



Academic Senate of El Camino College 2022-2023

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

Office location: Schauerman Library, Room 273

March 21, 2023

Agenda & Table of Contents: Tuesday, March 21, 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: none	
D. New Business: a. BP/AP 4050, Articulation- Camila Jenkin (7 minutes) b. BP 7160, Professional Development- Camila Jenkin (3 minutes)	12-15 16-17
E. Information Items – Discussion a. Guided Pathways Updates- Chris Page (5 minutes) b. Changes to Curriculum DE Addenda re: Hyflex- Edwin Ambrosio (5 minutes) c. Changes to PD Day Planning Process- Anna Brochet (5 minutes) d. Call for nominations, Academic Senate Executive Board Positions- Darcie McClelland (5 minutes) e. CIP Update- Viviana Unda (20 minutes)	18 19-22 23 24 25-68
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	69-87 88-99
G. Future Agenda Items a. Guided Pathways Plan b. Strategic Enrollment Management Plan 2022 – 2025 c. Police/Community Relations and Safety Presentation	
H. Public Comment (5 minutes)	
I. Adjournment	

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

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

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

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



March 21, 2023

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Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 3/21/2023

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

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

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

Meeting ID: 960 6675 9172

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

- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions. Each speaker will be limited to 2 minutes of time for comments/questions on a given agenda item.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, March 21. In the subject line, please put Academic Senate Meeting 3/21 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.

Teleconference locations for Academic Senate Meeting 3/21/2023

647 Camino De Los Mares San Clemente CA

Digital Humanities Center, San Diego State University Library, 5500 Campanile Dr, San Diego, CA 92182

5428 Vinmar Ave, Alta Loma, CA 91701

2537 Wallace Ave. Fullerton CA 92831-4429 USA

ArtB 340D, 16007 Crenshaw Blvd, Torrance CA 90506

14170 Limonite Ave Eastvale, CA 92880

1121 S. Highland Ave. Los Angeles, CA 90019

6644 Eddinghill Drive, Rancho Palos Verdes, CA 90275

1044 W. 227th St., Torrance, CA 90502

1904 Artesia Blvd, Redondo Beach CA 90278

149 S Clarence St, Los Angeles, CA 9003

4138 Delphi Cir, Huntington Beach, CA 92649

18417 Dalton Ave., Gardena, CA 90248

11670 Chesterton St., Norwalk, CA 90650

16007 Crenshaw Blvd., Torrance, CA 90506

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



Academic Senate of El Camino College 2022-2023

March 21, 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
- ☒ Rocio Diaz
- ☒ Maria A. Garcia
- ☒ Amy Herrschaft

Fine Arts

- ☒ Kevin Blickfeldt
- ☒ Diana Crossman
- ☒ Joe Hardesty
- ☒ Larry Leach
- ☒ Russ McMillin

Health Sciences & Athletics

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

Humanities

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

- ☒ Kevin Degnan
- ☒ Erica Brenes

ITEC

- ☒ Charlene Brewer-Smith
- ☒ Ross Durand
- ☒ 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
- ☒ 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

Jeff Baumunk

Debra Breckheimer

Linda Cooks

Analu Cruze

Ana Fernandez

Arturo Hernandez

Dr. Jeny Joy

Julie Meredith

Lavonne Plum

Michael Wynne

Michelle Navarro

Ms. Nishi

Polly Parks

R. McCullum

Viviana Unda

ACADEMIC SENATE MINUTES March 7, 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)

- Called to order at 1:03pm

B. Approval of Minutes (2 minutes, p. 6-11)

- Motion to approve minutes: C. Brewer-Smith, seconded by Leech
- 27 Yes, 0 No, 1 abstention

C. Unfinished Business:

a. Proposed changes to scoring and process for Distinguished Faculty Awards- Anna Brochet and Darcie

McClelland (5 minutes, p. 12-18)

- Motion to approve L. Kjeseth, seconded S. Donnell
- No suggestions sent to AS President
- 37 Yes, 0 No, 0 abstentions

b. Proposed ECC DEIA Statement- Darcie McClelland (5 minutes, p. 19)

- Motion to approve. Motioned L. Kjeseth, seconded K. Daniel Di-Gregorio
- Feedback received:
 - concerns with “welcome all” statement
 - Suggestions in room: strike out “all” in 3rd line and add “individuals”
 - Suggestion to include title 9 and additional resources.
 - Include what we are actively working on towards DEIA
 - Include embedded links to any resources suggested
 - Consider looking at law/ed policies that impede equity work on campus and make recommendations to chancellor’s office
- 37 yes, 0 No, 0 Abstentions. Approved.

c. BP/AP 4055/5140, Academic Accommodations for Students with Disabilities- Camila Jenkin (5 minutes, p. 20-26)

- Motion to approve S. Donnell, Seconded J. Hardesty
- Feedback:
 - Mention purpose of ensuring compliance and equality of access
 - Functional/Educational consistent language
 - Educational assistance/non-credit to replace remedial

- Instructor is not the sole provider of accommodation. Add language to include campus community
- Cleaned up title and designated offices that support students with accommodation
- Discussion around “equitable” vs “equal”. Document to include “equitable” and “opportunity”
- 38 Yes, 0 No, 0 abstentions. Approved.

D. New Business:

a. BP/AP 4050, Articulation- Camila Jenkin (5 minutes, p. 27-30)

- Tabled due to time.

E. Information Items –Discussion

a. ECC Emergency Conditions Recovery Plan Update- Carlos Lopez (15 minutes, p. 31-57)

- Reviewed elements included in ECC Emergency Recovery Plan. ECC on target to meet
- Students being contacted through call center are actually enrolling
 - Efforts to call those who stopped out, didn’t complete application, etc. are working.
- Suggestion to create 14 week and late start 6-week courses to increase enrollment
- Strategies:
 - Dual enrollment expansion, non-credit program, health care programs (non-credit), etc.
 - Community development programs may be converted to non-credit to make them free to students
- Comments/Questions:
 - Discussion about faculty impact and work assignment with increase in course offering
 - VP offered to connect with department if there is a concern about faculty scheduling.
 - Some classes are not appropriate to be short-term

b. ZTC Update- Mary McMillan and Linda Cooks (15 minutes, p. 58-75)

- Webinars to search open educational resources available. Sign up on Cornerstone: 3/7 3pm and 3/9 3pm
- 841 ZTC and 303 LTC for 2021-2022
- ECC one of ten campuses that participated in creating survey to gather ZTC/LTC impact data
 - Students make decision based on cost of materials
 - Students choosing to enroll/drop classes if material cost is too high
 - Student felt sense of care/connection from faculty if they considered ZTC/LTC
- 115 million grant dollars going out to colleges to develop ztc/ltc degrees/pathways
 - Feb. 28 chancellors announcement
 - Discussed phases

- XB 12 Instructional Material Cost now required by chancellor’s office
 - Ex. Books, HW codes, etc.
- Comments:
 - What if class requires software that sometimes district can cover and sometimes not?
 - Math courses have homework banks/codes
 - Course schedule should include cost of material. Will be enforced.

c. CIP Planning Summit Announcement- (5 minutes)

- <https://www.elcamino.edu/comprehensive-integrated-planning/index.aspx>
- In the process of analyzing data from students, campus community, and stakeholders Planning summits March 31st and May 12th
-
- Outlined CIP workflow

CIP Workflow



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

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

- Steering committee:

Strategy Steering Committee & CIP Working Group Members

YELLOW = CIP Working Group members

Abulaban Jana	jana_abulaban@elcamino.edu	Lu, Khai	klu@elcamino.edu
Ambrosio, Edwin	eambrosio@elcamino.edu	Marcoux, Peter	pmarcoux@elcamino.edu
Anaya, José	janaya@elcamino.edu	Martin, Crystle	cmartin@elcamino.edu
Aramburo Julieta	jaramburo@elcamino.edu	McClelland, Darcie	dmcclelland@elcamino.edu
Blada, Michael	mblada@elcamino.edu	Oliva, Nayeli	noliva@elcamino.edu
Brochet, Anna	abrochet@elcamino.edu	Owens, Annette	awowens@elcamino.edu
Castro, Oscar	ocastro@elcamino.edu	Paredes Luisa	luisa_paredes6003@elcamino.edu
Degnan, Kevin	kdegnan@elcamino.edu	Patei, Dipté	dpatei@elcamino.edu
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Dreizler, Robin	rdreizle@elcamino.edu	Perez, Gema	gperez@elcamino.edu
Gold, Christina	cgold@elcamino.edu	Perez, Grace	gperez@elcamino.edu
Gonzales, David	dgonzales@elcamino.edu	Pineda, Carolyn	cpineda@elcamino.edu
Gonzalez, Ricardo	rjgonzalez@elcamino.edu	Royster McNeish Charletta	charletta_royster@elcamino.edu
Hurd, Christopher	churd@elcamino.edu	Simon Jenny	jsimon@elcamino.edu
Iino, Kelsey	kiino@elcamino.edu	Suppelsa Robert	bsuppelsa@elcamino.edu
Lau, Tiffanie	tlau@elcamino.edu	Tiqui Pia Katrina	pia_tiqui@elcamino.edu
Lee Sidney	sidney_lee@elcamino.edu	Van Buren Starleen	svanburen@elcamino.edu
			[2 other students – TBD]

d. New Academic Senate Logo- Stephanie Burnham and Camila Jenkin (5 minutes, p. 83)

- Redesigned based on feedback from senators
- Shout out to Orion Teal, Stephanie Burnham and Camila Jenkin for creating logo

e. Academic Technology Conference Announcement- Stephanie Burnham (5 minutes)

- Register for conference 3/24
- Can pick and choose sessions to attend

f. Faculty Development Committee Announcements- Anna Brochet (5 minutes)

- Informed/Inspired reschedule happening 3/16 at 1:15pm and others. Register on cornerstone

F. Reports

a. Academic Senate President's Report – Darcie McClelland (p. 84-98)

- BS Resp care will begin fall 23

b. VP Reports (Packet only, will not be read)- Senate Executive Board (p. 99-106)

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Robin Dreizler

G. Future Agenda Items

a. Guided Pathways Plan

b. Strategic Enrollment Management Plan 2022 – 2025

c. Police/Community Relations and Safety Presentation

H. Public Comment (5 minutes)

- No comment

I. Adjournment

- 2:26pm

Board Policy 4050 Articulation

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

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

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

Reference:

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

Ed Policies 2/28/23



POLICY & PROCEDURE SERVICE

BP 4050 Articulation

References:

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

NOTE: *This policy is legally required.*

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

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

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

Revised 2/07, 11/14

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

Administrative Procedures 4050

Articulation

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

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

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

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

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

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

Reference:

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

POLICY & PROCEDURE SERVICE

AP 4050 Articulation

References:

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

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

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

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

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Book	Board Policies
Section	CHAPTER 7: HUMAN RESOURCES
Title	Professional Development
Code	BP-7160
Status	Active
Adopted	March 14, 2023

Board Policy 7160 Professional Development

It is the intent of the District to maximize professional development opportunities for its employees. Professional Development is essential for all employees to provide the best learning experience and support for our students and to ensure the effective, efficient, and safe operation of the College.

Every employee will have the opportunity to participate in professional development activities, and **specifically** to participate in trainings focusing on diversity, equity, inclusion, and accessibility.

Reference:

ACCJC Accreditation Standard III.A.14

Educational Policies 3/14/23



POLICY & PROCEDURE SERVICE

BP 7160 Professional Development

Reference:

ACCJC Accreditation Standard III.A.14

NOTE: *The following is suggested as good practice. Districts may insert their own policy language pertaining to professional development.*

It is the intent of the District to maximize professional development opportunities for its employees.

NOTE: *The following sentence is Optional:*

Every employee will receive professional development opportunities in critical race theory, critical gender theory, and general sensitivity training.

New 4/15; Revised 4/21

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

What is an ECC Guided Pathways Success Team?

Success Teams are groups composed of meta-major representatives from various areas across campus including faculty, students, staff members, and administrators. The Success Teams will assess their meta-major specific equity and achievement gaps. Then they will plan and implement interventions to support these students on their educational journeys. Success Teams will now focus on the 4th pillar of Guided Pathways, “Ensure Learning”.

Success Team Lead Role Definition/Job Duties

1. Hold Success Team Meetings throughout the semester
2. Work with Team to identify, research, and implement classroom-centered interventions to boost student success and retention with a focus on equity
3. Attend Leads meetings to collaborate with other leads and coordinators
4. Maintain Success Team roster and roles (when applicable)
5. Keep regular contact with each division or program in meta-major

Distance Education Addendum

I. Course Delivery Method/s (Check all that apply.)

- Online:** Complete Section A: Online refers to courses offered fully (100%) online. All approved instructional contact hours are delivered through online interactions with no mandatory on campus class meetings or assessments.
- Hybrid:** Complete Section B: Hybrid refers to courses being partially offered online. Some of the approved instructional contact hours are delivered through online interactions. The remaining contact hours are conducted through scheduled on campus class meetings and are noted in the schedule of classes.
- HyFlex:** Complete Section C: HyFlex refers to courses being offered live online and live in-person simultaneously. All approved instructional contact hours are delivered through live class meetings that are attended either in-person or online.
- Emergency Approval Only:** This course is approved for online and/or hybrid delivery in the event of an emergency declared by the Governor or Chancellor's Office.

If *Emergency Approval Only*, complete Section A and Section B.

A. Online Delivery

1. Learning Management System (LMS)

- Instructors agree to use the current College-approved Learning Management System.

2. Methods of Regular Effective Contact Between Instructor and Students and Among Students

(Check all that apply.)

- One-on-One Faculty-Student Communication, including office hours if required (through LMS, email, chat rooms, Zoom, telephone, texts, social media, etc.)
- Electronic Announcements (through LMS, email, blogs, text, social media, etc.)
- Timely Feedback and Comments on Student Work (through LMS, ECC Connect, email, etc.)
- Facilitated Group Discussions (through LMS, Zoom, chat rooms, social media, etc.)
- Collaborative Group Work (through LMS, GoogleDocs, etc.)
- Other (Please specify.)

3. Methods of Evaluation

- Methods of Evaluation do NOT differ from those in the Course Outline of Record
- Methods of Evaluation listed in the Course Outline of Record are modified or supplemented. (Please explain.)

4. Administration of Examinations

- Electronic (through the LMS, proctored and/or un-proctored)
- Not applicable (Please specify)
- Other (Please specify)

5. Text/Supplemental Readings/Materials

- Texts, Supplemental Readings, and Materials do NOT differ from those listed in the Course Outline of Record
- Texts, Supplemental Readings, and Materials differ from those listed in the Course Outline of Record and are modified or supplemented. (Please explain.)

6. Accommodations for Students with Disabilities and Instructional Delivery

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 – Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

- Instructors of the online version of this course will read and will comply with the Accommodations for Students with Disabilities and Instructional Delivery.

B. Hybrid Delivery

1. Instructors agree to use the current College-approved course management system.

2. Methods of Regular Effective Contact Between Instructor and Students and Among Students

(Check all that apply.)

- One-on-One Faculty-Student Communication, including office hours if required, (through email, chat rooms, Zoom, telephone, texts, social media, etc.)
- Electronic Announcements (through LMS, email, blogs, text, social media, etc.)
- Timely Feedback and Comments on Student Work (through LMS, ECC Connect, email, etc.)
- Facilitated Group Discussions (through LMS, Zoom, chat rooms, social media, etc.)
- Collaborative Group Work (through LMS, GoogleDocs, etc.)
- Other

3. Methods of Evaluation

- Methods of Evaluation do NOT differ from those in the Course Outline of Record
- Methods of Evaluation listed in the Course Outline of Record are modified or supplemented. (Please explain.)

4. Administration of Examinations

- On Campus
- Electronic (through the LMS proctored and/or un-proctored)
- Not applicable (Please specify)
- Other (Please specify)

5. Text/Supplemental Readings/Materials

- Texts, Supplemental Readings, and Materials do NOT differ from those listed in the Course Outline of Record
- Texts, Supplemental Readings, and Materials differ from those listed in the Course Outline of Record and are

Course Title and Number

modified or supplemented. (Please explain.)

6. Accommodations for Students with Disabilities and Instructional Delivery

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 – Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

Instructors of the hybrid version of this course will read and will comply with the Accommodations for Students with Disabilities and Instructional Delivery.

C. HyFlex

1. Use of Official El Camino Online Platforms

Instructors agree to use the current College-approved Learning Management System.

Instructors agree to use a/the current College-approved video conferencing platform.

2. Need for Instructional Support

(Check if applicable)

Hyflex offerings of this course will require a Teaching Assistant in order to facilitate interaction for students attending class sessions remotely

Methods of Regular Effective Contact Between Instructor and Students and Among Students

(Check all that apply.)

Student-to-student interaction is included during most or all live meetings

One-on-One Faculty-Student interaction is regularly included during live meetings

One-on-One Faculty-Student Communication, including office hours if required, (through email, chat rooms, Zoom, telephone, texts, social media, etc.)

Electronic Announcements (through LMS, email, blogs, text, social media, etc.)

Timely Feedback and Comments on Student Work (through LMS, ECC Connect, email, etc.)

Facilitated Group Discussions (through LMS, Zoom, chat rooms, social media, etc.)

Collaborative Group Work (through LMS, GoogleDocs, etc.)

Other

3. Methods of Evaluation

Methods of Evaluation do NOT differ from those in the Course Outline of Record

Methods of Evaluation listed in the Course Outline of Record are modified or supplemented. (Please explain.)

4. Administration of Examinations

Exams are administered asynchronously through the LMS instead of during class meetings

Exams are administered with in-person and remote (over Zoom) options proctored or un-proctored

Not applicable (Please specify)

5. Text/Supplemental Readings/Materials

Texts, Supplemental Readings, and Materials do NOT differ from those listed in the Course Outline of Record

Texts, Supplemental Readings, and Materials differ from those listed in the Course Outline of Record and are modified or supplemented. (Please explain.)

6. Accommodations for Students with Disabilities and Instructional Delivery

In compliance with ECC Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973 – Sections 504 and 508, and the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities. Instructional delivery methods may include, but are not limited to, Braille/audiotape for print material, on-site interpreter/real-time transcription/live captioning for audio material, captioning for video material, alternative text for images, and captioning of audio information for electronic media materials (such as web and online).

Instructors of the Hyflex version of this course will read and will comply with the Accommodations for Students with Disabilities and Instructional Delivery.

Fall/Spring Professional Development Day Planning Process

September/March: Begin planning for PD day

Discuss ideas and format for General Session with FDC members. Results from previous PD Day evaluation surveys and the Faculty PD Needs Assessment will be reviewed.

Bring ideas to the Professional Development Advisory Committee (PDAC consists of 2 managers, 2 faculty, 2 staff, and 2 students). PDAC will set additional meeting dates to continue PD Day planning as needed.

October/April: Edit/finalize details of the General Session with FDC/CPDC input

PDAC will continually update/receive input from FDC and CPDC to finalize details of the general session. The general session may include a keynote speaker, for which funds from Professional Development will be earmarked.

PDAC will set timeline for breakout session proposal review and proposal notifications and develop the call for proposals.

November/May: Send Call for Breakout Session Proposals to the faculty and staff listservs

Call for Proposals will allow presenters to have the option to schedule their session on PD Day (in person) or within the two weeks prior to that day (Virtual PD power up month).

December/June: Review Breakout sessions

PDAC will review submitted breakout session proposals for any needed edits and suggestions. FDC and CPDC chairs send confirmation of receipt and request details from presenters.

Winter/Summer: Finalize Breakout session and General Session details.

FDC chair will correspond with presenters for faculty sessions to finalize details (confirm title, description, presenters, provide any suggested edits, get zoom link, etc.). CPDC chair(s) will correspond with presenters for classified sessions to finalize details (confirm title, description, presenters, provide any suggested edits, get zoom link, etc.). FDC and CPDC chairs will work together to schedule presentations for PD power up month. PD office schedules PD day breakout sessions.

The PDAC chair will submit a proposal to the VPAA for review. The proposal will outline the format of the general session.

The Academic Senate is currently seeking nominations for candidates for the following Executive Board positions:

Vice President of Academic Technology

Vice President of Educational Policies

Vice President of Equity, Diversity, and Inclusion

Vice President of Faculty Development

Vice President of Finance and Special Projects

Vice President of Logistics and Communications

***Per the Academic Senate Constitution, only current full-time senators are eligible to run for Executive Board positions. ***

Executive Board terms are 2 years in length. For more information about responsibilities of each role please see the [Academic Senate Constitution](#) or speak with the current officer in that role. These positions are allotted reassigned/release time commiserate with the time required to complete job responsibilities.

Comprehensive Integrated Plan:
Summary of Feedback from
Students & External Stakeholders

MARCH 20, 2023

ECC Student Engagement

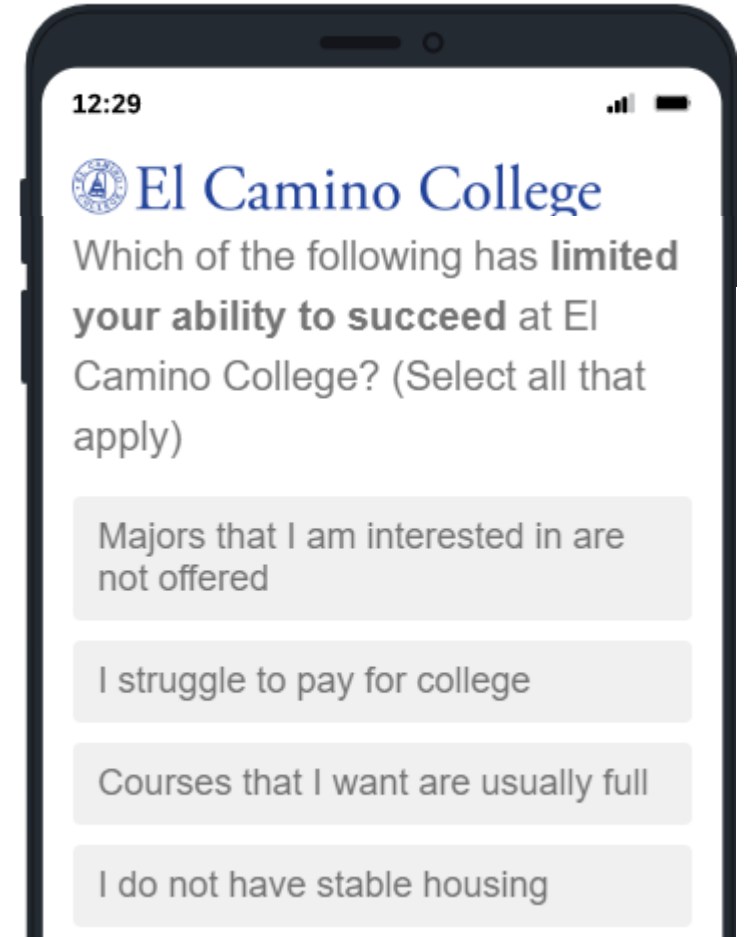
Student Survey

- Distributed Nov 28th to Dec 9th

Email to all students, social media, Canvas announcement, flyers across campus, faculty 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.



Student Listening Sessions / Focus Groups

- In-person and Zoom listening sessions Nov 17th to Dec 2nd
 - All students invited to participate
 - Additional sessions by student group (*MESA, Black Student Union/Project Success, International Students, Veterans, Social Justice Center, EOPS/CARE/CalWorks, LGBTQIA+*)

Focus group with MESA students



elcaminoedu 3h

ATTN:
El Camino Students

ECC wants to know how we can support your education journey.

What new majors or classes do you want to see?

What services do you need to succeed?

PICK A MEETING

- 1 IN-PERSON MEETING**
ECC Library, Collaboration Room
Wednesday, November 17
11 a.m. to 12 p.m.
- 2 ONLINE MEETING**
Thursday, November 18
11 a.m. to 12 p.m.

[TAP TO REGISTER](#)

Give us your input and enter for a chance to win \$25 ECC Gift Cards.

eopsecc

Your Student Voice Matters!

What can El Camino College do to better support you?

Share your student perspective in a casual discussion with EOPS Counselors.

Tuesday, November 29th, 2022
Time: 10:30am-11:30am
Where: Student Services Building 2nd Floor, Rm 287

(Located across from the EOPS/CARE, CalWORKS & Guardian Scholars Office)

Join us and your name will be entered for an opportunity to win a \$50 Amazon gift card!

eopsecc EOPS Students: Your student voice matters! Join us to share your perspective and what you... more

Demographics of CIP Survey Participants

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 slightly 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:

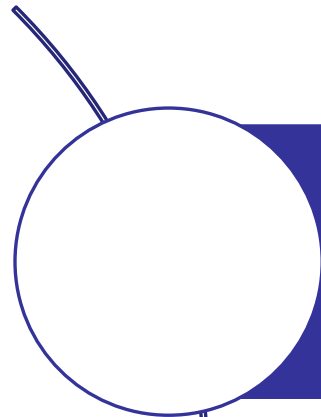
Cohort* / Non-cohort	Fall 2022 student body	CIP Student Survey respondents
In a Cohort	32%	45%
Not in a Cohort	68%	55%

* cohort such as MESA, HTP, etc.

Summary of Input from ECC Students

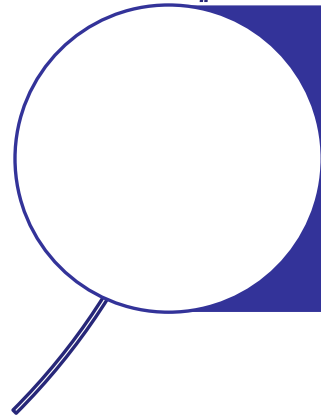


Students: ECC's Strengths & Challenges



Students are generally satisfied with El Camino.

A majority of students have not considered enrolling anywhere else.



Students value the support services that they receive, however:

- They seek greater access to these services
- Some student groups feel their needs are not being met

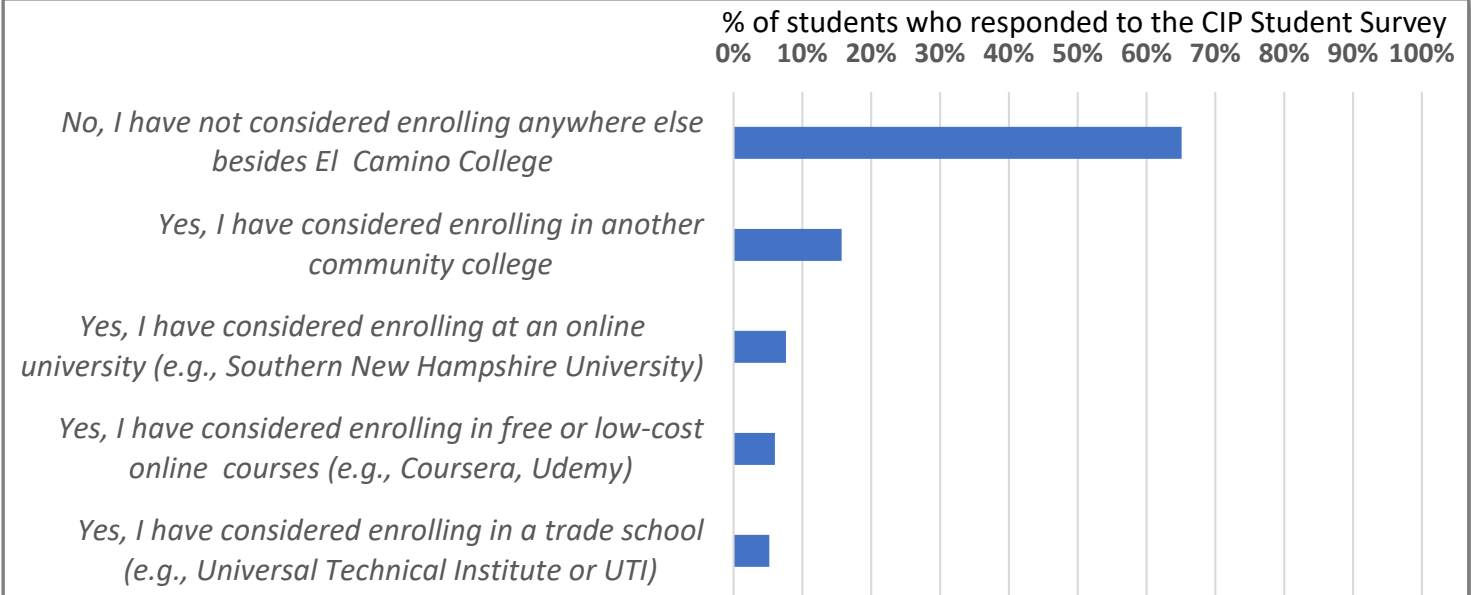
Students: ECC's Strengths

Students are generally satisfied with El Camino

- *I actually feel that **El Camino as a whole are doing a great job.***
- *ECC feels like home, everyone is so welcoming, and the campus environment is very inviting.*
- *El Camino College is perfect the way it is. I love how they are **very attentive towards the students.***
- *El Camino College is the best and I love this school. I am grateful that I was able to continue school here.*
- *ECC listens to its students. The newly created social justice center was a student-led initiative.*

A majority of students have not considered enrolling anywhere else

- *In the CIP Student Survey, when asked, "Have you considered enrolling somewhere else instead of El Camino College to achieve your educational goals?", **65% of the students surveyed have not considered enrolling anywhere else besides El Camino College.***



Students: ECC's Strengths & Challenges

CIP Student Survey: Rank the following in order of what you most like about ECC (1=most like, 10=least like)

Strengths

- 1 **Resources** offered to achieve educational goals
- 2 Ability to **enroll** in courses
- 3 Support from campus **staff**
- 4 **Courses** that are offered
- 5 **Faculty** availability to answer questions
- 6 Student **clubs and meeting other students**
- 7 **Majors** that are offered
- 8 Student **diversity**
- 9 **Faculty knowledge** of course material
- 10 **Faculty diversity**

Challenges

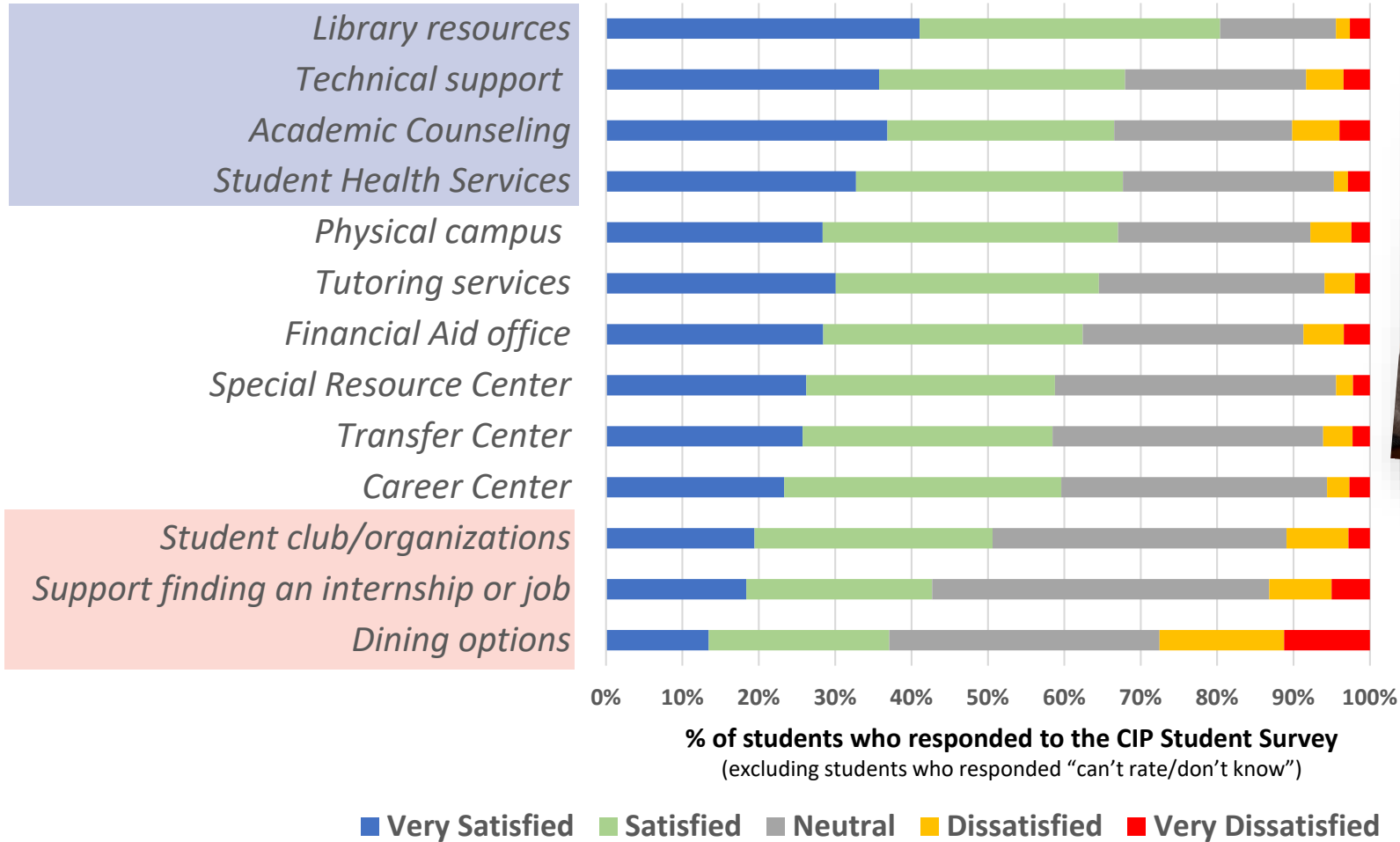


Students: ECC's Strengths & Challenges

CIP Student Survey: How satisfied are you with each of the following resources and supports at El Camino College?

Strengths

Challenges



Students: ECC's Strengths & Challenges

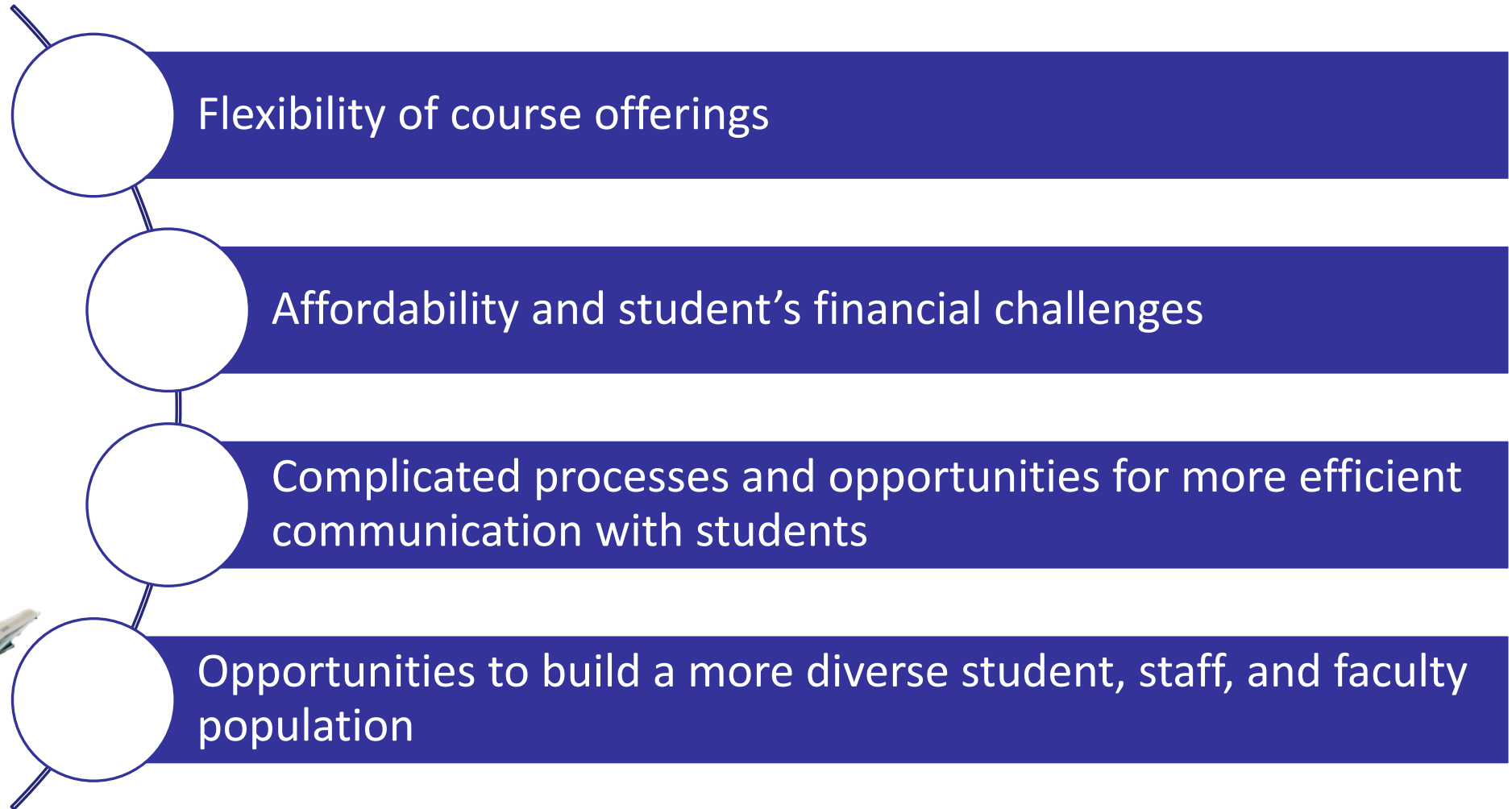
Students value the support services that they receive, however, they seek greater access to these services

- *ECC is very welcoming, and the counselors were very helpful, walking me through all steps of campus involvement.*
- ***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*
- ***Expand available technology*** to areas where students can work. *Especially where students can work with teachers and tutors.*
- ***Continue to provide mental health services*** and teach coping strategies. *Don't drop the mental health services now that we aren't at the beginning of COVID.*

Some student groups feel their needs are not being met: More access to support services for a diverse student body

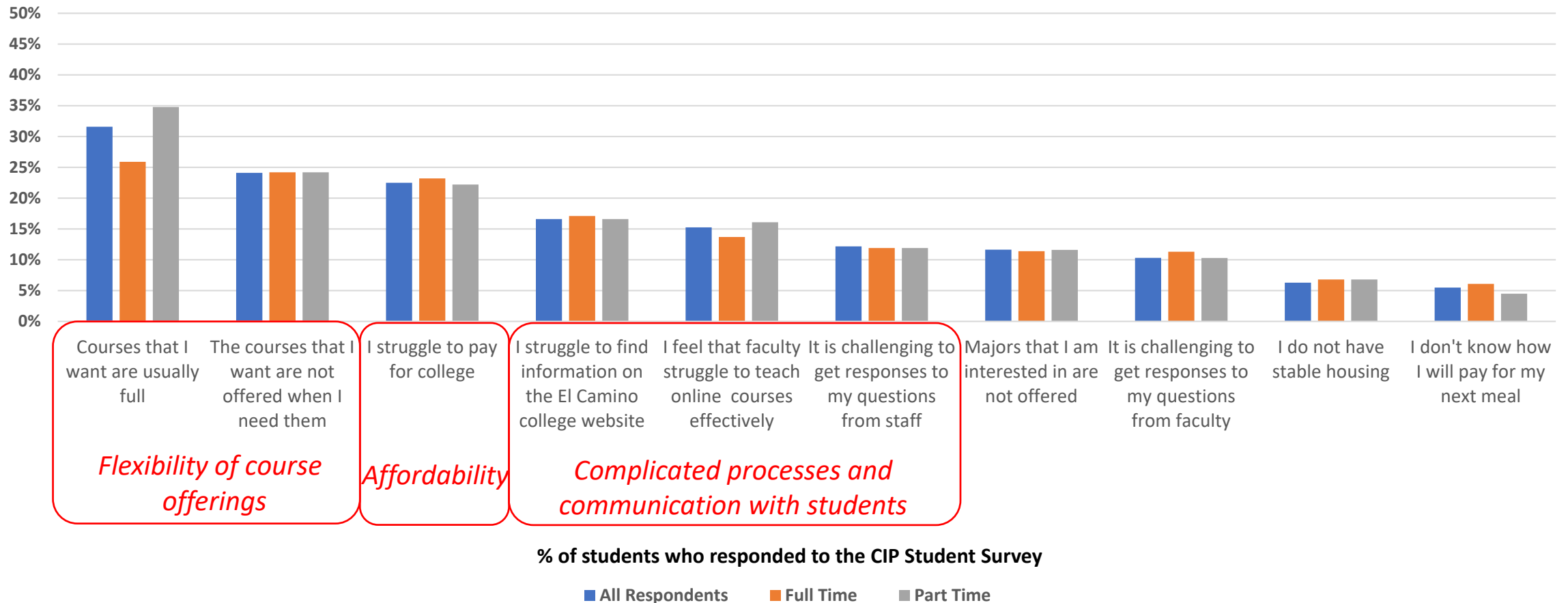
- *There should be **course specific tutors** for each class vs. general tutoring in the subject. For example, I am in an AWS course and the tutors don't seem to know anything about Amazon.*
- ***I don't feel comfortable speaking to non-black staff, especially in the financial aid office.***
- *I am 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.*

Students: ECC's Challenges & Opportunities



Students: ECC's Challenges & Opportunities

CIP Student Survey: Which of the following has limited your ability to succeed at El Camino College?



Students: ECC's Challenges & Opportunities

Flexibility of course offerings

- *Offer more courses at different times*
- *El Camino college can offer the classes that tend to be most full during fall in spring during winter and summer.*
- *Creating more classes per course (if possible) so that more classes are available to better satisfy the demand for them*

Affordability and student's financial challenges

- *Offer more ways to pay for college.*
- *Offer more scholarships and help to the students.*
- *Offer more grants and scholarship opportunities*
- *[There are] limited financial aid opportunities*
- *Services that provide additional support outside of academics such as grants.*
- *[More] Reduced or no-cost textbook courses*

Students: ECC's Challenges & Opportunities

Opportunities to build a more diverse student, staff, and faculty population

- *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.*

Complicated processes and opportunities for more efficient communication with students

- *El Camino needs to stop advertising things that are not important on canvas announcements and push out information that could help students.*
- *[stop] different counselors providing me with different information. It was making me confused with what I needed to do.*

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

Summary of Input from External Stakeholders

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.*

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.*

External Stakeholders: ECC's Challenges



External Stakeholders: ECC's Challenges

A More Comprehensive Marketing and Branding Strategy is Needed

- *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.*

Insufficient Communication

- *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.*

External Stakeholders: ECC's Challenges (cont.)

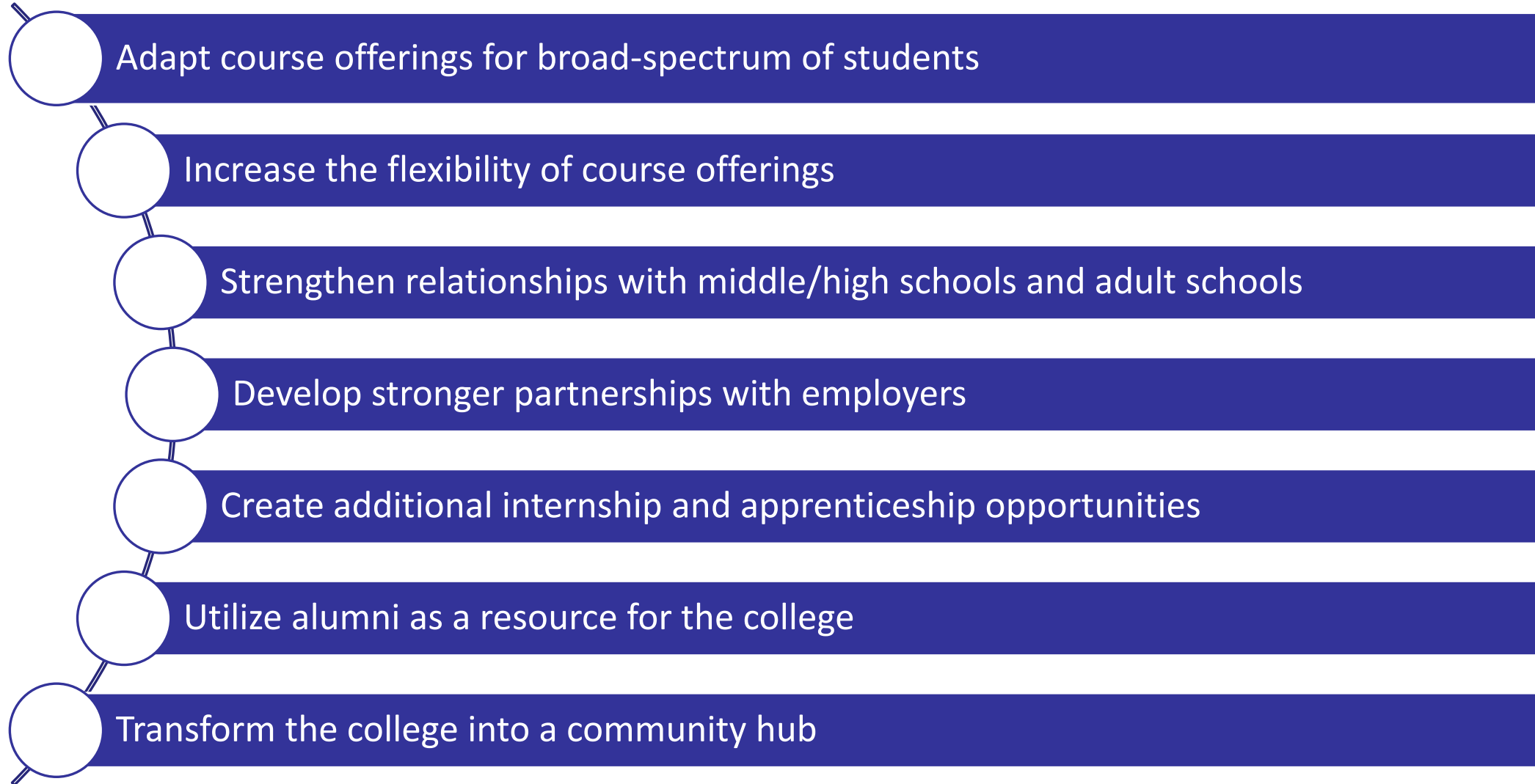
Misalignment of Student Skillset and Workforce Needs

- *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.*

More Student Support Services are Needed

- *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.*

External Stakeholders: ECC's Opportunities

- 
- Adapt course offerings for broad-spectrum of students
 - Increase the flexibility of course offerings
 - Strengthen relationships with middle/high schools and adult schools
 - Develop stronger partnerships with employers
 - Create additional internship and apprenticeship opportunities
 - Utilize alumni as a resource for the college
 - Transform the college into a community hub

External Stakeholders: ECC's Opportunities

Adapt Course Offerings for Broad-Spectrum of Students

- *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.*
- *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.*

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.*

External Stakeholders: ECC's Opportunities (cont.)

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.*

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.*

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.*

External Stakeholders: ECC's Opportunities (cont.)

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.*

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!"*

Comprehensive Integrated Plan:
Emerging Common Topics
from Employees, Students, and External Stakeholders

MARCH 20, 2023

Draft of Emerging Common Topics

- 1 Course offerings and equipping the community with career development opportunities
- 2 Access
- 3 Connection and sense of belonging
- 4 Internal processes and employee engagement
- 5 Outreach and 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 and 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 like 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 and 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."

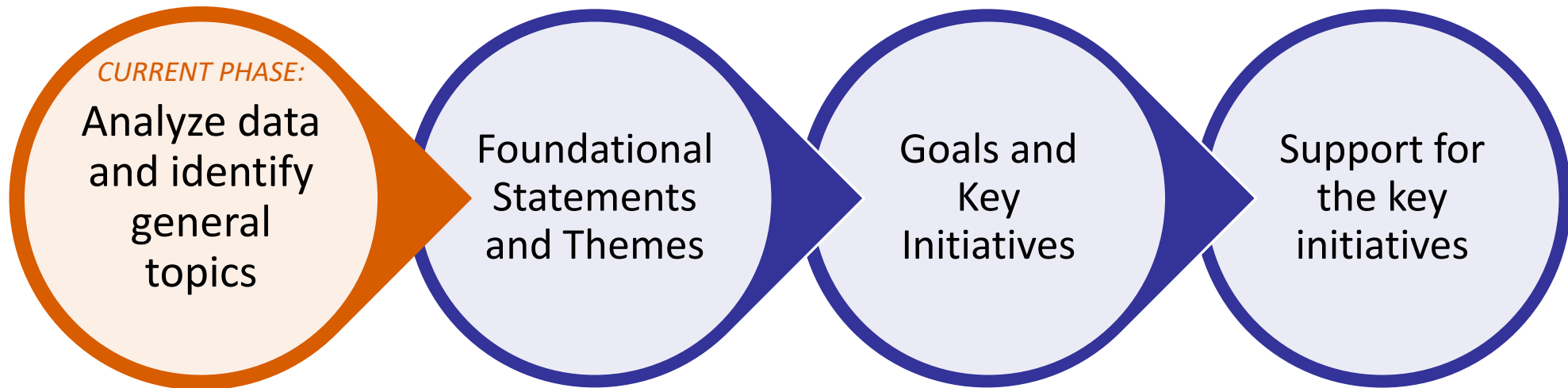
Employees, Students, External Stakeholders

Topic 5: Outreach, Partnerships and 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:

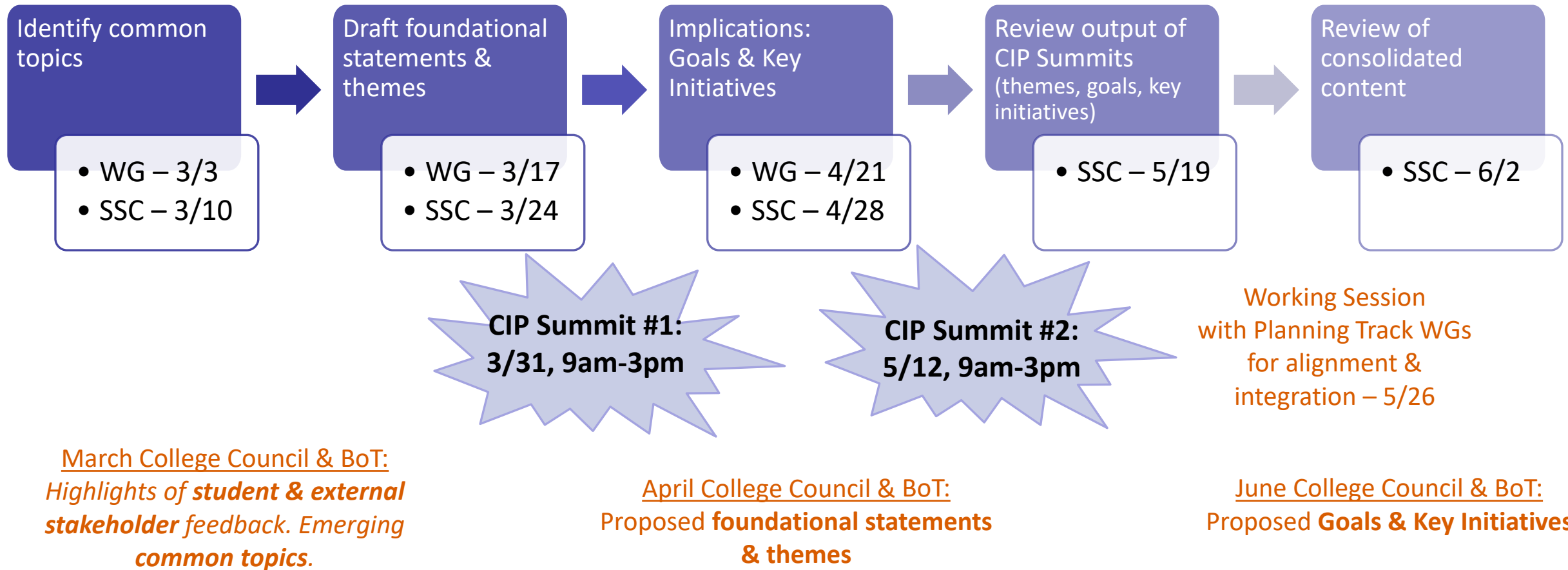
- Revise mission, vision and statement of values
- Identify thematic areas of need to fulfill our mission & vision and to live out our values (e.g., student success, access)

- 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





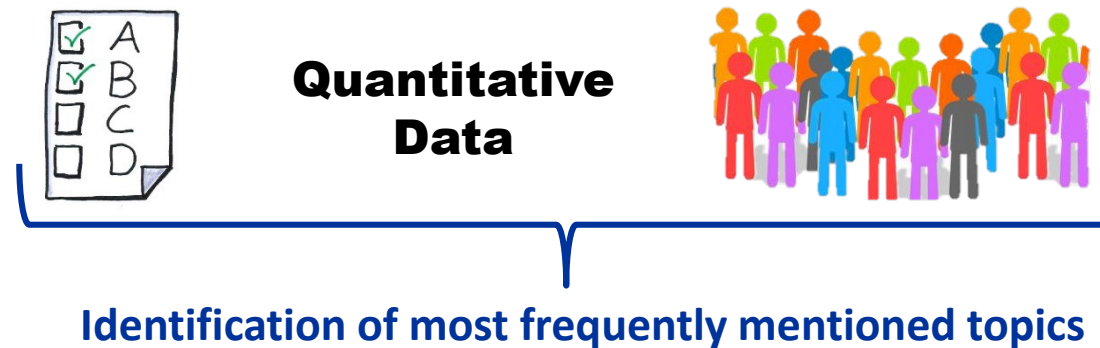
Thank you!

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:

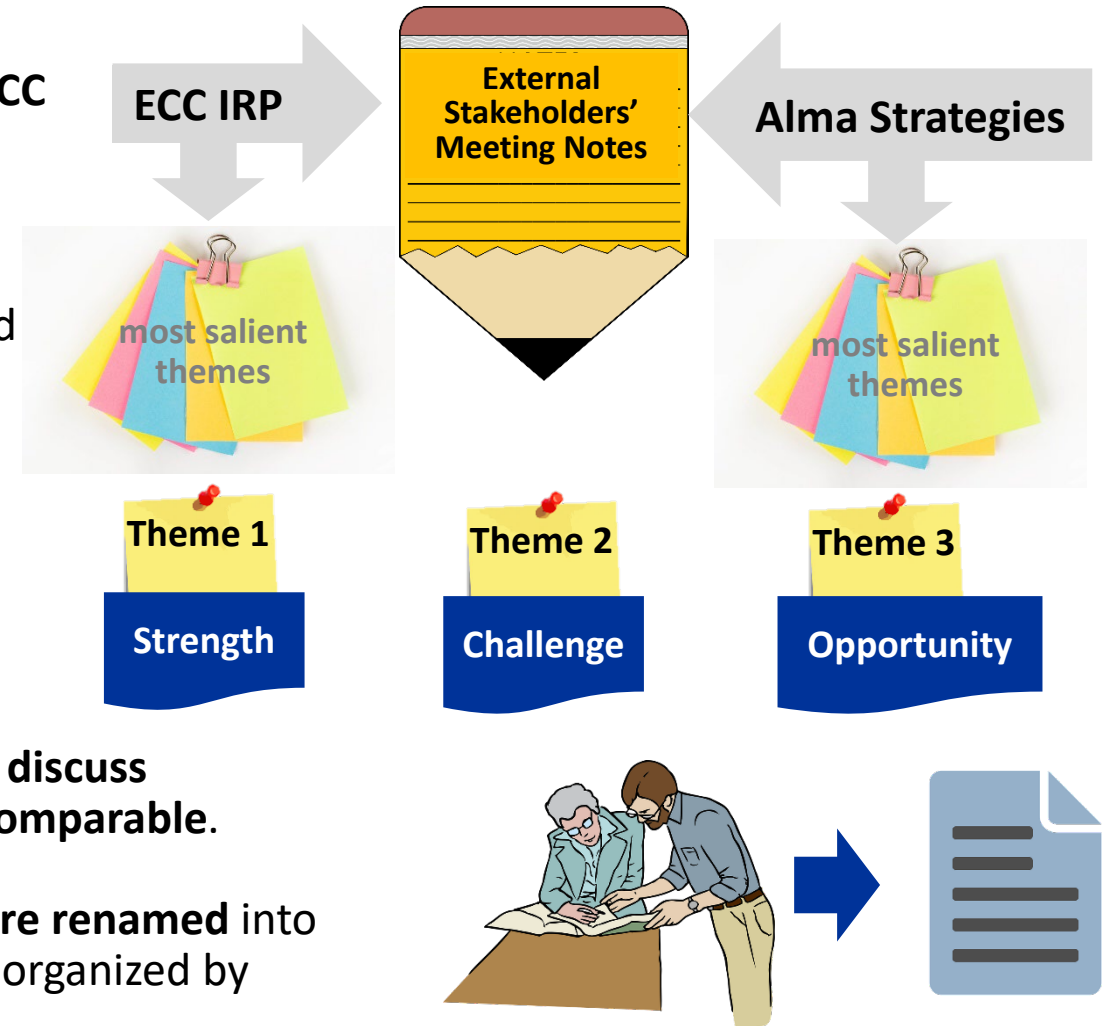
1. What is your favorite part of being a student at El Camino?
2. What resources or support services have helped you in learning experience at El Camino?
3. What is making it hard for you to succeed at El Camino or to complete your education?
4. How can El Camino better support you? What resources or 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

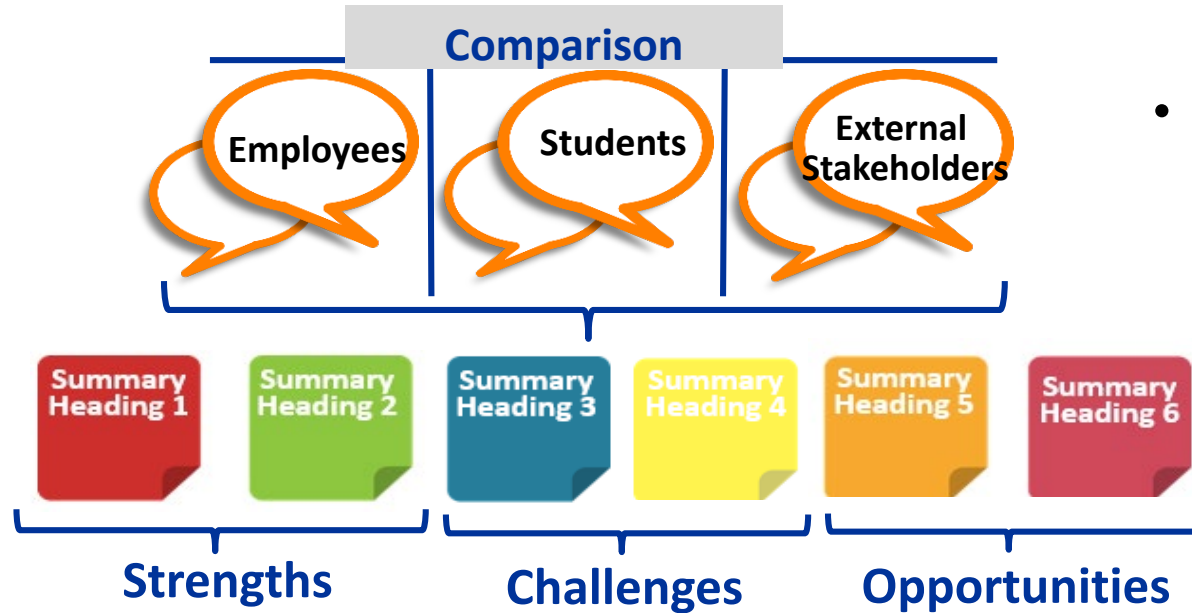


Methodology To Analyze External Stakeholders Feedback

- 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.

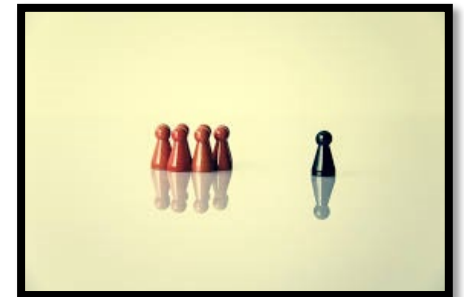
- A SWOT analysis was performed: Related strengths, challenges and opportunities were grouped together.



- 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.



DRAFT
El Camino College
College Council
February 22, 2023

Attendance

Present Proxy

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

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

1. El Camino Community College District College Council

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

2. Opening Items

- 2.1 Welcome
- 2.2 Approval of Minutes

It was moved by Julie Bourlier, seconded by Kelsey Iino, that College Council approve the minutes from the January 17, 2023 meeting as presented. College Council voting members unanimously voted yes. Motion approved.

3. Policies and Procedures Review

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

The first policy review day is scheduled for March 3, 2023. An overview of the policy and procedure review process and timeline was provided. The overview included instructions on accessing the College Council Teams site, where the materials and resources for the upcoming Policy Review day will be available for distribution by the constituent representatives. Dr. Thames is not available to moderate the first Policy Review day. She will assign a designee to run the working group.

4. Agenda Items

4.1 2021-2022 Student Equity and Achievement (SEA) Annual Expenditure Report

Acting Vice President Robin Dreizler presented an overview of the expenditures from the 2021-22 Student Equity & Achievement (SEA) report.

- More details aligning expenditures with outcomes and deliverable as well as and further breakdowns of the allocation of SEA funding is requested for future reporting.
- It is noted the pie charts are cumbersome in reflecting the data and perhaps another visual tool, a bar graph or multiple graphs can be used.
- A request to review the new SEA Plan and funding requests be presented to Council earlier in the coming years, including projected allocations from the SEA budget for programs in conjunction with the Annual Planning process. This information will come to College Council from the Planning and Budget committee (PBC) as an information item.
- It is noted the processes for applying for SEA Funding is not transparent. New processes for requesting SEA, Perkins and Strong Workforce funding in coordination with Annual Planning are being developed. These processes are being refined and are admittedly clunky.
- PBC will be notified of these recommendations from College Council.

4.3 2022-2023 COVID-19 Emergency Condition Recovery Plan Update

Vice President of Academic Affairs, Carlos Lopez presented a comprehensive overview and update on the 2022-2023 COVID-19 Emergency Condition Recovery Plan. This was an update on existing context and activities presented in September and did not include any new direction. The Plan will appear on tonight's Board agenda for Board approval. The plan will also be presented to Academic Senate as an information item. The Strategic Enrollment Management (SEM) plan, currently in progress, will align with the 2023 COVID-19 Emergency Condition Recovery Plan.

4.4 02 22 23 Board Agenda Review

Question and comments on the February 22, 2023 Board of Trustees Meeting agenda were solicited from College Council.

- It was reiterated there were no findings or significant issues associated with the internal controls or financial activities in the 2021-22 Financial Audit Report. Clerical errors on findings from the Financial Aid area were corrected.
- Clarification on Purchase Order List item on Board of Governors Assessment Penalty was provided.
- Clarification on the extension for for the third-party vendor contract providing Information Security Consulting Services was provided.
- Item 10.1 Wi-Fi 6 Upgrade, will be tabled to the March Board meeting. The Chief Technology Officer needs time to collect more information and details on the contract. A summary of the scope of work for the contract was provided.
- Item 11.2 Contract with NSA Construction Group Inc. will be tabled to the March Board meeting to collect more information on the status and fiscal impact of the grounds/soil of the proposed location for the Modular Village.

There were no further comments or questions on the Board of Trustees Meeting agenda

4.2 Procurement/Purchasing Presentation and Training Follow-up

Ms. Rita McCullum, Director of Procurement Services provided an overview of the processes for purchasing equipment and supplies and the engagement of services for the District.

- The long-standing practice of placing actionable items below the \$50,000 threshold on the Board of Trustees agenda for approval may continue for transparency. Changes to this practice are being considered.
- These processes should be shared with the constituent groups.
- It is confirmed any equipment purchases over \$200 will be tagged and inventoried.
- Exceptions to supplies by passing delivery to the warehouse will be considered on a case by case basis.

It was determined the proposal to have Amazon Lockers on campus is not advantageous for the College at this time due to receiving protocols. The updated presentation and check list will be place on BoardDocs for future reference.

5. General Information / Standing Agenda Items

5.1 Institute on Truth, Racial Healing & Transformation (TRHT) Campus Centers

Mr. Gerson Valle, Chair of the Accountability subcommittee of the President's Advisory Committee on Race & and Equity, provided information on the Institute on Truth, Racial Healing & Transformation (TRHT) Campus Centers. After discussion, the general consensus from Council was the College is not ready to commit, given the limited time to complete the application.

- Participation in TRHT may also, overlap with the work being done on campus by *Rooted in Love*. It is suggested TRHT is shared with Rooted in Love.
- Data from numerous campus surveys indicate Racial, Emotional Healing is a campus priority for all stakeholders.
- The College will collect more information, conduct an assessment at the end of the semester (late May), consult with Rooted in Love and consider the decision for applying next year.

5.2 Spring Enrollment Report – Information item to share with constituent groups.

Enrollment is up.

It is reiterated, our mission is not just providing access to higher education. El Camino College is also committed to completion of degree, certificates and economic mobility.

5.3 Da Vinci RISE High and El Camino College MOU – Information item to share with constituent groups.

The first draft of the proposed MOU between Da Vinci RISE High, which serves underserved, at risk populations, who have not completed high school students, and El Camino College, is provided for transparency. This agreement is supported by the Board members of Da Vinci and El Camino. The agreement is being reviewed by the Executive team and will be sent to legal counsel. The MOU will be presented to the Board of Trustees for a first reading at the March meeting.

5.4 Comprehensive Integrated Plan (CIP) Update – Standing Agenda Item

Dr. Viviana Unda, Director of Institutional Research and Planning, reviewed the key meeting dates for the CIP including the two Summits scheduled for March 31, 2023 and May 12, 2023 from 9:00am – 3:00pm. The Board of Trustees will receive a report on the status of the process.

5.5 Updates from Consultation Committees – Standing Agenda Item

Mr. Bob Suppelsa, Vice President of Administrative Services provided information on the initial steps of the Annual Planning process.

The solicitation for funding request through Annual Planning was earlier than previous years. A number of departments had difficulty providing the requested information within this new timeline. In an effort to be inclusive, the deadline has been extended an additional week. This extension was communicated out. Constituent representatives should reiterate the extension to their constituents.

An effort to provide adequate time for updates from the consultation committees will be made at future meetings, to close the communication loops amongst and between governance committees and to assist constituent representatives.

6. Adjournment

6.1 Closing Remarks – The Calendar Committee is meeting March 9th and will be included in the next College Council agenda.

6.2 Meeting adjourned at 3:06p.m.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2023 Spring Plenary Session Resolutions

For Discussion at AREA MEETINGS
March 24/25, 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

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

*7.01 S23 Destigmatize Academic Probation Language and Processes

*7.02 S23 Replace TOP Code with CIP Code

*10.01 S23 Disciplines List–Ethnic Studies

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

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

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

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

*13.04 S23 Define Academic Freedom in Title 5

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*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper	13
*13.04 S23 Define Academic Freedom in Title 5	13

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 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 bylaws changes 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 assure 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;

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

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) found at <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.

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, Reedley College, Part-time Faculty Committee

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

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 Goals⁷ 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 Goals.

Contact: Ginni May, Executive Committee

***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;

⁵ 2018—2023 Strategic Plan can be found at https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf.

⁶ “Reimagining with Purpose: ASCCC Strategic Planning Session December 2022 to February 2023.” (Power Point) may be found at <https://asccc.org/sites/default/files/2023-02/ASCCC%20Strategic%20Planning%20Process%202023-2026.pdf>.

⁷ 2023—2026 ASCCC Strategic Goals can be found at <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

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, Standards and Practices Committee

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)⁸ proposes to modify California Education Code §66406.9⁹ 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 §66406.9¹⁰ 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”¹¹; and

Whereas, California Code of Regulations, title 5 §59402¹² 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;

⁸ AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

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

¹⁰ Ibid.

¹¹ Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

¹² 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>.

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended: amend “course materials” to “instructional materials” to ensure that definitions within California Education Code §66406.9¹³ 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

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 Probation¹⁴ 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;¹⁵

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”¹⁶; 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;¹⁷

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

¹³ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

¹⁴ 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.>

¹⁵ *The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students Brief 1 of 3* may be found at [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).

¹⁶ Ibid.

¹⁷ Ibid.

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

***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) codes¹⁸;

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 code 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

¹⁸ 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>.

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 action¹⁹ by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs code and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

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

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;

¹⁹ The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018 can be found at https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing.

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

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" 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 can 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 recognized;

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,²⁰ which recognized the significant environmental changes that California community colleges find themselves operating in; and

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”²¹ and a paper titled “Enrollment Management Revisited”²²

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”²³ and disseminate the paper to local academic senates upon its adoption.

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

²⁰ 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>.

²¹ “Role of Academic Senates in Enrollment Management” (1999) found at <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

²² “Enrollment Management Revisited” (2009) found at <https://www.asccc.org/papers/enrollment-management-revisited>.

²³ “Enrollment Management Revisited Again: Post Pandemic” can be found at <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%2017.23.pdf>

***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,²⁴ 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 504²⁵ and 508²⁶ 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"²⁷ and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

***13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)²⁸ “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”²⁹; 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,”³⁰ 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 freedom³¹;

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

²⁴ Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

²⁵ “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

²⁶ “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

²⁷ “Effective and Equitable Online Education: A Faculty Perspective” can be found at https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf.

²⁸ SR 45 (Min, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45

²⁹ Senate Resolution 45 (Min). March 16, 2022: https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

³⁰ 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>.

³¹ Senate Resolution 45 (Min). March 16, 2022: https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.³²

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

³² Ibid.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)
February 28, 2023

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Ambrosio.

Recorder: L. Plum

Members:

Present: W. Cox, K. Daniel-DiGregorio, M. Kline, M. Lipe, C. Lopez, M. McMillan, Z. Murdock, R. Padilla, S. Porter, G. Song

Absent: M. Anderson, J. Minei

Ex-Officio Members:

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

Excused: I. Zugic

Absent: L. Justice

Guests: L. Linka

1. APPROVAL OF MINUTES

The minutes of December 13, 2022 were approved via email by the CCC on December 23, 2022.

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

Chair Ambrosio thanked the CCC for approving the minutes of December 13 via email, J. Minei for serving as the Standard Review representative for today's meeting, and M. Lipe for agreeing to serve as the Standard Review representative for the next meeting.

All were thanked for their understanding in dealing with the extenuating circumstances. There was a brief discussion regarding the reasons for the extenuating courses as well as courses not on the agenda.

3. CURRICULUM REVIEW

A. Full Course Review

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

1. Computer Science 1H (CSCI 1H)
2. Fashion 5 (FASH 5)
3. Noncredit English as a Second Language 600 (NESL 600)
4. Noncredit English as a Second Language 601 (NESL 601)
5. Noncredit English as a Second Language 602 (NESL 602)
6. Noncredit English as a Second Language 603 (NESL 603)
7. Noncredit English as a Second Language 604 (NESL 604)
8. Noncredit English as a Second Language 605 (NESL 605)
9. Noncredit English as a Second Language 606 (NESL 606)

B. Full Program Review

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

1. Computer Science: Data Science Certificate of Achievement
2. English as a Second Language Certificate of Competency
3. Kinesiology: Health and Wellness Certificate of Achievement
4. Radiologic Technology A.S. Degree
5. Radiologic Technology Certificate of Accomplishment
6. Respiratory Care B.S. Degree
7. Sign Language/Interpreter Training A.A. Degree
8. Sign Language/Interpreter Training Certificate of Achievement

C. Consent Agenda Proposals

The committee approved the following courses and DE Course Addenda, which is ready for final action:

1. Administration of Justice 116 (AJ 116)
2. Bachelor of Science Respiratory Care 371 (BSRC 371)
3. Bachelor of Science Respiratory Care 373 (BSRC 373)
4. Bachelor of Science Respiratory Care 375 (BSRC 375)
5. Bachelor of Science Respiratory Care 377 (BSRC 377)
6. Bachelor of Science Respiratory Care 379 (BSRC 379)
7. Bachelor of Science Respiratory Care 481 (BSRC 481)
8. Bachelor of Science Respiratory Care 483 (BSRC 483)
9. Bachelor of Science Respiratory Care 485 (BSRC 485)
10. Bachelor of Science Respiratory Care 487 (BSRC 487)
11. Computer Science 12 (CSCI 12)
12. Music 264abcd (MUSI 264abcd)
13. Music 269abcd (MUSI 269abcd)

CURRICULUM DISCUSSION

A. Full Course Review

Humanities Division

The following courses were presented as new course proposals:

- NESL 600 ESL Integrated Skills, Beginning Literacy
- NESL 601 ESL Integrated Skills, Beginning Low
- NESL 602 ESL Integrated Skills, Beginning High
- NESL 603 ESL Integrated Skills, Intermediate Low
- NESL 604 ESL Integrated Skills, Intermediate High
- NESL 605 ESL Integrated Skills, Advanced
- NESL 606 Citizenship Preparation

It was moved by S. Porter, seconded by W. Cox, that the committee approve the course proposals. The motion carried.

It was moved by S. Porter, seconded by W. Cox, that the committee approve the course delivery methods. The motion carried.

It was moved by S. Porter, seconded by W. Cox, that the committee approve the conditions of enrollment. The motion carried.

Industry & Technology Division

FASH 5 Intermediate Computer Fashion Illustration was presented as a new course proposal.

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

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

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

Mathematical Sciences Division

CSCI 1H Honors Problem Solving and Program Design Using C++ was presented as a new course proposal.

It was moved by S. Porter, seconded by W. Cox, that the committee approve the course proposals. The motion carried.

It was moved by S. Porter, seconded by W. Cox, that the committee approve the course delivery methods. The motion carried.

It was moved by S. Porter, seconded by W. Cox, that the committee approve the conditions of enrollment. The motion carried.

B. Full Program Review

Health Sciences & Athletics Division

The Radiologic Technology A.S. Degree was presented for program revision. The Radiologic Technology Certificate of Accomplishment was presented for inactivation.

The Respiratory Care B.S. Degree and Kinesiology: Health & Wellness Certificate of Achievement were presented as new program proposals.

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

Humanities Division

The English as a Second Language Certificate of Competency was presented for program revision.

It was moved by S. Porter, seconded by Z. Murdock, that the committee approve the program proposal. The motion carried.

Library & Learning Resources Division

The Sign Language/Interpreter Training A.A. Degree and Sign Language/Interpreter Training Certificate of Achievement were presented for program revision.

It was moved by W. Cox, seconded by M. Kline, that the committee approve the program proposals. The motion carried.

M. Lipe opposed the motion due to concerns regarding information in the proposals

Mathematical Sciences Division

The Data Science Certificate of Achievement was presented as a new program proposal. It was moved by Z. Murdock, seconded by S. Porter, that the committee approve the program proposal. The motion carried.

C. Consent Agenda Proposals

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

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

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

4. HYFLEX DE ADDENDUM:

M. Wolfenstein reviewed the draft of the revised addendum. It was explained that Question: section 5/6 – applies to all sections but understand need to move forward as soon as the technology is available, there will be a discussion if it makes sense to have the delivery method. Leave alone for now and address course texts as they should be the same. It was stated the numbers would need to be redone.

L. Suekawa requested that ECC continue the practice of including the dates for OER text and should because it helps with GE reviews and approvals.

E. Ambrosio stated this would be the first read and a vote would take place at next meeting. A link would be shared to review final draft. He also informed there will be a future discussion about the language regarding emergency language in the DE addendum.

5. NONCREDIT COURSE RENUMBERING:

It was reiterated that noncredit course renumbering to 500/600. The process would be similar to how the de addendums were approved en masse as long as only the number is changing. If

there are other modifications the courses will need to go through the appropriate review process.

It was explained that NESL would keep the “N” designation for the population those courses that were created for. Other courses will be denoted as noncredit by the number and in the catalog description.

6. CURRICULUM CHAIR PRO TEM:

E. Ambrosio explained he would be taking paternity leave in the fall and spring. This would require a chair pro-tem to be assigned. The committee members were asked to consider volunteering for this position.

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

The committee was asked to remind colleagues to review instructions on the website about the curriculum process. Spring 2023 will be the last semester that new course worksheets and MCF will be discontinued. The forms will be available but not required.

There was a discussion about the MS teams where the CORs are stored and how to move forward making them publicly accessible. It was added that having the COS available to faculty and staff would be beneficial. The layout of the Teams site was reviewed and it was explained how the files will be filed.

Committee members were encouraged to contact L. Marquez during the summer to discuss options to making CORs public.

8. VICE PRESIDENT’S REPORT: Vice President of Academic Affairs – C. Lopez

It was shared that the AB 1111 statewide committee is still formative and in fact-finding. Topics from the recent meeting was shared with the committee. It was stated that the intended implementation date is 7/1/2024. The expectation is to have guidelines with approximately a year to implement. Ideally there will be one year to implement.

E. Ambrosio asked that committee members have the discussions with your DCC and colleagues about the upcoming work to be done.

9. ANNOUNCEMENTS

- The Curriculog Café will be open after the meeting today.
- Next CCC Meeting: March 14, 2023 – 2:30-4:30 p.m., DE 166/Zoom

10. ADJOURNMENT

Chair Ambrosio adjourned the meeting at 3:25 p.m.

Approved Curriculum Changes Proposed for 2023-2024

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
Course Review	FINE	MUSI 264abcd String Ensembles	Course review; Changes to lecture/lab hours	2/28/2023
Course Review	FINE	MUSI 269abcd Guitar Ensembles	Course review; Changes to lecture/lab hours	2/28/2023
Course Review	MATH	CSCI 12 Programming for Internet Applications Using PHP, JavaScript, and HTML	Course review; Changes to lecture/lab hours	2/28/2023
DE Addendum	HEAL	AJ 116 Ethics in Law Enforcement	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 371 Principles of Evidence Based Medicine	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 373 Respiratory Care Management and Supervisorial Skills	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 375 Evidenced-Based Medicine in Respiratory Care	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 377 Respiratory Care Management Using Evidence Based Medicine	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 379 Respiratory Care Management of Budget Development and Personnel Issues	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 481 Case Management in Pulmonary Emergency Medicine	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 483 Case Management in Chronic Pulmonary Disease	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 485 Case Management in Sleep Apnea and Pulmonary Function Testing Issues	DE addendum; Added new DE version (online)	2/28/2023
DE Addendum	HEAL	BSRC 487 Case Management Issues in Respiratory Care Management	DE addendum; Added new DE version (online)	2/28/2023

Approved Curriculum Changes Proposed for 2023-2024

New Course	HUMA	NESL 600 ESL Integrated Skills, Beginning Literacy	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 601 ESL Integrated Skills, Beginning Low	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 602 ESL Integrated Skills, Beginning High	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 603 ESL Integrated Skills, Intermediate Low	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 604 ESL Integrated Skills, Intermediate High	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 605 ESL Integrated Skills, Advanced	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	HUMA	NESL 606 Citizenship Preparation	New course; Added new DE version (online/hybrid)	2/28/2023
New Course	ITEC	FASH 5 Intermediate Computer Fashion Illustration	New course	2/28/2023
New Course	MATH	CSCI 1H Honors Problem Solving and Program Design Using C++	New course	2/28/2023
New Program	HEAL	Kinesiology: Health & Wellness Certificate of Achievement	New program	2/28/2023
New Program	HEAL	Respiratory Care B.S. Degree	New program	2/28/2023
New Program	MATH	Computer Science: Data Science Certificate of Achievement	New program	2/28/2023
Program Inactivation	HEAL	Radiologic Technology Certificate of Accomplishment	Program inactivation	2/28/2023
Program Revision	HEAL	Radiologic Technology A.S. Degree	Program revision; Changes to catalog program description; course requirements; program prerequisites; units; revised course sequence	2/28/2023

Approved Curriculum Changes Proposed for 2023-2024

Program Revision	HUMA	English as a Second Language Certificate of Competency	Program revision; Change to course requirements	2/28/2023
Program Revision	LLR	Sign Language/Interpreter Training A.A. Degree	Program revision; Changes to catalog program description; course requirements; units	2/28/2023
Program Revision	LLR	Sign Language/Interpreter Training Certificate of Achievement	Program revision; Changes to catalog program description; course requirements; units	2/28/2023

Faculty Development Committee Meeting

Minutes for Tuesday, March 14, 2023

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

	Name		Division	Present
1	Stacey Allen	SA	Behavioral & Social Sciences	X
2	Taryn Bailey	TB	Academic Affairs	X
3	Erica Brenes	EB	Humanities	
4	Anna Brochet*	AB	Counseling	X
5	Linda Cooks	LC	Library & Learning Resources	X
6	Amy Herrschaft	AH	Counseling	X
7	Amy Himsel	AJH	Behavioral & Social Sciences	X
8	Lars Kjeseth	LK	Mathematical Sciences	X
9	Crystle Martin	CM	Library & Learning Resources	X
10	David Moyer	DM	Fine Arts	X
11	Jackie Nolasco	JN	Library & Learning Resources	X
12	Polly Parks	PP	Natural Sciences	
13	Evelyn Uyemura	EU	Humanities	X

*Committee Chair

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

Fall 2022 Meetings: September 13 & 27, October 11, November 8

Spring 2023 Meetings: February 14, March 14, April 25, May 23 (if needed)

AGENDA

1. Review of Needs Assessment survey questions

The Needs Assessment Task group worked on revising the questions for the Needs Assessment survey between our last meeting and this one. A few questions were added and others were revised. PP proposed adding a question about trainings on specific aspects of teaching as well as whether faculty have participated in the IMPACT trainings that the campus put on this year. Although the IMPACT trainings did not come from the FDC, it would be interesting to see whether faculty participated, why or why not, and their experiences. LK suggested reordering the questionnaire by putting the broader questions first, followed by the more specific questions. Instructional Technology question has been sent to Moses Wolfenstein to revise with his team.

2. Proposed changes to PD day planning process

AB described the proposed changes to the PD day planning process as well as the rationale. The culture at ECC has changed; there is now an expectation for all employee groups to attend PD day, not just faculty. PD day is now notated "offices closed during college-wide scheduled activities" on the ECC academic calendar. When faculty were the only mandated group to attend PD day (previously known as flex day), it was appropriate to center faculty during the planning process for PD day. But as the culture changed in

recent years and PD day became more inclusive, the planning process reflected that change and all employees who were interested in planning PD day were invited to be part of the PD day planning committee. AB attempted to follow this process last Fall when planning for Spring 2023 PD day. There were a few issues with the process: the composition of the ad hoc committee did not guarantee representation from each employee group. In addition, some individuals indicated interest but were not able to attend any/all the meetings so there was inconsistency in participation and representation. This made it difficult to coordinate the planning and ensure effectiveness. The proposed changes attempt to address the issues of inconsistency while maintaining representation from each employee group. By taking advantage of already existing Professional Development committees at ECC (The FDC, the Classified Professional Development Committee [CPDC] and Professional Development Advisory Committee [PDAC]), the proposal suggests starting the PD day general session planning with the FDC. Then the chair of the FDC would take the generated ideas to the PDAC, which is comprised of 2 faculty (including FDC chair), 2 classified staff (Co-Chairs of CPDC) and 2 managers (including chair of PDAC) and 2 students, to work out details and finalize the general session. The chairs of the FDC and CPDC will make sure their respective committees are continually updated and consulted. The breakout sessions for faculty will be coordinated by the FDC chair and breakout sessions for classified employees will be coordinated by the co-chairs of the CPDC to ensure training/workshop needs/requests are met for both groups. The FDC members accepted the proposed changes to the planning process and agreed to meet at the end of this month to start the planning for Fall 2023 PD day. Due to time constraints, CM will share PD day evaluation results at the beginning of that meeting.

3. I&I updates:

- a. March 16; 1:15-3pm: Rescheduled Pedagogy Matters Part 3
- b. April date, TBD: How to be Equitable Educators in a Post-Pandemic Environment panel
 - i. LC is working with panelists to finalize details. Description: “We want students to come back to campus, but are we offering a climate of learning that meets students where they are at post-pandemic? Attend I&I for a panel discussion with ECC staff who work closely with our students: Vilma Fuentes of Formerly Incarcerated Re-Entry Students Thriving (FIRST); Helen Kang of Guardian Scholars; and Brian Mims of Umoja - Project Success. We will discuss students' experiences in the classroom and ways to promote an equitable environment for success.”
- c. May date, TBD: Linguistic Justice

4. Spring 2023 Book Club update: Focus on Linguistic Justice—Linda Cooks

- a. March 24th 11:00 am - 12:00 pm
- b. April 28th 11:00 am - 12:00 pm

c. May 19th 11:00 am - 12:00 pm

5. Announcements and Reminders:

a. Next meeting April 25



Academic Technology Committee

Agenda Sheet

Facilitators: Stephanie Burnham (Co-Chair)
Marlow Lemons (Co-Chair)

Date: November 4, 2022
Time: 9:00am

Notetaker: Janet Quezada

Location: Zoom

Attendees:

<input type="checkbox"/>	Loic Audusseau	<input type="checkbox"/>	Ryan Gan	<input type="checkbox"/>	Carolyn Pineda
<input type="checkbox"/>	Elana Azose	<input type="checkbox"/>	Tiffanie Lau	<input checked="" type="checkbox"/>	Janice Pon-Ishikawa
<input type="checkbox"/>	Jonathan Bryant	<input type="checkbox"/>	Marlow Lemons	<input type="checkbox"/>	Jenny Simon
<input checked="" type="checkbox"/>	Stephanie Burnham	<input type="checkbox"/>	Dean Lofgren	<input type="checkbox"/>	Hiep D. Tran
<input type="checkbox"/>	Ryan Carey	<input type="checkbox"/>	Mark Malonzo	<input type="checkbox"/>	Claudio Vilchis
<input checked="" type="checkbox"/>	William Carter	<input type="checkbox"/>	Andrea Micallef	<input type="checkbox"/>	Oscar Villareal
<input type="checkbox"/>	Joyce Dallal	<input type="checkbox"/>	Kristine Numrich	<input checked="" type="checkbox"/>	Moses Wolfenstein
<input type="checkbox"/>	Nancy Freeman	<input type="checkbox"/>	Richard Perkins	<input checked="" type="checkbox"/>	Michael Wynne

Agenda:

1. Approval of Minutes (9/9 and 10/14)
2. Final read and vote on Committee's statement of purpose and objective.
3. Schedule Class demo
4. Conference working groups, timeline, general planning

EL CAMINO COLLEGE
MINUTES OF THE ACADEMIC TECHNOLOGY COMMITTEE MEETING
NOVEMBER 4, 2022
MINUTES

The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

Review Minutes

All in favor to approve the minutes from September 9, 2022 and October 14, 2022.

Final read and vote on Committee's statement of purpose and objective.

Objective and Scope

As a subcommittee of the Academic Senate, the Academic Technology Committee (ATC) brings diverse and informed voices together to ensure the adoption of academic technologies fairly and equitably. The ATC brings awareness of the latest technologies, innovative instructional practices, and teaching strategies using technology in both physical and virtual classrooms. Specifically, the ATC creates opportunities for faculty, staff, and students to engage with and learn about emerging technologies.

Purpose

The ATC focuses attention on how technology affects teaching and learning. The committee researches and recommends emerging technologies, processes, and tools to be integrated into educational practices. The ATC also provides a forum for faculty, staff, and students to communicate their academic technology needs, give feedback on current technologies, and communicate those needs to the campus community.

2022/2023 Academic Plan:

- Assist faculty and staff in any technology funding proposals or ideas;
- Work with ODE on the implementation of the HyFlex modality on campus;
- Research and evaluate *Class* (a Zoom overlay) application and other possible teaching technologies; and
- Plan and execute the annual Educational Technology Conference for Friday March 24, 2023.

Schedule Class demo

Below is a breakdown of what Class demo consist of:

- It was mentioned that Class is a zoom overlay, which is not really great for instructional purposes.
- Class has been built with a user centered focus on teachers and students in terms of what they actually need out of the experience for learning over video conferencing.
- The primary use is developed for its live online.
- It was mentioned that Class could also definitely be fit for Hy-flex, at the moment there are only piloting two classes.

It was mentioned that Cheryl and M. Wolfenstein attended a demo from their rep and decided that they did want to move it forward with it and be reviewed by members of these two committees to evaluate whether they should then recommend it to academic technology for potential adoption.

The rep will be available Monday, November 14, 2022 at 10am, there will also be a recording available for anyone that cannot attend the demo meeting.

Conference working groups, timeline, general planning

Dr. Lemons will confirm with VP Carlos on the budget amount.

2022/2023 Academic Plan:

- To assist faculty and staff in any technology funding proposals or ideas;
- To work with ODE on the implementation of the HyFlex modality on campus;
- To research and evaluate Class Zoom Overlay application and other possible teaching technologies; and
- To Plan and execute the annual Education Technology Conference for Friday, March 24, 2023.
- Dr. Lemons will reach out to Professor Enilda Romero-Hall to serve as a keynote speaker. She specializes in HyFlex.
- If anyone has any recommendations on keynotes please email Dr. Lemons at Mlemons@elcamino.edu

Next ATC meeting will be December 9, 2022.