Academic Senate of El Camino College 2018-19

April 16, 2019

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted in the Communications Building.

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

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

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Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton College	**Amber Gillis**	Curriculum Chair	**Janet Young**
VP Ed. Policies/Pres-Elect	**Darcie McClelland**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Josh Casper (BSS) ^{R}	18/19
Karl Striepe (BSS)	18/19

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski ^{R}	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	18/19
Philip Lau* ^{R}	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills ^{R}	18/19

Counseling

Seranda Bray	20/21
Anna Brochet* ^{R}	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe* ^{R}	18/19

Fine Arts

Ali Ahmadpour	18/19
Diana Crossman	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells* ^{R}	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar* ^{R}	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	20/21
Russell Serr	20/21

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao ^{R}	18/19

Industry & Technology

Charlene Brewer-Smith ^{R}	18/19
Ross Durand*	18/19
Dylan Meek ^{R}	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman* ^{R}	18/19
Oscar Villareal	19/20

Natural Sciences

Thuy Bui	18/19
Darcie McClelland	19/20
Troy Moore ^{R}	18/19
Shanna Potter	19/20
Anne Valle ^{*R}	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Chris Gold

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.
*Denotes longest-serving division senator (i.e., the "senior senator"). ^{R} Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:
President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. March 11, April 15, May 13,2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: Cliff Numark. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

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

El Camino College Academic Senate 2018-2019 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Arrange a Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
4. Continue initiatives to recognize faculty who achieve tenure.

C. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

ECC (El Camino College) Acronyms

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

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

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)
☐ Josh Casper
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☐ John Baranski
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Compton College
☒ Amber Gillis
☒ Jesse Mills

Counseling
☒ Seranda Bray
☒ Anna Brochet
☒ Rocio Diaz

Fine Arts
☐ Ali Ahmadpour
☒ Diana Crossman
☒ Joe Hardesty
☒ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☐ Andrew Alvillar
☒ Traci Granger
☒ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☐ Sean Donnell
☐ Ashley Gallagher
☒ Pete Marcoux
☒ Anna Mavromati
☒ Christina Nagao

Industry & Technology
☒ Charlene Brewer-Smith
☒ Ross Durand
☐ Dylan Meek
☒ Renee Newell
☒ Jack Selph

Library Learning Resources
☒ Analu Josephides
☐ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☐ Dominic Fanelli
☒ Lars Kjeseth
☒ Le Gui
☒ Catherine Schult-Roman
☐ Oscar Villareal

Natural Sciences
☒ Darcie Descalzo
☒ Thanh-Thuy Bui
☐ Troy Moore
☒ Shanna Potter
☐ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☐ Ross Miyashiro
☒ Jean Shankweiler

Assoc. Students Org.
☐ Wiley Wilson

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Institutional Research
☒ Joshua Rosales

Dean's Reps/Guests/Other Officers:
☒ Chris Gold
☒ Greg Toya
☐

Excused: J. Casper, A. Gallagher, D. Meek, T. Moore

ACADEMIC SENATE MINUTES
April 2, 2019

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

A.CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the fourth Academic Senate meeting of the spring 2019 semester to order on April 2, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the March 19th meeting. You will notice the attendance is blank, so we will bring that back next meeting so you can check to be sure your attendance is accurate. A. Josephides motioned, P. Marcoux seconded. There was unanimous approval of minutes, other than that minor modification.

KDD: This brings us to our welcome for our division personnel. The representative for this meeting is going to look very familiar to all of us, Dr. Christina Gold. Welcome and come on up here. C. Gold: I am Chris Gold, the dean of Behavioral and Social Sciences for about a year. Before that, faculty forever. I have been here a long time. Two quick things I was asked to talk about. What brought me to the position I am in? That is a question faculty ask me all the time. Why would you go into administration? I loved teaching, I did it for 25 years. It was enormously gratifying. Administration offered me some new challenges. I love to learn new things, and there were challenges to face. It was an invigorating new decision to make. I didn't realize I really enjoy going to meetings. I love data and I like reports. So now I get to look at data all the time. A little known fact: Alex Trebek and I started our television careers at the same place. He had a decades-long television career and I had 2 television performances on "Reach for the Top", a game show in Toronto, Canada. He was the host of the show, but not when I was on it. I was on the show when I was in high school. I answered the winning question about Jazz; the answer was "Jelly Roll Morton."

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just some information I want to be sure pass on. ASCCC, the statewide senate has the Spring Plenary coming up during Spring Break. We sent information out about this previously. Now the resolutions are available. If you would like to have a look, the topics are certainly consistent with things we are talking about on our campus. You can see the list there. One of the resolutions under general concerns has to do with the implementation of the notations for no cost textbooks. That is one of the things being considered. Have a look at that link. Darcie McClelland is going to be our delegate. So thank you to Darcie for spending part of her spring break in lovely San Francisco with colleagues from across the state. It is a great way to learn more about what is being considered and what issues are coming forward at the state level. Just a reminder, Plenary is one of a number of events that statewide senate offers and you can mark your calendar with those dates. Their website is a really good website with resources about events and information to help us and advise us in our practice.

Auto awarding of degrees. This is the proposal that Jean brought to us a couple of meetings ago where we are going to go back, identify students who have not been taking classes for the past 2 years, and investigate auto awarding them the degrees. This is certainly something we can do for the benefit of our students. Lots of campuses are doing it because of the changes to the student-centered funding formula. If you have feedback or input, we are going to have a meeting and talk to the Financial Aid folks, and the Counseling folks. Please reach out to me. We talked a little bit about it but we are going to talk some more. I want to give you the opportunity to provide some input. C. Wells: There is a senate bill about that. KDD: Great. P. Marcoux: There is some concerns about auto awarding without student consent. There are some issues that might arise. KDD: Some of those are related to financial aid. But we think the financial aid issues have been resolved. This was a resolution that came before the statewide senate in Fall, and passed. That was one of the things that our state wide senate was advocating for, was student consent.

Also, one of the questions that came up last meeting was about our responsibility to report sexual assault and gender-based misconduct. We tried to clarify this at the last meeting. But I want to be sure everyone is clear. We are responsible employees, faculty are, regardless of the age of the student who is speaking to us. Whether or not they are a minor, if a student tells us about sexual assault, or gender-based misconduct, even if it didn't happen on this campus, we need to report that to Janie Ishikawa, our Title IX officer. We have done a lot of work communicating that policy. There was a little confusion at our last meeting, so Jaynie reached out and confirmed. All faculty and administrators are responsible employees, meaning we are required to report all known or suspected reported incidents for sexual and gender-based misconduct. This includes sexual harassment, stalking, intimate partner violence, and sexual assault. Let me know if you have any questions.

b. VP Compton College – Amber Gillis

KDD: Amber and Jesse are here. A. Gillis: Things are moving along over at Compton. I wanted to share with you some things. I know last semester there was conversation here at senate regarding food insecurities. We just completed another food survey on our campus. We have a food network on campus and were just awarded a budget of $50,000 for food pantry items. We actually are in the process of starting a breakfast food program on campus. There has always been a big push for California Community Colleges to start a free lunch program. There is this idea that kids leave high school and aren't hungry when they go to college. That is not true. We are finding out the biggest report on our campus is that students are starting the day hungry. It looks like 60% of our students are starting the day without breakfast. Their first opportunity for a meal is around 2:00 in the afternoon. That means they are completing an entire school day with an empty stomach. Dr. Curry has asked the state to start a free meal program for all the California Community Colleges. That is going to be one of the issues he is going to champion. Last semester, we had a conference on food securities so this has become our next big project. We are actually excited to see how that turns out. The problem is that right now we have an MOU that was given to us by a couple of different food entities in our neighborhood. The problem is that they are so detailed, we can't make them work. We are trying to find ways to bring food to the students. We are working with Cal Fresh so they can support us with this pilot.

We also have our 3rd annual leadership conference this Thursday from 9-2:00 pm. Last year we had over 150 students attend. There are also faculty workshops on things like "How to Empower Students of Color on Our Campus". If you are around, come and see us. A. Josephides: I want to make a comment. When I was at my previous institution, I received an award from the National Library of Medicine for $10,000 to feed my community. I was wondering if the National Library of Medicine could be an alternative route for us to get funding to help provide food for Compton's or ECC's food pantry. I just thought of that. KDD: Do you know Erica Soohoo? She is coordinating our Warrior Pantry now. I can introduce you guys by email. A. Josephides: Thank you. A. Gillis: We are just getting ready to start our pantry, but we have a couple of snags. We have a sink, but the water isn't turned on. We didn't know this until yesterday. We can't actually serve fresh food, just pre-packaged foods. We are going to investigate over Spring break what is going on with our water situation. In order to be able to provide fresh food, you have to be certified. It is a relatively simple process; $15 and you can go online. J. Troesh: You can buy portable sinks if you are having trouble getting the sinks plumbed.

c. Chair, Curriculum – Janet Young

I will yield my time to myself later.

d. VP Educational Policies –Darcie McClelland

If you feel strongly about anything in the Resolution packet, please feel free to email me and let me know. If I hear from you, I know exactly how to vote. Otherwise, I use my best judgement.

e. VP Faculty Development – Stacey Allen (pgs. 15-16)

If you look at page 16, you will see that the FDC has been looking at our sample syllabus statement. You may recall that this is a document that was created by the senate a couple of years ago. We have put together a sample ADA statement. We will be bringing that to the senate in a couple of weeks for review. You can take a look at it here in our minutes. Just know that we will be looking over the entire document to see if it needs to be updated. Kristie has asked us to take a look at some other statements. We will be bringing that to you in a few weeks and I wanted to give you a heads up about that.

Our next announcement is for Informed & Inspired. I really want to encourage you to attend our sessions. This last one last week was so powerful, engaging and informative. I want to thank Analu for partnering with the FDC and encouraging us to partner with MANA. We had 3 very dynamic presenters; Caroline Fifita, Nicholas Cruz and Mele Tangikini. They had us work in groups. You can see Analu here on the slide, he is demonstrating the diagram on community mapping based on statistics. I think the title was so appropriate. We had several students there from the MANA program. Our next session will be the last Thursday of April, which is the 25th. I do want to promote the MANA program because we have these 2 sessions in the Informed & Inspired that I want to share with you. We have one coming up after spring break on Tuesday, April 23rd, it is a Student Panel. We encourage you to attend that. It is about how to navigate between the two different environments. Analu will be presenting on Tuesday, May 28th. A. Josephides: We will be learning about both the physical repository and digital content. Trying to bring a more equitable approach to our collection. Of course, flex credit is available for both.

Just a reminder that the Wellness Warrior program is ongoing. It is coordinated by our very own Strength & Conditioning Coach, Kim Jones. Yuko presented at our last session on March 20th about “Blood Pressure and Why it Matters”. That was a fantastic session and very informative. We had a number of nursing students on hand taking blood pressure and checking blood glucose. It was great, we saw our students in action.

Our Lunch & Learn Wellness Wednesday is tomorrow. This will be presented by Kim and the title is “The Second Brain.” Learn about the gut and how it impacts immunity, chronic disease, mental health, and sugar cravings. I hope you join us for that.

f. VP Finance – Josh Troesh

Probably the biggest thing that came out of the last meeting was related to our pension, with regard to the school’s obligation. You may remember a couple of years ago, we had some one-time money we set aside with the purpose of funding the unfunded portion. Well, those costs are going to increase very dramatically. Gavin Newsom has proposed a one-time significant contribution to the state pensions as part of his budget. We are going through the money we set aside. That may impact the interim steps. But hopefully, the money that Gavin Newsome has proposed will come through.

A. Josephides: I’m assuming there is a formula that determines the increase or decrease in the amount that comes from our own pocket into our pension. Does that get affected at all? J. Troesh: Not really. Long term, yes, that could impact it. Nothing is changing currently with regards to pensions in general, especially state pensions. You have CalSTRS, CalPERS, nothing happens quick. Theoretically, anything could change. We won’t know anything anytime soon. The good news is, we put some money aside to deal with the increasing costs to get us through the bridge period. Gavin Newsom has proposed some additional moneys. We are in a good place and we hope the state is moving in the right direction.

KDD: Thank you for the update. I want to give a quick thank you for the Academic Technology Conference. As you know, conferences do not organize themselves. It takes a lot of work to coordinate speakers, vendors, arrange logistics, and plan the program. Here is a little something to say thanks to Pete for all of his hard work. Of course it’s a Google gift card!

g. VP Academic Technology – Pete Marcoux

We had a good turnout, 50-60 participants, and great vendors. I would like to yield my time to Professor Xocoyotzin Herrera in the Study Abroad program. X. Herrera: Thank you, Pete for inviting me. I teach History and Ethnic Studies. I am one of the instructors who is coordinating the Study Abroad for Spain in 2017 and 2019. So far, we have 15 students ready to go. We had a few cancellations, they didn’t have the money. The deadline for the deposit is April 15th. I sent out an email to pitch the program. Perhaps maybe I can send out a flyer or a brochure. It is better if we have at least 20. C. Gold: I want to say a quick word about the program. They are terrific. They keep the students in line, they are intellectual with their courses, the content matches the place, and they are also very fun. It is a really great program that blends together a lot of learning and a lot of fun with reasonable benefits. X. Herrera: If you need more information, please let me know. We can extend the deadline a few more days. The program is $3,000 plus the summer tuition and airfare. The deadline for financial aid passed, it was March 1st. One student last year got fully funded. Contact Xherrera@elcamino.edu for more information.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr

We got our final status report for Fall assessments. Campus-wide we are at 92% so we are getting closer to 100%. If there are any stragglers in your division, have them contact their facilitator or myself so we can get their data in the right areas. Some of the divisions have 100%; we had over 400 assessments. A lot of actions and recommendations do fold into Program Review. Eventually it does lead to resources. Keep up the good work for great assessments. Nuventive will now be changed to reflect Spring 2019 assessments. So all those red flags will change. There is an SLO assessment survey for Spring that just went out. I had a few people ask, yes, it is totally anonymous. So please answer it.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

The one thing we started this week is the meetings with College Net to start our campus calendaring/scheduling software. There is a lot more happening, but I'll keep my report brief.

Ross Miyashiro – VP of Student Services

Dr. Shankweiler: Ross is on vacation, Robin is the designee. R. Dreizler: Ross gave me nothing to report, but I am here.

Renee Galbavy – Distance Education Advisory Committee

I have a really quick update. We have courses going into the OEI Consortium this summer. I don't know exactly how many are going in. Faculty who are interested are encouraged to get approved ASAP. It takes a little time for the approval process. The courses that are most in demand are Math, Communications, and Science. We also have Distance Education currently applying for a grant to support CTE courses going online. S. Bray: I have a recommendation since I am a Counselor in FYE. We need to create a "one sheet" for students with the process for signing up for OEI. I actually recommended it to a student and it took almost a month for her to get into the class. She did get in in time and she needed it to get her degree. It took her a lot of time and steps to get signed up. R. Galbavy: I do know they are getting together an information sheet. I agree, it is an involved process. They are also constantly changing the roles. S. Bray: It would have been faster to apply to the school to get the class. R. Galbavy: I will pass that along. KDD: Thank you for the feedback, Seranda.

E. UNFINISHED BUSINESS

AP 5520 Student Disciplinary Procedures: 2nd Reading – Darcie McClelland (pgs. 17-39)

KDD: I need a motion to approve. P. Marcoux moved, A. Josephides seconded. Have a look at your packet. Pages 17-32 is where you see the proposed revisions. 33-39 is our CCLC Template which we used as reference. We are considering pages 17-32. D. McClelland: We asked you to read through and come with suggestions. There was a concern raised about whether or not we could could enforce the sanction of restitution. I did a little bit of research on restitution. I looked up 16 different discipline policies at different UC's and CSU's. Restitution is listed as a possible sanction in all of them. Then I consulted with some colleagues who work on student discipline all the time. Restitution is specifically used either if the incident was theft or vandalism. It is used for the student to have to pay to either repair what they vandalized or, say they stole property, they have to pay that back. It is a very narrow use but it is legal. It is fairly widely used for that. Kristie met with Greg Toya.

KDD: Greg and I had a chance to touch base just about some of the feedback we received from faculty because they want to be kept more informed of what's happening as cases are progressing through the process. Thank you Greg for your time and energy and creativity. We came up with two suggestions that we have for 5520. The first one is on page 18 of 70. One of the concerns that came up is "If I file a complaint and then the student is notified, I'm not aware of when that student is notified" Even if that wasn't a situation where I was feeling threatened, or where there was hostility, that is a potential escalation point. There is a lot of legal language that needs to be conveyed to the student. The suggestion was to let the faculty know that the student had been notified. So if this is a student that they encounter on a regular basis, they can be aware and alert. And just know how things are progressing. The proposed language under the overview, we would add in "Before or on the date that the student is notified, the complainant will be notified that the student will receive written notice copied to the complainant's manager, if applicable." We can wordsmith that. But in #3, it reads, "A student is accused of an alleged violation will received written notice of the conduct warranting discipline via El Camino College issued e-mail account with delivery notification." Then we would add this sentence. "Before or on the date that the student is notified the complainant will be notified that the student will receive written notice copied to the complainant manager if applicable." We were thinking not only would the complainant know, but because we file a report, we copy the supervisor. The supervisors, the deans, the directors also know and keep us informed of what's happening as this progresses. Does the intent sound OK? We didn't talk about a time frame. G. Toya: Faculty notification was a big issue and a concern overall. If you notice on page 20, at the top, we added "b. Complainant. The complainant will be notified of the case outcome as permissible by FERPA within 5 business days of the conclusion of the hearing." That was in direct result from feedback from the Academic Senate. Kristie and I talked about this. There could be an escalation point, since I send out scary letters. We thought it would be a good idea to let faculty know I sent a scary letter to your student. I am going to create a template to make my life easier. Right now I am just sending a manual e-mail to all of you about the outcome. KDD: The letter wouldn't talk about the specific student, the specific complaint. It will say, "per AP 5520, this student is being notified". It will just be boiler plate, but it will let us know that something is happening and the case is moving forward. Y. Kawasaki: I have a question, all instructional sites…..Does that mean any hospital we go to? KDD: Yes, that's how I read that. P. Marcoux: It could also mean any sporting event off campus or excursion. Y. Kawasaki: Torrance Memorial is not part of the El Camino College District. KDD: We are saying yes. J. Shankweiler: If you are offering instruction, it is part of the district. KDD: That is not saying that Torrance doesn't have their own disciplinary process. This says if you are violating our Student Code of Conduct, we have our own process. C. Gold: I don't think district is a physical place, it is an institutional place. C. Brewer-Smith: Doesn't this relate to last time when we were talking about taking students "somewhere", that place becomes "El Camino" so to speak? A. Josephides: I think saying "District" suffices. I think it is all inclusive. G. Toya: Just for clarity, District Property is defined on page 18, #8/9. That is what we are discussing. P. Marcoux: If you got rid of "in" and put "All instructional sites district property", "In" makes it very specific. Sue Ellen Warren: So in an extreme example, we are going to take people overseas. Does this apply at study abroad? KDD: Yes, they are accountable for their behavior. Student Code of Conduct. C. Brewer-Smith: Of course, any board approved activity.

KDD: The other thing Greg and I talked about starts on page 20 at the bottom, Determination of Sanctions. There are 6 different criteria that are considered as sanctions are determined. Greg and I talked about how, in practice, the other factor that goes into consideration is not just the developmental and educational impact of the accused student. But also the developmental and educational impact of the violation on the classroom, the complainant, the campus community. We just wanted to call that out here. The way you read these criteria it looks like the emphasis is really on 2nd chances. That's not to say that isn't a good practice. But second chances need to be balanced with accountability. D. McClelland: I added a bullet for #7, *The impact of the violations on the classroom or campus environment.* KDD: I would add complainant. I am thinking about the library. P. Marcoux: I think we need to see all the changes. KDD: I agree. I want to take some other comments. Then we have a plan for this AP. G. Toya: Do we need to list classmates or others? It may affect other people associated with this. KDD: We will get to the details of the language. Pete raises a good point. We want you to see what you are voting on. Here is the other thing that we realized. This AP probably should have gone to the Council of Deans first. The deans are the ones spending a lot of time on this. We would like to amend the motion to table it so it can be sent to the Council of Deans and then come back to senate. Then we'll have the final version. KDD: Now we are voting on tabling this, so it can go to the Deans first. L. Kjeseth moved that we amend, C. Wells seconded. All were in favor. Now it will go to the Deans with all the changes that we talked about so far. Thank you everyone for your input.

BP 1200 The El Camino College Mission, Vision, and Values: 2nd Reading – Darcie McClelland (pgs. 40-44)

KDD: We are voting on this today. I need a motion to approve. J. Troesh, moved, R. Diaz second. D. McClelland: As we discussed last time, the District Mission Statement was worked on by the Strategic Planning Committee. This effort to change this was led by Ross. We worked on it as a committee and we just wanted to streamline our Mission Statement. Before it was really long and wordy. We looked at other mission statements and most of them are concise and to the point. The language that was there before wasn't removed, it was moved. A lot of faulty members worked on it on that committee. We got a lot of feedback. KDD: Any comments or questions? All those in favor? All were! Thank you very much everybody!

F. NEW BUSINESS

BP 4220 Standards of Scholarship: 1st Reading – Darcie McClelland (pgs. 45-46)

This is a legally required BP. The language is straight out of the CCLC template. It says we will comply with Title 5. There is nothing debatable or controversial. KDD: Is this revised or new? Oh, it should say new at the top. C. Striepe: I wonder why El Camino College isn't mentioned here. KDD: The practice that we have chosen is to refer to El Camino as "The District", rather than the College. We don't specify El Camino Community College District. C. Wells: Compton is no longer part of El Camino? KDD: We are slowly making revisions to remove Compton. This is the preferred language and the guidance we got from the state. District is a more accurate term for who and what we are. A. Josephides: As long as we are consistent, it seems cleaner. D. McClelland: In every BP/AP that comes through Ed Policies, we have been striking out College and putting in District. It is consistent and we are making this change in every document.

BP/AP 4222 Remedial Coursework: 1st Reading – Darcie McClelland (pgs. 47-52)

KDD: Your proposed changes are on pages 47-48 for the BP, 49-50 for the AP. J. Shankweiler: We don't currently have a 4222? D. McClelland: No, it was 4115. This is a change that is coming in alignment with AB 705. We are not supposed to have students in a lot of remedial coursework. We are supposed to get them to transfer level courses as quickly as possible. This is a limitation to remedial coursework. There is a language change in the first sentence from *non-degree-applicable basic skills to pre-collegiate basic skills*. That is the terminology used in the CCLC template. Then under bullet 2, there could be disabilities that affect a student's ability to learn that are not learning disabilities, so we struck out *learning*. We also changed it to documented. Then, there is a procedure for how a student may be granted a waiver. Any questions specific about the BP? P. Marcoux: Are the Deans seeing this at the same time? KDD: This came through Humanities. It goes to the Deans next. We made very few changes in Ed Policies, because we are deferring to the experts on language and AB 705.

D. McClelland: Moving on to the AP. This change was made by Debra Breckheimer. She struck out the long definition of remedial coursework and just said remedial coursework. We made sure the assessment of student need includes multiple measures. We changed the language to reflect multiple measures from AB 705. KDD: That language is taken from Title 5. It is a little wonky, but we left it. D. McClelland: Then under Limits to Remediation, the only changes were to have consistent language. Then the eligibility for the waiver. Instead of them being approved by Counseling and Student Success Services, they will be approved by the academic dean relevant to the coursework. Or by the Director of Special Resources if appropriate. Under exemptions again, we changed learning disabilities. Any questions or comments? R. Diaz: Was there a consideration about changing the language from remedial to developmental? It seems to be a more positive fit. KDD: The CCLC template uses the remedial language, and Title 5 also. D. McClelland: We are staying consistent. KDD: We could highlight that for the deans. We do have some questions for the Deans in English and Math; they are the experts. How does that sound? KDD: I know we just got used to developmental and here it comes back again. The CCLC template was just updated just in October. P. Marcoux: Has the SRC seen this? KDD: Gary Greco is on the Council of Deans.

AP 4013 Work Experience: 1st Reading: Darcie McClelland (pgs. 53-54)

KDD: The proposed changes appear just on page 53. The CCLC template is on page 54. Jean, I don't remember where this came from, do you? Dr. Shankweiler: Before, we had the director of CTE, so we had Dean Rapp. KDD: This came from Academic Affairs. And our director has seen it now or will when it goes back. I guess only if we change it. We should run it past her before we give it to College Council. Dr. Shankweiler: Yes, I think so. KDD: If she has any changes or suggestions, it would be useful for us to know before we have our second reading so we don't have to circle back. Is there a reader's digest version of why we need this? For folks who don't work with Cooperative Work Experience. Dr. Shankweiler: It is required. D. McClelland: If we are sending students out into the workforce, and they are getting credit at the college for the work they are doing, it would be nice to have a procedure in place for how they are assigned a grade, how this is overseen. We need to have a plan. J. Troesh: If students are doing things at a nonprofit agency in a volunteer capacity, I can theoretically see how that might qualify. Just the terminology of the employer and job might cause an issue there. J. Shankweiler: It says paid or non-paid work experience. D. McClelland: Any other questions? KDD: Thank you everybody. I know we are slogging through a lot of Ed Policies. We are hoping to get through the backlog.

College Curriculum Committee By-Laws: 1st Reading – Janet Young (pgs. 55-67)

Pages 55-70 in your packet. One of the main reasons we revised the by-laws was to kindly and gently remove Compton. 1.1 and 1.3, we pulled out references to Compton. On page 56, 1.6, we added the Distance Education Coordinator; that seems to be very important to our committee. Also, Lillian asked to be a part of our Committee, so we added Registrar. 2.2 we took out the immediate just to have a little more wiggle room. The next change on page 58, 2.5 #11, share all *communication* since it is all electronic. On page 59, we took out references to Compton. At the bottom, 5.5, we added in the proper format, because it is all electronic. The last thing is on page 60. 5.6.1, the language was extracted form Title 5. And it was recommended by the statewide academic senate. We are in the process of updating. That is it, any questions? We had 2 readings in the College Curriculum Committee and it was approved by us on the 26th. Since we are standing committee of the senate, we brought it to you. KDD: Then you'll see the senate constitution bylaws a little bit later. We decided to do these separately, so we don't totally overwhelm everyone. Thanks for getting us started, Janet. Any questions for Janet? This is our first reading, so we want to give folks 2 chances. If you think of anything after the meeting, you know where to reach Janet.

G. INFORMATION ITEMS –DISCUSSION

Senate Progress Report – Kristie Daniel-DiGregorio (pgs. 68-70)

We didn't get to this last time. I am not going to drill down to much detail here. I included in this meeting's packet, a color-coded version. Yellow indicates progress that we have made. Green means we are still pending. For example, you heard from Stacey that she is working on those syllabus statements; that was one of our goals for the year. So that one show up in green. Starting on page 68, you can see the shading there. In yellow, what we are highlighting is the work of our standing committees. Ed Policies, Assessment of Learning, Curriculum, DEAC. As your president I sit on some important bodies about faculty prioritization and program evaluation task forces. The work that we do consulting on documents. Just to back up. Our first goal is overarching and about us fulfilling our purview. So advising the college on academic and professional matters within our purview. Our Academic Technology Committee, our Faculty Development Committee are also part of that. Also, one of our goals was to revise the evaluation forms on top of page 69. Those are all in yellow. One of our pending projects is to work on a resource for minimum qualifications. So we will add that to the senate website. We have maintained a connection with our Federation colleagues.

Our 2nd goal is about strengthening faculty involvement. Our orientation, ongoing communication. I just wanted to highlight and say thanks to those who are serving. You can see here a number of folks who have stepped into leadership roles at the state level. Representing all of us at statewide senate. Then our work to support the colleges goals and initiatives. We are going to update the constitution, you are going to hear more about AB 705 and Guided Pathways and then the work we were doing on an ongoing basis to support our Enrollment Management goals. Thank you to everyone who is contributing to this progress. This is a work in progress. We are going to do a final summary at the end of the year. Let me know if I have overlooked something that should be there.

Officer Elections: Call for Nominations- Kristie Daniel-DiGregorio

We are going to be having officer elections at our next meeting, April 16th. I am calling now for nominations for our Vice President roles. So Educational Policies, Faculty Development, Finance & Special Projects, and Academic Technologies. Let me know if you are interested and want more information. We will be happy to answer any questions if you want more information.

The other news form the E Board is that I am going to be wrapping up my service in June of this year. It has been humbling and an honor to serve as your President. My original goal was to serve through the end of my term, June 2020. That was the plan. As important as this job is, I have a more important job, as Mum. My daughter is going to be a senior in high school, and I have been Academic Senate President for all of her high school experience. As you might imagine, this job has a teensy, weensy impact on my availability at home. This next year is really important that I launch her effectively. So I am going to need to step down. I have been planning for the transition to my successor since I started. I think succession is the most important thing that I do. Who is going to come behind me? It takes a special person to step forward. But I think it is important to be bringing new people in. I was fortunate enough to have 4 Academic Senate Presidents on our campus when I stepped into my role, three of whom were sitting in the room as part of Senate. Claudia, Pete, Chris Gold, and Chris Jeffries is the fourth. By me stepping aside that means our campus has five former presidents who can support and help. These guys have been instrumental. When happens when the President steps down before the end of the term, the constitution says that the eboard elects somebody from our ranks. At my strong recommendation, and a vote that was unanimous, we have elected Darcie McClelland to step in as President. She is going to fill the final year of my term. Darcie is an exceptional choice. She understands our purview, she is smart and hardworking. She quickly rose to the top in her involvement at the statewide level. They tapped her right away for a leadership role. I have been so grateful for your patience and support as I found my way into this role. I would ask the same of you for Darcie. We are all different. Claudia and Chris were different than Pete. Everyone has their own style. She is going to be fantastic. Thank you to her for being willing to step in. And you are stuck with me until June and we have a lot of work to do!

Noncredit Courses at ECC: Updates and Future Plans – Matt Kline

KDD: Thank you Matt for being here. M. Kline: Thank you, I also want to apologize for I am the one responsible for the latest email discussion on the listserv. I had actually thought I was only replying to Chris but I replied to the listserv, regarding the semester abroad. KDD: It was a robust discussion.

M. Kline: So, why am I the one in front of you talking about noncredit courses? About three years ago, the South Bay Adult School Adult Education Consortium, which consists of El Camino, Centinella Valley, Torrance, and Redondo Beach, decided that one way to help their students transition from adult school to El Camino College was through vocational ESL courses. The way to do that was to develop non-credit courses. At that time, Dean Tom Lew asked for a volunteer to help create curriculum and I put my hand up. That is why I am here talking to you.

What is noncredit? There are 10 categories of noncredit. Everything from parenting education to home economics to courses that are specifically designed to help people with specific disabilities. One of the great things about noncredit is that it is free. I know there is a lot of talk about making a lot of courses free. The other benefit is they are repeatable. As many times as a student needs if they need more time to grasp the skills. They can get any type of grade; pass/no pass, student won't receive a grade, they can get a satisfactory progress, they could get a letter grade. That is a lot of options. Within those 10 categories, there are 4 categories that are called CDCP. These are called enhanced. These are course that we receive greater apportionment from the state than other noncredit courses. Basic Skills, ESL, Short Term Vocational, Work Force Prep courses that lead to a noncredit certificate. Speaking of apportionment, credit courses have census. They bill the state for that. In noncredit it is all positive attendance. It doesn't matter if it is the 1st week of the semester or the 3rd week, every hour is how we generate apportionment. Right now the CDCP rate is $5,547. For the other classes, not the enhanced, they are $3,347.

For noncredit, there are two types of certificates: certificate of completion or certificate of competency. There just needs to be two noncredit classes that constitute a certificate. There are no units attached, we are dealing with the number of hours. The state has not given us a mandate on what the minimum number of hours is. It just depends what is best with the students, it is super flexible.

What do we currently have? When we partnered with Compton, they took our regular ESL courses and created eight noncredit courses. We just started offering them on our campus last Spring. This semester we have two night classes on our campus. They have about 40-45 students regularly each evening. They are starting to get more robust. In addition to those eight courses, we now have nine additional vocational ESL courses. These courses are designed to help ESL students succeed in their vocational courses. Such as ESL for Childhood educators, ESL for Anatomy & Physiology, ESL for Medical Terminology. We have three ESL courses that help students with Math, I worked with Lars on that. We are hoping in the Fall to have one with Stats. Just this semester, I had one student in my ESL class that told me she dropped her stats class because it was too much vocabulary. Then we have something called mirrored courses. We have nine of those. And nine noncredit mirrored courses. That means a student can take a credit course for credit or noncredit. I am teaching ESL 53C, which is the most advanced writing and grammar credit course. The noncredit mirror for that means that a student can decide if he or she can take the class for credit or noncredit. They sit in the class at the same time as the credit students, they can learn the same material, they can interact and ask questions. But they don't have to take it for credit. Those are what the nine mirrored classes are. S. Potter: Has there been any discussion to do this with Science majors? M. Kline: Not specifically.

In addition to the ESL courses, we have CTE courses that are being developed. For example, we have Automotive Tech classes offered in about 1 ½ years. They are going through the curriculum approval process. Air conditioning & Refrigeration, Construction Technology, Real Estate, ASVAB preparation (Armed Services Vocational Aptitude Battery). Anyone who is going to join any of the branches has to take this test. They have to receive a minimum score on Math and English on that test. If you ask any recruiter, they will tell you that is the #1 problem. They don't have a high enough score on the ASVAB. Mt. Sac has a noncredit ASVAB program. In-home support services, home health, physical therapy aid. All those things are in the pipeline and hopefully we will offer those within the next 2 years. Questions?

Challenges and potential about noncredit. Pay, faculty load, support services, organizational structure. Down the road, maybe one of these days, we will offer a full-time noncredit position on campus. These students need a lot of support. They don't have experience in their own countries with formal education. When they apply, students don't even have email addresses. It is difficult to create curriculum for certain courses.

Potential. There is a boatload of FTES waiting on the table. 2017-2018 noncredit FTES at Mt. Sac (which is one of the biggest in the state) over $7,611.22. El Camino was $18.97 (data obtained from CCCCO DataMart on 3/26/2019). That is a big difference. More importantly, it is beneficial to current students. We can reach new students, there is a whole community of students we aren't reaching. The South Bay Adult Education consortium in 2015 did a study and found out there are over 100,000 adult ESL learners in our service area. El Camino College and all the other adult schools only serve 4,000. That is a lot we could be serving. C. Wells: Are the other schools significantly different from us? M. Kline: They have different organizational structure. They all have noncredit divisions. Thank you very much, you have my email.

Motion to adjourn. L. Kjeseth motioned, A. Gillis seconded. All were in favor.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development
Strategic Plan
Senate Constitution & Bylaws
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:00 pm
TG/ECC Spring 2019

Distance Education Advisory Committee

Meeting Minutes for 2-28-19

Library, Room 202 1:30 – 2:30 PM

Meeting Materials:

- Minutes for 12-6-18
- Agenda for 2-28-19
- Proposed DE Policy Development Timeline

Present

Elana Azose (PD)
Dustin Black (Chair; LLR/BSS)
Kevin Degnan (HUM)
Renee Galbavy (BSS)
Laurie Houske (BSS)
Kurt Hull (BUS)
Rhea Lewitzki (HUM)
Art Leible (ITS)
Pete Marcoux (HUM)
Jim Noyes (NS)
Gema Perez (LLR)
David Shever (BSS)
Laura Welsh (HUM)

Welcome & Introductions

Dustin Black (DB) greeted committee members and recognized guests.

Minutes Approval

DEAC meeting Minutes from 12-6-18 were briefly reviewed and approved.

DE Policy Development

DE Attendance Policy:
DB thanked contributing members for their efforts and proposed a timeline for further development of DE attendance and faculty evaluation policy. Rhea Lewitzki (RL) requested Google Docs as the shared development platform, Pete Marcoux (PM) supported, citing ease of use with existing Google accounts. DB engaged PM on the topic of policy development process; PM advised that once approved by DEAC, DE attendance policy will likely be reviewed in concert with Ed Policy, and will go through a minimum of two Senate readings. Laurie Houske (LH) emphasized the importance of student responsibility and instructor discretion in the policy draft, while Laura Welsh suggested that broad language should address LH's concern. The committee, at large, decided on pushing the development timeline to late March, affording adequate opportunity for further input.

DE Faculty Evaluation Policy:
In light of attendance policy timeframe revision, this item was tabled for future discussion.

Information Items

SP19 OLC Launch:
DB reported on the launch of *Online Learning and Teaching with Canvas* (OLTC), Distance Education's online training program to certify DE instructors, which combines two former courses, *OTC* and *Introduction to Canvas*.

Canvas / Turnitin Integration:
DB alerted members to a new tutorial video produced by PD's Elana Azose (EA) which outlines how to use the recently streamlined Canvas / Turnitin integration. EA elaborated, LH cited issues with the integration using a mobile, to which Kevin Degnan (KD) suggested tablet use as a solution. RL asked EA about Canvas assignment format glitches and rubric-related issues, EA responded with solution particulars, offered to follow-up via email. Gema Perez (GP) cited similar issues, and

expressed concern re: Instructure's previously "tepid" support response. DB offered to work with EA on additional video tutorials for workarounds, etc.

Other Discussions & Adjournment

Campus-Wide ITS Issue Resolution:
DB inquired on a rough time frame from Art Leible (AL) re: campus-wide ITS issue resolution; AL cited on-going patches, tests, and a goal of 90% system-wide efficacy by Summer 2019. PM inquired into possibility of twice-daily Colleague/Canvas updates, GP advised that updates will soon be made in real-time.

2019 Instructurecon:
RG, PM, and GP addressed putting a team together for LB Instructurecon, PM advised interested members to request funds through respective Divisions.

Meeting adjourned at 2:33 PM

DRAFT

DRAFT

Administrative Procedure 5520 — Student Discipline Procedure

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

~~People – We strive to balance the needs of our students, employees and community.~~
~~Respect – We work in a spirit of cooperation and collaboration.~~
~~Integrity – We act ethically and honestly toward our students, colleagues and community.~~
~~Diversity – We recognize and appreciate our similarities and differences.~~
~~Excellence – We aspire to deliver quality and excellence in all we do.~~

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The Administrative Procedure is ~~specifically~~ not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code ~~Section 76120~~, and will not be used to punish expression that is protected.

DEFINITIONS

1. ~~College~~ District - El Camino Community College District. Student discipline sanctions imposed ~~to~~ on students at El Camino College will also apply to all instructional sites of~~in~~ the El Camino Community College District.

2. Student - Any person who has applied for admission or currently enrolled as a student in any program offered by the College District.

3. Instructor - Any academic employee of the College District in whose class a student subject to sanction is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

4. Complainant - A person who submits a charge alleging that a student has violated the College District's Student Code of Conduct.

5. Accused Student - A student who has been accused of violating the Student Code of Conduct by a College District employee, student, or visitor.

6. Advisor – An advisor is anyone other than the complainant or accused student. An advisor may include, but is not limited to, another student, family member, ~~attorney,~~ College personnel, or community member. The advisor's role is to observe, provide counsel, or support the complainant or accused student. Advisors who do not comply with their role may be removed from the meeting, interview, or hearing. Attorneys may serve as a student's advisor only when long-term suspension and expulsion and parallel criminal charges are being considered.

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Commented [SJ1]: Suggest we remove this line. The role is delineated in the process.

~~7. Attorney – Attorneys may serve as a student's advisor only when long-term suspension and expulsion and parallel criminal charges are being considered.~~

7~~8~~. Business Day - Unless otherwise provided, a business day shall mean a day during which the College District is open for business ~~in session~~ ~~and regular classes are held~~, excluding Saturdays, Sundays, and public holidays.

~~9~~8. ~~College~~ District Property - Property under the control of the El Camino Community College District or any place that is the site of a ~~College~~ District~~-~~-approved activity or function.

JURISDICTION OF THE ~~COLLEGE~~ DISTRICT

Sanctions for violations of the Student Conduct Code may be imposed for conduct, which occurs on the ~~College~~ District premises, in or out of the classroom setting, while using ~~College~~District technology, at off-campus instructional sites, during off-campus ~~College~~District-sponsored events and for off-campus including online conduct which materially and substantially interferes with the College's operational and educational programs.

FILING A COMPLAINT

Any person may allege a violation of the Student Conduct Code by completing an ~~Maxient~~ on-line ~~Student Conduct Incident Report Form~~ \Incident Report and Referral Form and submitting it to the Student Development Office. The ~~College~~ District reserves the right to initiate a student conduct process based on available information, even if a formal complaint has not been received. The complaint shall describe the conduct in question and, if known, the name of the person or persons alleged to have engaged in that conduct. The filing of a complaint assumes that the complainant desires to initiate the inquiry that may result in official disciplinary action against the alleged violator. The complainant should file a complaint within a reasonable amount of time not to exceed thirty (30) business days from the date of the incident.

OVERVIEW OF DISCIPLINE PROCESS

1. Each student is responsible for reading and complying with the Standards of Student Conduct, which is made available on the El Camino College website on the Student Development Office page or from the Student Development Office located in the Student Development Office~~Activities Center~~, ~~Room 160~~ and the College Catalog.

2. Any member of the College community can initiate an accusation of an alleged violation.

3. ~~If~~Initial Notification- ~~a~~ A student ~~is~~ accused of an alleged violation, ~~he or she~~ will receive written notice of the conduct warranting discipline via El Camino College issued e-mail account with delivery notification. Before or on the day the student is notified, the complainant will be notified that the student will receive written notice, copied to the complainant's manager if applicable. The notice may include a request for a review meeting and will include:

~~a. The specific code violations~~

a~~b~~. A short statement of the facts supporting the accusation.

~~a~~b. The specific code violation(s).

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c. The right of the student to meet with the Director of Student Development or designee.

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d. Reference to the Standards of Student Conduct outlining the process and rights of students.

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e. The nature of the sanctions being considered.

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4. Time Limits - The notice must be provided to the student within forty (40) business days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within ten (10) business days of the date on which conduct occurred which led to the decision to take disciplinary action.

5. Meeting - If the student chooses to meet with the Director of Student Development or designee, the student~~ meeting~~ must ~~occur no sooner ~~contact the Student Development Office to schedule the meeting~~be scheduled~~ no later than ~~five ,~~ten (10~~5~~) business days after the notice is ~~provided~~sent. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

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a. Both the complainant and the accused student may be accompanied by an advisor to any meetings, interviews, or hearings. The advisor's role is to observe, provide counsel, or support the complainant or accused student. An advisor may not speak on behalf of the complainant or accused student or speak to the Director of Student Development or designee. Advisors who do not comply with their role may be removed from the meeting, interview, or hearing.

b. Attorneys may serve as a student's advisor only when long-term suspension and expulsion and parallel criminal charges are ~~being ~~considered.

6. Upon completion of the review meeting, the student shall ~~have the right to~~be provided the following:

a. ~~Be provided a~~A ~~written list~~summary of findings by the Director of Student Development or designee

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b. ~~Be informed of the appropriate procedure and policy applied~~ The specific policies and procedures relavent to the case .

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~~b. Accept or deny responsibility~~

c. Have sanctions imposed, if found in violation of the Standards of Student Conduct

d~~b~~. Accept or deny responsibility

~~d~~e. Request a hearing of the Disciplinary Hearing Panel should the student disagree with the finding(s) and sanction(s) of a long-term suspension or expulsion by the Director of Student Development or designee

~~e. Be informed of the appropriate policy and procedure~~

f. Be informed of his/her right to request a copy of their student conduct file.

7. Notification of Outcome~~s~~

a. Student. Within five (5) business days after

   i. the student meets with the Director of Student Development or designee or
   ii. the conclusion of the investigation,

the student shall receive written notice of the case outcome which may include sanctions. The notice will include the right of the student to request a formal hearing for sanctions of long-term suspension and/or expulsion.

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b. Complainant. The complainant will be notified of the case outcome~~ (~~as permissible by Family Educational Rights and Privacy Act (FERPA)~~)~~ within five (5) business days of the conclusion of the hearing.

8. Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. The standard used to determine whether a violation of the Standards of Student Conduct has occurred will be a preponderance of evidence (more likely than not). Due process within these procedures, assures timely written notice, a hearing before an objective decision-maker or panel (should one be requested) and a process for appeal.

9~~8~~. Students continue to be subject to city, state, and federal laws while at El Camino College and allegations, charges, or violations of those laws may also constitute violations of the Standards of Student Conduct. In such instances, El Camino College may proceed with disciplinary action under the Standards of Student Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the Standards of Student Conduct even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

10~~9~~. No student will be found in violation of El Camino College Standards of Student Conduct without information showing by preponderance of the evidence that a policy violation has occurred. At El Camino College's sole discretion, sanctions will be proportionate to the severity of the violation(s).

11~~0~~. If a student is found responsible for one or more violations of the Standards of Student Conduct, the student's prior conduct record will be taken into consideration and may result in progressive sanctions because of a pattern of behavior.

12.
~~11.~~ Students who take accountability by admitting to the behaviors leading to the violation of the Standards of Student Conduct may voluntarily participate in a restorative justice conference ~~or circle~~ with others involved in the case. The purpose of the conference ~~or circle would be~~is ~~for the student to take accountability for their actions,~~ to discuss the impact of the student's actions~~ on those impacted~~, repair relationships, and re-integrate the student into the College community. ~~The participants of the conference or circlegroup will determine next steps and/or sanctions for the student~~. The c~~C~~onference ~~or circle~~ process may only occur if other~~'~~s who were impacted by the violation also voluntarily agree to participate.

DETERMINATION OF SANCTIONS

~~The following factors may be considered in determining what sanctions are appropriate in a particular case.~~ While sanctions are applied equitably and fairly, ~~it is done so with consideration for the uniqueness of each~~each ~~individual~~ case is unique. The following factors may be considered in determining ~~what~~which sanctions are appropriate in a particular case.

1. The nature and/or severity of the violation(s)
2. Prior violations and disciplinary history

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3. Mitigating circumstances surrounding the violation
4. The student’s motive or purpose for engaging in the behavior
5. Sanctions which have been imposed in similar cases in the past
6. The developmental and educational impact on the student
7. The impact of the violation(s) on the complainant, other members of the campus community, classroom, and/or campus environment.

POSSIBLE SANCTIONS IMPOSED BY FACULTY MEMBERS AND ACADEMIC ADMINISTRATORS

Multiple sanctions may be imposed including, but not limited to:

1. Academic Dishonesty Sanctions

The instructor shall complete an on-line ~~Maxient~~ Incident Report and Referral Form~~-,and copy the Division Office~~. Students found ~~to be~~ responsible for academic dishonesty may incur any of the ~~below~~ following sanctions:

a. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred.

b. The instructor may dismiss the student from the class or activity for the present class and/or following class session.

c. The instructor or the ~~D~~division administrator may require ~~a meeting~~the student to meet with the instructor and/or the a~~A~~dministrator. ~~Should the or be student not administrator? It doesn’t make sense that the administrator would want a meeting with the administrator.~~

d. The instructor and/or the d~~D~~ivision administrator may issue a verbal or written warning for first-time violators

e.~~)~~ First-time violations may be reviewed and referred to the Director of Student Development for additional sanction considerations. Repeat or severe violations of a~~A~~cademic d~~D~~ishonesty will be referred to the Director of Student Development ~~to~~ who may~~consider~~impose more severe sanctions such as d~~D~~isciplinary p~~P~~robation or s~~S~~uspension.

2. Written or Verbal Reprimand - An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the College District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the College District.

3. Removal from Class/Facility/College District Entity - Any instructor or ~~Division~~ Academic administrator or designee may remove a student from the class, activity, office, department, or other educational forum for the day of the incident and one additional instructional day. The instructor or ~~Division~~ Academic administrator or designee shall immediately report the removal to the Director of Student Development or designee and his or her Division Dean or Associate Dean. The student shall

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not be returned to the class during the period of the removal without the concurrence of the instructor.

POSSIBLE SANCTIONS IMPOSED BY FACULTY MEMBERS, STUDENT DEVELOPMENT OFFICE, POLICE DEPARTMENT, OR OTHER ADMINISTRATIVE OFFICES

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Multiple sanctions may be imposed including, but not limited to:

~~1. Academic Dishonesty Sanctions~~

~~Students found to be responsible for academic dishonesty may incur any of the below sanctions:~~

~~a. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred Repeat from above~~

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~~b. The instructor may dismiss the student from the class or activity for the present class and/or following class session. Repeat from above~~

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~~c. The instructor or the Division administrator may require a meeting with the instructor and/or the Administrator; and/or Repeat~~

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~~d. The instructor shall complete a Student Conduct Incident Report and forward a copy to the Division administrator and the Director of Student Development or designee Also stated above~~

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1. ~~2.~~ Written or Verbal Reprimand - An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the ~~College~~ District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the ~~College~~ District. ~~Repeat~~

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2. ~~3.~~ Educational Sanctions - An educational sanction may include additional work assignments, essays, community service, behavioral contract, administrative referral, or other related educational assignment.

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3~~4~~. Probation - A reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be in violation of any Standards of Student Code during the probationary period. It may include restriction from contact with specified individuals, College activities, services, offices, or designated areas. Probation shall not be imposed for a period longer than two ~~one~~ (2~~1~~) academic years or until the student graduates with a degree or certificate.

4~~5~~. Restitution - A payment to compensate an injured party for financial harm in cases involving misconduct including, but not limited to, theft, destruction of property, or deception.

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5~~6~~. Removal from Class/Facility/College District Entity - Any instructor or ~~D~~division administrator or designee may remove a student from the class, activity, office, department, or other educational forum for the day of the incident or the day the infraction was discovered, whichever is later, and one additional instructional day. The instructor or d~~D~~ivision administrator or designee shall immediately report the removal to the Director of Student Development or designee and his or her Division Dean or Associate Dean by completing the ~~Maxient~~ on-line Incident Report and Referral Form. ~~.~~ The student shall not be returned to the class during the period of the removal without the concurrence of the instructor.

6~~7~~. Withdrawal of Consent to Remain On-Campus - The ~~College~~ District's Campus Police Department~~,~~

may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus, that consent to remain on-campus has been withdrawn. If the person is on-campus at the time, he or she must promptly leave or be escorted off-campus. If consent is withdrawn, a written report must be promptly made to the Superintendent/President or designee.

a. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than ten (10) business days from the date of the receipt of the request. The hearing will be conducted in accordance with the provisions of this administrative procedure relating to interim suspensions.

b. Any person as to whom consent to remain on-campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (Penal Code Section 626.4)

7~~8~~. No Contact Order - An issuance that there should be no personal or interpersonal contact or communication between involved parties. This includes verbal and non-~~-~~verbal communication.

8~~9~~. Short-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes and/or from all activities of the College District for a period of up to ten (10) consecutive days of instruction.

a. ~~a.~~ Within five (5) business days after
   i. the student meets with the Director of Student Development or designee or~~,~~
   ii. ~~the Director of Student Development or designee or~~ conclusion of the investigation

the Director of Student Development or designee shall decide whether to impose a short-term suspension, whether to impose some lesser sanction, or whether to ~~end the matter~~close the case without sanction. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the length of time of the suspension or the nature of the lesser sanction. The Director of Student Development or designee's decision on a short-term suspension shall be final.

9~~10~~. Long-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes for the remainder of the school term and/or from all classes and activities of the ~~College~~ District for the remainder of the current term with a maximum of two (2) academic years.

a. ~~a.~~ Within five (5) business days after
   i. the student meets with the Director of Student Development ~~Superintendent/President~~ or designee,
   ii. or conclusion of the investigation

the Director of Student Development or designee ~~or conclusion of the investigation~~ shall, pursuant to a recommendation from the Director of Student Development or designee, decide whether to impose a long-term suspension. Written notice of the ~~Superintendent/President or designee's~~ decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

b. Students who receive long-term suspensions are permitted on-campus to conduct student business, but must receive permission from the Director of Student Development or designee prior to coming to campus and must ~~check in~~arrange a police escort with the ~~College~~ District's Campus Police Department ~~to obtain a police escort~~ while on~~-~~ campus.

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10. Immediate Interim Suspension (Education Code Section 66017) -

The Director of Student Development or designee may order immediate interim suspension of a student ~~where~~ if he or she concludes the actions are necessary because of any of the following:

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a. That the student poses a threat to ~~To ensure~~ the safety and/or well-being of members of the ~~College~~ District community or preservation of ~~College~~ District property

b. That the student poses a threat to~~To ensure~~ the student's own physical or emotional safety and well-being

c. That the student poses an immediate threat or disruption of or interference with the normal operations of the College District~~; and/or~~

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d. That the student has been accused of a severe violation, including Academic Dishonesty, -and cannot be located and/or does not participate in the conduct process

In cases where an interim suspension has been ordered, the time limits contained in this administrative procedure shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) business days of the decision to impose an interim suspension.

11. Expulsion -
Expulsion is the permanent separation of a student from El Camino College ~~and El Camino College Compton Center~~ by action of the Board of Trustees for good cause when other means of correction fail to bring about appropriate conduct, or when the presence of the student causes a continuing danger to the safety of others. The student is prohibited from ~~College~~ District property, functions, events, and activities. Permanent notification will appear on the student's El Camino College official transcript.

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Within ten (10) business days after the student meets with the Director of Student Development or designee, the Director of Student Development or designee shall decide whether to recommend expulsion to the Board of Trustees. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a disciplinary hearing.

EXPULSION PROCEDURE

The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety and/or well-being of others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development or designee, Dean of Student Support Services or designee, ~~Director of Admissions & Records~~Registrar or designee, Vice President of ~~Student and Community Advancement~~ Student Services or designee, Superintendent/President or designee, and El Camino College Campus Police Department.

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~~In the event the Vice President or designee has determined that he or she will seek a student's expulsion, the following procedures will be followed:~~

Recommendation for Expulsion:

Vice President Student Services

If the Vice President of Student Services ~~and Community Advancement~~ or designee determines that the student should be expelled; ~~,~~

1. ~~he or she~~The Vice President of Student Services shall deliver a written recommendation for the student's expulsion to the Superintendent/President.
    - A copy of the Vice President of ~~Student and Community Advancement~~ Student Services or designee's recommendation shall be provided to the student or, if the student is a minor, to his or her parent or guardian.
2. The Vice President of Student Services or designee's recommendation for expulsion shall contain a statement of the charges against the student that provides the basis for his or her request that the student be expelled.~~,~~
    - The statement of charges shall includ~~ing~~e a factual description of the conduct upon which the charges are based, the action(s) taken by the ~~Student Conduct Administrator~~Director of Student Development or designee and the recommendation of the Student Disciplinary Hearing Panel.

Board of Trustees

The Board of Trustees shall consider any recommendation from the Superintendent/ President for expulsion at the next regularly scheduled meeting of the Board of Trustees after receipt of the recommended decision.

1. The student shall be notified in writing, by registered or certified mail or~~,~~ by personal service, ~~or~~and via El Camino College issued e-mail account with delivery notification at least five (5) business days prior to the meeting, of the date, time, and place of~~f~~ the Board of Trustees' meeting.

~~the Board of Trustees' meeting.~~

2. The Board shall consider any expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122).

3. The student may, within forty-eight (48) -hours ~~(48)~~ after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.

~~The student shall be notified in writing, by registered or certified mail, by personal service, or via El Camino College issued e-mail account with delivery notification at least five (5) business days prior to the meeting, of the date, time, and place of~~
~~the Board of Trustees' meeting. The student may, within forty-eight hours (48) after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.~~

4. The Board may accept, modify, or reject the findings, decisions, and recommendations of the Superintendent/President.

If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions.

~~The decision of the Board shall be final.~~
~~The final action of the Board on the expulsion shall be taken at a public meeting and~~

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~~the result of the action shall be a public record of the College District.~~

The Vice President of ~~Student and Community Advancement~~Student Services or designee shall notify the student in writing within five (5) business days of the decision made by the Board of Trustees. The decision of the Board of Trustees shall be final.

- The final action by the Board of Trustees on the expulsion shall be taken at the public meeting, and the result of the action shall be a public record of the ~~College~~ District.

~~The final action by the Board of Trustees on the expulsion shall be taken at the public meeting, and the result of the action shall be a public record of the College District~~

DISCIPLINARY HEARING PROCEDURES

1. Request to Schedule a~~for~~ Disciplinary Hearing

Within five (5) business days after the receipt of the letter from the Director of Student Development or designee's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The student's request must be made in writing to the ~~Director of Student Development~~ Dean of Support Services or designee. ~~and must contact the Dean of Student Support Services within 5 business days to schedule the hearing.~~

~~2. Schedule of Disciplinary Hearing~~

~~If a student requests a Disciplinary Hearing, the Dean of Student Support Services will send a written notice specifying that the student must contact their office within five (5) business days to schedule a hearing.~~

~~a. The formal hearing shall be held no sooner than ten (10) and no later thano twenty (20) business days (unless another date is mutually agreed upon by both parties) after a formal request for hearing is received by the Dean of Student Support Services or designee.~~

~~b. If a student requests a Disciplinary Hearing, the Dean of Student Support Services will send a written notice specifying that the student must contact their office within five (5) business days to schedule a hearing.~~

a. ~~b.~~ The Dean of Student Support Services or designee will coordinate and confirm ~~inform~~with the student ~~onf~~ the hearing date and time by registered or certified mail or by personal service, and via El Camino College issued e-mail account with delivery notification ~~by certified mail, return receipt requested, and/or e-mail to his or her El Camino College issued e-mail account, with delivery notification and/or in person with signature verification of receipt~~ at least five (5) business days prior to the hearing date (or unless other arrangements were mutually agreed upon in writing). The notice will enclose a description of the procedures to be followed at the hearing and confirmation of accommodations, if necessary.

b. The formal hearing shall be held no sooner than ten (10) and no later than twenty (20) business days (unless another date is mutually agreed upon by both parties) after a formal written request for hearing is received by the Dean of Student Support Services or designee.

c. The student and the ~~College~~ District have the right to receive copies of all documents that are to be presented to the Disciplinary Hearing Panel.

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d. The Disciplinary Hearing Chair shall provide the student copies of all documents to be presented to the panel. The Chair shall make such documents available to the student as soon as practical before the hearing but not less than two (2) business days before the hearing.

e. If the student intends to present any documents to the Disciplinary Hearing Panel he or she shall provide copies of the same to the Disciplinary Hearing Chair no less than two (2) business days prior to the hearing.

f. If a student who has been given notice does not appear for the hearing, the information in support of the alleged violation(s) will be presented and considered in the student's absence. A student will be considered absent fifteen (15) minutes after the time the hearing was scheduled to convene.

Commented [RI13]: Keep 15 minutes?

3. Disciplinary Hearing Panel

a. The Hearing Panel shall consist of the Dean of Student Support Services or designee as the Disciplinary Hearing Chair and one representative from each of the following groups: (1) Academic Senate; (2) Classified Employees; (3) Associated Student Organization; and (4) ~~College~~ District Management which may include ~~College~~ District supervisors.

b. An affirmative vote of three members of the Disciplinary Hearing Panel shall be required to determine responsibility and sanctions.

c. The Superintendent/President or designee, the president of the Academic Senate or designee, the president of the Classified Employees bargaining unit or designee, and the president of the Associated Student Organization (ASO) or designee shall each, at the beginning of the academic year, establish a list of at least five (5) persons from each area who will serve on the Student Disciplinary Hearing panels for a term of a least one academic year. The Disciplinary Hearing Panel Members will receive training on annual basis or as needed. ~~The Superintendent/President or designee shall appoint the hearing panel from the names on these lists. However, N~~No administrator, faculty member, classified staff member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a Disciplinary Hearing Panel.

d. The decision of the Chair of the Disciplinary Hearing Panel shall be final on all matters relating to the location, time, date and conduct of the hearing unless there is a vote by other members of the panel to the contrary.

4. Disciplinary Hearing Process

All hearings shall be held in closed session and are confidential;– they are not open to the public.

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a. The members of the disciplinary hearing panel shall be provided with a copy of the complaint(s) against the student and any written response provided by the student before the hearing begins.

b. The facts supporting the accusation shall be presented by a College representative who shall be the Director of Student Development or designee.

c. The College representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

d. Formal rules of evidence shall not apply. The standard of proof for Student Disciplinary Hearings will be a preponderance of evidence.

e. Unless the disciplinary hearing panel determines to proceed otherwise, the College representative and the student shall each be permitted to make an opening statement. Thereafter, the College representative shall make the first presentation, followed by the student. The College representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the College representative to prove by preponderance of evidence that the facts alleged are true.

f. The student has the right to be assisted in the hearing by an advisor. The advisor may provide counsel or support to the student, but ~~are~~ is not permitted to speak to the panel or participate directly in the hearing. Advisors who do not observe this restriction can be removed from the hearing by the Chair of the Disciplinary Hearing Panel. ~~This is explained elsewhere, but maybe it should be??~~

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g. If the student is a minor, the student's parent(s) or legal guardian must accompany him or her to the disciplinary hearing and may act on his or her behalf.

h. ~~Witnesses shall not be present at the hearing when not testifying.~~

The student and the Dean of Student Support Services or designee may arrange for witnesses to present pertinent information to the Disciplinary Hearing Panel. Witnesses will provide information to and answer questions from the Disciplinary Hearing Panelists. All questions and responses are to be directed to the Panel, preferably the Chair, not between witnesses, complainant, and accused student. Witnesses shall not be present at the hearing when not testifying.

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i~~j~~. If the complainant is unable to attend the hearing, his or her written statement will stand as his or her testimony.

~~k~~j. The student and his or her advisor, if any, will be allowed to attend the entire portion of the hearing at which information is received, excluding deliberations of responsibility or sanctioning.

~~l~~k. Should a student have an attorney present to advise him or her, the student must notify the Dean of Student Support Services or designee in writing at least five (5) business days prior to the Disciplinary Hearing of his or her intent to bring an attorney.

> ~~i.~~ The student discipline process is an administrative process, not a court-like trial or proceeding. Attorneys are allowed to serve as advisors in meetings, interviews, or hearings but may not speak on behalf of the complainant or accused student or speak to the Dean of Student Support Services or designee during the meeting, interview, or hearing. If complainants or accused students bring an attorney to a meeting, interview, or hearing, College personnel may request legal assistance.

Commented [SJ14]: Indent

~~m~~l. In hearings ~~involving~~ that involve more than one student in the same ~~situation~~incident, the Dean of Student Support Services or designee may permit the hearings concerning each student to be conducted jointly.

~~n~~m. Supporting documentation, including pertinent records, exhibits, and written statements may be accepted as information for consideration at the discretion of the Chair. Prior student conduct violations may be considered in a hearing ~~and~~ for determination of sanctions.

~~o~~n. The Chair will determine ~~Questions of~~ whether additional ~~potential~~ information will be ~~received~~ considered~~will be resolved at the discretion of the Chair~~. All procedural questions are subject to the final decision of the Chair.

~~p~~o. The Panel will determine whether the student is responsible for violating each section of the Standards of Student Conduct which the student is accused of violating. The Panel's determination will be made on the basis of whether it is more likely than not (a preponderance of evidence) that the student is responsible for violat~~ed~~ing the Standards of Student Co~~de~~nduct. The panel's decision will be determined through majority vote. The Panel will then determine what sanctions ~~they deem~~are appropriate.~~ for such violations~~.

~~q~~p. Hearings (excluding deliberations) will be audio-recorded and made a part of the student's conduct file.

~~r~~q. The Chair will prepare a written report detailing the findings, the vote, the information cited by the Panel in support of its findings, ~~and~~ any information the Panel excluded and why, and ~~concluding with~~ any recommended sanctions. Panel members will sign the letter to indicate agreement. The Chair will then forward this document to the Director of Student Development or designee within five (5) business days upon the conclusion of the hearing.

Additionally:

a. Complainants are to be notified within five (5) business days when written notice of the allegation/hearing is delivered to the accused student.

b. All parties to an allegation have a right not to face questions or discussion of their history or character unless the Hearing Panel Chair determines that such information is ~~highly~~ relevant to determining whether the policy has been violated.

c. Each party has the right to be present for all testimony and questioning. However, if requested, the Hearing Panel must make arrangements so that the complainant and accused are not in the same room at the same time.

d. The College must not require a complainant to be present as a prerequisite for the hearing to proceed or sanctions imposed.

e. Neither party is allowed to cross-examine each other or witnesses. All questions must be submitted to the Hearing Panel Chair.

f. Both parties have the right to appeal the decision of the panel to the Vice President of Student Services within five (5) business days of the receipt of written notification of the hearing outcome.

g. The hearing shall be recorded by the College District by ~~tape~~ audio recording, and shall be the only recording made. ~~No witness~~Witnesses who refuse~~s~~ to be recorded ~~may be permitted to give testimony~~will not be permitted to give testimony. ~~In the event the recording is by tape audio recording,~~ T~~t~~he Hearing Panel Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The ~~tape~~ audio recording shall remain in the custody of the College District at all times, unless released to a professional transcribing service. ~~The student may request a copy of the tape audio recording.~~

Commented [DD15]: Seems that this should be qualified. For instance, if the case is a sexual assault case and the plantiff requests not to give testimony in the presence of the accused student, does the accused student then get the right to have the tape after? Understood that the accused has the right to hear the testimony but not sure that they should be given a copy unless certain parameters (such as the permission of those recorded) are met.

5. Notice of the Decision

The Dean of Student Support Services or designee shall provide the student written notice of the final resolution of charged violation(s). The written notice shall be sent to the student by certified mail, return receipt requested, or receipted for personal delivery or via El Camino College issued e-mail account with delivery notification, within five (5) business days of the written findings and decision of the Student Disciplinary Hearing Panel. In cases alleging gender-based or sexual misconduct, the complainant will receive comparable notice of the relevant findings and sanctions from the Title IX Coordinator or designee. In all other cases the complainant will be notified of the case outcome by the Director of Student Development or designee as permissible by Family Educational Rights and Privacy Act (FERPA) within five (5) business days of the conclusion of the hearing.

Commented [SJ16]: Sometimes 5 days, sometimes 10.

The written notice to the student shall include:

a. The specific provision of the Standards of Student Conduct that was violated.

b. The sanction(s) imposed and the date(s) on or periods for which they are in effect.

c. A statement of the student's right to appeal in writing to the Vice President of Student Services. ~~and Community Advancement~~.

d. A statement that the failure to file a request for such an appeal within the time provided shall be deemed a waiver of the right to an appeal.

e. The complainant will be notified of the hearing panel outcome (as permissible by FERPA)~~.~~

Commented [WU17]: Language about hearing panel outcome to complainant is already in here.

Commented [WU18]: Define FERPA and spell it out 9/28/18 ASO P/A

6~~7~~. Appeals to the Vice President of Student Services

An appeal to the Vice President of Student Services or designee as a result of a Student Disciplinary Hearing Panel may be filed on the following grounds:

a. Proper procedures were not followed

b. There is new relevant evidence not reasonably available at the time of the hearing or the imposition of the sanction(s)

c. The evidence does not clearly support the finding(s)

d. The sanctions are inappropriate relative to the violation

e. Discrimination as defined in Board Policy 3410 and Administrative Procedure 3410

In cases alleging a violation of gender-based or sexual misconduct, both the accused student and the complainant have the right to appeal the findings of responsibility and/or sanctions based on the above criteria.

An appeal must be submitted in writing to the Vice President of Student Services or designee within five (5) business days of receiving written notification of the hearing decision. The Vice President or designee will review the appeal and the hearing findings and may make a decision to uphold, reverse, revise, or modify the decision and sanctions imposed on the student.

The Vice President or designee will notify the student in writing by certified mail, with registered receipt, or via El Camino College issued e-mail account with delivery notification within ten (10) business days following receipt of the request for appeal of his or her decision.

The decision of the Vice President of Student Services or designee shall be final, except in the case of expulsion.

PROVISIONS

General Provisions

1. Failure of Student to Participate
   Student conduct procedures under this policy may proceed or continue notwithstanding the failure or refusal of a student to respond, attend, or otherwise participate after having been properly notified of the proceeding as provided herein.

2. Technical Departures from this Policy
   Technical departures from this policy shall not be grounds to void the College District's right to take disciplinary action against a student; unless the technical departure or error prevented a fair determination of the issues.

Special Provisions for Crisis Prevention

Students in distress will be directed to the Assessment, Intervention, and Management of Safety (AIMS) Team for assistance.~~ (BP/AP XXXX).~~

Special Provisions for Sexual and Gender-Based Misconduct

Cases of alleged sexual and gender-based misconduct as defined in Board Policy 3540 and Administrative Procedure 3540 will be directed to the Title IX Coordinator for review and investigation. The Title IX Coordinator will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual and/or gender-based misconduct as outlined below.

Sexual and gender-based misconduct includes, but is not limited to:

1. Bullying
2. Dating Violence
3. Discrimination
4. Domestic Violence
5. Intimidation
6. Retaliation
7. Sexual Assault
   a. Non-consensual sexual contact
   b. Non-consensual sexual intercourse
8. Sexual Exploitation
9. Sexual Harassment

    a. Hostile environment caused by sexual harassment

10. Stalking
11. Threatening or causing abuse including physical and verbal
12. Violence between those in intimate/dating relationships to each other

Provisions for Discrimination

Cases of alleged discrimination as defined in Board Policy 3410 and Administrative Procedure 3410 will be directed to the Office of Staff and Student Diversity for review and investigation. ~~Details regarding the provisions for discrimination are found in BP/Board Policy 3410 and AAdministrative PProcedure 3410XXXX.~~

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TIME LIMITS

Any times specified in this administrative procedure may be shortened or lengthened if there is mutual concurrence by all parties.

References:
Education Code Sections 66300, 72122, 76120 and 76030 (Reviewed and approved by the Academic Senate – October 2015)
Family Educational Rights and Privacy Act 20U.S.C. section 1232G:34CFR part 99
Association of Student Conduct Administrators: An Attorney's role in the conduct process

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Ed Policies: 11/13/18, 11/26/18, 2/26/19, 3/12/19

Reviewed and accepted by the Board of Trustees: December 14, 2015

AP 5520 Student Discipline Procedures

References:

Education Code Sections 66017, 66300, 72122, 76030, and 76030 et seq.;
Penal Code Section 626.4

NOTE: *This procedure is* ***legally required****, except as specifically noted. Local practice may be inserted, but must comply with the standards of due process reflected in this example.*

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

Definitions

District – The **[*insert name of district*]**.

Student – Any person currently enrolled as a student at any college or in any program offered by the District.

Instructor – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Short-term Suspension – Exclusion of the student by the ***[CEO]*** for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-term Suspension – Exclusion of the student by the ***[CEO]*** for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion – Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms.

Removal from class – Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Written or verbal reprimand – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the ***[designate authority]*** for any person to remain on campus in accordance with California Penal Code Section 626.4 where the **[*designate authority*]** has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Short-term Suspensions, Long-term Suspensions, and Expulsions: Before any disciplinary action to suspend, or expel is taken against a student, the following procedures will apply:

- **Notice** – The **[*designated position*]** will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
    - the specific section of the Standards of Student Conduct that the student is accused of violating.
    - a short statement of the facts supporting the accusation.
    - the right of the student to meet with the **[*designated position*]** or designee to discuss the accusation, or to respond in writing.
    - the nature of the discipline that is being considered.
- **Time limits** – The notice must be provided to the student within **[*number of days*]** of the date on which the conduct took place; in the case of continuous, repeated, or ongoing conduct, the notice must be provided within ***[number of days]*** of the date on which conduct occurred which led to the decision to take disciplinary action.
- **Meeting** – If the student chooses to meet with the **[*designated position*]*,*** the meeting must occur no sooner than **[*number of days*]** after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Short-term Suspension – Within **[*number of days*]** after the meeting described above, the **[*CEO*]** shall, pursuant to a recommendation from the [designate position], decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the **[*CEO's*]** decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The **[*CEO's*]** decision on a short-term suspension shall be final.

Long-term Suspension – Within **[*number of days*]** after the meeting described above, the **[*CEO*]** shall, pursuant to a recommendation from the ***[designated position]***, decide whether to impose a long-term suspension. Written notice of the **[*CEO*]** decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

Expulsion – Within **[*number of days*]** days after the meeting described above, the ***[CEO]*** shall, pursuant to a recommendation from the ***[designated position]***, decide whether to recommend expulsion to the Board of Trustees. Written notice of the **[*CEO's*]** decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

Hearing Procedures – Request for Hearing.

NOTE: *Timelines may be locally determined. Five days is usually the minimum notice time accepted by courts.*

Within **[*number*]** days after receipt of the ***[CEO's]*** decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the ***[CEO]*** or designee.

Schedule of Hearing – The formal hearing shall be held within **[*numbe*r]** days after a formal request for hearing is received.

NOTE: *The Board of Trustees may hear these matters itself, or may use the services of a hearing officer or a panel. If the hearing panel format is adopted, the following is suggested.*

Hearing Panel – The hearing panel for any disciplinary action shall be composed of **[*insert composition, such as one administrator, one faculty member and one student.*]**

The ***[CEO]***, the president of the Academic Senate, and the AS president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The ***[CEO]*** shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

Hearing Panel Chair – The ***[CEO]*** shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

Conduct of the Hearing

NOTE: *The hearing must comply with principles of due process, including the right to confront and cross examine witnesses. The following procedure is **legally advised**.*

The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.

The facts supporting the accusation shall be presented by a college representative who shall be the ***[designate position]***.

The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his/ her evidence. The burden shall be on the college representative to prove by the preponderance of the evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice. **[*Suggested language: except that the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.*]**

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than ***[number of days]*** prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

The hearing shall be recorded by the District either by tape recording or stenographic recording. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.

Within ***[number]*** days following the close of the hearing, the hearing panel shall prepare and send to the ***[CEO]*** a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

[*CEO's*] Decision:

Long-term suspension – Within ***[number of days]*** following receipt of the hearing panel's recommended decision, the ***[CEO]*** shall render a final written decision. The ***[CEO]*** may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the ***[CEO]*** modifies, or rejects the hearing panel's decision, the ***[CEO]*** shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the ***[CEO]*** shall be final.

Expulsion – Within ***[number of days]*** following receipt of the hearing panel's recommended decision, the ***[CEO]*** shall render a written recommended decision to the Board of Trustees. The ***[CEO]*** may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the ***[CEO]*** modifies, or rejects the hearing panel's decision, he/she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The ***[CEO]*** decision shall be forwarded to the Board of Trustees.

Board of Trustees Decision: The Board of Trustees shall consider any recommendation from the ***[CEO]*** for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122.)

The student shall be notified in writing, by registered or certified mail to the address last on file with the District, or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions and recommendations of the ***[CEO]*** or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Immediate Interim Suspension (Education Code Section 66017): The ***[CEO]*** may order immediate suspension of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

Removal from Class (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the ***[CEO]*** and the **[*designated position]***. The ***[designate position]*** shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the ***[designated position]*** shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the ***[designated position]*** from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

Withdrawal of Consent to Remain on Campus: The ***[designate position]*** may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the ***[designate position]*** a written report must be promptly made to the ***[CEO]****.*

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than ***[number of days, no more than 14 days]*** from the date upon which consent was initially withdrawn.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

Time Limits: Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Revised 6/13, 4/14, 4/15, 10/15

Board Policy 4220 **Standards of Scholarship**

The Superintendent/President shall, in collegial consultation with the Academic Senate, establish procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq., and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the ~~El Camino College~~ District catalog~~s~~.

Reference: Title 5 Sections 51002, 55020
et seq., 55030 et seq., 55040 et seq.,
55050 et seq.

Ed Policies:3/26/19

El Camino College
Adopted:

Initial Review: 11/6/2018

BP 4220 Standards of Scholarship

References:

Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., and 55050 et seq.

NOTE: *This policy is* ***legally required****.*

The ***[CEO]*** shall establish procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq., and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the [*District*] catalogs.

Revised 9/05, 2/08, 4/16, 4/18

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

BOARD POLICY 4~~115~~222 Limitation to Remedial Coursework

~~(DRAFT)~~

It is the policy of El Camino College that a student shall not receive credit for more than 30 units of remedial (pre-collegiate basic skills ~~non-degree-applicable basic skills~~) coursework at El Camino College. The limitation does not apply to the following:

1. A student enrolled in an English as a Second Language (ESL) course; or

~~2.~~ 2. A student identified as having a ~~learning~~ documented disability. ~~(There could be other disabilities, i.e. psychiatric or psychological that could also be an exception). It seems to me that documented should be part of the qualifier.~~

A student may be granted a waiver to the 30-unit limit upon petition. Waivers will be granted only if the student shows significant measurable progress towards the development of skills ~~necessary for success in college-level courses~~ appropriate to enrollment in degree-applicable credit courses.

Procedures for implementing this policy will be developed by the Superintendent/President in collegial consultation with the Academic Senate.

Commented [DD1]: 1.(There could be other disabilities, i.e. psychiatric or psychological that could also be an exception). It seems to me that documented should be part of the qualifier.

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References:

CCR, Title 5, Section ~~55756.5~~ 55035

ACCJC Accreditation Standard II.A.4

El Camino College
Adopted: 6/19/06

Revised: xxxxxxx

ADMINISTRATIVE PROCEDURE 4222: Limitation to Remedial Coursework (DRAFT)

Definition of Remedial Coursework

~~Remedial coursework is defined as coursework consisting of nondegree-applicable basic skills courses and includes courses in reading, writing, computation, and English as a Second Language (ESL) designed to facilitate acquisition of those skills necessary for successful completion of certificate or associate degree courses.~~ ~~I suggest we strike this and replace it with the wording from the CCLC which simply defines it as follows:~~

Remedial coursework consists of pre-collegiate basic skills courses.

Assessment of Student Need

A student's need for remedial coursework shall be determined using ~~appropriate assessment instruments, methods, or procedures including multiple measures~~. ~~Since the BOG has not, nor does it have plans to approve an "assessment instrument," I think we should make this language AB705 friendly. Hence, I recommend the following, which I have taken from Title 5, Section 78213~~.

~~…~~ multiple measures in one or more of the following areas: high school coursework, high school grades, high school GPA. It must be noted that a student may bypass remediation based on any one measure.

Limits to Remediation

No student shall receive more than 30 semester units for remedial coursework. Upon completion of 30 units in ~~nondegree-applicable basic skills course~~s pre-collegiate basic skills courses, students who do not qualify for a waiver of this limitation (described below) will receive notification that they are no longer eligible to enroll in additional remedial courses. A student who exhausts the unit limitation and does not receive approval of a waiver shall be referred to appropriate adult noncredit education services.

Students who earn units in pre-collegiate basic skills courses ~~nondegree-applicable basic skills courses~~ at universities or other community colleges and then transfer to El Camino College will not have those units counted as part of the remedial limitation.

Eligibility for Waiver

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in degree-applicable credit courses may be granted a waiver of the limitations of this procedure. Such waivers shall be reviewed and approved by ~~the Division of Counseling & Student SuccessServices~~ the Academic Dean relevant to the coursework being

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Commented [DD1]: I suggest we strike this and replace it with the wording from the CCLC which simply defines it as follows:

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Commented [DD2]: Since the BOG has not, nor does it have plans to approve an "assessment instrument," I think we should make this language AB705 friendly. Hence, I recommend the following, which I have taken from Title 5, Section 78213.

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Commented [MD3]: Who does this referral? Needs to be more specific.

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waived, and the Director of the Special Resource Center, if applicable. ~~and~~ The waiver shall be granted ~~given~~ for a specified period~~s~~ of time and for a specified number~~s~~ of units.

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Conditions of Reinstatement

A student who successfully completes remedial coursework or who demonstrates skills levels which will reasonably assure success in degree-applicable courses may request reinstatement to proceed with such coursework.

Commented [MD4]: Why is this section needed? How has the student been uninstated so that they need to be reinstated?

Exemptions

Students enrolled in one or more courses of English as a Second Language (ESL) and students identified as having a documented ~~learning~~ disability are exempt from the limitations of this procedure.

Dissemination of Policy on Remedial Coursework Limitation

The D~~d~~istrict catalog shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

References:

Title 5, Sections 55000 and 55035

ACCJC Accreditation Standard II.A.4

Ed Policies 3/26/19

2.3.17

AP 4222 Remedial Coursework

References:

Education Code Section 78213;
Title 5 Section 55035;
ACCJC Accreditation Standard II.A.4

NOTE: *This procedure is **legally required**. Local practice may be inserted here, which must include the following:*

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units **[*or 45 quarter units*]** for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to success in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if the **[*designate position*]** determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The **[*designate position*]** shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

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

District **[** ***and College*** **]** catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

Revised 9/05, 2/08, 4/15, 10/18

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Administrative Procedure 4103 Cooperative Work Experience

The District offers a Cooperative Work Experience program which integrates educational programs with paid or unpaid work experience. A Cooperative Work Experience Plan is developed and submitted to the ~~California Community College Chancellor's Office~~ Board of Trustees for approval. The plan includes:

1. The systematic design of a program whereby students gain realistic learning experiences through work;
2. A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
3. Guidance services;
4. A sufficient number of qualified academic personnel to direct the program;
5. Processes that assure students' on-the-job learning experiences are documented with written, measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
6. Provision of adequate clerical and instructional services ~~are provided~~.

Records shall be maintained by the division office that include:

1. The type and units of work experience in which the student is enrolled,
2. Where employed,
3. Job held,
4. Basis for determining student qualifications,
5. Statement of student hours worked,
6. Evaluation of performance,
7. Issuance of a work permit (if necessary).

Supervising faculty must maintain records that document consultation with the student and the employer, evaluation of the student's achievement, and the final grade.

References:
Title 5 Sections 55250 et seq.

Approvals:
COD: 10/11/18; 11/8/18
EPC: 3/26/19
AS:
CC:
BOT:

Draft Oct 29 2018

AP 4103 Work Experience

References:

Title 5 Sections 55250 et seq.

NOTE: *This procedure is **legally required** if the District permits work experience. Local practice may be inserted, but must involve:*

A plan is developed and submitted to the Board of Trustees, which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work;
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
- Guidance services;
- A sufficient number of qualified academic personnel to direct the program;
- Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
- Adequate clerical and instructional services are provided;
- A statement that the District has officially adopted the plan, subject to approval by the Board of Trustees.

NOTE: *In addition, procedures should address:*

- The maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued.

- Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

Revised 4/18

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

COLLEGE CURRICULUM COMMITTEE BYLAWS

Approved by the CCC on 3.26.19

1. College Curriculum Committee (CCC) STRUCTURE

1.1 Voting Representatives

Voting Representatives shall be one full-time faculty member from each academic division, one full-time faculty counselor, and one full-time faculty librarian. ~~one full-time faculty member from the Compton Community Education Center, and one full-time faculty counselor from the Compton Community Educational Center.~~ The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

1.3 Election of Faculty Representatives

The election process shall be initiated in each Academic Division, the Counseling Division, and the Library ~~and the Compton Community Education Center~~ in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

1.5.2 Should the Council of Deans and Directors CCC representative be required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Associate Dean, Academic Affairs
3. Chair-Elect (when not serving as a division representative)
4. Curriculum Advisor
5. Distance Education Coordinator
   ~~Dean, Compton Center – Academic Affairs~~
6. Immediate Past Chair (when not serving as a division representative), shall serve for one year following completion of his or her term as CCC Chair
7. Member of the Associated Students (selected by President of Associated Students Organization)
   ~~Member of the Associated Students, Compton Community Educational Center (selected by President of Associated Student Body)~~
8. Student Services Advisor, Evaluations Unit
9. Registrar

1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

2. College Curriculum Committee (CCC) Chair

2.1 Term of Office for CCC Chair

The term of office is two years.

2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or ~~immediate~~ present or past Chair.

2.3 Election of CCC Chair

2.3.1 Election Process

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.
The Election Committee will consist of two voting CCC members.

2.3.2 Election Timeline

2.3.2.1 Regular Election: The election will occur no later than the 12th week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

2.4 Appointment of CCC Chair

In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

2.5 Duties of CCC Chair

The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
5. Attend the State Academic Senate meetings and appropriate breakout sessions
6. Attend the annual Curriculum Institute and curriculum workshops at the local, regional, and state levels

7. Participate in developing the annual curriculum calendar
8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate
9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
10. Consult with the CCC prior to seeking action from non-CCC bodies
11. Share with the CCC copies of all ~~written~~ communication in a timely manner
12. Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

2.6 Reassigned Time for CCC Chair
The reassigned time for the CCC Chair shall be no less than 30%.

3. OPERATIONAL PROCEDURES

3.1 Quorum for Meetings
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.

3.2 Attendance Requirements
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.

3.3 Meeting Times
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

4.1 CCC Division Representative

The Division's/~~Compton Community Education Center's~~ CCC Representative serves as a liaison and resource person for the Division/~~Compton Community Education Center~~ faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals.

4.2 CCC Librarian Representative

The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) COMPOSITION AND RESPONSIBILITIES

5.1 Division Dean

The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.

5.2 CCC Division Representative

The Division's CCC representative serves as a liaison and resource person for the division.

5.3 Division Representatives

Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.

5.4 Division Counselor

The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

5.5 Clerical Support

A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC error-free proposals ~~on the proper forms~~ in the proper format.

5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

5.6.1 The DCC is responsible for reviewing the feasibility of online and hybrid versions of courses and ensuring that they meet the standards for regular and effective contact between students and instructor and among students. The DCC should refer to the guidelines found in the ECC Curriculum Handbook.

6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) PROCEDURES

6.1 DCC Meetings
At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.

6.2 In-Service Training
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.

6.3 Curriculum Review
DCC members will review curriculum in accordance with the ECC Curriculum Handbook, f~~or El Camino College,~~ the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

7. REVIEW OF CURRICULUM DECISIONS

7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

8. OTHER CONSIDERATIONS

8. 1 CCC Subcommittees
The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98
Revised/Approved by Academic Senate: 1-26-99
Revised/Approved by Academic Senate: 9-14-99
Revised/Approved by Academic Senate: 9-25-01
Revised/Approved by Academic Senate: 3-25-03
Revised/Approved by Academic Senate: 11-15-05
Revised/Approved by Academic Senate: 9-19-06
Revised/Approved by Academic Senate: 10-7-08
Revised/Approved by Academic Senate: 10-5-10

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

Revised February 2019

Institution Name: **El Camino College** **Date: 4/10/19**

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). 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 spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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A new addition to the SOAA in fall 2018: 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.

The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019**. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

<table>
<tr><th>Guided Pathways Essential Practices</th><th>Scale of Adoption at Our College</th><th>Progress to Date Implementing Practice
(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</th><th>Next Steps Toward Implementing Practice at Scale & Timeline</th></tr>
<tr><td colspan="4">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”.

Equity Considerations in Area 1:
• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?
• 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.)?
• 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?</td></tr>
<tr><td>1. MAPPING PATHWAYS TO STUDENT END GOALS
a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SOAA in February 2019)</td><td>☐ Not occurring
☐ Not systematic
☒ Planning to scale
☐ Scaling in progress
☐ At scale</td><td>Progress to date:
Program pathways are currently in the form of major guide sheets that list numerous possible transfer institutions. Allied health majors, such as nursing and CTE career pathways are well developed. Career pathways in the CTE area use clear, visual diagrams to represent pathways to students. The College held approximately 4 meta-major card sorting activities in the fall 2018 semester. We held a campus wide summit in January that included the meta-major activity and 8 events are scheduled for the spring 2019 semester. Students are invited and encouraged to attend and at least one event will be held in conjunction with an Associated Student Organization meeting.

Term, if at scale or scaling:
Click or tap here to enter text.</td><td>Next steps:
•The results of the meta-major activities will be analyzed over the summer, presented to the campus at our fall 2019 flex day on the first day of the semester and implemented into catalog and college during fall 2019.

Timeline for implementing next steps:
•Summer 2019– analyze meta-major results from 2018-19 workshops
•Fall 2019 – implement meta-majors into catalog, CCC Apply, counseling and all aspects of college.</td></tr>
</table>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •As part of the regional Strong Workforce Program, El Camino has contracted to implement Jobspeaker, a program to match potential employers with ECC students. •Advisory committees are an important part of Career and Technical Education departments. Preparation for employment is part of their ongoing discussions. •The college is actively recruiting a Job Placement Specialist, supported also by the regional Strong Workforce Program Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* •The college is reviewing our Program Review Documents as part of our alignment to the Chancellor's Visions for Success. Career and employment information will be integrated into the program review templates •The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team. *Timeline for implementing next steps:* •Spring 2019 – Revision of Program Review documents •Fall 2019 – Begin implementation of the case-managed counseling.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The college will add that information as part of the program maps completed and onto the web pages. •The college currently offers Career Coach to our students and will include link to this support on the Program Maps. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* •The College will complete the development and review of program maps and then place the maps onto the appropriate web pages. •The Guided Pathways team submitted our application to the Road Trip Nation Pilot. *Timeline for implementing next steps:* •Spring 2019 – complete program maps and identify web pages for publication •Spring 2019 – apply to Road Trip Nation Pilot. •Fall 2019 – hire web designer to get

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			maps onto web pages in consistent campus approved format. •Spring 2020 – complete addition of employment information
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The College has held a number of mapping workshops in the fall 2018 semester for departments. •Guided Pathways division liaisons met with individual departments to further work on the program maps. •60 program maps are completed to date. The GP liaisons continue working with departments and five campus program mapping dates are scheduled for the spring 2019 semester. •The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Hobson's Starfish) with a goal of 905 of ed plans in Degree Planner by May 2019. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* •The campus will complete mapping in spring 2019. The College will complete the development and review program maps and then get the maps placed onto the appropriate web pages. Once completed, the employment opportunities will be added. •Implement consistent use of Degree Planner by all Counseling Staff for electronic educational plans *Timeline for implementing next steps:* •Spring 2019 – complete program maps and identify web pages for publication •Spring 2019 – implement the use of electronic educational plans. •Fall 2019 – hire web designer to get maps onto web pages in consistent campus approved format •Spring 2020 – complete addition of employment information

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* •The college has implemented the use of multiple measures to place students in math and English courses. The college selected to use co-requisite courses to support students placed into transfer level math. In this placement process, the students identify whether or not they are business or STEM majors. Those students are counseled into the appropriate math courses for STEM and Business majors. •The students are able to self-place into math and English courses through the use of a multiple measures survey on the ECC portal. Term, if *at scale* or *scaling:* Spring 2019	*Next steps:* •The co-requisite clearances are being programmed into the system and will be implemented for Fall 2019 registration. •Train Counselors on clearance levels for the new math corequisite courses. *Timeline for implementing next steps:* •Spring 2019 – co-requisite clearances for BSTEM are being programmed into Colleague. •Spring 2019 – counselor training for math corequisites. •Fall 2019 – Student placement into BSTEM or other majors will be available and part of the registration process.

<table>
<tr><th>Guided Pathways Essential Practices</th><th>Scale of Adoption at Our College</th><th>Progress to Date Implementing Practice
(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</th><th>Next Steps Toward Implementing Practice at Scale & Timeline</th></tr>
<tr><td colspan="4">Equity Considerations in Area 2:
• 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?
• 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?
• 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?</td></tr>
<tr><td>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY
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.</td><td>☐ Not occurring
☐ Not systematic
☒ Planning to scale
☐ Scaling in progress
☐ At scale</td><td>Progress to date:
Career questions have been added to the self-asessment that incoming students take to identify undecided students or students that may need additional career service support. Plans of follow up services based on their responses are being created. Consultation with Career advisory to participate in Meta-major activities and mapping has taken place. The Guided Pathways steering committte 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. Currently some of our local high schools are offering Human development courses in which career exploration is included. ECC connect is being used for educational planning by all outreach counselors. This educational planning process assists new students to select a program of study and develop a program plan prior to the start of that semester. As of April 02, 2019, 763 students have completed the intake form. 122 students responded slightly certain or</td><td>Next steps:
Follow up career service protocol is being designed to respond to personal self assessment. Discuss further integration of career support and information into Guided Pathway efforts. Career information will be added to program maps. Additional sections of Human development courses will be offered at partnering high schools through dual enrollment. Implement the resources of Roadtrip Nation.
Timeline for implementing next steps:
Implementation work for Roadtrip Nation will begin in Spring 2019. Follow up career service protocol will be discussed in Spring and Fall 2019 and to be in place by Fall 2019 or Spring 2020. Discussions with the career advisory about integrating career and guided pathways will continue indefinitely.</td></tr>
</table>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		not certain at all for one or both of the questions asking about their certainty for their career goals and major they chose. This is 16% of the respondents. The Career Center will be offering workshops to these students in the summer and early fall. Term, if *at scale* or *scaling:* Click or tap here to enter text.	
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* A meeting with our embedded counseling program took place in Fall 2018 and the possibility of placing counselors in gateway courses for specific majors instead of just English and Math was discussed. ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. Since Spring/ Summer of 2016 ECCconnect has been used for mid term and progress reports enabling professors to flag/ refer students in need of additional support. Currently the Natural Science division is offering support workshops to support students in Chemistry 4. Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been	*Next steps:* **Promote use of ECC connect. Pilot embedded counselors in key major courses in 3 of our most popular majors. Evaluate effectiveness of support courses in Math and English. Embeded counseling in key major courses is where we would like to scale and measure effectiveness.** *Timeline for implementing next steps:* **Incentive program will launch in Spring of 2019 to encourage faculty to use ECC connect and canvas. Pilot for community collective model to student support will occur in the Fall of 2019 with a goal for full implementation in three years. Supplemental instruction and tutoring are moving to key program courses.**

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		supported for three years by the student equity program. Term, if *at scale* or *scaling:* English completed Spring 2019. Math in progress to be implemented in the Fall of 2019. Embeded counseling in English and Math courses already established and occurring. Embeded counseling in key major courses is where we would like to scale and measure effectiveness.	
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* **The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement. Embedded counseling program is established in gateway Math courses. ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI.** Term, if *at scale* or *scaling:* **Math in progress to be implemented in the Fall of 2019. Embeded counseling in English and Math courses already established and occurring.**	*Next steps:* **Promote use of ECC connect. Evaluate effectiveness of support courses in Math.** *Timeline for implementing next steps:* **Promote ECC connect ongoing. Pilot for embedded Evaluation of Math support courses is ongoing.**
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* **Support courses are established and currently being offered for our college level English course. English has an established rubric for multiple measure placement. Embedded counseling program is established in gateway English courses. ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI.**	*Next steps:* **Promote use of ECC connect. Evaluate effectiveness of support courses for English.** *Timeline for implementing next steps:* **Promote ECC connect ongoing. Evaluation of English support corequesite courses is ongoing.**

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* **English completed Spring 2019. Embeded counseling in English and Math courses already established and occurring.**	
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* English support courses in place for Spring 2019. Math support courses will be in place Fall 2019. Both support courses are based on multiple measure information from the student's high school academic background. A level up survey is in place to place them into the appropriate classes based on the self reported information that they provide. ECC connect is currently being used for the early alert feature. Referals and flags are responded to in a timely manner. Term, if *at scale* or *scaling:* Spring 2019 for English courses and Fall 2019 for Math courses. Level up survey was active in Fall of 2018. ECC connect for early alert began in	*Next steps:* Embedded counselors in key major courses will be piloted. *Timeline for implementing next steps:* Click or tap here to enter text.
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Currently the college holds an annual Counselor Collaborative in which local high school counselors, psychologist, and teachers are invited to campus to collaborate on how to best meet the needs of their students. Dual enrollment program is well established and growing. Outreach counselors are using ECCConnect for 100% of their educational plans for incoming high school students. Industry and Technology counselor	*Next steps:* Refine dual enrollment to create stronger pathways from high school to El Camino College. Provide technology to Outreach to meet the needs of this incoming population. *Timeline for implementing next steps:* Next steps in this area will begin in Fall of 2019.

Guided Pathways Essential Practices	**Scale of Adoption at Our College**	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	**Next Steps Toward Implementing Practice at Scale & Timeline**
		conducted a training for all outreach counselors. Project Lead The Way has built strong ties to our high school partners, offering numerous dual enrollment opportunities to students. Term, if *at scale* or *scaling:* Progress to date began in Fall of 2019.	

GUIDED PATHWAYS ESSENTIAL PRACTICES	**Scale of Adoption at Our College**	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	**Next Steps Toward Implementing Practice at Scale & Timeline**
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • 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?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Campaign for student to update their major will begin this semester at the Career & Majors Fair. Meta major sorts are being conducted and a decision is to be decided on by the end of the Spring 2019 semtester. ECC Connect is being used for ed planning for most majors, this allows the student to monitor their progress and plan their courses. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Meta majors will be determined by the end of the Spring 2019 semester to be highlighted during Fall 2019 flex day. Affinity and meta major community collective models will be refined and developed. Revise program maps to program into ECC Connect. *Timeline for implementing next steps:* Program maps will be added to ECC connect starting in Fall or Spring of 2019 and continuing through completion. Community collective to be developed and established by Fall of 2022.
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Counseling division has set a goal of completing 90% of ed plans on ECC Connect by the end of the Spring 2019 semester. Program maps are being designed to include milestones to help students towards completion. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Improve ECC Connect degree planner by incorportating counselor and student feedback. Work with Admissions and Records to hire or assign an evaluator to begin to input outside course equivalencies into Colleague. *Timeline for implementing next steps:* ECC Connect- ongoing. Course equivalencies- will discuss plans Spring 2019 with a timeline for implementation to start in the 2019-2020 academic year.
c. Advisors and students are alerted when students are at risk of falling off their	☐ Not occurring ☒ Not systematic	*Progress to date:* ECC Connect may have the ability to send an automatic flag when a student falls off their program	*Next steps:* Check with Hobsons to see if ECC Connect has this ability.

program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Planning to scale ☐ Scaling in progress ☐ At scale	plan. Currently counselors manually reviewed previous academic plans to monitor if a student has fallen off their program plan. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Timeline for implementing next steps:* Check about ECC Connect- Summer 2019
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	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* 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 completitve 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. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Community collective model for support services will be designed to be implemented. Embeded counseling 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. *Timeline for implementing next steps:* Community collective- Designing current with implementation by Fall of 2022. Embeded counseling in key prerequisite courses to be piloted in Fall of 2019.
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Civitas College Scheduler was launched Spring of 2018 integration with this program and ECC Connect need to be explored to help inform the scheduling process for course offerings. 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. Counselors are being encouraged to utilize the ECC Connect degree planner for at least 90% of all ed plans. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* Continue to encourage use of ECC Connect by all faculty including counselors. Use these ed plans along with data from Civitas College Scheduler to determine when to offer specific courses. *Timeline for implementing next steps:* ECC Connect – ongoing. Review data from Civitas College Scheduler and ECC connect to inform offerings- Begin to look into this option starting Fall 2019.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • 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)? • 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)? • 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?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* •Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs. •General Education courses are aligned to CSU/UC admissions requirements. •Several programs have developed ADT degrees which articulate to CSU standards for lower level major course work. •Program Learning Outcomes are regularly assessed and periodically reviewed. Term, if *at scale* or *scaling:* Fall 2015	*Next steps:* •Transfer programs continue to develop Associate Degrees for Transfer. •Job and career outcomes are being added to program review. *Timeline for implementing next steps:* Ongoing
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 communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* •Course approval requires demonstration of critical thinking assignments Term, if *at scale* or *scaling:* Fall 2014?	*Next steps:* •Continue professional development to encourage active learning strategies *Timeline for implementing next steps:* •Meta-majors will be established by Fall 2019.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences and emergency services. •There is a study abroad program that runs once per year. •Human Development includes Service Learning in some of its curriculum. •Apprenticeship grants are offered during the summer. •MESA coordinates internships with university and industry partners. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* •Establish meta-majors, which will open up possibilities for more experiential learning tied to major clusters. •We will include co-op, internship, and apprenticeship opportunities on department websites. *Timeline for implementing next steps:* •Meta-majors will be established Fall 19.
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.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* •Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle. •Program level assessments include a combination of course level assessments taking place during a particular assessment cycle. •The review cycle is on the website. •SLO results are in the program review which is reviewed by committee and available on the website. Term, if *at scale* or *scaling:*	*Next steps:* Click or tap here to enter text. *Timeline for implementing next steps:* Click or tap here to enter text.

Guided Pathways Essential Practices	**Scale of Adoption at Our College**	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	**Next Steps Toward Implementing Practice at Scale & Timeline**
		Spring 2014	
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date:* •Results of Course and Program level learning outcomes are a component of program review. Term, if *at scale* or *scaling:* Spring 2014	*Next steps:* •Update the current planning and budgeting cycle to more systematically include assessment results in decision-making. *Timeline for implementing next steps:* •Spring 2020
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •Programs in Fine Arts and Communication Studies include videos or portfolios to show student work. •Career Services conducts mock interview and resume workshops. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* •Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods. *Timeline for implementing next steps:* •Meta-majors will be implemented Fall 2019.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •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, but does not yet have a systematic process that turns assessments into PD topics. •Institutional Research plan is being assessed. The Student Equity Re-envisioned	*Next steps:* •The PD Plan will be going through Collegial Consultation process during the 2019 calendar year. Most professional development is geared towards faculty, but funding has been secured to offer more professional development for classified staff. •Implementation of Cornerstone for scheduling and tracking professional development will allow us to track trainings.

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		program, SER, 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 assist students in staying on track to degree completion. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Timeline for implementing next steps:* The Professional Development Plan should be adopted Fall 2019.

Constitution of the El Camino College Academic Senate

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Amendments and Revisions

El Camino College Academic Senate Constitution

PREAMBLE In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

ARTICLE I Name and Definitions

Section 1. Name

1.1 The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

Section 2. Definitions

2.1 The term “days,” when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2 The term “faculty” shall mean all personnel defined in the El Camino College Federation of Teachers Agreement~~ and in the Compton Community College District Federation of Teachers Agreement~~.

2.3 The term “adjunct faculty” shall mean part-time faculty members.

2.4 The term “senator” shall mean any member of the faculty elected to the Senate.

2.5 The term “division senator” is the individual who is elected by the full-time faculty of a division or ~~educational center~~unit to represent such unit.

2.6 The term “senior senator” shall mean the division senator with the longest continuous service on the Senate.

2.7 The term “FTEF” shall mean Full-Time Equivalent Faculty.

2.8 The term “ex-officio member” shall mean a non-voting member of the Senate who serves as a resource person, advisor, and/or communication link with other campus decision-making bodies.

2.9 ~~The term “educational center” shall mean a formally recognized El Camino College educational center as defined in Title 5.~~

2.10 ~~The terms "faculty council" or "educational center council" shall mean a standing committee of the Senate located at each educational center. This committee will represent the needs and concerns of faculty at its educational center and will select its membership in accordance with locally developed bylaws that shall be approved by the Senate.~~

ARTICLE II Purposes

Section 1. Purpose

1.1 To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

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."

1.2 To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ARTICLE III Senate Membership

Section 1. Senators

1.1 The senators shall be elected from the faculty in each division. The Library Learning Resources shall be treated as a division.

1.2 The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Adjunct faculty shall have two members-at-large and up to two alternates ~~from the main campus and up to one from each educational center~~ on the Senate, to be elected by the adjunct faculty of that campus/center.

1.3 Divisions having FTEF shall be entitled to senate members on the following basis: 1 through 24 - two (2) members
25 through 36 - three (3) members
37 through 48 - four (4) members
49 or more - five (5) members

1.4 The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent spring and fall semesters.

1.5 Eligibility of Senators

1.5.1 Voting members of the Senate shall be the elected senators.

1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.

1.6 Election of Full-Time Senators – See Bylaws Article III, Section 1.

1.7 Election of Adjunct Senators – See Bylaws Article III, Section 2

1.8 Full-Time Senator – Term of Office

1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.

1.8.2 The division ~~or educational center~~ represented may exercise recall of a full-time senator at any time. See Bylaws Article III.

1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold a special election under the procedures of Article III, Section 1 of the Bylaws.

1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first.

1.9 Adjunct Senator – Term of Office

1.9.1 The term of office for adjunct senators shall be one year unless the senator no longer meets the requirements of Article III, Section 1.5.

1.9.2 If an adjunct senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the term.

1.10 A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

Section 2 Ex-Officio Senate Members

2.1 Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate.

ARTICLE IV Officers

Section 1 Officers. The Senate shall elect from among its members:

1.1 President;

1.2 President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3 Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, andVice President of Academic Technology;~~, and Vice President of Educational Centers (an elected chair of an educational center council);~~

1.4 Secretary;

1.5 Distance Education Liaison;

1.6 Other Officers: The president may appoint people to serve in positions such as legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others as deemed necessary;

1.7 Elected Officers. The elected officers shall be members of the Senate Executive Committee.

Section 2. Election of Officers – See Bylaws Article IV.

Section 3. Terms of Office

3.1 The term of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.

3.2 An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

3.3 If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the remainder of the term.

3.4 If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the

Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4. Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations.*

4.1 Senate President: The president shall chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee as outlined in Making Decisions at El Camino College; and appoint a legislative liaison, newsletter editor, parliamentarian, and sergeant-at-arms, as deemed necessary.

4.2 President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, plenary sessions, and Faculty Leadership Institute), and the El Camino College Academic Senate Executive Committee meetings.

4.3 Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.

4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, represent the senate on, and serve as the senate's voting member for the following campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus-wide committees devoted to faculty evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development and Learning Department, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.3.5 ~~Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full senate. Chair Educational Center Faculty Council.~~

4.3.6 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.4

Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other S~~s~~enate matters; and see that the Senate website is updated.

4.5

Distance Education Liaison: Monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee.

4.6

Legislative Liaison: Monitor legislative issues and advise president, officers, committees, and members on matters of legislation relevant to the Senate purview.

4.7 Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

4.8 Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

4.9 Sergeant-at-Arms: Assist in preserving order as the president may direct.

ARTICLE V Meetings

Section 1. Regular Meetings. The Senate shall hold regular meetings throughout the academic year.

Section 2. Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.

Section 3 Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4 Executive Session

4.1 In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.

4.2 Executive sessions may be called by the Senate president or by a majority vote of the Senate.

4.3 Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

ARTICLE VI Executive Committee

Section 1. Voting Members: president, vice-presidents, and secretary.

Ex-Officio Members: past president, president-elect, distance education liaison, legislative liaison, newsletter editor, parliamentarian, sergeant-at-arms, and others, as appointed.

Section 2. Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

ARTICLE VII Committees

Section 1. Committees

1.1 Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)

a) College Curriculum
b) Educational Policies
c) Faculty Development
d) Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)
~~e) Educational Center Faculty Council~~
~~f)~~e) Academic Technology Committee
~~g)~~f) Distance Education Advisory Committee

1.2 Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3 Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4 Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:

a) Calendar Committee
b) Accreditation Committee
c) Facilities Steering Committee.

ARTICLE VIII College Curriculum Committee

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

Section 1. College Curriculum Committee

1.1 Operating Policy: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.

1.2 CCC Operational Procedures: All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

1.3 Approval of CCC Bylaws: CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

Section 2. Chair of College Curriculum Committee

2.1 Chair: The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.

2.2 Chair as Member of the Senate: In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.

2.3 Term of Office: Term of office for the Chair of the CCC shall be two (2) years.

2.4 Duties of Chair: The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.

2.5 Removal of the Chair: Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

Section 3. CCC Representatives

3.1 Membership

3.1.1 Faculty – The faculty shall elect the representatives to the CCC. The senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in accordance with the CCC Bylaws.

3.1.2 Other Voting Members – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

3.1.3 Ex-Officio Members – The CCC may designate others as ex-officio members.

3.2 Term of Office: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. Responsibility of the College Curriculum Committee

4.1 Curriculum Review: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 Review Procedures: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. Curriculum Responsibility and Authority of the Senate

5.1 Oversight Responsibilities: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 Review of Curriculum Procedures:

5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.

5.2.2 Review requests shall, at a minimum:
a) Describe the procedure(s) to be reviewed and any associated form(s), and
b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.

5.2.3 A Senate committee together with the Vice President of Academic

Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and

a) If found invalid, the request shall be denied in writing, or

b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

5.3 Review of Curriculum Decisions: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

ARTICLE IX Bylaws and Rules of Order

Section 1. Bylaws and Rules of Order

1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.

1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

Section 2. Rules of Order

2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

ARTICLE X Amendments to the Constitution

Section 1. Amendments of the Constitution

1.1 Amendments to the Constitution may be proposed by:

a) A motion approved by a majority vote of the Senate, or

b) A petition signed by one-quarter of the faculty

The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.

1.4 Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI Professional Standards and Ethics

Section 1. Professional Standards and Ethics

1.1 The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.

1.2 The Senate may, upon its findings, pass:

a) Resolutions of Commendation
b) Resolutions of Confidence
c) Resolutions of No Confidence, or
d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2. Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may not

a) Violate state law, or
b) Violate ECC Board of Trustees policies, or
c) Violate ECCFT agreement, or
d) Subject the district to serious legal or fiscal liability, or
e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
f) Violate any provision of this Constitution or its Bylaws.

ARTICLE XII Delegate to Academic Senate for California Community Colleges

Delegate

1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.

1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

Amendments and Revisions

Revised	June 1982
Revised	June 1988
Revised	April 1989
Revised	March 16, 1990
Revised	December 1992
Revised	March 22, 1993
Revised	August 29, 1998
Ratified	May 1, 2000
Ratified	July 1, 2002
Ratified	Nov. 4, 2011
Ratified	June 9, 2017
Ratified	??? 2019

El Camino College Academic Senate Bylaws

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EL CAMINO COLLEGE ACADEMIC SENATE BYLAWS

PREAMBLE Nothing stated in these Bylaws shall be construed to contradict any provisions of the Academic Senate Constitution, hereinafter referred to as the Constitution.

ARTICLE I **Name**: The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate, as stated in the Constitution.

ARTICLE II **Purpose**: Refer to Article II, Section 1 of the Constitution.

ARTICLE III **Membership**

Section 1. Election of Full-Time Senators

1.1 Nominations: ~~In October~~Before the last Senate meeting of the spring semester, the senior senator in each division shall issue a call for nominations in writing to obtain candidates for any unfilled Senator positions or positions expiring on the last day of the spring term of the academic year~~expired or unfilled senate positions~~. The senior senator shall verify the eligibility of all nominees in accordance with Article III, Section 1.5 of the Constitution. When a vacancy occurs prior to expiration of the term, the vacancy shall be filled according to Article III, Section 1.8.3 of the Constitution.

1.2 Conducting Elections: Within one month after nominations, the senior senator from each division shall conduct elections following a process approved by the division faculty.

1.3 Qualified Voters: Only full-time faculty may vote for full-time senators.

1.4 Announcement of Election Results: The senior senator of each division shall announce the election results. The results will be forwarded to the Senate president.

Section 2. Election of Adjunct Senators

2.1 Nominations: Notice of Election and Call for Nominations are to be mailed or sent via other secure means including internet, phone, or other technology.

2.2 Qualified Voters: Only adjunct faculty may vote for adjunct senators.

2.3 Ballot Distribution and Counting: ~~By the fourth week of the fall~~Before the last Senate meeting of the spring semester, the ballots shall be distributed to all adjunct faculty by mail or other secure means including internet, phone, or other technology.

2.4 Announcement of Election Results: Results of the election may be distributed to the senior senator of each campus division to post. Invitations are extended by the Senate president to the successful candidates to attend the next Senate meeting. Current adjunct senators will continue to serve until the new senators take office.

Section 3. Full-Time Senator: Terms of Office

3.1

The terms of office of the representatives shall be staggered insofar as possible.
3.2 The effective date of the terms of office of newly elected senators shall be the last day of the spring term of the academic year in which they are elected.

Recall procedures may be initiated by a petition to the Senate president signed by
one-third of the faculty members of the division. Upon receipt of a valid petition,
the Senate president shall initiate a recall election within one month. Recall shall
require a two-thirds majority vote of the full-time faculty members of the division.
Section 4. In the event of recall, a special divisional election shall be held within one month
under the procedure of Article III, Section 1 of these Bylaws.

Attendance

If a senator is unable to attend, the president or secretary shall be notified no later
than the meeting date so that the senator may be excused. A Senator who fails to
attend two consecutive regular Senate meetings without being excused may be
removed if, in the opinion of the Executive Committee, no justifiable reason has
ARTICLE IV been given. A replacement shall be appointed in accordance with Article III,
Sections 1.8.4 or 1.9.2 of the Constitution.

Section 1.

Officers

1.1

Election of Officers

Nominations: At the first meeting in November, or when a vacancy occurs, the
chair of the Senate Election Committee shall issue a call for nominations and
distribute nomination forms for Senate officers. Nominees must be members of the
1.2 Senate. The Election Committee is responsible for processing nominations and for
verifying the eligibility of each nominee.

Ballot Presentation of Candidates: At the second meeting in November, the
nominations received by the Election Committee shall be presented to the Senate.
The Senate president shall call for nominations from the floor to be added to the
1.3 ballot. Upon receipt of the ballots, write-in candidates are handled according to
Roberts Rules of Order.

Ballot Distribution: The chair of the Senate Election Committee shall be
responsible for conducting elections. The Election Committee shall prepare ballots
1.4 to be mailed or sent via other secure means including internet, phone or other
technology.

Ballot Count: All ballots must be received by the Election Committee within 10
business days of distribution. The Election Committee shall count the ballots
immediately. The candidate receiving the majority of the votes shall be the winner.
In case of a tie vote, a special runoff election shall be held at the next scheduled
1.5 Senate meeting. In the event of no candidate receiving a majority vote, a run-off
election shall occur for the top two candidates.

Announcement of Election Results: The Election Committee Chair shall report the
ARTICLE V election results to the Senate president immediately and to the body of the Senate at
the next scheduled meeting.

Section 1.

Meetings

1.1

Quorum

1.2 A quorum for a Senate meeting shall consist of a majority of the regular membership. In the event of a vote, if a quorum is called for and is deemed not to be present by the secretary, issues may be discussed, but any voting must be postponed to a subsequent meeting.

Section 2. A quorum for a faculty meeting shall consist of one-third of the faculty members. If a quorum is not present at a faculty meeting, issues may be discussed, but any voting will take place only by mail ballot, the time for return of ballots to be determined by the president, but should not be less than one week. The decision is to be determined by simple majority of the ballots received within the specified time.

2.1 Order of Business

2.2 The general order of business at a regularly scheduled meeting of the Senate shall be as follows:

a. Approval of the minutes of the previous meeting
b. Reports of officers and standing committees
c. Reports of special committees
d. Unfinished business
e. New business
f. Agenda items for next meeting

The Senate President may suspend the general order of business at the Senate meeting as long as all business is addressed during the meeting. ~~follows:~~

~~a. A motion is to be made and seconded to suspend the general order of business to allow a particular item of business to be presented and discussed out of order of the priority of business.~~

~~b. A two-thirds vote of those senators present is needed to pass the motion to change the priority order of business.~~

Section 3 Speakers

a. Persons may speak at Senate meetings either on agenda items or on other matters that are within the purview of the Academic Senate. Persons wishing to speak on matters not on the agenda shall do so at the time designated at the meeting for public comment. The Academic Senate President may determine that speakers will be allowed/may be allowed a maximum of three minutes per topic.

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ARTICLE VI **Executive Committee**

Section 1. Meetings: The Executive Committee shall hold meetings as deemed necessary by the Senate President and the officers.

Section 2. Quorum: A quorum is a majority of the Executive Committee regular membership.

Amended 11/5/2002
Amended: 11/4/2011

Vision for Success: A Faculty Perspective

"Democracy cannot succeed unless those who express their choice are prepared to choose wisely.
The real safeguard of democracy, therefore, is education."
—Franklin D. Roosevelt

"The function of education is to teach one to think intensively and to think critically.
Intelligence plus character—that is the goal of true education."
—Martin Luther King, Jr.

"Every moment is an organizing opportunity, every person a potential activist,
every minute a chance to change the world."
—Dolores Huerta

California Community Colleges are where students can achieve their dreams regardless of any educational, social, or economic challenge. They provide academically robust, diverse, inclusive, and innovative learning environments that engage students of every background to develop their intellect, character, and abilities; to explore, define, and achieve their goals; and to be socially responsible community members and leaders.

Too often, policymakers constrain student hopes and dreams by narrowly defining their pathways. The very term "student success" has been undermined by demanding that students complete specific sequences to be considered successful. In this construct, the emphasis has inappropriately moved from a lifetime of engaged learning to specific markers of completion. This policy shift ultimately excludes vast numbers of students whose own life goals differ from the objectives of the policymakers, and harms the economy which demands continuous learning to stay ahead of the dual trends of globalization and technology.

Discussions of closing achievement gaps—whether by student population or geographic region—fail to incorporate two extremely important themes. First, students remain disadvantaged in a system that does not value full-time full-service faculty and fully-supported part-time faculty. Second, academic expectations of students cannot be isolated from a recognition of their life circumstances, which in today's California, increasingly involves food and housing insecurity.

Measuring success or performance on the single indicator of degrees or certificates attained not only ignores the crux of the problem, but actually exacerbates the very gaps the community colleges are trying to close. The FACCC Education Institute created a set of goals to both complement and challenge those established by the System as a means of sparking conversation on how best to directly benefit students and ensure that their education is not compromised by issues of race, ethnicity, nationality, income, disability, gender, sexual orientation, and zip code. The doors of community colleges should always be open to every adult Californian that can benefit from the experience.

The following goals developed by the FACCC EI Policy Committee provide direction from which our students, communities, and even the state can succeed.

Vision for Success

FACCC Education Institute Board of Directors

1. Over the next five years, increase the adult population rate enrolled in the California Community Colleges by at least 20 percent.

Emphasize outreach to nontraditional students, including, but not limited to, first generation, low income, stranded workers, life-long learners, immigrants regardless of status, un- and underemployed, formerly incarcerated, older adults, foster youth, military, and those with disabilities.

Develop and support student service programs to faciliate students achieving their goals.

Demonstrate opportunities to move in and out of college depending upon life circumstance with the ultimate goal of life-long learning.

2. Over five years, increase the range and scale of academic opportunities between community college, four-year undergraduate institutions, graduate programs, and the workforce. Examples include pathways to law, medicine, technology, community college teaching, and short-term programs that meet student and community needs.

Expand channels of communication for community college faculty to connect with counterparts in K-12, CSUs, UCs, private institutions, and workplace settings to assure that student opportunities are both available and inclusive, and that all members of a community are empowered to pursue their goals.

3. Over five years, expand access to learning for community members at all levels of collegiate ability. From basic introductory courses to advanced topics on current events, community members should be welcomed and encouraged to continue participating in the diverse and robust offerings of our community colleges across their life span.

4. Over five years, increase the range of academic experiences for students to progress from the community college to the workforce. Expansion of such frameworks as service learning, internships, apprenticeships, contextualized instruction, online education through our existing 114 colleges, and study abroad, should be both encouraged and funded. Increase integration with other community stakeholders to assist students in their transition to the workforce. These opportunities should be available to all students.

Vision for Success

California Community Colleges Board of Governors

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. This increase is needed to meet future workforce demand in California as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences needed to match the needs of regional economies and employers.

2. Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU. This is the increase needed to meet California's future workforce demand for bachelor's degrees as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate's degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), CCC to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), CCC to UC transfers increased by 40 percent.

3. Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students.

4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs.

Vision for Success

FACCC Education Institute Board of Directors

5 & 6. Reduce equity gaps across traditionally underrepresented student groups and the diverse geographic regions of the state. These are fully-supported goals that need attention through the development of a faculty and programmatic infrastructure.

Students need access to full-time faculty, fully supported part-time faculty, academic counselors, librarians, student service programs, tutors, labs, and library facilities. Students also need access to the full array of health, mental health, and human services programs available to them, and should be able to access these at their college.

Funding should reward districts that embrace equity and outreach, and those that prioritize full-time faculty hiring, part-time faculty parity, and appropriate counselor and librarian to student ratios. Additionally, funding should consider regional unemployment rates, assisting those districts in areas with consistently higher joblessness.

Hiring a world class faculty that reflects the diversity of the student body and of the state requires stable funding, professional support and outreach, and pathways that lead from the community college student to the faculty experience.

7. New goal: Over five years, improve shared governance models to train all strata of the community colleges on respective roles of trustees, administrators, faculty senates, unions, and student representatives. Increase percentage of part-time and full-time faculty, classified professionals, and student leaders to participate in shared governance activities.

8. New goal: Invest in the increased integration of communities and their community colleges.

Over five years, incentivize cultural transformation through professional development of our community colleges to increase engagement of each college with its own distinct community. This would include showcasing the talents of faculty and facilitate the colleges to become centers of innovation and professional development.

Empower and compensate all faculty to demonstrate their expertise to the community and the professionals at the community college.

Vision for Success

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5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within 10 years.

6. Over five years, 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, with the ultimate goal of fully closing regional achievement gaps within 10 years.

A Special Thank You...

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