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

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

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, [dmcclelland@elcamino.edu](mailto: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.



December 7, 2021

## Academic Senate of El Camino College 2021-2022

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

Office location: Schauerman Library, Room 273

### Zoom information for Academic Senate Meeting 12/7/2021

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](mailto:dmcclelland@elcamino.edu) by noon on Tuesday, December 7. In the subject line, please put Academic Senate Meeting 12/7 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

December 7, 2021

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

President	<b>Darcie McClelland</b>	VP Finance & Special Projects	<b>Josh Troesh</b>
VP Academic Technology	<b>Stephanie Burnham</b>	VP Instructional Effectiveness	<b>Kevin Degnan</b>
VP Ed. Policies/Pres-Elect	<b>Camila Jenkin</b>	Curriculum Chair	<b>Janet Young</b>
VP Faculty Development	<b>Stacey Allen</b>	Secretary	<b>Maria Garcia</b>
VP Equity, Diversity, and Inclusion	<b>Analú Josephides</b>	Parliamentarian	<b>TBA</b>

### 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\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Maria Garcia** 23/24

**Anna Brochet\*<sup>R</sup>** 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\*<sup>R</sup>** 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<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 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\*<sup>R</sup>** 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"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

1<sup>st</sup> and 3<sup>rd</sup> 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. 2<sup>nd</sup> 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. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

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

**Educational Policies.** Chair: Camila Jenkin. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> 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. 3<sup>rd</sup> 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. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

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

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

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

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: TBA, 1<sup>st</sup> Monday, 2:30, Library 202.

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

**Planning & Budgeting (PBC).** Chairs: Ann Tomlinson and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1<sup>st</sup> & 3<sup>rd</sup> 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
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ALC</b>	Assessment of Learning Committee
<b>ADT</b>	Associate Degree for Transfer
<b>AP</b>	Administrative Procedure
<b>ASO</b>	Associated Students Organization (ECC's student government)
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>BP</b>	Board Policy
<b>BSI</b>	Basic Skills Initiative
<b>BOGFW</b>	Board of Governor's Fee Waiver
<b>BOT</b>	Board of Trustees
<b>CCC</b>	College Curriculum Committee
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CMS</b>	Course Management System
<b>COLA</b>	Cost of Living Adjustment
<b>CTE</b>	Career Technical Education (formerly Vocational Education)
<b>DE</b>	Distance Education (instruction that is at least 51% online)
<b>DEAC</b>	Distance Education Advisory Committee
<b>EPI</b>	Educational Planning Initiative
<b>FACCC</b>	Faculty Association for California Community Colleges
<b>FDC</b>	Faculty Development Committee
<b>FTEF/FTES</b>	Full-Time Equivalent Faculty/Full-Time Equivalent Students
<b>FYE</b>	First Year Experience program
<b>GP</b>	Guided Pathways
<b>HTP</b>	Honors Transfer Program
<b>IE</b>	Institutional Effectiveness (actions/measures of college improvement)
<b>IEPI</b>	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
<b>ILOs</b>	Institutional Learning Outcomes
<b>IR/IRP</b>	Institutional Research / Institutional Research & Planning
<b>ITS</b>	Information Technology Services
<b>MMAP</b>	Multiple Measures Assessment Project
<b>OEI</b>	Online Education Initiative
<b>PLOs</b>	Program Level Outcomes
<b>PBC</b>	Planning & Budgeting Committee
<b>PR</b>	Program Review (period program evaluation and plan)
<b>PRP</b>	Program Review & Planning (annual integrated planning system)
<b>SAOs</b>	Service Area Outcomes
<b>SLOs</b>	Student Learning Outcomes
<b>SEA</b>	Student Equity and Achievement
<b>SSSP</b>	Student Success & Support Program
<b>SWP</b>	Strong Workforce Program
<b>Title 5</b>	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
<b>Title V</b>	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
<b>WSCH</b>	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

Orin Teal

**Business**

Kurt Hull

Phillip Lau

Josh Troesh

**Counseling**

Anna Brochet

Rocio Diaz

Maria A. Garcia

**Fine Arts**

Joe Hardesty

Russell McMillin

Joanna Nacheff

Unexcused: Jonathan Bryant

**Health Sciences & Athletics**

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

Unexcused: Robert Eleuteri

**Natural Sciences**

Jwan Amin

Mia Dobbs

Darcie McClelland

Shanna Potter

Unexcused: 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

Cheryl Abbani

Chris Wells

Dr. Russell Serr

Irena Zugic

Isabella Villatoro

Jenny Simon

Julieta Aramburo

Kevin Degnan

Linda Cooks

Mia Nobles

Michael Wynne

Michelle Arthur

**Academic Senate Minutes**  
**Tuesday, November 16, 2021**

**A. Call to Order**

- 6<sup>th</sup> Academic Senate Meeting called to order by Academic Senate President at 1:02pm

**B. Approval of Minutes**

- October 19, 2021 (p. 6-11) & November 2, 2021 (p. 12-19)
  - Motion to approve A. Josephides, seconded by S. Allen
  - Approved. 0 no's, 0 abstentions

**C. Unfinished Business:**

a. FLEX FAQs 2nd reading and vote- Stacey Allen (p. 20-30)

- Second reading and vote on Flex FAQs
- Motion to approve K. Daniel Di-Gregorio, seconded by S. Allen
- Approved. 0 nos, 0 abstentions
- To inquire how many anti-racist PD hours you have accrued for, you may send an email to [prodev@elcamino.edu](mailto:prodev@elcamino.edu)

b. Resolution recognizing the traditional homeland of the Gabrielino-Tongva people, the caretakers of Tovaangar 2nd reading and vote- Analu Josephides (p. 31-32)

- Motion to approve resolution Y. Chu, seconded by J. Hardesty
- Approved. 0 no's, 0 abstentions

c. BP 4250, Probation, Dismissal, and Readmission 2nd reading and vote- Camila Jenkin (p. 33-34)

- Motion to approve S. Allen, seconded by R. Diaz
- Added: annual reports to disaggregate the students by race, age and gender.
- Approved. 0 no's, 0 abstentions

d. AP 7160, Professional Development 2nd reading and vote- Camila Jenkin (p. 35-36)

- Motion to approve A. Josephides, seconded by S. Allen
- Language added to reflect MOU
- Approved. 0 no's, 0 abstentions

**D. New Business:**

a. Land Acknowledgement Syllabus Statement 1st Reading- Analu Josephides (p. 37)

- 1<sup>st</sup> reading. Will have second reading and vote at Dec 7<sup>th</sup> meeting
- Recommended syllabus statement not a requirement
- May send feedback to A. Josephides between now and Dec. 7<sup>th</sup>  
[ajosephides@elcamino.edu](mailto:ajosephides@elcamino.edu)



- Suggestion to create sign and place in free speech designated area on campus
  - Taskforce has been considering how to showcase and acknowledge land
  - In the future there may be more visible on campus

b. Guided Pathways Scale of Adoption Assessment 1st Reading- Jenny Simon (p. 38-98)

- Clarify the Path
  - New website:
    - meta-majors
    - Career and Salary
    - Program mapper
      - Career and salary
    - The counselling department is organized by meta-majors
    - Several events organized by meta-majors (New Student Welcome Day, College Night and Warrior Welcome Week)
- Enter the Path Pillar
  - Outreach/counseling in local high schools
  - HDEV scaling course offerings
  - Meta-major career focused events
  - Gateway courses identified
- Stay on the Path
  - ECC Connect (ed plans, progress reports, referrals, kudos, etc.)
  - Course equivalency tables
  - Success Coaches for meta-majors and within counseling
  - Basic needs programs (warrior pantry, warrior closet, hot spot/ laptop loan program)
- Ensure Learning
  - ILOs approved based on GP pillars
  - Program review templates to include career and wage attainment
  - Equity minded practices (My Path, PD, etc.)
- Question about how GP scale practices will be sustainable once special funding stops
- Auto-flags will be tied to Canvas grade book
  - Auto-flags are optional for faculty to use
  - Canvas sometimes does not calculate grades accurately so need to discuss auto-flag so students don't get a false alarm
  - Counselors use Canvas/ECC Connect to discuss progress/grades during counseling sessions and provide support
- Discussion/concerns around who has access to canvas grade book
- Suggestion for workshop on how to set up grade book properly and set up flags
- Send any feedback to Darcie

c. BP 4400, Community Services, 1st Reading- Camila Jenkin (p. 99-100)

No report

d. AP 4320, Public Performance by Students, 1st Reading- Camila Jenkin (p. 101)

No report

e. AP 4022, Course Approval, 1st Reading- Camila Jenkin (p. 102-104)

No report

## **E. Information Items – Discussion**

a. Early College- Jackie Sims

- Irena Zugic, Associate Dean of Academic Affairs presented Early College program
- Partnership between North High and ECC
  - Focus on IGETC
    - Four-year program to complete 55 transferable units
  - Tuition and textbooks covered
  - Transportation provided
  - Will be eligible for Southbay if they continue to ECC
  - Fall 2022 cohort model of 30-35 students
  - FERPA right applies to these students unless waived by student
- Dual enrollment students who are not successful courses can become ineligible for financial aid if they have excess Ws/Ds/Fs
- Courses will be primarily at North HS but some may be offered at ECC

## **F. Officer Reports**

a. President – Darcie McClelland

- Will send survey about senate spring meetings (virtual vs in-person)
- Going forward rep reports will be given to senate when they have meetings (calendar, facilities, college tch and enrollment management).
- Calendar updates
  - Special meeting to approve holidays (Juneteenth, Cesar Chavez and Indigenous People's Day)
  - Connect with S. Allen and S. Kadakia for any feedback
- 10+1 items do not go to BOT. That is handled by Senate
- Covid19 taskforce updates:
  - If you want plexiglass shield form stack request by Dec. 3<sup>rd</sup> for winter and Jan 7 for spring
  - BOT tabled air purifier purchases. Too expensive. No studies have shown they are proven to be effective.
  - Will be discussed at Dec. Meeting

b. Chair, Curriculum – Janet Young

No report

c. VP Educational Policies – Camila Jenkin

No report

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

No report

e. VP Faculty Development – Stacey Allen

- ECC Equity-Minded Teaching Institute meeting dates/times: December 8, 2021, 3-4:30pm
- Kick-off Celebration
  - January 5, 2022, 2-5:00pm
  - January 12, 2022, 2-5:00pm
  - January 19, 2022, 2-5:00pm
  - January 26, 2022, 2-5:00pm
  - February 2, 2022, 2-3:30pm
- PD day Wed. Feb 9<sup>th</sup> changed to Thur. Feb 10<sup>th</sup>
  - Theme: We are El Camino: Stronger Together
  - Proposal deadline is Monday, Nov 22<sup>nd</sup>
  - Hybrid version for main session (Marsee and online)
- Conversations with colleagues: How are we preparing to return to campus
  - 11/17 1230-130pm
- Informed and inspired: Deep Listening to students about returning to campus
  - 11/17 2-3pm
- Getting the Job Part 1: The Application Process
  - 12/3 12-3pm
  - Needs one more full-time faculty panelist. Can earn 7.5 hours of flex. Contact Stacey Allen by today.
- EMTI applications are due 11/19
  - [https://elcamino.formstack.com/forms/ecc\\_equity\\_minded\\_teaching\\_institute\\_application](https://elcamino.formstack.com/forms/ecc_equity_minded_teaching_institute_application)

f. VP Finance – Josh Troesh

g. VP Academic Technology – Stephanie Burnham

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

## **G. Special Committee Reports**

a. ECC VP of Academic Affairs – Jackie Sims

- Faculty Positions ID-47 requests
- EMTI apply by 11/19
- Enrollment Management Plan –New draft set to begin sp 22

- Upload vaccine information

b. ECC VP of Student Services – Ross Miyashiro

- College Night
  - 555 prospective students signed in
  - Over 50 Academic Department, student clubs, student services represented
- Jan 10<sup>th</sup> next registration event

**H. Future Agenda Items:**

a. Respiratory Care Bachelor's Degree Program

b. Outstanding Part Time Faculty Award

c. ECC Connect Syllabus Statement

d. Strong Workforce Update

**I. Public Comment**

- EMTI does NOT cover Equity PD requirement because of the \$500 stipend
- Veteran event 11/17 location Student Services
- Student concerts Dec. 4<sup>th</sup> and Dec 7<sup>th</sup>

**J. Adjourn**

**2:37pm**

## Student Survey of Counselor Effectiveness:

DIVISION OF \_\_\_\_\_

Directions: Please mark the response which is closest to your opinion. If you cannot answer, or the question is not applicable, mark opinion Does Not Apply. When you are finished, please click the "Submit" button.

### Student Demographics

What is your goal? (Mark all that apply)

- No degree (personal development, lifelong learning, etc.)
- Certificate
- Associate's degree
- Transfer to a college/university

What is your major?

Counting this semester, how many semesters of college have you attended?

- 1-2 semesters
- 3-4 semesters
- 5 or more semesters

Age:

- 17 or younger
- 18-24
- 25-34
- 45-54
- 55+

Reason you scheduled a meeting with a counselor (Mark all that apply)

- Transfer/University Information
- Planning classes (educational planning)
- Career exploration
- Disability Accommodations
- Graduation/Degree Information
- Referral to support services (Example:Tutoring, Health Services, Financial Aid)
- Other

What topics were discussed in your meeting? (Mark all that apply)

### Academics

- Steps to enrollment (applying, orientation, English/Math placement)
- Planning classes (educational plan)

- Choosing a major
- Job or Career Information
- Completing certificate or degree requirements
- University Transfer Requirements
- Probation/Dismissal

#### Student success

- Course progress or concerns
- Referred by an Instructor
- Study Skills
- Personal challenges

#### Referrals

- Participating in campus activities, events, clubs, or organizations
- Referrals for support services (on/off campus)
- Basic Needs Resources
- Financial Aid
- Student Health Services

#### Special programs

- Athletic Eligibility
- Disability accommodations
- Veterans' Certification

Other \_\_\_\_\_

Please mark your choice for the following questions:

**The response choices for each question are:**

A - Strongly Agree

B - Agree

C - Disagree

D - Strongly Disagree

E - Does Not Apply

1. During our meeting, I felt comfortable and free to ask questions.
2. The counselor listened well during our meeting.
3. The counselor provided useful information to help me make progress in my goal(s).

4. The counselor's presentation of material was clear and organized.
5. The counselor used our meeting time effectively.
6. I got the information I needed or the counselor will provide a follow-up with further needed information.
7. The counselor responded to my questions promptly, clearly and thoroughly.
8. The counselor informed me of resources to support my learning and educational goals.
9. I would return to this counselor and/or recommend this counselor to another student.
- 10.. I would recommend this counselor to another student.
11. Overall, I am satisfied with the meeting with the counselor.

Comments:

Please include additional comments in regards to meeting. All comments will be typed to maintain confidentiality before the counselor views them.

## Land Acknowledgement Syllabus Statement

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.

EDIC 10/26/21

FDC 11/9/21





**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: El Camino College**

**Date: 11/12/2021**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

## Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>XScaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Meta-majors and program pathways for all degrees and certificates offered at El Camino College are in Program Pathways Mapper and are accessible on our website. They were developed in collaboration with instructional faculty, staff, counseling and library faculty and students.</li> <li>• Meta-major graphic items have been developed to help each area establish an identity and to be used in marketing events and announcements .</li> <li>• Meta-major success teams have been established with cross- functional teams to offer students wrap around support.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• CCCapply will <del>need to</del> be updated so that students can declare a meta-major if they are unsure of their major at time of application. For financial aid purposes these undecided students will be linked to a general studies or general science degree. Currently this alignment exists for most meta-majors without curriculum changes–Meta-majors will also be identified at time of application for students who know their major.</li> <li>• Updating program maps will be added to the curriculum process in order to ensure that updates are made on a regular basis.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Meta-majors were introduced at New Student Welcome Day and the Student Support Expo in 2020. Success teams participated and presented. In summer 2021, a “Warrior Welcome Week” was instituted in which two meta-majors were showcased each day.</li> <li>• General counseling moved from divisional assignments to Meta-majors. Full-time and part-time general counselors are assigned to a specific meta-major. Discussions around holistic counseling support have begun.</li> <li>• Student Support hub has been created within canvas with meta-major modules.</li> <li>• Career center website has been redesigned with specific career resources for meta-majors.</li> <li>• All currently declarable degrees have been aligned with meta-majors in Ellucian. Attributes have been established in order to align students declared major to a meta-major. This is important for personalized messaging</li> </ul>	<p><i>Timeline for implementing next steps:</i> Fall 2021 for Fall 2022- Adding meta-majors to CCCapply to start for Fall 2022.</p> <p>Spring 2022- Discussions about including program pathways mapper in curriculum process.</p>

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		<p>along with data analysis.</p> <p>Term, if at scale or scaling: Fall 2020</p>	
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      X Connections with other GP teams</p> <p>Regional training      X On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Ellucian has limitations with meta-major mapping, which is needed in order to update CCCapply with meta-majors.</li> </ul> <p>How to get everyone on campus to understand their role within a Guided Pathways institution.</p> <p>Data to</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Support from EDD to meet with the Counselors in discussion of labor market trends, and occupations that are in high demand in this area.</li> <li>• Continuing to connect with other GP teams at other campuses to see how they are incorporating other areas outside of Academic Affairs and Student Services into Guided Pathways work.</li> </ul>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• All CTE programs have active Industry Advisory Committees that meet at least once a year and provide input on program development, curriculum, and industry needs.</li> <li>• A College Job Developer has been hired as part of the Career Education Office and Strong Workforce program to increase industry and employer partnerships, provide job placement</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team.</li> </ul>

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		<p>services and work with college Industry Advisory Committees to leverage industry in order to increase job opportunities, industry partnerships and career networks available to our students.</p> <ul style="list-style-type: none"> <li>• The Warriors Hiring Fair will be hosted bi-annually to provide current college students with opportunities to meet employers who are hiring for part-time and full-time jobs. In Fall 2019, over 60 employers, all of whom were hiring, participated in the Hiring Fair.</li> <li>• Career information is included in the Program Pathways Mapper and the Career Center website has been redesigned with Guided Pathways at the core of their foundation.</li> <li>• Human Development offers multiple sections of HDEV 105 Career and Life Planning and HDEV 115 Career Development Across the Lifespan each semester. HDEV 105 has also offered in contextualized formats to provide career preparation directly relevant to industry and technology programs.</li> <li>• K-12 Career Pathways include a multi-year sequence of dual enrollment or articulated college courses that lead to high growth, high wage careers based on Labor Market</li> </ul>	<ul style="list-style-type: none"> <li>• Work-based learning is being incorporated into High School Career Pathways using cooperative work experience, service learning, summer part-time jobs, and industry workplace fieldtrips.</li> <li>• A Career Education &amp; Placement office will provide job placement services through a collaborative partnership with the South Bay Workforce Investment Board (SBWIB). Staff from the SBWIB will be providing resume and internship workshops, assistance with hiring events, on-campus recruitment opportunities, and one-on-one job search assistance.</li> <li>• The office of Career Education &amp; Placement will offer mobile career placement services via an electric cart. This cart houses a TV, pc tablets, and printer. The cart will be stationed at various locations across campus in order to better meet student where they are.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Ongoing--Continue development of the case-managed counseling as part of meta-major success teams.</li> <li>• Ongoing (on hold)-- Mobile career</li> </ul>

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		<p>Information data and are clearly linked to ECC certificates, degrees, and/or transfer pathways. Currently the college has the following K-12 Career Pathways: Engineering Technology, Automotive Technology, Education/Child Development, and Construction.</p> <ul style="list-style-type: none"> <li>• The library supports career exploration through book displays and program exhibits. Some frequent department displays include photography, art, auto collision and repair and fashion.</li> <li>• The program review template was updated in Spring 2021 to include career and employment data and analysis.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p>placement cart will provide on-campus services.</p> <ul style="list-style-type: none"> <li>• Ongoing (on hold) - Career Education &amp; Placement office will open for students to find jobs and internships, participate interview preparation &amp; resume review workshops.</li> </ul>							
<p><b>1. b. Support Needed? No</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i> Looking at each program and identifying potential barriers to employment as it relates to students with disabilities and providing community resource information for supports needed.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
Technology	Reporting/data									
Other										

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>✗ Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• The college currently offers Career Coach to our students includes this link on the career center website.</li> <li>• The college has implemented an online job board Job Speaker as part of the Warriors Jobs program to provide students with access to employment opportunities that range from internship to full-time and part-time employment.</li> <li>• A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers.</li> <li>• Career information about each major is published alongside program maps Each Area of Study page has information on job trends, salary ranges, career possibilities, learning outcomes, breadth of degrees and certificates found within Area of Study. and links to catalog and program maps. Example: AJ program page: <a href="https://www.elcamino.edu/academics/areas-of-study/administration-of-justice.aspx">https://www.elcamino.edu/academics/areas-of-study/administration-of-justice.aspx</a>.</li> <li>• The College website was redesigned and launched in Fall 2021 to incorporate meta-majors.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• K-12 Career Pathways website is being developed to provide information for service-area K-12 schools, teachers, parents and students about Career Pathways that includes labor market information, dual enrollment, high school articulation and existing K-12 Career Pathway programs.</li> <li>• The college has started developing meta-major information sheets for each major within our meta-major groupings that describe career related information for various majors found at ECC. The project is under development by Counselor Selene Ortiz Aguilar at FYE, with consultation by Taryn Bailey and Career Counselor Henry Ta.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring 2021 and on- videos to be developed to add to program pathways mapper.</li> <li>• Spring 2020 – K-12 Career Pathways website will be available.</li> <li>• Spring 2022—meta-major information sheets will be finished and available to students</li> </ul>



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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  X Technology              Reporting/data  Other</p>		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character)  • College webmaster and ITS Support services.
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date:</i> (2,500 character)</p> <ul style="list-style-type: none"> <li>•Program maps have been published online using Program Pathways Mapper.</li> <li>•Guided Pathways division liaisons met with individual departments to further work on the program maps. All 203 program maps are completed.</li> <li>•The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Starfish). All educational plans are now created in ECC Connect.</li> <li>• Educational planning is a core theme and student learning outcome in all Human Development courses.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i> (1,000 character)</p> <ul style="list-style-type: none"> <li>• Additional maps will be created to account for part-time student pathways (3 or 4 years) as well as various transfer destinations. These maps will be input into ECC Connect in order to provide students with clear and consistent information across the board.</li> <li>• Milestones for each major will be identified and incorporated into Degree Planner</li> <li>• Based on the information in the program maps, courses will be sequenced so that no matter whether the student is a part-time or full-time</li> </ul>

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		Fall 2020	<p>student, educational plans can be populated easily.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Starting in Summer 2021 (and beyond) additional program maps will be created, starting with the degrees and transfer destinations that the most students choose.</li> <li>• Spring 2022-- Milestones will be identified by success teams for the majors.</li> <li>• Fall 2022--Milestones implemented into Degree Planner.</li> <li>• Fall 2022—start course sequencing project</li> </ul>
<p><b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance            X Connections with other GP teams</p> <p>X Regional training        On campus /individual training</p> <p>X Technology                Reporting/data</p> <p>Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The challenges are identifying data collection and communication tools to most effectively communicate with students about milestones and progress.</p>	<p><i>Support Needed - Detail: (1,000 character)</i></p> <p>The campus needs training with respect to setting and utilizing milestones for students. How many milestones should there be in a pathway? What does it look like for a students to follow a path that includes particular milestones? What types of milestones should be set? Practitioners need models and processes to utilize in order to accomplish this work.</p>	

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<p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p>Place an X next to one:            Not occurring            Not systematic            Planning to scale            X Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>The co-requisite clearances have been programmed into the system</li> </ul> <p>Counselors have been trained on clearance levels for the new math co-requisite courses.</p> <p>* Evaluation of co-requisite clearances for math and English are continuing</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to evaluate Math and English corequisite and overall success data being sure to disaggregate for disproportionately impacted groups.</p> <p><i>Timeline for implementing next steps:</i> ongoing</p>								
<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	X Regional training	X On campus /individual training	Technology	X Reporting/data	Other			<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Training and commitment from our full and part-time teaching faculty in all areas.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Incorporating equity minded teaching practices in all of our courses to continue to help closing the equity gap for our disproportionately impacted populations.</i></p> <p>Data evaluation in order to see what is working and what isn't so that adjustments can be made as needed.</p>
Policy guidance	Connections with other GP teams										
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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>• Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>• For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>• Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Career advisory has participated in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot.</li> <li>• In addition to Human Development’s campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation to College and Educational Planning courses are offered as dual enrollment courses with local high schools.</li> <li>• El Camino counselors have provided training to local high school educators on career assessment tools that can be utilized at area feeder schools.</li> <li>• ECC connect is being used for educational planning by all outreach counselors. This educational planning</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Follow up career service protocol is being designed to respond to personal self-assessment.</li> <li>• Discuss further integration of career support and information into Guided Pathway efforts.</li> <li>• HDEV career courses are being contextualized to degree programs and added to program maps. HDEV is collaborating with colleagues in STEM and MESA to pilot contextualized HDEV courses for STEM students.</li> <li>• Additional sections of Human development courses will be offered at partnering high schools through dual enrollment. For instance, in Spring 2021, sections of HDEV courses will be offered at DaVinci and Hawthorne.</li> <li>• The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions.</li> </ul>

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		<p>process assists new students to select a program of study and develop a program plan prior to the start of that semester. The Career Center offer workshops to students who are uncertain of their major.</p> <ul style="list-style-type: none"> <li>• Fall 2019 meetings to discuss alignment with Career Education, K-12 Career Pathways and Guided Pathways.</li> <li>• Implement the resources of Roadtrip Nation.</li> <li>• Non-credit versions of HDEV 101, 105 and 107 courses have been developed and are being reviewed by curriculum committees. A related certificate is also being developed.</li> <li>• HDEV 107 Navigating the Transfer Process is being offered in Spring 2021 for the first time in several years. It is being taught by counselors from the Transfer Center.</li> <li>• Discuss further integration of CTE programs, career and job placement support services with Guided Pathways.</li> <li>• High school students join K-14 Career Pathway programs based on their career</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how students with disabilities are affected by a faster timeline to choose a program of study and adjust as necessary. Students with disabilities require more time in assistance with career exploration and vocational guidance and counseling with options, and choosing a program of study. The concern here is colleges are feeling rushed to put together a full program as soon as possible. This will be counterproductive for students with disabilities.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Follow up career service protocol will continue to be expanded.</li> <li>• Discussions with the career advisory about integrating career and guided pathways will continue indefinitely.</li> </ul>

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		<p>interests. K-14 Career Pathways provide high school students with the opportunity to explore an industry-based area of interest, participate in career exploration activities and participate in work-based learning opportunities. K-14 Career Pathways provide a clear sequence of dual enrollment courses that are linked to college certificates, degrees, &amp;/or transfer.</p> <ul style="list-style-type: none"> <li>• Starting in 2021, College-night will be organized around Meta-majors instead of traditional divisions.</li> <li>• K-12 Career Pathways have been mapped with the college’s Meta-Majors and programs.</li> <li>• The career center webpage has been updated to reflect Guided Pathways.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>									
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.</p>
Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Success teams have been formed and are designed to support students and</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Continue to promote use of ECC connect.</li> </ul>								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	Planning to scale X Scaling in progress At scale	form a community for students in each meta-major. <ul style="list-style-type: none"> <li>• Since Spring/ Summer of 2016 ECC Connect has been used for mid-term and progress reports enabling professors to flag/ refer students in need of additional support. ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. The college continues to increase system utilization of ECC Connect and system usage has expanded to courses with low retention rates. Each meta-major success team now has an ECC Connect liaison to further promote use of the system in each meta-major.</li> <li>• Currently the Natural Science division is offering support workshops to support students in Chemistry 4.</li> <li>• Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. PASS mentors are embedded in all myPATH classes in BSS.</li> <li>• HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue using the MyPath model in Meta-Majors beyond Behavioral and Social Sciences.</li> <li>• Evaluate effectiveness of support courses in Math and English</li> <li>• Embedded counseling in key major courses is where we would like to scale and measure effectiveness.</li> <li>• Evaluate effectiveness of embedded counseling.</li> <li>• We are discussing tailoring HDEV 110 for each meta-major so that students have the opportunity to explore majors and careers in their particular meta-major.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• HDEV 110 for each meta-major will be offered starting in Fall 2022.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Since the Fall 2020 semester, the Counseling department has piloted Counselor Partners in gateway courses that span across six of the meta-majors. This is an attempt to scale some of the best practices from embedded counseling into more sections. Counselor Partners have been assigned to 185 sections across 23 courses.</li> <li>• Counselor Partners are a success network that allows counselors to assist students in meta-major gateway courses. Counselors are focusing on ensuring students that have needs are connected to the appropriate resources, including academic and basic needs resources. In order to address the equity gaps, there is focus put on disproportionately impacted students and data is looked at to intentionally reach out to students. For example, students that are not meeting Satisfactory Academic Progress (SAP) or students that do not have an educational plan are reached out to for a Counseling appointment.</li> <li>• Counselors can make class visits upon request of the instructor or create video message for asynchronous sections. Student services and meta-majors are also creating canvas modules to connect students to services. Pre-recorded videos and workshops, as well as links to</li> </ul>	



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		<p>services are consolidated in the Canvas Student Services Hub.</p> <ul style="list-style-type: none"> <li>• Gateway courses have been identified for all seven meta-majors. Now success teams are moving on to develop plans for interventions to help more students succeed in these courses and ultimately complete their educational goal.</li> <li>• The library and learning resources division is redeveloping the academic strategies courses (which were previously housed in Humanities), and will start offering them in Fall 2021.</li> <li>• Regional strong workforce is supporting the installation of technology-enhanced “Zoom” classrooms. These rooms have cameras at strategic locations to allow instructors to focus more closely on the demonstrations in class while we are all online during the pandemic.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2021</p>	
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      X Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering</i></p>

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			<i>ways to be more efficient, including group educational planning and targeted workshops.</i>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i>            Not occurring            Not systematic            Planning to scale            X Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705.</li> <li>• Embedded counseling program was implemented in gateway Math courses in Spring 2020.</li> <li>• ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process.</li> <li>• SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. SITE Inquiry groups have formed.</li> <li>• The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support classes which provide the extra support needed in successful completion of the class.</li> <li>• ECC Connect presentations were delivered at math department meetings in Fall 2019.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Continue to promote use of ECC connect. Evaluate effectiveness of support courses in Math.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Promote ECC connect ongoing.</li> <li>• Pilot for embedded Evaluation of Math support courses is ongoing.</li> </ul>

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		<ul style="list-style-type: none"> <li>The EDEV-38 class is a math support class that students with disabilities can take in addition to My Math Lab. Students work with faculty who have expertise in the education of students with disabilities. The additional supplemental instruction in a smaller class environment will enable the student to better comprehend and understand their material. The EDEV-38 class also has Instructional Assistants who assist the Instructor and work more closely with groups of students who require more work and practice in the subject matter.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2019</p>	
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>

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<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• The math division and English department have developed co-requisite support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705.</li> <li>• ECC Connect continues to be utilized for the Early Alert Feature. Referrals and flags are normally responded to within 48 business hours,</li> <li>• Instructors use ECC Connect referrals to identify students that may need additional support. Scaled in Fall 2020, success coaches also assist in outreaching to students and responding to and following up on ECC Connect referrals. Further, designation of the meta major is in process of being added to ECC Connect to allow for streamlined response by success coaches and for counselors assigned by meta major or within special programs.</li> <li>• Full-time instructors can count time spent completing ECC Connect referrals and flags toward their mandatory FLEX credit hours</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Continue to promote use of ECC connect.</li> <li>• Evaluate effectiveness of support courses for English.</li> <li>• Provide Success-Team led workshops for students in any meta-major who struggle to pass English 1A or 1AS (first workshops to be held in November 2021)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Promote ECC connect ongoing.</li> <li>• Evaluation of English support co-requisite courses and embedded support is ongoing.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The co-requisite transfer-level English course is supported by a department committee</li> <li>• Current data on throughput (% of students completing 1A or 1A/S over the course of one year) show that more students are completing transfer-level English courses after one year than before implementation of the co-requisite model</li> <li>• SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with faculty adjust to AB705 implementation, and it is continuing to support English and math faculty teaching gateway, and support courses. SITE has evolved and broadened. It now helps instructors and programs across disciplines and campus. It functions to create equity focused classrooms. It offers Summer and Winter Institutes and FLCs, which all have deliverables. It has also created the Teacher's Lounge <a href="https://sites.google.com/view/eccenglishteacherlounge/site">https://sites.google.com/view/eccenglishteacherlounge/site</a>, which houses resources for faculty; it puts out a regular news letter <i>Off-SITE Blasts</i> all tied to equity, and offers resources; it offers trainings of various kinds.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Human Development and English have created FYE learning communities to support students.</li> <li>• The Special Resource Center has 15 Educational Development Classes which assist students with disabilities who are academically underprepared to succeed in the program-relevant courses. This includes a math support Educational Development class and lab.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Spring 2019</p>	
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• English support courses have been in place starting Spring 2019.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Embedded counselors in key major courses will be piloted.</li> </ul>

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	<p>Not systematic            Planning to scale            X Scaling in progress            At scale</p>	<ul style="list-style-type: none"> <li>• Math support courses have been in place starting Fall 2019.</li> <li>• Support courses in both areas are based on multiple measure information from the student’s high school academic background.</li> <li>• In Fall 2020, MyPath (formerly SER) is also piloting extending sections into meta-majors. In these sections, instructors receive equity training and there is a dedicated access to an assigned counselor. For Fall 2020, there a 3 sections within two courses being piloted in STEM and Health and Community Wellness.</li> <li>• The Counseling Partners model continues to evolve as the effect of best practices are evaluated. The Counseling Partners and MyPath initiatives are aligning to support Guided Pathways and Equity initiatives. Although English 1A with support sections were included in the counseling partnerships during Fall 2020, in Spring 2021, the Counseling department will assign an embedded counselor to the English 1A/1AS sections. This will allow for a one to one partnership for faculty and counselor, similar to the previous TOP model. Math courses with support, Math 150/150S, Math 170/170S, Math 180/180S, and Math 130/130S were</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be referred to Human Development’s success classes instruction in educational planning, study skills, and soft skills necessary for success in college.</li> <li>• The goal is to eventually merge the culturally responsive pedagogy components of MyPath with the Counseling Partners models to scale across multiple sections in each meta-major.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Promote ECC connect ongoing.</li> <li>• Evaluation of English support co-requisite courses and embedded support is ongoing.</li> </ul>

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		<p>among the math courses with counselor partners.</p> <ul style="list-style-type: none"> <li>• Embedded counseling and embedded tutoring programs are established in English support courses. Embedded English tutors receive specialized training and participate in workshops and tutor - instructor meetings held by the Writing Center</li> <li>• A survey places students into the appropriate classes based on the self reported information that they provide. This process will continue to be evaluated and updated as needed.</li> <li>• The Special Resource Center provides Educational Development Courses which supports students with disabilities in preparing them for rigor and demands of collegiate level work. The Special Resource Center provides support class labs that students with disabilities can take in conjunction with collegiate level courses to provide the extra support needed for successful course completion.</li> </ul> <p>Designated sections of HDEV 101 and 110 are scheduled for SRC students.</p>	



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		<ul style="list-style-type: none"> <li>• Success coaches have been hired for each meta-major to support students who are not in a cohort (special program). Students receiving ongoing support from success coaches throughout the semester were recruited to fill out a personal success plan (PSP) on ECC Connect. Based on information from the PSP, students were put into one of three groups based on need (high, medium, and low need). They will experience tailored interactions with a success coach for their meta-major based in their degree of need.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</i></p>
<p>f. The college works with high schools and other feeders to motivate and prepare</p>	<p><i>Place an X next to one:</i> Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

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<p>students to enter college-level coursework in a program of study when they enroll in college.</p>	<p>Not systematic            Planning to scale            X Scaling in progress            At scale</p>	<ul style="list-style-type: none"> <li>• Currently the college holds an annual El Camino College Collaborative in which local high school counselors, psychologists, and teachers are invited to <del>campus</del> to collaborate on how to best meet the needs of their students</li> <li>• The Outreach and School Relations department provides prospective students with college admissions assistance, workshops, campus tours, special events and other support services to educate prospective students about the college, including information about Meta Majors. Annual Warrior College Night and Smart Start Saturday events provide prospective and new college students with enrollment services, campus tours, and information about Meta Majors, academic &amp; CTE programs and student support programs. Outreach also holds Prep for Fall Week with a weeklong series of workshops designed to help new students transition to college. The highest attended workshop had 175 participants. Finally, New Student Welcome Day was the major opportunity for students to learn about meta-majors, program mapper and connect with their success team.</li> <li>• The Office of Dual Enrollment facilities communications, CCAP and ISA agreements/MOUs and</li> </ul>	<ul style="list-style-type: none"> <li>• Refine dual enrollment to create stronger pathways from high school to El Camino College.</li> <li>• Provide technology to Outreach to meet the needs of this incoming population.</li> <li>• K-14 Career Pathways in Construction &amp; Cloud Computing are confirmed and Public Safety &amp; Cybersecurity are in development.</li> <li>• A Student Support Taskforce is convening to identify support services for high school students enrolled in dual enrollment classes and K-12 Career Pathways.</li> <li>• Translate into Spanish the high school Dual Enrollment &amp; Articulation student information packets.</li> <li>• The Educational Development Program is looking to pilot specific Educational Development Courses into the Dual enrollment program where local high school program students in Special Education may begin to take the Special Resource Center's Educational Development Classes while students are in their junior or senior year. The Special Resource Center has reached out to 2 High Schools with this project and both</li> </ul>

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		<p>coordination with high schools, districts, and college divisions and faculty to expand new and support existing dual enrollment classes.</p> <ul style="list-style-type: none"> <li>• Academic counselors, college faculty and administrators serve on the Dual Enrollment Advisory Committee to provide insight, policy and practical guidance to the program. This group meets each semester.</li> <li>• Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students. This is especially critical when moving to working from home. In addition, outreach counselors have created portals for their students to streamline contact and communication with assigned high schools and students. These portals contain all crucial information pertinent to onboarding as new students, and supporting while dually enrolled.</li> <li>• South Bay College Promise continues to expand to more students and now offers two years of tuition fee waivers, priority registration, counseling services and other support services through the college success &amp; support programs. Students not in a student support program will receive support and services similar to support</li> </ul>	<p>have expressed an interest in this collaboration.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

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		<p>programs from their assigned meta-major success team.</p> <ul style="list-style-type: none"> <li>• Current K-14 Career Pathways: Engineering Technology, Cloud Computing, Cybersecurity, Construction, Automotive Technology &amp; Education Career Pathways add new student cohorts at the start of each academic year thus expanding all three pathways. The K-14 Career Pathways office coordinates with the Outreach department to provide CTE-specific workshops, CTE tours, school career fairs and classroom presentations. Dual enrollment classes and structured K-14 Career Pathways expose high school students to college level work, help students who are undecided about going to college to develop self confidence in their ability to succeed in college and clearly communicate the many career pathways available at the college.</li> <li>• Industry site visits and work-based learning are embedded into all K-14 Career Pathway programs to provide high school students exposure to employer expectations, networking, and industry needs and career opportunities.</li> <li>• The Engineering Career Pathway program in 2021-22 is offering 35</li> </ul>	

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		<p>dual enrollment classes each semester at 8 high schools. There are 41 articulation agreements with 12 high school to provide Engineering course credit for their Project Lead the Way Engineering students.</p> <ul style="list-style-type: none"> <li>• The college has 50 active high school articulation agreements that provide high school students the opportunity to earn articulated college credit.</li> <li>• The Special Resource Center works closely with local area high schools in providing information about services and programs offered within the Special Resource Center (SRC). The SRC Counselors provided an orientation to high school students about El Camino College and the support services offered. Counselors meet with students individually. Counselors use IEP and High School Transcript as a multiple measure tool to advise and recommend courses that will assist students as they transition from High School to College. Counselors may recommend the Educational Development Program Courses to provides students the supports needed in conjunction with the collegiate level coursework they are taking.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>X Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	X Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	X Technology	Reporting/data	X Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and K-12 Career Pathways.</li> <li>• Academic divisions encourage their existing faculty and/or hire adjunct faculty to teach dual enrollment classes.</li> <li>• Adjunct job descriptions include a statement about the possibility of teaching off-campus dual enrollment classes.</li> <li>• Stipends incentivize and compensate college faculty &amp; high school dual enrollment liaisons and teachers to attend the Dual Enrollment Faculty Orientation &amp; Training event.</li> <li>• Funding for high school Career Pathway industry site fieldtrips and Career Pathway parent &amp; student Orientation events.</li> <li>• Funding to purchase a Portable College Id Machine that can be taken to high schools for dual enrollment &amp; Career Pathway students to get their student id card so they can access college support services.</li> </ul>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Academic division and faculty support for the development of new and expansion of existing K-12 Career Pathways, dual enrollment classes, and high school articulation agreements.</li> <li>• Attracting, recruiting &amp; retaining faculty to teach off-campus dual enrollment classes.</li> <li>• College faculty and K-12 teacher collective bargaining understanding and support for dual enrollment.</li> <li>• College faculty need training and division support to adapt to the unique challenges and needs of teaching high school students enrolled in dual enrollment classes.</li> <li>• Dual enrollment &amp; K-12 Career Pathway students cannot access many college student support services without a college id card.</li> <li>• A majority of the college’s service area high schools have large numbers of parents who are non-native speakers.</li> <li>• Transitional programs between the High Schools and the Colleges are weak. Stronger transitional programs to assist students in preparing for college and knowing what the</li> </ul>
X Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
X Technology	Reporting/data										
X Other											

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> <li>• Dual Enrollment and K-12 Career Pathways needs multi-lingual written and presentation speakers to provide information in Spanish for students and parents who are non-native speakers.</li> </ul>	<p>expectations are need to be strengthened.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <del>X</del> Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Campaign for students to update their major began in Spring 2019 at the Career &amp; Majors Fair. An additional campaign to make sure students are in the correct major took place from Oct. 19-23, 2020 and will continue to be offered on a yearly basis. This will ensure that student educational plans that are being developed with students align with the declared major in the student information system.</li> <li>• Meta majors have been determined, and program maps have been drafted in order to provide clear information to students about pathways they should follow and give counselors a basis for monitoring student progress. The program maps have been published in Program Pathways Mapper so that the information is available to students.</li> <li>• ECC Connect is being used for educational planning, which this</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Sequence of courses from program maps will be input into ECC Connect for use by counselors when creating educational plans to make it possible to monitor student progress.</li> <li>• Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data.</li> <li>• The communication workgroup has developed a list of milestones and check-in points as well as message templates to send messages, reminders, and nudges to students to help them stay on the path. These messages will mostly be sent through ECC Connect, but other platforms such as REGROUP or CRM Recruit may also be used.</li> <li>• Develop a way to assess the effect of the success coaches on student success.</li> </ul>



		<p>allows the student to monitor their progress and plan their courses.</p> <ul style="list-style-type: none"> <li>• Advisors and success coaches have been hired and are working with students in response to referrals raised in ECC Connect.</li> <li>• Affinity and meta major success teams have been developed and are continuing to be refined. These are models for comprehensive student support. Their efforts include participation in New Student Welcome Day, the Student Support Expo, and Majors Week; they are working on increasing usage of ECC Connect among faculty, and establishing the “MyPATH” model in the various meta-majors. They are also working on their own efforts to increase student retention, increase the number of students who complete transfer-level math and English in the first year, and increase the number of units students complete each year.</li> <li>• Success coaches have been hired for each meta major.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Program maps will be added to ECC connect starting in Summer 2021 and continuing through completion.</li> <li>• Success teams are established and being developed; they will be fully established by Fall of 2022.</li> <li>• Define the Advisors position and establish role within the meta major.</li> </ul>
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

<p>Regional training XTechnology XOther</p>	<p>On campus /individual training Reporting/data</p>		<ul style="list-style-type: none"> <li>• Technology and integration with the Colleague system continues to be a challenge.</li> <li>• More understanding and awareness in that students with disabilities may take longer with “keeping students on path” than traditional students who are not disabled.</li> </ul>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Place an X next to one: Not occurring Not systematic XPlanning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• The counseling division is now entering all educational plans into ECC Connect.</li> <li>• With their educational plan entered into ECC Connect, students can easily see how far they’ve come and what they need to do to complete their program.</li> <li>• Admissions and Records hired a consultant to create a course equivalency table to match El Camino courses with equivalent courses at nearby community colleges.</li> <li>• The communication workgroup has worked to create messaging to send to students who reach particular milestones such as completing their transfer-level math and English requirements, reaching 30 units, and the point at which to apply for graduation.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• The equivalency tables need to be input into Colleague to facilitate the course equivalency determination process.</li> <li>• Some of the messaging developed in the communication workgroup will be piloted on ECC Connect.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• The equivalency tables will be input into Colleague in Summer 2022.</li> <li>• The pilot for sending messages on ECC Connect will take place Spring 2022.</li> </ul>

		Fall 2020	
<p><b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  XTechnology      Reporting/data  Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>  <i>Technology and integration with the Colleague system continues to be a challenge.</i>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• ECC Connect does not have the ability to send an automatic flag when a student falls off their program plan; however, this capability is still being investigated as to the prospect of using it at ECC.</li> <li>• Faculty can currently flag students that are having difficulty in their classes.</li> <li>• ECC Connect now has the ability to filter students based on metamajors, and success coaches (grad interns) are assigned students to follow up based on meta-major. However, more staffing is needed to meet the demand for following up with students.</li> <li>• During the pandemic, the Warrior Pantry has continued to serve students utilizing a drive-through model. The Drive-Thru Warrior Pantry is open twice per week. The Warrior Pantry is also offering a drive-thru Trick or Treating event for students with families. Cal Fresh application assistance continues to be</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Investigate the possibility of sending automatic flags to students when they fall off the path.</li> <li>• Continue to increase staffing for success coaches.</li> <li>• Two year scheduling based on program maps</li> <li>• All students to complete the El Camino College Intake Form</li> <li>• All student to follow a Personal Success Plan</li> <li>• Students earning a AA, AS, AAT, AST, certificate of completion and certificate of accomplishment to receive and Ed Plan</li> <li>• Counselors are methodically going through and identifying who has an ed plan.</li> </ul> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

		<p>available to students in a virtual environment. Metro U-Pass is available, however there are also many bus lines offering free rides as a result of COVID-19. The Warrior Closet has paused in-person services, but the option of drive up services are being considered for students who may have an immediate need.</p> <ul style="list-style-type: none"> <li>• Emergency grants are available to students using SEA and foundation funds. Additionally, there are COVID-19 emergency grants available from CARE funds.</li> <li>• The college purchased laptops and hot spots to lend to students using CARES funding, and this has benefitted students in being able to access remote courses.</li> <li>• Counselors are methodically going through and identifying who has an ed plan</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>XTechnology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>

			<p>Functionality to track when students are off the path is not available in ECC Connect from the vendor.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Place an X next to one:          Not occurring          Not systematic          X Planning to scale          Scaling in progress          At scale</p>	<p>Progress to date: (2,500 character)</p> <ul style="list-style-type: none"> <li>• Counselors encourage students on these academic paths to meet with their major counselor on a regular basis. Students that are unlikely to be accepted into a competitive program are redirected to another school's program or to a different program. Information sessions, workshops and school panels are offered to provide students the information that they need to become a competitive applicant.</li> <li>• Meta-majors have been established and are being developed. One beneficial feature of this model is that related majors are grouped together so information about majors related to limited-access programs is readily available. This information is available both on the Program Pathways Mapper website as well as on the modules for each meta-major on the Student Success Hub on Canvas.</li> </ul> <p>Term, if at scale or scaling:</p>	<p>Next steps: (1,000 character)</p> <ul style="list-style-type: none"> <li>• Community collective model for support services will be <del>designed to</del> be implemented. Student success teams will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and to provide redirection options immediately.</li> </ul> <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> <li>• Community collective- Designing support levels to be implemented by Fall of 2022 pending identification of gateway and key courses by meta major and allocation of funding.</li> </ul>
<p><b>3. d. Support Needed?</b> Type of Support - place an X next to one or more:</p>		<p>Support Needed - Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>

<p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams X On campus /individual training Reporting/data</p>	<p>Training support for Counselors and Advisors in terms of working with students in re-directing them to another more viable path to credentials and a career.</p>	<ul style="list-style-type: none"> <li>• A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.</li> <li>• Understanding the amount of time during this process and not rushing students, especially those with disabilities into choosing another career path once they've discovered that it would be unlikely that they would be accepted into limited-access programs. More Vocational Guidance and Counseling around this will be needed in assisting this population of students in selecting another career.</li> </ul>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins.</li> <li>• All Counselors are using ECC Connect degree planner, and there are now only rare instances where degree planner is not used to complete educational plans.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Continue to encourage use of ECC Connect by all faculty including counselors. Course recommendations from educational plans to determine when to offer specific courses.</li> <li>• Consider how the faster timeline to complete programs affects special populations such as students with disabilities, students working full time, with family commitments, etc. The concern here is; “completing their programs in as short a time as possible”. This is an area of concern</li> </ul>

		<p>BSS identified and scheduled more sections of bottleneck courses in Psychology, Childhood Education, and Political Science. Additional sections of Psychology 9B, CDEV 125, POLI 7 &amp; POLI 10 are helping students move more quickly to degree completion.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>as it relates to students with disabilities. Their disability may prevent them from completing their programs in as short a time as possible and to have this be the focus is of concern. Or, their disability requires that they take more time in completing their program in order for them to succeed. The emphasis on success should not be based on the shortest length of time, especially for this population.</p> <ul style="list-style-type: none"> <li>• Review data from ECC connect to inform offerings. This option is currently being reviewed.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>•ECC Connect – ongoing.</li> <li>•Review data from ECC connect to inform offerings--ongoing</li> </ul>
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>XTechnology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology and integration with the Colleague system continues to be a challenge.</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs.</li> <li>•General Education courses are aligned to CSU/UC admissions requirements.</li> <li>•Many programs have developed ADT degrees which articulate to CSU standards for lower level major course work.</li> <li>•Program Learning Outcomes are regularly assessed and periodically reviewed.</li> <li>• Job and career outcomes have been added to program review. The following data will now be collected and analyzed as part of the program review process: annual salary, living wage attainment, and job in field of study.</li> <li>• Transfer data has been added to program review, and faculty are asked</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>•Transfer programs continue to develop Associate Degrees for Transfer.</li> <li>• New ILOs will be approved by January 2022.</li> <li>• Assessment of the new ILOs will begin in Spring 2022 with data collection of the first ILO.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <p>Assessment of new ILOs—spring 2022 Development of AD-Ts--ongoing</p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	<b>Progress to Date Implementing Practice</b> <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	<b>Next Steps Toward Implementing Practice at Scale &amp; Timeline</b>
		<p>to assess how well their curriculum and SLOs/PLOs align to transfer institutions.</p> <ul style="list-style-type: none"> <li>• ILOs have been rewritten to reflect the four pillars of Guided Pathways. In the last report, it was stated that the college is planning for PLOs to align with meta-majors; however, because the current PLOs function well, and it would be problematic to introduce an extra level of learning outcomes and assessments at the meta-major level, it was decided instead to change the ILOs, which historically have not functioned as well as the SLOs and PLOs given their singular focus on academic affairs and the difficulty of assessing them meaningfully. The new ILOs which reflect the four pillars of Guided Pathways have a greater potential for meaningful assessment as well as a more holistic view of student learning which takes into account other areas of campus such as student services and administrative services.</li> <li>• The college is moving forward with using Canvas to assess SLOs using the “Outcomes” feature, which will make it possible to disaggregate data into race/ethnicity, sex/gender, and other</li> </ul>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline							
		<p>categories as Canvas can collect data that includes student ID numbers. In Spring 2022, SLO facilitators in each division are choosing key to run a pilot to see how “Outcomes” work in Canvas with a plan to continue to expand the effort in the coming semesters.</p> <ul style="list-style-type: none"> <li>•The following pathways are currently being developed: Warrior Toro computer science pathways that leads into CSU; Childhood Education pathways that lead into CSU.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2015</p>								
<p><b>4. a. Support Needed?</b> <span style="background-color: yellow;">No</span> <i>Type of Support - place an X next to one or more:</i></p> <table border="0" style="width: 100%;"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•Course approval requires demonstration of critical thinking assignments.</li> <li>• Professional Development opportunities exist in which faculty</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>•Continue professional development to encourage equity-minded and active learning strategies.</li> <li>• Implement MyPATH courses in all the meta-majors, starting in Fall 2022.</li> </ul>							

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>X At scale</p>	<p>learn techniques to engage students. There are many groups on campus, including the Guided Pathways implementation team, the SITE team, the Online and Distance Education department, and the Faculty development committee, which offer ongoing professional development on topics around equity-minded pedagogy and active and applied learning. A new opportunity is currently being developed called the “Equity-Minded Teaching Institute” which is being planned by a team of 9 faculty from a variety disciplines to help faculty assess their courses and employ more equity-minded teaching practices. The EMTI is planned to be offered in Winter 2022, and will be an ongoing professional development opportunity for faculty.</p> <ul style="list-style-type: none"> <li>• Meta-majors have now been identified, and learning experiences are being designed around meta-majors. The “MyPATH” course model, which brings the four pillars of Guided Pathways to the classroom level, has been successful in the Behavioral and Social Sciences for four years. In courses designated as “MyPATH,” the instructor uses culturally-relevant pedagogy; a counselor is embedded in</li> </ul>	<p>STEM and Health and Community Wellness have already started offering MyPATH courses.</p> <ul style="list-style-type: none"> <li>• Meta-Major specific HDEV 110 in Fall 2022</li> <li>• HDEV 101 for STEM in Spring 2022</li> <li>• ILO’s</li> <li>• Semester long Professional Development Training</li> <li>• Application to reduce the caps on courses</li> </ul> <p><i>Timeline for implementing next steps:</i> Ongoing.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
		<p>the course and students prepare to meet with the counselor to create their educational plan by filling out a career assessment; also, each section includes a PASS mentor, a successful former student, to guide students through not only the content, but also through the college. Also in the Behavioral and Social Sciences, a Social Sciences 101 course has been implemented, which is in the CSU GE and IGETC general education requirements. This course helps students explore the different majors within Behavioral and Social Sciences, and is a good fit for students who know they want a major within this meta-major, but are not sure which one to choose.</p> <p>Term, if at scale or scaling: •Fall 2014</p>									
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td><b>Policy guidance</b></td> <td><b>Connections with other GP teams</b></td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	<b>Policy guidance</b>	<b>Connections with other GP teams</b>	Regional training	X On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• It would be useful to learn how other campuses are using their meta-majors as a vehicle for active learning—particularly when it comes to students “choosing a path.”</li> </ul>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• There is just a desire to learn about best practices in using meta-majors as a vehicle for active learning.</li> <li>• We need to ensure that all learning is equity-minded and inclusive.</li> </ul>
<b>Policy guidance</b>	<b>Connections with other GP teams</b>										
Regional training	X On campus /individual training										
Technology	Reporting/data										
Other											

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> <li>• Campus wide training in that all instruction programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all classroom instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom.</li> </ul>	
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences, fire and emergency technology, sign language interpreting, and child development.</li> <li>•There is a study abroad program that runs once per year; however, this has been put on hiatus due to the pandemic. The plan is for this program to resume once the college is back in-person, and for it to increase its annual offerings.</li> <li>• Each semester, Human</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• We have established meta-majors and meta-major success teams, which will open up possibilities for more experiential learning tied to major clusters.</li> <li>• Meta Major specific webpages with internships, scholarships, clubs, Federal Work Study positions.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• As the pandemic lessens in severity, efforts will continue with respect to</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	<b>Progress to Date Implementing Practice</b> <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	<b>Next Steps Toward Implementing Practice at Scale &amp; Timeline</b>
		<p>Development courses require service learning assignments which result in students completing over 5,000 hours of service per year with nearly 50 community organizations. Service learning is on hiatus during the pandemic.</p> <ul style="list-style-type: none"> <li>•Apprenticeship grants are offered during the summer.</li> <li>•MESA coordinates internships with university and industry partners.</li> <li>•The college’s Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students.</li> <li>•Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. Internships, cooperative work experiences, and apprenticeships are posted to the Job Speaker system as they become available; however, the pandemic has severely limited these opportunities, so very few are currently available for students.</li> <li>• Cooperative education courses (numbered 95) are offered in 20 programs around campus.</li> </ul>	<p>service learning, internships and the like.</p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021									
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Campus wide training in that all instruction programs and experiential learning programs are accessible and in compliance with the ADA/Title V for students with disabilities. Mandatory training so that all instruction supports the Universal Design of Learning, so that the programs engages all students in active and applied learning, encouraging them to think critically, and solve meaningful problems without having their disability become a problem in the classroom or beyond.</li> </ul>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Ensuring that all projects, internships, co-ops, clinical placements, group projects outside of class are accessible for students with disabilities. Students will need ample time in this area as well, and faculty will need to take this into consideration when building these activities into their coursework.</li> </ul>
Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
Technology	Reporting/data										
Other											
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle.</li> <li>•Program level assessments include a combination of course level assessments taking place during a particular assessment cycle.</li> <li>•The review cycle is on the website.</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <p>SLOs and PLOs will continue to be assessed on an ongoing basis; SLO and PLO results are reviewed every four years as part of the program review process.</p> <p><i>Timeline for implementing next steps:</i> Ongoing.</p>								

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		<ul style="list-style-type: none"> <li>•SLO results are in the program review which is reviewed by committee and available on the website.</li> <li>• MyPATH and Social Science 101 instructors conduct student surveys in their classes to gauge student need, learning, and skills acquisition.</li> </ul> <p>Term, if at scale or scaling: Spring 2014</p>	
<p><b>4. d. Support Needed? No</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance            Connections with other GP teams  Regional training            On campus /individual training  Technology                    Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•Results of Course and Program level learning outcomes are a component of program review. Results of SLOs and PLOs are used mainly to improve teaching in each course and program.</li> <li>• There has been a big push recently to offer more professional development opportunities around the theme of equity and anti-racism. This development was informed by reflecting on course success and</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to make use of SLO and PLO results to examine equity gaps and deploy professional development opportunities for faculty to develop a more equity-minded campus culture.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</p>



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		<p>retention data which showed large equity gaps across the institution. According to a recent MOU between the faculty union and the district, faculty are now required to complete 4 hours of professional development which focuses specifically on the theme of anti-racism.</p> <ul style="list-style-type: none"> <li>• The academic program review template was recently updated to more systematically include SLO and PLO assessment results to examine trends, particularly pertaining to equity gaps, and plan ways to close equity gaps and increase success.</li> <li>• The goals of the Enrollment Management plan are organized around the four areas for the Vision for Success and the four pillars of Guided Pathways.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: •Spring 2014</p>	
<p><b>4. e. Support Needed?</b> No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>• Various programs within the Fine Arts division (e.g. Art and Communication Studies) include videos or portfolios to show student work.</li> <li>• Career Services conducts mock interview and resume workshops.</li> <li>• HDEV 105 and HDEV 115 courses include assignments in resume writing, interviewing and other career readiness concepts and skills.</li> <li>• Childhood Education classes include assignments that culminate in the creation of a student portfolio of work intended to be used in the job application process.</li> </ul> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods.</li> <li>• Regional Strong Workforce is supporting the implementation of Digital badging in the Nursing, Rad Tech and Respiratory Care areas as a pilot.</li> </ul> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      <b>Connections with other GP teams</b></p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Faculty are used to thinking of students' learning only within courses, not across an educational journey. The challenge is in faculty thinking about student learning not as a process within one course, but across many different courses that a student may complete as</p>

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			they proceed through a pathway. So, there is the problem of faculty mindset. But there's also the problem of technology—the campus does not yet possess the technology or have any idea about the technology involved in keeping track of student learning throughout a student's educational journey.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> <li>•The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings and does a yearly needs assessment survey, but does not yet have a systematic process that turns assessments into PD topics.</li> <li>• myPATH in collaboration with the Dean of Behavioral and Social Sciences, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to</li> </ul>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Vision for Success Goals and measuring completion: Develop PD related steps to connect PD with progress with our Vision for Success</li> </ul> <p><i>Timeline for implementing next steps:</i> ongoing</p>

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		<p>assist students in staying on track to degree completion.</p> <p>The college has done many surveys that inform professional development offerings, including a survey of online modalities to students and a faculty Needs Assessment survey. In addition, as a result of reviewing data around equity gaps, professional development designed to reduce equity gaps has been offered on an ongoing basis, including through SITE, and a design team is developing the “Equity-Minded Teaching Institute” to be offered to groups of faculty on an ongoing basis.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>4. g. Support Needed?</b> No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance            Connections with other GP teams</p> <p>Regional training            On campus /individual training</p> <p>Technology                    Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

**Additional REQUIRED questions:**

**Student Engagement and Support**

**STUDENT ENGAGEMENT**

*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Place an X next to one or more:*
- X Student survey(s)
  - X Students serve on campus GP advisory committee(s)
  - X Student focus groups
  - Other:

*Engagement Efforts - Details: (1,000 character)*

Students have been involved in many aspects of the Guided Pathways implementation efforts. In forming our meta-majors, students had the majority of the input—130 groups of faculty, administrators, staff and students participated in a card-sorting activity at various college events, meetings, and in classrooms. 75% of the people who participated in these activities were students.

In addition, the college organized 5 focus groups with students as part of a study by the Career Ladders Project, which is studying learning communities. 3 of the focus groups took place with students in learning communities such as Puente, FYE, and Project Success. The others involved students who were not in learning communities. The study helped illuminate the difference between the students who had a lot of support as a result of the learning community, including dedicated counselors and instructors, as well as access to tutoring and other campus services. This was in stark contrast to the non-learning community students who were very much on their own in finding support for the educational journey. These focus groups help to justify the goals of Guided Pathways, particularly in providing students with more proactive support on their educational journey.

In addition to these, students also serve on our Guided Pathways committee, and are active and vocal members.

**COURSE ALIGNMENT**

*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*

*Course Alignment - Details: (1,000 character)*

As a first step towards aligning course offerings with student educational plans, the college has created first drafts of program maps for each degree and certificate offered. These initial program maps assume a full-time load. However, since two-thirds of our students are part-time, the college plans to create additional program maps for various time frames. The college also plans to create program maps for the most common transfer destinations for each of its degrees, starting with the transfer degrees.

Secondly, in order to identify which students are following which pathways, ECC Connect (Starfish) is being developed as the central repository of information: counselors are now using ECC Connect to enter students' educational plans, and an intake form has been developed to identify students who are uncertain or undecided about their choice of majors, and these students are targeted for additional services to help in their decision-making such as "Undecided" workshops, and Career Center workshops.

The college has recently purchased 25 Live, a calendaring software that will help the college plan schedules that align with educational plans in ECC Connect. As more educational plans are entered into ECC Connect, it will result in a more accurate picture of student needs. 25 Live will take this data and be able to produce an optimal schedule of college classes based on student need.

Finally, the college is implementing block scheduling in order to reduce the number of possible start times of classes help students maximize their time on campus and eliminate big gaps in their schedules.

**Additional OPTIONAL questions: NOTE: WE ARE LOOKING FOR SUCCESS STORIES AND CAN FILL IN MORE THAN JUST ONE (BY DUPLICATING THE TABLE BELOW).**

Success Story	
<b>SUCCESS STORY</b>	<i><b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</i>
Title: El Camino College Foundation Awards Over \$18,000 in Grants for Students in Health Care Programs	
Follow-up Contact Person(s): Ann O’Brien aobrien@elcamino.edu	
<p><i>Challenge: (1,000 character)</i></p> <p>When Midori Norris enrolled in the El Camino College Nursing Program, she considered it a second chance to do exactly what she always wanted – become a nurse. After starting and stopping college several years ago, this time she was ready and there was nothing in her way.</p> <p>Until the pandemic. With her elementary school-age daughters now at home full time and her own busy day of nursing schoolwork, she was unable to keep her job, making it difficult to cover her bills.</p>	
<p><i>Success Story: (10,000 character)</i></p> <p>Just when she was about ready to quit nursing school, a grant from the El Camino College Foundation changed everything.</p> <p>“This grant came at the perfect time,” Norris said. “I was really struggling. Honestly, I almost gave up and dropped out. If it wasn’t for this grant, I was ready to go into the nursing office and tell them I had to stop. I’m so glad I didn’t. I am really grateful for all the help. I can’t believe how much they care.”</p>	

Norris is among the many students in the El Camino College Nursing Program who will benefit from \$7,100 in funding recently supplied by the First Response Healthcare Student Support Fund. The El Camino College Foundation administers the grant program designed to help students struggling from the financial impacts of COVID-19 so they can continue with their classes and complete their education.

Created by the Foundation for California Community Colleges, in partnership with the CCC Chancellor's Office, the First Response Fund is designed to help students statewide advance in health care fields. This is the second round of funds administered under the guidelines of the Campaign for Relief and Recovery. El Camino previously received \$5,500 for the nursing program in May, in addition to a \$5,500 grant for students in the college's respiratory care program. Overall, the Foundation was able to award about \$500 grants to 34 deserving El Camino students.

"We are extremely grateful for the support of the First Response Fund that ensures students have access to emergency financial aid at the time they need it most," said El Camino College President Dena P. Maloney. "These funds will truly make a difference in the lives of our students."

Norris enrolled in El Camino after a high school and college experience where she didn't focus on classwork, stumbled without support, and lacked the motivation to set goals. Raised in Torrance among a family full of medical professionals, she aspired to become a nurse, but put that idea on hold to raise her two daughters and pursue a job in the entertainment industry. Finally, she decided to follow her dreams toward a nursing career. After researching many schools, Norris chose El Camino because of its tradition of academic excellence and consistently high licensure exam pass rates. She makes the drive from her home in North Orange County and says the commute is worth it.

"I really believe in this program; I like the process and the teaching methods," Norris said. "I feel prepared for my exams and now that I started my clinical work, I still feel prepared. I was actually surprisingly not nervous when I met my first patient. I adapted really fast to patient care. I think I have a high level of motivation and dedication to nursing. This is my passion and now I am more determined than ever to make it happen."

When El Camino closed in March due to COVID-19, the college quickly moved instruction online and faculty found ways to connect with students on virtual platforms. Although the campus remains closed, many nursing courses, including labs, are taking place in person, following guidelines set out by the governor designed to continue the training and staffing of essential sectors during the pandemic.



Keeping students on track with their coursework helps them progress with their academic and career goals so they can contribute to the state's pressing need to increase the number of potential workers in the health care system.

Norris plans to graduate in June 2022 and is looking forward to a nursing career in cardiology. She credits her success and confidence in her work to El Camino faculty and staff members.

"I've had many teachers who took extra time to help me with my classes," she said. "They didn't have to do that; they went above and beyond to help me. That turned me around. No one ever took the time to help me like that.

"To me, being at El Camino means that one day I will have a better life, my daughters will have a better life, and my professors are making sure I'm successful. Because of El Camino, my daughters see me studying every day and they know that I'm not giving up. This then motivates them in their own schoolwork, and they have become more independent. Being at El Camino has been good for me and good for my girls."

*Outcomes: (1,000 character)*

Created by the Foundation for California Community Colleges, in partnership with the CCC Chancellor's Office, the First Response Fund is designed to help students statewide advance in health care fields. This is the second round of funds administered under the guidelines of the Campaign for Relief and Recovery. El Camino previously received \$5,500 for the nursing program in May, in addition to a \$5,500 grant for students in the college's respiratory care program. Overall, the Foundation was able to award about \$500 grants to 34 deserving El Camino students.

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

### Success Story

#### SUCCESS STORY

**Optional:** Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.

Title: Student Spotlight: Jenifer Tovar

Follow-up Contact Person(s): Ann O’Brien aobrien@elcamino.edu

Challenge: (1,000 character)

A communication studies major, Tovar enrolled at El Camino right after graduating from Hawthorne High School because she didn’t feel ready for a university mentally, physically, or financially. The first in her family to graduate from college, she has faced triumphs as well as challenges that included a serious family medical emergency. Becoming a dedicated student and taking advantage of enrichment opportunities helped her succeed.

Success Story: (10,000 character)

For Jenifer Tovar, being a Warrior means that you never give up. Tovar will graduate with the El Camino College Class of 2020 in June, and as student speaker at the virtual commencement ceremony, she plans to discuss resiliency and meeting challenges, while sending a message of love and unity.

“Sometimes life gets the best of us, and it teaches us how to balance school life, personal life, and the things that go in between,” she said. “Some people work full-time jobs, have people to take care of, take public transportation, and still pass their classes. Some people start school later in life to find a better future. Being a Warrior is about picking up the armor, dusting yourself off, and living to fight another day.”

Joining the Science Club was a highlight of her time at El Camino, offering profound experiences that impacted her education. She became the first person in her family to travel to a number of California’s most prolific parks to study the geology, biology, and geography of some of the world’s most spectacular landscapes. Camping at Yosemite National Park and at Lake Tahoe were among her most memorable Science Club field trips. Even though she is a communication major, Tovar also had access to different scientific research opportunities as an El Camino student.

“Conducting geological fieldwork at multiple locations all throughout California was one of the best eye-opening experiences I ever had,” she added. “It’s very humbling, and a privilege to be able to obtain this kind of hands-on experience.”

*Outcomes: (1,000 character)*

Although Tovar acknowledges that these are uncertain times, she remains optimistic for the future and will transfer to a university next year. She hopes her classmates remain steadfast in their pursuit of their dreams and continue to make an impact on the world as Warriors.

“Going to El Camino College was probably the best decision I’ve ever made,” she said. “After all these years trying to find myself, I’m finally here. And this is just the beginning. COVID-19 may have impacted my time now, but life has bigger and better plans waiting for me.”

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

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#### SUCCESS STORY

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*Title:* **Student Spotlight: Alex Delperdang**

*Follow-up Contact Person(s):* Ann O'Brien aobrien@elcamino.edu

*Challenge: (1,000 character)*

Alex Delperdang has been playing the French horn for seven years, since he first picked up the instrument in middle school. "I have been borrowing instruments all this time, and now I have one of my own. I still can't believe it."

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic.

*Outcomes: (1,000 character)*

Alex Delperdang was extremely honored to learn that he secured a scholarship to continue his studies as an El Camino College music major. A beneficiary of El Camino's Norma Kayser Memorial Scholarship Endowment for the Arts, Delperdang won a \$2,000 award to help pay for college fees and supplies. He soon found out that this was only the beginning.

The aspiring musician was awarded additional funds to purchase a new French horn, the first he's ever owned.

"At first, I was just shocked, as in, 'Wait, are you serious?' I was so grateful; I can't believe the generosity of this gift," said Delperdang, who has been playing the French horn for seven years, since he first picked up the instrument in middle school. "I have been borrowing instruments all this time, and now I have one of my own. I still can't believe it."

Delperdang originally planned to transfer to California State University, Fullerton in the fall to major in music performance with a concentration in French horn, but decided to defer his admission for one year since the university announced virtual class instruction due to the COVID-19 pandemic. Delperdang also received the Phyllis Hausman Loeb Scholarship, a \$2,500 award sponsored by the Los Angeles Alumni Chapter of Mu Phi Epsilon. He is one of more than 470 students who were awarded scholarships for 2020-21 by the El Camino College Foundation Scholarship Program. More than 30 additional scholarships will be awarded this summer, bringing the total amount to over \$600,000.

"These scholarships mean a lot to me," he said. "It helps me because now I do not have to work so much to pay for school. I can really focus on my classes. El Camino is a great place; I love it. There are so many interesting people and so many outstanding instructors in my major and outside my major. I have loved getting to know everyone."

*Outcomes: (1,000 character)*

Delperdang is working toward a career as a studio musician and a member of a professional orchestra. He's had many opportunities at El Camino to play with a variety of musicians with the college's jazz band, concert band, and orchestra. He even sings in the chorale. Being able to explore many musical interests has been a highlight of his time at El Camino so far; his professors have made a huge impact on his experience.

"El Camino is full of amazing people, and professors Joanna Medawar Nacheff and Dane Teter have been so helpful and taught me so much about music and performing," he said. "And the fact that they helped me with finding scholarships and my own French horn is indescribable. I will never forget what they did for me."

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

All new courses must be approved by the El Camino Community College District Board of Trustees and must be submitted to the California Community Colleges Chancellor's Office for approval as required.

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the College Curriculum Committee and the Office of the Vice President of Academic Affairs.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address [at least](#) the following:

1. These courses must be approved by the College Curriculum Committee.
2. The individuals on the College Curriculum Committee must have received the training provided for in Title 5, Section 55100.
3. Unless modified to properly address the reasons for denial by the California Community Colleges Chancellor's Office, no courses may be offered that were previously denied approval.
4. Students may count a maximum of 18 semester units of coursework approved under this procedure toward a certificate or associate degree.
5. No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs (TOP) code may be linked to one another by means of prerequisites or co-requisites.
6. All courses approved must be reported to the California Community Colleges Chancellor's Office.

References:

Title 5 Section 55100

El Camino College

Adopted: November 19, 2018

## POLICY & PROCEDURE SERVICE

### AP 4022 Course Approval

#### References:

Title 5 Sections 55100 and 55150

**NOTE:** *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100 for credit courses and Title 5 Section 55150 for non-credit courses.*

#### Credit Courses

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

- These courses must be approved by the curriculum committee.
- The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100
- Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.
- Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.
- Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
- All courses approved must be reported to the California Community Colleges Chancellor's Office.

#### Non-Credit Courses

Districts may approve non-credit courses pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval

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## POLICY & PROCEDURE SERVICE

Handbook. Procedures for course approval of non-credit course must address at least the following:

- The curriculum committee and District governing board have approved each non-credit course pursuant to Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District promptly reported all non-credit courses approved by the District governing board to the California Community Colleges Chancellor's Office Curriculum Inventory Management Information Systems.
- District personnel involved in the non-credit course approval process, including curriculum committee members, received training regarding the rules, regulations, and local policies applicable to the approval of non-credit courses, including but not limited to, the provisions of Title 5 Section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.
- The District governing board has established a local policies or procedures specifying attendance counting consistent with Education Code Sections 84030 et seq.
- Annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that the District has complied with the requirements of Title 5 Section 55150 relating to the approval of non-credit courses.

**New 8/07, Revised 4/20**

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## **Administrative Procedure 4320 Public Performance by Students**

Musical or other programs may be presented by College performing classes or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor of the class.

**A performance away from campus shall be deemed as an Excursion as defined in AP 4300.**

The College may charge an honorarium for the presentation.

~~This Administrative Procedure replaces BP 4320, Public Performance by Students.~~

### **References:**

**Board Policy and Administrative Policy 4300 Field Trips and Excursions**


Educational Policies 10/26/21

## **BP 4400, Community Services**

The College may offer Community Services programs, known as Community Education, based on community interests and needs for the purpose of personal and professional development. Community Education offerings cover a wide variety of affordable not-for-credit learning opportunities, such as classes, workshops, special events, seminars, and excursions. Classes are designed to contribute to the physical, mental, moral, economic, or civic development of the individuals enrolled in them.

Programs are self-supporting through fee-based enrollments or free enrollments for grant/funded-supported offerings. Registration fees are not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups. General fund monies are not expended to establish and maintain Community Education offerings.

~~Classes are open for admission to all members of the community; adults and some classes are open to, or limited to age appropriate topics for minors who may benefit from the classes.~~

**Community Education courses shall be open for admission of adults and of minors who can benefit from the programs.** 

Reference: Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b).

Ed Policies:

Academic Senate:

Council of Deans:

College Council:

Board Approved:



## POLICY & PROCEDURE SERVICE

### BP 4400 Community Services Programs

**Reference:**

Education Code Section 78300

**NOTE:** *The District is not required to have a community services program; but if it chooses to do so, it is not required to seek approval from the Board of Governors. The following policy would be appropriate.*

The District shall maintain a community services program that [ **Districts may wish to generally describe offerings or specify types of courses. The Education Code defines it as: classes in civic, vocational, literacy, health, family and consumer sciences, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics.** ]

The community services program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it. [ **Districts may wish to adjust the description – the example is from the Education Code Section.** ]

Community services courses shall be open for admission of adults and of minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

**Revised 8/07, 4/20**

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Baccalaureate  
in  
Respiratory Care

# Qualifying for AB 927

The bill would require a community college district seeking approval to offer a baccalaureate degree program to provide evidence of unmet workforce needs to the Chancellor of the California Community Colleges, as provided. The bill would require, as part of the application and

Pg 1.

(1)A baccalaureate degree program shall not offer a baccalaureate degree program or program curricula already offered by the California State University or the University of California.

Pg.3

# RESPIRATORY GROUP ISSUES

- Curriculum
- Proof of unmet workforce needs
- Plan of implementation
- Faculty
- Infrastructure ( Wi-fi, Prevention of plagiarism, etc.)
- Respiratory Care Accreditation (CoARC)
- Continuance of A.S. degree while adding Baccalaureate degree
  - AB 927 requirement unless waived by Chancellors Office
  - Two programs allows for increase in enrollment from 20 to 70 students ( 20 A.S degree)(50 for Baccalaureate)

# NON-RESPIRATORY GROUP ISSUES

# Financial Aid-Page 3

- (c) As a condition of eligibility for consideration to participate in the statewide baccalaureate degree program, a district shall have a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.



# Admissions/Records-Page 3

- (c) A district shall maintain **separate records** for students who are enrolled in courses classified in the upper division and lower division of a baccalaureate degree program.
  - (d) A student shall be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course.
- (1) Documentation of the district's written policy required by subdivision.

# Fees and Funding Plan- pages 3 and 4

- (2) The administrative plan for the baccalaureate degree program, including, but not limited to, the governing board of the district's funding plan for its specific district. (pg 3)
- (3) A district shall, in addition to the fees charged pursuant to paragraph (4), charge a fee for upper division coursework in a baccalaureate degree program of eighty-four dollars (\$84) per unit. (pg 4)

# Outside Issues

- ACCJC-40 units must be upper division (300-400's) with 9 of those units being upper division general education courses that can count as lower division as well.
- Academic Senate- 2 pilot programs stated the biggest issue that the Academic Senate stressed was proper rigor to ensure classes were in the 300-400's level of education.
- Union issues

# Timeline

- **Timeline**
- **January 15, 2022..... Application deadline**
- **May 31, 2022.....Notification from the state of acceptance/denial**
- **Fall 2023.....1<sup>st</sup> class begins**
- 
- Spring 2022. Develop proposed changes to the curriculum. If possible, get provisional approval this semester.
- **May 31 notification from the Chancellors Office**
- June 1- CoARC of letter of intent filed
- July summer forum-acceptance of letter of Intent
- July (after the summer forum) file Provisional Self Study Report
- Fall 2022-complete upper division general education class approval from the CCC.
- Financial aid, counseling, facilities management, records, etc complete their preparation
- Spring 2023 CoARC inspection and Provisional Accreditation awarded.
- Summer 2023 applications for Fall 2023 and selection
- Fall 2023-1<sup>st</sup> cohort begins ( or Spring 2024 if needed)

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, November 23, 2021**

Via Zoom: <https://elcamino-edu.zoom.us/j/96406869362> 1:15-2:15 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Taryn Bailey	TB	Guided Pathways
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 Himself	AJH	Behavioral & Social Sciences
	Lars Kjeseth	LK	Mathematical Sciences
	Rhea Lewitzki	RL	Humanities
X	Crystle Martin	CM	Library & Learning Resources
	Arturo Martinez	AM	Mathematical Sciences
	David Moyer	DM	Fine Arts
X	Jackie Nolasco	JN	Professional Development (guest)
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
	Jason Suárez	JS	Behavioral & Social Sciences
X	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

### **Flex FAQs**

SA thanked members of the committee who contributed to the Flex FAQ revisions and reported that the Academic Senate approved the revised Flex FAQs in a second reading on November 16<sup>th</sup>.

### **Outstanding Adjunct Faculty Award (OAF)**

SA reported that Sarah Leinen, who was nominated by EB, was selected for a second time for the OAF. LC will be recognized with a certificate for Achievement for Distinguished Teaching & Student Learning. Members were encouraged to attend the award ceremony at the December 7<sup>th</sup> meeting of the Academic Senate.

### **Informed & Inspired (I&I)**

SA thanked PP for her tireless efforts to recruit presenters and organize meetings to plan I&I sessions this semester. *Informed & Inspired: Deep Listening to Students About Returning to Campus* took place on November 17<sup>th</sup>. With nearly 40 in attendance, faculty were able to hear a conversation between three students who discussed their experiences with in-person classes

this semester. While the students expressed excitement and gratitude for being back on campus, they also noted feelings of anxiety and uncertainty regarding protocols as they first returned in the fall. They suggested that faculty reach out to their classes ahead of the spring semester to provide as much information as possible about their class and the return-to-campus protocols (i.e., tell students to allow enough time to find parking AND check in at kiosks). The students reported feeling safe in their classes now due to social distancing and safety protocols, but noted that students who register for spring in-person classes are likely to assume these practices will continue. Students should be informed during the registration period that social distancing will no longer be enforced indoors in the spring.

### **Conversations with Colleagues**

SA reported that *Conversations with Colleagues: How are we preparing for our return to campus?* took place on November 17<sup>th</sup>. There were over 40 in attendance as PP, DM, Joanna Nacheff, and Dawn Charman discussed their experiences teaching in-person this semester. This was a great opportunity for faculty who have been teaching remotely this semester to hear first-hand from colleagues who have already returned to campus and to ask questions. Attendees raised concerns about the limited kiosks on campus and procedures for accommodating staff and students as they check in. Other questions related to mandating booster shots, having to use sick days if a faculty member tests positive for COVID-19, and attendance policies were also raised.

### **Faculty Book Club (FBC)**

LC reported that the FBC met on November 12<sup>th</sup> and had a meaningful discussion of Chapters 9 and 10 in *Social Justice Issues and Racism in the College Classroom: Perspectives from Different Voices*, edited by Patricia G. Boyer and Dannielle Joy Davis. The next meeting will take place on Friday, December 10<sup>th</sup> to discuss Chapters 11 and 13. Faculty have unlimited access to the E-book via the Schauerman Library; prior attendance is not required to attend the next meeting.

### **Guided Pathways**

TB provided a report on various Guided Pathways related initiatives including the ECC Equity-Minded Teaching Institute (EMTI), IMPACT Equity Toolkit, the Winter Summit, and upcoming training for ECC Connect via Professional Development & Learning. The inaugural ECC EMTI will take place during the 2022 winter session. EB, PP, and SA, along with six other faculty members serve on the design team. More robust training for ECC Connect for faculty and service providers will be available next semester as we begin utilizing more features offered by the system.

### **Retirement**

Our longest serving member of the FDC announced that after 17 years at ECC, she will retire at the end of this semester. Margaret Steinberg has served on the committee for many years and will certainly be missed! The committee wishes her well!

Adjourned 1:51  
SA/12.2.21