Academic Senate of El Camino College 2019-2020

November 19, 2019

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

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

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.

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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	**Darcie McClelland**	Curriculum Chair	**Janet Young**
VP Faculty Development	**Stacey Allen**	Secretary	**Rocio Diaz**
		Parliamentarian	**Pete Marcoux**

Part-Time (One-year terms)		Fine Arts		Mathematical Sciences	
Mayra Ochoa (LLR)	19/20	**Ali Ahmadpour**	21/22	**Dominic Fanelli**	19/20
Karl Striepe (BSS) [R]	19/20	**Jonathan Bryant**	21/22	**Lars Kjeseth*** [R]	19/20
		Joe Hardesty	20/21	**Le Gui**	20/21
Behavioral & Social Sciences		**Russell McMillin*** [R]	21/22	**Ronald Martinez**	21/22
Stacey Allen	19/20	**Darilyn Rowan**	21/22	**Oscar Villareal**	19/20
John Baranski [R]	19/20				
Kristie Daniel-DiGregorio	20/21	**Health Sciences & Athletics/Nursing**		**Natural Sciences**	
Renee Galbavy	20/21	**Andy Alvillar*** [R]	19/20	**Shimonee Kadakia**	21/22
Michael Wynne*	20/21	**Traci Granger**	19/20	**Darcie McClelland**	19/20
		Yuko Kawasaki	21/22	**???**	21/22
Business		**Colleen McFaul**	20/21	**Shanna Potter**	19/20
Kurt Hull	21/22	**???**	20/21	**Anne Valle*** [R]	21/22
Philip Lau* [R]	21/22				
Josh Troesh	21/22	**Humanities**		**Academic Affairs & Student Services**	
		Sean Donnell	21/22	**Jean Shankweiler**	
		Brent Isaacs	21/22	**Ross Miyashiro**	
Counseling		**Elayne Kelley**	21/22	**Linda Clowers**	
Seranda Bray	20/21	**Pete Marcoux***	21/22	**Associated Students Organization**	
Anna Brochet* [R]	21/22	**Anna Mavromati**	21/22	**Jennifer Lopez**	
Rocio Diaz	19/20			**President/ Superintendent**	
		Industry & Technology		**Dena Maloney**	
Library Learning Resources		**Charlene Brewer-Smith** [R]	21/22	**Ex-officio positions**	
Analu Josephides	21/22	**Ross Durand***	21/22	**Kelsey Iino**	ECCFT
Mary McMillan	21/22	**Dylan Meek** [R]	21/22	**Carolee Vakil-Jessop**	ECCFT
Claudia Striepe* [R]	21/22	**Renee Newell**	21/22	**Institutional Research**	
		Jack Selph	21/22	**Josh Rosales**	

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

*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 – <u>COLLABORATION</u> - 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 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).
SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. 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: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: Cliff Numark. Senate Rep: 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: Art Leible & 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: Iris Ingram. 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.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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 (1 Year)
☒ Karl Striepe
☐ Alt: Mayra Ochoa

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

Business
☐ Kurt Hull
☒ Phillip Lau
☒ Josh Troesh

Counseling
☐ Seranda Bray
☒ Anna Brochet
☒ Rocio Diaz

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

Fine Arts
☒ Ali Ahmadpour
☐ Jonathan Bryant
☐ Joe Hardesty
☐ Russell McMillin
☒ Darilyn Rowan

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

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☒ Kevin Degnan
☒ Sean Donnell
☒ Brent Isaacs
☒ Elayne Kelley
☒ Pete Marcoux
☒ Anna Mavromati

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

Mathematical Sciences
☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Le Gui
☒ Ronald Martinez
☒ Oscar Villareal

Natural Sciences
☒ Shimonee Kadakia
☒ Darcie McClelland
☐ Sanda Oswald
☒ Shanna Potter
☒ Anne Valle

Academic Affairs
☐ Linda Clowers
☒ Jean Shankweiler

Student Services
☒ Ross Miyashiro

Associated Students Organization
☒ Jennifer Lopez

President/Superintendent
☐ Dena Maloney

ECC Federation
☐ Carolee Vakil-Jessop

Curriculum Chair
☒ Janet Young

Institutional Research
☒ Joshua Rosales

Dean's Reps/Guests/Other Officers:
☐
☐
☐

Excused: J. Bryant, S. Bray, R. Newell

ACADEMIC SENATE MINUTES

November 5, 2019

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

A. CALL TO ORDER

Senate President Darcie McClelland called the fifth Academic Senate meeting of the fall 2019 semester to order on November 5, 2019 at 12:36 p.m.

B. APPROVAL OF MINUTES (p. 5-12)

DM: See pgs. 7-11 of the packet for minutes from the October 15th meeting. L. Kjeseth motioned, C. Streipe seconded, minutes were approved as presented.

Dean's Rep introduction: Katie Sundara from Industry and Technology.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland: Announcement about Warrior PRIDE – way to give positive feedback to a member of campus, anyone who is an employee. Encourage you to do this anytime that anyone goes out of their way to be helpful.

Incident Report and Referral Form has been revised to also report non-student incidents, e.g. problem with a classified staff member, a faculty member, or an administrator. There is an option to report anonymously. Caution if you report anonymously, put as much information as possible because there is no contact info in case follow up is required. Will send out on faculty listserve, encourage to let your divisions know.

Had first one-on-one meeting for the semester with President Maloney last week. Informed of what Senate has been doing and asked about her priorities for the year: how can we engage our adult student community, what can we be doing to help out our adult students and whether offering satellite courses in El Segundo near tech and aerospace hubs in the evenings is something we can explore, and other things we can be doing to serve adult student populations. Another priority is to make sure we are doing enough outreach to PT faculty members, do they have the information they need to do their jobs well; she is looking for feedback to make sure PT faculty members are part of our community. Please talk to PT faculty and if there is any feedback let me know and I will share with President Maloney.

A. Josephides: Congratulations because I work with large populations of adult learners on this campus, including being a faculty advisor for a club with adult learners, and they are going to be happy about this, thank you.

DM: Awesome! I did include in the packet the notes from Area C meeting which I attended in October for Statewide Senate. At the end of packet, included resolutions about this week's coming Plenary in Newport Beach. Welcome any feedback about resolutions, I am voting representative for this campus. I do my best to do my research on all of these things and make sure I am really supporting the voice of our college, but welcome any feedback from anyone who works directly with any of these issues.

b. Chair, Curriculum – Janet Young

J. Young: On Friday, attended a Noncredit presentation presented at Mt SAC. Update about Curriculog: finished up final review of the forms today. On Tuesday the 12th, will begin mini-pilot. Then, will expand the pilot. Goal is to be functioning Spring 2019. Lavonne and I attended Curriculum Region South—there is going to be new version of programming course. Lavonne and I feeling pretty good about the way we review curriculum.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Three ed policies on agenda so yield time for now.

d. VP Faculty Development – Stacey Allen

S. Allen: Minutes are on p 34 for last meeting. Currently working on faculty development needs assessment. Be on the lookout, we will be finalizing assessment on Tuesday and will be sending out to listserve. Allows us to plan to best meet needs of faculty on campus. Encourage you and colleagues to do so as well. Hosted last Informed and Inspired on Dia de Los Muertos, last Informed and Inspired will be in 3 weeks. Focus will be on international students, including panel.

Have two events next week: Don't be Fooled by Food Labels on Tuesday and Thursday Rollout and Recovery. Will send out emails.

e. VP Finance – Josh Troesh

J. Troesh: The VP of Financial Services will be looking at budget and how we categorize our money. Will look at restricted funds. From our perspective, the reason why this is being done is because more money we have coming out of general fund, the harder it is to adjust. With restricted funds, we identify a certain need, we can get 100k but if it is not used for specific student need, that money can't be spent. Hopefully this will allow for a little more flexibility in our ability to respond to things. I don't see this as a bad thing, I see it as giving us more flexibility, but something we will have to deal with down the road if there is dry up of certain funding.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: Tech conference: is going to be Friday, March 13th, 2020. Still deciding on themes and workshops. Tech survey is in the works. College Tech committee that meets 3rd Tuesday of the month, talking about revamping the committee. Currently meetings are really boring and dry, stuff that can be done via email. No big technology news down the pike. DE will talk about DE institute.

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

K. Degnan: Not a ton to report. If you log into Nuventive, you see the screen now reflects Fall 2019 for PLOs and SLOs. Due 3rd week of next semester. Most faculty and divisions should be aware of timelines. Asking facilitators for updated timelines for course PLOs and SLOs. We have to update the timelines every 4 years.

D. SPECIAL COMMITTEE REPORTS

a. Dr. Jean Shankweiler - VP of Academic Affairs

J. Shankweiler: Faculty ID prioritization process is complete. We have the prioritized list of 25 requests. Dr. Maloney is waiting for FON to be calculated, which is due this month. Combination of HR and my office that prepare that report; then we will know how many people we are going to hire. About 5-10, looking like the higher end.

First Accreditation Forum is tomorrow at 3pm in SS 141. Claudia and other team chairs have been working on. Standard I is Russell and Chris Gold. Draft is online, email went out today. Welcome to attend, also have an email address to provide comments.

GP is busy at work with metamajors and success teams. GP scale of adoption assessment is due March 1st. Last thing is divisions and metamajors and talking about that later.

b. Ross Miyashiro – VP of Student Services

R. Miyashiro: SS had its official building opening last Friday. The building is now officially open, its been open for 2 months. Next year on SB Promise, I met with Pres. We expect to grow Promise by 600 students. It's over 800 this year, next year, closer to 1400. Expected buildout is about 2500 students a year. That's good because about 75% of students in SBP qualify for Financial Aid. Students have to apply for FA so they are getting that aid. Two new cohorts for Fall of 2020. More info to come in coming months.

c. Distance Education Advisory Committee – Mary McMillan

M. McMillan: DEAC will be meeting again next week, will have more to report for next meeting. Plug for DE institute scheduled for next Friday 11/15 starting at 8am. Encourage you to register, it will really help with planning to get a sense of how many people will be there. One thing to note, you don't have to attend entire day. It is set up so you can register for separate sessions. There will be opening session and thing related to G Suite, tools in Canvas, integrating OER, ECC Connect, and other useful information.

P. Marcoux: Don't be fooled by name, it's for anyone using Canvas. Really helpful to get some great tips even if you haven't used Canvas before.

E. UNFINISHED BUSINESS

a. BP 4020, Program, Curriculum, and Course Development, 2nd Reading and vote-Darcie McClelland

D. McClelland: Need a motion. Moved: P. Marcoux, seconded by A. Ahmadpour, motion passes. Discussed clock hour vs credit hour at our last meeting. You can see the changes tracked in the packet, specifically at bottom of page 35 we have definition of credit hour and clock hour and that continues on to page 36 in packet. Are there any questions, comments, about the BP?

P. Marcoux: There really nothing much we can change, right?

L. Kjeseth: Probably not, but, I don't see the definitions of the credit hour or the clock hour in the BP.

DM: They define that you either have a credit hour or a clock hour program.

LK: That's a little bit different. Does anyone in the room, in this school know this conversion formula from credit hour to clock hour? Does anyone at this school know that conversion formula?

J. Young: if it is a positive attendance course, then it is a clock hour program as opposed to credit hour.

LK: yes, but there is a conversion and that used to see if a program qualifies for financial aid.

JY: The conversion is that if there is any positive attendance whatsoever, if there is any TBA then that is a clock hour

LK: The conversion has to be done for all programs so that the Chancellor's Office can go to federal govt to see if a course or program qualifies for financial aid. That conversion is what we are saying we are going to use locally, but I don't know if anyone knows the conversion. My point here is not to say we shouldn't do this, my point is we shouldn't be so quick to say we are going to do it. We should take time to educate ourselves to know the system under which we function. We should use opportunity in Senate to educate ourselves about these features that we just don't know. On

practically every policy and procedure, Darcie brings with her background and context. I feel like we are just trying to rush this, we should take some time to understand what we are trying to say.

JY: I don't think we have an expert in the room.

LK: That's my point. If we are going to put something in board policy, we should understand it.

DM: Refer to definition of credit hour in AP on page 39.

LK: That Darcie is the definition of credit hour. But no where in there is the conversion to the clock hour.

J. Shankweiler: It's on the Student Attendance Manual (SAM).

LK: Let's find it. One of our responsibilities is to know system in which we work with. We need to understand better what's going on before we put it to the vote. I'd like to see us better understand what's going on.

DM: What is the specific question we want answered that is not in AP?

LK: The AP does not define conversion, does not include conversion from credit hours to clock hours.

P. Marcoux: Should we say that we will use the formula from the SAM to determine clock hour in the procedure?

LK: Let's find that first.

A. Ahmadpour: Therefore, let's table until we are informed.

PM: Referred to website from State Senate.

LK: This is just the credit hour, doesn't include clock hour.

DM: 37.5 clock hours = 1 unit of credit

S. Donnell: is this the customary conversion?

LK: Don't see how the restrictions that they are saying make everything fit this. This is one way to calculate it by the federal government. Also one that uses 30 hours. We should know more. Here's the reason. I think it is dangerous to give up local control. No one on this campus should be willing to give up local control over some decisions just because we are being given attractive exchange.

JY: Not just that. They won't approve them.

LK: Where is our ability to challenge this? The second thing that they are trying to control are tools that are needed to address crucial problems on our campus like equity.

DM: Then what would you like to see in this BP before we would put it through? Does anyone have a suggestion about language? Not approving BP is not a viable long termsolution. We just signed something to Chancellor. If these policies are not in place, then our courses are not going to get approved. Affects us on campus that these courses are not going to get approved. We have no leverage here. Other colleges have just complied. Other Senate presidents are not fighting this. If there are 100 colleges in the state that are willing to go to bat with Chancellors' Office, I don't know that this is a winnable battle for us.

LK: Proposing that we say that we don't agree it is okay to give up local control, but doing so at request of CCCCO. Having this in our board policy and AP says, we are not happy and there is another way of doing it.

PM: We can pass or at least call for vote, and then you can have a motion that during the meeting when you vote- if body feels the same way you do, and Darcie can add.

LK: Why can't we make a proposed amendment as Academic Senate.

DM: Keep in mind that this needs to go through Council of Deans and College Council and the Board so it may not make it through.

LK: Of course. That's fine. I would love to know why someone does not want to.

DM: Do you have a proposed amendment?

LK: I don't.

SD: Frankly, I don't think it should be amended. I think BP is fine the way it is.

AA: Why can't we table this until next session?

DM: I have made a lot of efforts to find more information and there really is not a lot more information on this. We can table it but I don't know that we will be able to come back to you with more information. Lavonne has been on phone with CCCCO and has gotten all this information.

AA: Is clock hour versus credit hour affect our contract? As our responsibility as a campus? As teachers?

DM: Doesn't affect the contract. Might affect how much you teach to reach your load.

AA: Maybe we should also consult with our union.

S. Kadakia: Some classes/credit units will be redefined, more of a change to how many units classes will be.

DM: There is not a change to the contract. It's more of a change of how many units classes will be. Some classes that are 4 units classes that will have to come into alignment.

JY: Currently we have 4 hour lecture course with 2 hours of lab, for 4 units. It affects the sciences. I t could be 4.5 units, unless it throws off things like transfer degree. There are other ripple effects. A four hour lecture with a 2 hour lab is no longer permissible. They will agree to 4.5 unit class, especially in sciences, you increase units of class, but then you can't get ADT that requires 60 units. We do have a lot of pressure and rules we have to adhere to but other reasons for doing that.

S. Potter: Natural Sciences and Math want you to know that this severely affects us because it affects our load. Not a minor definition of a credit hour. Have to do some major reconstruction.

DM: We in Biology are in alignment, it seems like everyone should fall into alignment. There will be growing pains but individuals in our dept have stressed that it is not impossible. That is me sharing feedback from our department.

Our 4 unit class at other colleges are 5 units. We don't want to go out to 3 hours lectures when it is designated as a 4 hour.

DM: There will be difficult decisions at the dept level and some growing pains.

LK: One of the things we can do locally is make a very simple change and allow for us to have incremental units of a third. We have the lab as this stuck thing for 3 hours for 1 unit of lab. If we are going to comply, we should be doing

everything we can including redefining allowed to us by Title 5. One of tools that we could be using at this school that we should be is Noncredit. I would feel very differently about giving up local control on this if we are eagerly looking forward to robust NC program at ECC.

DM: Let's hold on at .33 versus .5

AA: At ELAC, in my field Art History, fi they submit 3 hours they get 4 hours. They spend 1 hour per week for writing with students. One thing I don't get paid for at ECC I would get paid for at ELAC. Somehow this will affect our contract and will allow us to have local control based on our need.

DM: There are discussions about how contract could change, but that is not a senate issue. I have heard robust discussions, but that is not Senate purview to discuss contract.

J. Baranski: When would it start impacting our courses?

JY: It started in 2015. The thinking was, as courses come through we will adjust. Faculty feel totally blindsided and I completely understand that. Lavonne and I started 2.5 years ago. In hindsight, would have bene great to stay this change is coming.

JB: Based on what you know about our curriculum, will faculty end up working more or less based on these adjustments to credit hours?

JY: In certain cases it definitely impacts load. That's where it really messes people up.

SP: with this change, it will no longer give you 93, and you will need to teach an additional class for the same pay. Not a minor thing for our dept.

JY: We have may courses have been revised.

LK: We try to align courses with CSULB and they really rejected us having 4 unit classes. Their classes were meeting for 4 hours and 3 units. In order to facilitate articulation of 3 important courses with CSULB, and now the rule came down and now 2 hours of lecture and 3 hours of lab so increased load for all 3 of them. We still don't have an answer from CCCCO as to why.

JY: An equity issue.

LK: I wish I would have been in the room. When it is a 4 unit course, it is an added tax to the student, it is an added cost. That argument is quite easily countered.

Is this something that needs to be discussed at Plenary?

DM: Not something there is traction statewide to fight.

AA: But if we take this dialogue to them.

DM: We have done that. Janet has asked at the Curriculum institute and we are not getting a response.

JY: When Lavonna puts this in Chancellors Office course inventory, if calculation is not correct, they will not take the course.

DM: Rock and a hard place element here. Don't know that it's a win if they don't approve course.

All those in favor: 12. All opposed: 5. Abstentions: 14, including Shanna Potter.

PM: Have to look at Roberts rules. SD: Abstentions go with majority vote. PM: We will verify that.

DM: Moving on to AP.

a. BP/AP 4020, Program, Curriculum, and Course Development, 2nd Reading and vote-Darcie McClelland

Motion to approve AP: P Marcoux moved and S. Donnell seconded.

Friendly motion to amend to say that instead of .5 change to .33.

R. Miyashiro: Per Title 5, it is permitted.

DM: So change we would like to make is .5 to .33.

J. Shankweiler: Needs to be clear we are allowing less than .5

S. Donnell: Point of affirmation:

Why not just mirror Title 5 language?

LK: We must specify.

DM: Any other questions or amendments? The local policy we are suggesting is .33

All those in favor of approving AP 2020 as amended, please raise your hands.

In favor: 23. Opposed: 0. Abstentions: 8, including Shanna Potter. Motion carries.

C. Wells: Statement of abstentions: quorum. Not added, established quorum. If you would like your name in abstentions, please email Senate Secretary.

G. INFORMATION ITEMS – DISCUSSION

a. Divisional Realignment-Jean Shankweiler

J. Shankweiler: Aligning Academic Affairs and Student Services. There are certain departments that clearly belong under SS. For example, SRC. Most people agree this should be under SS. My suggestion is to realign SRC to report to VPSS.

The other program is Student Health Services and that should also be under SS. They are very independent.

The other area is Athletics. To balance things out, Ross it taking 2, so I should take one back. It doesn't affect the academic programs. That's the 3rd recommendation I would make for realignment of student services areas.

This came about from metamajors that were created as a result of GP. We have 6 metamajors, individual programs did get moved around a little bit. A couple of things I would like to say about that is that I have a division reorganization committee that is meeting tomorrow, and invitations went out to every division. Do we want to physically move, say Art History to BSS division? Do we want to move Coms to BSS? Practically speaking, there are other things to look at. Math and Science are in one metamajor, that's a huge division. It used to be combined and it was huge. Those are practical things to think about in terms of realignment. ASL is put into Humanities area, makes a lot of sense but there is practical sense that we need to discuss. Third consideration is practical aspect—do we want to have 3 super large divisions and 3 super small divisions? Not quite fair. What impact would this have? We will discuss this in reorganizational committee. Meets tomorrow at 2pm in LIB 202. Just wanted to give an update, and committee will ask for feedback.

P. Marcoux: What about Library and Learning Resources?

JS: Something else I have to figure out.

A. Josephides: we would want to stay under you.

A. Ahmadpour: Why SRC going under Student Services? Some services similar to services from the Library.

JS: In order to get best support for SRC, it should be under VPSS. Sometimes they get left out because even though they are in SS Building, they are not in that meeting. Now is a good time to talk about it.

F. NEW BUSINESS

a. AP 4102, Career Education Programs, 1st Reading-Darcie McClelland

D. McClelland: New AP for us [see page 44]. Any questions, comments, concerns? If you have any feedback, please let me know. Will revisit in 2 weeks.

b. AP 5070, Attendance, 1st Reading-Darcie McClelland

D. McClelland: [page 47] "For distance education…"

L. Ksjeth: This seems to imply that students are dropped.

P. Marcoux: we are not saying it is going to happen automatically.

A. Ahmadpour: will it include dropping students toward ed of the semester?

DM: Language on next page.

S. Donnell: under no-show reports, suggested change. Second, will this have impact on classes that we attend? Let's say student misses first class and contacts us.

PM: This is for online classes only. We have to be flexible to allow for both because we don't have common first day.

DM: online we need more flexibility. I know that in speaking to distance ed advisory committee, we try to leave it broad. If we find that's not working, we can come back and make those changes. Its harder to go opposite direction.

AA: is there way to drop students after W deadline?

PM: No, drop deadline is next week. That is state law.

DM: Any other questions? This will come back next meeting, if you have any feedback please bring it then. Plenary resolutions at end of packet. If you have any feedback, please email me before Saturday.

I. PUBLIC COMMENT
None

J. ADJOURN
The meeting adjourned at 1:57 pm
RD/ECC Fall 2019

El Camino College

College Council Minutes
Monday, October 21, 2019
1:30 – 2:30 p.m. Library 202

Attendance
Cindy Lopez, Rose Mahowald, Dena Maloney, Darcie McClelland, Urwa Kainat,

Absent
Edith Gutierrez, Kenny Galan, Kelsey Iino

Support/Alternates
Iris Ingram, Jane Miyashiro, Ross Miyashiro Ann O'Brien, Jean Shankweiler

Guests
Jorge Gutierrez, Executive Director Facilities Planning, Operations and Construction

Minutes

1. Welcome/Approval of Minutes
   Dena Maloney opened the meeting and welcomed members of College Council.

   After review, the minutes from the October 7, 2019 meeting were approved.

2. Board Review
   A comprehensive overview of the October 21, 2019 Board agenda; was provided including the Presentation, Public Hearing, Consent Calendar items, Action items, Future Action/General Information items and Policies and Procedures.

   The Vice Presidents highlighted items of particular interest from their areas and answered any questions.

   > Dr. Jean Shankweiler, Acting VP - Academic Affairs
   > Ross Miyashiro - Student Services
   > Iris Ingram – Administrative Services and Measure E
   > Jane Miyashiro - Human Resources

   Dr. Maloney provided overviews of Community Advancement and Board/President Consent agenda items and Action Items.

   There were no questions or comments on the Board agenda

3. Making Decisions Guide -
   There is nothing to update at this time. The first meeting of the work group is scheduled for Tuesday, October 29 at 1:00pm.

4. Landscape Plan for plaza between the Administration Building & Library

Jorge Gutierrez presented an update and [presentation on the Gymnasium and Administration](#) projects including details on the [landscape plan](#) for the plaza between the library and the new Administration building.

The Gymnasium is scheduled to be completed and ready for occupation on November 1. The fire alarm and elevator systems are almost operational. They are the final items that need to be completed prior to occupation.

The anticipated completion of the Administration building is spring of 2020. For the area between the library and the new building, the plan is to create a plaza with trees, seating and a variety of vegetation. The selected plants are draught tolerant or draught resistant to minimize water consumption and maintenance. New grounds keeping staff is in place to maintain campus landscaping.

The college is transitioning from rolling lawns to plazas due to sustainability and maintenance. The plan for the Administration Building plaza is a good mix of the two concepts.

5. Student Equity and Achievement
   Ross delivered a [presentation on Student Equity and Achievement](#) (SEA) which included the definition of equity, the breakdown of the El Camino College students by ethnicity and our student success and retention metrics disaggregated by ethnicity and compared to the statewide metrics.

   The proposed 2019-22 Student Equity Plan (SEP) for El Camino was introduced. SEA funding is contingent on this plan. El Camino's goals include successful enrollment and retention of Disproportionately Impacted (DI) student groups, increasing the proportion of students who complete both transfer-level math and English within the first year, increasing the unduplicated count of students who earn a certificate or degree and increasing transfers to a postsecondary institution. This can be achieved through student programs, student support services, equity training and culturally responsive, equity-minded curriculum.

   Topics of Discussion:
   ECC retention numbers indicate there is a percentage of student who leave ECC and go to other institutions. Is it possible to identify where they are going? Yes, that information has already been requested from the National Student Clearing House. A request will be made to Institutional Research and Planning to develop a dashboard for this data.

   Statewide data of the Student Success metrics is not particularly aspirational. The statewide data is NOT the goal. It simply serves as a comparison. Our goal is to close equity gaps. We will look specifically at our population of students and the gaps in various demographic groups.

   The data provided is pre AB 705. Although the initial results from the implementation of AB 705 with the pilot group of students in spring 2019, are low, it will be interesting to see the long term results. The total number of students passing transfer level English from the pilot group increased. The percentage of those who did not pass also increased but, as a general rule, not as high as anticipated.

   El Camino has very aspirational goals in closing the equity gap.

6. Adjournment – Parting comment: Friday, October 25 is a Policy review day from 8:00am – 12:00pm.

2019 - 20 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. Lead the design of a 2020-25 Making Decisions Guide at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Ensure that the College Council is informed of college initiatives including but not limited to Associated Student Organization, technology, and sustainability.

Future Meeting Dates: 1:30 p.m. in Lib. 202   D. Maloney   Reminder only

Fall College Council Meetings

a. Monday, November 4, 2019
b. Monday, November 18, 2019 (Board Day)
c. Monday, December 2, 2019
d. Monday, December 16, 2019 (Board Day)

Faculty Development Committee Meeting
Minutes for Tuesday, November 12, 2019
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

*Committee Chair

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

Fall 2018 Meetings: September 10 & 24, October 8 & 22, November 12 & 26
Spring 2019 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

Faculty Professional Development Needs Assessment
The FDC provided additional feedback to CP on the development of the Faculty PD Needs Assessment. SA will forward technology-related questions recommended by Pete Marcoux to CP. The assessment will be sent to the faculty listserv within the next week or so.

Requests for FDC Consideration
In response to recent requests, the FDC voted to revise the Professional Development Categories and Approved Flex Credit Activities list (flex matrix) to include serving on the Outstanding Adjunct Faculty Selection Committee and the Strategic Planning Committee.

In addition, the FDC was asked to provide feedback on the Presenter Flex Credit Form currently being developed by Elana Azose in PD. SA will forward the committee's recommendations.

Informed & Inspired (I&I)
SA reminded the FDC that our last I&I will take place on Thursday, November 21st, 1:00-1:50, in the TLC. Lindsey Ludwig, Director of International Programs and Amy Herrschaft, International Student Counselor, will present Global Experiences at El Camino College in honor of International Education Week. This session will also include a panel of international students.

Flex FAQs
The FDC continued making revisions to the current Flex FAQs. Revisions are expected to be completed at our next meeting on November 26th. Revised FAQs will be presented to the Academic Senate in December.

Spring Professional Development Day
SA reminded the FDC that Spring PD Day will take place on Thursday, February 13, 2020. She proposed a theme centered on the wellness and well-being of ECC employees and noted that she has already received a request from Jane Miyashiro, VP of HR, to include an announcement regarding the ECC Warrior PRIDE Applause program which might tie in nicely. The committee voted to pursue a wellness-related theme for Spring PD Day.

Adjourned 1:50
SA/11.14.19

AP 4102   Career and Technical Education Programs

The competence of students completing career education programs shall be evaluated by the same criteria that are used for all courses and in accordance with specific requirements established by the college for individual programs. Students completing programs that are additionally approved by third party regulatory agencies such as Board of Registered Nurses, Paralegal Studies, NATEF, Department of Health Services, and others will have additional program competencies established under the dDistrict's program approval on file with the Vice President of Academic Affairs from third party regulators.

Advisory committees for career education programs shall be established by the college within the Career Education Pprogram to assist in maintaining relevant curriculum, technology, equipment, course content, student internships and placement and to serve as liaisons with local and regional employers and industry associations.

Members of advisory committees for Career Education programs are appointed as appropriate in accordance with processes established by the college, and should include appropriate program faculty, employers and employees in the field for which the program is designed to train students; former and current students; and the perspective respective iinstructional Ddean.

Consistent with federal regulations pertaining to federal financial aid eligibility, the Vice President of Academic Affairs will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The Vice President of Academic Affairs Services shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

AP 4102 Career and Technical Education Programs

References:
   Title 5 Sections 55600 et seq.;
   2 Code of Federal Regulations Part 200 (The Federal Education Department
   General Administrative Regulations, 2nd Edition);
   34 Code of Federal Regulations Part 600 (U.S. Department of Education
   regulations on the Integrity of Federal Student Financial Aid Programs under Title
   IV of the Higher Education Act of 1965, as amended);
   ACCJC Accreditation Standard II.A.14

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

- *Establishment of an appointment process for related advisory committees;*
- *Provisions for documenting the competence of students completing career and technical programs; and*
- *Written procedures mandated by The Federal Education Department General Administrative Regulations 2nd Edition.*

Consistent with federal regulations pertaining to federal financial aid eligibility, the **[*Chief Instructional Officer*]** will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The *[Chief Instructional Officer]* shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

Revised 7/11, 4/15, 10/15

AP 5070 Attendance

References:

    Title 5 Sections 58000 et seq.

> **Note:** *This procedure is **legally required**. Local practice may be inserted, but must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the "first period" (between July 1 and December 31) and "second period" (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor's Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

This document contains proposed edits to AP 5070 - Attendance Accounting. Any additions are highlighted. There are no proposed changes beyond the additions. The proposed language for 7. (Withdrawal by Instructor) under Student Enrollment, Attendance, Withdrawal, and Drop was developed using College of the Desert's DE Attendance policy for reference with regard to the instructor's syllabus providing clear criteria for continuing interaction as proxy for physical attendance. The language regarding not using log-ins in that section is in direct reference to the page 5-62 of the Federal Student Aid Handbook.

Commented [DM1]: Remove from final version

Administrative Procedure 5070   **Attendance Accounting**

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course

Selection of a single primary term length for credit courses.

Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).

Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.

Preparation of census day procedure tabulations.

Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.

Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.

Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.

Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.

Maintenance of the college and center in the District for at least 175 days during the fiscal year.

Student Enrollment, Attendance, Withdrawal, and Drop

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology. At the end of each semester instructors shall submit attendance rosters to the Admissions and Records Office.

Attendance Roster - Instructors shall maintain accurate attendance rosters and it is the responsibility of the instructor to verify their roster online to ensure accuracy in enrollment. After census day, only students who are enrolled in the course or have completed the proper auditing procedure may attend. The Admissions and Records Office shall distribute, collect, and input attendance rosters for courses coded as positive attendance.

Wait~~ing~~ List – If instructors choose to add students on the first day of class, instructors must add students in the order in which they appear on the waiting list before they add any students who do not appear on the wait~~ing~~ list. After the first day, instructors may add students at their discretion.

Student Adds – If space is available, students who have completed the college application may add a class by securing permission of the instructor and an add code. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline, except for documented extenuating and mitigating circumstances.

Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend.

No Show Reports - Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster and their places given to waiting list students. <u>For distance education classes, students who do not engage in the first required interaction of the academic term by the instructor's deadline or within the first five (5)</u>~~5~~ <u>days of the term if no other deadline is provided may be dropped from the roster and their places given to students on the wait</u>~~ing~~ <u>list</u> ~~students~~<u>. If illness or emergency prevents a student from attending the first class session or completing the first required interaction, the student must contact the instructor within 48 hours of the first class session or first required interaction. A required interaction in a distance education course is any non-optional activity (e.g. discussion forum post, assignment submission, quiz, etc.) administered through the Learning Management System (LMS).</u>
Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.

Active Enrollment Report - The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster. Students who failed to officially enroll

are asked to leave the class. In the Active Enrollment Report, Instructors drop students who are no longer participating in the course as of the last date of attendance.

Withdrawal by Instructor - After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students whose absences exceed 10% of the scheduled class meeting. Likewise, for distance education classes, instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus. Substantive interactions include (but are not limited to) submission of an academic assignment, submission of an exam, participation in tutorials or computer-assisted instruction, and discussion forum or study group participation. Students cannot be dropped for lack of consecutive log-ins alone. Instructors must clearly state their attendance and withdrawal policies in the syllabus (which must be visibly posted on the course site), and instructors must document the student's work up until the point of withdrawing the student. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct. If a student is suspended from class for disciplinary reasons, the student will be marked as absent. If a disciplinary suspension causes a student to miss more than 10% of the class meetings, the student may be dropped from the class.

Withdrawal by Student - The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances. It is the responsibility of the student to officially drop a class by the deadline date. If a student fails to drop by the deadline, the student may be subject to a substandard grade or a withdrawal "W" and incur all relevant fees.

References:

Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.

Education Code section 84040

State Chancellor's Office Student Attendance Accounting Manual

Ed Policies 10-18-19

Senate 11-5-19

RESOLUTION RECOGNIZING EOPS 50TH ANNIVERSARY

WHEREAS,   Amidst the struggle for civil rights and social equality, California State Senate Bill 164 (Alquist) was signed into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS); and

WHEREAS,   California Education Code § 69640-69656 codified EOPS for the California Community Colleges; and

WHEREAS,   The California Code of Regulations Title 5 § 56200-56298 set the implementation of EOPS for the California Community Colleges; and

WHEREAS,   EOPS was established to "implement programs directed to identifying those students affected by language, social, and economic handicaps…and to assist those students to achieve their educational objectives and goals, including, but not necessarily limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions" (California Education Code § 69640); and

WHEREAS,   Since its inception, EOPS has served millions of students from historically underrepresented and underserved populations with documented success, and

WHEREAS,   The El Camino Community College District has one of the largest EOPS programs in the state and provides counseling, advisement, tutoring, need-based grants, textbook services, peer support to over 1,800 students annually; and

WHEREAS,   The EOPS program at El Camino College is committed to ensuring educational access and equity by providing "over, above, and in addition to" services that supports engagement and nurtures a sense of belonging and empowerment by validating each student's experience; and

WHEREAS,   The Cooperative Agencies Resources for Education (CARE) program was created as a supplemental program of EOPS in 1982 to expand supportive services for welfare-dependent, single-parent EOPS students; and

WHEREAS,   EOPS is a critical and valued part of the California Community Colleges and is significantly advancing the mission of El Camino College to make a positive difference in people's lives; therefore, be it

RESOLVED,   That the Academic Senate of the El Camino Community College District hereby recognizes EOPS for 50 years of serving students and reaffirms its commitment to access, retention, and success efforts for first-generation, low-income, educationally disadvantaged and historically underrepresented students.