



Academic Senate of El Camino College 2021-2022

March 1, 2022

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

Office location: Schauerman Library, Room 273

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

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

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

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



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Zoom information for Academic Senate Meeting 3/1/2022

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

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

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

Meeting ID: 960 6675 9172

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

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- 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.
- 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 1. In the subject line, please put Academic Senate Meeting 3/1 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.



Academic Senate of El Camino College 2021-2022

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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	Janet Young
VP Faculty Development	Stacey Allen	Secretary	Maria Garcia
VP Equity, Diversity, and Inclusion	Analú Josephides	Parliamentarian	TBA

Part-Time (One-year terms)

Sanda Oswald

Selene Torres

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 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Maria Garcia 23/24

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analú Josephides* 21/22

Gary Medina 23/24

Camila Jenkin 23/24

Fine Arts

Jonathan Bryant 21/22

Joseph Hardesty 23/24

Russell McMillin*^R 21/22

Joanna Nacheff 21/22

Laura Almo 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 20/21

Dina Mauger 22/23

Shiney Johnson 22/23

Tom Hazell 23/24

Eric Villa 23/24

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Stephanie Burnham 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 21/22

Greg Fry 23/24

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jackie Sims

Ross Miyashiro

Associated Students Organization

Anisah Moutra

President/ Superintendent

Brenda Thames

Ex-officio positions

Janet Young CCC Chair
Kevin Degnan ALC Chair
Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 21/22 = 2021/2022.

*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).

FALL 2021: September 7 & 21, October 5 & 19, November 2 & 16, December 7.

SPRING 2022: February 15, March 1 & 15, April 5 & 19, May 3 & 17, June 7.

SENATE COMMITTEES:

Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 12:30-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jackie Sims. Faculty Co-Chair: TBA. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Brenda Thames. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jackie Sims & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

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

Enrollment Management. Chair: Jackie Sims. Senate reps: TBA, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.

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

Planning & Budgeting (PBC). Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1st & 3rd Thurs, 1- 2, LIB 202.

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- ☒ Sanda Oswald
- ☒ Selene Torres

Behavioral Social Sciences

- ☒ Stacy 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

Fine Arts

- ☒ Joe Hardesty
- ☒ Russell McMillin
- ☒ Joanna Nacheff
- ☒ Jonathan Bryant

Health Sciences & Athletics

unexcused: Andrew Alvillar

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

Humanities

- ☒ Stephanie Burnham
- ☒ Sean Donnell
- ☒ Brent Isaacs
- ☒ Elayne Kelley
- ☒ Anna Mavromati

ITEC

- ☒ Charlene Brewer-Smith
- ☒ Ross Durand
- ☒ Dylan Meek
- ☒ Renee Newell
- ☒ Jack Selph

Library

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

Mathematics

- ☒ Susana Acosta-Acuna
- ☒ Diaa Eldanaf
- ☒ Greg Fry
- ☒ Ronald Martinez
- ☒ Robert Eleuteri

Natural Sciences

- ☒ Jwan Amin
- ☒ Mia Dobbs
- ☒ Darcie McClelland
- ☒ Shanna Potter
- ☒ Shimonee Kadakia

ASO

- ☒ Anisha Moutra

Curriculum Chair

- ☒ Janet Young

Academic Affairs

- ☒ Jackie Sims

Student Services

- ☒ Ross Miyashiro

President/Superintendent

- ☒ Brenda Thames

ECC Federation

Kelsey Iino

Institutional Research

Josh Rosales

Dean's Reps/Guests/Other Officers:

Ali Ahmadpour

Amy Grant

Anisha Moutra

Arturo Hernandez

Gerson Valle

Grace Camargo-Perez

Jaynie Ishikawa

Jenny Simon

Karen Preciado

Kevin Degnan

Laura Almo

Linda Cooks

Mary McMillan

Meg Granich

Michael Wynne

Ms. Nishi

Nancy Burruss

Scott Kushigemachi

Stephen Peluso

Tiffanie Lau

ACADEMIC SENATE MINUTES Tuesday, February 15, 2022

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

A. Call to Order

- Meeting called to order at 1:05pm

B. Approval of Minutes (p. 6-12)

- Academic Senate President motioned to approve minutes. Moved by A. Josephides, seconded by S. Degnan.
- No updates/changes
- Minutes approved. 0 no's, 0 abstentions

C. Unfinished Business:

a. BP 4400, Community Services, 2nd reading and vote- Camila Jenkin (p. 13-14)

- Academic Senate President motioned to approve. Motioned by S. Donnell, seconded by B. Isaacs
- Minor change. Language copied from template.
- Approved. 0 no's, 0 abstentions

b. AP 4320, Public Performance by Students, 2nd reading and vote- Camila Jenkin (p. 15)

- AP is not a template and no BP associated
- Additions in red
- Approved. 0 no's, 0 abstentions

c. AP 4022, Course Approval, 2nd reading and vote- Camila Jenkin (p. 15-18)

- Minor change. Strike out of phrase "at least"
- Approved. 0 no's, 0 abstentions

D. New Business:

a. AB 705 Improvement Plan 1st reading- Scott Kushigemachi and Gerson Valle (p. 19-46)

- Memo and form in packet will be submitted to Chancellor's Office
- Fall 22 changes:
 - Chancellor stated that if we offer developmental programs we have to show benefit students.
 - Must prove that taking developmental courses will improve math/English completion after taking developmental course.
 - **With limited exceptions...Starting fall 22 no more Math or English developmental courses will be offered**
 - Chancellor looking at why students are enrolling in developmental courses if they are approved for college courses

- AB540 workgroup reviewed ECC data that taking developmental courses does not mean they will pass transfer level courses so decision was made to stop offering developmental courses
 - For students pursuing math competency for associate's degree can pursue transfer level courses to meet math competency AND STARTING FALL 2022 will include: Coms 180, Bus 15 &17 and CSCI 7
- Improvement Plan Highlights:
 - Expand co-requisite sections for English and Math
 - Expand support labs, tutoring and embedded tutoring
 - Early alert systems
 - Integrate resources into gateway courses
 - Professional development for faculty
 - Communities of practice for instructors teaching gateway courses
 - Safe spaces for equity conversations
- Discussion:
 - Will courses be moved to non-credit? Math academy? Tutoring offered for new Coms and Bus courses.
 - Non-credit courses are not being considered to become requirements for transfer level courses
 - Math academy will continue summer 2022. No plans to discontinue math academy.
 - SI/tutoring support will be added/considered for new Bus and Coms course
 - Academic Renewal for previous courses not passed
 - S. Kushigemachi will consult with admission regarding past failed courses eligibility for academic renewal
 - Support for returning students
 - Support courses are meant address concerns like these
 - What about students who did not take geometry in high school
 - Support courses are meant address concerns like these
 - Math Academy can support with this
 - Modules may be created to address these gaps—any student can access
 - High school collaboration
 - Concerns about revisions/elimination of courses as it related to academic freedom.
 - Curriculum is not being removed. Enrollment is the issue with the chancellor's office
 - Courses are not being discontinued, can be offered but must prove to chancellor's office in order to stay in compliance. Implications to create additional legislation to address the issue if we remain out of compliance.

b. Procedure for Assignment of Distance Education Course Sections- Darcie McClelland (p. 47)

- Reviewed outlined process for assigned DE courses to ensure that faculty are DE certified
- If faculty want to continue teaching online fall 2022 they must be certified by July 30, 2022. For spring 2023 they must be certified by last day of fall 2022
- Accreditation showed faculty were not certified so need to make sure going forward faculty are certified
- Request to give paper certificate
 - Darcie will talk with department to see if this is a possibility
- Question about needed to re-certify
 - Faculty will be emailed when they are up for re-certification
 - Only need to keep re-certifying if they wish to continue to teach online
 - Crystal Martin emailed/shared spreadsheet in OneDrive with list of faculty certification
- Early stages of DE certification but moving towards formalizing/creating procedures regarding DE faculty certification

E. Information Items – Discussion

a. BP/AP 3433, Prohibition of Sexual Harassment Under Title IX, Jaynie Ishikawa (p. 48-52)

- This is not 10+1 item but important to share with senate body
- Title IX updates lead to updates on AP/BP and adoption of new ones
- New BP/AP that specifies types of sexual harassment
- Pronouns changed to they/them
- Changed CEO Superintendent/President
- Sexual harassment not outlined in this BP/AP will be deferred to BP/AP 3430

b. BP/AP 3540, Sexual and Gender Based Misconduct, Jaynie Ishikawa (p. 53-59)

- Minor updates to be consistent with federal law
- Updated terms/punctuation
- Jurisdiction has shrunk
 - Incident has to occur on district property or be in connection to district
- Updated new office name: Staff and Student Diversity to Title IX Diversity and Inclusion
- Clarified who is the disciplinary officer depending on department/division
- Made Sexual and Gender Misconduct a defined term
- Clarification about students subjected to disciplinary actions unless it was something violation was egregious
- New Clery Act language included
- Investigations moving from single investigator to hearing model
- Discussion:
 - Implications for students about preponderance of evidence and how it could negatively impact students

- Very few times disciplinary action/hearing process happens
 - Due process is protected/seriously equally applied to all parties

F. Officer Reports

a. President – Darcie McClelland

- 3 more faculty reps needed for ITEC hiring committees
 - Flex eligible as long as it is not within your department
 - Enrollment Management committee will be adding new faculty with new grant funding. Need faculty rep to participate in committee
- Enrollment Management Committee will be adding new faculty
 - Connect with Darcie if you want to volunteer
- Academic Senate President Elect sp 22
 - Must be a senator in order to serve on e-board
 - Connect with Darcie if you want to run
- Covid Task Force
 - Send Darcie feedback by Thursday, Feb. 17th. Committee meets this Friday.
 - Reminder: vaccine mandate was decided by BOT not Covid Task Force

b. Chair, Curriculum – Janet Young

- Curriculum Advisor is now assistant to the VPAA.
- New position to post and will keep senate body updated
- Janet retiring in June 2022. Edwin Ambrosio is Chair Elect and shadowing Janet this term
- Reviewed sp 22 Division Plans with deans/associate deans/ccs reps

c. VP Educational Policies – Camila Jenkin

- 2nd reading and votes of BP/AP
- Currently working on Academic Integrity Language AP 5520

d. VP Equity, Diversity, and Inclusion- Analu Josephides

- EDI meeting Thursday, Feb. 24th. Email for link if you want to attend.
- Land Acknowledgement Toolkit will be reviewed at next senate meeting
- Equity Grid Training for EDI members

e. VP Faculty Development – Stacey Allen

- Please complete PD evaluation survey by Friday, February 25, 2022
- Check email for Cornerstone updates, sent 1/31
 - Review Flex FAQs
- PD is now sending flex opportunity emails from chancellor's office to help the 4 hours of anti-racist/equity flex hours

- ECC Equity-Minded Teaching Institute-25 faculty completed the winter institute

f. VP Finance – Josh Troesh

- 1st meeting this Thursday, Feb. 17th
- Enrollment will be a challenge and may have implications for future funding
- New funding formula still has enrollment as a major component

g. VP Academic Technology – Stephanie Burnham

- Ed Tech Conference March 24th in person/March 25th virtual
- Hyflex courses continuing discussion within the committee
- Possible revamping SPOCK and in-house DE certifications and re-certifications being discussed
- MS Teams popping up when you schedule Outlook meetings

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

- Fall 21 SLO results due March 4
- Fall 21 PLO due March 18
- Training videos available (see slides)
 - Will be live on Academic Affairs site soon
- Live Flex-eligible workshops March 2 and 16 2:30-3:30. Email K. Degnan for in person options
- Sp 22 Canvas Outcomes project:
 - Canvas outcomes to collect SLO data
 - Gateway courses identified in collaboration with Guided Pathways and Institutional Research & Planning
 - Canvas Outcomes will have rubrics set up for each assessment and training will be provided for participants
- Program Review documents dues 2/18.
- Program Review Committee will resume meetings 2/24 and begin with Anthropolo

G. Special Committee Reports

a. ECC VP of Academic Affairs – Jackie Sims

- Adult Pathways within Guided Pathways
 - ACRO consulting firm working with institution and will support in creating new enrollment management
- Continuing to institutionalize Guided Pathways
- Growing Dual Enrollment and Noncredit
- New Strategic Enrollment Management Plan being drafted
 - Need a faculty to co-lead, and more faculty involvement

b. ECC VP of Student Services – Ross Miyashiro

- Social Justice center mid to late April will open. Will provide details at next meeting in the interest of time.

H. Future Agenda Items:

- a. Land Acknowledgement Tool Kit
- b. ECC Connect Syllabus Statement
- c. Strong Workforce Update
- d. AP 5520, Student Discipline
- e. AP 5070, Distance Education

I. Public Comment

- Survey from federation. Please respond and come up with topics for negotiations.
- Celebrating Black History
 - On Feb 23 and 24 FIRST students who were falsely accused and how they overcame
 - Justice from All Sides
 - Supreme Court Judge African American superior court
 - Request to share virtual link so others across campus can watch.

J. Adjourn

- Meeting adjourned at 2:42pm



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs
Admissions and Registrars
Institutional Research Planning and Effectiveness Professionals

FROM: Dr. Aisha Lowe
Vice Chancellor, Educational Services & Support Division

RE: Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

As we continue to work toward fulfillment of the [Vision for Success](#) and the diversity, equity and inclusion at the heart of the [Call to Action](#), effective implementation of Assembly Bill 705 (AB 705) is essential and remains a primary priority for the Board of Governors and all California Community Colleges. The California Community College system has reached an important milestone in our implementation and evaluation of AB 705, which is detailed in this memo.

This guidance memorandum addresses:

- Background and context on AB 705 implementation to date
- Results of the Validation of Practices data submitted by colleges and the implications for AB 705 implementation and evaluation
- Guidance for effective implementation of AB 705 for English and math
- Required submission of Equitable Placement and Completion Improvement Plans to ensure full implementation of AB 705
- Status and next steps for English as a Second Language (ESL) implementation

Summary Overview: The following applies throughout this guidance memorandum (but will not be repeated throughout)

- Colleges are being directed to shift to transfer-level math and English courses for the vast majority of students (where math and English course requirements exist).
- Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.
- Pre-transfer level courses have not been disallowed. However, colleges are required to demonstrate the effectiveness of those pre-transfer level courses per the standard set by

AB 705 which is successful entrance into and completion of the relevant gateway courses within one year of initial enrollment in the discipline (i.e., placement, enrollment & completion).

- Colleges are being provided with promising practices they are encouraged (but not required) to implement to improve AB 705 outcomes.
- Colleges will ultimately be held accountable for the results of advising, placement, course offering, and concurrent support practices – by student enrollment and success outcomes.
- This applies to students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree (as per AB 705 and title 5).

This guidance memorandum resets California Community Colleges work to fully implement AB 705 and supersedes previous guidance.

Background

After AB 705 was signed into law in 2017, colleges had two years to prepare for English and math implementation, and an additional two-year period to experiment and innovate to establish local communication, advising, course availability and placement practices that fulfill the mandates of AB 705. That two-year experimentation window concluded in spring 2021, at which time colleges submitted Validation of Practices data for fall 2019 to the Chancellor's Office to assess whether or not the evidentiary proof of effective AB 705 implementation was met – proof that the successful completion of a transfer-level course within one year of initial enrollment in the discipline (i.e., throughput) for students starting in pre-transfer level courses was equal to or greater than for students starting in transfer-level courses.

In March 2019, title 5 regulations were approved creating section [55522 English and Mathematics Placement and Assessment](#), which established high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school performance data. In these regulations, colleges were provided with three options for English and math placement methods:

1. Any Chancellor's Office placement method (i.e., the high-school GPA default placement rules established in 2018)
2. A district placement method based upon local research using high school performance data, supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate)
3. A guided placement process, including self-placement, **if** a student's high school performance data was not available (or usable with reasonable effort)

Under title 5, §55522(c)(2), placement methods must be designed to maximize the probability that students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree will enter and complete transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning) within one year of initial enrollment in the discipline. Placement methods must not place students in a remedial sequence or pre-transfer coursework in English or math unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level (or the required college-level) coursework will improve the student's likelihood of completing transfer-level courses in one year.

As per title 5, §55522(c)(1)(C): A district placement method may be based upon guided placement, including self-placement, **only if** a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement or self-placement, **shall not**:

- (i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or
- (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

If the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. The Chancellor's Office previously provided provisional approval for districts to employ a guided placement or self-placement method which requires Chancellor approval as detailed in guidance memorandum [AA 19-19](#) released April 15, 2019. To validate those practices, "district[s] must collect data to demonstrate that students benefit from the guided and self-placement models implemented. Data reported shall include throughput and successful pass rates, and the college's placement results (e.g., the number of students assessed, the number of students placed into the colleges curricular offerings in English and mathematics/quantitative reasoning, and whether concurrent support was recommended, disaggregated by race and ethnicity)."

To support that data collection and submission process, the Chancellor's Office prepared the Equitable Placement Validation of Practices data template in November 2020, for which colleges submitted data January 2021. Those results are summarized below.

Equitable Placement Validation of Practices Results

Validating equitable placement practices is required per title 5, §55522 under which district placement methods:

- Must place students with a goal of transfer to a four-year institution, earning a certificate, or a local associate degree in transfer-level (or the required college-level) coursework in English and mathematics (quantitative reasoning), unless (A) the student is highly unlikely to succeed in the transfer-level course; and (B) enrollment in pre-transfer level coursework will improve the student's likelihood of completing transfer-level courses within one year of initial enrollment in the discipline
- Shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics (or quantitative reasoning) within one year of initial enrollment in the discipline
- Must use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning), including self-reported high school data
- May utilize multiple measures to increase a student's placement recommendation, but may not lower it
- Must be based on localized evaluation supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course

Per title 5, §55522(c)(3): Within two years of the adoption of a district placement method, the district shall report to the Chancellor on its placement method's efficacy. **The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:**

- (A) the district's failure to report within two years of adoption;**
- (B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.**

To support that validation process, the Chancellor's Office prepared a data template to streamline data submission and collect evidence in a uniform and expedited fashion. In that data template, colleges reported fall 2019 first-time English and math enrollments for students in the lowest high school GPA band. Data collection focused on students within the lowest high school GPA band to align with one of the key AB 705 stipulations – that students can only be placed below transfer-level if they are “highly unlikely to succeed” in the transfer-level course. Given the research that has accompanied this reform, both in the California Community Colleges and nationally, students in the lowest high school GPA band are the only students for whom one could reasonably consider the possibility of them being highly unlikely to succeed. Colleges reported pre-transfer enrollment data on each applicable tab in the template for specific groups of students based on high school GPA, education goal, and pathway in English, Statistics/Liberal Arts Mathematics (SLAM) and Business, Science, Technology, Engineering, Mathematics (B-STEM). The template auto-populated throughput rates for colleges and provided a local throughput comparison and a statewide throughput comparison rate.

In July 2021 the CCCCO presented results from the Equitable Placement Validation reports to the Board of Governors. Of the 115 colleges that submitted an Equitable Placement Validation report, seven colleges (6.1%) were found to be effectively implementing AB 705, with little to no pre-transfer level enrollments, while 108 colleges (93.9%) reported pre-transfer level enrollments that did not maximize throughput for any group of students or maximized throughput for only one small subgroup of students (5 colleges) or submitted incomplete data or had sample sizes too small for evaluation.

Colleges' placement and enrollment results were cross-referenced against additional data sources (i.e., colleges' published placement rules, schedule of classes for fall 2019 and the Basic Skills Progress Tracker) and found to be consistent with the [CCCCO's Transfer-level Gateway Completion Dashboard](#), which provides throughput rates across GPA levels for English and math for students whose first enrollment was in either pre-transfer level or transfer level courses.

Evidence from all of these sources supports one key finding: when local placement practices require, encourage or allow students to enroll in pre-transfer level coursework, throughput is not being maximized. Students are more likely to complete transfer requirements in math and English when they are placed and enroll in transfer-level coursework.

Colleges can review their individual college results in the Validation of Practices Excel file their college submitted to the Chancellor's Office in January 2021, most likely submitted by your Research Office. When a college entered their local data, a local throughput rate was auto-populated as well as a statewide throughput rate for comparison purposes. Disproportionate impacts by race/ethnicity were also auto-populated. As you navigate the tabs in the Excel, you will see your college's throughput rates, how those compare to the state throughput rate, and

color-coded results will show you if your college maximized throughput, where green indicates throughput was maximized and red indicates it was not. For the disproportionate impact analysis, red indicates there is disproportionate impact and action is needed (when there are no disproportionate impacts for a particular group the cell will be blank). Additional details are available within each tab.

Effectively Implementing AB 705

Research shows that since AB 705 was implemented more students are taking and completing transfer-level math and English courses, no matter their high school performance and across all subgroups. Research evidence has consistently demonstrated that when students are placed directly into transfer-level English and math courses aligned with their path of study, completion is expedited, and persistent opportunity gaps are diminished.

Unfortunately, implementation is uneven and equity gaps persist. While rates have increased across all subgroups, gaps remain for disproportionately impacted students. Colleges with large African American and Latinx populations are more likely to enroll students in pre-transfer level courses, and some colleges increased pre-transfer level course offerings in fall 2020.

As we continue to implement and evaluate the implementation of this transformational reform, focus must shift from compliance to full implementation, and not only to the letter of the law, but the spirit of the law. The spirit and intent of this reform was not simply that students have the option to enroll in these essential gateway courses, but that districts and colleges ensure students' entrance into, support in, and successful completion of these courses is maximized.

The work of implementing AB 705 with fidelity requires that colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses. Offering corequisite support aligned with transfer-level coursework has been shown to increase success for students who need additional assistance compared to providing remedial coursework and is strongly encouraged to be made available to students, where needed, for all courses used to satisfy written communication and quantitative reasoning requirements to transfer, regardless of the department in which they are offered.

Since the implementation of the law, research has been conducted to address outstanding questions or misperceptions. The following practices should be included in colleges' equitable placement and completion implementation:

Place and ensure enrollment of all students with high school data available into transfer-level courses, including students who may have been out of high school ten or more years. Research has found that high school grades remain valid ten years after high school completion, and perhaps beyond (data access is limited to ten years). Placement practices should treat such students the same & assure them the same rights to access. [Review the research brief here.](#)

Place and ensure enrollment of all student groups, regardless of their background or special population status, using the Chancellor's Office high school GPA default placement rules. This includes, but is not limited to, DSPS, EOPS, Foster Youth, Veteran, Umoja, Puente, MESA and economically disadvantaged students. Research has found that for all student groups (identifiable in MIS) direct placement into transfer-level courses maximizes one-year completion

rates (i.e., throughput) when compared to being placed in pre-transfer level courses. For more details on each population [see the research brief here](#).

Place and ensure enrollment of English Language Learners who graduated from a U.S. high school (or the equivalent) directly into transfer-level English or an ESL-equivalent transferable course. Research has found that ELL students who completed high school in the United States maximize throughput (i.e., have higher one-year course completion rates) when placed directly in transfer-level English composition or a transfer-level ESL course equivalent to English composition, with corequisite support as needed. [Review the research report here](#).

Place students who have completed higher level math in high school into higher level mathematics courses based on their high school performance. Research has found that repetition of successfully completed courses is not associated with improved performance of the subsequent course and adds time to completion (e.g., [Sonnert & Sadler, 2014](#)). Based on such findings, it is recommended that colleges develop placement methods that encourage students who have successfully completed courses in high school (e.g., pre-calculus) to progress and start in the next appropriate course (e.g., Calculus I) at the college (and with support as needed). [Review Table 2 of the report here for one conservative method for doing so](#).

Strongly consider placing students on BSTEM pathways who have not completed Algebra II in high school using the Chancellor's Office high school GPA default placement rules. Research has explored this question in detail and found that enrollment directly in transfer-level coursework maximizes students' throughput when compared to enrolling first in pre-transfer level courses, even for students who have not successfully completed Algebra II in high school. Based on these findings, it is recommended that students without these courses in high school be placed directly in transfer-level coursework appropriate for their educational goal and major, with appropriate concurrent support where necessary, in order to maximize their likelihood of successfully completing that course. Possible concerns about articulation can be meaningfully addressed through the provision of intermediate algebra content needed to succeed via corequisite or other concurrent support. [Review the research report here](#).

Carefully consider placing and ensuring enrollment of students who may not have completed high school but have completed at least the 10th grade using the Chancellor's Office high school GPA default placement rules. Based on research specifically conducted to explore this issue, prior Chancellor's Office guidance advised that "since the default placement rules were developed based on 11th grade GPA, students that have completed the 11th grade would fall under the default placement rules or the colleges adopted placement model for transfer level courses. Based on the results of the MMAP study, the default placement rules may be applied to students seeking enrollment in transfer-level courses; students who have completed 9th and 10th grade can be placed using the default placement rules and their cumulative GPA for the high school grade they have completed." Research has found that the performance of high school students in transfer-level courses was very similar to that of post-secondary students when disaggregated by the high school GPA bands in the default placement rules. The findings suggest that if colleges choose to extend the use of the default placement rules to students who are currently in the 10th and 11th grade, their performance and success rates should be at or above expected levels, particularly for students in the highest GPA band. [Review the research brief here](#).

Required Action

By fall 2022, the California Community College system must complete full implementation of the law and associated regulations by ending all local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer-level math and English within a year of their start in the discipline.

With some limited exceptions (see summary overview above), this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer-level English and math/quantitative reasoning courses (whether with or without support) where English and math requirements exist. Colleges are not being required to create new English and/or math requirements.

Every college will submit an *Equitable Placement and Completion Improvement Plan* to document changes in placement practices and curricular structures the college will implement to reach this goal. For colleges that have already reached this goal, reporting requirements are minimal. For colleges in transition to realizing this goal, plans will highlight a broader suite of strategies involving course options and availability, support structures, and professional development to consider. For colleges planning to maintain limited pre-transfer enrollments, plans will also include additional strategies designed to ensure AB 705 rights and protections for students. In the Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). The plan also provides a set of promising practices to help inform local planning work for colleges to consider and indicate which will be implemented. Colleges are also strongly encouraged to invest in concurrent supports to ensure student success in gateway courses.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, both **ensure transfer level placement** in math/quantitative reasoning and English for **all U.S. high school graduate students** and permit **no pre-transfer level enrollments**, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

All California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan **by March 11, 2022** using this link: [Link to Equitable Placement and Completion Improvement Plan Form](#). A pdf of this online form and an Excel data template are enclosed and will be reviewed during a webinar on Monday, November 29, 2021, 3:30-5:00pm on Zoom (see details below). Please review the form and template in advance of the webinar and come prepared to engage with Chancellor's Office leadership and MMAP/RP Group researchers on how to complete the form and template.

English as a Second Language (ESL) implementation

By July 1, 2021, **all** California Community Colleges were to submit an AB 705 adoption plan for English as a Second Language (ESL) implementation detailing how ESL students are advised, assessed and placed (*including where all ESL instruction is noncredit*). Under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans were designed for colleges to explain the placement method, the evidence to be collected, and why the college/district believes it will be effective. Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation should primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students).

Implementation of AB 705 for ESL students began this fall, commencing the two-year experimentation and innovation window. During this innovation window, all [currently approved ESL assessments](#) remain approved for use, and are being re-evaluated by the Assessment Committee this academic year. Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL to fulfill the requirements of AB 705. Similar to what has been done for English and math, colleges' implementation of AB 705 for ESL students will be validated in spring 2023 by assessing progress to date and establishing the data needed to evaluate three-year course completion rates in alignment with the law. It is essential that colleges establish the resources and infrastructure necessary to support this important work which includes, but is not limited to, data and research support from local institutional effectiveness offices, and investment in assessment, the revision of curricular sequences for ESL students, and faculty professional development.

Next Steps

It is essential that colleges maintain Equitable Placement and Completion (AB 705 and AB 1805) implementation as a top priority on campus. Implementation leaders and teams should be sustained and intentional focus given to this important work. There are a number of funding sources colleges can use to support this work including, but not limited to Guided Pathways funds, SEA funds, federal minority serving institutions grants, foundation support, and general funds.

Colleges can expect additional guidance upon the completion of an analysis of the ESL Adoption Plans and the AB 1805 forms and data submitted July 9, 2021. In addition to the November webinar to discuss the Improvement Plans, the Chancellor's Office will continue a series of webinars as part of an Equitable Placement and Completion Learning Series to support colleges as the CCC system continues to implement this historic reform and transform options and outcomes for our students.

Equitable Placement and Completion 2021-2022 Learning Series

- July 12, 2021: [Board of Governor's Spotlight](#)
- August 4, 2021: System Webinar - *Leading Courageous Conversations about Equitable Placement* (recording in the VRC under the CCC | Webinars, Conferences, and Events community)
- September 8, 2021: [Transfer Level Gateway Completion Dashboard](#) (recording in the VRC under the Equitable Placement and Completion community)
- October 29, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Guided Self-Placement* ([click here to watch](#))
- November 5, 2021 (2:00-3:00pm): RP Group/MMAP webinar - *Emerging Practices and Resources to Support ESL Placement and Throughput: Innovations and Practices* ([click here to watch](#))
- November 29, 2021 (3:30-5:00pm): AB 705 Implementation Improvement Plans (see Zoom details below)
- Forthcoming: Curricular Reforms; Student Communication & Counseling; ESL Adoption Plans & Promising Practices

If you have questions about this guidance, please email AB705@cccco.edu.

You are invited to a Zoom webinar.

When: November 29, 2021, 3:30-5:00 PM Pacific Time

Topic: Equitable Placement and Completion Improvement Plans

Please click the link below to join the webinar:

<https://cccconfer.zoom.us/j/98052147255>

Or One tap mobile :

US: +16699006833,,98052147255# or +13462487799,,98052147255#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923

Webinar ID: 980 5214 7255

cc:

Dr. Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor, ESS
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff

Attachments:

- Equitable Placement and Completion Improvement Plan Form (for reference only; submit electronically)
- Improvement Plan Data Addendum Template



California
Community
Colleges

Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans

Introduction and Form Instructions

This page provides an introduction of this form and instructions about completing this process.

Introduction

By fall 2022 the California Community College system must transition to full implementation of AB 705 and associated regulations by sun-setting local placement practices explicitly prohibited by legislation and regulation, and by ensuring that all U.S. high school graduate students are placed into and enroll in coursework that maximizes the probability that they complete transfer level math and English within a year of their first enrollment in the discipline (where math and English requirements exist).

With some limited exceptions, this means that by fall 2022 all U.S. high school graduate students, both new and continuing, in certificate, degree or transfer programs, will be placed into and enroll in transfer level English and math/quantitative reasoning courses (whether with or without support). Every college will submit an Equitable Placement and Completion Improvement Plan to describe changes in placement practices and curricular structures the college will implement to reach this goal.

The Improvement Plan does not require the submission of data for colleges that will, by fall 2022, ensure transfer level placement in both math/quantitative reasoning and English for all U.S. high school graduates, along with no pre-transfer level enrollments, including multi-term transfer-level courses, for students in certificate, degree or transfer programs.

For colleges that plan to continue placements and/or enrollments into pre-transfer level courses or multi-term transfer-level courses in fall 2022, the Improvement Plan requires completion of a Data Addendum to validate that such practices meet AB 705 standards. In the Data Addendum colleges will submit local data in an attempt to show completion is maximized for a specific program or student group that enrolls, by requirement or by choice, into pre-transfer level courses or multi-term transfer-level courses.

Instructions

As described in guidance memorandum ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans released November 17, 2021 (link below), all California Community Colleges are to complete the enclosed Equitable Placement and Completion Improvement Plan by March 11, 2022 using this form. Please review the memo for more details and please follow the detailed instructions in the form and data template closely. These materials will be reviewed and questions addressed during a system webinar on Monday, November 29, 2021, 3:30-5:00pm. If you are unable to attend, you will be able to find the slides and a recording of the webinar in the Equitable Placement and Completion community in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) approximately a week after the webinar.

Please download the guidance memorandum describing the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans by clicking on the link below:

[ESS 21-300-015 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans](#)

Please download the Improvement Plan form by clicking on the link below (the pdf is provided for reference only; submit the form by completing this electronic form):

[Link: Improvement Plan Form \(for reference only\)](#)

Please download the Data Addendum Template by clicking on the link below. Data only needs to be submitted by colleges for which pre-transfer level placements and/or enrollments will continue in fall 2022. Complete the full data template and upload the renamed file in question #2 below.

[AB 705 Improvement Plans Data Addendum Template](#)

Once you complete and submit this form, Chancellor’s Office staff will route the form through AdobeSign for signatures. You will enter the needed contact information for those signatures at the end of the form.

If you have any questions about this form, please contact Dean Dr. LeBaron Woodyard at LWOODYAR@CCCCO.edu. If you have any questions about the content of your AB 705 Improvement Plan, please email AB705@cccco.edu.

[Glossary of Terms](#)

As you are completing this form, you can save your work and return to complete it later. To do so, the form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

District and College Information

This page collects information on the district and college.

1) District/College*

District: El Camino Community College District

College: El Camino College

Improvement Plan Overview

In this Improvement Plan, colleges will respond to a set of prompts based on how colleges intend to shift local communication, advising, course availability, placement, and support practices to fully implement Equitable Placement and Completion (AB 705). Carefully consider the four options below and respond based on the conversations and planning that has taken place on your local campus with students, faculty and administrators. Please fully review the enclosed memo (above) before completing this plan.

2) Choose option 1, 2, 3a, or 3b

All of these options are for all students implicated in AB 705: U.S. high school graduate students (including ELL & ESL students) in certificate, degree or transfer programs. Under specific sets of conditions, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, college-level mathematics may be appropriate if such courses maximize the probability that a student will enter and complete the required college-level coursework or higher within one year of initial enrollment in the discipline.*

No matter which option is chosen, ***all colleges*** should review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 1: As of fall 2021, the college has already effectively implemented AB 705, meaning there is default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term or transfer level courses). If this is true of your college, no further reporting is required. Please submit this form with this checkbox indicated (the form will be routed through AdobeSign for signatures). Still, be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 2: By fall 2022, the college will have default transfer-level placement in both math/quantitative reasoning and English AND no pre-transfer-level enrollments (including multi-term transfer-level courses). If this is true of your college, complete Part A of the Improvement Plan. Be sure to review the practices provided throughout this form and use them to improve AB 705 implementation (review the pdf provided above).

Option 3: The college will have default transfer-level placement and enrollment into math/quantitative reasoning and English for all or most students by fall 2022 but will continue to enroll some students into pre-transfer level courses, either by requirement or choice.

3) You selected option 3 above, please choose option(s) A and/or B to further describe the college's plan for pre-transfer-level (or multi-term transfer-level course) enrollment:

If either or both options are true of your college, complete the full Improvement Plan and the Data Addendum Template.

A) By fall 2022, the college will have default transfer-level placement and enrollment into math/quantitative reasoning and English, with no required pre-transfer level enrollments, but will continue to allow some students to enroll in pre-transfer level courses (or multi-term transfer-level courses).

B) By fall 2022, the college will have local exceptions to default transfer-level placement in math/quantitative reasoning and/or English and, as a result, will continue to require pre-transfer level enrollments, or multi-term transfer-level courses for these students.

Part A

You selected one of the following options: 2, 3a or 3b above. Therefore, you must complete Part A of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer level enrollments as of fall 2021.

Aligning Placement Practices with Legislation and Regulation

During the initial phase of implementation, colleges were allowed to experiment with practices that, per regulation, require Chancellor's Office approval and/or validated proof of effectiveness. Those practices have not proven to be effective in fulfilling the mandates of AB 705 based on the Validation of Practices data and results, and overall one-year enrollment and completion rates to date. For this reason, the California Community College System will sunset the use of these practices.

4) By checking each box below, you are verifying that your college/district will be in compliance with each item by fall 2022: *

The college/district placement method uses multiple measures to increase a student's placement recommendation, but not lower it, and allows high performance on one measure to offset low performance on other measures.

Guided placement, including self-placement, is only used if "high school performance data is not available or usable with reasonable effort."

Guided placement, including self-placement, does not “incorporate sample problems or assignment, assessment instruments or tests, including those designed for skill assessment” or “request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

For certificate or degree programs, pre-transfer college math placement and enrollment is required only for programs “with specific requirements that are not met with transfer-level coursework”.

The college ensures that special populations are not disproportionately enrolled in pre-transfer level coursework, including English Language Learners who graduated from a U.S. high school, Business Science Technology Engineering Mathematics (BSTEM) students who have not completed Algebra 2 in high school, and all student groups identifiable in the Chancellor's Office Management Information System (COMIS), such as Disabled Students Program and Services (DSPS) and Educational Opportunity Program and Services (EOPS) students, foster youth, veterans, economically disadvantaged students, older students, and student racial groups.

Improvement Plans to Transition to Full AB 705 Implementation

In this section, colleges will detail how local practices will be transformed to fully implement AB 705. A slate of promising practices are provided to help inform local planning and provide colleges guidance. The practices detailed below are strongly recommended as practices worth investing in to successfully improve AB 705 implementation. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize. This section also leaves space for colleges to provide narrative about other changes they plan to implement. Colleges should include adjunct faculty in planned AB 705 implementation reforms.

Our college will [check all that apply]:

5) Our college will develop corequisite or enhanced courses to support students in transfer-level coursework (check each that apply):

for English

for Business, Science, Technology, Engineering and Mathematics (BSTEM) math

for Statistics and Liberal Arts Mathematics (SLAM) math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

6) Our college will adjust the class schedule to expand existing corequisite or enhanced sections of transfer-level coursework (check each that apply):

for English

for BSTEM math

for SLAM math

for Quantitative Reasoning courses outside of the mathematics department that satisfy quantitative reasoning/math requirements for transfer

7) Our college will do the following: (Check all that apply)

Develop or expand transferable quantitative reasoning options, including options for students seeking only the associate degree (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).

Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.

Develop or expand support labs, tutoring centers, and embedded tutoring and incentivize student participation in these support services.

Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.

Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.

Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.

Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.

Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Other practices as described in the following. - Write In:

Part B NOT REQUIRED

Part B of the Improvement Plan includes additional reporting requirements for colleges that plan to still have pre-transfer level enrollments as of fall 2022.

You selected one of the following options: 3a or 3b above. Therefore, you must complete Part B of the Improvement Plan which includes additional reporting requirements for colleges that still have pre-transfer-level enrollments as of fall 2021.

In light of the extensive national, state, and local research showing that pre-transfer level enrollment weakens students' chances of completing transfer requirements and is more likely to adversely impact marginalized student populations, colleges choosing to continue pre-transfer level enrollments should take proactive steps to ensure AB 705 rights and protections for students.

The following practices are recommended to ensure that students are fully aware of their rights to access to transfer-level courses and that they are intentionally and systematically encouraged to follow their transfer-level advisement. Colleges are asked to review and consider these practices and to check (below) any the college plans to utilize.

8) Our college will do the following: (Check all that apply)

Ensure students are informed of their rights to access transfer level courses or credit ESL and support as required by AB 1805, AND of the benefits of doing so.

Remove options and recommendations for pre-transfer level courses (or multi-term transfer-level courses) from the placement process.

Block enrollment into pre-transfer-level courses (or multi-term transfer-level sequences) until the student completes a petition that explains their right to enroll at the transfer-level and the benefits of doing so.

Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to encourage transfer-level enrollment by communicating an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.

Increase scheduling flexibility aligned with default transfer-level placement and enrollment by replacing pre-transfer level sections with concurrent supports for transfer-level sections (e.g., enhanced transfer-level sections or corequisites). As a reminder, colleges that continue to enroll students in pre-transfer level are required to validate outcomes in the Improvement Plan Data Addendum Template.

Ensure that for students in associate degree programs that are not math intensive, the default placement is appropriate transfer-level math or quantitative reasoning courses (e.g., Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.).

Ensure that for students in more math intensive associate degree programs, the default placement is a contextualized math course that articulates with CSU for Area B4.

Ensure that for associate degree programs requiring coursework with pre-transfer level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of transfer-level math or quantitative reasoning to fulfill the prerequisite or 2) satisfactory completion of equivalent high school coursework.

Use other mechanisms to ensure that U.S. high school graduate, degree-seeking students enrolling in pre-transfer college math are in “certificate or degree programs with specific requirements that are not met with transfer-level coursework”.

Other practices as described here - Write In:

Part C. Data Addendum Template NOT REQUIRED

Part C of the Improvement Plan requires completion of the Data Addendum Template.

You selected options 3a and/or 3b above, therefore you must complete this section of the plan. Complete and attach the Improvement Plan Data Addendum Template to attempt to validate placement practices that require pre-transfer level enrollment or that result in pre-transfer level enrollment in fall 2022 and beyond. The data template has been designed to show if results meet the requirements of AB 705 (see data template for detailed instructions).

Please Note: To date the review of statewide data, individual college data, and college submissions has failed to produce evidence that pre-transfer level enrollments meet AB 705 requirements. Colleges planning to allow or require continued pre-transfer level enrollment that cannot submit evidence that it meets the standards of the law will be expected to place and enroll all U.S. high school graduate, certificate, degree and transfer students in transfer-level coursework (with appropriate concurrent support as needed) by fall 2022.

The Improvement Plan Data Addendum Template is located here:

[AB 705 Improvement Plan Data Addendum Form](#)

9) Complete and attach the Improvement Plan Data Addendum Template.

Certification Page

This page collects information for the certification of the form.

10) Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name: Brenda

Last Name: Thames

Title: Dr.

Email Address: bthames@elcamino.edu

Phone Number: 310-660-3111

President/Superintendent/Chancellor Signature via Adobe Sign:

Adobe Sign Date for President/Superintendent/Chancellor:

11) Please provide the name, title, email address, and contact telephone number for the college's Chief Instructional Officer (CIO) or their designee in the space below.

First Name: Jacquelyn

Last Name: Sims

Title: Dr.

Email Address: jsims@elcamino.edu

Phone Number: 310-660-3593, Extension 5119

Chief Instructional Officer (CIO) Signature via Adobe Sign:

Adobe Sign Date for Chief Instructional Officer (CIO):

12) Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name: Darcie

Last Name: McClelland

Title: Dr.

Email Address: dmcclelland@elcamino.edu

Phone Number: 310-660-3593, Extension 3352

AS President Signature via Adobe Sign:

Adobe Sign Date for AS President :

Thank You!

Thank you for taking the Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans Form. You will be receiving a confirmation email with a PDF copy of your submission. An editable link will be included in the email if you wish to change any responses.

This procedure outlines the process for assigning Distance Education classes and ensuring that assigned faculty are Distance Education Certified.

1. Faculty wishing to teach online will complete the Distance Education (DE) certification process, either through the Academic Senate approved certification course offered by the Distance Education Faculty Coordinator or through the waiver process as described in Administrative Procedure 4105 - Distance Education (AP 4105).
2. Certification must be completed by:
 - July 30th to teach DE the following fall
 - October 31st to teach DE the following winter
 - The last day of the fall semester to teach DE the following spring
 - April 30th to teach DE the following summer
3. The Online and Digital Education Department (ODE) will maintain the records for faculty certified to teach in Distance Education formats (see AP 4105) and make the list accessible to the Division offices.
4. Division offices will ensure that all faculty being assigned to a Distance Education format are certified by using the list described in number 3 above.
5. ODE will pull lists of all faculty members assigned to courses in DE formats from Colleague at least one month prior to the end of the previous term to audit.
6. If Division offices have questions about new faculty members or faculty members who might be in the process of completing their DE certification, administrators will contact the Distance Education Faculty Coordinator to confirm that the faculty member will be eligible to teach courses in DE formats prior to the start of the term.
7. Online and Digital Education will audit the course assignments for Distance Education classes and report findings to the Vice President of Academic Affairs (VPAA) office.
8. In the event the audit shows that there are faculty course assignments out of compliance with the certification requirements, the VPAA office will coordinate between any Divisions out of compliance and ODE to rectify course assignments and ensure adherence to policy and procedure.
9. In the event of late assignments due to added sections or changes in faculty availability, Division offices will check with ODE prior to assigning the new or replacement instructor unless that faculty member is already assigned to another DE course in the same term.

El Camino College Academic Senate Resolution: The rights and lives of Transgender and Gender Non-Conforming students matter.

WHEREAS, the El Camino College Academic Senate acknowledges the current attacks made by Texas Governor Greg Abbott instructing state health agencies to report any parent who supports their Transgender child who is getting gender-affirming surgeries, by calling it a form of “child abuse.” Such actions are transphobic and are a threat to the well being of our ECC Transgender and Gender Non-Conforming students; and

WHEREAS, the year 2021 became the deadliest year of violence against gender diverse people. Last year alone, an estimated 375 Transgender and Gender Non-Conforming people were killed worldwide and a staggering 46 individuals of this community (**Tyianna Alexander, Samuel Edmund Damián Valentín, Bianca “Muffin” Bankz, Dominique Jackson, and so many others**) have been murdered in the United States; and

WHEREAS, these attacks and deaths are part of a long legacy of gender identity and gender expression oppression and hate in our society, which is divisive and will continue to grow and threaten the physical, spiritual, and emotional well-being of our students, especially those of color; and

WHEREAS, El Camino College embraces diversity and all expressions of identity, gender, sexuality, and specifically Transgender and Gender Non-Conforming students are a protected class at El Camino College; and

NOW THEREFORE, BE IT RESOLVED, that the El Camino College Academic Senate declares the rights and lives of our Transgender and Gender-Non Conforming students matter; and affirms their right to be treated with equal respect and dignity in our campus and community; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate encourages staff, faculty, and administrators across disciplines and areas to utilize their work spaces to educate by dispelling misinformation on gender identity and gender expression, advocating for this population, and creating a safe, welcoming environment for this student population throughout the entire academic year; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate is committed to on-going education efforts to support Transgender and Gender Non-Conforming students as their identities and goals constantly grow and evolve; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate will stand in solidarity with students who lead non-violent, on-campus demonstrations and other educational events related to transphobia and hate towards this community; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate encourages all ECC community in engaging in ongoing and transparent conversations concerning transphobia, biases, misconceptions, and potential hate towards this student population.



JOB TITLE: DEAN, NONCREDIT & CONTINUING EDUCATION

Classification: Educational Administrator Retirement Type: STRS*
Salary Range: 16 Board Approved:

BASIC FUNCTION:

Under the direction of an assigned administrator, the Dean of Noncredit & Continuing Education directs the development, implementation, and growth of the District's continuing education programs. Oversees program operations, administrative functions, and enrollment strategies for noncredit courses related to adult education, workforce development (e.g. Strong Workforce), career education, apprenticeships, internships, cooperative work experience, and dual enrollment. Establishes policies and procedures and is directly responsible for staffing, budgets, external relationships, and internal collaborations.

REPRESENTATIVE DUTIES:

Oversees the operations and drives the growth of a wide range of noncredit courses, continuing education programs, and related instructional services and activities in consultation with supervisor. Confers with faculty regarding program improvements and identifies funding sources and resources (e.g., grants, special projects) to implement and support adjustments and changes, as needed.

Develops, organizes, and directs continuing education program objectives, noncredit courses, and enrollment-generating strategies. Analyzes enrollment trends and adjusts course offerings, as needed, to grow and expand continuing education programs and strengthen retention rates. Monitors accuracy of course schedules, catalog information, and program publications. Develops and implements policies and procedures to properly implement programs and services.

Develops and directs short- and long-term program strategies in alignment with District enrollment goals. Sets priorities for resource needs. Provides multi-year instructional plans. Facilitates and establishes cross-sector collaborations, employer engagements, and various partnerships internally and externally to fulfill enrollment goals and program objectives.

Communicates with leaders in the private and public sectors and in educational agencies regarding emerging data trends in the workforce and highlights new courses and programs that meet local economic needs. Plans for curriculum additions, revisions, and deletions in consultation with faculty to design a schedule of classes which meets the needs of a diverse student population. Gathers input from advisory committees as needed.

Collaborates with colleagues from key administrative and academic departments to ensure seamless student enrollment and streamlined access for enrolled students to programs and services that address needs and retain enrollment. Resolves conflicts and issues within the division and between divisions/departments as needed.

Develops and manages program budgets to cover operations and/or program changes. Manages financial resources consistent with District policies and sound financial principles. Prioritizes and allocates resources among competing requests.

Evaluates and approves requests for field trips, conference attendance, textbooks, supplies, equipment, and a variety of student petitions (e.g., requests for independent study, credit by exam, course waivers, etc.)

Works cross functionally with other departments to identify proper use, security, risks, and potential problems/concerns of assigned facilities, equipment, and maintenance issues to ensure overall compliance with health and safety regulations for employees and students.

Works closely with faculty in noncredit programs, in other divisions, in feeder high schools, and in four-year transfer institutions to foster positive partnerships and ensure maximum course articulation for students.

Organizes, participates in, and/or chairs committees in compliance with current, applicable District policies, procedures, and practices. Serves on appropriate community committees as a representative of the District.

Recruits, hires, and trains personnel. Orients new personnel and determines professional development needs, as needed. Plans appropriate development activities. Communicates departmental goals and objectives to employees and reassesses or redefines priorities as appropriate in order to achieve enrollment goals and objectives. Evaluates work performance and provides guidance and feedback in compliance with District policies and procedures. Analyzes and recommends to supervisor short- and long-term staffing needs based on program goals, as needed.

Reviews faculty assignments. Monitors schedules and workloads for accuracy throughout the semester and in compliance with current collective bargaining agreements. Ensures accurate and timely attendance reporting for all courses offered.

Stays informed of developments in the field, legal and/or regulatory compliance changes, and District policies and procedures which may affect operations and enrollment. Participates in ongoing professional development to remain current and engaged with appropriate professional contacts and organizations.

Serves as a Campus Security Authority (CSA) for Clery Act reporting requirements. Maintains up-to-date certification for CSA status.

Performs other related duties as assigned or requested.

JOB QUALIFICATIONS:

Education and Experience:

Master's degree and a minimum of three (3) full-time years of leadership experience or direct experience growing noncredit programs or other instructional programs and services.

OTHER QUALIFICATIONS:

Knowledge/Areas of Expertise:

Knowledge of career education, apprenticeships, dual enrollment, and Strong Workforce.
Knowledge of continuing education program rules, regulations, policies, and procedures.
Knowledge of innovations in community colleges and higher education.

Knowledge of adult learning theory and learning styles.
Knowledge of multiple methods of instruction.
Knowledge of standards, requirements, assessments, and strategies related to noncredit student success and support programs.
Knowledge of curriculum development and standards for continuing education programs.
Knowledge of principles and practices of administration, supervision, and training.
Experienced managing budgets and multiple funding sources including grants.
Experienced creating a work culture that embraces diversity, equity, and inclusion.
Experienced applying interpersonal techniques that are inclusive of individuals with disabilities and diverse academic, socioeconomic, cultural, and ethnic backgrounds.

Abilities/Skills:

Ability to evaluate faculty/staff recommendations for program improvements and/or new program efforts.
Ability to research, analyze, and evaluate courses, programs, services, and activities.
Ability to develop and modify curriculum to meet student and community needs.
Ability to communicate effectively both verbally and in writing.
Ability to work effectively with students, faculty, staff from different cultures and backgrounds.
Ability to effectively represent the College and program in the community.
Ability to train, supervise, and evaluate personnel.
Ability to read, interpret, apply, and explain rules, regulations, and requirements.
Ability to analyze situations accurately and adopt effective courses of action to resolve issues.
Ability to meet schedules and time lines.
Ability to cooperatively coordinate projects with other administrators, faculty, and staff.
Ability to understand the needs of the division within the context of overall instructional programs and participate with management to set goals and priorities.
Skilled at planning and organizing work with competing deadlines.
Skilled at organizing and chairing meetings, leading workshops, and facilitating group discussions involving faculty and staff in idea generating, goal setting, and decision-making.
Skilled at managing multiple projects and carry out required project details.
Skilled at writing grants and applying for special project funds.

* Previous employment performed in a different public retirement system may allow eligibility to continue in the same retirement system.

EL CAMINO COLLEGE LAND ACKNOWLEDGMENT TOOLKIT

March 01, 2022

Presentation By: Analu Kameeiamoku Josephides and Linda Cooks

PURPOSE:

- The purpose of the land acknowledgement toolkit is to be a resource and beacon to the El Camino College (ECC) community in acknowledging the original nations on whose lands we reside, learn, and work. This toolkit recognizes and affirms the rights of the Gabrielino-Tongva Tribe and all Indigenous peoples to equal access in education and academic advancement. We show reverence to the history we stand on and endeavor to increase trust going forward in building a respectful relationship with our Native American, Indigenous peoples, and First Nations. We are committed to the following core values:

TRIBAL CONSULTATION AND COMMUNITY COLLABORATION:

- The Equity, Diversity, and Inclusion Standing Committee of the Academic Senate through the Land Acknowledgment Taskforce created this toolkit. Consultation was made with members of the Gabrielino-Tongva tribe, the Inter-Club Council, Student Equity Advisory Council, the Association of Student Organizations of ECC and other Academic Senates of Southern California colleges who have already approved and formalized their respective toolkits.

WHAT IS LAND ACKNOWLEDGEMENT?

- It is a statement that recognizes and respects the Indigenous peoples as traditional caretakers of the land. It gives those who benefit from the land they occupy, an opportunity to honor the original stewards of that land and give consideration to that historical connection.

Why Do We Recognize the Land?

- To pay tribute to the Indigenous peoples who have been stewards of the land. Acknowledgment is an expression of gratitude and appreciation to those whose land you live on/occupy and is a way of honoring them. It is a protocol/tradition for Indigenous peoples that dates to time immemorial.

HOW DO WE RECOGNIZE THE LAND?

- **Land Acknowledgement Statement**
- El Camino College stands on the ancestral homeland of the Gabrielino-Tongva people, the traditional caretakers of Tovaangar (the Los Angeles Basin and Southern Channel Islands). We recognize that this institution benefits from the violent displacement and disenfranchisement of those who inhabited and stewarded this land for generations. We pay our respect to the Gabrielino-Tongva people, past and present, and their connection to this space.
- We are also aware of the racially discriminatory condemnation of the Gordon Manor tract, a Black residential development project proposed for this land in 1926. As a disseminator of truth in education, we acknowledge a history of involuntary sacrifice that allowed for the establishment and continued existence of El Camino College.

HOW DO WE RECOGNIZE THE LAND? CONT

- **Email Signature Line (placed under the El Camino address)**
- Located on the ancestral homeland of the Gabrielino-Tongva people, the traditional caretakers of Tovaangar (the Los Angeles Basin and Southern Channel Islands).

HOW DO WE RECOGNIZE THE LAND? CONT

- **Syllabus**
- Our class convenes on the ancestral land of the Gabrielino-Tongva people, the traditional caretakers of Tovaangar (Los Angeles basin, So. Channel Islands). The El Camino College community benefits from the violent displacement and disenfranchisement of those who lived on this land for generations. We pay our respect to the Gabrielino-Tongva people, past and present, and their connection to this space. We are also aware of the racially discriminatory condemnation of the Gordon Manor tract, a Black residential development project proposed for this land in 1926. We acknowledge a history of involuntary sacrifice that allowed for the establishment and continued existence of El Camino College.

HOW DO WE RECOGNIZE THE LAND? CONT

- **Graduation or Other College-Affiliated Event**
- On this day, we give homage to the Gabrielino-Tongva people, the traditional caretakers of this land, Tovaangar on which the El Camino campus resides. We recognize that this institution benefits from the violent displacement and disenfranchisement of those who inhabited and stewarded this land for generations. We pay our respect to the Gabrielino-Tongva people, past and present, and their connection to this space. We are also aware of the racially discriminatory condemnation of the Gordon Manor tract, a Black residential development project proposed for this land in 1926. We acknowledge a history of involuntary sacrifice that allowed for the establishment and continued existence of El Camino College.

RESOLUTION: A FORMAL STATEMENT THAT AFFIRMS AS DECISION OR ACTION BY CAMPUS ADMINISTRATORS, FACULTY, STAFF, STUDENTS, AND TRUSTEES.

Resolution: A formal statement that affirms as decision or action by campus administrators, faculty, staff, students, and trustees.

Resolution recognizing the traditional homeland of the Gabrielino-Tongva people, the caretakers of Tovaangar (the Los Angeles Basin and Southern Channel Islands).

WHEREAS, the El Camino College Academic Senate acknowledges that there are over 370,000,000 Indigenous Peoples around the world and spread across more than 90 countries, and who belong to more than 5,000 different indigenous groups and speak more than 4,000 different indigenous languages; and

WHEREAS, the El Camino College Academic Senate acknowledges there are more than 5,000,000 Indigenous Peoples living in the United States, and the State of California has over 700,000 Native American and California Indians and the Los Angeles County is home to over 150,000 people who identify as Native Americans or California Indian; and

WHEREAS, the El Camino College Academic Senate acknowledges that our institution serves a diverse student body that includes Native Americans, California Indians, Alaska Natives, and Native Hawaiians or Kanaka Maoli otherwise known as First Nations People; and

WHEREAS, the El Camino College acknowledges and celebrates the Los Angeles County's May 1st, 2018 adoption that established the 2nd Monday of October as Indigenous Peoples Day, and this institution further acknowledges and celebrates the whole month of November as Native American and Indigenous Heritage month and recognizes that every day we should celebrate all the lives of both our Native American and Indigenous students, as well as all of our student population; and

WHEREAS, the El Camino College Academic Senate acknowledges the institution is on the unceded territory of the Gabrielino-Tongva Indian Tribe who are recognized by the State of California, and whose leaders are recognized by the California Native American Heritage Commission, and the institution also recognizes the other tribes not federally recognized and who are traditionally part of the Indigenous Peoples that steward the lands known today as El Camino College; and

WHEREAS, the El Camino College Academic Senate acknowledges that a second forcible dispossession of the land El Camino College now occupies occurred in the 1920s when the proposed Gordon Manor residential development project owned by Dr. Wilbur C. Gordon and Black Realtors, a project that would have created more than 1,000 homes specifically for African Americans was condemned by the Los Angeles County Board of Supervisors, further entrenching residential segregation; and

WHEREAS, the El Camino College Academic Senate maintains that education institutions should work toward greater justice and acknowledge the role that educational institutions have played in the genocide and oppression of Indigenous Peoples, from the brutality of the residential schools to the sanitization of the mission system in the curriculum, names, and icons used by California's public schools; and

WHEREAS, the El Camino College Academic Senate upholds the ideals of human rights for all our students, and that these rights include the rights of Indigenous Peoples; and

WHEREAS, the El Camino College Academic Senate acknowledges the United Nations Declaration on the Rights of Indigenous Peoples as passed by the United Nations General Assembly on the 13th of September in the year 2007, that this acknowledgement is recommendatory and not binding; and

WHEREAS, we express solidarity with all Indigenous Peoples around the world and particularly the Indigenous Peoples attending the El Camino College and their pursuit of higher education; and

THE UNITED NATIONS DECLARATIONS ON THE RIGHTS OF INDIGENOUS PEOPLES

The United Nations Declarations on the Rights of Indigenous Peoples

Article 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights 4 and international human rights law.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 6

Every indigenous individual has the right to a nationality.

Article 7

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

NOTES AND GLOSSARY

- [Notes](#): The formal document of the Land Acknowledgement Toolkit will showcase notes related to how and why we are using Tongva versus Kizh

Glossary: The formal document of the Land Acknowledgment Toolkit will showcase a list of definitions to include, but not limited to the following,

- **California Indians** -
- **First Nations** -
- **Indigenous** -
- **Interconnectivity** -
- **Native Americans** -
- **Reciprocity** -
- **Reverence** -
- **Stewardship** -

In respecting our diverse Indigenous Peoples we are selecting definitions that have been prepared by the World Indigenous Populations via their work within the Permanent Forum of Indigenous Peoples Issues at the United Nations.

REFERENCES

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Faculty Development Committee Meeting

Minutes for Tuesday, February 22, 2022

Via Zoom: <https://elcamino-edu.zoom.us/j/976617707981>:15-2:15 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Erica Brenes	EB	Humanities
X	Anna Brochet	AB	Counseling
	Rose Ann Cerofeci	RC	Humanities
X	Linda Cooks	LC	Library & Learning Resources
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Lars Kjeseth	LK	Mathematical Sciences
X	Crystle Martin	CM	Library & Learning Resources
X	Arturo Martinez	AM	Mathematical Sciences
X	David Moyer	DM	Fine Arts
X	Jason Suárez	JS	Behavioral & Social Sciences
	Evelyn Uyemura	EU	Humanities

*Committee Chair

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

Fall 2021 Meetings: September 14 & 28, October 12 & 26, November 9 & 23

Spring 2022 Meetings: February 22, March 8 & 22, April 26, May 10 & 24

Guests: Analu Josephides (AJ) and Jackie Nolasco (JN)

Flex Credit for Serving as Senate or EEO Representative for Search Committees

SA reported that she and CM conferred with Darcie McClelland over the winter to discuss changes to the approved list of Flex activities. They agreed that serving on a hiring search committee as a representative for the Academic Senate or EEO is worthy of Flex credit and will be added to the list.

Senate Representative for ITEC Search Committee

Upon request from Darcie McClelland, SA reported that the Academic Senate is seeking three equity-minded faculty to represent the Senate on ITEC search committees. LK volunteered to serve.

Getting the Job, Part II: The Faculty Interview Process

SA reported that Getting the Job, Part II took place on Friday, January 28, 2022. Twenty or so participants attended the panel presentation and engaged in small group mock interviews. SA thanked DM who graciously served as a panelist for Part I in November and Part II in January.

ECC Equity-Minded Teaching Institute (EMTI)

SA reported that 25 faculty participated in the inaugural cohort of the ECC Equity-Minded Teaching Institute which was sponsored by the Academic Senate and Guided Pathways. The five-week intensive program took place over the winter session and covered a range of topics including: the salience of race, analyzing disaggregated success and completion data, and fostering an inclusive learning environment. EB and SA served on the design team along with six other ECC faculty, including: Charlene Brewer-Smith, Brizset Giles, Melissa Fujiwara, Elizabeth Walker, Xocoyotzin Herrera, and Polly Parks.

Spring 2022 PD Day – *We are El Camino: Stronger Together*

The committee briefly discussed the Spring PD Day format. EB and AB expressed appreciation the option to watch the general session via livestream and AH appreciated the diverse perspectives featured in the panel presentation. The committee agreed that it was important to hear from different members of the campus community including Kathryn Martinez (student) and Juan Pulido (electrician). Members were encouraged to complete the PD Day Evaluation Survey by Friday, February 25th. Survey results will be reviewed at the next FDC meeting.

Fall 2022 PD Day

SA announced the call for participation to serve on the Fall 2022 PD Day Planning Committee will go out in two weeks. The PD Day theme will likely center on ECC's 75th anniversary.

Faculty Book Club (FBC)

LC will partner Brian Mims, Faculty Coordinator and Director of Umoja-Project Success, to host this semester's FBC. The club will read articles from *Engaging African American Males in Community Colleges*, edited by Ted N Ingram and James Coaxum III . Meetings will take place via Zoom, dates TBD.

Informed & Inspired (I&I)

The FDC will continue to partner with the Academic Senate EDI Standing Committee to host Informed & Inspired. Members of both committees are invited to help plan three sessions this semester which will take place 1:15-2:15 on March 31st, April 28th, and May 26th on Zoom. The FDC briefly discussed potential themes and formats for the semester, including hosting follow-up sessions on subsequent Fridays for deeper dive discussions. The first planning meeting will take place on Monday, February 28th at noon.

Conversations with Colleagues

LK will take the lead in planning Conversations with Colleagues to be held on Wednesday afternoons. The first few meetings will likely take place on Zoom, with hopes of in-person meetings as the semester progresses.

Faculty PD Needs Assessment

The FDC will collaborate with IRP to administer the annual Faculty PD Needs Assessment this semester. The FDC briefly reviewed the 2021 assessment and discussed possible changes to consider, including questions regarding modality and frequency of professional development opportunities, i.e., semester-long projects and faculty learning communities. JN recommended the assessment include questions pertaining to Cornerstone. Changes to the 2022 assessment will be discussed more thoroughly on March 8th.

Adjourned 2:10
SA/ 2.23.22