Agenda & Table of Contents: Tuesday, May 18, 2021 via Zoom

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

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

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

Academic Senate of El Camino College 2020-2021

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

Zoom information for Academic Senate Meeting 5/18/2021

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

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

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

Meeting ID: 960 6675 9172

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

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, May 18. In the subject line, please put Academic Senate Meeting 5/18 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.

Academic Senate of El Camino College 2020-2021

May 18, 2021

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

Officers & Executive Committee

President	**Darcie McClelland**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Kevin Degnan**
VP Ed. Policies/Pres-Elect	**Claudia Striepe**	Curriculum Chair	**Janet Young**
VP Faculty Development	**Stacey Allen**	Secretary	**Rocio Diaz**
VP Equity, Diversity, and Inclusion	**Analu Josephides**	Parliamentarian	**Pete Marcoux**

Part-Time (One-year terms)

Jack Spencer

Ed Muo

Behavioral & Social Sciences

Stacey Allen	22/23
Ali Ahmadpour	22/23
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	21/22
Philip Lau*ᴿ	21/22
Josh Troesh	21/22

Counseling

Seranda Bray	20/21
Anna Brochet*ᴿ	21/22
Rocio Diaz	22/23

Library Learning Resources

Analu Josephides	21/22
Mary McMillan	21/22
Claudia Striepe*ᴿ	21/22

Fine Arts

Jonathan Bryant	21/22
Joe Hardesty	20/21
Russell McMillin*ᴿ	21/22
Joanna Nachef	21/22
Darilyn Rowan	21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar	22/21
Ryan Anthony	22/23
Nate Fernley	21/22
Tiffanie Lau	20/21
Colleen McFaul	20/21

Humanities

Sean Donnell	21/22
Brent Isaacs	21/22
Elayne Kelley	21/22
Pete Marcoux*	21/22
Anna Mavromati	21/22

Industry & Technology

Charlene Brewer-Smithᴿ	21/22
Ross Durand*	21/22
Dylan Meekᴿ	21/22
Renee Newell	21/22
Jack Selph	21/22

Mathematical Sciences

Susana Acuna-Acosta	22/23
Diaa Eldanaf	22/23
Robert Eleuteri	22/23
Le Gui	20/21
Ronald Martinez	21/22

Natural Sciences

Shimonee Kadakia	21/22
Darcie McClelland	22/23
Mia Dobbs	21/22
Shanna Potter*ᴿ	22/23
Jwan Amin	22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Dalyan Johnston

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino	ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 20/21 = 2020/2021.
 *Denotes longest-serving division senator (i.e., the "senior senator"). ᴿ Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2020: September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).
SPRING 2021: February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Claudia Striepe. 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: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. 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: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.
Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

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

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
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 Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct
☒ Chinedu (Ed) Muo
☒ Jack Spencer

Behavioral & Social Sciences
☒ Ali Ahmadpour
☒ Stacey Allen
☒ Kristie Daniel Di-Gregorio
☒ Renee Galbavy
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Joshua Escalante Troesh

Counseling
☒ Anna Brochet
☒ Rocio Diaz
☒ Seranda Sylvers

Fine Arts
☒ Jonathan Bryant
☐ Joe Hardesty
☒ Russell McMillin
☒ Joanna Nachef
☒ Darilyn Rowan

Health Sciences & Athletics
☐ Andrew Alvillar
☐ Ryan Anthony
☒ Nate Fernley
☒ Tiffanie Lau
☒ Colleen McFaul

Humanities
☒ Kevin Degnan
☒ Sean Donnell
☒ Brent Isaacs
☒ Elayne Kelley
☒ Pete Marcoux

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

Library and Learning Resources
☒ Analu Kameeiamoku Josephides
☒ Mary McMillan
☒ Claudia Striepe

Mathematical Sciences
☒ Susana Acosta-Acuna
☒ Diaa Eldanaf
☒ Robert Eleuteri
☐ Le Gui
☒ Ronald Martinez

Natural Sciences
☒ Mia Dobbs
☒ Shimonee Kadakia
☒ Darcie McClelland
☒ Shanna Potter
☒ Jwan Amin

Associated Students Organization
☒ Dalyan Johnston

Curriculum Chair
☒ Janet Young

Academic Affairs
☒ Jean Shankweiler

Student Services
☒ Ross Miyashiro

President/Superintendent
☐ Dena Maloney

ECC Federation
☒ Kelsey Iino
☒ Jessica Padilla

Institutional Research
☐ Joshua Rosales

Dean's Reps/Guests/Other Officers:
☒ Faith Adams
☒ Sharona Atkins
☒ Loic Audusseau
☒ Jeff Baumunk
☒ David Brown
☒ Stephanie Burnham
☒ Kim Cameron
☒ Jennifer Cantu
☒ Linda Cooks

☒ Greg Fry
☒ Meg Granich
☒ Edith Gutierrez
☒ Christopher Hurd, SEA
☒ Shiny Johnson
☐ Lillian Justice
☒ Coleen Maldonado
☒ Gary Medina
☒ Marci (Myers) Mojica
☒ Veronica Palafox
☒ Janice Pon-Ishikawa
☒ Karen Preciado
☒ Abigail Puentes
☒ Idania Reyes

☒ Linabel Sajo
☒ Russell Serr
☒ Greg Toya
☒ Mayra Thrush
☒ Viviana Unda
☒ R. Chris Wells
☒ Moses Wolfenstein, LLR – ODE
☒ Erika Yates
☒ Tony Roland Zapata

Excused: L. Gui, J. Hardesty

ACADEMIC SENATE MINUTES

May 4, 2021

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 Darcie McClelland called the sixth Academic Senate meeting of the Spring 2021 semester to order on Tuesday, May 4th at 12:31pm.

B. APPROVAL OF MINUTES (p. 6-14)

D. McClelland: See pgs. 6-14 of the packet for minutes from April 20th meeting. Motioned by S. Donnell, seconded by C. Brewer-Smith.

- Comments or questions? None.
- Reminder that if you are here and do not vote no or abstain, we will assume your vote is a yes.
- 41 yes, 0 nos, 0 abstentions. APPROVED.

Quick Reminder:

- We will hold everyone to time and 10+1 purview-getting close to end of the year and have a lot to cover.

R. Diaz: Today's student rep is Jennifer Cantu.

J. Cantu: I have been here since 2019, started college then because of several tragedies. I'm proud to be working on my Associate's Degree. A lot of staff have been supportive of me as I've gone through different issues at home. All of my professors and counselors are helping me finish my classwork and next steps.

I. Reyes: We are in program review mode. Most of Student services areas are creating a committee on SAOs. We are hoping to have comprehensive committee on that and have some faculty members from Academic Affairs. Our committee work will incorporate changes from Nuventive. Student services side can be a bit of a mismatch, so we will be working on that. All of our programs have been actively working with students not just one-on-one, but some programs have programming around town hall meetings, things that collectively talk about stress management; health center has doubled their workshop to work on mental health issues, had about 75 students attend smoking cessation. One of the things I found interesting to mention is idea that counseling in EOPS and other areas are doing group work with not just ed planning but connecting students to basic needs. Webpage, orientations occurring every single day. So much from our area, we have monthly newsletter that goes out to each area, we have programs doing great work, ASO active this year to have numerous workshops for students.

R. Diaz: Thank you for all that great work and supporting students holistically.

C. UNFINISHED BUSINESS

a. Call for nominations, Academic Senate Executive Board Positions- Kevin Degnan and Darcie McClelland
- VP Academic Technology, VP Ed Policies, VP Faculty Development, VP Finance and Special Projects, Secretary/Webmaster
- Need a nominee for Secretary – 20% reassignment – get paid for work
  - Talk to Rocio if questions about what job entails and let Darcie know if you would like to nominate yourself or someone else

D. NEW BUSINESS
a. Senate Constitution Amendments 1st Reading-Senate Executive Board
- D. McClelland: 3 major things that we were trying to do:
  - Codify new positions – VP of EDI and NC liaison
  - Address what happens when we have someone on Exec Board who is not re-elected for term in their division
  - VP of Instructional Effectiveness- much like Curriculum Chair position, requires a lot of specialized knowledge. This person chairs Assessment of Learning committee. Large part of accreditation.
- Library Learning Resources a division – semantics change
- As eboard, recommending to change VP of instructional effectiveness similar to Curriculum Chair. Recommending that chair of the Assessment of Learning Committee shall be an ex-officio member of the senate if not otherwise a member of the senate – report but will not vote
- Review of changes- Refer to changes in blue in senate packet.
  - Shortened language of VP EDI position
  - Updated VP Acad Tech and Secretary positions to reflect updated responsibilities
- Ex-officio members don't typically attend board meetings, don't expect them to so indicated 'invited at will' – because liaisons are not paid senate re-assign time
- This is a first reading, will bring back for second reading on the 18th. If it is approved, will need vote from full faculty
- C. Smith: Regarding camera policy, we voted on it. Request for clarification.
- DM: Let your colleagues know this will come for a vote from them, please frame for your colleague and review context so they know what they are voting about

b. ASO Syllabus Statement, 1st Reading-Dalyan Johnston and Faith Adams
- First reading, so will not be voting today
- D. Johnston: I am the director of AA for ASO and I am here with Faith who is the student trustee. Putting in short statement will help increase student and faculty engagement. In statement, emphasize student office hours. We are here to ask for your feedback.
- The Associated Students Organization (ASO) advocates on behalf of the student body and is committed to improving the quality of education and increasing student engagement on campus.

- F. Adams: We brought it to FDC committee, and received edits and changes through there.
- K. Daniel-DiGregorio: Just to confirm, the syllabus statements are all recommended, rather than required. FA: Yes, recommended, we encourage faculty to include.
- A. Ahmadpour: If someone is elected to ASO and they happen to be right-wing and I put statement in my syllabus. It has happened in the past. DJ: We can't answer for future, but advocating for equity and inclusion. FA: ASO right now creating strong reputation for itself and correcting mistakes from past. I think this statement should stay and we are creating more checks and balances if we have people in our organization who are not doing right by our students. DM: ASO official representation of our students, just like Academic Senate is for faculty. This is optional statement, don't have to use it. We have had faculty inquire about syllabus statement about what ASO does so it gives faculty that option. We have a lot of great syllabus statements and they are all optional
- J. Escalante Troesh: Statement could become outdated, something to consider as you work through it and amend it
- I. Reyes: That's a valid comment. Students had general examples. Important to acknowledge that students have this statement-we don't know if they've done an orientation, etc. Gives them a tidbit of what we cover. For foreseeable future, something the institution will continue to do. Important to have things like Warrior Food Pantry because some students don't know what their sticker pays for.
- CBS: The thing that needs to stay is Warrior Food Pantry, and maybe ASO can add things like counseling, health center, things like that. Metro U Pass may change, but staples at ECC would be good to use as examples.
- FA: I don't think health services are funded through ASO so it would have to be a different syllabus statement for it. IR: Warrior Pantry and UPass subsidized by ASO sticker. We are thinking about what ASO does for students versus a list of resources
- A. Josephides: Wanted to mention Kevin's comment in chat-What about support initiatives to address students' needs, such as those for transportation or food?
- DM: Please email me or student presenters if you have additional suggestions. Will come back for second vote.

c. BP/AP 4100, Graduation Requirements for Degrees and Certificate 1st Reading-Claudia Striepe
- C. Striepe: The 16 is to reflect change in ed code
- AP very minor – bringing up the 16 again and 12 degree applicable semester units
- D. McClelland: We actually approved last year and got stuck in Council of Deans due to COVID. Because it's been a year, we have to approve it again
- A. Brochet: Under 1C, struck out—does this mean student only needs to have 12 units in residence and does not specifically have to be for their GE requirements or major? CS: Yes. AB: So any 12 units will do? CS: Yes.
- L. Justice: Does this mean they can have 12 units of PE? DM: Yes, we wanted to open it up to help hundreds of students. Only handful of students that would fall under that example. LJ: But when we counsel students, counsel to do it ethically.

d. <u>BP 4100.1, Catalog Rights 1st Reading-Claudia Striepe</u>
- C. Striepe: Minimal changes, last amended in 2008 so time for review
- A. Brochet: At the end of last sentence-could we add "EW" to reflect new grading notation? D. McClelland: We can add EW to officially recognize it.

e. <u>BP/AP 4040, Library and Learning Support Services 1st Reading-Claudia Striepe</u>
- C. Striepe: This was a rather longer BP, much shortened now. Shows some input from ed policies and library faculty. We will add ending statement in red.
- AP: Numbering amended and a few areas added to update terminology and keep up with equity minded language and content

f. <u>BP/AP 4070, Course Auditing and Audit Fees 1st Reading- Claudia Striepe</u>
- C. Striepe: BP-Minor changes such as changing class to course, fee added. From 2008 so needed to be reviewed
- S. Donnell: Is that $15 per unit to audit? CS: Yes so for 3-unit course it's $15 x 3 =$45
- A. Ahmadpour: Does $15 audit fee also apply for international students? LJ: Yes, legally mandated.
- CS: Didn't have AP before, so this is something new. Updated title of office of Admissions and Records
- LJ: Technically no deadline for audit, once they pay for an audit, they paid for an audit. Usually international students don't take Credit by Exam because it doesn't count toward enrollment and they need 12 units
- AA: Can students change their mind about auditing the class and switch to credit? LJ: No, can't go back and forth. That's why audits don't get processed until after add period to give opportunity to folks who are enrolled.
- R. Miyashiro: Don't believe student can audit a class and next semester enroll in it. DM: Yes, they can. That's why it's important for faculty to have broad discretion over that. May not want your auditing students to see your exam because they may come back and take your class for credit
- Can student do the reverse of drop the course and then enroll for audit? LJ: No they may not.

g. DM: Please email feedback on all of these to Claudia, will come back next meeting.

h. <u>Revised Program Review Templates and Timeline 1st Reading-Kevin Degnan and Viviana Unda</u>
- K. Degnan: Document should be in your senate packet. In practice, we are looking at two separate documents but they are very closely aligned. We thought it would be helpful to present in this side by side format.
- What we are looking at is a revised version of program review template and annual planning template. Viviana has been working on this with myself for past few months and have taken to program review committee. We will be reading this at our next meeting as well.

- Global changes: we got feedback that we wanted to try to simplify program review template and infuse more equity minded questions throughout program review template.
- Program overview questions in Section I. Under Program Assessment, looking at program contribution to student success and equity.
- Section II – worth looking at more closely. Examine the program curriculum using an equity lens.
- Description of vision and future planning – in that, based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to; tried to align with guided pathways and four pillars
- Program resources – this is the area where folks would be making their ask about staffing, facilities and equipment, tech/software, and contracts/services.
    o Consider these factors and list in order of priority
- V. Unda: If you go to planning piece, just wanted to highlight that besides program review having to develop goals they would have also to say what would be the projects they are working on to complete those goals; and also how would program work. We really wanted to infuse the equity lens and make sure it was focused on student and student experience and bring in data that would illuminate that
- KD: One thing from existing program review template is the student survey. That is blanket requirement for all programs, which has been cut, so there wouldn't be a universal requirement for student survey. IRP would still support if there were targeted surveys that need to be made at request of a particular program. To keep student voice in program review, we are considering student member to academic program review committee.
- J. Escalante Troesh: For the section on improving equity gaps of SLOs - unless I misunderstood something - I have concerns about how the data for that would be gathered. In our division there is no mechanism for identifying the race or other factors to gather the data on what the equity gaps even are for SLOs. Further, it would put faculty in a position of having to guess at the race, sexual orientation, and other factors of students because we don't really have that about our students (and shouldn't).
    o KD: There are a couple of things I can speak to that. In terms of SLO assessment process, I am fully aware that we always use aggregated data that is not connected to student IDs. However, a project that I have been working on is to use Canvas icons to gather SLO data. That would enable us to disaggregate by various groups such as ethnicity. We will start to do so in the Fall for capstone classes like Math 150, Engl 1A. That will be a possibility to track that. We were called out in our most recent accreditation report for not having that disaggregation in our SLOs. That is a requirement for accreditation. I don't want anyone in a position to make guess about their students, but through program review process, have a lot of ways to disaggregate on a variety of other factors
    o JET: I'm not against it, I just want to make sure we have a mechanism for doing this without placing a burden on faculty

- o VU: We figured out that all the data that is mentioned in updated templates is available or will be available when we are implementing these templates when we get approval. What I can assure is that faculty will not be asked for data that is not available. If there is some adaptation that we need to do because we are not able to get where we want to get, we will communicate that. Where we are now, we are able to get these pieces of data
  - A. Ahmadpour: One thing that is missing here is follow-up, e.g. when we ask for resources. Who is responsible for that and who can we follow up with on requests made on program review? If we are being asked about success or failure of what's in program review, if they don't do their responsibility, who do we follow up with on that? What agent supervises this? KD: This is much bigger and complicated question that we can answer here. Program review is one piece of much bigger process. One thing that I do know is that folks are trying to work on making process more transparent and public. One of shortfalls of process is that some folks working on program review, but not part of fulfillment of request. Main point of contact for folks in any division would probably be their division dean.
    - o VU: I have more updated information about that. At budget meeting which I co-chair, put together a format to communicate all the budget requests that will be approved every year. That will be accompanied by a memo from superintendent president. It will be accessible to all community. Program review is every four years, that's why we are aligning these templates, because requests in program review should be what you're looking for every year. At the end of four years, can see if resources were fulfilled in those four years. We are working on improvements and we are on a path to share that information with community.
  - DM: Thank you to Kevin, Vivana, and her office. A process that's taken a year and a half. We will keep working to improve, but this is step in right direction.
  - VU: Very important to have buy-in from Senate because you are the ones who are doing this and this is what moves college forward. I hope that by having buy-in from senate can spread to all program reviewers and use our resources the best we can to support our students.
  - DM: Up to each and every one of us has to practice what we preach and hold our colleagues accountable to be doing this. Important to share this with division colleagues and share feedback with Kevin.

E. **INFORMATION ITEMS – DISCUSSION**
None

F. **OFFICER REPORTS**
  a. President, Darcie McClelland
    - D. McClelland: Please submit feedback on candidates for President/Superintendent by Thursday 5/6
    - If you missed forums, links available in senate slides. Can count towards flex.

- This is your chance to be heard. Want BOT to get at least 100 submissions from us. Let them hear loud and clear so they know will of the faculty.
- Looking for a volunteer to serve on the search committee for ECC's new Director of Athletics. Need someone by end of week. If interested, please email Darcie dmcclelland@elcamino.edu
- Thank you to NS Senator and Senate NC liaison Shanna Potter for serving as senate rep on hiring committee for ECC's new Director of NC programs

b. Chair, Curriculum – Janet Young
None

c. VP Educational Policies – C. Striepe
None

d. VP Equity, Diversity, & Inclusion- A. Josephides
- A. Josephides: I just received access to upload content to website, will start to do so

e. VP Faculty Development- Stacey Allen
- Wednesday, 5/12 12-1pm: back by popular demand, Dr. Solórzano
- Friday, 5/21 Responding to Students in Crisis: It takes a village, Part II
  o If interested, register in Cornerstone
- Minutes from FDC are in packet

f. VP Finance- Josh Troesh
- J. Troesh: Enrollment continues to suffer across the state. We are working on a better method to communicate budget

g. VP Academic Technology- Pete Marcoux
- P. Marcoux: Update on computer labs and classrooms-still a work in progress. Two tech officers working with deans and doing inventory. Will get back to you with more info.

h. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan
None

G. **SPECIAL COMMITTEE REPORTS**
a. ECC VP of Academic Affairs – Jean Shankweiler
- Return to Campus plans updates -are being made with all AA area.
- We meet tomorrow to select candidates for Associate Dean of AA
- AB 705 ESL Plan – due July 1
- Celebrations
  i. Distinguished Faculty and Staff – 5/5 @1pm – featuring Claudia Striepe!
  ii. Presidential and Academic Achievement – May 26th @5pm
  iii. Faculty Retirees – June 11 @11am

        iv.   Classified Retirees (tbd)

   b. <u>ECC VP of Student Services – Ross Miyashiro</u>
      None

   c. <u>Online and Digital Education Committee- Mary McMillan</u>
- Drafting DE related guidelines
     i. Zoom recording/class video deletion
     ii. Assignment deadlines – looking at providing guidelines where students may get confused, e.g. assignment due at midnight
     iii. Maintaining DE certification
- Online courses taught per semester – question that came forward as more faculty who are teaching online would like to continue teaching online. Of course, some of it will be contract/union question. Looking at how this is being handled at other campuses
- OLTC/SPOCK
- Local Peer Online Course review (POCR)

H. FUTURE AGENDA ITEMS
   a. ESL Plan
   b. Officer Elections
   c. Special Recognition/Appreciation

I. PUBLIC COMMENT
   a. R. Miyashiro: Congrats to De Von Scott for being distinguished classified of the year!
   b. K. Iino: the Federation is having a faculty union general membership meeting this Friday at 2:30pm, please check for the email subject "important events this week" from federation@elcamino.edu
   c. A. Ahmadpour: Do you know what percentage of students participate in ASO elections? DM: Greg Toya would be best person to ask. AA: He will get back to me.

J. ADJOURN

Meeting adjourned at 2:04pm.

Constitution of the El Camino College Academic Senate

TABLE OF CONTENTS

El Camino College Academic Senate Constitution

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

ARTICLE I   **Name and Definitions**

Section 1.   Name

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

Section 2.   Definitions

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

2.2   The term "faculty" shall mean all personnel defined in the El Camino College Federation of Teachers Agreement.

2.3   The term "part-time faculty" shall mean faculty members employed by the District as an instructor for 67% or less of a full-time teaching load.

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

2.5   The term "division senator" is the individual who is elected by the full-time faculty of a division or unit to represent such unit.

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

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

2.8   The term "ex-officio member" shall mean a non-voting member of the Senate who may be invited by the Senate president to serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

ARTICLE II   **Purposes**

Section 1.   Purpose

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

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

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

ARTICLE III   **Senate Membership**

Section 1.   Senators

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

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

1.3   Divisions having FTEF shall be entitled to senate members on the following basis: 1 through 24 - two (2) members

                25 through 36 - three (3) members
                37 through 48 - four (4) members
                49 or more - five (5) members

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

1.5   Eligibility of Senators

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

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

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

1.7   Election of Part-Time Senators – See Bylaws Article III, Section 2

1.8   Full-Time Senator – Term of Office

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

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

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

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

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

1.9   Part-Time Senator – Term of Office

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

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

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

Section 2   Ex-Officio Senate Members

2.1   Designation of Ex-Officio Members of the Senate

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

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

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

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

2.1.5 The chair of the Assessment of Learning Committee shall be an ex-officio member of the senate if not otherwise a member of the Senate.

2.1.6 Members of the Executive Board/Senate Officers who are not re-elected to new senator terms by their division shall be ex-officio members of the senate until the end of their term as an officer or until re-elected by their division.

2.1.7 The president of the Associated Student Organization, or designee, shall be an ex-officio member of the Senate.

ARTICLE IV   Officers

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

1.1   President;

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

1.3   Vice Presidents: Vice President of Educational Policies, ~~Vice President of Instructional Effectiveness~~, Vice President of Equity, Diversity, and Inclusion, Vice President of Finance and Special Projects, Vice President of Faculty Development, and Vice President of Academic Technology;

1.4   Secretary/Webmaster;

1.5   Distance Education Liaison; Noncredit Liaison;

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

1.7   Senate Executive Board~~Elected Officers~~. The elected President, Vice Presidents, Secretary/Webmaster, and the Curriculum Chair and Assessment of Learning Committee Chair (see 2.1.6) shall be members of the Senate Executive Board. ~~Committee~~.

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

Section 3.   Terms of Office

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

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

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

3.4   If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

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

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

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

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

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

4.3.2   Vice President of Equity, Diversity, and Inclusion, shall represent the Academic Senate and lead faculty on issues related to EDI, review external anti-racist equity related professional development submitted by faculty for Flex credit, develop EDI goals that advance the academic community and help to close equity gaps in faculty hiring and support student learning, cultivate relationships across the ECC community by consulting and collaborating with affinity groups and other stakeholders to engage in EDI work, represent the senate on the SEA advisory committee, and chair the EDI committee. ~~Vice President of Instructional Effectiveness shall monitor and report on the actions of, represent the senate on, and serve as the senate's voting member for the following campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus-wide committees devoted to faculty evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.~~

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

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

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

4.4   Secretary/Webmaster: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of

senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other Senate matters; see that the Senate website is updated; coordinate with new senators to ensure they complete senate orientation course; coordinate with senate meeting non-presenter guests to confirm attendance and obtain any necessary information.

4.5   Academic Senate Liaisons: The Liaisons shall be the official voting Academic Senate representatives to their committee(s) and shall regularly report back to the senate about the activities of their committee(s).

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

   4.5.2   Noncredit Liaison: Monitor and report on the actions, represent the senate on, and be the Senate's voting member of the Noncredit Committee.

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

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

4.6   Parliamentarian/ Sergeant-at-Arms: Advise the president, officers, committees and members on matters of parliamentary procedure. Assist in preserving order as the president may direct.

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

ARTICLE V   Meetings

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

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

Section 3   Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the

faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4   Executive Session

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

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

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

ARTICLE VI   Executive ~~Committee~~ Board

Section 1.   Voting Members: president, vice-presidents, Curriculum Committee chair, Assessment of Learning Committee chair, and secretary/ webmaster.

Section 2.   Ex-Officio Members (invited at will): past president, president-elect, distance education liaison, non-credit liaison, legislative liaison, ~~newsletter editor~~, parliamentarian/sergeant-at-arms, and others, as appointed.

Powers: The Executive Board~~Committee~~ may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate. As per Robert's Rules of Order The Executive Committee may represent the senate on policy issues during non-contract times when the senate does not meet or in emergency situations. Decisions made by the Executive Committee during these times shall be ratified by a vote of the full senate at the next senate meeting.

ARTICLE VII   Committees

Section 1.   Committees

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

      c) Equity, Diversity, and Inclusion
      d) Faculty Development
      e) ~~Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)~~
      f) Academic Technology Committee
      g) Online and Digital Education ~~Distance Education Advisory~~ Committee
      h) Noncredit Committee

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

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

1.4   <u>Campus-wide Committees</u>: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:
      a) Calendar Committee
      b) Accreditation Committee
      c) Facilities Steering Committee.

ARTICLE VIII   College Curriculum Committee

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

Section 1.   <u>College Curriculum Committee</u>

1.1   <u>Operating Policy</u>: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.
    <u>CCC Operational Procedures</u>: All operational procedures not addressed in
1.2   this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

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

Section 2.   <u>Chair of College Curriculum Committee</u>

2.1   <u>Chair</u>: The CCC shall elect the Chair of the CCC from its membership,

subject to approval by the Senate, according to Article XI, Section 2.

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

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

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

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

Section 3.   <u>CCC Representatives</u>

3.1 <u>Membership</u>

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

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

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

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

Section 4.   <u>Responsibility of the College Curriculum Committee</u>

4.1 <u>Curriculum Review</u>: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation

agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

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

Section 5.   Curriculum Responsibility and Authority of the Senate

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

5.2   Review of Curriculum Procedures:

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

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

5.2.3   A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and
a) If found invalid, the request shall be denied in writing, or
b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

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

ARTICLE IX   Bylaws and Rules of Order

Section 1.   Bylaws and Rules of Order

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

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

Section 2.   Rules of Order

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

ARTICLE X   Amendments to the Constitution

Section 1.   Amendments of the Constitution

1.1   Amendments to the Constitution may be proposed by:
    a) A motion approved by a majority vote of the Senate, or
    b) A petition signed by one-quarter of the faculty
The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

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

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

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

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

ARTICLE XI   Professional Standards and Ethics

Section 1.   Professional Standards and Ethics

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

   1.2   The Senate may, upon its findings, pass:
   a) Resolutions of Commendation
   b) Resolutions of Confidence
   c) Resolutions of No Confidence, or
   d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

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

The operation and conduct of the Senate, its committees and its officers may not
   a) Violate state law, or
   b) Violate ECC Board of Trustees policies, or
   c) Violate ECCFT agreement, or
   d) Subject the district to serious legal or fiscal liability, or
   e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
   f) Violate any provision of this Constitution or its Bylaws.

ARTICLE XII   **Delegate to Academic Senate for California Community Colleges**

Delegate

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

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

Amendments and Revisions

Revised   June 1982
Revised   June 1988
Revised   April 1989
Revised   March 16, 1990
Revised   December 1992
Revised   March 22, 1993
Revised   August 29, 1998

Ratified   May 1, 2000
Ratified   July 1, 2002
Ratified   Nov. 4, 2011
Ratified   June 9, 2017
Ratified   June 3, 2019

ACADEMIC PROGRAM REVIEW TEMPLATE	ACADEMIC ANNUAL PLANNING TEMPLATE
I. Program Overview	
a) What's the mission of the program under review? b) What students does the program serve (include demographics: age, gender, race/ethnicity, PT/FT, online/F2F)? c) What are key accomplishments of the program during the last four years? What groups of students has the program served particularly well during the last four years? d) What major challenges did the program confront in the last four years? What groups of students need to be a priority during the next four years?	
II. Program Assessment	**I. Annual Assessment**
1. Program Contribution to Student Success and Equity For the program under review, examine the following data for the last four years by: o Disaggregating by race/ethnicity, gender, and age. o Discussing internal and external factors contributing to constant, increasing or decreasing trends. o Highlighting equity gaps found among different groups of students. ❖ If the program under review is a Career Education Program, please examine a) through d) and h) through k) from the list below. ❖ If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through d, g) and h) from the list below. ❖ If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below. a) *Degree Completion:* Number/percent of students earning a program degree b) Certificate *Completion:* Number/percent of students earning a program certificate c) *Transfer to a four-year institution*: Number/percent of students transferring to a four-year institution d) *Scheduling of courses:* Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week e) *Fill rate:* Percentage of actual students enrolled in a term in relation to total seats offered f) *Grade Distribution:* Percentage of students in a course receiving each of the possible grades that can be awarded g) *Course Success:* Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P h) *Unit Accumulation:* Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program. i) *Annual earnings:* Median annual income of alumni who attended the program under review (or the closest related sector) j) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage k) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.	**1. Annual Contribution to Student Progress and Equity** For the program assessed, examine the following most updated annual data by: o Disaggregating by race/ethnicity, gender, and age. o Discussing internal/external factors contributing to no changes, growth, or decrease in comparison to the previous year. o Highlighting equity gaps found among different groups of students. ❖ If the annual planning is for a Career Education Program, please examine a) through f) from the list below. ❖ If students taking courses from the program you are annually planning for end with a degree or certificate issued by the program, please examine a) through e) from the list below. ❖ If students taking courses from the program you are annually planning for do not end with a degree or certificate issued by the program, please examine only e) from the list below. a) *Two-term retention*: Percent of students enrolled in Fall and following Spring b) *Average Number of Degree Applicable Units*: Average number of degree applicable units students earned during their first year c) *Transfer-level English and Math Completion:* Percent of students who completed Transfer-level English and Math within first year d) *30+ Units:* Percent of students who completed 30+ units within first year e) *Course Withdrawal*: Percent of students who withdrew from one or more courses during the academic year f) *Employable Skill Attainment:* Percent of students who successfully completed a Career Education course (SAM codes A, B, C, or D)

II. Program Assessment (Cont.)	I. Annual Assessment (Cont.)
2. Curriculum & Outcomes Assessment	**2. Outcomes Assessment**

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:
  o Prepare students to actively engage in a diverse society?
  o Include multicultural content?
  o Respond to diverse students' learning needs?
  o Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?
  o Use critical/equity-oriented pedagogy?
  o Ensure creating an empowering classroom environment?
  o Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?
b) Summarize SLO and PLO assessment results over the past four years for key entry courses, exit courses, and mastery of the subject area courses. For the program under review, Dean should determine which courses are entry, exit, and mastery of subject area.
c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.
d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.
e) Discuss course offering during the last two years responding to the following questions:
  o To what extent sequence of courses were designed based on students with the greatest needs and more restrictive schedules (e.g.: single parent, working student, part-time student)?
  o To what extent sequence of courses were designed based on development of a marketable skillset?
	a) Summarize last year's program SLO assessment results.
	b) Discuss programmatic factors contributing to no changes, growth, or decrease in last year's program SLO assessment results.
	c) Highlight equity gaps among different groups of students found in last year's program SLO assessment results.

III. Program Vision and Future Planning	
1. Program Vision Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.	

III. Program Vision and Future Planning (Cont.)	II. Annual Planning

2. Future Planning
 	
a) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:
  o Adjusting the curriculum for coherence and alignment with students' workforce needs
  o Advancing towards a more equitable program to close equity gaps among groups of students
  o Clarifying students' paths to completion, further education and employment
  o Helping students explore options and build foundation skills
  o Helping students stay on the path
  o Integrating applied learning experiences
b) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.
c) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.
	1. Program Planning for Next Academic Year
	
	a) Based on the assessment reported in the previous section, develop program goals for the incoming year in relation to:
	  o Closing equity gaps among groups of students
	  o Clarifying students' paths to completion, further education and employment
	  o Helping students explore options and build foundation skills
	  o Helping students stay on the path
	  o Incorporating effective teaching practices throughout the program
	b) What actions will the program undertake during the incoming year to achieve annual goals? Please specify at least one action for each goal.
	c) How will the program determine if annual goals have been met by then end of next academic year? Please specify one quantitative target or qualitative accomplishment for each goal.

3. Program Resources
In the following areas, what are the resources needed by the program to meet the goals for the next four years?
  o List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.
  o Explain how these resources contribute to the College's equity goals.
 	
a) Staffing
b) Facilities and Equipment
c) Technology/Software
d) Contracts/Services
	2. Program Resources
	
	a) In the areas listed below, what resources are needed by the program to meet the goals for next year? List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.
	b) Identify the resources mentioned in the last program review.
	c) Explain how the mentioned resources:
	  o Contribute to the goals of the Division/Unit
	  o Relate to the Annual Priority
	  o Address or not a short/long term problem
	
	  o Staffing
	  o Facilities and Equipment
	  o Technology/Software
	  o Contracts/Services/Memberships/Travel/Conferences

Metric	Data Source
Degree completion	ECC Academic Program Review Dashboard
Certificate completion	
Transfer to a four-year institution	
Scheduling of courses	
Fill rate	
Grade distribution	
Course success	
Unit accumulation	
Annual earnings	CCCCO Strong Workforce dashboard (drill down by program/sector) https://www.calpassplus.org/Launchboard/SWP.aspx
Living Wage Attainment	Or Community College Pipeline dashboard (drill down by program/sector) https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx
Job in Field of Study	

Associated Students Organization (ASO)

The Associated Students Organization (ASO) advocates on behalf of the student body and is committed to improving the quality of education and increasing student engagement on campus. They use the funds from the Student Representation Fee and the Student Activities Fee to provide funding to student enrichment programs and support initiatives like the Metro-U pass and Warrior Food Pantry. As the official student representatives and liaisons for the college, their academic division Senators hold office hours. They encourage all students to attend their office hours to speak about any complaints or ideas to make the campus a better place. More information can be found on the ASO website below.

https://www.elcamino.edu/student/studentservices/sdo/aso/

El Camino College

BP 4100   **Graduation Requirements for Degrees and Certificates**

The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded Certificates of Achievement upon successful completion of a minimum of ~~18~~ 16 or more semester units of degree-applicable coursework designed as a pattern of learning experiences ~~designed~~ to develop ~~certain~~ specific capabilities ~~that may be~~ related to career or general education.

The Superintendent/President shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the College Curriculum Committee. The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

References:
Education Code Section 70902(b)(3); Title 5, Sections ~~55060~~ 55070 et seq.

El Camino College Adopted: 7/19/10

BP 4100 Graduation Requirements for Degrees and Certificates

References:
Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 55060 et seq.

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

The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education, residence, and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 16 or more semester units or 24 or more quarter units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The [**CEO**] shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee. The procedures shall assure that graduation requirements are published in the District's catalog(s) and included in other resources that are convenient for students.

Revised 8/07, 2/08, 10/18

1. Graduation requirements for degrees include:

    a) Satisfactory completion of at least 60 semester units of college work. "College work" is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.

        (i)   Courses taken at a California Community College may be used to satisfy general education and/or major requirements.

        (ii) If the course is offered at El Camino College, but the originating California Community College uses it in a different area than El Camino College, the course will be used in the area that benefits the student.

        (iii) If the course is not offered at El Camino College, the college will honor the course in the same general education area in which the originating California Community College places the course.

        (iv) Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.

        (v)   If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty and/or the dean of the division in which the course(s) in question would normally be placed.

    b) Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges' "Taxonomy of Programs." Catalog rights do apply; see Board Policy 4100.1. The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.

    c) Completion of at least 12 degree-applicable semester units of study in residence ~~within requirements for either the general education and/or major~~.

2. Demonstrated competence in reading, written expression, and mathematics.

3. Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Policy 4235 – Credit by Exam. Advanced Placement Exams with a score of 3, 4, or 5 may be used toward general education as approved by the Academic Senate for California Community Colleges document entitled

"Standardized Template for Advanced Placement Examination Information." Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.

4. District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the State Chancellor's Office.

5. Requirements for Certificates of Achievement include:

    a) Successful completion of a course of study or curriculum that consists of ~~18~~ 16 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

    b) Content and assessment standards that ensure the certificate programs are consistent with the mission of the District.

    c) Shorter credit programs that lead to a certificate may be established by the District. Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

6. Students qualifying for more than one AA or AS degree will have all degrees posted on their transcripts; however, they will only receive one diploma for an achieved AA degree and one diploma for an achieved AS degree.

7. Students qualifying for more than one certificate of achievement will receive the certificates and have them posted on their transcripts.

8. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.

References: Title 5, Sections 55002(a) and 55060 et seq.; Board Policies 4100.1 and 4235 July 19, 2010

AP 4100 Graduation Requirements for Degrees and Certificates

References:
   Title 5 Sections 55060 et seq.

<mark>**NOTE:** *This procedure is **legally required.** Local practice may be inserted. Procedures must address at least the following:*</mark>

For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics.
The student must satisfactorily complete at least 60 semester units or 90 quarter units of college work.

A definition of "college work" that provides that courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5 Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

The work must include at least 18 semester units or 27 quarter units in general education and at least 18 semester units or 27 quarter units in a major listed in the Community Colleges "Taxonomy of Programs."

The work must include at least 12 semester units or 18 quarter units of study in residence; exceptions to the residence requirement can be made by the Board when an injustice or undue hardship would result.

The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.

Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.

Ethnic studies must be offered.

District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.

For a certificate of achievement, a student must successfully complete a course of study or curriculum that consists of **[*16 or more semester units or 24 or more quarter units*]** of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of **[*District*]**, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

Revised 8/06, 8/07, 2/08, 10/18

The El Camino College Catalog specifies the general education, major, and unit requirements which the student must satisfy to qualify for an Associate Degree, Associate Degree for Transfer, a Certificate of Achievement, or a Certificate of Accomplishment. Students who have maintained continuous enrollment may choose to graduate under the catalog requirements in effect either 1) at the time they began attending El Camino College continuously, or 2) at the time they graduate from El Camino College. For degree and certificate purposes, continuous enrollment is defined as enrolling at El Camino College for at least a minimum of one Fall or Spring semester (excluding summer and winter terms) during each academic year and receiving a letter grade, a "W" (Withdrawal), CR/NC (Credit/No Credit), or Pass/No Pass on the transcript.

El Camino College Adopted: 9/20/93
Amended: 7/17/06, 4/21/08
Renumbered: 4/18/05, Previous Board Number: 5126

Board policy

El Camino College will support library and learning support services and collections ~~in order to~~ that foster academic success and instill ~~transferrable~~ information literacy skills. Library & Learning Resources is an integral part of El Camino College's educational program and is accessible to all students, faculty, and staff. The library will meet academic standards consistent with accreditation guidelines and will comply with the Reader Privacy Act.

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

BP 4040 Library and Learning Support Services

References:
> Education Code Section 78100;
> Civil Code Section 1798.90;
> ACCJC Accreditation Standard II

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

The District shall have library and learning support services that are an integral part of the institution's educational program and will comply with the requirements of the Reader Privacy Act.

Revised 3/12, 11/14

The library and learning support services are operated under the direction of the Dean of the Library & Learning Resources.

1. Services
    a. The Library will offer services that provide equitable access to resources and that promote information literacy skills.
    b. Learning support services will provide equitable access to tutoring and academic support.

2. Collections
    a. Library faculty will have primary responsibility for the identification, selection, and provision or de-acquisition of academic resources.
    b. Library collections will:
        i. maintain standard reference works in major fields of knowledge,
        ii. be developed to provide materials on issues of current interest and concern,
        iii. reflect the diverse population of El Camino College and ~~to~~ support equity on campus,
        iv. be developed to support the scope of the college curriculum.
    c. The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.
    d. More information can be found on the Library & Learning Division webpage.~~at   (our collection development policy)__~~

3. Access~~ing~~
    a. Library resources will be accessible to all currently enrolled students and campus employees, including distance education and dual enrollment students.
    b. In-person services will be available during all terms when classes are offered.
    c. The library must operate with library faculty on the ~~duty~~premises during all open hours.
    d. ~~All~~ Individuals ~~faculty, staff, and currently enrolled students~~ may borrow materials by showing valid ~~an~~ El Camino College identification ~~card~~.
    e. All faculty, staff, and currently enrolled students may access online platforms and materials by authentication using valid El Camino log-in credentials.

2. Accreditation
    a. Library & Learning Resources will ~~complete~~ meet all applicable accreditation requirements. ~~Library & Learning Resources will continuously evaluate ECC information needs as an essential step towards accreditation.~~
    b. Reader Privacy Act
        i. The library will comply with the 2011 Reader Privacy Act.
    c. Library policies and procedures are available on the library webpage.

References:
Education Code Section 78100;
Civil Code Section 1798.90;
ACCJC Accreditation Standard II

AP 4040 Library and Learning Support Services

References:
Education Code Section 78100;
ACCJC Accreditation Standard II.B

NOTE: *Every District must provide a library and may provide other learning support services, but an actual procedure is optional. Local practice may be inserted here.*

Revised 11/14

El Camino College
BOARD POLICY 4070   **Course Auditing and Auditing Fees**

It is the policy of El Camino College to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted.

Students ~~who are~~ enrolling in a ~~class~~ course for credit have enrollment priority over students intending to audit.

The fee for auditing courses is $15.00 per unit. Students enrolled in ten or more credit units may audit up to three additional credit units in the same semester without charge.

Students who enroll in a ~~class~~ course as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200.

Reference Education Code Section 76370

El Camino College
Adopted: 3/25/85
Amended: 08/18/08
Renumbered: 5/16/05, Previous Board Policy Number: 5117

_____

BP 4070 Course Auditing and Auditing Fees

Reference:
> Education Code Section 76370

NOTE: *The District is not required to permit auditing of courses; but if it does, the following policy applies.*

Students may audit courses.

The fee for auditing courses shall be *[no more than $15.00 per unit]*. Students enrolled in classes to receive credit for ten or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

No student auditing a course shall be permitted to change his/her/their enrollment to receive credit for the course.

Priority in class enrollment shall be given to students enrolled in the course for credit toward a degree or certificate.

Revised 10/15

El Camino College

ADMINISTRATIVE PROCEDURE 4070 (New)   **Course Auditing and Auditing Fees**

(Note—The text was lifted from the A&R website. ECC did not previously have an AP 4070.)

Education Code Section 76370 permits the Board of Trustees to authorize a person to audit a community college course. A student may audit selected El Camino College courses with these provisions:

1. Any student with an El Camino College ID number can request to audit a course. F-1 visa students may audit a course if they are enrolled in the minimum number of units to maintain their F-1 visa status.

2. Priority in ~~class~~ course enrollment ~~shall~~ will be given to students ~~desiring to take~~ taking the course for credit ~~toward a degree or certificate~~.

3. ~~No s~~Students auditing a course ~~shall be permitted to~~ may not change ~~his or her~~ enrollment status in that course to receive credit ~~for the course~~. Students ~~will~~ may not ~~be permitted to~~ earn credit by examination for audited courses.

4. A student wishing to audit a ~~class~~ course must first obtain a petition to audit form ~~in the~~ from Admissions and Records ~~Office~~. Registration for audit will occur after the add-drop period (No sooner than the ~~second~~ third week of classes in a regular sixteen-week semester).

5. The audit of a ~~class~~ course is subject to the approval of the instructor ~~of the course~~ and the dean of the academic division. Neither the instructor nor the dean is obligated to approve an audit. The instructor of the course will determine the manner in which the audit is to be conducted.

The ~~F~~fee for auditing a ~~class~~ course ~~shall be~~ is $15 per unit ~~per semester~~ (subject to change). Students enrolled in ~~classes~~ courses to receive credit for 10 or more semester ~~credits~~ units ~~shall~~ will not be charged a fee to audit three or fewer semester units ~~per semester~~. Fees must ~~are to~~ be paid before auditing the course and fees are non-refundable. Classroom attendance of students auditing a course ~~shall~~ will not be included in computing the apportionment due to the district.

Students who drop a registered course and then switch to audit will not receive a refund for the registered course if the drop occurs after the refund deadline.

AP 4070 Course Auditing and Auditing Fees

Reference:
    Education Code Section 76370

Note: *This procedure is **legally advised** only if the District permits auditing. Districts may insert local procedures for auditing courses, including:*

- Who may audit
- Application process
- Required approvals
- Priority to be given to student desiring to take the course for credit towards a degree or certificate
- Payment of fees not to exceed $15.00 per unit, unless student is enrolled in classes to receive credit for 10 or more semester units, and is auditing three or fewer semester units
- Refunds
- Limits on auditing

Revised 10/15

ESL Adoption Plan Form

Introduction

As described in guidance memorandum Equitable Placement (AB 705) English as a Second Language (ESL) Adoption Plan Submission, ESS 21-200-004 released February 3, 2021, (link below), all California Community Colleges are to complete an Equitable Placement (AB 705) ESL Adoption Plan using this form by July 1, 2021. Per Title 5, §55522.5(b)(4), districts shall provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Reference the Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide and Glossary of Terms to help direct your planning and completion of this adoption plan (links below):

Glossary of Terms
ESL Adoption Plan Guide

1. Contact Information

District: El Camino College
College: El Camino College

2. Information about the adoption plan development process. Provide detail on the development of the adoption plan. Explain how the development proecss was organized and communicated to the campus. Which parties were involved in the development? What was the approval process? During the development and approval process, how was feedback gathered?

Upon receipt of the ESL Adoption Plan submission request, the Dean and the Associate Dean of Humanities met to discuss the details of the form and create a plan to involve necessary stakeholders, which included the Dean of Counseling, the Dean of Enrollment Services, an Enrollment Services Supervisor (over testing), an ESL faculty member, an analyst from Institutional Research and Planning, and the Vice President of Academic Affairs. We examined our current onboarding and placement of ESL students, our forms of communication, our challenge process, and our throughput, and we examined our disproportionally impacted groups. This took several meetings where we discussed findings and adjustments that needed to be made. The information gathered was written into the Adoption Plan form and then sent to the Academic Senate and the College Council for additional feedback and approval.

3. If you have additional information regarding your adoption plan development process in a separate file please upload it here.

N/A

ESL Adoption Plan Form

4. Are students with a U.S. high school diploma, or the equivalent, placed using the default placement rules (see glossary of terms)?

Yes

5. If not, which placement methods are used to place students with a U.S. high school diploma or the equivalent? Select all that apply.

N/A

6. Please describe the placement process used to place students with a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

Starting in June 2021, students with a U.S. high school diploma (and students who will receive one at the end of the academic year) will automatically be placed according to the default placement rules after completing the Mathematics and English Placement Survey regardless of the number of years they completed in high school. This survey is a standard component of our onboarding process for new students. Previously, this process was only automated for students with three complete years of U.S. high school experience.

These students will be placed using self-reported high school data as long as they are a high school graduate (or will be one by the end of the academic year) **and** have a GPA available. Students with no available GPA will automatically be placed into the HSGPA < 1.9 bracket, but may undergo a Guided Placement process with the Dean or Associate Dean of Humanities. In this process, students are provided with the default placement chart, and they are informed of how the default placement rules work for high school graduates. They then select a placement based on what they believe is the most appropriate level of support.

In addition, starting in June 2021, students with a U.S. high school diploma who have 2 or fewer years in a U.S. high school will also automatically be given the option of starting at the highest level of ESL Writing and/or Reading, or undergoing the ESL Placement Process (even though they already technically will have access to a default English Placement). These options are initially explained via e-mail. Interested students will then follow up with the Warrior Welcome Center and/or ESL Coordinator.

Students who have a U.S. high school diploma equivalent—a GED, CHSPE, or HiSET—undergo a Guided Placement process with the Dean or Associate Dean of Humanities, where they are placed in English using the default placement rules to the highest degree possible, or using the Guided Placement process described above when that is not available (i.e., they select a placement based on what they believe is the most appropriate level of support). Placement for these students with a U.S. high school diploma equivalent will be automated during Fall 2021 in anticipation of Spring registration.

7. How will these placement methods be retroactively applied to current students with a U.S. high school diploma or the equivalent?

Current students who received an ESL placement will be contacted via e-mail. They will be notified that if they have a U.S. high school diploma, they are eligible for English placement and should complete the Mathematics and English Placement Survey, after which they will automatically be placed according to the process described above. Students with a GED, CHSPE, or HiSET will receive a similar message, but directing them to the manual process described above.

8. Which placement methods are used to place students who do not have a U.S. high school diploma? Select all that apply.

CO Approved Assessment Instrument
Guided placement
International transcripts converted to U.S. GPA scale
Self-reported high school data
Educational background and/or English use survey

9. Please describe the placement process used to place students without a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

Students without a U.S. high school diploma or the equivalent who attended an English-speaking high school are identified during the onboarding or counseling processes, and provided with a supplemental placement form. In addition, when the Mathematics and English Placement Survey fails to provide an English Placement, students have the option of completing this supplemental form.

Based on their responses, the Dean or Associate Dean of Humanities may provide an English Placement based on the following:
- **International transcripts converted to U.S. GPA scale and Self-reported high school data:** Students educated in a foreign country with an English-speaking high school system are placed using the default placement rules after an analysis of how their high school grade point average would translate into a 4-point scale (sometimes in combination with limited completion at a U.S. high school).
- **Guided placement and English use survey:** Native English speakers educated in a non-English-speaking system (or with no U.S. high school diploma equivalent) are provided with the default placement chart, and they are informed of how the default placement rules work for students with 3+ years of high school in the U.S. The student then selects the placement based on what they believe is the most appropriate level of support.
  .

CO Approved Assessment Instrument: Students who did not attend an English-speaking high school and/or who are not native speakers of English are directed to a different process. They are directed to the Warrior Welcome Center and/or the ESL Coordinator. First, students are guided towards either noncredit ESL or credit ESL. Students with a transfer- or degree-seeking goal are directed to the credit ESL placement process. This process includes a CO-Approved Reading Assessment Instrument (Accuplacer: ESL Reading Skills) and a CO-Approved Writing Assessment (Accuplacer: ESL WritePlacer). Students may also undergo a Guided Placement process or an informal skills assessment to determine where they place in the optional ESL Speaking and Listening course sequence. These three assessments determine where these students place in the credit ESL course sequences. Students who score high enough may place directly into transfer-level English (ENGL 1A) or transfer-level English with an optional co-requisite support class (ENGL 1A+ENGL 1AS).

10. How will these placement methods be retroactively applied to current students without a U.S. high school diploma or the equivalent?

Current students have had the opportunity to access the placement methods described above, which have been in place since 2019.

11. Does your college use different placement methods for different types of students?

No. The variances described above are only a result of differing levels of information, and also ensuring that students are appropriately directed to English, noncredit ESL, or credit ESL.

12. How do these methods of placement of ESL students maximize the likelihood that ESL students with a goal of transfer to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal? Provide evidence to support this.

ESL students with transfer goals can enter the credit ESL sequence. Even ESL students who score into the lowest level in credit ESL, ESL 52A and ESL 53A, can enter and complete transfer-level English as early as the second semester of their second year. Students are also able to score directly into transfer-level English.

13. For students who are placed in transfer-level English Composition or an ESL course equivalent, what types of support are provided? Select all that apply.

Course & linked credit co-requisite support
Embedded support (i.e. tutor, counselor, study skills training, time management)
Specialized tutoring assistance (tutorial center and faculty customized support)

14. Does your college examine disproportionate impact among ESL students?

Yes

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

We have examined disproportionate impact among ESL students by calculating the ESL throughput rate. The throughput rate identifies the rate at which students who go through the credit ESL placement process complete transfer-level English within three years of entering the college, which includes students who placed directly into transfer-level English through the ESL placement process. We have disaggregated the throughput rate by race/ethnicity.

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

When looking at throughput rate, three groups of students show disproportionate impact: Black students, Hispanic students, and white students. We use the percentage-point-gap method to determine disproportionate impact. Student groups who have a throughput rate two percentage-points below the overall rate are identified as disproportionately impacted. In the cases of the three groups identified above, Black students' throughput rate was 31% below the overall rate, Hispanic students' rate was 20% below, and white students' rate was 11% below.

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

Just as we do for all courses, we allow our ESL students to challenge ESL course prerequisites. Students who are displeased with their placement can contact either the Dean or Associate Dean over the ESL program, which resides in the Humanities Division. We have not done anything yet beyond allowing this challenge. We welcome guidance on how to determine whether the existing CO-approved exams, Accuplacer for Reading Skills and Accuplacer WritePlacer, contain cultural or linguistic biases. We would like to know what evidence would help us identify such biases.

18. Please verify the following data is being collected in order to validate ESL implementation practices. (Select all that apply)

✓ Student placement by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.) [Yes]

✓ Student enrollment by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.) [Yes]
✓ Completion of transfer-level English or ESL equivalent in three years [Yes]
✓ Each of the above, disaggregated by race and ethnicity [Yes]

19. Is your college using an assessment instrument to place ESL students?

Yes

20. If yes, which instrument(s) are being used and with what cut scores? Please list the type of assessment being used and the cut scores for the assessment.

Assessment Instrument #1
- Name of Assessment Instrument
    o Accuplacer: ESL WritePlacer
- Assessment Cut Scores
    o 0-1 = ESL 53A
    o 2-3 = ESL 53B
    o 4 = ESL 53C
    o 5 = English 1A (1AS highly recommended)
    o 6 = English 1A

Assessment Instrument #2
- Name of Assessment Instrument
    o Accuplacer: ESL Reading Skills Test
- Assessment Cut Scores
    o 0-80 = ESL 52A
    o 81-105 = ESL 52B
    o 106-120 = ESL 52C or ENGL 1A if eligible in Writing

21. Is your college using a writing assessment to place ESL students?

No

22.

N/A

23.

Per title 5 §55522.5 (e):
Community college districts shall not, except as provided in subdivision (g), do any of the following:
(1) use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
(2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
(3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;
(4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or
(5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

Certify your college is abiding by the provisions of title 5 §55522.5 (e) by checking below

Yes

24. How have these provisions influenced your placement processes?

Our placement process has been influenced by the provisions above. For example, we are careful to only employ CO-approved assessment instruments for placement into our required credit ESL sequences. We previously used a locally developed writing assessment, but we will switch to WriterPlacer permanently (our current usage of this instrument began as a result of the pandemic). In addition, students must be admitted to our college before undergoing this process, which ensures that the assessment test process does not exclude any person from admission. Lastly, this process will not be used to exclude students from courses or programs, apart from prerequisites identified during our curriculum approval process.

25.

Per title 5 §55522.5 (f):
Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code §78213:
(1) Inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
(3) Annually report to the Chancellor's Office, in a manner and form described by the Chancellor's Office:
(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and
(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

Certify your college is abiding by the provisions of title 5 §55522.5 (f) by checking below:

Yes

26. How have these provisions influenced your placement processes?

Students are informed about their placement options and the ESL course sequence that will lead them to transfer-level English. Students are made aware of their options via the college catalog, in advisement materials and flyers, and prior to the assessment/placement process. They can also find the aforementioned information on the Welcome Center webpage, as well as the ESL webpage. ESL student throughput is disaggregated and analyzed by Institutional Research and Planning. We have a plan to begin posting placement results at the Institutional Research and Planning webpage.

27. What methods of communication are being used to inform students of their options? Select all that apply.

- ✓ Webpage [Yes]
- ✓ Catalog [Yes]
- ✓ Email [Yes]

28. Provide uploads of those communication artifacts. [See attachments]

29. If applicable, provide links to those communication artifacts.

Warrior Welcome Center: https://www.elcamino.edu/admissions/assessment/esl-placement-test.aspx

ESL Department: https://www.elcamino.edu/academics/humanities/esl/index.aspx

ECC College Catalog [2021-2022 edition will include updated information regarding placement]: http://catalog.elcamino.edu/

"Path to Enrollment" Page: https://www.elcamino.edu/admissions/steps/

California
Community
Colleges

TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support

Dolores Davison, President, ASCCC

RE: Equitable Placement (AB 705) ESL Adoption Plan Submission

---

Given the COVID-19 emergency, the AB 705 ESL adoption plans originally due July 1, 2020 were extended to July 1, 2021 (reference memorandum ES 20-24 Emergency Guidance for AB 705 Implementation). This guidance memorandum provides details on how to submit those adoption plans. Enclosed you will find materials created by the ESL AB 705 Implementation Workgroup, whom we sincerely thank for their partnership and dedication to this effort:

- ESL Adoption Plan Implementation Guide
- ESL Adoption Plan Form
- Adoption Plan Glossary of Terms

As we continue to work toward fulfillment of the *Vision for Success* and the equity *Call to Action*, effective implementation of Assembly Bill 705 (AB 705) is essential and remains an important priority for the Board of Governors and all California Community Colleges. As a reminder, under title 5, §55522.5 *English as a Second Language Placement and Assessment*, ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within a three-year timeframe of declaring a transfer- or degree-seeking goal. Adoption plans should explain the placement method, the evidence to be collected, and why the college/district believes it will be effective.

Per title 5, §55522.5 (b)(2), students who have acquired a United States high school diploma or the equivalent should be placed according to §55522. Therefore, colleges'/districts' adoption planning and implementation will primarily focus on ESL students without a U.S. high school diploma or U.S. high school data (e.g., international students, adult immigrants, refugees, and F1 Visa students). Colleges should collect and review evidence on the effectiveness of their ESL placement including student completion of degree or transfer requirements in English (or equivalent ESL courses) via their campus research offices and make the data available to ESL departments for the purpose of determining the best placement options for credit ESL, consistent with title 5, §55512.

While local practices may have been in flux over the past year, this is a long-term (2-year) plan starting fall 2021 of how you will assess, place and support your ESL students. This is not a report of what you have done in the past or how practices have shifted during COVID. That said, colleges/districts should glean from lessons learned during COVID about establishing flexible processes and procedures given the uncertainly of the pandemic and other yet unknown emergencies that could arise.

As we work together to fulfill these regulatory mandates, the goal is to engage in a cycle of continuous inquiry and improvement. We have undergone a significant system-wide transformation in practice, and implementing with fidelity requires we self-assess and amend our practices as needed. As you implement, you will likely glean from lessons learned and shift practices to best serve students. That innovation is allowed and encouraged. Within two-years of fall 2021 implementation, the Chancellor's Office will provide a data template for validation of those innovations and practices.

Requested Action

All California Community Colleges are to complete the enclosed Equitable Placement (AB 705) ESL Adoption Plan form by July 1, 2021 using this link: ESL-Adoption-Plan-Form . The pdf of the form enclosed is for reference purposes only. Please complete the electronic form to submit your plan.

If you have questions about this guidance, please contact Vice Chancellor Aisha Lowe at alowe@cccco.edu or (916) 322-4285.

cc: Eloy Ortiz Oakley, Chancellor
        Daisy Gonzales, Deputy Chancellor
        Marty Alvarado, Executive Vice Chancellor
        CCCCO Staff

Attachments:

- ESL Adoption Plan Implementation Guide
- ESL Adoption Plan Form (for reference only; submit using the electronic link)
- Adoption Plan Glossary of Terms

Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide

Title 5, §55522.5 ENGLISH AS A SECOND LANGUAGE PLACEMENT AND ASSESSMENT	Implementation Considerations
(a) Scope and Intent	
(1) Instruction in credit English as a Second Language (ESL) is distinct from remediation in English. (2) Students enrolled in ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both.	• Does local implementation affirm ESL courses and instruction as distinct from remedial/developmental English? • Does local implementation affirm ESL students as foreign language learners?
(3) ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.	• Do local ESL placement sequences align with this goal? • Has a plan and process been established to disaggregate data to identify educational goals of degree or transfer for students enrolled in credit ESL courses? • Has a plan and process been established to track and report on student placement and throughput?
(4) Credit ESL placement methods should minimize disproportionate impacts on students.	• Has a plan and process been established to disaggregate data to examine disproportionate impact on students enrolled in credit ESL courses?
(b) Placement Methods	
(1) Districts shall place students who are English language learners using evidence based multiple measures from the placement methods for ESL identified below: 　(A) Any Chancellor's Office ESL placement method published by the Chancellor's Office to implement Education Code §78213; 　(B) An evidence-based district placement method collected from local research using high school performance data, including self-reported high school performance data; 　(C) A district placement method based upon guided placement, including self-placement; or 　(D) Methods based on articulation agreements between the district and partners as defined in §55003.	• Are one of these placement methods for credit ESL being used? Can that placement method be described in detail? • Has a plan and process been established to validate the placement methods being used?
(2) Students who have acquired a United States high school diploma or the equivalent shall be placed according to §55522.	• Are students with U.S. high school diplomas or equivalent being placed according to §55522? • Has a plan and process been established to disaggregate data to demonstrate said placement?
(3) Placement methods authorized by this section shall be designed to maximize the probability that transfer- or degree-seeking students enrolled in credit ESL will enter and complete a transfer-level English composition or an equivalent ESL course within a three-year timeframe.	• Are placement methods designed to maximize the probability of completion of transfer-level English composition (TLC) or an ESL course equivalent to TLC within a three-year timeframe? • Has a plan and process been established to validate the placement methods being used?

(4) Districts adopting a district placement method under subparagraph (b)(1)(B) or (b)(1)(C) shall, by July 1, 2020 [extended to 2021], provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under either of the following circumstances:	• Has a plan and process been established to complete and submit the local ESL adoption plan to the CO by July 1, 2021? • Has a plan and process been established to validate the district placement method?
(A) The district's failure to report within two years of adoption; or (B) The district's failure to demonstrate that the local placement method meets or exceeds the credit ESL throughput rate(s) of a placement method, once published, by the Chancellor's Office.	
(5) Districts must inform students placed into credit ESL coursework prior to fall 2020 of their right to access the newly adopted placement processes that comply with this section and students who have completed a United States high school diploma or the equivalent shall be placed according to §55522. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (b)(4).	• Has the district informed students placed into credit ESL coursework of their right to access newly adopted placement processes? • Has a plan and process been established to retroactively place credit ESL students whose current placement does not fit the new placement process?
(6) Any placement for the fall semester or quarter of 2020 must comply with this section and Education Code §78213.	• Has a plan and process been established to implement the new placement processes by fall 2021?
(c) Assessment	

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in credit ESL courses and guidelines for their use by community college districts. When using an ESL assessment test for placement into credit ESL coursework, it must be used with one or more other measures to comprise multiple measures.	• If an assessment test is being used for placement:
	  o How does the district ensure colleges are using a CO approved assessment test?
	  o How does the district ensure colleges are using multiple measures in addition to that assessment test?
	• Can those placement processes be described in detail?

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.	Only CO approved assessment tests can be used. Locally developed assessments will be validated by processes established by the Assessment Committee (which is being reconstituted).
(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.	
(d) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.	• If an approved assessment test is being used for placement: o Are there procedures to clearly communicate to students regarding the college's sample test

	preparation, how the student test results will be used to inform placement decisions, and the district's re-test policy?
(e) Community college districts shall not, except as provided in subdivision (g), do any of the following:	Can the district certify alignment with the following provisions (1-5)?
(1) Use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;	
(2) Use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;	
(3) Use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code §76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;	
(4) Use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to §55002 and §55003; or	
(5) Use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with §59300) of chapter 10.	
(f) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code §78213:	
(1) Inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;	• Has a plan and process been established to inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes?

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;	• Has a plan and process been established to include information about the student's course placement options
	     o in the college catalog,
	     o in orientation and advisement materials,
	     o on the college's website, and
	     o in any written communication by counseling services?

(3) Annually report the college's placement results to the Chancellor's Office, in a manner and form described by the Chancellor's Office: (A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level	• Has a plan and process been established to gather and report this data annually?

English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and	
(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit academic ESL coursework, disaggregated by race and ethnicity.	• Has a plan and process been established to publicly report this data annually?
(g) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.	
(h) The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree and produce a report for the Board of Governors by January 30, 2023. This report will inform a re-evaluation of credit ESL placement methods by the Chancellor's Office, and whether this section should be amended.	

ESL Adoption Plan Form

Introduction and Contact Information

Page description:
This page provides and introduction of this form and collects college contact information

Introduction

As described in guidance memorandum Equitable Placement (AB 705) English as a Second Language (ESL) Adoption Plan Submission, ESS 21-200-004 released February 3, 2021, (link below), all California Community Colleges are to complete an Equitable Placement (AB 705) ESL Adoption Plan using this form by July 1, 2021. Per Title 5, §55522.5(b)(4), districts shall provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Reference the Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide and Glossary of Terms to help direct your planning and completion of this adoption plan (links below):

Glossary of Terms

ESL Adoption Plan Guide

1. Contact Information

District

College

Adoption Plan Development Process

2. Information about the adoption plan development process. Provide details on the development of the adoption plan. Explain how the development process was organized and communicated to the campus. Which parties were involved in the development? What was the approval process? During the development and approval process, how was feedback gathered?

3. If you have additional information regarding your adoption plan development process in a separate file please upload it here.

Browse...

Localized Placement Method for ESL Students

4. Are students with a U.S. high school diploma, or the equivalent, placed using the default placement rules (see glossary of terms)?

 ○ Yes

 ○ No

5. If not, which placement methods are used to place students with a U.S. high school diploma or the equivalent? Select all that apply.

- ☐ CO Approved Assessment Instrument
- ☐ CO Approved Writing Assessment
- ☐ Guided placement
- ☐ Self-placement
- ☐ International transcripts converted to U.S. GPA scale
- ☐ SAT, ACT, EAP, or AP tests
- ☐ Self-reported high school data
- ☐ Verified high school transcript data
- ☐ Educational background and/or English use survey
- ☐ Other assessment measures - (Please describe)

6. Please describe the placement process used to place students with a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

7. How will these placement methods be retroactively applied to current students with a U.S. high school diploma or the equivalent?

8. Which placement methods are used to place students who do not have a U.S. high school diploma? Select all that apply.

- ☐ CO Approved Assessment Instrument
- ☐ CO Approved Writing Assessment
- ☐ Guided placement
- ☐ Self-placement
- ☐ International transcripts converted to U.S. GPA scale
- ☐ SAT, ACT, EAP, AP tests
- ☐ Self-reported high school data
- ☐ Educational background and/or English use survey
- ☐ Verified high school transcript data
- ☐ Other assessment measures (please describe):

9. Please describe the placement process used to place students <u>without a U.S. high school diploma or the equivalent</u> (i.e. provide detail on how the methods checked above are used within the placement process).

10. How will these placement methods be retroactively applied to current students <u>without a U.S. high school diploma or the equivalent</u>?

11. Does your college use different placement methods for different types of students?
If so, please list and describe the different types of students for whom different placement methods are used. Also, describe and provide the rationale and evidence to support this decision.

12. How do these methods of placement of ESL students maximize the likelihood that ESL students with a goal of transfer to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal? Provide evidence to support this.

13. For students who are placed in transfer-level English Composition or an ESL course equivalent, what types of support are provided? Select all that apply.

- ☐ Combined pre-requisite and transfer course in one term with no additional units
- ☐ Combined pre-requisite and transfer course in one term with additional units
- ☐ Course & linked credit co-requisite support
- ☐ Course & unlinked credit co-requisite support
- ☐ Course & noncredit co-requisite support
- ☐ Embedded support (i.e. tutor, counselor, study skills training, time management)
- ☐ Specialized tutoring assistance (tutorial center and faculty customized support)
- ☐ Other - (Please describe)

  [   ]

- ☐ No supports are offered

Disproportionate Impact

Page description:
This page collects information on disproportionate impact.

14. Does your college examine disproportionate impact among ESL students?

- ○ Yes
- ○ No

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

Validation

Page description:
This page collects information about the college's validation process.

Within two years of the adoption of a placement method, the college/district shall report to the Chancellor on the method's efficacy. The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree and produce a report for the Board of Governors by January 30, 2023. Toward that end, colleges should establish a process for collecting the data needed to validate its ESL implementation practices.

18. Please verify the following data is being collected in order to validate ESL implementation practices. (Select all that apply)

☐ Student placement by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)

☐ Student enrollment by level of course (e.g., transfer-level to six levels below) and the four skill areas (e.g., Writing, Reading, Speaking, Listening, and/or Integrated, etc.)

☐ Completion of transfer-level English or ESL equivalent in three years

☐ Each of the above, disaggregated by race and ethnicity

Assessment

Page description:
This page inquires about the college's assessment practices and policies.

19. Is your college using an assessment instrument to place ESL students?

○ Yes

○ No

20. If yes, which instrument(s) are being used and with what cut scores?
Please list the type of assessment being used and the cut scores for the
assessment.

	Name of Assessment Instrument	Assessment Cut Scores
Assessment Instrument #1		
Assessment Instrument #2		
Assessment Instrument #3		
Assessment Instrument #4		

Comments

21. Is your college using a writing assessment to place ESL students?

○ Yes

○ No

22. If yes, please upload a copy of the writing assessment(s) (i.e. the
prompts or questions, not student samples).

Browse...

Per title 5 §55522.5 (e):

Community college districts shall not, except as provided in subdivision (g), do any of the following:
(1) use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
(2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;
(3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;
(4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or
(5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

23. Certify your college is abiding by the provisions of title 5 §55522.5 (e) by checking below:

○ Yes, we are abiding by these provisions.

24. How have these provisions influenced your placement processes?

Per title 5 §55522.5 (f):

Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code §78213:
(1) Inform students of their rights, pursuant to Education Code §78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
(3) Annually report to the Chancellor's Office, in a manner and form described by the Chancellor's Office:
(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and
(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

25. Certify your college is abiding by the provisions of title 5 §55522.5 (f) by checking below:

○ Yes, we are abiding by these provisions

26. How have these provisions influenced your placement processes?

Communications

27. What methods of communication are being used to inform students of their options? Select all that apply.

☐ Webpage

☐ Catalog

☐ Email

☐ Other - Please describe

[   ]

28. Provide uploads of those communication artifacts.

Browse...

29. If applicable, provide links to those communication artifacts.

Link to artifact #1 [   ]

Link to artifact #2 [   ]

Link to artifact #3 [   ]

Link to artifact #4 [   ]

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

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign
President/Superintendent/Chancellor Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign
Adobe Sign Date for President/Superintendent/Chancellor

�

31. Please provide the name, title, email address, and contact telephone number for the college's representative or their designee in the space below.

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign
College Representative Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign
Adobe Sign Date for College Representative

�

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

First Name

Last Name

Title

Email Address

Phone Number

Please leave blank, for use later with Adobe Sign
AS President Signature via Adobe Sign

Please leave blank, for use later with Adobe Sign
Adobe Sign Date for AS President

�

Thank You!

Thank you for taking our survey. Your response is very important to us.

Glossary of Terms

Advisory on Recommended Preparation: A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program (§55000).

Assessment: The process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services.

Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance (Section 2 (e)).

Corequisite: A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course (§55000).

Combined prerequisite and transfer course in one term with no additional units: A course were prerequisite (e.g. intermediate algebra) course content is combined with a transfer-level course (e.g. precalculus) and the student is able to complete both (e.g. intermediate algebra and precalculus) in the same term and usually receives a single grade, and the transfer-level course has no additional units added (e.g. the course continues to be scheduled for 4 units, the same as previously).

Combined prerequisite and transfer course in one term with additional units: A course were content from a prerequisite course (e.g. intermediate algebra) is combined with a transfer-level course (e.g. precalculus) and the student is able to complete both in the same term (e.g. intermediate algebra and precalculus) and usually receives a single course grade. This combined course has a higher number of units than the transfer-level course without the included prerequisite content (e.g. 4 units for the combined course rather than 3 units for the standalone precalculus course). Course may need to be rearticulated. In addition, not all units may transfer.

Course & linked credit corequisite support: A course (e.g. transfer-level course) with a corequisite course (additional support for the transfer-level course) that is linked together in the college's course registration system (i.e. if a student enrolls in one, they are automatically enrolled in the other and if they drop one, they are dropped from both).

Course & unlinked credit corequisite support: A course (e.g. transfer-level course) and a corequisite support course (additional support for the transfer-level course) that are not

linked together (i.e. a student must enroll in two separate sections and if they drop the course, they need to drop both sections separately).

Course & noncredit corequisite support: A course (e.g. transfer-level course) and a noncredit corequisite support course (additional support for the transfer-level course offered as noncredit).

Default Placement Rules: The placement method laid out in AA 18-40 providing guidance for the use of high school GPA to place students who graduated from a US high school.

HSGPA ≥ 2.6 Success rate = 78.6% Transfer-Level English Composition

No additional academic or concurrent support required

HSGPA 1.9 - 2.6 Success rate = 57.7% Transfer-Level English Composition

Additional academic and concurrent support recommended

HSGPA < 1.9 Success rate = 42.6% Transfer-Level English Composition

Additional academic and concurrent support strongly recommended.

Embedded support: Student supports provided within the course such as a tutor or counselor that is part of the course, so students receive the service as part of their enrollment in the section.

Enrollment: A course is considered to occur when a student receives an evaluative or non-evaluative symbol pursuant to §55023 in a credit course (§55000) and is designed to capture the number of distinct students enrolled in a course or a course level at census. If end of term enrollment, this should include withdraws (EW and W grades) as enrollment in the course.

Guided Placement: A process or tool used to encourage a student to reflect on their academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students will receive their course placement.

Self-Placement:
A process in which a student chooses their placement after consideration of some form of self-reflection and other relevant factors.

Multiple Measures: The incorporation of two or more independent criteria for the placement of students, such as:

- Overall high school performance (e.g., HSGPA) or previous college performance
- Highest level of coursework completed in a subject area and corresponding course grade
- Attitude surveys

- Vocational or career aptitude interest inventories
- Specialized certificates or licenses
- Education and employment histories
- Military training and experience
- Interviews
- Holistic scoring process

Onboarding: A process of orienting a student to the college, the programs and the courses offered. The process often includes collection of information from the student about the student's educational and career goals, elements of the student's life that may affect their academic outcomes, and additional information about the student's educational and life experiences that will inform and assist the student to choose appropriate courses.

Placement: The use of validated assessment measures to specify the highest course or courses a student is eligible to enroll in and recommendations about supports to successfully complete that course.

Prerequisite: A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program (§55000).

Self-Assessment Survey: A process or a tool used to encourage a student to reflect on their academic history and educational goals that may include the student evaluating their familiarity and comfort with the topic of English. Survey results may culminate in course recommendations, but not placement. This survey may be part of the college's student onboarding process.

Specialized tutoring assistance: Tutoring offered outside of class, usually at a tutoring center, that can be regular tutoring for which faculty customize supports for students to take, such as modules.

Hi John ,

Thank you for submitting an ESL registration form for the placement exam at El Camino College. Please give us 24 - 48 business hours to look over your submission and we will contact you with next steps. Per state legislation (AB 705), all students have the right to register directly into transfer-level coursework in English or in credit academic ESL. Colleges such as ECC utilize multiple measures to place students in ESL courses. Please see the chart below and find out what ESL program is best for you!

	Credit Courses	Mirrored Courses (Non -Credit)	Non-Credit
Definition	Credit classes that will count toward a degree or Certificate	Mirrored classes are exact replicas of credit classes; only they are non-credit. Students attend class with credit students and are expected to do the same work.	Courses focused on helping students communicate in English at home, at work, and in the community.
Units per class	4	0	0
International (F1 Visa) Students	Please check in with **International Student Program** regarding the credit courses you need to take.	**DO NOT TAKE**	**DO NOT TAKE**
ECC Courses *not all classes will be offered every semester	**Listening, Speaking, and Pronunciation** ESL 51 A - Elementary ESL 51 B - Intermediate ESL 51 C - Advanced **Reading and Vocabulary Building** ESL 52 A - Elementary ESL 52 B - Intermediate ESL 52 C - Advanced **Writing and Grammar** ESL 53 A - Elementary ESL 53 B – Intermediate ESL 53 C – Advanced	*only **5** spots per class offered **Listening, Speaking, and Pronunciation** **N**ESL 51 A - Elementary **N**ESL 51 B - Intermediate **N**ESL 51 C - Advanced **Reading and Vocabulary Building** **N**ESL 52 A - Elementary **N**ESL 52 B - Intermediate **N**ESL 52 C - Advanced **Writing and Grammar** **N**ESL 53 A - Elementary **N**ESL 53 B – Intermediate **N**ESL 53 C – Advanced	**Grammar and Conversation** ESL 02A – Level 1 ESL 02B – Level 2 ESL 02C – Level 3 ESL 02D – Level 4 **Reading and Writing** ESL 03A – Level 1 ESL 03B – Level 2 ESL 02C – Leve 3 ESL 03D – Level 4 ESL for Health Care I & II ESL for Childhood Educators I & II ESL Support for Career and Technical Programs ESL for Math I & II ESL for Medical Terminology ESL for Anatomy and Physiology I & II ESL for Radiological Technology I
Cost	Tuition and Fees	FREE	FREE
	After you apply to El Camino College, you can register to take the Accuplacer test by completing the following form: https://elcamino.formstack.com/forms/elcamino_esl **Testing Hours:** The exam is available only by appointment **Components:** This is a computerized reading and writing skills exam		After you apply to El Camino College, you can request to take the CASAS exam by completing the following form: elcamino.formstack.com/forms/casas_exam **Testing Hours:** The exam is available after registering

Placement Test		
	Length of Exam: 2- 3 Hrs. **Location:** Zoom, information will be emailed to you	**Components:** This is a computerized reading and writing skills exam **Length of Exam:** 30 minutes - 1 Hr **Location:** Online, information will be emailed to you

If you wish to further discuss your ESL placement results and/or challenge an ESL prerequisite, please contact the Associate Dean of Humanities, Scott Kushigemachi, at skushigemachi@elcamino.edu.

Best,

Warrior Welcome Center

WelcomeCenter@elcamino.edu

ESL – New Student Orientation

PRESENTED BY:

Warrior Welcome Center

El Camino College

OVERVIEW

1 ABOUT EL CAMINO COLLEGE

2 PATH TO ENROLLMENT

3 DEGREES AND CERTIFICATES

4 TUTORING OPTIONS

5 FINANCIAL AID

6 CAMPUS RESOURCES

7 STANDARDS OF CONDUCT & POLICY

8 HOW TO GET INVOLVED

9 STUDENT PORTAL

10 NEXT STEPS!

PATH TO ENROLLMENT

Apply
- Submit Online Application ✔

ESL Placement Test / Assessment Survey
- By Appointment
- Can be found in your MyECC Account

Financial Aid Application
- Complete FAFSA or CA Dream Act Application

Orientation
- Complete online or in-person ✔

Educational Plan
- Meet with counselor to develop education plan

Register for Classes
- Spring is currently Open
- Summer and Fall opens in early May & June

Credit vs. Non-Credit

CREDIT COURSES	NON-CREDIT COURSES
$46 per unit	FREE
Do count towards a Degree or certificate	Do <u>not</u> count towards a Degree or certificate
Will go on Transcripts	Will <u>not</u> go on Transcripts
Will receive a grade	Will <u>not</u> receive a grade
ESL 51, ESL 52, ESL 53 (A/B/C)	ESL 41, ESL42, NESL 53 (A/B/C) & 02 A/D, 03 A/D

ESL Credit Classes

Beginning Level → Intermediate Level → Advanced Level → College Level

Speaking / Listening

ESL 51 A
- (4 units; 5 hours lecture)

→

ESL 51 B
- (4 units; 5 hours lecture)

→

ESL 51 C
- (4 units; 5 hours lecture)

Reading

ESL 52 A
- (4 units; 5 hours lecture)

→

ESL 52 B
- (4 units; 5 hours lecture)

→
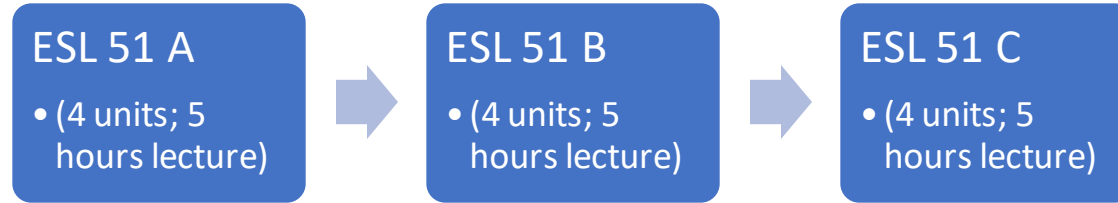
ESL 52 C
- (4 units; 5 hours lecture)
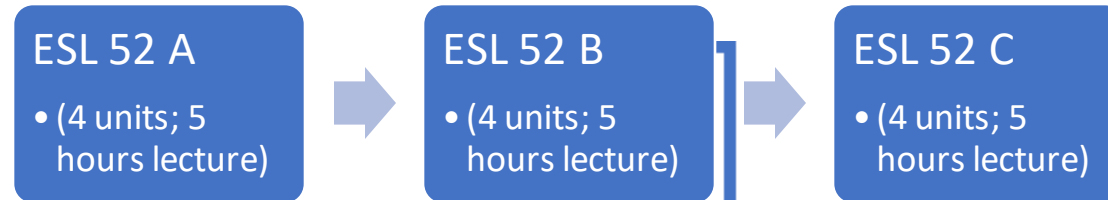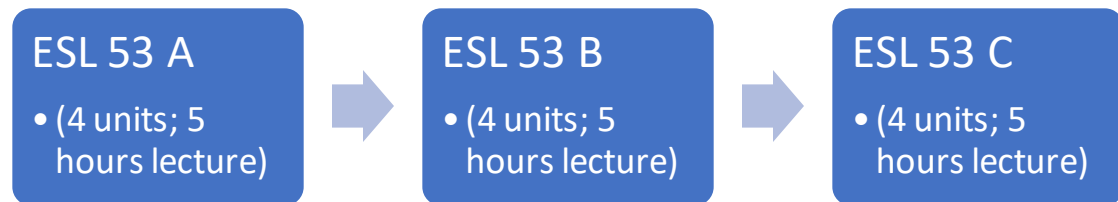
ESL 03D – Reading and Writing
- (Non Credit (FREE); 5 hours lecture)

Writing

ESL 53 A
- (4 units; 5 hours lecture)

→

ESL 53 B
- (4 units; 5 hours lecture)

→

ESL 53 C
- (4 units; 5 hours lecture)

English 1A – Reading and Composition
- Prerequisite: ESL 52 B and ESL 53C with a grade of C or better, or qualification by assessment

ESL Non - Credit Classes

Beginning Level   Intermediate Level   Advanced Level

FREE
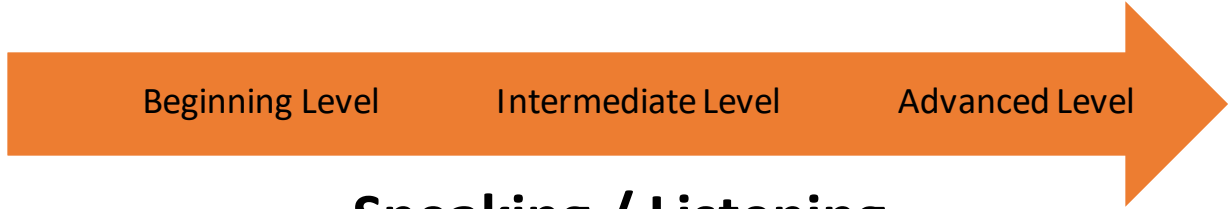
Speaking / Listening

Conversational Grammar
ESL 02 A, ESL 02 D

ESL 41 A	ESL 41 B	ESL 41 C
• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)

Reading

ESL 42 A	ESL 42 B	ESL 42 C
• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)

Reading and Writing
ESL 03 A, ESL 03 D

Writing

| NESL 53 A	NESL 53 B	NESL 53 C
• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)	• (0 units; 5 hours lecture)

TIME TO SEE A COUNSELOR

Questions I should ask myself before seeing a counselor:

What do I want to take, Credit or Non-Credit Classes?

Do I want to take other classes besides ESL classes?

What is my long-term educational goal?

Counseling Appointment
Schedule an online appointment to ask in-depth questions or develop an educational plan

Express Counselors

First- come, first-served. For quick general questions, or prerequisite clearances

Career Center & Transfer Center Counselors

Major/ Program

Chats based on specific major or program questions

MyECC Portal

View Registration Appointment

Register & Drop Classes

Pay for fees & parking permit

View Financial Aid Award Letter

Access College Email

Access ECC Connect

Make a counseling appointment

Complete Assessment Survey

COVID-19 Updates: Online instruction in place through spring semester

Future Students   Current Students   Faculty & Staff   Community   Give

MA   MYECC   CANVAS   APPLY

El Camino College

ACADEMICS   ADMISSIONS   CAMPUS LIFE   ABOUT

Math Placements

Transfer – level math course

Transfer – level math + **Support Course**

The most appropriate mathematics course depends on your future goals, including major prep requirements by transfer institutions.

ESL Placements

Speaking - ESL 51 (A/B/C)

Reading - ESL 52 (A/B/C)

Writing – ESL 53 (A/B/C)

A – Beginning Level

B – Intermediate Level

C – Advanced Level

English 1A, transfer – level course

English 1A + **English 1AS**, transfer – level course with a support course

Pages 5 & 6

QUESTIONS?

WARRIOR

WELCOME

CENTER

WelcomeCenter@elcamino.edu

310.660.3405

Before you leave the Zoom meeting

Complete the following form to receive credit for **New Student Orientation** and a **Counseling Appointmen**t:

tinyurl.com/1234ESL

QUESTIONS?

WARRIOR WELCOME CENTER

Leave a Voicemail: 310.660.3405

WelcomeCenter@elcamino.edu

www.elcamino.edu

ADDITIONAL RESOURCES

Admissions admissionshelp@elcamino.edu

Financial Aid eccfaid@elcamino.edu

Counseling counseling@elcamino.edu

The following process has been developed for the El Camino College Academic Senate by the Online & Digital Education Advisory Committee.

1. The department of Online and Digital Education (ODE) will notify faculty who are required to complete DE maintenance or recertification. The communication will request confirmation that the faculty intends to maintain their DE certification and will ask the faculty to indicate which option they will choose to maintain their certification and submit the materials as directed:
   a. Submit 10 hours of distance education related professional development that has occurred over the five (5) years since the faculty was certified or last maintained their certification. Proof of hours will be pulled from Cornerstone, so faculty do not need to submit it, if they have already submitted it in Cornerstone.
      i. Types of professional development can include:
         1. Professional development opportunities listed in Cornerstone and notated as Distance Education related
         2. Professional development opportunities provided by @One or CCCTech
         3. Participation at distance education related conferences
         4. Participation in distance education related talks, webinars, courses, etc.
   b. Engage in a course quality improvement process (e.g., POCR) which will be tracked by Online & Digital Education and result in updating faculty status in the certification database.
   c. Participate in recertification refresher course that will update faculty on new requirements, regulations, tools, and best practices.
2. The faculty materials will be reviewed for completeness. If the submission is complete the faculty will be notified that they have been recertified and will be provided with their next recertification date.
3. If a faculty member has not taught online within the previous three (3) years, they are required to take an accelerated renewal course to be recertified.

El Camino College

College Council Minutes
Monday, May 3, 2021
1:30 – 2:30 p.m. Via Zoom

Attendance
Breeanna Bond, Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

Absent
Kenny Galan

Support/Presenter
Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler, Jessica Padilla

Minutes

1. Welcome/Approval of Minutes
   Dr. Maloney opened the remote meeting and welcomed participants.

   After review, College Council moved to approve the April 19, 2021 meeting minutes as presented.

2. Sustainability Plan Update and Outcomes
   Iris Ingram provided an update on the Sustainability Plan. The presentation included background and goals established in July 2019 for the Plan, progress on water reduction, recycle/waste reduction, energy efficiency, transportation and an update on solar project.

   Being off campus has reduced our consumption as well as closing older buildings that are not in use. Data is being collected to calculate the actual savings. Usage will increase as we return to campus. It will be interesting to see the numbers.

   Regarding transportation, does the Special Resource Center (SRC) have input in determining pick up/drop off locations for ACCESS services. The Facilities Steering committee is responsible for monitoring the progress of the Sustainability Plan. Contact Jorge Gutierrez to ensure SRC has representation on the committee.

   Who determines the locations of water filling stations? How can refill stations be placed in the Science buildings? Water stations are in the newer buildings and were included in the building design plans. Future buildings will plan for water refill stations. Retrofitting older buildings with water stations is more difficult. FloWater stations were installed and maintained as an initiative of the Associated Students Organization (ASO). Jorge or Chris Egnozzi can be consulted on precuring new water stations. Dr. Maloney will inform Jorge on this matter up on behalf of College Council.

   An update on the Sustainability plan will be presented to the Board.

3. Facilities Master Plan Update
   Iris also provided an update on the Facilities Master Plan. The Plan was last updated four years ago. The update will expand on the current plan. A new plan is not being created from scratch. An assessment of the of the buildings completed, against those proposed in the current Plan will be made. Focus on

enrollment trends will be taken into consideration as the new updated Facilities Master Plan is being developed. The process of updating the Plan will be a highly collaborative and iterative process. Consultants have been solicited and a selection should be made no later than the June Board meeting. The Facilities Steering committee will take the lead in this effort and form a committee consisting of a broad cross section of campus constituents. The real work on the Plan will start in fall 2021.

In terms of our comprehensive planning, the Facilities Master Plan should reflect the goals and priorities in the Educational Master Plan, which is based on our Mission, Vision and Values. The Facilities Master Plan identifies the facilities, buildings and spaces required to support the educational programs in the future. Data and formulas set by the Chancellor's Office, based on our enrollment projections, will inform the development the Facilities Master plan. Our enrollment projections will be used to establish the square footage, ratio of classrooms to offices, audio visual needs and library space needed to support the Educational Master plan. It is a complicated process. We are currently working with a vendor to identify and assess all the spaces on campus.

4. Planning Guide Consultation
    The Comprehensive and Strategic Planning calendars are currently going through collegial consultation. Depending on the guidance provided by the new Superintendent/President, the plan is to move forward in August. Viviana Unda provided an [overview of the Institutional Planning Processes](#). The presentation highlighted the processes outlined in the [Institutional Planning document](#) that was distributed prior to the meeting. The presentation included the purpose of the document, El Camino's approach to planning and integrated planning, ECC planning model, types of planning, monitoring achievement of the plans and a summary of the different planning committees at El Camino.

    A recommendation to communicate the final annual prioritization decisions campus wide was made. The Planning and Budget committee (PBC) is working on creating a transparent format to communicate the prioritizations. This should go into effect this year. Planning and alignment with the budget, has been an institutional issue since the 2008 accreditation process. A lot of work has been done to lay out a strategic approach to planning that includes all levels of planning and integration. We were commended for this effort by this year's accreditation visiting team. Closing the loop, in communicating out, is the final step in this process. The results will be based on the priority of the requests received and available resources. This fall will be the first time closing the loop in the planning process will be completed. Executive Cabinet is currently prioritizing the plan/program proposals and budget requests for the Tentative budget. The allocations will be reaffirmed for the Final budget. Once the Board approves the final budget in September, a cover letter from the CEO will be published with the list of requests and the approved allocation of resources.

    Can opportunities be developed to provide real time feedback to measure the progress of initiatives that are being implemented? This would help to identify unintended consequences of policies and procedures. This is where continuing to monitor our leading and lagging indicators is valuable. These indicators are what we should be measuring to see if the needle is moving.

    College Council moved to approve the proposed planning process. The presentation will move forward to the Board.

5. BP 4230 and AP 4230 Grading and Academic Record Symbols
    Darcie McClelland reviewed the changes to the board policy and administrative procedure. The Senate Policies committee received a request, from their Non-Credit committee, to consider the additional notation for Satisfactory Progress (SP). This notation will only be used for non-credit courses. This notation allows non-credit instructors to record a student's satisfactory progress when there is not enough work for a full evaluation. Senate collaborated with the Registrar on adding this notation. The

Registrar corroborated with surrounding colleges to develop the specific language in the draft of AP 4230. The new notation is already in the system. Upon approval, the new symbol could be effective summer 2021.

It is noted BP 4230 did not change. Academic Senate reviews policies concurrently with reviewing any procedures as a best practice.

College Council moved to approve the changes to AP 4230 Grading and Academic Record Symbols. BP/AP 4230 Grading and Academic Record Symbols, will move forward to the Board of Trustees for review.

6. Adjournment

Parting Remarks: The revised Spring 2021 College Council Meeting topics were reviewed. These topics align with the goals of the College Council: To receive briefings and have the opportunity to ask question and carry out information to our stakeholder.

The next meeting is May 17, 2021. It is a Board day and we will conduct a review of the board agenda. May revise should be out. Iris Ingram may be able to share some information. Jaynie Ishikawa has AP 3435 for review. This is a substantial procedure and will require time to review. It will be distributed to College Council prior to the meeting. Viviana's scheduled topic will be confirmed later.

On June 7, we're going to go over the tentative budget which will be presented to the Board at the June Board meeting. Ann O'Brien will present an overview on the new website.

June 21 is a Board day and we will conduct a review of the Board agenda. We may have a BP or AP to go over.

We will conduct our committee self-evaluation at the end of the spring, rather than the fall to capture feedback from current Council members.

A review of AB705 and the ESL plan will be added to the June 7 schedule.

College Council only meets on Board days in July and August. It is expected the College Council meetings schedule will remain the same when the new Superintendent/President comes on board. The meetings are set on the Academic Master calendar.

This month is Foster Care Awareness month. A flyer was sent to the campus community to advocate becoming allies for foster youth. El Camino's Foster students are resilient and have so much to offer. Their leadership stands out as they are given opportunities.

Torrance Area Chamber of Commerce will recognize Giancarlo Fernandez with the Advocate Award for his work on Student Diversity and the Social Justice Center at their Educate, Celebrate and Elevate Diversity Awards 2021 . We are so proud of you!

2020 - 21 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
   - Guided Pathways and Equity Outcomes
   - Associated Student Organizations initiatives
   - Technology modernization
   - Impact of facilities on the student experience
   - Sustainability plan progress
   - Enrollment operations and enrollment management
   - Strategic Plan implementation and monitoring
   - Facilities Master Plan developments
   - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

Future Meeting Dates: via Zoom   D. Maloney   Reminder only

   Winter/Spring 2021 College Council Meetings

   - Monday, May 17, 2021   (Board Day)
   - Monday, June 7, 2021
   - Monday, June 21, 2021   (Board Day)

<u>**El Camino College – Educational Policies – An Academic Senate Committee:**</u>
<u>**MINUTES - May 11th, 2021**</u>

The purpose of the Educational Policies Committee is to provide a forum for informed discussion and development of policies, and their effect on students and faculty. The Committee reviews and recommends policy and procedures for further approval by other governing and consultation bodies as appropriate. The Educational Policies Committee, as a standing committee of the ECC Academic Senate, fosters the effective and full participation by community college faculty in all academic and professional matters. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the "10+1" areas in Senate purview (BP 2510).

Goals Sp 2021
- As recommended by the President's Advisory Committee on Race and Equity, the Ed Policies Committee will work with the Senate VP Equity and Inclusion to review BP/APs for Equity -minded language
- Will find a successor VP Education Policies for Fall 2021
- Work on BP/APs that address current issues on campus
- Will continue to regularly review BP/APs for routine updating as required and recommended by Accreditation 2020

VP Ed Policies: Claudia Striepe (LLR)

 Ed Policies Committee Members: Charlene Brewer-Smith (IT) **Kristie Daniel-DiGregorio (BSS); Kathryn Marsh (Math); Darcie McClelland (NS); Chris Jeffries (ECCFT); Lori Suekawa (CSS); Eric Villa (HSA); Stephanie Merz (Hum);** Camila Jenkin (LLR); **Deans Rep: Amy Grant** (NS)

<u>**Committee Spring 2021 Meeting Dates and Times**</u>: ~~Feb 23; March 9 & 23; April 27; May 11~~ & 25, June 8 (tentative depending on AS appropriation of tentative date – see below), **1-2pm, and via Zoom** for the semester.

Alternating with Academic Senate Meeting Dates for Spring 2021: February 16; March 2 & 16; April 6 & **20;** May 4 & 18; June 1 & 8 (tentative).

1. <u>**Announcements:**</u>

<u>**Welcome to student visitors**</u>

- **Charlene Gardella, who is a new visitor to Ed Pol.**
- **CS put Camila Jenkins name forward to the Senate as a VP Ed Policies** candidate. Camila Jenkin agreed to the nomination, Senate election officer K. Degnan will announce results at the next Senate meeting.

2. <u>**Second Reading and Vote at Academic Senate meeting May 18th 2021**</u>

- <u>**BP/AP 4040 Library Services**</u>
- <u>**BP 4100 Graduation Requirements for Degrees and Certificates:**</u>

- **BP 4100.1 Catalog Rights**
- **BP/AP 4070 Course Auditing and Auditing Fees**
  With regard to AP 4074, **Anna Brochet (Couns) had a question** re the LAST sentence of the AP. See email thread below. I am still awaiting a response from Ms. Justice on the matter
  Subject: *Question about AP 4070*

Hi Claudia,

We ran out of time today at senate but I had an additional question about AP 4070. Right at the end of our discussion, Lillian shared in Senate today that a student cannot drop a class then audit. However the language on the AP seems like it is implying otherwise. See below screenshot, the last line in blue. Could you or Lillian clarify?

Thank you!
Anna

Ed Policies discussed the concern and decided to amend the wording slightly for clarity (changed switch to petition). Students may switch from a Registered course to an Audit, but NOT the other way around.

ADMINISTRATIVE PROCEDURE 4070 (New)   Course Auditing and Auditing Fees

(Note—The text was lifted from the A&R website. ECC did not previously have an AP 4070.)

Education Code Section 76370 permits the Board of Trustees to authorize a person to audit a community college course. A student may audit selected El Camino College courses with these provisions:

1. Any student with an El Camino College ID number can request to audit a course. F-1 visa students may audit a course if they are enrolled in the minimum number of units to maintain their F-1 visa status (12 units).

2. Priority in ~~class~~ course enrollment ~~shall~~ will be given to students ~~desiring to take~~ taking the course for credit ~~toward a degree or certificate~~.

3. No student auditing a course ~~shall be permitted to~~ may change ~~his or her~~ enrollment in that course to receive credit ~~for the course~~. Students ~~will~~ may not ~~be permitted to~~ earn credit by examination for audited courses.

4. A student wishing to audit a ~~class~~ course must first obtain a petition to audit form ~~in the~~ from Admissions and Records ~~Office~~. Registration for audit will occur after the add-drop period (No sooner than the ~~second~~ third week of classes in a regular sixteen-week semester).

5. The audit of a ~~class~~ course is subject to the approval of the instructor ~~of the course~~ and the ~~d~~Dean of the academic division. Neither the instructor nor the

dDean is obligated to approve an audit. The instructor of the course will determine the manner in which the audit is to be conducted.

The Ffee for auditing a class course shall be is $15 per unit per semester (subject to change). Students enrolled in classes courses to receive credit for 10 or more semester credits units shall will not be charged a fee to audit three or fewer semester units per semester. Fees must are to be paid before auditing the course and fees are non-refundable. Classroom attendance of students auditing a course shall will not be included in computing the apportionment due to the district.

Students who drop a registered course and then switch petition to audit will not receive a refund for the registered course if the drop occurs after the refund deadline.

3. **UNFINISHED and NEW BUSINESS**
   A. Committee member **KDD had a question re Grading Symbols** appearing on the Transcript. AP 4230

4230 (Grading and Academic Record Symbols) The Committee discussed and noted that **the issue is still being finalized, but the notation probably WOULD appear on the record or transcript**. It was noted that it was not clear if academic record equaled a transcript and this might be spelled out when the Procedure was next updated.

   B. I sent an email to Dr Shankweiler re: upcoming items as there is **nothing in the pipeline** as of this precise moment. After this meeting we have one definite further meeting, and one tentative (depending on Senate activity) so timing will be tight.

Dr Shankweiler replied that there were a number of updates to the CCLC templates for BP and APs. Here is a list of the updates (see below). There was an attachment containing the new templates that can be shared depending on how we move forward.

So we could perhaps look at one or two of these. Dr. Shankweiler also updated the BP/AP review schedule for Academic Affairs (4000), indicating how the ECC team could continue to prioritize updates by year and semester, which could provide a blueprint for future planning.

Policy & Procedure Subscription Service
Community College League of California
Liebert Cassidy Whitmore

Legal Update #38
April 2021

OVERVIEW

This is the 38th update to district members of the League's Policy & Procedure Subscriber Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 37 (disseminated to member districts in October 2020).

As part of the ongoing updates, the Service biannually updates the templates for diversity, equity, and inclusion-related issues. That process is continuing, and the League is redoubling that effort and commits to integrating diversity, equity, inclusion, and accessibility issues into these reviews of the policy/procedure templates.

Revisions to the Board Policy Templates

President's Office, Human Resources, Academic Affairs, Administrative Services, Student Services

BP 1200 District Mission – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 2200 Board Duties and Responsibilities – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 2220 Committees of the Board – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 2345 Public Participation at Board Meetings – The Service updated this policy to remove the requirement that a member of the public must submit written communication regarding a Board agenda item prior to the meeting.

BP 2435 Evaluation of the [*CEO*] – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 2720 Communications Among Board Members – The Service updated this policy to reflect new Brown Act requirements allowing members of the Governing Board to engage in

conversations on social media platforms that are open and accessible to the public so long as the purpose of the communication is to answer questions, provide information to the public, or solicit information from the public; and as long as the majority of the members of the Board do not discuss District business among themselves.

BP 2745 Board Self-Evaluation – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 3225 Institutional Effectiveness – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 3420 Equal Employment Opportunity – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 3550 Drug Free Environment and Drug Prevention Program – The Service updated this policy to add clarifying language to specify that the District shall be free from all unlawful drugs.

BP 3725 Information and Communications Technology Accessibility & Acceptable Use – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 4020 Program, Curriculum, and Course Development – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 4106 Nursing Programs – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 4250 Probation, Dismissal, and Readmission – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 5035 Withholding of Student Records – The Service updated this policy to reflect changes to Title 5 Regulations that prohibit withholding grades or transcripts in an effort to collect a debt.

BP 5050 Student Success and Support Program – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 6340 Bids and Contracts – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 6910 Housing – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7100 Commitment to Diversity – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7120 Recruitment and Hiring – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7130 Compensation – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7160 Professional Development – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7250 Educational Administrators – The Service updated this policy to add clarifying language regarding the term "vacancy" as used in this policy.

BP 7345 Catastrophic Leave Program – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7350 Resignations – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

BP 7600 College [*Police Department(s)*] or [*Campus Security*] – The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues.

Revisions to the Administrative Procedure Templates

AP 2435 Evaluation of the [*CEO*] – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 3225 Institutional Effectiveness – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 3420 Equal Employment Opportunity – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 3434 Responding to Harassment Based on Sex under Title IX – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues and to clarify other language.

AP 3435 Discrimination and Harassment Complaints and Investigations – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues and to make further changes resulting from the regulation changes.

AP 3725 Information and Communications Technology Accessibility & Acceptable Use – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 4020 Program and Curriculum Development – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 4106 Nursing Programs – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 4250 Probation – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 5015 Residence Determination – The Service updated this procedure to insert a deadline to make a determination on a reclassification petition.

AP 5020 Nonresident Tuition – The Service updated this procedure to reorganize (*inserting a numbering sequence versus bullets in three sections of the template*) to clarify that there are multiple factors that must be satisfied to qualify for the corresponding exemption.

AP 5030 Fees – The Service updated this procedure to remove a citation to Section 54801 of Title 5, which was repealed.

AP 5035 Withholding of Student Records – The Service updated this procedure to reflect changes to Title 5 Regulations that prohibit withholding grades or transcripts in an effort to collect a debt.

AP 5050 Student Success and Support Program – The Service updated this procedure add optional language to highlight diversity, equity, and inclusion issues.

AP 5520 Student Discipline Procedures – The Service updated this procedure to change the abbreviation AS to state "Associated Students" and to add optional language to highlight diversity, equity, and inclusion issues.

AP 5530 Student Rights and Grievances – The Service updated the use note for this procedure to make it legally advised in order to ensure compliance with accreditation requirements.

AP 6340 Bids and Contracts – The Service updated this procedure to reflect new legal requirements that bid documents and construction contracts specify that a project is subject to the skilled and trained workforce requirement and to add optional language to highlight diversity, equity, and inclusion issues.

AP 6370 Contracts – Personal Services – The Service updated this procedure to reflect a change in the citation to the Labor Code provisions addressing independent contractor requirements (Labor Code Sections 2775 et seq.).

AP 6540 Insurance – The Service updated this procedure to add a use note to clarify that an actuarial evaluation is required if a District establishes a fund for losses and payments for health and welfare benefits for its employees for its employees for the purpose of covering the deductible amount under deductible types of insurance policies, losses or payments arising from self-insurance programs, or losses or payments due to noninsured perils.

AP 6910 Housing – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7120 Recruitment and Hiring – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7130 Compensation – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7160 Professional Development – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7345 Catastrophic Leave Program – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7347 Paid Family Leave – The Service updated this procedure to clarify and streamline the language in this procedure. Additionally, this procedure was updated to reflect recent changes to the Paid Family Leave program, including an increase in the duration of benefits to eight weeks, and expansion of the leave to cover time off to participate in a qualifying exigency related to

covered active duty or call to covered active duty for an individual's spouse, domestic partner, child or parent in the Armed Forces.

AP 7350 Resignations – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7600 College [Police or Security] – The Service updated this procedure to add optional language to highlight diversity, equity, and inclusion issues.

AP 7700 Whistleblower Protection – The Service updated this procedure to remove contact information for the State Personnel Board.

Cs/2021

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Taryn Bailey	TB	Guided Pathways
X	Anna Brochet	AB	Counseling
X	Rose Ann Cerofeci	RC	Humanities/SITE
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Crystle Martin	CM	Library & Learning Resources
X	David Moyer	DM	Fine Arts
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
X	Jason Suárez	JS	Behavioral & Social Sciences
X	Evelyn Uyemura	EU	Humanities

*Committee Chair

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

Fall 2020 Meetings: September 8 & 22, October 13 & 27, November 10 & 24
Spring 2021 Meetings: February 23, March 9 & 23, April 27, May 11 & 25

Introductions
After brief introductions, the FDC welcomed SITE co-coordinator, Rose Ann Cerofeci (RC).

Interrupting Bias Workshop Series
PP reported that she recently completed Becoming an Anti-racist Educator, a three-part workshop series sponsored by the Center for Education, Innovation, and Learning in the Sciences at UCLA. She found the series very impactful, and explained that one workshop in particular, Interrupting Bias, would be especially useful for faculty and staff at ECC. PP recommended the FDC create a series of workshops incorporating the principles learned in the Interrupting Bias session to inform faculty and staff how to interrupt microaggressions and biases in a variety of settings (i.e., the classroom and in meetings). After enthusiastically brainstorming the many outcomes of such a program, the FDC agreed to develop a series. AJH volunteered to collaborate with PP to design and facilitate the workshops. PP may consult faculty in communication studies to participate as well.

Flex Credit
Attendance at CFT Convention for Federation Representatives
SA reported that after the FDC voted on 4.27.21 to recognize attendance at the CFT convention as flex eligible, she conferred with VPAA Jean Shankweiler for feedback who agreed that attendance at the convention is worthy of flex credit. As a result, CM revised the approved list of flex activities to include the following statement:
Attending conferences, committees, or workshops for state and national leadership related to education (i.e., ASCCC, CFT)

Data Entry in Cornerstone
SA noted she received a request for the FDC to consider adding "data entry in Cornerstone" to the list of flex-approved activities. While faculty have expressed that Cornerstone is not intuitive and can be quite frustrating to navigate, the FDC concluded that preparing flex reports or gathering documentation to

verify activities does not align with the parameters of the flexible calendar program outlined by the Chancellor's Office; however, learning how to use Cornerstone contributes to instructor improvement. As a result, the following change will be made to the approved list of activities:

Current statement:
Completing webinars or other online training relevant to your discipline and/or teaching methodology

Revised statement:
Completing webinars or other online training relevant to your discipline, teaching methodology, or job performance

Unpaid Office Hours for Part-time Faculty
During the FDC meeting on 4.27.21, the FDC discussed whether part-time faculty could claim unpaid office hours for flex credit; after much discussion, the committee decided the issue should be brought to the Academic Senate for review on 05.18.21. In the meantime, SA and CM consulted with VP of HR, Jane Miyashiro and others for feedback. In further discussions on this issue, the FDC concluded it would be more appropriate for the District to pay part-time faculty to hold at least one office hour per week. In addition, holding office hours does not align with the parameters of the flexible calendar program, therefore should not be compensated with flex credit. Further review by the Senate will not be necessary on 05.18.21.

Updates/Reports
The FDC was reminded to complete the Faculty PD Needs Assessment by Friday, May 14th.

SA reported the implementation of the new PD Day planning process is going well. Eighteen faculty and staff are participating on the planning committee; seven are serving on the subcommittee to review breakout session proposals. A rubric to review proposals has been developed and the committee has agreed on a theme: *Transforming El Camino College and Ourselves: Engaging Equity-Mindedness across Our Community*.

SA thanked those FDC members who have volunteered to assist with recent FDC sponsored events, such as "Responding to Students in Crisis: It takes a Village, Part 1" and commended AB for her tireless work on "Hello, my name is...: Quick tips for pronouncing Asian American and Native Hawaiian Names." This timely and powerful workshop was a huge success with 89 participants in attendance and numerous requests for additional sessions that provide instruction on name pronunciation in a variety of languages.

SA encouraged the committee to attend and help promote upcoming FDC sponsored events, including:
- Dr. Daniel Solórzano – Wednesday, May 12th, noon-1:00 pm
- Responding to Students in Crisis: It takes a Village, Part 2 – Friday, May 21st, noon-1:00 pm
- Keith Knight – Wednesday, May 26th, 2:00-3:00 pm
- Informed & Inspired: myPATH – Thursday, May 27th, 1:00-2:00 pm

CM has been hard at work posting session recordings to the PD webpage.

Faculty Book Club – Fall 2021
SA announced the FDC will need to recruit faculty to serve as FBC facilitators in the fall.

Adjourned 2:05

SA/05.14.21