalaureate vs 4-year institutions
 - Will strike out baccalaureate and include 4-year institutions language
- 31yes, 0 no, 1 abstention
- Approved

b. BP 7160, Professional Development- Camila Jenkin (3 minutes, p. 15-16)

- Motion to approve C. Brewer-Smith, seconded by L. Leach
- Comments/Concerns:
 - None
- 29 yes, 0 no, 1 abstention
- Approved

D. New Business:

a. 2022-2025 ECC Strategic Enrollment Management Plan- Carlos Lopez (15 minutes, p. 17-69)

- Reviewed features and goals of plan
- Still accepting feedback
- Emergency Management Plan is embedded in Strategic Enrollment Plan
- SEM expanded to add more voices from campus community (total of 48 participants from various meetings)
- 18,626 FTES pre-covid vs 14, 787 FTES post covid (2021-2022). This is a -14% decline in FTES
- We have until 2024-2025 to rebuild enrolment of face budget cuts
- Largest group of students were latinx and African American
- Reviewed SEM and enrollment recovery goals

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)
2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)
3. Improve student course and term-to-term retention and course success by 5% each year through 2024-2025 (Retention)
4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

Enrollment Recovery Strategies

SEM Plan includes strategies and activities intended to increase enrollment, promote student retention, support student completion, and improve College effectiveness with respect to enrollment planning. Example strategies include:

- 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

- Living document and goals will be evaluated and updated as needed through shared governance process
- Questions/Comments:
 - Non-credit courses (ESL, math prep, etc) didn't include faculty noted on there
 - Faculty will be involved and coordination will happen to include faculty (i.e. via curriculum committee)
 - HDEV can work with counselors to support contextualize meta-major courses to help improve retention/success rates
 - Did recovery enrollment strategy consider how it may impact faculty load.
 - 10+1 issues need to be kept to comments/questions per AS President
- Second reading at Senate meeting on April 18th meeting. ALL FEEDBACK NEEDS TO BE SUBMITTED BY APRIL 13TH END OF DAY.

b. 2022-2026 ECC Guided Pathways Workplan- Jenny Simon and Polly Parks (15 minutes, p. 70-103)

- Reporting document to outline/monitor GP progress
- Discussed goals (fully, nearly and starting) integrated progress
- Comments/questions:
 - Detailed plan included editing of course outlines that didn't come to senate. Any efforts like this should be run through and collaborated through senate.
 - The template came out last month and plan was not written as a collaborative process as it needed to be written under haste. When things like this come up, please bring up so it can be addressed.
 - Insert: in consultation with senate
 - Some language in GP plan had overlapping language with EMTI and language. Please include previous work/collaboration doe with Senate
- Please submit any feedback by April 13th end of day

c. Resolution in Support of Faculty Input on Technology Needs- Stephanie Burnham (10 minutes, p. 104)

- Resolution created so all faculty aware of process to request technology

- Urgent tech and specific department needs considered/addressed so plans are in place
- Comments/questions:
 - Clarify FT faculty
 - Film/Journalism/ITEC/Fashion may have specific needs. Clarify if included in language
 - Please email Stephanie Burnham feedback
 - Include 10+1 statement in resolution. Technology is a 10+1 issue as some departments have specific technology needs to be able to teach courses
 - LOIC: ITS in full support with providing students and faculty with technology needs.
 - In support with identifying a process to provide requests for departments that may have unique/specific technology needs
- Send feedback directly to Stephanie Burnham by end of day April 13th
 - sburnham@elcamino.edu

E. Information Items –Discussion

a. FDC Announcements- Anna Brochet (5 minutes)



- Informed and Inspired, Classroom Climate Change: Leveling-up the Student Experience Post Pandemic
 - [Panel: Thursday, April 27, 1:15-2:15pm](#)
 - [Discussion: Friday, April 28, 1:15-2:15pm](#)

• [College Book Club](#), Fridays 11am-12pm:

- April 28

- May 19



b. EDI-Erica

- Reviewed survey comments
- Will update website and nominate EDI champion for fall
- Fall Equity Summit information forthcoming
- Email Erica any ideas for website/equity summit
 - ebrenes@elcamino.edu

b. Call for nominations, Academic Senate Executive Board Positions- Darcie McClelland (5 minutes)

- 6 VP positions up for election on e-board
- Provide nominations through April 18th
- Must be a current full-time senator
- Nominations:
 - Darcie McClelland for VP Policies

- Accepted
- Erica Brenes for VP EDI
 - Accepted
- Anna Brochet for VP Professional Development
 - Accepted
- Stephanie Burnham VP Academic Technology
 - Accepted
- Maria Garcia VP Communications & Logistics
 - Accepted

F. Reports

a. Academic Senate President's Report (Packet only, will not be read) – Darcie McClelland

b. 70-103

VP Reports (Packet only, will not be read)- Senate Executive Board

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Robin Dreizler

G. Future Agenda Items

H. Public Comment (5 minutes)

- Thursday, April 6th Architecture Reception @ 6pm
- Read emails from Federation and get in touch with reps to stay informed

I. Adjournment

- Motion to adjourn 2:14 L. Kjeseth, seconded by K. Degnan

El Camino College
Strategic Enrollment Management Plan
2022-2025

Table of Contents

Content	Page(s)
President's Message	1
Participants	2-3
Mission, Vision, and Values	4
Executive Summary and Goals	5-6
Purpose of the Strategic Enrollment Management Plan, Model, and Process	7-8
Enrollment Data Snapshot	9-10
Strategic Enrollment Goals, Strategies, and Activities	11-20
Assessment of the Strategic Enrollment Management Plan	21
Appendices A. Action Plan Crosswalk B. Student Enrollment, Retention, and Outcome Data C. Student Access Equity Analysis	

President's Message

<To be completed...>

Strategic Enrollment Management Plan Development Team

Leadership Team

Robin Dreizler, Acting Vice President of Student Services

Carlos Lopez, Vice President Academic Affairs

Darcie McClelland, Academic Senate President, Professor of Biology

Viviana Unda, Director of Institutional Planning and Research

Strategic Enrollment Management Taskforce

(Members listed in alphabetical order and includes anyone who attended at least one meeting)

Jose Anaya, Dean Community Advancement

Julieta Aramburo, Interim Dean Enrollment Services

Michelle Arthur, Dual Enrollment Coordinator

Vera Ashley, Professor Fashion

Loic Audusseau, Chief Technology Officer

Taryn Bailey, Guided Pathways SSP

John Baranski, Professor History

Jeff Baumunk, Director Public Safety Programs

Debra Breckheimer, Dean Humanities

David Brown, Assistant Director Financial Aid

Walter Cox, Associate Dean Fine Arts

Chau Dao, Director Financial Aid

Sara Di Fiori, Associate Professor Geology and Oceanography

Sean Donnell, Professor English

Robin Dreizler, Acting Vice President Student Services

Jaime Gallegos, Counselor Transfer Center

Christina Gold, Dean Behavioral and Social Sciences

David Gonzales, Dean Industry and Technology

Amy Grant, Dean Natural Sciences

Gary Greco, Director Special Resource Center

Edith Gutierrez, Director EOPS/CARE/CalWORKS/Guardian Scholars
Arturo Hernandez, Director MESA
Christine Jefferies, Professor Counseling
Kristen Johnson, Assistant Director EOPS/CARE/CalWORKS/Guardian Scholars
Jeny Joy, Director Nursing
Lillian Justice, Registrar
Scott Kushigemachi, Associate Dean Humanities
Marlow Lemons, Dean Mathematical Sciences
Carlos Lopez, Vice President Academic Affairs
Crystle Martin, Dean Library and Learning Resources
Darcie McClelland, Academic Senate President, Professor of Biology
Jon Minei, Assistant Professor Music
David Mussaw, Enrollment Data Analyst
Renee Newell, Professor Welding
Ann O'Brien, Executive Director Marketing and Communications
Dipte Patel, Dean Counseling and Student Success
Gema Perez, Learning Management Systems Specialist
Berkeley Price, Dean Fine Arts
Virginia Rapp, Dean Business
Edgar Romo, Research Analyst
Russell Serr, Dean Health Sciences and Athletics
Jenny Simon, Professor English as a Second Language
Katie Sundara, Associate Dean Industry and Technology
Viviana Unda, Director Institutional Research and Planning
Gerson Valle, Associate Dean Mathematical Sciences
Moses Wolfenstein, Distance Education Faculty Coordinator
Irena Zugic, Associate Dean Academic Affairs

El Camino College Mission, Vision, and Values

Mission Statement

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

Vision Statement

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

Statement of Values

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

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

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

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

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

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

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range integrated planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

Executive Summary and Strategic Enrollment Management Plan Goals

Enrollment at El Camino College dropped significantly during the COVID-19 pandemic. At its peak, the College enrolled over 34,000 students and generated 18,626 Full-Time Equivalent Students (FTES) in 2018-2019. Since the onset of COVID-19, the college has lost nearly 26% FTES. This represents a loss of 4,500 unduplicated students when comparing Fall 2019 (pre-COVID enrollment) and Fall 2021. With the approval of the California State Budget in June 2022, all colleges have been given until the completion of the 2024-2025 academic year to rebuild enrollment. A new baseline for funding each college will be established at the end of the 2024-2025 academic year based on the Student-Centered Funding Formula (SCFF) which includes enrollment and outcomes. Given these circumstances, it is imperative that El Camino College focuses its efforts on improving enrollment, student retention, and student completion while closing equity gaps.

The Strategic Enrollment Management Plan (SEMP) is designed to serve as the operational guide toward meeting the College's enrollment, student retention, and student success goals. The plan is data informed based on data from the El Camino College Office of Institutional Research and Planning, the California Community Colleges Chancellor's Office Datamart, and the California Community Colleges Student Success Dashboard. In addition, the plan is aligned with College strategic [goals](#) and initiatives (Guided Pathways, Student Success, Student Equity, Program Development, and Workforce Development), and the [California Community College Chancellor's Office Vision for Success](#).

The content of the plan was developed with grant support from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). In addition to funding, AACRAO provided support in the form of a coach and the goals-strategies-tactics (activities) model used to develop the College's plan. The College formed a taskforce composed of faculty, classified professionals, and administrators who met during 2021-2022 and 2022-2023 in order to develop Goals, Strategies, and Activities. Importantly, the goals of the plan are specific, measurable, attainable, realistic, and timebound (SMART).

Strategic Enrollment Management Plan Goals:

1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)
2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)
3. Improve student course and term-to-term retention and course success by 5% each year through 2024-2025 (Retention)
4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

The College will engage in significant effort to implement strategies and activities in support of these goals. These strategies and activities include work on:

- Expanding and developing program pathways including Non-Credit, Dual Enrolment, articulation, transfer, and workforce development
- Implementing integrated marketing, outreach, and recruitment efforts
- Improving course schedule effectiveness through use of actionable enrollment data
- Expanding Guided Pathways Framework implementation
- Surging student and academic support programs
- Providing focused professional development on student retention with specific attention to students in disproportionately impacted groups
- Removing barriers to full-time student enrollment
- Improving enrollment management data systems to improve student access and course schedule efficiency

Lastly, the SEM plan is a living document and as such the College will engage in an annual cycle of assessment associated with each goal. Each goal includes metrics and targets to assess progress towards goal attainment. In addition, the strategies and activities associated with each goal will be assessed for effectiveness through numerical and qualitative data analysis. The annual assessment process also allows for the flexibility to add, delete, or modify the goals, strategies, and activities, as needed .

Purpose of the Strategic Enrollment Management Plan, Model, and Process

The purpose of the 2022 – 2025 Strategic Enrollment Management Plan is to serve as an actionable and flexible plan that will allow El Camino College to regain enrollment to pre-COVID-19 levels, improve student outcomes, and establish baseline funding to support long-term goals. This plan is aligned with the College's strategic goals and the California Community College's Vision for Success. Moreover, this plan includes an assessment section that will allow the College to modify goals, strategies, and activities as the enrollment picture continues to develop through the 2024-2025 academic year.

Notably, the 2024-2025 academic year will be critical to the college's long-term enrollment goals and fiscal stability. Currently, the College remains on emergency conditions allowance funding due to the COVID-19 pandemic. While SCFF student success metrics have improved and the college is receiving direct funding from this part of the model, it continues to receive approximately \$23 million in enrollment funding (FTES) due to losses experienced during the pandemic. In addition, the 2022-2023 academic year state budget for California Community Colleges expects that Colleges recover enrollment by the end of the 2024-2025 academic year. At the conclusion of the 2024-2025 year, all colleges will have a new funding baseline based on student enrollment and student outcomes as part of the Student-Centered Funding Formula (SCFF) model. Colleges are guaranteed this level of funding moving forward, though it could represent a decrease in funding, if enrollment and SCFF outcomes do not increase sufficiently.

The SEM planning model has been developed with the support of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) through coaching of the College Strategic Enrollment Management Team. The model includes establishing SMART goals supported with broad strategies and specific activities. Accountability is a core element of the model. Accordingly, each strategy and activity include metrics, milestones, timelines, and individuals responsible for the work. Appendix A includes a full crosswalk of all goals, strategies, and activities with their relevant details.

The SEM plan was developed in partnership with faculty, staff, and administrators at El Camino College. The committee was formed from the existing Enrollment Management Committee and expanded to 48 members during the Spring and Fall of 2022. The committee met through the Spring

and Fall of 2022 with the support of coaching from AACRAO to develop baseline goals, strategies, and activities that are included in this plan. Through Fall 2022 and Spring 2023 terms, the plan was finalized and an assessment section was included to ensure accountability, measure effectiveness, and create flexibility to adjust the work as conditions require. The plan was reviewed through the College Governance process in March and April 2023 for input from constituent leadership. Finally, the plan was brought to the College Board of Trustees in April 2023 for review and feedback.

Enrollment Data Snapshot

El Camino College continues to be significantly impacted by enrollment losses experienced during the COVID-19 pandemic. Based on enrollment data, fall-over-fall unduplicated headcount fell from 33,248 in 2019-2020 to 28,573 in 2021-2022. The college lost 4,675 unduplicated students, a decrease of 14.1%. In addition, Full-Time Equivalent Students (FTES), fell by 3,839 (-20.4%) from 2019-2020 to 2021-2022. This second metric is critical as it represents 70% of the College's funding under the Student-Centered Funding Formula.

In addition to the direct enrollment losses, equity analysis based on race, ethnicity, gender, age, enrollment status (part-time/full-time), and special populations (BOG waiver, California Promise, first generation, DSPS, EOPS, foster youth, veterans, first-year students, and students with more than 60 units) was conducted to determine the impact on access to the college as a result of COVID-19. Based on headcount enrollment losses, the largest impacted groups include Latinx students (-12,704), African American students (-3,695), Asian students (-3,501), and White students (-3,398).

In addition to the direct enrollment losses, student enrollment data from Spring 2020 to Fall 2021 was disaggregated by these categories and assessed using the proportionality index (P.I.). This method makes use of the proportion of the demographic group who were lost to enrollment during the pandemic compared to its proportion in the prior two years in order to assess the magnitude of the impact of enrollment loss. In an equitable environment, P.I. methodology assumes that the impact of enrollment losses would occur in proportion to a demographic group's relative size. In other words, a P.I. ratio of 1.0 indicates that a demographic group's enrollment was impacted in proportion to its relative size in the overall population. A P.I. greater than 1.0 indicated that more students were lost to enrollment proportionally in comparison to the demographic group's relative size in the population. Moreover, a P.I. ratio of greater than 1.12 indicates an oversized impact to a demographic group.

P.I. analysis indicates that the following groups were disproportionately impacted (lost to enrollment):

- Native American/Alaskan Natives
- Pacific Islanders
- Ethnicity Unknown
- Students aged 40+
- Low-income Board of Governor's Waiver – California College Promise Grant recipients
- Students with Disabilities
- First generation students
- Foster youth
- New Students

*Non-binary students also demonstrated evidence of disproportionate impact, however, the population of students in this demographic is not considered to be accurate at this time because it is believed to be significantly under-reported.

Based on the equity analysis above, the College will engage in targeted outreach and support activities for those populations most impacted with respect to enrollment as a result of the pandemic. Detailed data of the equity analysis using the proportionality index appears in the appendix.

Additional data related to course scheduling appears in the appendix focused on the proportion of course sections scheduled by modality (in-person, online, and hybrid), full-term vs. short-term, and day-evening-weekends courses. As the College and surrounding community recover from the pandemic, course offerings have shifted back onto campus. During the Fall 2022 term, 58% of course sections were either fully or partially scheduled on-campus while 42% remained fully online. During the Spring 2023 term these percentages shifted further on-campus with 63% of sections fully or partially on-campus and 37% fully online. In terms of course length, the College is shifting more of its courses to short-term offerings in order to create more flexibility for students and improve retention and success rates.

Strategic Enrollment Goals, Strategies, and Activities

Goals and strategies were developed during the Spring 2022 and Fall 2022 terms by the Strategic Enrollment Management taskforce. These goals are Specific, Measurable, Attainable, Realistic, and Timebound (SMART). By using SMART goals, the College will be able to assess progress toward goal attainment.

Strategic Enrollment Management Plan Goals:

- 1. Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels (Access)**
- 2. Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% per year through 2024 – 2025 (Engagement)**
- 3. Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)**
- 4. Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)**

To achieve these goals, the College will engage in significant and specific strategies and activities. These strategies are aligned with the College's Guided Pathways framework implementation efforts, the current Strategic Plan, and the California Community College's Updated Vision for Success. A brief description of the major strategies and activities follow in this section. A full detailed crosswalk of goals strategies and activities appears in the appendix.

Goal 1 - Increase FTES by an average of 8.6% per year through 2024-2025 to pre-pandemic levels. (Guided Pathways Pillar – Access)

Specific annual FTES targets for 2022-2023 through 2024-2025 have been established in order to restore to pre-COVID levels.

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

Strategies:

- **Expand program offerings focused on dual enrollment, non-credit Career Development and College Preparation (CDCP), work-based experiential learning (internships and apprenticeships).**

The College plans to increase dual enrollment pathways and enrollment by 200% over 2021-2022 baselines by 2025. To accomplish this goal, the College will engage with K-12 partners (public, charter, and private) to develop defined pathways for students to complete 12+ units of college-level work by the time they graduate from high school. Examples of these efforts include the early college high school model developed in partnership with Torrance Unified School District at North High School. The Early College High School at North High School is designed to allow students to complete college-level degrees or certificates during their 4 years at North (up to sixty units). Another example partnership is with the Da Vinci RISE Academy, a county-wide charter high school, to base a location on the El Camino College campus and allow students to complete both high school and college course work seamlessly. Notably, the students who attend Da Vinci RISE have had life events that caused disruption in their academic journeys (foster care, housing instability, probation, etc.). Through the embedded nature of the partnership students will

be able to make significant progress toward the completion of college-level degrees and certificates while receiving focused support from both RISE and the College.

Non-Credit program expansion will increase Career Development and College Preparation (CDCP) certificate pathways by 200% over 2021-2022 baselines by 2025. These types of pathways qualify for enhanced apportionment funding from the state and allow students to enroll in free non-credit instruction to receive training in areas like ESL, Career Education Pathways – short certificates for first entry-level jobs, English and Mathematics preparation support for transfer-level coursework, and dual enrolled credit/non-credit programs.

- **Improve Student Recruitment through the creation of a call center, expansion of student recruiters focused on new populations that have traditionally been underserved by the College, and implementation of customer relationship management (CRM) technology.**

The College has already developed a Call Center in order to allow for high-touch personalized contact of targeted populations of students. This center plans to hire at least 24 callers and makes use of existing data to reach out to students who stopped out during the pandemic, prospective students who have applied but not enrolled, and new tools like College APP. Notably, College APP uses publicly available demographic data on District residents to identify households with “likely students”. In addition, the College Call Center has also implemented a Customer Relationship Management system that allows auto-step communication with prospective students. This system allows the College to continue communication with prospective students via email and text message to further support Call Center Campaigns.

- **Creation of targeted campaigns by Marketing & Communications to reach disproportionately impacted students using the College APP database. Audiences to be segmented by income level, level of college achievement and interest in college. Audiences to be reached with tailored and personalized messaging utilizing frequent contact through email blasts, texting, mailings, and robocalls.**
- **Leverage institutional marketing and outreach efforts to improve college enrollment through broad campaigns and messaging with an equity focus.**

Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences:

- Latinx students
 - African American males
 - Additional disproportionately impacted populations as identified
 - Adult learners
 - Applied-not-registered students
 - Stop-out students
 - General public/influencers
 - Non-native English speakers (noncredit ESL)
-
- Implement a Student Engagement Platform that can allow communication with students by meta-major, major, cohort, or by status, like academic probation.
 - Improve the design of program mapping and incorporate maps onto the website.
 - Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students.
 - Once developed, market short-term programs to working professionals.
 - Map the student journey and write/design relevant and effective content for CRM Recruit.
 - Messaging will be coordinated with high-touch outreach efforts in the Call Center. In addition, detailed metrics measuring the effectiveness of each campaign will be developed and tracked to improve the College's efforts.
 - Review student registration windows against surrounding colleges in order to remain competitive for student enrollment.

Goal 2 - Improve admissions to enrollment yield rate and the percent of students enrolled in 12+ units by 5% each year through 2024 – 2025 (Engagement)

Strategies:

- **Enhance the student on-boarding process**

The College will enhance the current onboarding processes for students through the Warrior Welcome Center and connecting students with their Meta-Major Student Engagement/Success Teams. Implementation of group counseling sessions during orientation in order to increase the number and percent of students with a Student Education Plan. All new applicants will also receive a welcoming phone call to sign up for New Student Orientation and check in on additional student support needs. In addition, the College will provide additional professional development to all front-line staff in order to answer basic student questions and connect them to the correct service or expert on campus.

- **Strengthen Student Success and Engagement Teams within the Guided Pathways program at El Camino College**

The College will empower student support through Student Engagement/Success Teams in an integrated model. These teams of student support professionals will work closely with instructional faculty and students to ensure students receive the support needed when it is needed. The teams will accomplish this work through the development of Meta-Major specific recruitment and support, establishing a system for supporting undecided students and assessing their level of “undecidedness”, designing and engaging in professional development focused on improving student retention with specific attention to groups that have been disproportionately impacted, and the development of integrated and embedded Engagement Centers for student support after they have been on-boarded.

- **Remove Barriers to full-time student enrollment**

The College will support student to increased full-time enrollment by increasing the number of students receiving grant aid, re-engineering ECC Connect (Starfish) to better identify student barriers to enrollment, increasing zero-textbook and low-textbook cost offerings,

creating zero-textbook cost degree and certificate pathways, and development additional support resources for working students and students with family obligations.

- **Improve understanding of student engagement in collaboration with Marketing and Outreach by implementing the following:**

Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns.

Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Major.

“Secret shop” the El Camino College experience from first contact through registration to identify areas of improvement.

Write and design CRM content to communicate meta-majors, milestones, and progress maps.

Develop and execute a financial aid campaign to encourage application.

Use Student Engagement Platform to improve student engagement, through targeted messaging, quick polls, consolidated access to resources, and accessible and clear visual design.

Goal 3 - Improve student course and term-to-term retention, and course success by 5% each year through 2024-2025 (Retention)

Strategies:

- **Leverage the use of ECC Connect to improve communication between students and the College support network**

The College will continue to expand and provide additional depth of service available through ECC Connect. This work will include additional training for faculty to assist students who may be at risk. Additional work will occur to simplify both the student and faculty user experience to ECC Connect to make it easier to use. In addition, efforts will be made to implement Degree Planner for comprehensive student education planning. Moreover, the data included in student education plans will be used to inform future course schedule development.

- **Strengthen the use of tutoring and counseling services/resources across the College**

The College will bolster tutoring and counseling services that make them more unavoidable for students, especially those in need of these services. Academic support services will build data systems in order to track student usage of these critical services and implement non-credit supervised tutoring. This latter strategy will generate non-credit FTES and create a dedicated funding stream for tutoring services. Additional communication and internal marketing efforts will be developed in order to improve the utilization of support services. Additionally, the College will continue the development of affinity centers in order to support specific student populations with academic and non-academic needs.

- **Expand retention related professional development for classified professionals, faculty, and administrators**

The College will continue to expand professional development available to all employees focused on student retention and supporting those students in disproportionately impacted groups. This training includes expanded Green Zone, Safe Space, first-generation, culturally responsive pedagogy, and experiential learning professional

development opportunities. Additional focus will be placed on proven techniques for the retention of students at the start of a term when drop and stop-out rates tend to be higher. This work also includes the expansion of the use of Open Educational Resources and zero- or low-cost course materials that improve student retention and success. Lastly, the College will continue efforts to support high quality online instruction and services and become a CVC-OEI teaching college.

- **Develop a case management system to address the individual needs of students (especially those not already in a special program)**

The College will leverage ECC Connect into a full-featured and deeply implemented case management system for supporting the broad needs of students. This will be accomplished by improving support through the system for disproportionately impacted students who are not already supported through an affinity program/service. Increase the number and proportion of students receiving directed interventions due to improved use of ECC Connect. College Engagement/Success teams will measure the impact of follow-up support and improve communication among team members to ensure that students engage with these support services.

- **Reduce scheduling and registration inefficiencies**

The College will identify and remove existing course schedule and student registration inefficiencies in order to improve enrollment and the student experience. To accomplish this Academic Affairs and Student Services will work closely together to develop course schedules that are aligned with student educational plans, match student's preferred modalities (face-to-face, online, hybrid, or hi-flex), and day/time preferences. Enrollment management dashboards will be created to allow real-time tracking of student enrollment to make data-informed decisions on section cancellations and additions. Technology will also be leveraged to develop systems to allow for multi-term schedule development informed by student education plan data. More effort will be made to improve the enterprise system areas related to course equivalencies, pre- and co-requisites, and course type information to remove barriers to student enrollment and goal completion. Lastly, College leadership and faculty will continue to ensure that mathematics, English, and ESL placement is focused on

allowing students to complete transfer-level coursework within the timeframes included in the Vision for Success, AB 705, and AB 1705.

- **Design informed marketing messaging and intervention support**

Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.

Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities.

Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success.

Leverage the Student Engagement Platform to share and reinforce messaging with timely reminders and notifications.

Goal 4 - Improve student success and goal attainment by 5% each year through 2024-2025 (Completion)

Strategies:

- **Leverage technology to reduce College structural barriers to student award completion**

The College will implement technological tools like degree audit to improve student award attainment and transfer to 4-year universities. Development towards fully online associate degrees for Transfer (ADT) pathways will continue in order to increase access for students. Additional focus will be made on the development of more short-term course offerings in the credit and non-credit programs in order to improve program completion. These short-term course offerings will include sequenced courses in order to accelerate students' time to completion and reduce the number of excess units students earn. This work includes specific support for part-time students intended to increase the number of these students reaching their educational goals.

- **Improve transfer and career pathways**

The College will continue work to expand transfer pathways, associate degrees for Transfer (ADTs), experiential learning opportunities for students, and relationships with major South Bay employers in order to increase students transferring to 4-year colleges/universities or entering the workforce in better than living wage jobs. Additional transfer partnerships will be developed with universities like Historically Black Colleges and Universities, regional public and private universities. Further work will focus on course schedules to ensure ADT pathways can be completed as quickly as possible. Lastly, additional efforts will be made to increase apprenticeships for female students and students from other disproportionately impacted groups.

- **Successfully re-engage stopped-out students**

The College will engage students who have “stopped out” in order to improve services that prevent this from occurring and remove barriers so that stopped out students re-enroll. Using time-tested tools, students will be surveyed to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.

Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students.

Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning.

Assessment of the Strategic Enrollment Management Plan

The 2022-2025 Strategic Enrollment Management Plan is intended to serve as a living guide to the College's enrollment goals. Strategies and activities associated with each of the plan's four goals will be evaluated annually by the Institutional Research & Planning department in order to check milestone progression. This annual assessment will allow college governance committees and leadership to make recommendations for changes to goals, strategies, and activities. In this way the plan allows for flexibility, innovation, and change over time as the date or internal/external conditions require.

The evaluation cycle will follow a Plan – Assess – Analyze – Improve cycle.

Plan – The planning phase includes the development of goals, strategies, and activities.

Assess – The assessment phase will track all metrics and data associated with each goal, strategy, and activity in order to demonstrate progress, indicate areas for improvement, or indicate that changes to the plan are required.

Analyze – The data collected through the assessment cycle will be analyzed and compared to SEM targets and milestones.

Improve – Recommendations for improvement to plan goals, strategies, or activities will be made through review of the annual SEM assessment report. Any changes will be shared with the College community via the college governance structure.

The annual timeline for the assessment of the SEM plan will be established by the Institutional Research & Planning department and shared with the campus community for review during the Spring 2023 term. As part of this work, baselines and milestones will be established for each goal. The initial assessment of the SEM will begin in the Fall 2023 term with an annual report of progress completed over the fall term of each year. This report will be shared with College leadership and governance committees at the beginning of each Spring term. Leadership and governance review will then occur with recommendations for improvement or change being completed by May of each year.

Appendix

- A. Action Plan Crosswalk
- B. Student Enrollment, Retention, and Success Data
- C. Student Access Equity Analysis

Appendix A – SEM Plan Crosswalk

<u>GP Pillar</u>	<u>23-26 EMP PROPOSED GOAL</u>	<u>STRATEGIES</u>	<u>ACTIVITIES (Tactics)</u>	<u>KPIs (Metrics) - Baseline Year is 2021-2022</u>	<u>Personnel</u>
ACCESS	ECC will increase number of FTES by 11.6% each year through 2025. 2022 - 2023 +4% 2023 - 2024 +8% 2024 - 2025 +12%	1) Expand program mapping based on students' needs	1A) Create program maps part-time / full-time status; common transfer destinations; 4,6,8 semester plans; pathways to family-sustaining employment.	# of new program maps developed	Curriculum Specialist, Guided Pathways Coordinators, counselors
			1B) Disseminate new program maps through orientation sessions.	# of orientations and # of students served	Counselors
			1C) Incorporate new program mapping into ECC website.	Added to website? Yes/No?. # website/traffic visitors	MarComm
		2) Expand Program Offerings and Workforce Development Opportunities	2A) Expand Non-Credit Career Development and College Preparedness (CDCP) certificate pathways, in consultation with faculty, by 200% between 2022 and 2025. ESL – ESL for Career Pathways and ESL for Academic Communication Pathways English and Math Prep - Preparation for Transfer Level Courses Career Education Pathways - Short certificates for first entry-level jobs (Construction/Trades, IT, Office Careers, Digital Literacy, Health Care, etc.) or transition to credit programs (Dual enrolled credit/non-credit) Adult High School Diploma Pathway Citizenship Course Pathway	# of new non-credit certificates developed # of CDCP certificates earned by students	Academic Deans Associate Dean Library and Learning Resources, Director Career Education, Director Adult Education

			2B) Expand work-based experiential learning programs including credit-based apprenticeship and internship (paid or unpaid) pathways/opportunities	# of work-based experiential learning programs for students # of Students Enrolled in credit Apprenticeship Programs # of students enrolled in internship courses/programs	Academic Deans, Director Career Education, Director Adult Education
			2C) Expand workforce development opportunities for students to new industry sectors and pathways.	# of new workforce pathways created # of additional students enrolled in CTE programs and workforce pathways	Academic Deans, Director Career Education, Director Adult Education
			2D) Expand Dual Enrollment Pathways across all K-12 Districts, Private High Schools, and Charter Schools Served by ECCD by 200% between 2022 and 2025.	# of Dual Enrollment Courses Offered # of Dual Enrollment Students enrolled and successful course completion # of Dual Enrollment Pathways available (total, by high school, by district)	Academic Deans, Director Career Education, Director Adult Education, Dual Enrollment, Career Pathways Coordinator
		3) Improve student recruitment	3C) Create the Call Center to deliver high touch, personalized contact with targeted populations and at least 24 callers Implement data tool to identify populations of likely students for recruitment to ECC.	# of callers, # of students reached, # of students reached who enrolled at ECC	Welcome Center staff
			3D) Implementation of student recruiters and territories to include working adult (24+ y.o.), community, high schools, non-credit, and business.	# of recruiters, # of territories, # of students reached and enrolled including demographic analysis of students recruited	Outreach and School Relations (MarCom supporting)
			3E) Complete setup and implementation of CRM Recruit to include auto step communication with prospective students.	CRM Recruit Implemented? Yes/No, # of prospective students reached	ITS

			<p>3A) Increase K-12 articulated courses through the Strong Workforce Program (SWP).</p>	<p># of K-12 career education courses articulated with ECCD courses</p>	<p>K-14 community partnerships and outreach; Career Pathways Program Coordinator</p>
			<p>3B) Develop a nuanced assessment of working professional students' needs and motivations to develop short term programs that can compete in a challenging market</p> <p>Audience Segments (EAB) Upskilling in Place Seeking Promotion Facing Replacement Returning to Workforce Preparing for a Switch Pursuing a Passion</p>	<p>Conducted assessment? Yes/No</p>	<p>IRP</p>
		<p>4) Leverage institutional marketing and outreach efforts with an equity focus</p>	<p>4A) Develop campaigns, outreach materials, web pages and catalog pages to communicate all program pathways.</p>	<p># of New outreach materials, # of New pathways added to website Yes/No? Dissemination efforts? # of visitors to program pathways websites</p>	<p>Curriculum Specialist, Guided Pathways Coordinators, Counselors, MARCOMM</p>
			<p>4B) Communicate pathways to high school partners, current students, and prospective students.</p>	<p># of high schools and # of students who received communication</p>	<p>K-14 Community Partnerships, Dual Enrollment, Career Pathways Coordinator and outreach</p>
			<p>4C) Engage prospective students through responsive marketing, interactive digital content, and student-generated content. A focus of these campaigns will be student populations that have traditionally been under-served by the College and those populations that were disproportionately impacted by the pandemic.</p>	<p># and type of marketing campaigns, \$ spent, and if available, # of potential students engaged</p>	<p>MarComm</p>

			<p>4D) Marketing and Communication efforts will create targeted campaigns to attract those students who were lost to enrollment during the pandemic and new populations of students the College has traditionally underserved with special focus on the following audiences:</p> <ul style="list-style-type: none"> -- Latinx students -- African-American males -- Additional disproportionately impacted populations as ident -- Adult learners -- Applied-not-registered students -- Stop-out students -- General public/influencers -- Non-native English speakers (noncredit ESL) <p>Improve the design of program mapping and incorporate maps onto the website.</p> <p>Communicate pathways including noncredit and workforce development pathways, apprenticeship opportunities, and dual enrollment to relevant community members and potential students.</p> <p>Once developed, market short-term programs to working professionals.</p>	<p>Production of content needed for above activities</p> <p>Traffic to Program Mapper pages</p> <p>Results of direct marketing of short-term programs to working professionals.</p> <p># and type of marketing campaigns, \$ spent, and if available, # of potential students engaged</p>	<p>MarComm and Guided Pathways Coordinators & Administrator</p>
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			<p>Map the student journey and write/design relevant and effective content for CRM Recruit.</p> <p>Implement a Student Engagement Platform through Guided Pathways that can allow communication with students by meta-major, major, cohort, or by status, like academic probation.</p>		
ENGAGEMENT	<p>ECC will increase its yield rate by 5% each year through 2025 Yield rate: Percent of students who choose to enroll in ECC after having been admitted</p> <p>ECC will increase the rate of students who are enrolled in 12+ units in the fall term by 5% each year through 2025</p>	1) Enhance students' onboarding process	<p>1A) Implement full on-boarding Orientations for ALL new students run through the Warrior Welcome Center in partnership with Meta Major Success Teams</p> <p>1B) Implement group counseling during the Orientation to create student Educational Plans with counselor sign-off and introduction to the major by the Meta Major Success Team</p> <p>1C) Ensure all front-line staff have the training and tools necessary to answer basic student questions and connect to the correct service or expert on campus</p>	<p># of orientations and # of attendees</p> <p># of group orientations and # of attendees, # of Student Education Plans Completed, % of students with a completed Student Education Plan</p> <p># and type of training(s) provided and # of staff impacted</p>	<p>Warrior Welcome Center staff, Meta Major Engagement/Success Teams staff, Counselors</p> <p>Meta Major Engagement/Success Teams staff, Counselors</p> <p>Students Services staff, Library and Learning Resources staff</p>

		2) Strengthen the Student Success and Engagement Teams within the Guided Pathways Program	2A) Provide resources for professional development in student retention with specific attention to disproportionately impacted groups	# and type of resources provided, # employees	Professional Development, Faculty Development Committee
			2B) Develop student recruitment specific to each respective Meta-Major to engage students with hands-on events and direct engagement with Meta Major faculty	# of events, # of students reached, # of outreached students who enrolled	Outreach & School Relations, Guided Pathways, MarComm
			2C) Develop systems for identifying undecided students and their degree of "undecidedness". This may include contextualized courses (e.g., HDEV career planning, orientation, educational planning credit or noncredit classes) for the respective Metamajors for undecided students that will encompass support systems from FYE, SBP, and GP Success Teams.	# of students assessed for "undecidedness", # of classes created, # of students impacted	Meta Major Engagement Team
			2D) Develop Engagement Teams and Engagement Centers to support students based on referrals from classroom faculty members	# members in response team, # of referrals addressed	Guided Pathways and Library and Learning Resources
			2E) Train and setup communications between tutors, peer mentors, support staff, success coaches, and faculty counselors to intervene and follow up with students.	# of trainings and # people trained	Learning Resources staff and Writing Center Coordinator

			2F) Embedded faculty counselors, success coaches, and student mentors into the classes to create a first-term support network for incoming students.	# of embedded staff, # of classes with embedded support	Academic Deans, Meta Major Success Teams, Counseling & Student Success Dean
		3) Develop career/transfer exploration avenues	3A) Implement the Chancellor's Office Systemwide software "MyPath" to help guide students with steps to enrollment	Implemented? Yes/No	ITS, Guided Pathways User Support Technician
			3B) Incorporate meta-majors, milestones and program maps into the application/enrollment process to help students explore the field and choose metamajor	Incorporated? Yes/No	Enrollment Services Dean, Guided Pathways Coordinators, Guided Pathways User Support Technician
			3C) Explore career options through campus events and online portals specifically with undecided students	# of events, # online traffic/visitors, # of students impacted	K-14 Community Partnerships, Outreach and School Relations, Career Pathways Coordinator, MarComm
		4) Remove Barriers towards Full-Time Enrollment (e.g. financial, family, work, etc.)	4A) Assist students with completed student applications in the application of the Financial Aid full-time grant program	# of students who received help, # of students receiving Pell, California Promise, and other grants	Financial Aid Director and Staff
			4B) Re-engineer ECC Connect (Starfish) to identify student barriers toward full-time enrollment	# Improvements made to ECC Connect	Guided Pathways User Support Technician
			4C) Develop solutions, support, and resources for students with work or family responsibilities (childcare, elderly parent care, etc.)	# and type of new resources, # students impacted	Students Services staff

			4E) Increasing zero-textbook and low-textbook cost offerings, creating zero-textbook cost degree and certificate pathways,	# of new low-textbook and zero-textbook cost offerings, # of zero-textbook cost pathways	Library
		5) Improve understanding of student engagement.	5A) Survey applied-not-registered students to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns.	survey engagement and # responses email open rate CTA engagement Vanity URL traffic Social media engagement	MarComm and Outreach and School Relations
			5B) Identify students who want help registering so that outreach can contact these leads directly. Market recruitment/support events to students within each Meta Major.	# of students identified as needing help	MarComm and Outreach and School Relations
			5C) "Secret shop" the El Camino College experience from first contact through registration to identify areas of improvement.	Results of Secret Shop activity. # of areas of improvement identified	MarComm and Outreach and School Relations
			5D) Write and design CRM content to communicate meta-majors, milestones, and progress maps	Results of campaigns designed for CRM. # and type of outreach, # students impacted	MarComm and Outreach and School Relations
			5E) Develop and execute a financial aid campaign to encourage application.	Engagement with Financial Aid campaign vanity URL. # of outreach events, emails # students reached	MarComm and Outreach and School Relations
			5F) Use Student Engagement Platform to improve student engagement, through targeted messaging, quick polls, consolidated access to resources, and accessible and clear visual design.	Student up take of platform, engagement metrics within the platform.	Guided Pathways Administrator, Guided Pathways User Support Technician, MarComm

RETENTION	<p>ECC will increase student retention by 5% each year through 2025 (First term to second term and first term to second year - typically Fall to Spring and Fall to Fall)</p> <p>ECC will increase course completion by 5% each year through 2025</p>	<p>Leverage the use of ECC Connect to facilitate communication between students and the ECC support network</p>	<p>1A) Engage faculty with ECC Connect training and usage: Financial Aid alert to connect with Financial Aid recipients; identify at-risk students to send early alerts /Academic Progress education</p>	<p>Establish an early alert system in ECC Connect. # of faculty trained, # of students with "resolved" alerts</p>	<p>Professional Development staff; Faculty Development Committee, Guided Pathways User Support Technician</p>
			<p>1B) Fully implement Degree Planner for comprehensive ed plans and use ed plan data to inform future term scheduling</p>	<p>% of students whose ed plan has been input into degree planner. Ed plan data is being used to inform course schedule development? Yes/No</p>	<p>Counseling, ITS</p>
			<p>1C) Improve data in ECC Connect so that it can keep track of real-time student data</p>	<p>Real-time student data available? Yes/No</p>	<p>Guided Pathways User Support Technician, ITS, IRP</p>
		<p>2) Strengthen the use of tutoring and counseling services and resources across campus</p>	<p>2A) Build a tracking system for tutoring services inclusive of all students. Implement non-credit supervised tutoring.</p>	<p>Tracking system developed? Yes/No, # students received tutoring</p>	<p>Tutors, Director of Learning Resources, ITS, Dean of Library and Learning Resources</p>
			<p>2B) Create a marketing strategy to encourage tutoring through counseling via embedded and discipline-specific counseling centers</p>	<p># and type of marketing used, # of students reached</p>	<p>Counselors, Dean of Library and Learning Resources, Director of Learning Resources, MarComm</p>
			<p>2C) Communicate students' needs and progress via ECC Connect to classroom faculty & tutors</p>	<p># of students impacted</p>	<p>Dean of Library and Learning Resources, Guided Pathways Coordinators, Student Success teams, Academic Senate, ITS</p>
			<p>2D) Implement the Black Student Success Center</p>	<p>Implementation? Yes/No, type of resources offered, # students impacted</p>	<p>BSSC Coordinator & Staff</p>
			<p>2E) Create an infrastructure of support on campus for evening students This activity is broad compared to the other activities.</p>	<p>What resources, programs, services were developed/enhanced?</p>	<p>Warrior Welcome Center, Library and Learning Resources</p>

			What specific infrastructure are we hoping to create?		
			2F) Utilize work-study funds to train students to support recruitment and retention	# of students trained	Financial Aid, Warrior Welcome Center
		3) Expand retention-related professional development for staff and faculty	3A) Offer year-round Green Zone, Safe Zone, First-Gen, experiential learning, and culturally-responsive teaching trainings	# of trainings, # participants in each training	Student Services staff, Professional Development, Faculty Development Committee
			3B) Offer year-round advanced online instruction and student support training, and the expansion OER, no-cost, and low-cost instructional materials	# of participants, # of courses using OER, no-cost, and low-cost materials	Dean of Library and Learning Resources, ZTC Campus Liaison
			3C) Train faculty to work with students during first two weeks where drop rates are higher, including no-show students	# of trainings, # of participants	Dean of Counseling, Dean of Student Support Services, Faculty Development Committee
			3D) Establish a Local Peer Online Course Review (POCR) process to align the College's online courses to the California Virtual Campus - Online Education Initiative (CVC/OEI) Course Design Rubric. Increase ECC online offerings in the California Community Colleges	Developed process? Yes/No	Distance Education Faculty Coordinator
			4) Develop a case management system to address the individual needs of students (especially those who	4A) Identify via ECC Connect disproportionately impacted students who are not in a special program for directed intervention and support	# of students identified

		are not in a special program)	4B) Engage in directed intervention with identified disproportionately impacted students who are not in a special program	# referred to support	Student Success Teams, Faculty, Counselors, Tutors, Financial Aid staff
			4C) Measure impact of support of follow-up activities (by effort type: educational plans, access to financial aid/basic needs, use of academic resources, etc.)	Impact of follow-up activity: # developed educational plans, # access to financial aid, # of resources, etc.	IRP
		5) Reduce scheduling/registration inefficiencies	5A) Design course offerings that match student education plans, preferred modality, and day/time preferences	# of course offerings by modality compared to student preferences	Academic Deans, IRP
			5B) Correct course equivalencies, prerequisites, and course type information	Were corrections made? Yes/No	Academic Deans, Curriculum Specialist, ITS
			5C) Ensure math and English placement at transfer level for all non-transient ECC students	% of students at transfer-level	Math and Humanities Deans
			5D) Implement enrollment management dashboards for both high-level views and day-to-day enrollment management. Implement sound enrollment management practice strategies that promote enrollment, increase units per students, and meet student course demand.	Dashboards developed? Yes/No # of FTES generated Efficiency Metric Improvement (FTES/FTEF, WSCH/FTEF, Average Enrollment per Section, and Fill Rates	VPAA, Academic Deans

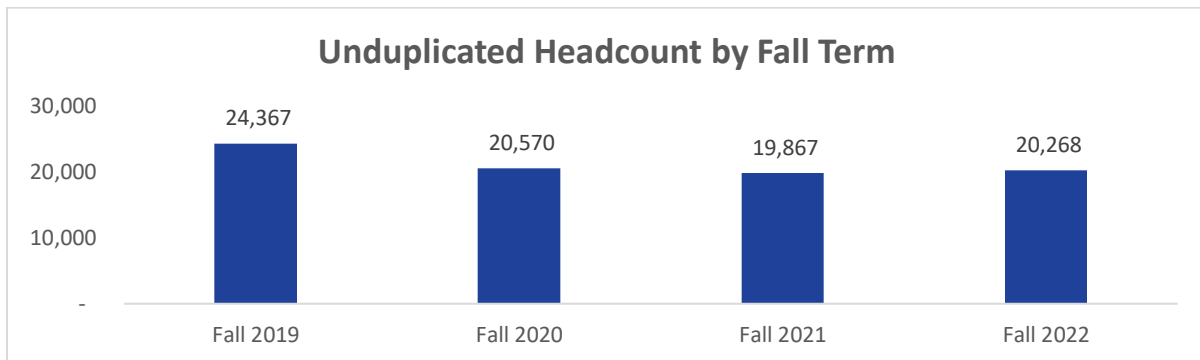
		6) Design informed marketing messaging and intervention support	<p>6A) Use tested stop-out survey tool to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly.</p> <p>6B) Write and design CRM and social media content to communicate financial aid, tutoring services, counseling services, and other student opportunities.</p> <p>6C) Write CRM content that communicates to disproportionately impacted students with info on direct intervention and support. Support faculty working with students during the first two weeks of classes with communications toolkits they can easily deploy to encourage retention and ongoing success.</p>	<p>Survey results and comments</p> <p>Engagement and open rate of emails</p> <p>Engagement of vanity URL in texting</p> <p>Action taken upon receiving phone call.</p>	Marketing
			6D) Leverage the Student Engagement Platform to share and reinforce messaging with timely reminders and notifications.	Using platform metrics to determine reach and interaction.	Guided Pathways User Support Technician

Completion	ECC will increase degree and certificate completion, as well as transfers by 5% each year through 2025.	1) Leverage technologies to reduce College structural barriers to obtain awards	1A) Implement use of degree audit system to give students accurate time to degree progress	Full degree audit system implemented? Yes/No	Admissions & Records, ITS
			1B) Fully Implement online ADTs (AA/AS and Certificates)	% of ADT's offered online	Dean of Library and Learning Resources, Academic Deans, Distance Education Faculty Coordinator
			1C) Implement short-term/hybrid offerings for program completion	# of short-term/hybrid offerings, # of units completed for degree/certificate completion, time to degree/certificate completion	Academic Deans, Curriculum Specialist
		2) Improve transfer and career pathways.	2A) Strengthen partnerships with universities in regards specific programs (example: LMU pathways FYE, USC and NAI)	# of partnerships	Outreach and School Relations staff, Community Engagement Dean
			2B) Ensure that courses that are required for ADT are offered regularly	Develop a procedure to prioritize specific courses. Yes/No?	Academic Deans, Curriculum Specialist
			2C) Include apprenticeship programs for women and other disproportionately impacted groups	# of apprenticeship programs, # of women or students from other disproportionately impacted groups participating in apprenticeship opportunities	Business Division Dean, Community Advancement Dean
			2D) Strengthen relationships with South Bay employers to increase "living wage" jobs for ECC Career Education graduates	# partnerships with South Bay employers, # students impacted	Business Division Dean, Community Advancement Dean
		3) Successfully reengage "stopped-out students" in the communities that ECC serves.	3A) Determine reasons students stop out to ascertain better retention strategies in the future	Conducted assessment? Yes/No	IRP

			3B) Create and implement an intervention plan to re-enroll "stopped-out students"	Plan developed? Yes/No, # of stopped out students who re-enroll at the College	Enrollment Services Dean
			3C) Establish a fee forgiveness plan to encourage student reengagement	# of students impacted \$ saved by students	Financial Aid Director
			3D) Using time-tested tool, students will be surveyed to identify key barriers to attending college; use findings to inform messaging for email, text, robocall, postcard, and social media campaigns. Identify students who want help re-registering so that outreach can contact these leads directly	Number of students identified as needing help	Marketing
			3E) Assist with CRM implementation to consistently reach former students. Once developed, market short-term/hybrid programs to former students	Results of short-term/hybrid program campaign engagement. # and type of outreach, # students impacted	Marketing
			3F) Develop consistent alumni communication to re-engage former students, even those who have completed a degree/certificate and who may be interested in returning	Engagement by alumni in alumni email campaign. # and type of outreach, # students impacted	Marketing

Appendix B – Student Enrollment, Retention, and Outcome Data

Unduplicated Headcount by Fall Terms



Data Source: CCCC Datamart

Fall to fall enrollment dropped consistently from Fall 2019 to Fall 2021. Headcount enrollment experienced an initial rebound in Fall 2022. Based on current enrollment data, the rebound has continued through Winter 2023 and Spring 2023.

Application and Yield Rate Data

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

Data Source: ECCD Outreach and Call Center Data

Application to enrollment yield rates are improving based on comparison to Spring 2022. Current yield rate for Spring 2023 is nearly 50% and the

demonstrates that efforts to improve this rate are working. Overall, the College goal of 60% by 2024-2025 may be attainable.

Full-Time Student Enrollment Fall 2017 to Spring 2021

Full-Time Enrollment								
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Spring 2018	Spring 2019	Spring 2020	Spring 2021
32.89%	31.79%	34.30%	37.07%	34.03%	29.74%	29.01%	30.43%	32.13%

Data Source: CCCCCO DataMart

Full-time student enrollment (24+ units per year) fell from a peak in fall 2020 (37.07%) to a low in Spring 2019 (29.01%).

Term-to-Term Retention Rates

One-term Retention (% of students retained to next primary term, e.g., fall-to-spring)							
Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
58.20%	70.50%	57.90%	69.60%	53.40%	69.50%	55.00%	

Data Source: Institutional Research and Planning Internal Data

Term to term retention rates going back to Spring 2018 shows that fall-to-spring rates are typically lower than spring-to-fall rates by nearly 20%. In addition, the fall-to-spring retention rates fell from 28.2% in Spring 2018 to 55% in Spring 2021. When comparing fall to fall and spring to spring rates, the data has generally declined from 2018 to 2021.

Course Completion Rates (Course Retention)

*Spring 2020 numbers are heavily inflated by the pandemic and should be interpreted with extreme caution

Course Completion					
Spring 2019	Fall 2019	Spring 2020*	Fall 2020	Spring 2021	Fall 2021
83.64%	82.87%	99.01%	81.61%	82.75%	82.17%

Data Source: Institutional Research and Planning Internal Data

Course completion rates include those students who finished a course with any mark other than a withdrawal. The rates at El Camino College have been

steady, between 82% and 83%, with the exception of Spring 2020. The course completion rate in this term was heavily impacted by the COVID-19 pandemic.

Program Awards

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ADT	808	974	1068	1094	1184
Associate Degree	1023	1086	1161	1008	1060
Credit Certificate	227	350	409	318	206
Total	2058	2410	2638	2420	2450

Data Source: Institutional Research and Planning Internal Data

Overall program awards have remained steady between 2016-2017 and 2020-2021. Awards reached a peak in 2018-2019 with 2638 degrees and certificates. The large increase in awards from 2016-2017 to 2017-2018 primarily occurred in ADTs and credit certificates.

Appendix C – Access with Equity Analysis

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.

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Race/Ethnicity					
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%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Gender					
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%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Age Group					
<=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%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Full-Time					
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%	

	Students Who Left (SP20 to FA21)		Student Population (2020-21 & 2021-22)		Equity Gap
	Headcount	%	Headcount	%	P.I. (%Leave/%Pop)
Special Populations					
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



GUIDED PATHWAYS: 2022-26 Work Plan

Development Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@ccco.edu

Contents

Guided Pathways 2022-26 Work Plan Template.....	2
General Guidance Text:.....	2
Details (Landing Page):	3
Work Plan Content:	4
Question Group: Successful Enrollment	4
Question Group: Persistence: First Primary Term to Secondary Term.....	6
Question Group: Completed Transfer-Level Math & English.....	8
Question Group: Transfer	11
Question Group: Completion.....	14
Question Group: Student Equity and Achievement (SEA) Program Integration	17
Question Group: Associate Degree for Transfer (ADT) Integration	20
Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration	21
Question Group: California Adult Education Program (CAEP) Integration.....	23
Question Group: Strong Workforce Program (SWP) Integration	24

Guided Pathways 2022-26 Work Plan Template

Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

As always, the Chancellor's Office is available to assist you. Please contact us at guidedpathwaysinfo@cccoco.edu if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at guidedpathwaysinfo@ccco.edu

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

75% of FTES enrollment goals obtained 1 month prior to the start of a semester (From current enrollment management plan).

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Continuing issues with CRM Recruit and Colleague connection; the enrollment process is not clear to students in that many students leave courses in their cart thinking they are fully registered.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

IT rolled out the self-service module for enrollment, which was a substantial improvement from the previous version.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

IT will need to continue to clean up lingering issues with the Colleague SIS and stabilize the connection with external software. The college has used the Guided Pathways pillars to organize the Strategic Enrollment Management plan as a support for institutionalization of Guided Pathways.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

A major equity consideration is that these types of barriers hurt first-generation and disproportionately impacted students the most because they are oftentimes less familiar with the process of registering for college than students from families where college is the norm.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

VP of Student Services is on the Steering Committee for Guided Pathways. It is also a campus priority to clean up this process.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

N/A

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

To reach continuous improvement, we need to make regular assessment of the process a task of either the newly formed Student Success Committee or the Strategic Enrollment Management committee.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

More focus groups and feedback from students to better understand how they interact with the process. Ensure that the students providing feedback are representative of the diverse student population at ECC and not overrepresented by students in special programs or who are part of/recruited by ASO.

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

The institutional local goal for persistence is 72% by 2023. The college had achieved this goal prior to 2018-19, were just under the goal in 2019-20, and have fallen below the goal in 2020-21.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Funding for part-time students, counseling availability to ensure that students start with a clear course path and support resources, availability and access to online support, and sufficient course offerings in multiple modalities are barriers to reaching the goal.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Starting to use the Early Alert System in a more cohesive way and creation of intake form to assess student needs and ensure they are connected to the appropriate support system(s) and/or Meta-major are actions that have improved outcomes.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

Expansion of use of Early Alert System, incorporation of academic supports, better connection of flags with services, the creation of the Meta-major Engagement Center to give Meta-majors a physical location on the campus, and increased presence of Meta-majors on campus to create a sense of community are actions the college will prioritize going forward.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

These efforts will help students stay on their path, and they will help us address equity gaps as we better support disproportionately impacted students.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

Guided Pathways has been reassigned to the Dean of Library and Learning Resources instead of reporting to the VPAA, which will help move the efforts forward. Also, a second user support technician who will be the administrator for the Early Alert System (ECC Connect) will allow the college to expand its use, better support users, and activate features that haven't been used before.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

N/A

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Part of the purview of the new Student Success Committee will be to ensure consistent improvement.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

We hope to learn how to use our Early Alert System to better support students and support persistence from 1st to 2nd term. We also hope to implement a campus engagement tool that will help students stay better connected to the supports they need and feel a stronger sense of community with their Meta-major and the college.

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

80%

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

More than 75% complete

Sub Questions:

What is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

ECC has a goal of 15% completion in 2022-2023. We exceeded this goal in 2020-2021 with a 16% completion rate. This is based on a 2017-2018 baseline of 9%.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

All student demographic groups have seen an increased throughput rate following the implementation of AB705. However, many students still do not complete transfer-level English and Math after their first attempt. For example, in English during Fall 2021, approximately 51% of students starting in transfer-level English with co-requisite support completed the course within their first year at ECC. Some students may struggle with the demanding course load when taking Math and English concurrently. Moreover, many students attend part-time and may not enroll in these courses within their first year.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

ECC has taken active steps to adhere to AB705 and AB1705 based on the evidence-based guidance provided by the Chancellor's Office. For example, in Fall 2022, the English Department ceased to offer pre-transfer English courses. This is after only 8% of offerings were pre-transfer the previous year (and only taken optionally).

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

We are exploring MMPS, which would potentially increase the number of students registering for transfer-level English and Math in the first year (since they will not need to undergo a placement process separate from CCCApply). The AB705 workgroup is also continuing to meet to implement changes required by AB1705.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Black or African American students have seen gains following AB705, but they still experience disproportionate impact. For example, while the overall completion rate rose from 9% to 16% between 17-18 and 20-21, the completion rate for Black or African

American students went from 3% to 7%. We need to ensure that we provide additional support to these students that is specific to English and Math course completion. Such efforts currently exist, such as with equity-minded Embedded Counseling in co-requisite English classes, but they can be expanded. Academic support at the college has recently been centralized within Library and Learning Resources and going forward support resources will be directed to areas where data demonstrates that they will have the greatest impact. Thus, many more English and Math sections will have support, which should decrease equity gaps in these courses.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed 'Transfer-level Math & English Completion' work remains an institutional priority moving forward?

Helper Text: N/A

There is an AB705 workgroup that meets bi-weekly during the regular terms.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

There are not significant barriers to sustaining these efforts. One minor barrier is that the AB705 workgroup is an informal one that does not necessarily have an institutionalized reporting structure. However, we overcome this barrier by formalizing efforts when information is needed for Academic Senate, Board, and Chancellor's Office reporting.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

This goal is embedded in other continuous improvement systems at the college. For example, formative assessments occur at the program level in the context of Math and English department program review. It is also an institutional goal, which therefore receives attention as part of our broader planning and research cycles. However, the

college would benefit from a formal structure around this goal so that it receives sufficient dedicated attention.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

It would help to learn how other campuses structure their AB705 and AB1705 evaluation efforts and where they fit in relation to existing campus continuous improvement systems.

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

N/A, awaiting year 1 data for equity goal and awaiting current data for overall transfer goal.

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Key Performance Indicator:

Increase students who transfer to a UC or CSU by 35%: 2015-2016 baseline= 1660 goal for 2022-2023 = 2241. In 2019-2020 this was at 1209.

Equity goal for transfer that was included in the 2022-2025 equity plan: Eliminate the equity gap in transfer rates to a UC/CSU for Black or African American students.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The major barrier for our college to reach this goal is being able to strategically coordinate efforts across campus towards a collective goal. Our campus is holding a 2-day Comprehensive Integrated Planning Summit this semester where we will look at goal alignment to help facilitate not only reaching this goal but to also reach other campuswide goals.

Commented [MD1]: Is this true? I was at the CIP summit and nothing close to this was addressed.

Commented [PC2R1]: This seems like it should go in the "going forward" area instead of this one

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Completing the Student Equity Plan and publishing the goals as outlined above was the first step that will lead us to significant advancement towards this goal. The action steps as outlined in the plan have already started and progress is being monitored.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

Continuing to raise awareness of this goal to the campus community and to also publish any data related to our progress. The major campus stakeholders (Guided Pathways, Academic Senate, SEA, etc.) must work in a more integrated, cohesive manner if this goal is to be attained. Presently, there is a significant amount of territorialism with equity efforts that hurts overall progress toward equity goals and student success.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Equity is at the forefront of this goal as has been outlined in our equity plan. The college plans to scale up efforts by utilizing data to inform intentional efforts in counseling and the transfer center. Leaders of major constituent groups have plans to meet and set a framework for how they will work together moving forward.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

Equity and Guided Pathways have been prioritized by the institution and have been incorporated as a key component in the planning process across campus. The counseling support groups by Meta-major and the transfer

center also will help ensure that GP-informed transfer work remains a priority.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

These are the supports needed:

- Collaborative work and breaking down of equity silos
- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice
- ECC needs to support ITS by ensuring available technologies are maximized or are invested in to support students who experience equity gaps

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

We need to utilize the data dashboards that were created by our institutional research team to coordinate efforts and work collaboratively towards a collective goal.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Using our current efforts and the data collected after this first year as a benchmark to regularly adjust our efforts to measure effectiveness. Engaging

in this reflection on an annual basis will help us to modify our approaches to ensure that we are making regular improvements.

Question Group: Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Selections:

More than 75% complete

Sub Questions:

Which areas of Completion does your college identify as More than 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

- Adult Education/Noncredit Completion
- Certificate Completion
- Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

For degree completion, our college's current goal is a total of 2,202 students earning a degree in a given year. For certificate completion, our college's current goal is a total of 484 students receiving a certificate in a given year. Furthermore, we have identified targeted equity goals for completion and transfer as well, focusing on Black or African American students; these goals aim for 277 students earning a degree in a given year, and 61 students earning a certificate in a given year. For 2021-2022, the college awarded 3311 degrees and 498 certificates. For Black or African American students, 349 students earned degrees and 39 students earned certificates.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

One major barrier identified in the Student Equity Plan was the lingering impact of the Covid-19 pandemic on our most vulnerable students. Several barriers were identified when it came to targeted groups and their access to basic needs, computers and wifi, participation of parents or guardians in completion of FASFA/CADAA, and eligibility for special programs. Others include lower percentages of Black or African American students completing Comprehensive Ed Plans and completing the CCCAPPLY process after starting. In addition, more students than ever are part-time, which extends timelines for completion and makes students ineligible for support programs. In addition, because of work schedules and family commitments, more students are registering for online or hybrid classes for convenience without full awareness of what it entails to study in these different modalities.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Current actions include the creation of the EMTI (Equity Minded Teaching Institute) for instructors, partnerships between programs such as Guardian Scholars and Project Success, cohort programs like MyPath, embedded tutoring and counseling in gateway courses, increased adoption and use of the early alert system (ECC Connect), and the work of Success Teams to identify and address equity gaps in their respective programs or departments. The connective tissue in all of these plans is the focus on the success of Disproportionately Impacted students in general, and Black or African American students in particular. Our updated Institutional Research Dashboards allow anyone on campus to find data about their students (filtered by major, department, or class) that has been disaggregated by race and ethnicity (among many other possible filters). This ensures that plans can begin from a strong foundation in the data.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

This is already an institutional goal and completion is part of the Student-Centered Funding formula. Adult education and noncredit are now also priorities and are expanding on campus. In addition, to increase the number of students completing degrees and certificates, students close to completion are contacted by Counseling to conduct grad checks and submit petitions for awards (certificates, AA/AS degrees, or ADTs).

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

As outlined above, the college is prioritizing Black/African American students in its efforts to increase completion, and it's seeing significant success.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

The college has implemented programs that specifically target DI populations (as outlined in the "actions" section above). In addition, the college is launching the "Meta-Major Center" which will provide an additional layer of support for students as well as providing students with meta-major- (or major-) specific experiences.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Currently, the funding base for Guided Pathways is shifting from special grants to institutional; as this transition continues, new sources may need to be identified and utilized to ensure that the structure currently in place can continue to function. Also, much of this intervention effort is conducted by temporary staff, such as success coaches. The college is in the process of establishing full-time staff positions to ensure oversight and consistent practice, particularly with students who are not part of a cohort or special program.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Completion equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

- Adult Education/Noncredit Completion
- Certificate Completion
- Degree Completion

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

The campus Guided Pathways coordinators and those working closely with Guided Pathways have facilitated the annual "Winter Summit," which helps attendees attain an awareness of the goals (i.e. Vision for Success goals) and the college's progress towards these goals as well as help attendees gain an understanding of each stakeholder's role in advancing these goals. The college needs to continue to hold these annual summits as well as find new ways to communicate to campus stakeholders their roles in helping the campus reach the Vision for Success goals.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Further research into students from DI populations and their experiences in Gateway Courses would provide a foundation for targeted professional development; further, interventions that are being considered should be validated through the IMPACT Equity Grid and then analyzed for efficacy.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus

structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [click here](#).

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

Student Equity and Achievement and Guided Pathways have not yet begun integrating the two work plans. Administrative transitions, a need for more communication and collaboration across the Institution, and post-pandemic transition have impacted our efforts. The integration of the two plans will be part of the next phase of work.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Student Equity and Achievement Program Director and Guided Pathways leadership will meet to create a plan for integration.

There has been and continues to be SEA representation on the Guided Pathways Steering Committee. There is currently no Guided Pathways representation on the SEA committee, but having one would increase the connection between the two groups. In addition, SEA uses MyPATH designated course sections in six different academic divisions, which integrate Guided Pathways principles bringing the Guided Pathways Institutional theoretical model to classroom application. In addition, SEA has participated in Guided Pathway symposiums, presenting on equity efforts that have been made since 2016. These efforts are a start. There is certainly space for a deeper integration between SEA and Guided Pathways, including a focus on the activities and intentional practices that support disproportionately impacted and low-income students that can be a joint effort to be meaningful integration of both plans.

Both plans should work towards increasing the institutional scope of addressing racial inequities. The SEA Program in partnership with various areas/programs on campus have begun efforts to work towards promoting Black or African American student success, with the opening of the Black Student Success Center, increasing Umoja-Project Success cohorts, designated MyPATH sections and hosting events such as the Black Student Expo and Black Student Success Week. Guided Pathways, as mentioned in the completion section, worked with Academic Senate to develop the Equity Minded Teaching Institute, the Academic Senate Curriculum Committee is undertaking an equity review of curriculum, the Academic Senate Program Review committee has engaged in significant revisions to academic program review

templates to prioritize the college's equity goals, the Senate and Guided Pathways have worked to support Zero-Cost Textbook adoption on campuses which removes barriers for students, and Guided Pathways has just hired a User Support Technician to better implement ECC Connect, our early alert system, so that programs like Umoja-Project Success, and Centers on campus like the Black Student Success Center can easily see when the students they support need support, so they can connect them with appropriate services. Guided Pathways is also working with the Faculty Development Committee, an Academic Senate Subcommittee, to re-envision Professional Development Day to include analysis of disaggregated equity data and the creation of an Equity Summit. An intentional focus on race is needed as SEA and Guided Pathways integrate our planning with initiatives across the campus that are designed to improve outcomes for our disproportionately impacted students. In addition, ongoing authentic collaboration with the Academic Senate will be critical to achieving these goals.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: SEA and Guided Pathways partners will cross walk between the two plans.
Intermediate: Collaborate where appropriate on the next SEA Plan and the next Guided Pathways Plan.
Long-Term: Develop shared projects between SEA and Guided Pathways.

How will your college evaluate these listed outcomes?

Data generation to support evaluation of joint Guided Pathways and SEA initiatives. Guided Pathways leaders will work to identify appropriate evaluation methods prior to implementing any changes

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

All existing ADTs are in Meta-majors and faculty who have purview over the ADT are involved in success teams and Meta-majors. We also have ADTs laid out in Program Mapper, and we are currently working on an institutionalized process for making sure Program Mapper stays up to date.

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

It's necessary to make sure processes are integrated and automated as much as possible so that more work is not created on top of already existing work.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

We are hiring a user support technician to make sure updates are maintained in Program Mapper. We are working with Program Review to potentially include the requirement that faculty review their degrees and certificate maps as part of this process.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

While our campus ZTC Program itself is well underway and has been growing each academic term, and the development of future ZTC degree pathways are being planned, we are still in the beginning stages of determining how this work specifically integrates with Guided Pathways beyond being one method to support equity by removing barriers to student enrollment, retention and success.

Discussions about how ZTC supports Guided Pathways efforts have occurred across campus but there has been little formal integration between the two programs. Funding provided for ZTC has not come from the campus directly or Guided Pathways, but rather from other statewide grants (e.g. AB798), and inclusion of ZTC/OER is not always found in campus strategic documents or program plans. Perhaps it has not been fully understood that the ZTC program should be integrated with Guided Pathways more purposefully.

This work is being steered by the OER/ZTC Advisory Committee with members including faculty coming from the different divisions/Meta-majors and classified staff who support this effort in various ways.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Discussions of ZTC have increased during Guided Pathways summits in the past couple of years, so there is a better connection between the two, and the campus ZTC/OER liaison has worked with GP Success Teams

(particularly Behavioral & Social Sciences) to support their goal of implementing ZTC degrees/certificates.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Determine in what ways ZTC can be integrated with Guided Pathways without slowing down the progress already achieved.
Intermediate: Guided Pathways helps promote ZTC offerings to students and gather quantitative evidence to the impacts on student success.
Long-Term: ECC offers multiple ZTC degree or certificate pathways and they are displayed in the Program Mapper platform.

How will your college evaluate these listed outcomes?

- Guided Pathways coordinators are more well-versed in the campus ZTC/OER initiatives and how it supports student equity.
- Students are fully informed of their instructional material costs PRIOR to registration.
- OER used is made available from the campus Bookstore's online platform.

- A minimum of 1 ZTC Degree and/or Certificate pathway is offered and available for view in Program Mapper
- ZTC sections see strong student enrollment, retention and success.

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college’s progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

Initiatives like noncredit, competency-based learning, microcredentials, and credit by exam did not previously have much support on campus from leadership so the initiatives are nascent.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Noncredit has a campus wide faculty liaison now who is moving noncredit forward with the Divisions. Competency-based learning and microcredentials are being explored for implementation, along with open entry/open exit courses. Also, part of the REACH grant is institutionalizing Credit by Exam.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)

Immediate: Work on REACH grant implementation
Intermediate: Expand short term credentialling for working adults
Long-Term: Create stable pathways from non-credit to credit in programs utilizing non-credit.

How will your college evaluate these listed outcomes?

Question Group: Strong Workforce Program (SWP) Integration

Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

One of the biggest challenges has been a lot of upper leadership turnover.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

New administrators are in place, and now we can start integrating Strong Workforce and Guided Pathways.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one

year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Determine how SWP and GP can immediately start working together
Intermediate: Infuse GP in the SWP selection criteria
Long-Term: Better integration of CTE programs into Guided Pathways, they have not been as fast to adopt GP as Associate programs.

How will your college evaluate these listed outcomes?

DRAFT

Comprehensive Integrated Plan: Input from Stakeholders and Emerging Common Topics

MARCH, 2023

Comprehensive Integrated Plan Timeline



ECC Employee Engagement

To review the employee engagement results, please go to the [Comprehensive Integrated Planning webpage](#)

ECC Student Engagement

Student Engagement Data Sources

Quantitative Data

CIP Student Survey
Quantitative Results

All Students In-person and
Zoom listening sessions

CIP Student Survey
Qualitative Results

Listening sessions
by Student Groups
*(MESA, Black Student Union/Project Success,
International Students, Veterans, Social Justice
Center, EOPS/CARE/CalWorks, LGBTQIA+)*

Qualitative Data

Data Analysis Note

After listening to the observations and concerns from College Council members regarding the analysis of the student engagement data, the IRP Office reviewed the CIP Student Survey instrument. Given a potential design flaw in one question, the IRP Office has excluded from the analysis any data coming from this specific survey question. The remaining data is unaffected and will continue to be utilized.

CIP Student Survey

- **Distributed Nov 28th to Dec 9th**

Email to all students, social media, Canvas announcement, flyers across campus, faculty were asked to give 5-10 mins in class. ECC Bookstore gift card or gift bag given for participation.

- **Student participation**

- **730 students responded (3.8% response rate out of 18,124 students enrolled in Fall 2022)**
- To ensure the responses received represented the demographics of the broader student body, the ECC Call Center helped recruit students to participate in the CIP Student Survey according to students' demographic profile.

CIP Survey Demographics

The demographic profile of the CIP Student Survey respondents largely mirrored the Fall 2022 student body. However, male, 17 or younger, part-time students, and student not in a cohort were underrepresented.

By gender

Gender	Fall 2022 student body	CIP Student Survey respondents
Female	52.4%	61.4%
Male	47.3%	38.6%
Non-Binary	0.2%	0.0%
Unknown	0.4%	0.0%

By age

Age	Fall 2022 student body	CIP Student Survey respondents
17 or younger	11%	2%
18-19	29%	33%
20-24	32%	30%
25-29	11%	11%
30-39	10%	12%
40-49	4%	6%
50 or older	4%	6%

By race / ethnicity

Race / Ethnicity	Fall 2022 student body	CIP Student Survey respondents
Latino	52%	54%
White	14%	11%
Asian	14%	17%
Black/African-American	14%	12%
Two or More Races	4%	4%
Unknown	2%	1%
Hawaiian/Pacific Islander	0%	0%
American Indian	0%	1%

By enrollment status

Status	Fall 2022 student body	CIP Student Survey respondents
Full Time	29%	40%
Part Time	71%	59%
Not enrolled in Fall 2022		1%

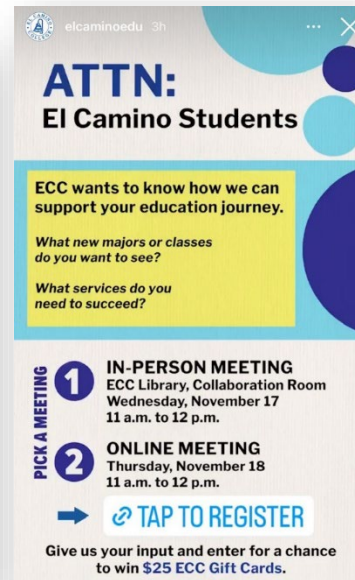
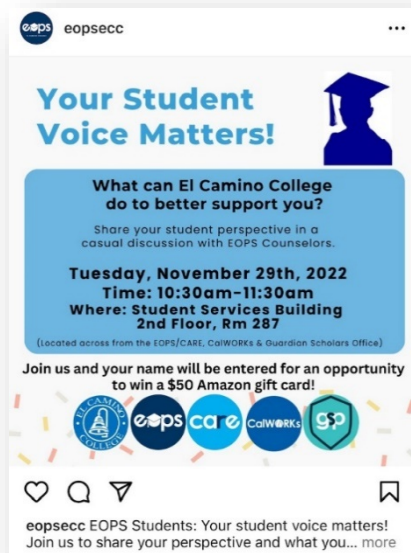
Involvement in a student cohort

Cohort* / Non-cohort	Fall 2022 student body	CIP Student Survey respondents
In a Cohort	32%	45%
Not in a Cohort	68%	55%

* cohort such as MESA, HTP, etc.

Listening Sessions

- All Students in-person and Zoom listening sessions **Nov 17th to Dec 2nd** (5 attendees)



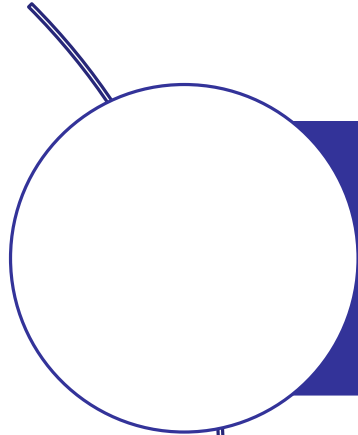
- Listening sessions by student group (92 attendees)

(MESA, Black Student Union/Project Success, International Students, Veterans, Social Justice Center, EOPS/CARE/CalWorks, LGBTQIA+)

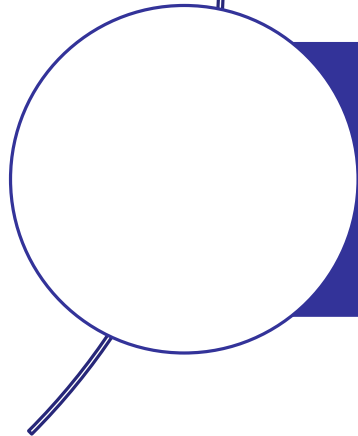


MESA students

Students: ECC's Strengths & Opportunities



Mixed experiences regarding teaching & learning within online classes



Overall satisfaction with academic counseling, library resources, technical support, financial aid & the physical campus. Some students expressed dissatisfaction with these services.



Students: ECC's Strengths & Opportunities

Mixed experiences regarding teaching and learning within online classes

- Between **11% to 17%** of respondents **stated that faculty struggle to teach online courses effectively***, which limited respondents' ability to succeed at ECC.
- *Professors have stepped it up by learning how to give online classes. They found a way to challenge us and utilize everything the internet has to offer.*
- *Online class student experience can vary by instructor. I took an ENG 1C class, got paperback late, and had to drop. It can be difficult to connect with instructors and get feedback.*
- *It's hard to contact professors teaching online classes and often their office hours happen when I'm not available.*
- *A better way to prepare students for successful online courses is by creating some form or document that will teach them how to access online courses/be successful in them.*

Overall satisfaction with academic counseling, library resources, technical support, financial aid, and the physical campus. Some expressed dissatisfaction with these same services

- Between **23% to 45%** of respondents felt **satisfied or very satisfied** with the following services: Academic counseling, library resources, technical support, financial aid, and the physical campus
- Between **1% to 8%** of respondents felt **dissatisfied or very dissatisfied** with these services.

*2021 Student Campus Climate Survey: One in five students also felt faculty were not prepared to teach online during Spring 2021.

Cursive font is used to share stakeholders' quotes.

Students: ECC's Opportunities

- Provide greater access to support services
- Provide greater access to financial aid
- Maintain responsiveness to students' basic needs
- Increase dissemination of support services
- Fine-tune support services to the needs of students

Students: ECC's Opportunities

Provide Greater Access to Support Services

- *More language accessibility (translators)*
- *Physics department could use more tutoring services*
- *More student health services*
- *Tutors for certain courses are not available*
- *We need additional counselors or additional time slots for appointments*
- *The college can benefit dramatically from more accessible academic counselling resources.*
- *Additional availability for counselors*

Maintain Responsiveness to Students' Basic Needs

- Between **7% to 8%** of respondents stated that the following issues limited their ability to succeed at ECC: Students **do not have stable housing** and students **do not know how they will pay for next meal.**

Provide Greater Access to Financial Aid

- Between **23% to 35%** of respondents stated that **paying for college limited their ability to succeed** at ECC
- *Provide more financial resources for international students.*
- *Offer more grants and scholarship opportunities*
- *Cheaper textbooks, more no cost textbook courses*
- *(What makes it hard to succeed at ECC is) Financial stress of out of state tuition.*
- *(What makes it hard to succeed at ECC is) Limited working options for international students without work study.*
- *(What makes it hard to succeed at ECC is) Limited financial aid opportunities*
- *Free/cheaper supplies and equipment checkout for art and cosmetology students*
- *Reduced or no-cost textbook courses*
- *By offering more scholarships and help to the students.*
- *Offer more ways to pay for college.*
- *A program that will help students who are struggling with money and not have enough money to eat.*

Cursive font is used to share stakeholders' quotes.

Students: ECC's Opportunities

Increase Dissemination of Support Services

- Between **20% to 39%** of survey respondents were **unable to rate or did not know about** the Career Center, Student Health Services, Special Resource Center, Transfer Center, tutoring services, support finding an internship or job, dining options, and student club/organizations

Fine-Tune Support Services to The Needs of Students

- *There should be course specific tutors for each class vs general tutoring in the subject. For example, I am in an AWS course and the tutors seem to know anything about Amazon.*
- *General counseling, different counselors providing me with different information was making me confused with what I needed to do.*
- *At the beginning of the pandemic having to be online and away from the resources on campus. Not being able to have the human experience/connection. It is easier to have someone in person to talk to.*
- *Allowing printing in the library.*
- *Provide mentorship opportunities by having peer mentors that are matched to each individual student that can provide support through college.*
- *Make requesting disability accommodations more accessible*
- *Expanding available, technology and areas where students can work. Especially where students can work with teachers and tutors.*
- *I am 50 years old and haven't been to college in a long time. It is intimidating, scary, and hard to come back. Put something in place to better support returning students. It is hard to transition back to school. There is so much that has changed for me (it has been 30 years) so it makes the transition difficult.*

Cursive font is used to share stakeholders' quotes.

Students: ECC's Opportunities (cont.)

- Provide greater variety of class offerings
- Fine-tune connecting students to resources they need
- Expand representation of the Black/African American community
- Explore reasons some students have considered enrolling elsewhere

Students: ECC's Opportunities

Provide Greater Variety of Class Offerings

- Between **23% to 35%** of respondents stated that course-related issues **limited their ability to succeed** at ECC: Courses wanted are usually full; courses wanted are not offered when students need them
- Between **11% to 17%** of respondents stated that the following issues **limited their ability to succeed** at ECC: Majors students are interested in are not offered
- *El Camino College can offer the classes that tend to be most full during fall in spring during winter and summer.*
- *Offer more classes for students that work during the day. Just have more classes at night for those who work during the day.*
- *Creating more classes per course (if possible) so that more classes are available to better satisfy the demand for them"*
- *Offering more courses at different times*
- *Providing more openings for courses as well as having more courses available for summer and winter.*
- *El Camino needs to start offering more or larger classes for courses that fill up rapidly.*

Cursive font is used to share stakeholders' quotes.

Fine-Tune Connecting Students to Resources They Need

- Between **11% to 17%** of respondents stated the following issues **limited their ability to succeed at ECC: find information on ECC website; get responses to their questions from staff and faculty.**
- *"More efforts to promote on campus jobs. These opportunities aren't promoted enough and many students don't know about them."*
- *"Need to inform more where are the resources for help. Most of the students don't know where to go for help."*
- *"They need to start reaching out to students that might not feel like to belong a specific club/organization."*
- *"Making things (links, information, everything) hard to find. Creating barriers to students getting help when they need it."*
- *"El Camino needs to stop advertising things that are not important on Canvas announcements and push out other information that could actually help students."*
- (ECC needs to stop) *"Giving different information"*



Students: ECC's Opportunities

Expand the Representation of The Black/African American Community

- *"I feel more comfortable communicating with other Black faculty or staff. It feels like I can't communicate as well with others."*
- *"Lack of Black/African-American students in classes. Often I'm the only one especially in STEM majors. We have amazing student support programs."*
- *"To have staff that look likes me is a strength but there needs to be more. There is a lack of Black teachers on campus."*
- *"I don't feel comfortable speaking to non-Black staff, especially in the financial aid office."*

Explore Reasons Some Students Have Considered Enrolling Elsewhere

Yes, I have considered enrolling in another community college	
All Respondents	15.7%
Black/African American Respondents	31.9%
Latino Respondents	23.5%
Respondents Not in Cohort	25.7%
Part Time	24.5%
Full Time	22.8%

Cursive font is used to share stakeholders' quotes.

External Stakeholder Engagement

LISTENING SESSIONS

External Engagement Sessions

- In-person and Zoom sessions held Jan 24th to Feb 11th 2023.
- External stakeholders from all 5 Trustee areas, ECC Foundation, donors, alumni and community partners, adult schools, and business and industry partners were invited to participate through post, electronic, and personal invitations.
- External stakeholders engaged in 11 meetings.
- A total of 119 community members and El Camino partners participated.

Area	# of Participants
Trustee Areas	48
Foundation	25
Donors & Community Partners	28
Adult Schools	12
Business & Industry	6

External Stakeholders: ECC's Strengths

- 
- High-quality and affordable education
 - Students fulfill their educational goals
 - Dedicated and qualified faculty members
 - Welcoming and community environment
 - Accessible and local education
 - High-quality and new facilities

External Stakeholders: ECC's Strengths

High-Quality and Affordable Education

- *El Camino has an exceptionally good reputation and offers a lot of diverse programs.*
- *The quality education and opportunities ECC provides for the cost was a huge draw for me, especially since parents didn't get higher education.*
- *My oldest child is a recently graduated from El Camino's transfer program, and I can't say enough nice things about the program. El Camino's transfer rate is amazing!*

Students Fulfill Their Educational Goals

- *El Camino provided me an outstanding education which allowed me to transfer into a prestigious school like USC.*
- *El Camino's hands-on nursing program help me leverage myself into a great career.*
- *The first thing that comes to mind about ECC is the transfer program. I often hear from younger employees in the aerospace industry that they attended El Camino before transferring to a 4-year university.*

Dedicated and Qualified Faculty Members

- *El Camino has very qualified faculty; many also teach at top 4-year colleges (UCLA, USC, etc.). The smaller class sizes at El Camino are more personal and faculty maintain great relationships with their students.*
- *I have worked all over the world, but I have never worked anywhere where people wanted students to thrive as much as they do at El Camino.*
- *El Camino is a really encouraging environment and faculty pushes students to achieve their potential. I haven't felt that at any other institution.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Strengths (cont.)

Welcoming and Community Environment

- *El Camino is for everybody, high school students, parents, senior citizens, etc. The College feels like home, and everyone is so welcoming.*
- *El Camino touches so many different types of people, whether it is students, corporate partners, or donors. It seems everyone in the South Bay is affiliated with El Camino.*
- *I have made friends by visiting the new Social Justice Center which was a student-led initiative. El Camino listens to its students.*

Accessible and Local Education

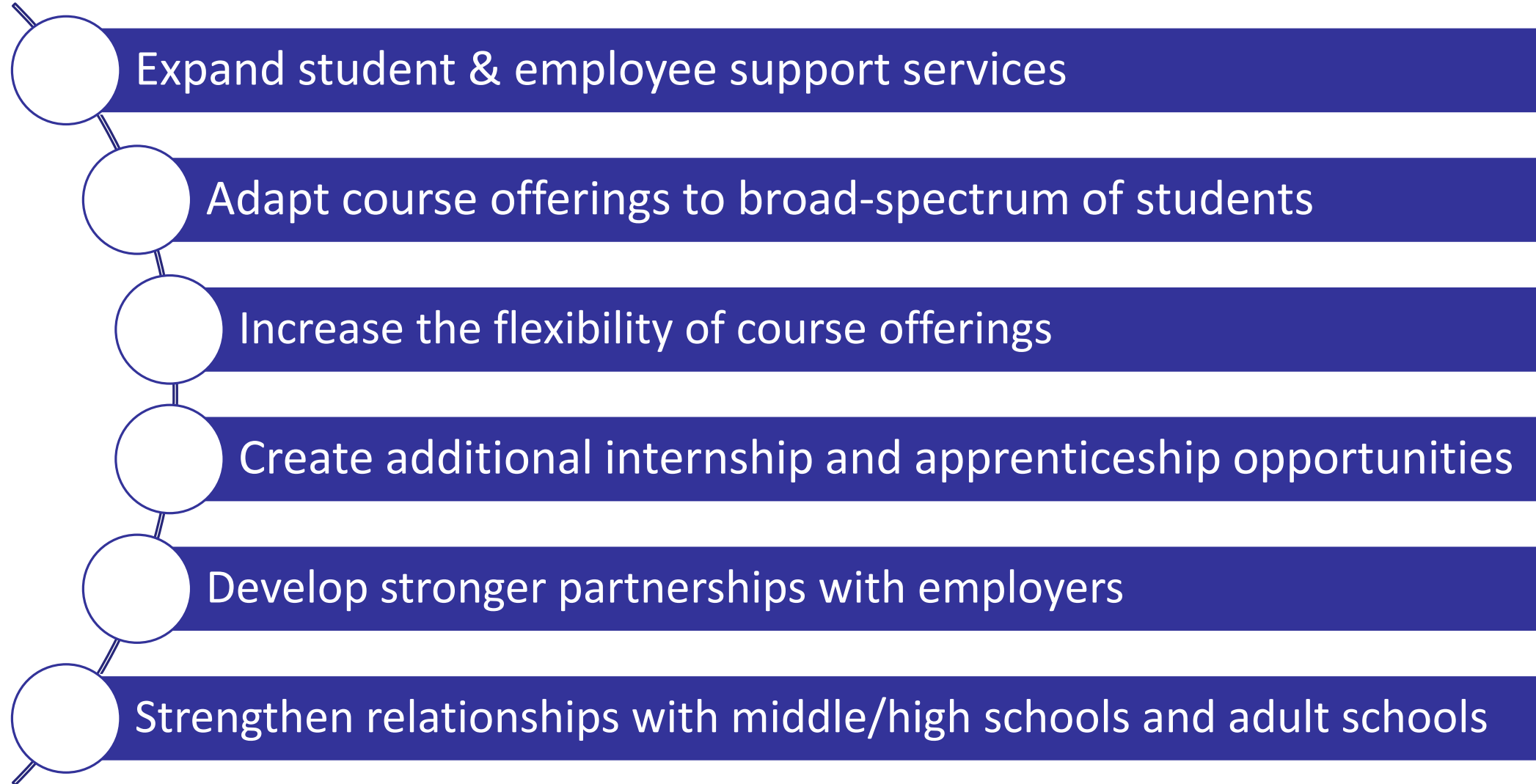
- *El Camino provides marginalized students with limited opportunities access to quality education and needed resources.*
- *I was the first college graduate from a very poor family. El Camino was responsible for that trajectory. Community college is often the best bet in terms of access.*
- *Students who graduated throughout the pandemic were able to take college credits by enrolling in dual-enrollment and by taking courses remotely.*
- *The first thing that comes to my mind about El Camino is the proximity and its presence in the community. People do not have to go far to get a quality education, its right in the neighborhood.*

High-Quality and New Facilities

- *There is so much construction happening at El Camino, I appreciate the investment in the future of the College. The new facilities are amazing and state of the art.*
- *The new stadium adds a lot to track field and football programs. Hearing that NFL teams practiced on the new field for the Super Bowl because it was one of the best in the area was a great feeling.*
- *El Camino has a lot of parking available, its great. The reduced/free parking costs during the pandemic was great.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities



External Stakeholders: ECC's Opportunities

Expand Student & Employee Support Services

- *Both the students and faculty are experiencing mental health struggles because of the pandemic. For the employees in particular, the work is growing but the departments are not growing, and it's becoming very difficult.*
- *It is hard for single parents to attend school; how can people get an education if they can't afford childcare? El Camino needs to bring back the Child Development Center (CDC). Childcare options would be for employees too.*
- *Lack of housing is a big issue in the South Bay and in some areas of the District, neighborhoods are becoming unaffordable.*
- *Would like to see more partnerships with non-profits and NGOs to provide a broader set of services to meet the needs of students like the Warrior pantry, closet, etc.*

Adapt Course Offerings to Broad-Spectrum of Students

- *El Camino should consider adding micro-courses to teach adult life-skills (social skills, how to be professional, how to fill out important forms) and basic computer literacy.*
- *Would like to see more stand-alone classes or short-term certificates with multiple on/off ramps, to upskill people currently employed in the workforce.*
- *As a retired person, El Camino doesn't have many educational opportunities available, although it does have other opportunities (Marsee Auditorium, Athletics, Boxing, etc.) for older populations.*
- *As a retiree, I'm not looking to take classes at El Camino to find another career; I want course offerings that let me express myself creatively like piano or quilting classes.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities

Increase the Flexibility of Course Offerings

- *I would like to see more evening and Friday course options. I couldn't complete a program because some of the required courses were only offered during the day when I was working.*
- *Some of my friends expressed that they wanted to join me in guitar classes I was taking at El Camino but were unable to due to the time slots available.*
- *El Camino used to offer courses at the Inglewood Center. It would be nice if that could happen again.*
- *Students who graduated throughout the pandemic were able to take college credits by enrolling in dual-enrollment and by taking courses remotely. Many first-year students had enough credits to enter college as second-year students.*
- *Many older adults at Torrance Adult School (TAS) do not want school to compete with other aspects of their life.*

Create Additional Internship and Apprenticeship Opportunities

- *The emphasis of El Camino's certificate program should be on internships and apprenticeships, not just an award. This creates pathway to careers.*
- *While taking a welding class at El Camino a Chevron representative from Manhattan Beach came to class to offer jobs to recent graduates that have a starting salary of \$60,000/year. I would like to see more in-class meet-and-greet opportunities to connect employers and graduates.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities

Develop Stronger Partnerships with Employers

- *El Camino should connect with industry partners to lend their experts to El Camino as instructors or to pair instructors with industry representatives.*
- *The South Bay has a long history with the aerospace industry, but El Camino's relationship with the aerospace industry could be stronger. There should be more opportunity for collaboration with partners like Northrop Grumman.*

Strengthen Relationships with Middle/High Schools and Adult Schools

- *I would like El Camino to engage students earlier (middle/high school) to encourage them to think about what careers they would want to pursue and get them to plan for college sooner.*
- *The Student Ambassador program seems like a great program for high-school outreach and to let them know El Camino is an affordable alternative to other schools.*
- *It would be nice if El Camino could work with high schools to provide resources that high schools don't have access to.*
- *Focus on collaboration with adult schools, not competition, minimizing duplication of courses and maximizing marketing.*
- *I would like to see a more regular El Camino presence at Adult Schools such as having an El Camino counselor on-site more frequently to assist students and highlight the similarities between Adult Schools and El Camino for students that believe college may be "too difficult" for them.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities (cont.)

- 
- Better align graduates' skillset and workforce needs
 - Expand communication to the Community
 - Explore more comprehensive marketing & branding strategies
 - Utilize alumni as a resource for the college
 - Transform the college into a community hub

External Stakeholders: ECC's Opportunities

Better Align Graduates' Skillset and Workforce Needs

- *From an employer perspective, El Camino graduates are not always prepared for the workforce. The College needs to do a better job bridging the skills taught versus what skills are needed.*
- *Being 'workforce ready' is more than just getting the degree. The College needs to promote skills such as critical thinking, social and emotional maturity are all part of workforce readiness.*
- *Employers from the following industries are struggling to find qualified applicants:*
 - *Alarms/installation, HVAC, Electrical, Plumbing, CNC (4th & 5th axis)/Mastercam programming, Welding, Electrical Engineers, Cybersecurity, Electric Vehicle (Equipment Technicians, Electronics, Battery Technicians, etc.)*
- *Many recent college graduates are walking away from high-paying jobs to go into trades because they are dissatisfied with corporate America.*

Expand Communication to The Community

- *There has been a breakdown of communication at El Camino. I am trying to return to school but haven't been able to get a hold of anyone at the College. I have had to take time off work to go the College in-person because that's the only way they feel they'll be able to get a hold of someone. This is not feasible for working adults or students that aren't persistent.*
- *The alumni should be kept "in-the-loop" more via email or other correspondence. Currently, the alumni are a lost resource.*
- *Adult schools would like more information from El Camino on how to become a student, what courses are offered, what degrees/certificates are available, and where resources can be found.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities

Explore More Comprehensive Marketing and Branding Strategies

- *El Camino's brand lacks competitive distinction, we need to think about what greatness looks like for the College, as it doesn't seem clear.*
- *El Camino has been out of my mind for the past decade because I have not seen much from the College. I came to this [external engagement] meeting to get an update of what the College is doing.*
- *It is important for El Camino to push out advertising information to me, because I do not go seeking it out on my own.*
- *El Camino should advertise its sporting events, affordability (South Bay Promise), Dual Enrollment program, veteran friendly, new facilities, Warrior Pantry (and other support programs), etc.*
- *The College should brag more about its results. I have a hunch that El Camino has a good transfer rate is good, but the data is never presented.*

Utilize Alumni as a Resource for the College

- *As an alumni, El Camino has been very consistent, and I am proud of my alma mater. I would like to give back to the college, currently the alumni are a lost resource for the college.*
- *Utilize alumni success stories as marketing opportunities: I often hear from younger employees in the aerospace industry that they attended El Camino College.*
- *Alumni could be paired with student ambassadors to show the value of El Camino to high schoolers.*
- *Alumnus in the workforce could periodically come into classes to provide experience and stories to students looking to enter the labor market.*
- *Alumni could provide internship opportunities or funding support for the college.*

Cursive font is used to share stakeholders' quotes.

External Stakeholders: ECC's Opportunities

Transform the College into a Community Hub

- *El Camino is located at the intersection of so many distinct groups, it could become the heart of the community.*
- *The Marsee Auditorium has previously been identified as one of the best venues in the Los Angeles area bringing many non-students to the college. In recent years, the perception of program offerings have declined, but there is an opportunity to restore the image of the college transforming it into the Mecca of Arts for the South Bay.*
- *I love the events at El Camino, I came to the College for:*
 - *...the Onizuka Space Science Day in March and had a great experience. Looking forward to that again!*
 - *...for the Planetarium opening. The College is great!*
 - *...the Discovery series was great!*
 - *...the South Bay Children's Choir and had a great time!*

Cursive font is used to share stakeholders' quotes.

Comprehensive Integrated Plan:

Emerging Common Topics

from Employees, Students, and External Stakeholders

Draft of Emerging Common Topics

- 1 Course offerings & equipping the community with career development opportunities
- 2 Access
- 3 Connection & sense of belonging
- 4 Internal processes & employee engagement
- 5 Outreach, partnerships & public perception

Topic 1: Course Offerings & Equipping the Community with Career Development Opportunities

SWOT	Summary Headings	Examples of Insights/Quotes
Strengths	Quality education	<ul style="list-style-type: none"> ECC has very qualified instructors who also work at top 4-year colleges, but offer smaller classes (more personal) at ECC. Faculty are experienced in their industry and bring certifications and academic rigor to the programs.
Challenges (external)	Alignment of student skillset & workforce needs	<ul style="list-style-type: none"> From an employer perspective, students leaving ECC are not always prepared for the workforce. ECC needs to do a better job bridging the skills taught versus what skills are needed. In the CIP student survey, “Support finding an internship or job” is one area where students said they are the least satisfied
Opportunities	<ul style="list-style-type: none"> Types of courses for a diverse community Courses offered to address community needs Partnerships with employers Increase the flexibility of course offerings 	<ul style="list-style-type: none"> More certificate programs – faster rate of training to start working in nearby industries. Have short term online and in-person courses for the soft skills/basic skills. Build collaboration opportunities into the curriculum, where students can practice real world industry skills in the classroom. When asked what El Camino college needs to start doing, a top theme that emerged was “offering more courses at different times”

Employees, Students, External Stakeholders

Topic 2: Access

SWOT	Summary Headings	Examples of Insights/Quotes
Strengths	<ul style="list-style-type: none"> • Provide an accessible and affordable education • Accessible location and providing an education for everyone 	<ul style="list-style-type: none"> • ECC is an affordable choice. • People do not have to go far to get an outstanding education, it is right in the neighborhood. • ECC provides access for not only conventional students, but also the marginalized or students who may have less access quality education and resources to help them along
Challenges (internal)	Access to more student support services	<ul style="list-style-type: none"> • Expanding available technology especially to areas where students can work with teachers and tutors.
Opportunities	Support services to meet the needs of a diverse community	<ul style="list-style-type: none"> • ECC needs to bring back the child development center (CDC). It is hard for single parents to attend school; how can people get an education if they can't afford childcare? Would be a nice option for employees too. • It is hard to get out to class with family. I'm working during the day and I can't take the class at night because I can't get childcare.
Challenges (external)	Affordability and financial constraints	<ul style="list-style-type: none"> • When asked what is limiting their ability to succeed at El Camino college, 23% of survey respondents indicated that they struggle to pay for college.

Employees, Students, External Stakeholders

Topic 3: Connection and Sense of Belonging

SWOT	Summary Headings	Examples of Insights/Quotes
Strengths	<ul style="list-style-type: none"> Welcoming environment Campus facilities 	<ul style="list-style-type: none"> ECC feels like a real community and everyone is there to support students. ECC listens to its students. The newly created social justice center was a student-led initiative. There is so much construction happening at ECC. The new facilities are amazing and state of the art.
Challenges (internal)	<ul style="list-style-type: none"> More diversity in population of students, faculty and staff Campus Facilities 	<ul style="list-style-type: none"> “We have amazing student support programs, but [El Camino] lacks black/African American students in classes. Often I’m the only one especially in stem majors.” “I feel more comfortable communicating with other black faculty or staff. It feels like I can't communicate as well with others.” “To have staff that look likes me is a strength but there needs to be more. There is a lack of black teachers on campus.” In the CIP student survey, “dining options” and “student clubs/organizations” (partly driven by the lack of meeting space) are areas with where students feel they are the least satisfied.
Opportunities	Connection with the local community	<ul style="list-style-type: none"> Basic computer literacy courses and non-judgmental opportunities for seniors to learn about technology, since technology is becoming more of a necessity

Employees, Students, External Stakeholders

Topic 4: Internal Processes & Employee Engagement

SWOT	Summary Headings	Examples of Insights/Quotes
Strengths	Staff & faculty's devotion to students and commitment to their success	<ul style="list-style-type: none"> ECC is a really encouraging environment and teachers have pushed students to achieve their potential (transfer/etc.). I haven't felt that at any other institution. ECC is very welcoming, and the counselors were very helpful, walking me through all steps of campus involvement. Our devotion to our students and commitment to their success is our greatest strength. It gives us energy, purpose and drive.
Challenges (internal)	Internal processes and responsiveness	<ul style="list-style-type: none"> As a retiree, I've experienced some challenges with trying to return to school. I cannot get a hold of people at ECC and have been on hold for hours. Streamline where students need to go for certain services—many are all over campus. There's a lot of duplicated efforts on campus. (e.g., coordinate services so students don't need to do similar things multiple times) "El Camino needs to stop advertising things that are not important on canvas announcements and push out other information that could actually help students."

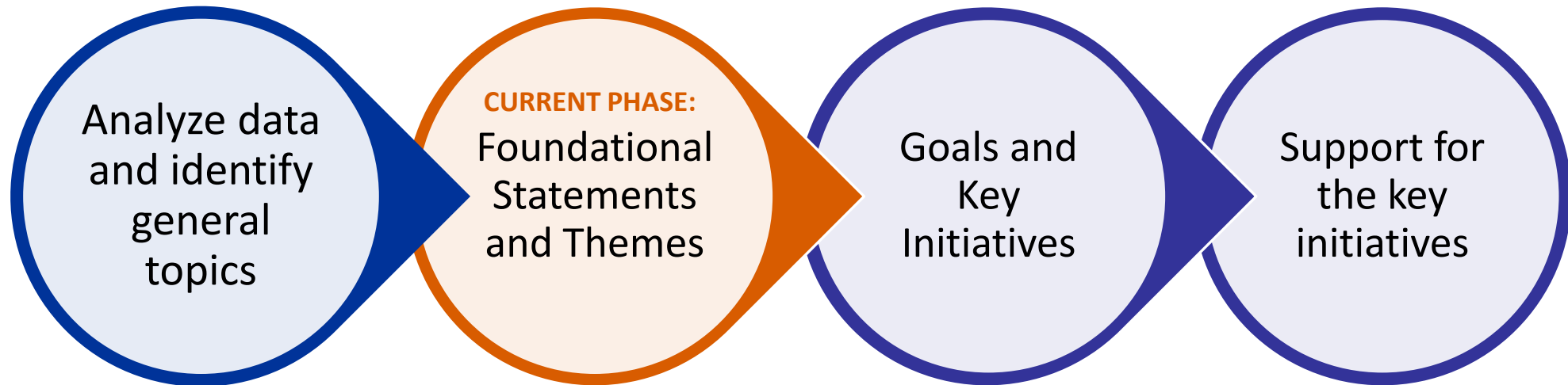
Employees, Students, External Stakeholders

Topic 5: Outreach, Partnerships & Public Perception

SWOT	Summary Headings	Examples of Insights/Quotes
Opportunities	Outreach and partnership with schools	<ul style="list-style-type: none"> Engage middle/high schoolers earlier to encourage them to think more about the type of careers they would want to pursue and encourage them to plan for college. K-12 students who 'fall between the cracks' often become disconnected youth. There needs to be a way to create a pathway for these types of students. Focus on collaboration with adult schools, not competition, minimizing duplication of courses and maximizing marketing.
Challenges (external)	<ul style="list-style-type: none"> Communication messaging: distinctiveness & addressing stigma Perception that El Camino is for full-time, transfer bound students 	<ul style="list-style-type: none"> ECC's brand lacks competitive distinction. There is still some stigma for older students (too old for college, taking away from younger students, etc.). El Camino is known for transfers and it's all about transfers. For over 50, a lot of people aren't looking for transfer. We have programs that focus on full-time students or pressure students to become full time students. Adult students may be more likely to be part-time students. One class for upskilling may be the only thing they need.

Employees, Students, External Stakeholders

Next Steps



Consolidate feedback and perform SWOT analysis to identify overarching topics. Data includes:

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

Review the general 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 (Facilities, Technology, Safety & Security WGs) have already been meeting to propose initiatives.

Next Steps: Upcoming Meetings



CIP Summit #1:
3/31, 9am-3pm

CIP Summit #2:
5/12, 9am-3pm

Working Session
with Planning Track WGs
for alignment &
integration – 5/26

March College Council & BoT:
*Highlights of **student & external stakeholder** feedback. Emerging common topics.*

April College Council & BoT:
Proposed **foundational statements & themes**

June College Council & BoT:
Proposed **Goals & Key Initiatives**



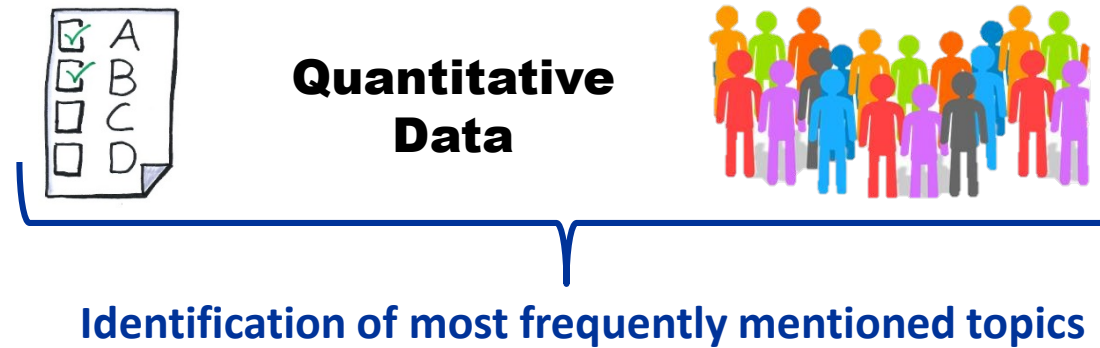
Thank you!

Appendix: Methodology

Methodology To Analyze Students Feedback

- Multiple choice/ranking questions in CIP student survey were used to identify most frequently mentioned topics.

- Emerging key topics were first identified using quantitative data from a larger student population.



- Students' qualitative responses (from CIP student survey's open-ended and student focus group notes) were then reviewed to identify quotes related to the topics already emerging from the quantitative data.



- These emerging key topics were categorized into strengths, challenges and opportunities.

Student Listening Session Discussion Questions

Listening session discussion questions:

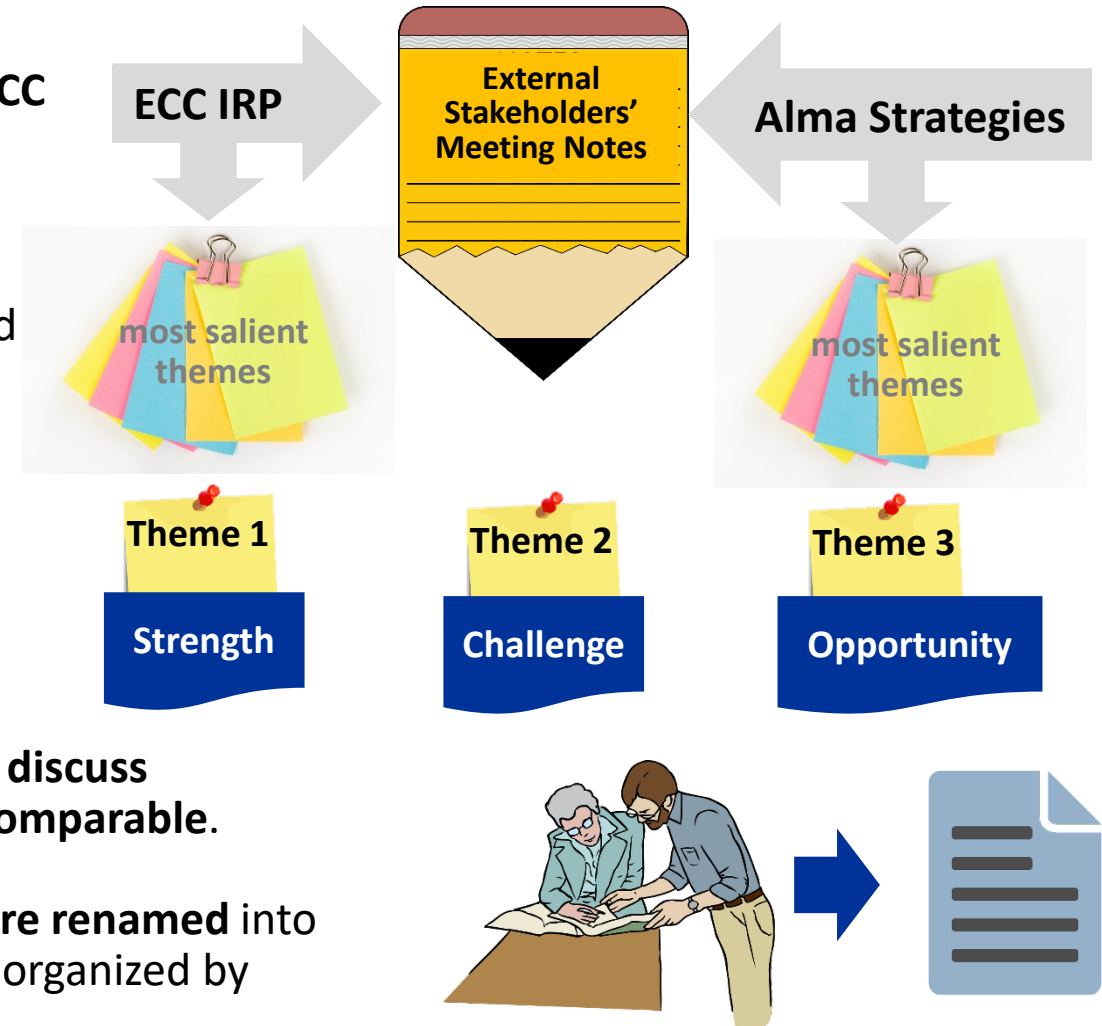
1. What is your favorite part of being a student at El Camino?
2. What resources or support services have helped you in learning experience at El Camino?
3. What is making it hard for you to succeed at El Camino or to complete your education?
4. How can El Camino better support you? What resources or support services would you like to have or have more of?
5. Do you feel like El Camino respects diversity in the student body? What can El Camino do to better meet the needs of a diverse student body?
6. Have you considered other ways of getting an education besides El Camino? In other words: if you were not a student at El Camino, where would you be?
 - What makes that option attractive?
 - What do you think El Camino needs to do differently to meet the needs that this other option gives you?
7. If you have taken online classes, how was your experience? How could we make this experience better for you?
8. If you could change anything about El Camino, what is the most important thing that you think El Camino should **start** doing or do more of?
9. What is one thing that you think El Camino should **stop** doing that will have a big impact on the student experience?

Similar questions used in written survey: https://elcamino.co1.qualtrics.com/jfe/form/SV_23KSQU6bsvNKM98

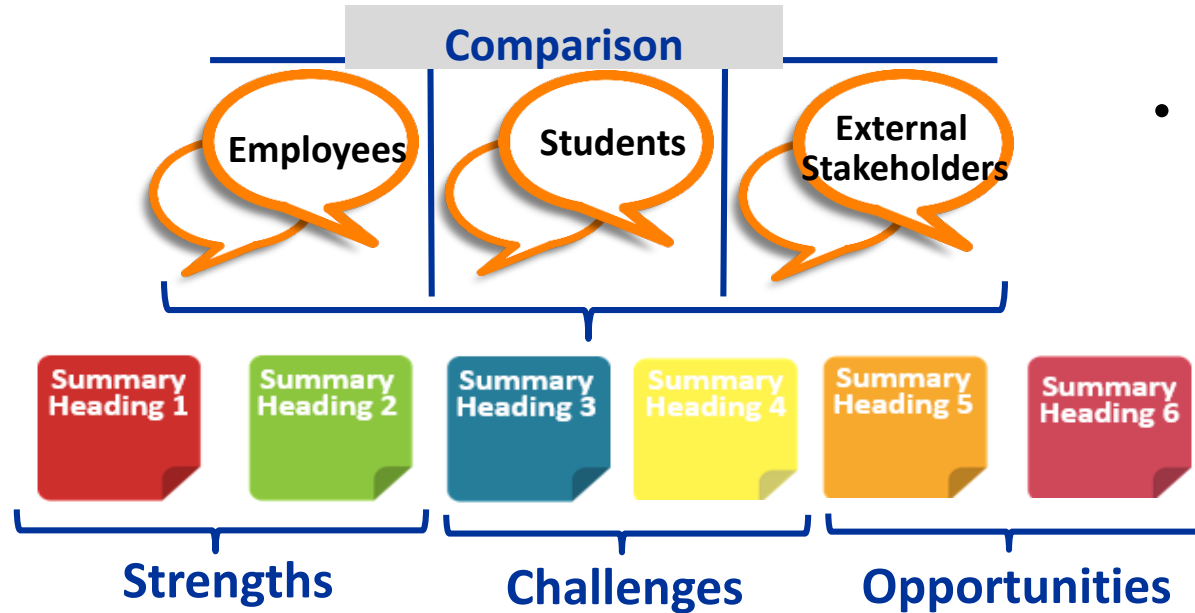


Methodology To Analyze External Stakeholders Feedback

- Meeting notes were **analyzed by ALMA Strategies and ECC IRP independently** to identify the most salient themes from within and between stakeholder meetings.
- Themes were provided a **heading** that generally described the discussion points associated with that theme.
- Each heading and its accompanying discussion points were **categorized as a strength, challenge, or opportunity** based on stakeholders discussion points.
- Analysts from ALMA Strategies and ECC IRP **convened to discuss independent findings, which were found to be mostly comparable.**
- **Some discussion points were regrouped and themes were renamed** into one document (most salient themes + discussion points, organized by strength, challenge or opportunity).



Methodology To Identify Common Topics



- A comparison of the insights/quotes from employees, students, and external stakeholders was performed and consolidated under related summary headings.

- The summary headings were listed by strengths, challenges and opportunities.

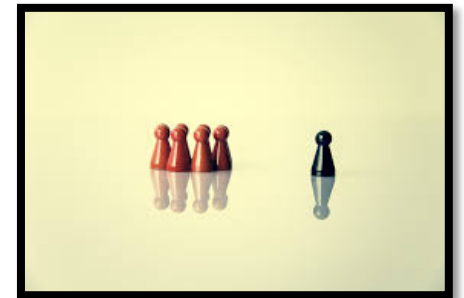
- A SWOT analysis was performed: Related strengths, challenges and opportunities were grouped together.



- Each group of related strengths, challenges, and opportunities was summarized under a common topic.

Methodology To Identify Common Topics (cont.)

- **Comments excluded from the analysis included:**
 - General comments that may not have focused on the discussion regarding strengths, challenges, opportunities.
 - Recommendations for things that were already in place
 - Recommendations that were more operational in nature
 - Very specific recommendations that may inform subsequent key initiatives
 - Generic comments (left other related quotes that were more specific)
- **Examples of excluded comments include:**
 - Hammocks around campus for finals week
 - Mirrors in the bathrooms
 - There could be communication via screensaver on student/employee workstations
 - Consider creating a survey for "catchy titles" to name courses for more interest.
 - More college swag to market ECC
 - Advertising for older/retired students may be better by mail as not everyone uses digital communication.
 - The campus is almost like a park. I ride my bike or walk through campus on the weekends. It's my exercise.
 - I like watching sporting events in the new stadium.
 - Would like to see a targeted approach to bring back students.
 - Dual enrollment has the ability to expand.





ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Spring Plenary Session Resolutions

For Discussion
Thursday, April 20, 2023

Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals

*1.03 S23 Flexible Area Meetings

*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty
Colleagues to Preserve the American Institutions Requirement

*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee
Meetings Governed by the Brown Act

*+6.03 S23 Support for Additional Exemptions for AB 1887

*+6.04 S23 Support for AB 811 (Fong, 2023)

*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

*+7.04 S23 Defining Success for Part-Time Students

*10.01 S23 Disciplines List–Ethnic Studies

*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College
Classroom

Table of Contents

PLENARY RESOLUTIONS PROCESS.....	2
CONSENT CALENDAR	3
1.0 Academic Senate.....	6
1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee	6
*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions.....	7
*1.03 S23 Flexible Area Meetings.....	8
*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events.....	8
*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement	9
6.0 State and Legislative Issues.....	11
*6.01 S23 Support AB 607 (Kalra, 2023), If Amended	11
*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act.....	12
*+6.03 S23 Support for Additional Exemptions for AB 1887	14
*+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023).....	15
7.0 Consultation with the Chancellor’s Office	16
7.01 S23 Destigmatize Academic Probation Language and Processes	16
7.02 S23 Replace TOP Code with CIP Code	17
*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials	18
*+7.04 S23 Defining Success for Part-Time Students	19
10.0 Disciplines List	21
*10.01 S23 Disciplines List–Ethnic Studies.....	21
*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List.....	21
12.0 Faculty Development	22
12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE).....	22
+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)	23
13.0 General Concerns.....	24
13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder	24
*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper	24
*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper	25
13.04 S23 Define Academic Freedom in Title 5	26

+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5..... 26

*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation. 27

*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom..... 29

+13.07 S23 Honoring Wheeler North with Senator Emeritus Status..... 30

1.0 Academic Senate

1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions¹ and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05² called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"³;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,⁴ and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

¹ Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

² Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

³ "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges." (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community>.

⁴ California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx. Data table can be found at https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee and that these changes be brought back to the body by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

***1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan⁵ of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;⁶

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC's mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions⁷ for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

⁵ "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.

⁶ "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf>.

⁷ 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

***1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

***+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events**

Whereas, Resolution F21 1.05 states in-part “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events⁸” without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in-person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

⁸ Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>

***+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country⁹ empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”¹⁰ where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”¹¹ is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life¹² and civic engagement;¹³

⁹ “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

¹⁰ “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

¹¹ California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

¹² Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

¹³ “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement”¹⁴) “insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and “contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”¹⁵; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved¹⁶ its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in or college systems;

Resolved, The Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition¹⁷ to support the California State University History Council’s memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this polity; and

¹⁴ California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

¹⁵ Ibid.

¹⁶ Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

¹⁷ Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”¹⁸ and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”¹⁹ and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

6.0 State and Legislative Issues

*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)²⁰ proposes to modify California Education Code §66406.9²¹ by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. ‘Course materials’ as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9²² currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”²³; and

¹⁸ California State University History Council, March 2023: <https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

¹⁹ Ibid.

²⁰ AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

²¹ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

²² Ibid.

²³ Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

Whereas, California Code of Regulations, title 5 §59402²⁴ states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9²⁵ are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

***+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)²⁶ (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,²⁷ requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)²⁸ calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5 §51023.7²⁹ and §51023.5³⁰ state requirements for the “effective participation” of students and

²⁴ California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

²⁵ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

²⁶ AB 2449 (Rubio): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449.

²⁷ California Government Code §§54950-5496: https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=

²⁸ Education Code §70902(b)(7): https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=

²⁹ California Code of Regulations, title 5 §51023.7: [https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

³⁰ California Code of Regulations, title 5 §51023.5: [https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).

staff, in the development of recommendations to the governing board”;³¹

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;³²

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),³³ to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

³¹ “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges. https://Academic.Senate.for.California.Community.Colleges.org/sites/default/files/Participating_Effectively_200503.pdf.

³² AB 1275 (Arambula): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275.

³³ Ibid.

***+6.03 S23 Support for Additional Exemptions for AB 1887**

Whereas, AB 1887 (Low, 2016) “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]”³⁴ and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;³⁵

Resolved, That Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion; and

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor’s Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

³⁴ AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

³⁵ 2023 National Conference on Race and Ethnicity conference information: <https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

***+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)**

Whereas, AB 811 (Fong, as of March 28, 2023)³⁶ calls for

1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to Section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of Section 78213.

(2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P";

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity³⁷ which impact their ability for success under present course repetition policy; and

Whereas, Allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

³⁶ AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

³⁷ "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.

7.0 Consultation with the Chancellor’s Office

7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation³⁸ requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;³⁹

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”⁴⁰; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;⁴¹

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

³⁸ California Code of Regulations, title 5 §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

³⁹ “The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students.” Brief 1 of 3. (October 2022).

[https://rpgroup.org/Portals/0/Documents/Projects/African American Transfer Tipping Point-\(AATTP\)-Study/AATTP Brief1 Fall2022.pdf.](https://rpgroup.org/Portals/0/Documents/Projects/African American Transfer Tipping Point-(AATTP)-Study/AATTP Brief1 Fall2022.pdf)

⁴⁰ Ibid.

⁴¹ Ibid.

7.02 S23 Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes⁴²;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action⁴³ by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

⁴² Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated":

<https://asccc.org/resolutions/examining-conversion-top-cip>.

⁴³ The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

***+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**

Whereas, The California Community Colleges Chancellor's Office Call to Action states: "Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum"⁴⁴ and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity" states, "The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change," and "practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student" and that "race consciousness is critical and essential to this work";⁴⁵

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices⁴⁶; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric⁴⁷—"a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students"—the California Community Colleges DEI In Curriculum: Model Principles and Practices tool⁴⁸ and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework⁴⁹ for faculty to review their own curriculum;

⁴⁴ California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

⁴⁵ Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

⁴⁶ Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the "one solution" who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

⁴⁷ Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

⁴⁸ DEI in Curriculum Principles and Practices: <https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf>.

⁴⁹ OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor's Office Call to Action,⁵⁰ the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*⁵¹ and the ASCCC adopted paper "Equity Driven Systems: Student Equity and Achievement in the California Community Colleges";⁵²

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

***+7.04 S23 Defining Success for Part-Time Students**

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)⁵³ and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

⁵⁰ California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

⁵¹ Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

⁵² "Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges." (2019). Academic Senate for California Community Colleges. <https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

⁵³ California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx.

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;⁵⁴

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is a based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Jeffrey Hernandez, East Los Angeles College, Area C

⁵⁴ Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://Academic Senate for California Community Colleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://Academic Senate for California Community Colleges.org/resolutions/financial-aid>.

10.0 Disciplines List

*10.01 S23 Disciplines List—Ethnic Studies

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in Ethnic Studies

OR the equivalent;

and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*⁵⁵, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

⁵⁵ *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16th ed.: <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

12.0 Faculty Development

12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators’ training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor’s Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)

Amend the Title:

Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

Add a Second Resolved:

Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor’s Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

13.0 General Concerns

13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation”⁵⁶ encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized⁵⁷;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC’s online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,⁵⁸ which recognized the significant environmental changes that California community colleges find themselves operating in; and

⁵⁶ Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

⁵⁷ Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

⁵⁸ Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”⁵⁹ and a paper titled “Enrollment Management Revisited”⁶⁰

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”⁶¹ and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

***13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,⁶² which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504⁶³ and 508⁶⁴ of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Effective and Equitable Online Education: A Faculty Perspective”⁶⁵ and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

⁵⁹ “Role of Academic Senates in Enrollment Management.” (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

⁶⁰ “Enrollment Management Revisited.” (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

⁶¹ “Enrollment Management Revisited Again: Post Pandemic.” (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

⁶² Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

⁶³ “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

⁶⁴ “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

⁶⁵ “Effective and Equitable Online Education: A Faculty Perspective.” (2023). Academic Senate for California Community Colleges. https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf.

13.04 S23 Define Academic Freedom in Title 5

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)⁶⁶ “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”⁶⁷; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”⁶⁸ yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom⁶⁹;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.⁷⁰

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5

Add a Third Whereas:

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure⁷¹ defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

⁶⁶ SR 45 (Min, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45

⁶⁷ “Executive Summary.” SR 45 (Min). March 16, 2022:

https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

⁶⁸ California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

⁶⁹ Senate Resolution 45 (Min). March 16, 2022:

https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

⁷⁰ Ibid.

⁷¹ “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

Add a Second Resolved:

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition⁷² as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

***+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as "indispensable requisite for unfettered teaching and research in institutions of higher education," and that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition"⁷³;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

⁷² Ibid.

⁷³ "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf.

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor's Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;⁷⁴ and

⁷⁴ Florida's CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that "espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric" – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

***+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

Whereas, California Code of Regulations, title 5 §41301⁷⁵ and the California Community Colleges Chancellor's Office Legal Opinions 07-12⁷⁶ and 95-31⁷⁷ promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI's ChatGPT, AI-powered Bing, and Google's Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

⁷⁵ California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

⁷⁶ California Community Colleges Chancellor's Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

⁷⁷ California Community Colleges Chancellor's Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.

+13.07 S23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)
March 14, 2023

CALL TO ORDER

Meeting called to order at 2:36 p.m. by Chair Ambrosio.

Recorder: C. Escutia

Members:

Present: M. Anderson, K. Daniel-DiGregorio, M. Kline, M. Lipe, M. McMillan, J. Minei, Z. Murdock,
R. Padilla, S. Porter, G. Song

Excused: C. Lopez

Absent: W. Cox

Ex-Officio Members:

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

Excused: I. Zugic

Absent: L. Justice, L. Young

1. APPROVAL OF MINUTES

The minutes of February 28, 2023 were approved via email by the CCC on March 9, 2023.

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

Chair Ambrosio thanked the CCC for approving the minutes of February 28, 2023 via email, M. Lipe for serving as the Standard Review representative for today's meeting, and S. Porter for agreeing to serve as the Standard Review representative for the next meeting.

Chair Ambrosio reminded the committee that when developing new noncredit courses, noncredit should be spelled as one word with no hyphen, and the catalog description should include "This noncredit course is..." to delineate it more easily from other courses.

3. CURRICULUM REVIEW

A. Full Course Review

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

1. Child Development 500 (CDEV 500)
2. Child Development 501 (CDEV 501)
3. Fire and Emergency Technology 138 (FTEC 138)

CURRICULUM DISCUSSION

A. Full Course Review

Behavioral and Social Sciences Division

The following courses were presented as new course proposals:

CDEV 500 Introduction to Child Development and Early Childhood Education
CDEV 501 Introduction to The Home, The School and The Community

It was moved by Z. Murdock, seconded by M. Kline, that the committee approve the course proposals. The motion carried.

It was moved by Z. Murdock, seconded by M. Kline, that the committee approve the course delivery methods. The motion carried.

It was moved by Z. Murdock, seconded by M. Kline, that the committee approve the conditions of enrollment. The motion carried.

Health Sciences and Athletics Division

Fire and Emergency Technology 138 was presented for course review.

It was moved by M. Lipe, seconded by M. McMillan, that the committee approve the course proposal. 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.

4. HYFLEX DE ADDENDUM:

Chair Ambrosio stated that no feedback was received regarding changes to the HyFlex DE addendum. It was moved by M. Kline, seconded by Z. Murdock, that the committee approve the DE addendum. The motion carried.

Language regarding emergency approval in the DE addendum will be addressed next and reviewed at the next meeting.

5. CURRICULUM CHAIR PRO TEM

Chair Ambrosio is still seeking a chair pro tem. The assignment would begin in May through fall 2023. Please contact E. Ambrosio directly if interested.

6. TRANSFERABILITY OF ONLINE COURSES TO FOUR-YEAR UNIVERSITIES

Chair Ambrosio discussed issues concerning the transferability of online classes to certain four-year universities, notably USC. L. Suekawa noted the online courses most affected include: Anatomy/Physiology (science labs), foreign language, and some business courses. She stressed the importance of advising students who plan to transfer to USC or other private college that they may want to switch to an on-campus section in order to meet the GE requirement for their major.

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

No report.

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

9. ANNOUNCEMENTS

- The Curriculog Café will be open after the meeting today.
- Next CCC Meeting: March 28, 2023 – 2:30-4:30 p.m., DE 166/Zoom

10. ADJOURNMENT

Chair Ambrosio called for a motion to adjourn the meeting. J. Minei moved to adjourn, M. Kline seconded, and the motion carried. Meeting was adjourned at 3:02 p.m.

Approved Curriculum Changes Proposed for 2023-2024

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
Course Review	HEAL	FTEC 138 Paramedic Clinical Internship	Course review; Changes to lab hours; texts/materials; units	3/14/2023

Approved Curriculum Changes Proposed for 2024-2025

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
New Course	BSSC	CDEV 500 Introduction to Child Development and Early Childhood Education	New course; Added new DE version (online/hybrid)	3/14/2023
New Course	BSSC	CDEV 501 Introduction to The Home, The School and The Community	New course; Added new DE version (online/hybrid)	3/14/2023