



Agenda & Table of Contents: Tuesday March 19, 2019 in Distance Education Room 166

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-15
C. Officer Reports a. President – Kristie Daniel-DiGregorio b. VP Compton College – Amber Gillis c. Chair, Curriculum – Janet Young d. VP Educational Policies – Darcie McClelland e. VP Faculty Development – Stacey Allen f. VP Finance – Josh Troesh g. VP Academic Technology – Pete Marcoux h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	16-17
D. Special Committee Reports a. ECC VP of Academic Affairs – Jean Shankweiler b. ECC VP of Student Services – Ross Miyashiro c. Distance Education Advisory Committee – Renee Galbavy	18
E. Unfinished Business: a. None	
F. New Business: a. AP 5520 Student Disciplinary Procedures: 1 st Reading – Darcie McClelland b. BP 1200 The El Camino College Mission, Vision, and Values: 1 st Reading – Darcie McClelland	19-41 42-46
G. Information Items – Discussion a. Senate Evaluation and Progress Report – Kristie Daniel-DiGregorio b. Campus Police: CLERY Reporting – Chief Michael Trevis and Nina Wong	47-57
H. Future Agenda Items: a. Ed Policies: AP 7160 Professional Development b. Strategic Plan c. Senate Constitution & Bylaws d. AB 705 e. South Bay Public Safety Center	
I. Public Comment	
J. Adjourn	

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.

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. 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:

- Sean Min - ASO
-
-

Excused: A. Josephides

ACADEMIC SENATE MINUTES

March 5, 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 second Academic Senate meeting of the spring 2019 semester to order on March 5, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the February 19th meeting. P. Marcoux motioned, C. Wells seconded, and there was unanimous approval of minutes.

KDD: This brings us to our welcome for our division personnel. Today we have Dr. Rory Natividad, who is our dean of Health Sciences and Athletics. Welcome to Rory. We always have new senators, so this is a great chance for folks to get to know you. R. Natividad: Hi, I am Rory Natividad, the dean of Health Sciences and Athletics. I have been the dean since 2010. Prior to that I was an Athletic Director, and I started out as a Classified Staff. In between, there was a little bit of a faculty stint in there. I have held 2 different roles. The uniqueness of my division is that I am the one Academic Dean that actually reports to both Academic Affairs and Student Services. I oversee the Health Center, the Special Resource Center, and Athletics, which all fall to the Student Services side. Then I have Rad Tech, Respiratory Care, Nursing, Sign Language and a bunch of other fun areas. Janet told me to tell you, so I'll put myself out there, that I used to be a really good karaoke singer. (Catcalls) I have retired from that. Most recently, I am learning to love to read Accreditation. KDD: Linda Clowers was also a karaoke singer, we need to get you guys together.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

A belated welcome to our Spring senators, welcome to all of you of course. We would like to highlight a couple of folks; Diana Crossman from Fine Arts, is returning from sabbatical. Thank you to Joseph Evans for filling in for her. Thank-
Thuy Bui has agreed to fill in for Sara Di Fiori this semester. Thanks to you and welcome back everyone.

Compton is having their first annual College Job Fair. It is coming up this Saturday from 10-3. They are going to be providing information not just about faculty positions, but classified and management positions as well. Mark your calendars.

A couple of updates. Mark your calendars if you haven't already, for our Town Hall on Thursday, April 18th from 1-2 in the East Dining Room. We want to have a really great showing here. It is a great chance for us to come together as a campus community. We want to hear what is happening so we don't have to wait for things to filter down. I know our senators are really plugged in. Help us get the word out so more people on campus know what is happening. More information will be upcoming, but this is a "heads up" to save the date.

Also, I try to keep you posted because I am the representative at the Council of Deans and the Board of Trustees. I have a couple of updates for you so that you know what is being discussed. Council of Deans spent some time at a recent meeting talking about how we can increase services in support for our evening students. That is a population that we would like to better serve, but also increase and reach more people in our community who can benefit from our curriculum that we have at the college. So more details to come.

The state-wide senate, their deadline for departments that want to propose a change to the disciplines list is September 30th. We use this most commonly for minimum qualifications. Remember that last semester Astronomy came through, and we approved a change to their min quals? That was a change at the local level. What we were doing was changing from more specific requirements for our local min quals than the state had. The change was to revert back to the state's min quals. If departments want to make a change not just at the local level but at the state level, they need to go through that process we went through in the Fall. Then have that process completed so we can submit it to the state-wide senate. This is my way to getting word out to folks. If you are interested in that, the deadline at the state level is September 30th.

So you really need to be starting this semester, in order to be ready for that September 30th deadline. We also went through this process with Communication Studies. It went through El Camino and was approved by El Camino, advanced to the state-wide senate, and then at that point it was not accepted. Those changes that we were proposing were not accepted. That is as far as it went. You can talk to Darcie or me, because Ed Polices is the first stop for those changes.

Some reminders, we talked about this a couple of times in the Fall. The Team Sites have been replaced by Canvas. If you know any colleagues that were using Team Sites, please remind them that Canvas is there and available for them.

The Lockdown Shelter-in-Place drill, you will be hearing more about this. Help us get the word out, it is next Thursday, March 14th. We will have 2 drills. This is all based on Senate input. Remember, the Chief asked us if we wanted to do this week 3 or week 5. In the Fall, we decided on every Spring, on week 5 from here on out. It falls on a Thursday, to help folks remember. We have the Shake-Out drill in the Fall on a Thursday and will have the Lockdown Drill in the Spring on a Thursday. This will happen from 9:40-9:50, a 10 minute drill in the morning. And a 10 minute drill for our evening students. As you know, the notes will go out and there are some links there to some great resources. The Campus Police have some links on their website. There is also a really great video. We showed this a few Springs ago for our PD Day. The Chief encourages us to use this video because it is informative, brief, but not alarming. It helps prepare people without traumatizing them. Then you can encourage your students to sign up Nixle. Information about that is on the Police website.

As I mentioned, I am the Senate representative to the Board of Trustees. Every now and then I like to remind you that there are some great resources on the agendas. You can learn more about our construction updates. At the February meeting we heard about these. I have included a link on the slides to the power point. Our Enrollment Management Plan. We certainly hear about Enrollment Management quite a bit in these meetings, but this is a great way to see a nice overview, enrollment trends, and upcoming strategies. Then there is a lot of excitement about a “Starbucks-Style” Café that we are going to be incorporating into the Bookstore. A nice gathering space, and you can see what they are envisioning for that space. That’s it for my report.

b. VP Compton College – Amber Gillis

KDD: Hi Amber, welcome, it’s so nice to see you and Jesse. Amber Gillis: I was out for a while because I had a baby. Hi everybody, we have so many things. I will be very brief. Actually today, we have the IEPI folks on campus. We were approved for a grant. This was in a response to our Quality Focus Essay. I know you guys are in the process of your QFE. We had some folks talking about helping us build our infrastructure, so there is a lot of work going on there. We are going to start this Friday on our Making Decisions document. El Camino has theirs about processes and basically who makes what decisions and shared governance. We are going to start from scratch, and we will be working every other Friday for the next 3 Fridays. Those are 2 major focuses right now. We also received a couple of grants, one of them is for our Promise Program. We received several million dollars, in an endowment from a family to provide education for a year for incoming freshmen. We are very excited about that. I could keep going on and on, but I wanted to share those 3 major things with you.

KDD: I should have included the celebration that is coming up on May 30th. A. Gillis: Yes, it is from 1-3 in the Gym over at Compton College. They promised they wouldn’t sit and talk to us for 2 hours and instead will let us have fun.

c. Chair, Curriculum – Janet Young

KDD: Dr. Janet Young is next and her minutes are available on the website. She has some updates for you. J. Young: I have some AB 705 updates. English prerequisite revisions were approved on February 26th at our last CCC meeting. Our Math prerequisite revisions will be approved on March 12th. We will be in full compliance by Fall 2019 as mandated. This was made possible by the indefatigable and yeoman efforts of the AB 705 Committee, Math and English faculty, Deans, Associate Deans, our Vice President, Curriculum Office, Admissions, Articulation Officer, Counselors, and ITS. There are probably others in this room who worked on AB 705, probably a research office or two, and we are very happy about that. We are having a College Curriculum Committee meeting next Tuesday in this room at 2:30. P. Marcoux: There was a question about how the software transition was going. J. Shankweiler: I am a little disappointed in Curriculog, they are taking too long. It is a little bit our fault because we kept making changes and making changes with the catalog. But now they have had some personnel changes, and we are just not connecting, so I need to call over there. J. Young: I did call last week.

d. VP Educational Policies –Darcie McClelland

KDD: Darcie is next and her minutes are also available on the website. D. McClelland: Ed Policies have been working very hard for 3 weeks. We have had 3 meetings on AP 5520, student discipline. We hope to finish it at our next meeting which is next Tuesday. Hopefully, we will see it at the next senate meeting for our first reading. This is a really important AP because it deals with student discipline. It protects us as faculty and it protects our students. You are going to see it is really long, but I encourage people to go through it and read through it before the meeting. Come with any comments or suggestions because it is important to have this in place. We hope that nothing ever happens with students, but we also know that inevitably things do. So please be on the lookout for that. KDD: Thank you, Darcie.

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

KDD: Stacey is up now and her minutes are in the packet on pages 15-16. They are also available on the senate website. S. Allen: Thank you, Kristie. The first announcement I have is tomorrow we are kicking off our Wellness Warrior Program for Spring. With Kimberly Jones, our Strength and Conditioning Coach. She is going to put together a series of “Talks” that will take place in this room the first and third Wednesday of the month. She is calling them *Lunch & Learn Wellness Wednesdays*. Our first talk tomorrow is *Old Brain vs. New Brain*. She guarantees we will learn the root cause of pain, stiffness, balance and vision problems and leave with simple drills to improve these conditions. Our next *Lunch & Learn* will be Wednesday, March 20 and our very own Yuko Kawasaki will be presenting on that day. I asked her if she might tell us very quickly what she will be talking about on March 20th. Y. Kawasaki: I will be addressing the very important issue of keeping your blood pressure under control. I will be going over things you can do dietary-wise and stress relief-wise. Everyone will leave having their blood pressure checked by one of our nursing students. S. Allen: I hope you can all check that out. Kim Jones is also going to be leading a set of sessions she is calling, very clever titles, *30 minute Thursdays, 30 minutes Rollout Recovery*. Those will take place in the Teaching and Learning Center (TLC) in the West Basement of the Library. We are working on logistics, with space and time. The first one is March 14th, then April 18th, May 9th and 23rd.

Then as Kristie mentioned, our minutes are in the packet. You can see on page 15, we did have our first *Informed & Inspired* last Thursday. It was very successful and Dr. Crystal Martin was our presenter. She talked about Universal Design for learning. She showed us a lot of great features in Canvas. It was really great. For our next meeting on March 28th, the FDC is partnering with senator Analu Josephides who is helping to coordinate this particular event. This will be getting to know our Native American and Pacific Islander student populations. I will bring more information to our next meeting.

One last thing, if you look at page 16, there is one item there we are working on this semester. We actually started working on it last semester. We are hoping to make more progress this semester. The sample ADA syllabus statement, that is sponsored by the Academic Senate. Right now we are working on the ADA statement, there is an academic integrity statement. So just review the document that is already in the packet. We are very busy in the FDC, you are welcome to join us. We meet next Tuesday at this time in the TLC.

f. VP Finance – Josh Troesh

KDD: The PBC minutes are on the website.

g. VP Academic Technology – Pete Marcoux

You can see the slide about the Technology Conference. We still have plenty of room. We have some great breakouts, it will be a great conference. If you are interested in attending, flex time is available. You need to sign up through Cornerstone.

A couple of other things. ITS has been working on giving Faculty and Students a Google account. So faculty and students now have a Google account associated with their El Camino email address. You will sign in through myaccounts.google.com. You use your same log in as El Camino. What is nice about it, is that it gives you unlimited storage in their Google drive. They also have something named Team Drives, where you can create folders and share with specific people. I find that Google is a little easier to use than Office 365 Teams, but I am biased towards that.

Definitely check it out. The students were just uploaded this week. We have 135 users in our database, that is why it has been so slow. There was a question about our students once they leave our institution, what happens? P. Marcoux: Google has thought of this situation. They go from elementary school with Google accounts to middle school to high school. They can move their materials through, but the school has to check a box somewhere in the admin account. So they will be able to transfer everything from their El Camino Google to another account. You can move things into another personal account. The downside is if you have a personal account, and you want to move it into your Google for Education account, it is really difficult. Like I have been using this free Google account and I am trying to get all my stuff into this new El Camino Google account, and it is hard. A. Ahmadpour: What is the conference about? P. Marcoux: We don't have an overall unifying theme. We have a lot of breakouts on Office 365, Canvas, using Chromebooks in the classroom, 508 compliance, and OER. C. Wells: How do we log in again? P. Marcoux: The Gmail account is locked out for this account. Your El Camino Outlook account is the default. You can't use Gmail with this account. They are still going to use Windows for email. The unlimited is just for files, documents, videos. We are a Microsoft campus and we are going to stay a Microsoft campus. All new students, their email is in the cloud. Students who have been here a while, faculty, staff, admin, they are slowly migrating. I haven't heard a date when that is going to happen.

S. Allen: Pete just reminded me of something I forgot in my report. For the Wellness Warrior events, you can earn flex credit, so I encourage you to register in Cornerstone. It is a win-win situation!

P. Marcoux: And actually, she just reminded me of something. They might be renaming the Wi-Fi in between Spring and Summer to "Warrior Wi-Fi" instead of ECC wireless. A lot of students get frustrated by confusion with the ECC Guest or ECC Staff WiFi options.

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

SLO assessments were due last Friday. I am waiting for a status report. As soon as I have that I will share it with you. It will be in the packet next time. If you haven't entered your assessment, please do. We keep getting better every semester.

A survey of faculty for accreditation and evaluating our SLO process is coming. We are looking for ideas and what is working good. That should be coming in the next couple of weeks.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I have three things I wanted to say. As a result of all our meetings for AB 705, we have figured out one thing. AB 705 kind of redefines Math competency, so we need to have a review of our AAs and define what we want Math competency to be, so it is consistent across the board. While we are looking at that, there are other areas that Lori Suekawa brought up. For example, the GE requirements are much different than what Title 5 requires, meaning more strenuous. I am working on a task force for that. It might change as we move from Math to GE in terms of who is on there. We have all those things to look at.

We are going to have a scheduling work group, an extension of the Enrollment Management Plan. We are looking at making our scheduling more efficient for students. This would include a variety of things. First, they need to be able to plan out for 2 years. As we implement new college software, that allows us to plan for 2 years. We have ECC Connect that has a degree planner. We can hopefully pull information from those degree planners into our scheduler so that we can figure out what courses students are going to need. The last part of that is looking at the blocks that we use, and what kind of grid do we use for scheduling? Is the grid for 3 units compatible with the grid for 4 units? I know the answer for that and we don't have a grid for 4 units or 5 units. Maybe we should develop one so that we have an organized grid for our students. So I am working on a task force for that. Kristie has already tapped a few people. I have volunteers, including Pete and Sara, and Dipte has volunteers from Counseling, and Admissions & Records. So we will be working on that for a while.

The last thing is accommodations for students. We are still having issues with that. The deans brought up that they are spending an exorbitant amount of time talking with parents and students in their offices. I want to have a quick handbook that we can say "here is what the law is, here is what we are allowed to talk about." Just a quick reference guide. I may

be working on that with Lillian. She sent out for some stuff that is pretty clear but it is aimed at K-12. But we can pull out what is important for us. Those are my 3 tasks for these semester, I may ask you to join me.

Ross Miyashiro – VP of Student Services

KDD: We will hear from Ross later.

E. UNFINISHED BUSINESS

Evaluation Procedures Committee: Revised Faculty Evaluation Forms: 2nd Reading – KDD (pgs. 17-52)

KDD: This is our second, second reading. The information is in your packet on pages 17-52. We are going to vote, so we need a motion. L. Kjeseth motioned, P. Marcoux, seconded. On page 17, you have a table of contents. I don't want to overwhelm you with information, I just want to give you options. Our proposed simplified forms with markup and comments appear first and run to page 32. Starting on page 33, it is without the markup. If you want to go back and look at our current evaluation forms, see pages 44-52. The yellow handout is the job descriptions. The committee made sure we were going back to that as our guide. Any questions about the resources before we get into this and discuss? Remember, the purpose according to article 20, section 5, the purpose of this committee is to change the report forms or make other appropriate changes with the approval of the Academic Senate. To clarify, we are not changing the procedures. We are looking at the report forms. The consultation process has been thorough and on-going. We have had 2 meetings with the Federation, we've had 2 meetings with the Council of Deans, the folks from IR and Planning came and advised us, and this is our third time looking at this in Senate. We wanted to give people plenty of time to review and consult. Our goal is to improve fairness and consistency. There is vague, subjective language in our current forms. The instructions are convoluted. I think a lot of times what we are evaluating is whether our evaluatee can make sense of the forms. And not whether they are an effective educator. We definitely need to shift our focus on what the evaluations are supposed to be evaluating. We also want to align the evaluations and reports with the job description. Our next step is to complete the consultation process with our 3rd reading. The next step will be to incorporate the revisions into online evaluation forms. I know the hard copy forms have already gone out in some of the divisions. The time frames have yet to be determined. Then keep in mind, our counselors, our librarians and our faculty coordinators, we have 2 or 3 on campus, and our online courses; these forms do not address those populations. We will get to that after we have some agreement on these forms. Then the other thing we wanted to do is, "How can we help evaluators, evaluates understand the process?" There will be some training that will be an outgrowth of this.

I am going to use the marked up copy. The first 2 charts on page 18, show you some of the proposed changes where we are streamlining and trying to get rid of duplication. We are not removing faculty as evaluators. This is a faculty/peer evaluation process, that is how it is designed. We are just trying to reduce the amount of redundancy. Page 19 is showing you the duplication. How can we make this more user friendly? On page 20, this is the form for evaluating. This is the form to evaluate tenured and temporary full time faculty. The people who use this form are other full time faculty and the Dean. The Dean may not answer all of these questions. The Dean may only answer starting at #10. It is at their discretion. See the change we added since the last meeting. The Federation had the very good suggestion to add a 4th check box. It says something like *Did not observe*. The suggestion is to change to language to *Unable to assess*. Then jump down to the bottom of the next page you will see what we are asking for is *Any unable to assess ratings must include comments to include the reason the evaluator was unable to assess this portion of the evaluation*. That is the change that has been made since our last senate meeting. It is the first change in all our readings. Fix the numbering, there was some wonky numbering. That is just typo stuff.

If you jump to page 24, this is a new form for part-time faculty. Everything else is the same, but we took out the questions related to flex credit because that is not relevant to our part timers. Look at question number 9, participates in the administration of SLO assessments by the published timeline. All our part timers are required to do is to participate in the administration. They do not need to assess, they do not need to report, they do not need to develop SLO's. We know that they are often doing that, that is where your narrative comes in. If you have someone who is exceeding what is required, I try to point that out in the evaluation. That is a way to recognize their efforts. This is aligned to what is in the contract. And we changed the numbering because it was wonky. This form is completed by a Dean, if they choose to complete a classroom observation. In many cases, a full time faculty member does this for our part time colleagues. I am on page 22. C. Wells: Assuming this passes, when will it go into effect? KDD: I was kind of vague about that. Some of

the hard copy forms have already gone out. I am hoping to implement them and get them online this semester. Then start to use them in the Fall.

The next form at the top is appendix J-3, for probationary faculty. All of these headings are new, because if you are an evaluator, it is hard to figure out which form you should be using. For this form, remember it is a committee, the Dean and 1 or 2 full time faculty who are actually doing the evaluation. All these questions are accessible, viewed, discussed, among the committee members. So that is the faculty member as well as the Dean. I know that different divisions handle this differently. Previously, you were filling out a whole different form and then having to retrofit it into this form. So we eliminated that whole different form, that is part of the streamlining, now you don't have to complete a different evaluation for probationary colleague then figure out which answer that goes under. You will just use this tool. We took out a step of the evaluation, the same questions, it just makes more sense. And there is the 4th tick box. Does that look better? Thank you Pete, that was a good suggestion.

J-4, our evaluation conference report. This looks like we made a lot of changes, but we were just eliminating those redundant forms. We are trying to use the same titles consistently. We should have been doing that all along. It looks like there are a lot of changes. We added the language that is highlighted in red. We are trying to clarify what is in the contract. We want to make sure we are following a process, because this goes in your file. This is a serious process. That form is completed by the Dean if it is probationary. If you are the sole evaluator as a full time faculty member, then you are the one who is doing the conference report.

Evaluation report. We have taken the preamble out, then we adjusted, streamlined and clarified. Any questions about the self-eval? We have also reorganized it. C. Striepe: The reports that reflect on SLO assessments; is this also for part-timers? KDD: SLO assessment reports should be discussed beyond the people who are actually doing the assessments. It is role of the departments to discuss and come up with improvements that are needed. J. Troesh: What is the mechanism for the part timers to get that information? If it fair for part timers? Most of them don't get any feedback. KDD: All the information is posted. J. Casper: They don't know how to access that. They don't hear that from their divisions. They need to reach out and ask questions. KDD: That is a training issue. That sounds like there is a gap in the information that we need to fill by providing more information. P. Marcoux: Remember, this is going to be electronic. We are getting away from paper. KDD: Question #1, previous report is available in the division office. We can add another one for that question. There is something about that. S. Bray: Is #5 a rephrasing? KDD: Yes, go back up to the preamble, #1. That question asks for literally 4 different pieces of information. See the strike through? Hopefully, it is more clear now.

A. Ahmadpour: I have a comment to make. Based on my experience, most of the questions are technical. I think we should add more weight to scholarly knowledge. There is only 1 question about knowledge. KDD: You are right, it is question number one. A. Ahmadpour: It is my observation that only the dean looks at technical issues. They should look at how effective a teacher is. KDD: Conferences are also addressed in professional development. If they regularly participate and only meet their flex obligation. Keep in mind that the contract doesn't specify, even if we only have 1 question about that, it doesn't mean that it doesn't carry a significant amount of weight. The contract doesn't say that you must have 4 out of 10 needs improvement to get an overall needs improvement. That is where your judgement comes in. We don't quantify these criteria. In our division, we try to use it as a professional growth opportunity.

We have one more form, Student Surveys. We have one for part timers that doesn't ask about office hours. W. Wilson: Does every division ask the same questions? KDD: Different divisions do add questions and it is up to their discretion to do so. P. Marcoux: We don't see those. C. Wells: Call for the question? KDD: All those in favor of the forms as presented with the changes suggested by senator Moore? All were in favor. (Troy Moore and Josh Casper abstained.) KDD: Thank you everybody. It does get better at every step. It reminds me of why we go through consultation.

F. NEW BUSINESS

No new business.

G. INFORMATION ITEMS –DISCUSSION

Quality Focus Essay Proposed Topics: Feedback – Jean Shankweiler (pg. 53)

KDD: We had an introduction last time, now we have feedback. And you have a handout at your table. You don't have to ignore the one in your packet, but it is outdated. Page 53 in the packet is from last time, but Jean has brought you an updated version. It is still a draft, it is evolving. J. Shankweiler: This is a little revised since you saw it the last time. We had a meeting of the standard chairs. We talked about the QFE Topics that have already been introduced. There was some discussion about they might all fall under a larger topic of integrated planning. You can have more than 1 topic in your QFE. You can have 1 topic that has several parts. If we decided to adopt a larger integrated plan, then we would incorporate the discussion about how funding affects us. The organization of campus structures. The assessment of DE delivery methods might be a good topic to put into our QFE. That would be planning or integrated planning. That was the feedback we have gotten since the last time I came to Senate. I will take this revised version to PBC, ASO, then back to Cabinet and College Council. I am happy to hear anybody's thoughts on these topics if you have different ideas. Amber, how many ideas did you have in yours? A. Gillis: We had 2, and it is funny you say that. Our first was planning and our second was distance education. Even though there might be one topic, there are many parts to it. J. Shankweiler: We want to tie it to our funding. A. Gillis: On our campus, our problem was that people didn't understand how things were linked to the annual plan. KDD: Can people percolate on this? Then they can get back to our chairs. J. Shankweiler: Thank you.

International Students: Proposal to Reorganize Coordination & Expand Recruiting – Ross Miyashiro

First announcement, the college has decided to extend the South Bay Promise into a second year. The requirements to qualify for the second year is the student must complete 24 units and have a GPA of 2.0 at the end of Spring term.

The second announcement is that last night, the Clippers reduced the Lakers' odds of making the playoffs to less than 1%. KDD: You are a brave man, Ross Miyashiro!

There are two programs for international students. The first one is the International Student Program. Most people are familiar with. The second one is the Language Academy. A lot of students come to the US on a Visa, study the English language, and they are exempt from the language requirement test that is required to get into credit courses.

This is the breakdown. We have a little over 500 International Students. We have a relatively small program. Our neighbor down the street has about 3,500 students. That shows you the contrast. Here is a breakdown of where students come from. Mostly from Asian countries, a few from Russia and Brazil; this is typical. At the bottom you can see the success and retention rates. International students have higher success rates and better retention rates than our regular students or they get sent home to their countries. You have to make academic progress to remain on an F1 Visa. Same with our Athletes and same with the Veterans. Our Language Academy is a smaller program. You can see the amount of students who transfer. Later in the slides, it is 95 % chance that a student in a language program will transfer to our regular credit program. Our International Student Program served over 619 students in Fall 2017. The staffing takes 3 full-time classified employees, 3 part-time temporary non-classified employees, and 3 student workers. The language academy is supposed to be an intensive immersive language program to get students up to speed. Its staffing is smaller; one manager, one part-time temporary non-classified, 7 non-faculty instructors. It is supposed to give a very low ratio of instruction to get people up to speed so they can handle credit courses. We have monthly events and workshops to help our international students acclimate. We have an international student club. Human Development has developed a class just for International students on a F1 Visa. This program has been the same for years and years. One of the ways we get students is word of mouth and family friends. That is the same for International students. That is how we get our students locally. This is my third community college, everyone does the same things. Overseas recruitment is a critical part of attracting students. Trips are expensive and they are a lot of work. Agents who live in other countries, help us by developing relationships. Agents get a lot of students. All the colleges around us, get a lot of students because of agents. They contact students and facilitate the process. There are private counselors overseas who speak the language. We pay our agents \$40,000. To grow the program to 1,000 students at a time of international decline, we have found most states in the US are declining in International students. California is growing 3.8%. Guess which states are growing in International students? Texas is growing, 80% of red states have decline in international students. 80% of blue states are increasing in international students. People want to live where they are welcomed. That is human nature. We pay agents \$500 per student. I propose that we increase it to \$1,500/student. Santa Monica spends about \$2,000/student. If an agent gets 5 or more students in that year, they get a bonus of \$2,500/student. We need to refocus our marketing strategies.

Our future strategies are going to change with our new Student Services building. Higher student engagement, more cultural events, closer relationship with the language program. Remember the \$40,000? Even if you spend \$80,000, you

could grow to 6 ½ - 7 million dollars. It is a good investment for the college. To grow, we will need a Director of International Students. Then we need to add an F1 processor. We need a full time recruiter. Why are we doing this? In times of limited class space, meaning people can't get classes, it takes 4-6 International students to fund a class. We will be funding more classes for our domestic students through international fees. Second, in times of low enrollment when we are at a 70-80% fill rate, instead of having empty seats, we will be filling them with international students. International students derive \$4200/student. That is the equivalent FTES. We need to make El Camino a great experience for our students. We are not just an extension of high school. Cultural experiences will be much more diverse. Thank you for your attention.

Applauding Warrior PRIDE: ECC's New Employee Recognition & Acknowledgement Program – Jane Miyashiro & Dr. Marlow Lemons

J. Miyashiro: Thanks for staying. We are here to talk about the new Employee Recognition Program. I wanted to explain why we are even doing this. In order for the college to fulfill the college's mission and make progress toward our vision, El Camino has developed several strategic initiatives through the collaborative consultation process. One of the strategic initiatives that was discussed was the concept of collaboration. With the objective of developing, promoting and implementing an employee recognition program. This program is something that the community here decided was needed across the campus. Before we could design or implement, the first thing that needed to happen was to assess the landscape. We wanted to see how recognition works. We sent out a survey that talked about recognition. The survey results came in and it showed that a lot of people liked the old applause card. A lot of people liked the card, but they didn't like the process. They liked the idea of a simple nomination process. In terms of things that needed to improve, the cards lacked clarity on how to nominate a person. Not everyone knew where to find those cards. It was unclear who was eligible to receive an applause card, and what qualified a person to receive a card. Some supervisors would hold onto the cards, some would drop them off on a person's desk. Everyone did it differently. With that in mind, 30 individuals responded that wanted to be a part of the design team. I had full-time, part-time, a grounds keeper, staff, police, Administrators, all wanting to be a part. In redesigning this program, it needs to change to an online format using Formstack. The form is accessible 24/7. Individuals who are eligible to receive a card are basically anyone who is on the payroll. The employee and their supervisor are both e-notified immediately, no delays. The employee has the choice as to whether they would like to be listed in the Presidents newsletter. Some people like to have private recognition from their supervisor, others want it more publically done. You have a choice now by filling out a separate form if you are nominated how you want to be recognized. The rationale for recognizing employees is going to be tied to the colleges Mission Statement. Which is making a positive difference in people's lives and recognizing people who exhibit our core values. If you want to check it out, you can go to the El Camino home page, in the search bar type in applause. The first link you get is to this homepage. The home page tells you eligibility, and a link to the form as well. In terms of the online form, you can use the QR code. Use your cell phone, turn on the camera, scan it, and it looks like this. If you run into problems, contact HR and we will help you. You do have to put in the supervisors name for the person you are nominating. Why do we have to do that? People were self-nominating with the old form. I am not joking. Second and more importantly why we require a supervisors name is for our facilities people. A lot of them don't have access to computers or not very often. If their supervisor gets a copy, they can print the certificate and present it. That goes for student workers as well. You can request to be anonymous to the person who is receiving your award. The supervisor gets to see who the nominators name is. Again, to eliminate the self-nomination problem.

In terms of Marketing, we have flyers that were developed. The President's Newsletter in March will have an announcement about the program. There will be periodic email notifications. There are links on the ECC homepage. They key to success for any program is the consultation process. M. Lemons: Several phases will take place. We are going to investigate what will work and what will not and how to make this better. We are going to work with Institutional Research. We are going to see how this program affects the campus climate. J. Miyashiro: We are going to survey the people who do receive an award. We want to find out from them how they felt receiving the award. Any questions or concerns? M. Lemons: Remember, anyone who receives a paycheck is eligible to be nominated for an award. Even student workers.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development, AP 5520 Student Discipline Procedures,
BP 1200 District Mission and Strategic Plan
Strategic Plan

Campus Police: Cleary Reporting
Senate Constitution & Bylaws
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

There was a student comment. Students want to recognize what goes on “behind the scenes,” especially for recycling we want to highlight what facilities does. Our main goal is awareness. This coming Earth Day, we want to launch a recycling project in buildings on campus. Sponsored by ICC, bins will be decorated for paper. A lot ends up being unsalvageable because of contaminants such as oil and glue. If we can separate it from the start, then we can have a higher presort of sustainability as an institution. Please help spread the word.

J. ADJOURN

The meeting adjourned at 2:02 pm
TG/ECC Spring 2019

Faculty Development Committee Meeting

Minutes for Tuesday, March 12, 2019

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
X	Briita Halonen	(BH)	Humanities
X	Amy Herrschaft	(AH)	Counseling
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

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

Fall 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27

Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28

Welcome: The committee was thrilled to welcome our guests from the SITE team, Rachel Ketai and Rose Ann Cerofeci.

Informed & Inspired (I & I), 1:00-1:50, TLC – Library West Basement

SA reported that Dr. Crystle Martin's presentation, Universal Design for Learning (UDL): Accessibility and Online Resources you can use NOW, on 2/28/19 was well-attended. The session covered a wide variety of resources that faculty can access in Canvas to achieve greater levels of accessibility and enhance student success. Some of the resources discussed included the Accessibility Checker, Cranium Café, Proctorio, NetTutor and Name Coach – which allows students to record how they'd like their name pronounced by their instructor.

The FDC is partnering with the MANA program to develop an I & I session on Native Hawaiian Pacific Islander students which will take place on March 28th.

Wellness Warriors

SA reported that the first Lunch & Learn: Wellness Wednesday session on 3/6/19 was a great success, despite limited marketing and pouring rain. Strength & Conditioning Coach Kim Jones presented Old Brain vs. New Brain, where participants learned the root cause of pain, stiffness, balance and vision problems and left with simple drills to improve these conditions.

Nursing Professor Yuko Kawasaki will host the next session on Wednesday, March 20th, 1:00-2:00, in the Distance Education Center which will focus on the importance of maintaining healthy blood pressure and blood sugar. All participants will have their blood pressure checked by ECC nursing students.

SA announced that Kim Jones will host the first Thirty Minute Thursdays: 30 Minute Roll Out and Recovery session this week. Sessions will take place from 1:15-1:45 in the TLC, Library West Basement on March 14, April 18, May 9 and May 23. Kim will provide foam rollers and a variety of therapeutic tools to instruct participants on proper rolling techniques.

BH verified that these wellness events are flex eligible and inquired if registration on Canvas was required. SA confirmed that flex credit is earned and that registration is strongly recommended.

Faculty Book Club (FBC)

PP reported that the FBC held their first meeting on 2/23/19 at 2:00 in the TLC which was well-attended. They are reading *Pushout: The Criminalization of Black Girls in Schools* by Monique W. Morris this semester. She noted that the FBC watched Morris's TED Talk during the first meeting, which she highly recommends. Three students were invited to speak to the group which generated meaningful dialogue. The students spoke about intersectionality, as well as their experiences on campus and in the classroom; they are likely to attend future meetings.

SITE Presentation

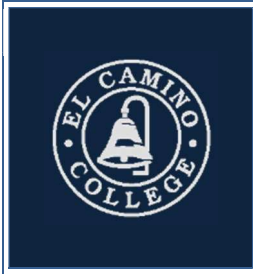
Rachel Ketai and Rose Ann Cerofeci attended the FDC meeting to share information about the newly formed Scholarly Inquiry for Teacher Excellence (SITE) program on campus. SITE is a professional learning initiative developed by English and math faculty to support educators through institutional transformations like AB705 and Guided Pathways (GP). Over the summer, SITE sponsored an intense six day conference on campus with over 40 math and English faculty in attendance. Faculty have now formed learning communities which foster strong relationships among faculty and encourage in-depth reading and collaborative learning – each faculty learning community (FLC) is focused on a particular theme, such as equity. SK commended SITE for the supportive, positive and healthy approach to institutional changes such as AB705 and GP. DM inquired about Compton's participation in SITE. Rachel referred him to Dalia Juarez, the AB 705 Coordinator at Compton, and Rose reiterated that the ECC SITE coordinators are happy to lend support to Compton faculty. SITE is looking to partner with the FDC as they expand their professional learning initiative beyond math and English faculty. Moving forward, Rachel and Rose will alternate attending FDC meetings to develop this partnership. SITE will host a "block party" on May 14th from noon to 3:00 which will include representatives who will share information from each of the faculty learning communities.

Sample ADA Syllabus Statement

Due to time constraints, the FDC was unable to discuss the sample ADA syllabus statement. The committee will review and discuss the following statement on March 26th:

Academic Accommodations for Students with Disabilities

Students who believe they may need accommodations in this class at any point in the semester are encouraged to contact the Special Resource Center (SRC) on campus. The sooner this is done, the more we can ensure such accommodations are implemented in a timely manner to best support academic success. In addition, please contact me before class, after class, or through email to discuss your specific needs. To contact the SRC, call (310) 660-3295 or visit: <http://www.elcamino.edu/student/studentservices/src/>



Distance Education Advisory Committee

Meeting Minutes for December 6th, 2018

Library, Room 102 1:30 – 2:30 PM

Meeting Materials:

- DEAC Minutes for 10-25-18
- Meeting Agenda

Present

Elana Azose (PD)
 Dustin Black (Chair; LLR/BSS)
 Kevin Degnan (Humanities)
 Laurie Houske (BSS)

Kurt Hull (BUS)
 Crystle Martin (Director, LLR)
 Mary McMillan (LLR)
 Gema Perez (LLR)

Welcome & Introductions

Dustin Black (DB) greeted the committee and recognized Rhea Lewitzki as a new DEAC member.

Minutes Approval

Minutes from DEAC meeting on 10-25-18 were briefly reviewed and approved.

Information, Inquiry, & Reports

DB alerted committee to a hold on non-academic Canvas Site creation, pending DE’s development of policy therein.

Kurt Hull (KH) inquired into the possibility of clarifying course descriptions in MyECC to better distinguish between hybrid and online courses, which further discussion established as a matter that is under the purview of each Division, as well as the VP of AA.

DB referenced recent calls / meetings with vendors and ECC ITS staff in providing a report on the status of ongoing Canvas / MyECC sync issues.

DB reported on results of DEAC consultation re: establishing a standard lead-time for regular semester/session Canvas Site creation, with consensus holding that a 1 month lead-time is optimal.

Recommendation Solicitation

DB solicited DEAC’s recommendations on potential SP19 PD Day workshops, with a request for direct email suggestions.

Closing Questions, Comments, & Adjournment

DB identified issues to be addressed in future Fall DEAC meetings, including ECC DE policy development and DE Addendum recommendations. No further questions or comments were put forward.

Meeting adjourned at 2:28 PM

DRAFT

Administrative Procedure 5520

DRAFT

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

- ~~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 in the El Camino Community College District.
- Student - Any person who has applied for admission or currently enrolled as a student in any program offered by the College District.
- 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.
- Complainant - A person who submits a charge alleging that a student has violated the College District's Student Code of Conduct.
- Accused Student - A student who has been accused of violating the Student Code of Conduct by a College District employee, student, or visitor.
- 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.

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Font: 11 pt, Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Font color: Red, Strikethrough

Formatted: Strikethrough

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

78. 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.

98. ~~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 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~~
2. Any member of the College community can initiate an accusation of an alleged violation.
3. ~~If 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. 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).

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Font color: Red, Strikethrough

Formatted: Font color: Red, Strikethrough

Formatted: Underline, Font color: Red

Formatted: Strikethrough

Formatted: Underline, Font color: Red, Not Strikethrough

Formatted: Font color: Red

Formatted: Strikethrough

Formatted: Font color: Red, Not Strikethrough

Formatted: Strikethrough

Formatted: Font color: Red

Commented [GT1]: Shall we include the weblink?

Formatted: Strikethrough

Formatted: Font color: Red

Formatted: Font color: Red

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Indent: Left: 0", Hanging: 0.19"

Formatted: Indent: Left: 0.44"

Formatted: Indent: Left: 0.44"

- c. The right of the student to meet with the Director of Student Development or designee.
- d. Reference to the Standards of Student Conduct outlining the process and rights of students.
- e. The nature of the sanctions being considered.

Formatted: Indent: Left: 0.44"

Formatted: Indent: Left: 0.44"

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 (105)~~ 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.

Formatted: Font color: Red

Formatted: Font color: Red

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 written list~~ summary of findings by the Director of Student Development or designee

Formatted: Font color: Red

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

Formatted: Indent: Left: 0.38", First line: 0"

~~b. Accept or deny responsibility~~

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

~~b. Accept or deny responsibility~~

~~d. 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. Notifications

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

i. the student meets with the Director of Student Development or designee or

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63" + Indent at: 1.13"

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.

Formatted: Indent: Left: 0.19", First line: 0"

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.

98. 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.

109. 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).

110. 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 circle group will determine next steps and/or sanctions for the student. The conference 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 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
3. Mitigating circumstances surrounding the violation
4. The student's motive or purpose for engaging in the behavior

Formatted: Line spacing: Multiple 1.15 li

5. Sanctions which have been imposed in similar cases in the past
6. The developmental and educational impact on the student

POSSIBLE SANCTIONS IMPOSED BY FACULTY MEMBERS

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:~~

Formatted: Body Text, Right: 0.07", Space Before: 3.3 pt

- 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~~ivision administrator may require ~~a meeting the student to meet~~ with the instructor and/or the ~~a~~Administrator. ~~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~~ivision administrator may issue a verbal or written warning for ~~first-time violators~~

Formatted: Font color: Red

Commented [WU2]: Move to top of section

~~e.) First-time violations may be reviewed and referred to the Director of Student Development for additional sanction considerations. Repeat or severe violations of aAcademic dDishonesty will be referred to the Director of Student Development to who mayconsider impose more severe sanctions such as dDisciplinary pP probation or sSuspension.~~

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 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 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 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

Formatted: Font color: Red

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.~~
- ~~b. The instructor may dismiss the student from the class or activity for the present class and/or following class session. Repeat from above.~~
- ~~c. The instructor or the Division administrator may require a meeting with the instructor and/or the Administrator; and/or Repeat.~~
- ~~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.~~

Formatted: Font color: Red

Formatted: Font color: Red

Formatted: Font color: Red

Formatted: Font color: Red

~~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.~~

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"

Formatted: Font color: Red

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

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.25"

~~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+)~~ 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.

~~5. 6.~~ Removal from Class/Facility/College District Entity - Any instructor or ~~D~~ivision 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 ~~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)

78. 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.

89. 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.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.19" + Indent at: 0.44"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0.44" + Indent at: 0.94"

Formatted: List Paragraph, Indent: Left: 0.94", First line: 0"

94. 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.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.19" + Indent at: 0.44"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0.44" + Indent at: 0.94"

Formatted: Indent: Left: 0.44", First line: 0"

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.

Commented [GT3]: Similar to Expulsion, we should consider a transcript notation for long-term suspension. See ASCA statement. Greg

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:

Formatted: Font color: Red, Strikethrough

Formatted: Not Strikethrough

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~~
- 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

Formatted: Strikethrough

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.

Commented [GT4]: Similar to Expulsion, we should consider a transcript notation for long-term suspension. See ASCA statement. Greg

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 or designee, Vice President of ~~Student and Community Advancement- Student Services~~ or designee, Superintendent/President or designee, and El Camino College Campus Police Department.

Commented [GT5]: Replace all references to VP SCA with VPSS

~~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;

Formatted: Highlight

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

1. ~~he or she~~The Vice President of Student Services shall deliver a written recommendation for the student's expulsion to the Superintendent/President.

Formatted: List Paragraph, Bulleted + Level: 2 + Aligned at: 0.75" + Indent at: 1"

o 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.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

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.

- o ~~The statement of charges shall include~~ 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.

Formatted: List Paragraph, Bulleted + Level: 2 + Aligned at: 0.75" + Indent at: 1"

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, 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 the Board of Trustees' meeting.~~

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Commented [MD6]: Changed to say written notice and email because per CCLC template we are legally required to provide written notice and email is not one of the methods included in written notice.

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.~~

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: List Paragraph, Indent: Left: 0.75"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

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

Formatted: List Paragraph, Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

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.

Formatted: Highlight

- o ~~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.~~

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

~~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~~ 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 than 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 ~~on~~ 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.

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.

Formatted: List Paragraph, Indent: First line: 0"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.13" + Indent at: 0.38"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.13" + Indent at: 0.38"

Formatted: List Paragraph, Indent: Left: 0", First line: 0"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.13" + Indent at: 0.38"

Formatted: List Paragraph, Indent: First line: 0"

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.13" + Indent at: 0.38"

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 [R17]: 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, 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~~ they are not open to the public.

Formatted: Highlight

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??~~

Formatted: Font color: Red

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.~~

Formatted: Indent: Left: 0"

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.

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

~~kj.~~ 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.

~~lk.~~ 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.

~~l.~~ 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 [SJ8]: Indent

~~m.~~ 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.~~ 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.~~ ~~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.~~ 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 violating~~ the Standards of Student Co~~nduct~~. ~~The panel's decision will be determined through majority vote.~~ The Panel will then determine what sanctions ~~they deem~~ appropriate ~~for such violations~~.

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

file.

†g. 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 refuses 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,~~ 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. 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 [DD9]: Seems that this should be qualified. For instance, if the case is a sexual assault case and the plaintiff 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.

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 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 [WU10]: Language about hearing panel outcome to complainant is already in here.

Commented [WU11]: Define FERPA and spell it out 9/28/18 ASO P/A

67. 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 Administrative Procedure 3410XXXX.

Formatted: Line spacing: Multiple 1.15 li

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](#)

Formatted: Font color: Red

Ed Policies: 11/13/18, 11/26/18, 2/26/19, 3/6/19

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 [**number**] 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

The El Camino College Mission, Vision, and & Values, ~~and Strategic Initiatives~~

Mission Statement

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

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

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

- People – We ~~strive to balance the needs of~~ inspire our diverse students, employees, and community with purpose, passion, and pride.
- Respect – We work in a spirit of civility, cooperation, and collaboration.
- Integrity – We act ethically and honestly toward our students, colleagues, and community.
- Diversity – We ~~recognize and appreciate~~ embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
- Excellence – We ~~aspire to~~ deliver quality, innovation, and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and objectives that support actions for institutional improvement as part of a long-range strategic plan. A set of student achievement measures informs progress on the plan.

The College evaluates the mission, vision, and values, and revises them on a regular basis.

Institutional Effectiveness Outcomes

~~Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.~~

~~The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College.~~

- ~~1. Student Readiness Rate~~
- ~~2. Successful Course Completion Rate~~
- ~~3. Remedial English Completion Rate~~
- ~~4. Remedial Math Completion Rate~~
- ~~5. Three Term Persistence Rate~~
- ~~6. 30 Units Achievement Rate~~
- ~~7. Completion Rate~~
- ~~8. Transfer Rate~~
- ~~9. Degrees and Certificates awarded~~
- ~~10. Number of Transfers~~

~~Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.~~

Strategic Initiatives

~~In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).~~

A STUDENT LEARNING

~~Support student learning using a variety of effective instructional methods, educational technologies, and college resources.~~

~~Objectives:~~

- ~~1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.~~
- ~~2. Incorporate instructional approaches that are positively associated with student success and persistence.~~
- ~~3. Provide specific and relevant technology training to support integration of technology with instruction.~~
- ~~4. Provide equipment needed to support faculty use of technology.~~

- ~~5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.~~

~~B – STUDENT SUCCESS & SUPPORT~~

~~Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.~~

~~Objectives:~~

- ~~1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).~~
- ~~2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.~~
- ~~3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.~~

~~C – COLLABORATION~~

~~Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.~~

~~Objectives:~~

- ~~1. Develop, promote, and implement an employee recognition plan.~~
- ~~2. Conduct annual review of the *Making Decisions at El Camino College* document, which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.~~
- ~~3. Strengthen collaboration among programs across disciplines and College areas.~~
- ~~4. Improve publication of the broad input on College processes.~~
- ~~5. Add this initiative to the purpose statement of each collegial consultation committee.~~

~~D – COMMUNITY RESPONSIVENESS~~

~~Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.~~

~~Objectives:~~

- ~~1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.~~
- ~~2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.~~
- ~~3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.~~

~~E – INSTITUTIONAL EFFECTIVENESS~~

~~Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.~~

~~Objectives:~~

- ~~1. Develop an integrated program review and planning tool.~~
- ~~2. Establish benchmarks and aspirational goals for student achievement.~~
- ~~3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.~~
- ~~4. Strengthen collaboration between programs serving students.~~
- ~~5. Maintain fiscal stability.~~
- ~~6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.~~

~~F – MODERNIZATION~~

~~Modernize infrastructure and technological resources to facilitate a positive learning and working environment.~~

~~Objectives:~~

- ~~1. Implement the Technology Plan to meet the developing information technological needs of the campus.~~
- ~~2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.~~
- ~~3. Implement safety cameras and other technological aspects of campus safety plan.~~

Board Policy 1200
District Mission and Strategic Plan 2015-2020
The El Camino College Mission, Vision, Values, and Strategic Initiatives

Page 5

El Camino College

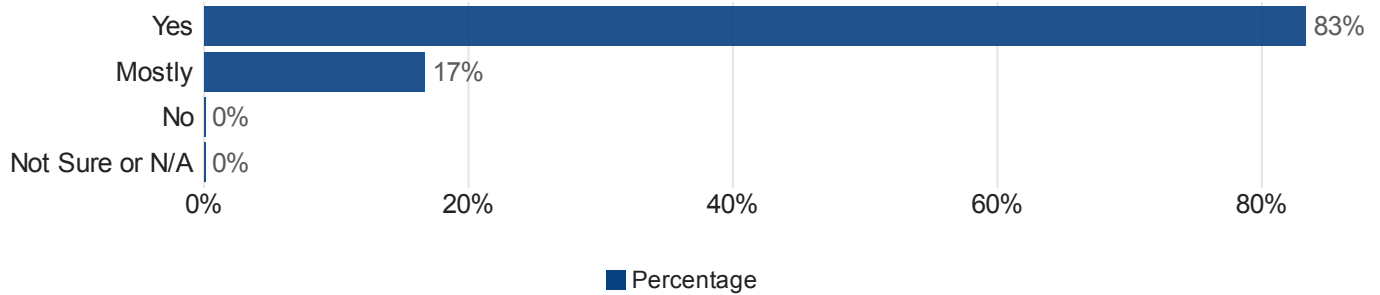
Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/2014, pending 2018 date

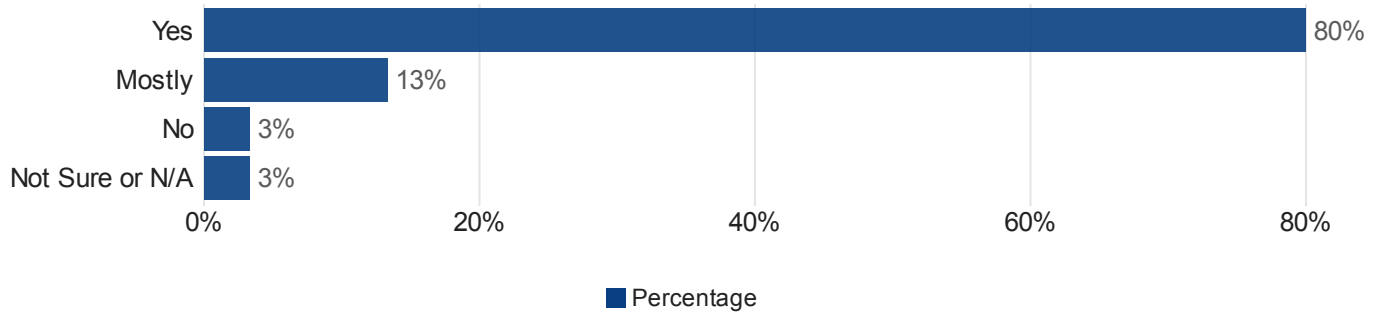
El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

1) I have the opportunity to...

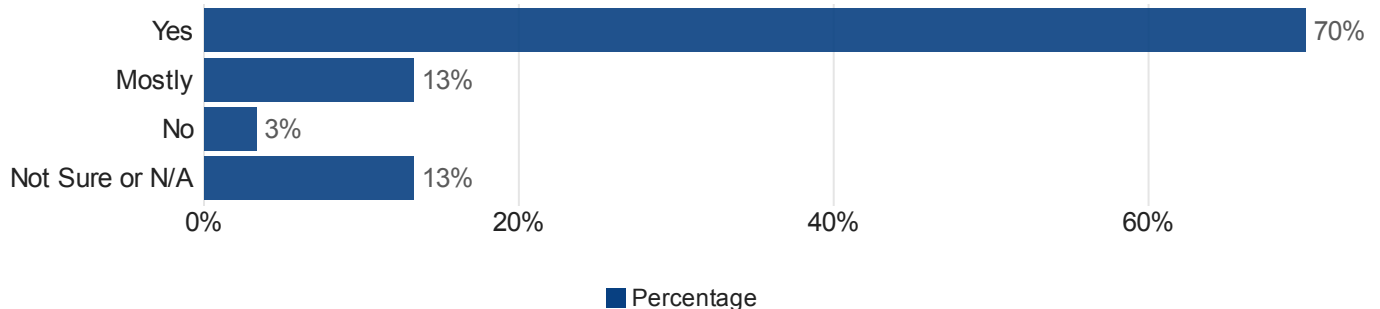
a. Participate in a process to review the committee's purpose. (Senate Orientation at 9/4/18 meeting; Academic Senate Handbook)



b. Review the Making Decisions at El Camino College document during a committee meeting. (Senate Orientation at 9/4/18 meeting; Academic Senate Handbook)

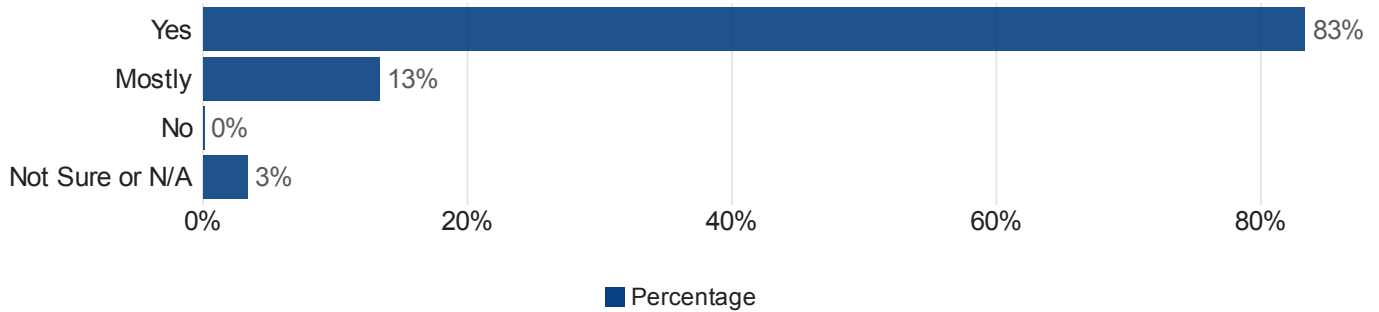


c. Participate in goal-setting for the committee. (9/4/18 and 9/18/18 meetings)



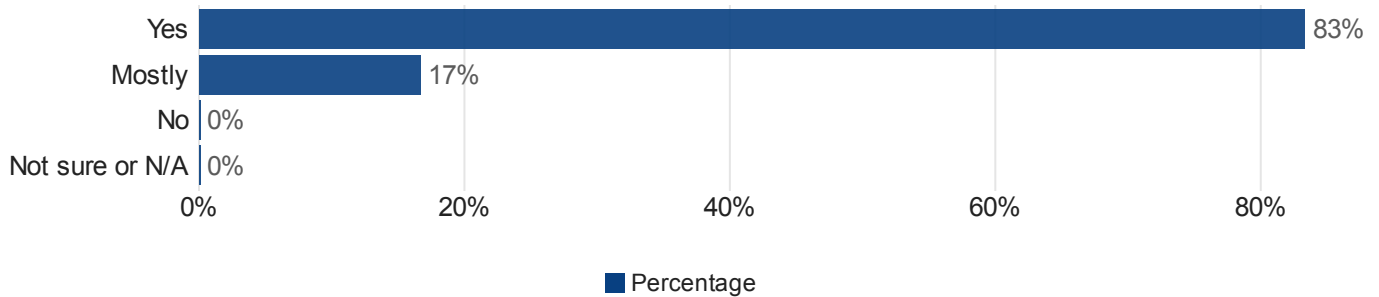
El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

d. Review progress on the committee's annual goals. (9/4/18 & 9/18/18 meeting)

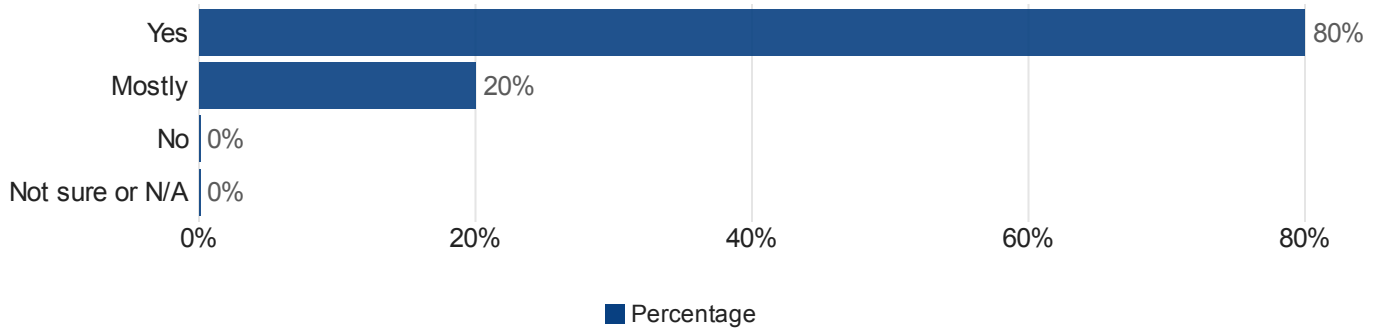


2) Overall, I

a. Have a good understanding of committee's purpose and responsibilities. (Senate Orientation at 9/4/18 meeting; Academic Senate Handbook)

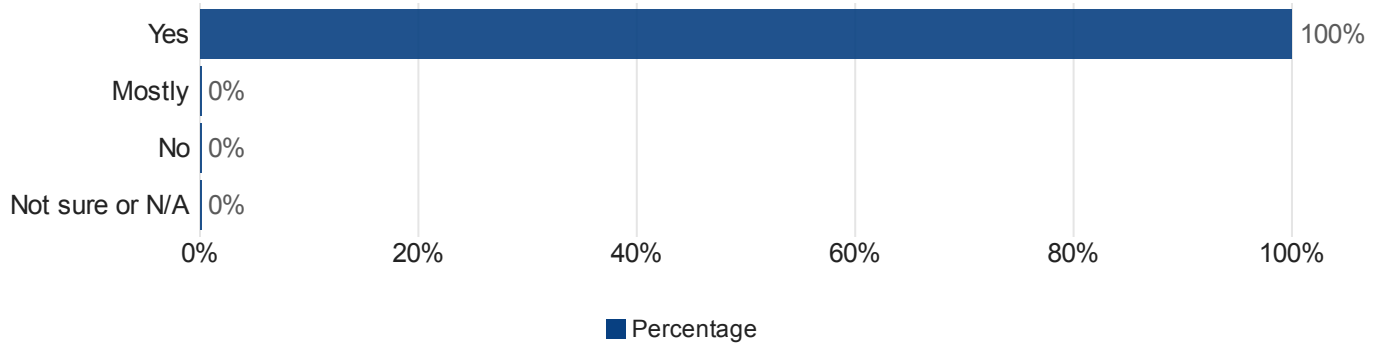


b. Have a good understanding of my role on the committee. (Senate Orientation at 9/4/18 meeting; Academic Senate Handbook)

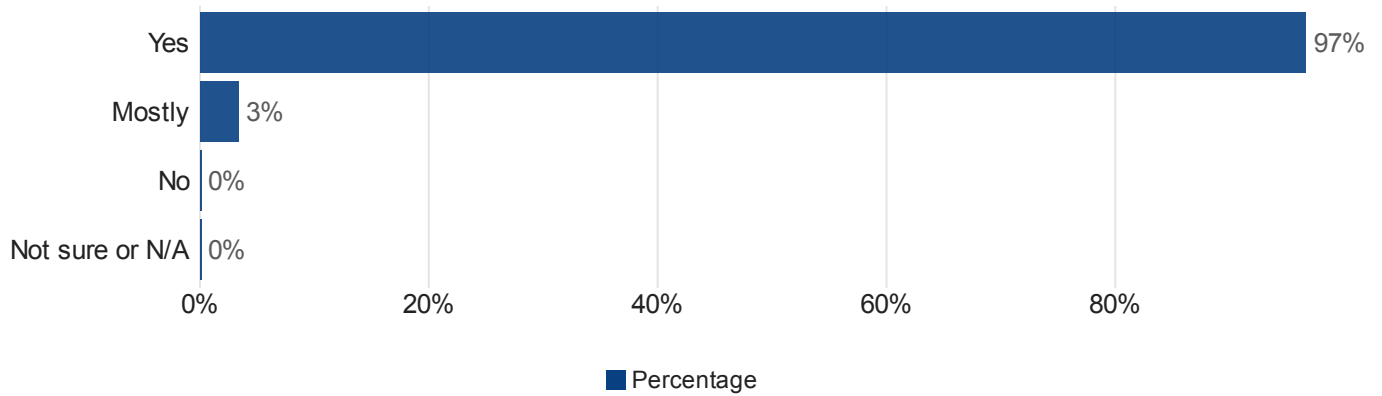


El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

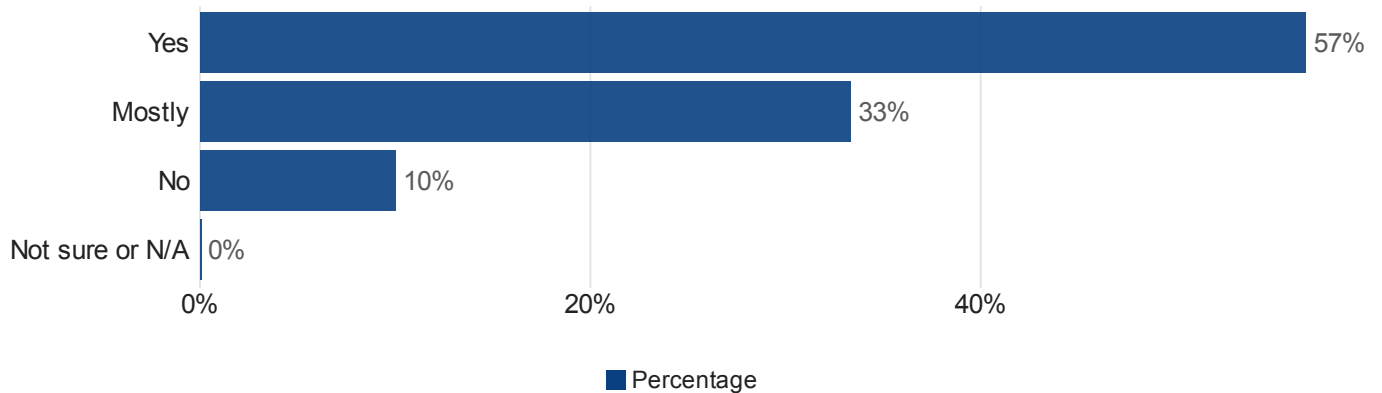
c. Received a copy of meeting agendas sufficiently in advance to review (and consult, where applicable).



d. Received supporting materials in advance to review (and consult, where applicable).

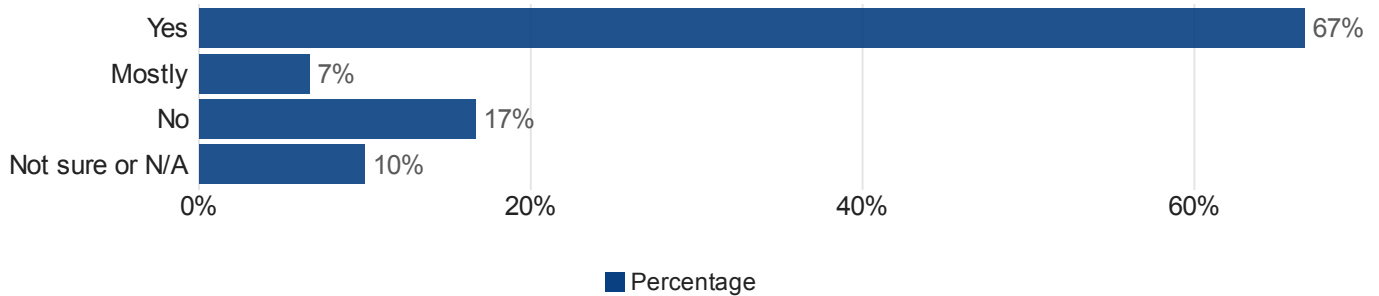


e. Have a regular practice of communicating with constituents whom I represent.



El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

f. Received an orientation to this committee when I began my term of membership (e.g., meeting or correspondence with committee chair or other member). (Senate Orientation at 9/4/18 meeting)



Comments on effectiveness of committee's functioning.

very well organized

(1) educating new members on how to place items on the agenda. (2) Do we have time limits on speaking at meetings, if so we need to enforce this rule, so everyone has a chance to speak and that the item being spoken about is what's addressed. (3) what is the authority of administration while faculty are in senate meetings and wanting to speak and have the president address comments versus administration? Thank you!

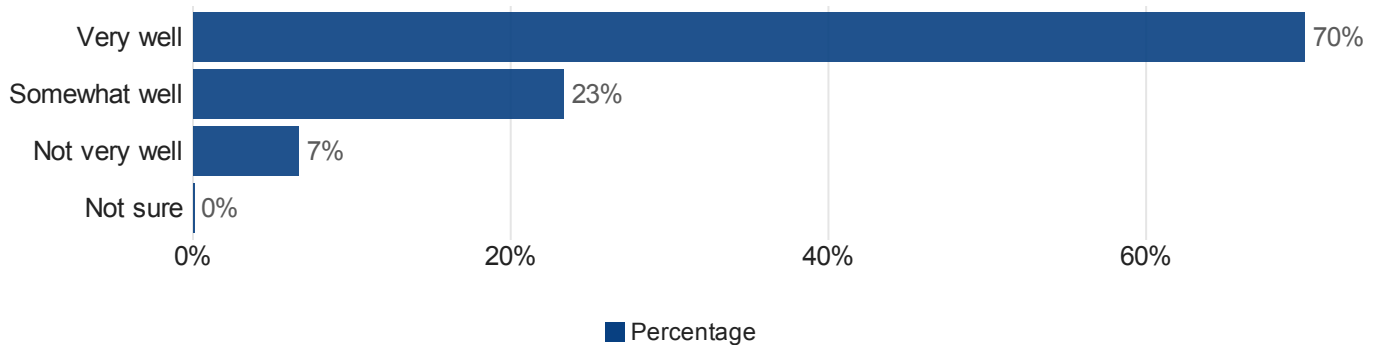
My participation in Academic Senate meetings have allowed me to strengthen my leadership skills, meet new and tenured faculty and become familiar with how the campus operates. I am honored to be apart of the core of the campus. Kristie Daniel-DiGregorio is an awesome role model and leader. Kudos to all of the other committee leaders for their commitment and all of their hard work.

The Committee is very efficient and responsive.

El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

I'll provide representative, specific examples in parentheses. The amount of time we waste in Senate is astounding to me. Informational presentations are generally live action commercials for programs or objectives for which no clear context is given (SENSE survey results with zero analysis, repeated discussion of AB705 changes with no conclusions/solutions). Officer and ex officio reports are literally members trying to summarize their meeting's minutes, usually without context (how BP 1200 was truncated without any explanation of the benefit, how Ed. Policies decided to copy/paste ADA into 4055, the number of times I've heard a VP or PBC member take ten minutes to say they have no idea how the new funding formula will work). The Senate's agenda largely seems to be determined by administrative priorities, and we rarely address critical issues that meaningfully impact faculty (AP5500 was amended largely to enumerate, often redundantly, the many ways in which one could break rules by smoking or using drugs to cover district federal liability. This is an admin job that should only proceed through the Senate for consultation. This is not a good use of Ed. Policies time). Every single vote is pro forma. The lack of engagement/preparation by senators is demoralizing. You could pass a policy mandating ritual sacrifice in the current body and few would notice. I know this will come off as harsh or sassy, but it is often a struggle for me to find meaning in the body in the way that it currently operates. I won't speak for others, but I know that my only interaction with the senate's agenda comes from pushing hard on a point by email for weeks, at which point I might expect it to hit the floor 6 months later, after many wasted hours of infomercials, and achieve none of what I'd originally proposed. I think the Senate is a useful body, and I hope that my criticisms are taken as intended: bluntly and constructively.

4. To what degree is this committee fulfilling its purpose:



5. Comments on the committee purpose.

I am SO grateful for the many, many faculty who serve the college by participating in the Senate. Our officers, faculty serving as representatives to college committees, and my fellow senators invest so much time and energy and thought in making sure that the Senate is an effective forum for the exchange of ideas and decision-making. As a member of the senate, I am very well-informed about our college and the direction we are moving. This is because of the strong communication and consultation.

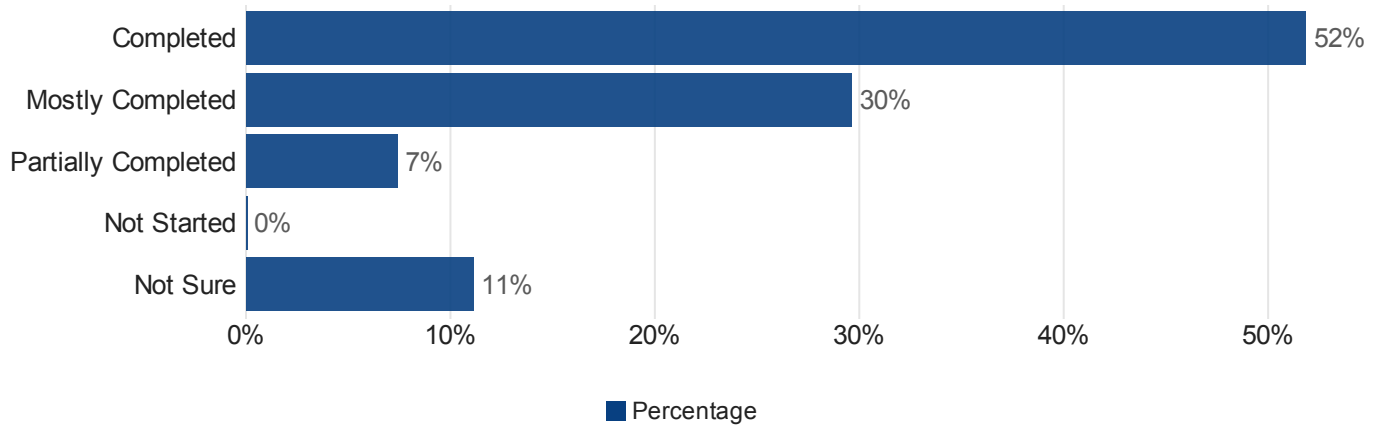
El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

We continue to simply roll over and accept the CCLC templates for Board Policies. The CCLC is not a regulatory body. In my opinion, we have allowed the CCLC and the administration to define what is a 10+1 issue and what is not to a far greater extent than is reasonable.

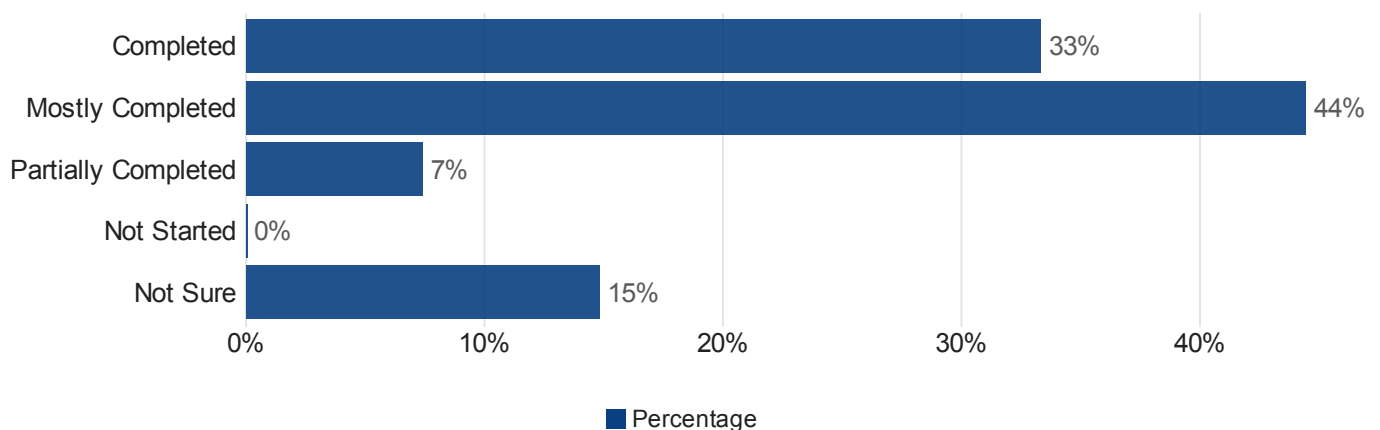
We are a rubber stamp/labor force that assists administrators in achieving their legally mandated or preferred policy needs. We could do so much better.

How well did this committee accomplish the following in 2017-18:

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

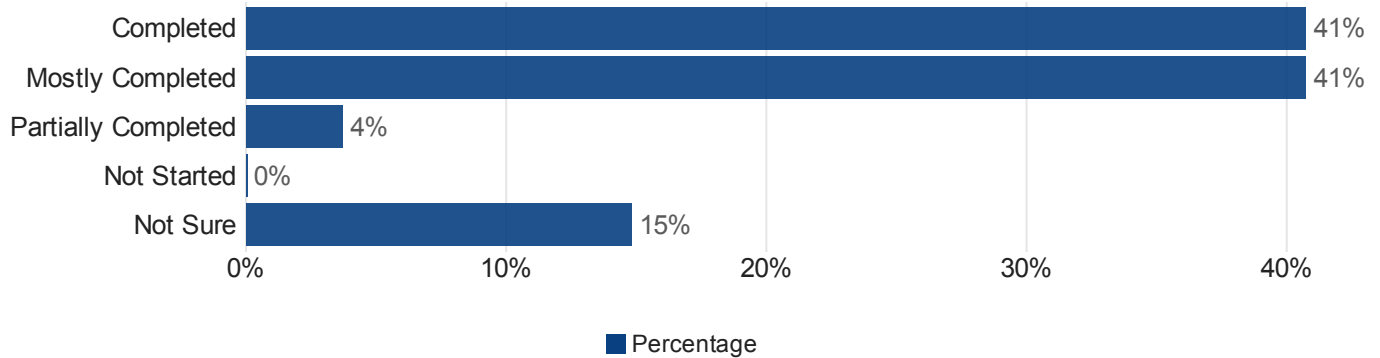


7. Goal B: Strengthen faculty involvement in the activities of Academic Senate.



El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

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



9. Comments on committee goals.

N/A

N/A

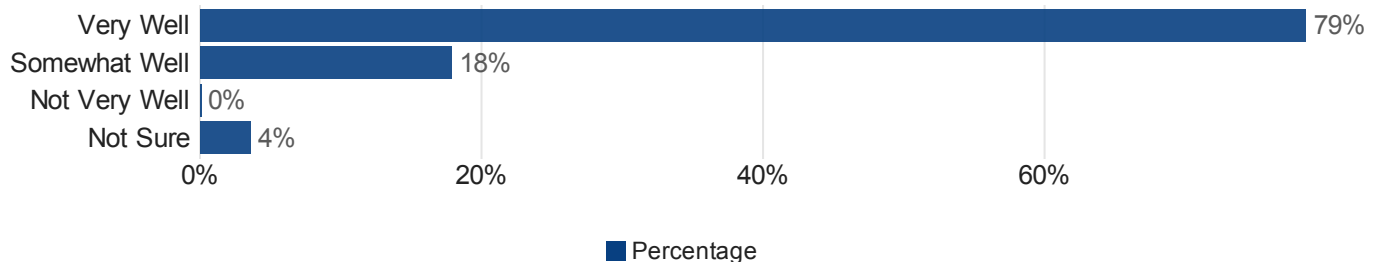
7. I think that more meetings need to be held in other departments which will help more faculty to get involved. 8. we will be more effective with the educational success goals of the institution as we become more successful in closing the equity gap.

N/A

I can't speak to the overall success of any of these goals because comprehensive data, to my knowledge, has not been made available to me.

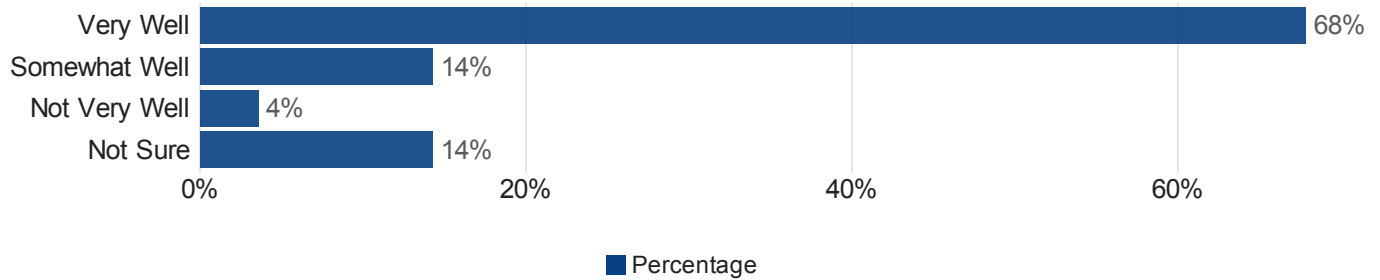
10. To what degree does this committee fulfill the following?

a. This committee's purpose statement incorporates the spirit of Strategic Initiative C.

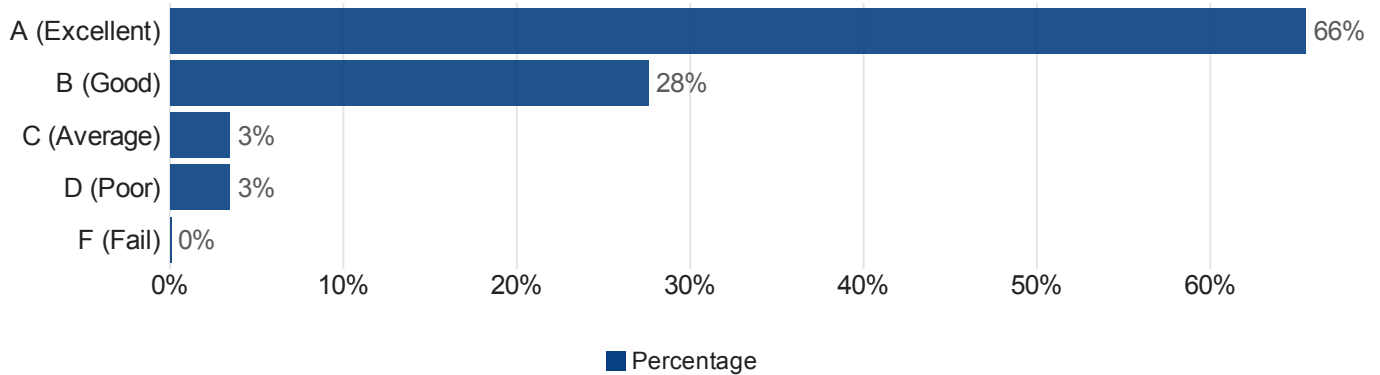


El Camino College Academic Senate Evaluation - Fall 2018 (n=32)

b. This committee actualizes Strategic Initiative C.



12. In terms of how well it 1) fulfill its purpose, 2) functions effectively, and 3) works actively toward its goals, what grade would you assign this committee?



11. Comments on committee fulfilling Strategic Initiative C.

The senate plays a key role in ensuring that we have a strong consultation process on our campus.

I would characterize our process as comfortable and friendly. Is it effective? That depends on your point of view. I remain less than a fan of your decision-making procedures at ECC, since there still appears to be no consequences for the administration by-passing the procedure.

n/a

I'm new to senate and really feel like I don't have a true understanding of the degree to which this is happening. From the few meetings I've attended, it appears that this is happening, but I didn't feel confident that I could really speak to this with any real insight or wisdom

El Camino College Academic Senate 2018-2019 Goals: Progress Report

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 and Progress:

1. Provide leadership for the college on issues related to Senate purview;
 - i. *Educational Policies Committee supports college's goal to establish and update legally required BP/APs including Ethics; reviewed BP/APs in response to faculty concerns re: student discipline and professional development.*
 - ii. *Assessment of Learning Committee reports improved quality of assessments and evidence these are being used to improve teaching and student learning; surveying faculty to evaluate and improve processes.*
 - iii. *College Curriculum Committee is overseeing Acalog and Curriculog development and implementation; supporting AB 705 compliance; completed curriculum certification process; revising certificates requirements to align with state mandates; reviewed 260 proposals and articulation agreements in Fall 2018.*
 - iv. *Distance Education Advisory Committee shifted oversight and implementation of training from Professional Development and Learning to Distance Education; overseeing college's participation in statewide Online Education Consortium.*
 - v. *Senate President co-chairs faculty position prioritization process; co-chaired Program Evaluation Task Force which received board approval to discontinue Horticulture program.*
 - vi. *Senate consults on college planning documents and instruments (e.g., Quality Focus Essay, International Student Program, Strategic Planning, SENSE, Measuring College Outcomes, Guided Pathways Assessment).*
2. Arrange faculty representation on local and statewide senates and on campus committees;
 - i. *Senate represented on hiring, collegial consultation, and campus committees; 11 senator vacancies filled including 6 new senators and 5 elected to another term.*
3. Provide faculty leadership for the effective utilization of academic technology at the college;
 - i. *Academic Technology Committee reviewing committee's mission; overseeing task force for becoming a "bring your own device" campus; advising college on strategies given reduced funding; revived Spring Technology Campus.*
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
 - i. *Faculty Development Committee implemented new flex credit matrix and policies and supported implementation of new flex reporting system to start Spring 2019; FDC developing appeal process for flex submissions.*
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;
 - i. *Evaluation forms were revised to improve fairness and consistency, support professional growth and learning, and enhance usability; collegial consultation*

completed and Academic Senate approved revised forms; shift to online forms in progress.

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.
 - i. *Presentations at Senate by ECCFT president and executive director in Fall 2018; Senate and ECCFT collaborate on Evaluation Procedures Task Force; ECCFT president is member of Ed Policies; Presidents of Senate and Federation collaborate regularly (e.g., through College Council, BOT, on committee appointments).*

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

Measures and Progress:

1. Arrange a Senate orientation at the start of the academic year;
 - i. *Interactive orientation provided at first meeting including Senate purview, shared governance, senator expectations, ed policies processes, college mission, overview of meeting packets;*
 - ii. *Handbook updated, distributed to all senators, posted to Senate website;*
 - iii. *Progress report provided on previous year's goals and new goals adopted; all are published in packet and on Senate website.*
 - iv. *Senators receive overview of packet contents to encourage consultation with constituents and prepare for meetings; at meetings and in meeting notes provide background and context for issues considered by Senate;*
 - v. *Ongoing "orientation" provide through deans' introductions at Senate meetings and informational presentations.*
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;
 - i. *The following faculty appointed to statewide positions:*
 - *Guided Pathways Liaisons: Janice Pon-Ishikawa & Jenny Simon*
 - *Legislative Liaison: Chris Wells*
 - *Non-Credit Liaison: Matt Kline*
 - *OER Liaison: Mary McMillan*
 - *Julia Land, Basic Needs Advisory Group, ASCCC*
 - *Darcie McClelland, Resolutions Committee, ASCCC*
4. Continue initiatives to recognize faculty who achieve tenure.
 - i. *In collaboration with ECC President and VPAA, continued annual tenure reception; faculty achieving rank were recognized with certificates and letter of congratulations (as well as recognition by VPAA on faculty listserv).*

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 and Progress:

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.
 - i. *In collaboration with Outreach and School Relations, Senate supported efforts to distribute 1300 "Ask Me" buttons; new Spanish-language buttons implemented in Fall 2018; program will receive funding to support institutionalization starting Fall 2018.*
 - ii. *In collaboration with Counseling, Senate provided student resources to faculty related to petitions to graduate, new appointment system, and majors drop-in hours; resources for First-Gen and undocumented students; academic and support services.*

Goals approved by ECC Academic Senate 9.18.18; progress as of 3.14.19