



Agenda & Table of Contents: Tuesday, June 1, 2021 via Zoom

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-15
C. Unfinished Business: <ul style="list-style-type: none"> a. Elections, Academic Senate Secretary- Kevin Degnan and Darcie McClelland b. BP/AP 4070, Course Auditing and Audit Fees 3rd Reading and Vote - Claudia Striepe c. ESL Adoption Plan 2nd Reading and Vote- Debra Breckheimer d. Guidelines for Maintaining Distance Education Certification 2nd Reading and Vote- Moses Wolfenstein 	16-19 20-28 29
D. New Business: <ul style="list-style-type: none"> a. Special Recognition- Executive Board 	
E. Information Items – Discussion <ul style="list-style-type: none"> a. Campus Ventilation Update- Jorge Gutierrez b. Academic Integrity Update- Greg Toya and Moses Wolfenstein 	30-32
F. Officer Reports <ul style="list-style-type: none"> a. President – Darcie McClelland b. Chair, Curriculum – Janet Young c. VP Educational Policies – Claudia Striepe d. VP Equity, Diversity, and Inclusion- Analu Josephides e. VP Faculty Development – Stacey Allen f. VP Finance – Josh Troesh g. VP Academic Technology – Pete Marcoux h. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan 	33-38
G. Special Committee Reports <ul style="list-style-type: none"> a. ECC VP of Academic Affairs – Jean Shankweiler b. ECC VP of Student Services – Ross Miyashiro c. Online and Digital Education Committee- Mary McMillan 	
H. Future Agenda Items: <ul style="list-style-type: none"> a. Have a wonderful summer! See you in the fall!!! 	
I. Public Comment	
J. Adjourn	

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

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



June 1, 2021

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 6/1/2021

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, June 1. In the subject line, please put Academic Senate Meeting 6/1 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

June 1, 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	Analú 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** 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet** 21/22

Rocio Diaz 22/23

Library Learning Resources

Analú Josephides 21/22

Mary McMillan 21/22

Claudia Striepe** 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin** 21/22

Joanna Nacheff 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-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 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 Nacheff
- 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

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Mayda Angel-Reatiga
- Jeff Baumunk
- Debra Breckheimer
- David Brown
- Stephanie Burnham
- Nancilyn Burruss
- Grace Camargo Perez
- Bryan Carey
- Molly Cochran
- Greg Fry

Charlene Gardella
 Christina Gold
 Arturo Hernandez
 Jeffrey Hinshaw
 Christopher Hurd, SEA
 Shiny Johnson
 Lillian Justice
 Coleen Maldonado
 Crystle Martin
 Gary Medina
 Karen Preciado
 Abigail Puentes
 Russell Serr

Kary Sigala
 Jenny Simon
 Jacquelyn Sims
 Brenda Threatt
 Viviana Unda
 Teresa Wilson
 Moses Wolfenstein, LLR – ODE
 Erika Yates
 Tony Roland Zapata

Excused: A. Josephides

ACADEMIC SENATE MINUTES

May 18, 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 18th at 12:31pm.

B. APPROVAL OF MINUTES (p. 6-15)

D. McClelland: See pgs. 6-15 of the packet for minutes from May 4th meeting. Motioned by K. Degnan, seconded by B. Isaacs.

- 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.

R. Diaz: Our Deans Rep for today is Dr. Crystle Martin—welcome!

C. Martin: Hello, thank you for having me today. I'm Crystle Martin, I am the dean of Library and Learning Resources, which houses library, learning resources center, online and digital education, media services, as of last September professional development, and starting in July will also be the home for the special resource center. Since we've been in COVID/online, we've been reaching out to students in a variety of ways. Just before covid, in winter 2020, we started with our virtual reference platforms that made an easy transition for librarian faculty to directly connect with students. We've been able to do virtual requests for books from the collections as well as computers, hotspots, and calculators, and students can pick up from building. We are considering keeping virtual tutoring after we are back in person. We also developed Canvas Assist, which is student-led, to help with Canvas and technology questions. Do outreach to students via a variety of means—through MarComm email, social media and presence on the web—we also have a presence on the tutoring hub and student services hubs. Also have support modules that can be included in Canvas shells—can reach out to your library liaison to point you in the right direction.

D. McClelland: Have students with us today, they have introduced themselves previously. Would like to recognize: Stephenie Hughes, Charlene Gardella, Teresa Wilson, Karina Sigala, and Jennifer Cantu. Want to acknowledge them as part of our student participation grant that runs through GP through end of May. Thank you to all of you for your interest and participation in Senate today.

Recap of quick reminders (see slides).

C. UNFINISHED BUSINESS

- a. Elections, 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

- D. McClelland: We want to make one more call for nominations. Any additional nominations? Person must be a senator. None
- K. Degnan: No one running in opposition, so propose to vote as a slate.
- A. Ahmadpour: In the past, we have recruited candidates outside of Academic Senate. KD: Are you referring to some of the ex-officio posts like mine or Curriculum Chair? Meaning they can be held by senator or non-senator because they require specialized knowledge. A conversation we can have.
- AA: If no one nominates anyone, what will happen? KD: We've been trying to get folks to identify nominations for a few senate meetings now. If it turns out we can't find a replacement, something we would address at that point. R. Diaz: Just really quickly, for example, in my position we weren't able to find someone to run, so I will continue until we find someone.
- Motion for vote by S. Donnell, seconded by C. Striepe.
- Vote: 41 yes, 0 no, 0 abstentions. APPROVED.

b. Senate Constitution Amendments 2nd Reading and vote-Senate Executive Board

- Motioned by P. Marcoux, seconded by S. Donnell
- D. McClelland: Recap of updates (in blue in Senate packet), starting on p. 16
- Questions or comments about these changes? If approved today, will go to a vote from full faculty
- Vote: 41 yes, 0 nos, 0 abstentions. PASSED for vote of full faculty.
 - We will count on you to get word out

c. Revised Program Review Templates and Timeline 2nd Reading and Vote-Kevin Degnan and Viviana Unda

- Motioned by A. Ahmadpour, seconded by K. Degnan
- Questions or comments? K. Degnan: see p. 33-36 of Senate packet for template changes. To simplify data and add in more analysis, including a lot more questions about analyzing equity issues within program review document, removing student survey as blanket requirement
- K. Daniel-DiGregorio: One question I had is in terms of process. I'm wondering if changes to curriculum have gone through the Curriculum Committee? Certainly not that the CCC would not support this, but more of a procedural question. If not, why not?
 - J. Young: That's a really good question. We've had two trainings thus far because want to learn more about process and what we can do at curriculum level. So yes, there is conversation and collaboration.
- A. Ahmadpour: After submitting program review, it goes to dean, correct? KD: Dean should be aware of program review process so they will see it. With changes, the idea is that more folks will be involved in seeing and revisiting what goes into program review. AA: Is it possible to see whoever is at the top will see it, read it, and respond to it? Because sometimes we have a demand for equipment or technology, we work very hard for 5, 6 years and nothing happens. Can we find a way to make

sure that those who are responsible will respond to this? KD: The idea is to get more folks involved and aware of requests in program review, and president and board do see these things.

- E. Kelley: What are the implications on the level of work that will fall on each division/department? KD:
- Vote: 41 yes, 0 nos, 0 abstentions

d. ASO Syllabus Statement, 2nd Reading and Vote-Dalyan Johnston and Faith Adams

- Motioned by C. Striepe, seconded by S. Donnell
- D. McClelland: A reminder that this is a *suggested* syllabus statement, just like all our syllabus statements.
- D. Johnston: We wanted to keep initiatives we are currently doing in, but updated wording in case things change: "...support initiatives in the past and present such as..."
- Vote: 41 yes, 0 nos, 0 abstentions
- DM: Congrats to Dalyan Johnson on being elected ASO president next year!

e. BP/AP 4100, Graduation Requirements for Degrees and Certificate 2nd Reading and Vote-Claudia Striepe

- Motioned by S. Donnell, seconded by P. Marcoux
- No questions or comments.
- 41 Yes, 0 nos, 0 abstentions. Will move on to Council of Deans

f. BP 4100.1, Catalog Rights 2nd Reading and Vote-Claudia Striepe

- Motioned by P. Marcoux, seconded by S. Sylvers
- No questions or comments
- 41 Yes, 0 nos, 0 abstentions. APPROVED

g. BP/AP 4040, Library and Learning Support Services 2nd Reading and Vote-Claudia Striepe

- Motioned by M. McMillan, seconded by C. Brewer-Smith
- Amendments in red, new items in blue, numbering on document will be fixed.
- 41 Yes, 0 nos, 0 abstentions. APPROVED

h. BP/AP 4070, Course Auditing and Audit Fees 2nd Reading and Vote- Claudia Striepe

- Motioned by S. Donnell, seconded by A. Ahmadpour
- Minor clarifications in blue
- A. Brochet: Lots of students want to stay to audit class so they can do better next time. L. Justice: Auditing happens right after the third week of a 16-week course, so they can't stay in course to get knowledge in order to repeat it. AB: What would be the time limit? LJ: Decision to audit is pretty much made at beginning of course. The only reason the requirement is after the add/drop period is so students taking course for credit can enroll. It's within first couple of weeks. AB: So the notation in blue refers to students who decide to drop after add-drop period. LJ: Update to reflect. CS: Take back to ed policies to revise

- D. McClelland: Let's bring this back on June 1st. We will not vote on this today.

D. NEW BUSINESS

a. ESL Adoption Plan 1st Reading- Debra Breckheimer

- D. Breckheimer: will give abridged version, complete version is in packet
- We were first asked for adoption plan to be done by July 2020, then got extension to July 1, 2021.
- As a reminder, ESL students with a goal of degree or transfer should enter and complete a transfer-level English composition course
 - Our current sequence fits this pattern already, so we don't need to reduce any transfer courses. The 51 series is optional. The series they can place into is 52 and 53.
- Any questions? None. Will come back for second reading and vote on June 1st.

b. Requirements for maintaining Distance Education Certification 1st Reading-Moses Wolfenstein

- M. Wolfenstein: In AP 4015, we didn't want to bake in specific requirements in case we wanted to change any of these and go through entire process of changing entire AP. So developed the following guidelines—see p. 101 of packet
- Questions, comments, or concerns?
 - A. Ahmadpour: Could you repeat the hours? MW: If not in one of options of either doing the peer online course review process or doing recertification course, 10 hours over course of 5 years. We left that intentionally flexible. AA: Any 10 hours or a specific 10 hours? MW: Needs to be distance education focused topics, tried to build as much flexibility as possible so that it can meet needs of faculty
 - K. Daniel-DiGregorio: Question I have-in flex system, faculty can design their own training process, so I would just suggest calling it out somehow. One of the most useful ways I learn about online education is by reaching out to team, watching some videos on my own, looking at the guide; not a training course per se, but just as robust. D. McClelland: will work on this for second reading
 - R. McMillin: Two quick questions—will this be monitored similar to PD does our flex hours so we'll be able our status online? MW: Our office will be managing. The ability to flag something when submitting flex hours, I don't think cornerstone will give us the capability to support that need the way you would want being able to. RM: Will we be submitting something each time we do something that we think applies, or just in our every 3-5 year review? MW: Anytime you do something that applies, will be a checkmark that this is a DE oriented flex activity. RM: Not teaching online for three years—does beside asynchronous, can synchronous count as online? MW: Absolutely. Hybrid also counts. RM: Basically, if we integrate into flex hours

and we are teaching online regularly, there would be no ultimate review every 3-5 years? MW: Yes. You are keeping up your practice, that's all we are looking into make sure is happening

- C. Martin: There is a way to mark activities as DE so when you are looking for ones you will have that, and PD can pull a report. Looking to make as lightweight for everyone as possible.
- S. Burnham: Can the online ed course we take be double counted for both this recertification and flex? S. Allen: Yes, you are earning flex, it's just that we want part of that flex to be concentrated in this area. Nothing new, not adding to 24 hours. MW: Of the 120, 10 of those will be DE focused.

E. INFORMATION ITEMS – DISCUSSION

None

F. OFFICER REPORTS

a. President, Darcie McClelland

- D. McClelland: No June 8 meeting; if you have items you would like to see on senate agenda for beginning of fall please let Darcie know
- Will be recognizing the contributions of several folks moving on from senate/college leadership on June 1
- Congratulations to Dr. Brenda Thames who was appointed by the board on 5/17 as ECC's 7th President/Superintendent. Thanks to everyone who attended the forums and provided feedback.
- Congratulations to Dr. Jackie Sims who is interim VP of Academic Affairs!

b. Chair, Curriculum – Janet Young

None

c. VP Educational Policies – C. Striepe

None

d. VP Equity, Diversity, & Inclusion- A. Josephides

None

e. VP Faculty Development- Stacey Allen

- S. Allen: Still need flex? The FDC has you covered!
- Responding to Students in Crisis: It takes a village, Part 2
 - Friday, May 21st, noon-1pm
- Informed & Inspired: Transformative Teaching with the myPATH model
 - Thursday 5/27
- K. Degan: RED, WHITE, BLACK AND BLUE: A Cartoonist Addresses America's Racial Illiteracy, featuring Keith Knight
 - Wednesday, May 26th 2-3pm
 - He always in his comics addresses issues of race, police violence

- Saw him a few years ago at San Diego ComicCon; he's presented at a couple of different colleges and major organizations
 - <https://kchronicles.com/>
 - Please come—all are welcome! Will send flyer out later today.
- f. VP Finance- Josh Troesh
None
- g. VP Academic Technology- Pete Marcoux
None
- h. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan
- K. Degnan: ALC decided to move forward with Nuventive system upgrade, which will roll out over next few months. Training materials to be updated over summer. FLEX Day workshop will address changes. Includes:
 - More sensible navigation
 - Easy access to charts, visualizations of data (success rates over time, completion rates)
 - Integration with Canvas Outcomes – data goes straight to Nuventive from Canvas! Pilot with Math, English, and Biology is underway. Stay tuned!
 - Spring 2021 SLO data & analysis due 17 Sept, PLO data & analysis due 1 Oct.
 - Go see Keith Knight on 26 May 2-3pm! Equity FLEX available! Faculty, staff, & students are welcome!
 - A. Ahmadpour: You said you will write the analysis for that? KD: No. There is a feature in Canvas, if you enable Canvas Outcomes feature and are using to collect SLO data, we will be able to configure things between Canvas and Nuventive so data will go right over to Nuventive. Faculty who are assessment leads will still need to log in to write an analysis and an action plan. But data will already be there for you.

G. SPECIAL COMMITTEE REPORTS

- a. ECC VP of Academic Affairs – Jean Shankweiler
- The COVID taskforce is working on return to campus. Townhall on Thursday will also talk about return to campus as well as May revise from Governor
 - Needs for classroom – working with Facilities to have everything ready to go
 - Working on some retirement celebrations—next week is Classified Appreciation Week.
 - Working on setting up faculty retirement celebration on graduation day
- b. ECC VP of Student Services – Ross Miyashiro
- Two things: ASO election results – Dalyan Johnston is new ASO president!
 - i. Check out senators in list (attached in the chat)
 - Interclub council election results (attached in the chat)
- c. Online and Digital Education Committee- Mary McMillan

- The Online and Education (ODE) Advisory Committee has been discussing the following topics with the goal of providing recommendations for the Academic Senate to consider:
 - i. Guidance for Assignment Deadlines in Online Courses
 - ii. Faculty load for online courses taught per semester
 - iii. Supporting faculty in creating “regular and substantive interaction” during emergency situations

H. FUTURE AGENDA ITEMS

- a. Special Recognition
- b. Senate evaluation survey
- c. Proposed ventilation system upgrades presentation

I. PUBLIC COMMENT

- K. Iino: Hello Colleagues,

Last night, at the Board of Trustees meeting, the Federation asked the District to reopen Article 10 in our Contract because of the improved budget conditions we are seeing. We are asking the District to pass on the state funded COLAs of 3.26% for 2020 and 2.31% for 2021, if funded. The 1.7% COLA for 2022, if funded, is already in our contract.

We assume our ask will/has created a bit of a stir on campus, so we wanted to update the senate.

The following is some quick background for this ask: During the 2020-2022 Contract negotiations, the District contended that there was too much budget uncertainty to pass on state funded COLAs. When COVID hit, the District shifted to a narrative of budget cuts, deferrals, canceled apportionment payments, and even possible layoffs.

Despite this position, the Federation was able to negotiate an increase in the District’s health care premium contributions for FT faculty, some gains for PT faculty, and lab-lecture parity. As just noted, the Federation also negotiated the COLA for 2022, to which the district was initially opposed. However, given the economic uncertainty, the pandemic, the District’s explicit unwillingness to provide any salary increase to faculty, and being at the bargaining table for 9 months after our contract expired, the Federation’s members agreed to forgo the COLAs in 2020 and 2021.

We faculty took one for the El Camino team, so to speak.

In the last eight months, the budget reality has changed dramatically. More than \$85 million federal dollars have flowed to El Camino to assist students (about half of that money) and the college during the pandemic.

At the state level, what was projected to be a budget deficit turned into a massive budget surplus. This surplus is now so great that in the May revise numbers from last Friday, the state outlined plans to fully fund the COLAs for 2020, 2021, and 2022. Deferrals too will be fully paid.

In light of the federal COVID assistance, improved state budget, and the District's stated position at the bargaining table, we are asking the District to pass on the COLAs for 2020 and 2021. We believe, at a minimum, faculty deserve it and the District can comfortably afford the cost. We will be posting updates on our website and we encourage you to get in touch with us and even lend a hand if you have the time.

Thank you so much.

- R. Miyashiro: Welcome Dr. Jacquelyn Sims as interim Vice President of Academic Affairs!
Welcome to Academic Senate.
 - D. McClelland: Today's agenda was really long, so didn't think we would have time for it in today's packed agenda. We will introduce more robustly in our next meeting on June 1st. We will also be celebrating Dr. Shankweiler on June 1st.
- L. Justice: Thank you for your work and understanding, and for allowing my input. I know it's your purview, but I just wanted to make sure we're following correctly. Thank you for being collaborative and working as a team. DM: We appreciate your input.
- D. McClelland: Want to thank our students who attended meetings this semester, we really appreciate your involvement. You're such a vital part of our college and college processes. We need to hear more of your voices, thank you so much to all of you. These are open meetings, always welcome to join us. Starting in the fall, we will be meeting 1-2:30, feel free to drop by.
- C. Gardella: Thank you for allowing students such as myself to attend!

J. ADJOURN

Meeting adjourned at 2:03pm.

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



POLICY & PROCEDURE SERVICE

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

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

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 dDean 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 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 petition 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 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?

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 disproportionately 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.

ESL Adoption Plan Form

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.

ESL Adoption Plan Form

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)

ESL Adoption Plan Form

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]

ESL Adoption Plan Form

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

Assessment Instrument #2

- Name of Assessment Instrument
 - Accuplacer: ESL Reading Skills Test
- Assessment Cut Scores
 - 0-80 = ESL 52A
 - 81-105 = ESL 52B
 - 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

ESL Adoption Plan Form

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.

ESL Adoption Plan Form

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.

ESL Adoption Plan Form

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/>

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 other types of activities as described in the *El Camino College Flexible Calendar Program Professional Development Categories and Approved Flex Credit Activities* document that are focused on contemporary Distance Education practices
 - b. Engage in a course quality improvement process (e.g., POQR) 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.

Academic Integrity Committee Report, Spring 2021

The Academic Integrity Committee (AIC) formed in Spring 2020 to develop proactive educational strategies to address Academic Integrity. AIC joined El Camino College Academic Senate as a sub-Committee at the start of the Spring 2021 academic term. The committee met weekly throughout the term on Mondays at 3p.m. This document is the first formal report to the Academic Senate from the committee since its formation and includes accomplishments, work in process, and planned activities from both the Academic Integrity Committee and its three working groups.

Charge and Objectives

The Academic Integrity Committee is operating under the following charge and objectives:

Committee Charge

The charge for the committee is to make academic integrity at El Camino College more student-centered and equity-minded by developing proactive educational strategies and balancing accountability with holistic and restorative interventions.

Committee's Objectives

- I. *Creating a proactive approach in educating students about the importance of academic integrity (provide resources such as Writing Center, use faculty office hours; honor code pledge, student orientation, creating Canvas modules, etc.)*
- II. *Assisting faculty with maintaining academic integrity in their courses (creating a culture of trust, syllabi statements, changing assessments/tests, identifying new methods of cheating - Chegg, using software to maintain integrity, etc)*
- III. *Reviewing the process and importance for reporting possible Student Code of Conduct violations (Maxient) and follow-up procedures (Notification in writing, Invitation to Meet, Sanction/Action options)*

Committee Membership

The following faculty, staff, students, and administrators served on the committee in 2021:

Pretty Abraham, Kevin Degnan, Evan Hess, Camila Jenkin, Kristen Johnson, Dalyan Johnston, Scott Kushigemachi, Julie Land, Marlow Lemons, Peter Marcoux, Victor Matos, Soshanna Potter, Idania Reyes, Orion Teal, Hong Herrera Thomas, Rajintha Tiskumara, Greg Toya (co-chair), Yumi Youn, Robert Williams, Moses Wolfenstein (co-chair)

Full Committee

Accomplishments

- Authored committee charge based on materials presented by Vice Presidents of Academic Affairs and Students services, and President of Academic Senate
- Authored committee objectives
- Formed working groups to focus on developing recommendations and solutions specific to student, faculty, and process-oriented challenges and issues

Work in Process

- Drafting a resolution for Academic Senate focused on consistent process and use of Maxient for incident reporting
- Drafting a resolution for Academic Senate focused on taking proactive and preventative approaches that minimize incidents of academic misconduct

Planned Work 2021/2022

- Create a standing workgroup focused specifically around online issues that includes representation from different disciplines to address issues unique to varied assessments
- Explore the potential for El Camino to join the CCC proctoring network

Working Groups

Students Working Group

Accomplishments

- Created student survey to gauge student understanding of academic dishonesty to inform our approach to preventing future academic dishonesty

Work in Process

- Distributing surveys to all students at end of Spring 2021 term, analyze results at the start of Fall 2021 term (and via email during the summer, as needed), and make informed decisions regarding follow-up actions
- Disaggregating data by race/ethnicity, department/major, programs once survey is concluded
 - To know how to approach academic dishonesty for different groups of students
 - To understand what resources students need to bolster academic integrity

Planned Work 2021/2022

- Disseminate existing academic integrity module to student focus groups in order to obtain feedback
- Reach out to different programs to include the module as part of their orientations process
- Embed discussion of academic integrity into the fabric of the campus more effectively, brainstorming methods to reach students broadly at the beginning of their academic careers
- Explore student honor codes and other ways of proactively addressing academic integrity
- Research how other colleges respond to academic dishonesty

- Revisit our existing approach to academic dishonesty based on information from the student survey

Faculty Working Group

Accomplishments

- Authored modular language for course syllabi on academic integrity that can be adopted by all faculty
- Conducted a 90 minute brainstorming session with over 70 faculty members on 5/14/2021 to map faculty experiences with academic integrity and misconduct with a focus on experiences since the start of emergency remote instruction in 2020

Work in Process

- Working with Institutional Research and Planning to develop a research plan including a faculty survey about experiences with academic integrity and academic misconduct in their classrooms
- Publishing modular course syllabus materials for faculty to access
- Offering a follow-up brainstorming session for faculty as part of Fall PD day

Planned Work 2021/2022

- Develop video resources based on syllabus statement materials that can be used for student orientation and in course orientations/syllabi to help inform students about academic integrity rights and responsibilities
- Partner with students work group and Student Services around common materials for inclusion in New Student Orientation
- Campaign during the Fall 2021 term to educate faculty on the importance of Maxient and the process including events that take place after the report is filed

Process Working group

Accomplishments

- Developed a flow-chart of the current student conduct process

Work in Process

- Supporting faculty work group efforts to standardize practices around using Maxient to report academic integrity violations, especially with cases involving grade reduction/failure or other forms of discipline
- Developing an implicit bias checklist
- Defining and identifying academically honest practice vs. Cheating
- Developing recommendations for how to handle disagreements between faculty and Division Dean/SDO decisions on grade changes resulting from cases

Planned Work 2021/2022

- Identify areas of the process flow-chart that may need revision with the goal to increase fairness and student rights

Faculty Development Committee Meeting

Minutes for Tuesday, May 25, 2021

Via Zoom: <https://elcamino-edu.zoom.us/j/96860554166> 1-1:50 pm

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
X	Linda Cooks	LC	Library & Learning Resources
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
	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

The FDC welcomed our newest member, Linda Cooks, part-time faculty librarian. Linda has been at ECC for nearly two years and has enjoyed the convenience of working from home during the pandemic as it has allowed her to participate on several committees. Linda was recommended by her supervisor, CM, knowing she'd be a great addition to the team and we're thrilled to have her join us!

The committee also welcomed Charlene Gardella (CG) and Karina Sigala (KS) who are participating in the Student Engagement Grant. Karina is a second-year film major who shared that she strives to always do her best in her classes and greatly appreciates when her professors provide constructive feedback on assignments.

PD Funding for Conferences and Guest Speakers

CM reported that PD has a budget of \$6,000 specifically for faculty professional development. For the last several years, the majority of that funding was used to send two faculty to the Great Teachers Seminar (GTS). MS recalled the FDC voted many years ago to devote funding for faculty to attend GTS. Faculty would need to apply for the funding and, if selected, would be expected to share what they learned at a PD Day breakout session. AJH reported that she attended the conference years ago and noted it was an incredible opportunity. MS, TB, and RC noted the importance of providing funding for faculty to attend conferences for professional development, but noted that other options may expand opportunities to a larger number of faculty each year. The committee will discuss this further when we reconvene in the fall.

FT/PT New Faculty Orientations

CM solicited feedback from the FDC on the programming for full and part-time new faculty orientations. Having been recently hired, DM noted the orientation and New Faculty Learning Academy were very helpful as a newcomer to ECC. TB and PP recommended the orientation for full-time faculty highlight the culture and spirit of ECC. PP also noted the importance of introducing the campus structure to new-hires and incorporating cross-discipline mentorship. CG echoed that building relationships should be a priority. PP expressed the need for part-time faculty orientations to focus more on "nuts & bolts" information, like how to print rosters; however,

given the large number of part-time faculty who teach at ECC, TB felt it was necessary to also introduce them to the culture and spirit of the college. AH reiterated the importance of a cross-discipline mentorship program to enhance a sense of inclusion and belonging.

SA thanked CM for her tireless faculty-focused efforts since acquiring PDL in LLR! Each time the FDC presents a request or challenge to CM, she immediately addresses the issues and seeks solutions. For example, in our last meeting, AJH noted difficulty accessing Cornerstone and proposed that a link be included in Canvas. Within hours of this suggestion, CM revised the PDL webpage to enhance Cornerstone accessibility and incorporated a link to Cornerstone at the top of the Faculty Dashboard in Canvas. Thank you CM! We appreciate you!

Fall 2021 Initiatives

SA noted the FDC will have a number of new and returning initiatives to consider in the fall and asked for volunteers to take the lead in coordinating them:

- Interrupting Bias Workshop Series: PP and AJH will collaborate on this series and submit a Fall PD Day breakout session proposal.
- Hello, my name is... (Name Pronunciation): AB and SA will collaborate on this series.
- Responding to Students in Crisis: TB and AH will collaborate on this series.
- Supporting Students who Work: SA will collaborate with Chris Dela Cruz and encourage him to submit a Fall PD Day breakout session proposal.
- Informed & Inspired: the committee will need to plan three sessions in the fall: 9/30, 10/28, 11/18.
- SA expressed an interest in developing a workshop series similar to Getting the Job that trains faculty on effective peer evaluations (as evaluators and evaluates). CM and DM volunteered to assist. TB recommended inviting Federation representatives to participate in order to inform faculty of their rights related to evaluations. CM reported that Marlow Lemons and Gerson Valle who recently facilitated a similar workshop for math faculty and could likely provide helpful information to inform the series.

Updates/Reports

SA reported the Federation and District signed an MOU last week to reduce the mandatory hours of flex on Fall PD Day from 6 to 4. Afternoon breakout sessions will be optional.

Breakout session proposals are due Thursday, May 27th. The selection committee will meet next Wednesday to review and score using the newly developed scoring rubric.

SA encouraged committee members to attend *Red, White, Black, and Blue: Keith Knight Addresses America's Racial Illiteracy* on Wednesday, May 26th, 2:00-3:00; and *Informed & Inspired: Transformative Teaching with the myPATH Model*, presented by Jason Suarez, on Thursday, May 27th, 1:00-2:00pm.

SA reminded the FDC that we need to recruit facilitators for the Faculty Book Club in the fall, given that Analu Josephides and Claudia Striepe will be stepping down.

Adjourned 2:07
SA/05.27.21

Faculty Development Committee

Summary of Activities: 2020-2021

Committee Members:

Stacey Allen	Amy Himsel	David Moyer
Taryn Bailey	Lars Kjeseth	Polly Parks
Anna Brochet	Rhea Lewitzki	Margaret Steinberg
Rose Ann Cerofeci	Crystle Martin	Jason Suarez
Linda Cooks	Art Martinez	Evelyn Uyemura
Amy Herrschaft		

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

Fall 2020 Activities
<p>Fall Professional Development Day Theme: <i>A Call to Action!</i> Implemented three-week virtual “rolling breakout sessions” in August, prior to PD Day</p>
<p>Outstanding Adjunct Faculty Award Recipient: Brittany Hubble, Adjunct Instructor, Communication Studies Recognized at Academic Senate Meeting – received certificate and \$700 Selection Committee:</p> <ul style="list-style-type: none"> • Stacey Allen, Academic Senate Vice President, Faculty Development • Virginia Rapp, Dean, Business • Michael McDermit, Assistant Professor, English • Selene Torres, Adjunct Counselor • Giancarlo Fernandez, ASO President
<p>Informed and Inspired: Lunchtime Faculty Development Series</p> <ul style="list-style-type: none"> • September: <i>A Toolkit to Talk About Voting: implementing the Student Civic and Voter Empowerment Act at El Camino College</i> presented by Camila Jenkin, Gary Medina, Stephanie Burnham, and Karina Ramirez (ASO student representative) • October: <i>From Colonialism to Commodification: Cultural Appropriation and Contemporary Racism</i> presented by Mediha Din, Kell Stone, and Shane Ochoa • December: <i>Aggressions and Affirmations: Nothing Micro About It</i> presented by Anna Brochet, Erica Brenes, Shane Ochoa, and Seranda Sylvers
<p>Faculty Book Club In lieu of a book, the FBC read a series of scholarly articles relevant to the theme: <i>Crossing Borders in Higher Education</i>. Coordinators: Claudia Striepe and Analu Josephides</p>
<p>Getting the Job, Part 1: The Application 26 attendees received tips for writing a CV and cover letter and how to navigate iGreentree Facilitator: Stacey Allen Panelists:</p> <ul style="list-style-type: none"> • Jane Miyashiro, Human Resources • Martha Lopez, Human Resources • Berkeley Price, Dean, Fine Arts • Robert Eleuteri, Mathematical Sciences • Renee Galbavy, Psychology • Darcie McClelland, Biology
<p>Faculty Professional Development Plans Collaborated with PDL to update Faculty PD Plans using Formstack</p>
<p>Faculty Professional Development Needs Assessment Collaborated with IRP to update and implement Faculty PD Needs Assessment (Administered Nov/Dec)</p>

Spring 2021 Activities

Spring Professional Development Day

Theme: *Where Do We Go From Here? Addressing Racism at El Camino College*

Keynote speaker: Dr. Daniel Solórzano, Professor of Social Science & Comparative Education, UCLA

Tenure Reception

28 newly tenured faculty were honored at the 5th Annual Tenure Reception hosted by the Office of the Superintendent/President, Academic Affairs, and Academic Senate. 170 attended the virtual reception.

Getting the Job, Part 2: The Interview

38 attendees received valuable information concerning the faculty interview process and teaching demonstration

Facilitator: Stacey Allen

Panelists:

- Marlow Lemons, Dean, Mathematic Sciences
- Mia Dobbs, Anatomy & Physiology
- Camila Jenkin, Outreach Services Librarian
- Ronald Martinez, Mathematic Sciences
- Christina Nagao, English

Faculty Professional Development Needs Assessment

Reviewed results of Fall 2020 Faculty PD Needs Assessment

Areas of particular need were identified, including training associated with: technology; responding to students in crisis; equity-minded teaching strategies in the virtual classroom; and anti-racism. Faculty expressed interest in learning how to encourage more student engagement, enhance meaningful contact with students, and maintain academic integrity in Canvas. In addition, faculty desire training related to interactive video tools, Google products, and OER.

Collaborated with IRP to update and implement Faculty PD Needs Assessment (Administered May)

Expanded FDC Membership

To include representation of part-time faculty on the FDC, Linda Cooks was invited to join the committee; and to increase collaboration among groups on campus engaged in equity-focused PD, representatives from Guided Pathways (Taryn Bailey), SITE (Rose Cerofeci, Lars Kjeseth, Rhea Lewitzki, Art Martinez), and MyPATH (Jason Suarez) were also invited to join the FDC.

Informed and Inspired: Lunchtime Faculty Development Series

Partnered with the Equity, Diversity & Inclusion Standing Committee

Theme: *Where Do We Go From Here? Cultural Transformations at El Camino College*

- February: *Guided Pathways: Working Together to Support Students*, presented by Jenny Simon, Janice Pon-Ishikawa, and Taryn Bailey
- March: *Transforming ECC Culture, Closing Equity Gaps & Coming Closer to the Classroom*, presented by Viviana Unda, IRP
- April: *Equity & Grading*, presented by SITE coordinators Lars Kjeseth and Art Martinez
- May: *Transformative Teaching with the MyPATH Model*, presented by Jason Suarez

Faculty Book Club

Racial Microaggressions: Using Critical Race Theory to Respond to Everyday Racism by Daniel Solórzano and Lindsay Perez Huber. Coordinators: Claudia Striepe and Analu Josephides

Responding to Students in Crisis: It Takes a Village, Part I

Part 1 of two-part panel presentation series to spotlight student support services and provide tips and tools for responding to students in need. 55 attended.

Panelists:

- Sheryl Kunisaki – Tutoring Services
- Sharonda Barksdale – Financial Aid/Basic Needs
- Martha Perez – ECC Connect
- Rocio Diaz – Counseling

Facilitated by FDC members: Stacey Allen, Polly Parks, Amy Herrschaft, and Evelyn Uyemura

Responding to Students in Crisis: It Takes a Village, Part II

Part 2 of two-part panel presentation series to spotlight student support services and provide tips and tools for responding to students in need. 40 attended.

Panelists:

- Maria Garcia – Counseling
- Jaynie Ishikawa – Title IX, Diversity, and Inclusion/Sexual Assault
- Erika Solorzano – ECC Police Department
- Dr. La Faune Gordon – Clinical Psychologist, Student Health Services

Facilitated by FDC members: Stacey Allen, Polly Parks, Taryn Bailey, and Evelyn Uyemura

Hello, my name is...: Quick Tips for Pronouncing Asian American and Native Hawaiian Names

In response to rising Anti-Asian violence and discrimination, this panel presentation provided a brief introduction to correct name pronunciation in various languages. 89 attended.

Moderator: Anna Brochet

Panelists:

- Xiao Wang – Chinese
- Nina Yoshida – Japanese
- Yumi Youn – Korean
- Analu Josephides – ‘Olelo Hawaiian
- Janice Pon-Ishikawa – Thai
- Hatien Nguyen – Vietnamese

Facilitated by FDC members: Anna Brochet, Stacey Allen, Taryn Bailey, and David Moyer

Using the Tools of Racial Microaggressions and Microaffirmations to Examine Everyday Racism in Academic and Social Spaces

A follow-up presentation for faculty by PD Day keynote speaker Dr. Daniel Solórzano. 37 attended.

Red, White, Black, and Blue: A Cartoonist Addresses America’s Racial Illiteracy

Presentation by Keith Knight, nationally syndicated cartoonist and subject of Hulu series, *Woke*.

Hosted by Kevin Degnan, Academic Senate. Presented by FDC and PDL. 77 attended, including students, staff and faculty.

Collaboration with the ECCFT

Collaborated with Federation on MOU to reduce Fall 2021 PD Day mandatory Flex hours from 6 to 4 hours.

Professional Development Day Planning Process

Developed and implemented formal planning process and timeline. Subcommittee developed breakout session scoring rubric for review breakout session proposals.

Recorded Webinars

Collaborated with PDL to post recorded breakout sessions, Informed & Inspired, and various webinars to PDL webpage.

Updated/Revised Approved List of Flex Activities

Approved list of Flex activities now include:

- *Attending conferences, committees, or workshops for state and national leadership related to education (i.e., ASCCC, CFT)*
- *Submitting ECC Connect Reports*
- *Completing webinars or other online training relevant to your discipline, teaching methodology, or job performance*

Updated/Revised Sample Syllabus Statements

Added two new sample syllabus statements:

Sample Statement RE: Mask Policy

Studies demonstrate that wearing face masks, along with other non-pharmaceutical preventive interventions such as frequent hand washing and physical distancing, can slow the spread of the coronavirus (SARS-CoV-2) that causes COVID-19. With the return to face-to-face class meetings, our goal is to protect the health and safety of our entire campus community including students, employees, and campus neighbors. In an effort to minimize any potential spread of COVID-19 on campus, students, employees, and visitors of El Camino College will be required to wear a face mask while on campus. Masks should be worn in a way that they cover the wearer's nose, mouth, and chin. Students who object to wearing a face mask while in class for non-medical reasons (please provide documentation) will be asked to excuse themselves from participating in that class meeting and will be considered absent. Please remember, if students are absent for 10% of class meetings, they can be dropped from that class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section).

Sample Statement RE: Associated Students Organization (ASO)

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 in the past and present such as 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/>

Updated/Revised Flex FAQs

Several changes were made to update the Flex FAQs, including a new statement indicating steps to take for resubmitting of a Flex request for an activity that was initially denied credit.