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

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

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

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



Academic Senate of El Camino College 2019-2020

October 15, 2019

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

Part-Time (One-year terms)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Behavioral & Social Sciences

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

Business

Kurt Hull 21/22
Philip Lau^{*R} 21/22
Josh Troesh 21/22

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 21/22
Rocio Diaz 19/20

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe^{*R} 21/22

Fine Arts

Ali Ahmadpour 21/22
Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin^{*R} 21/22

Health Sciences & Athletics/Nursing

Andy Alvarill^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 21/22
Colleen McFaul 20/21
??? 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

Dominic Fanelli 19/20
Lars Kjeseth^{*R} 19/20
Le Gui 20/21
Ronald Martinez 21/22
Oscar Villareal 19/20

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 19/20
??? 21/22
Shanna Potter 19/20
Anne Valle^{*R} 21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Jennifer Lopez

President/ Superintendent

Dena Maloney

Division Personnel

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT

Institutional Research

Josh Rosales

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

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes 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 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 Irene Graff 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

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- Seranda Bray
- Anna Brochet
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Library Learning Resources

- Analu Josephides
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Fine Arts

- Ali Ahmadpour
- Jonathan Bryant
- Joe Hardesty
- Russell McMillin
- Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul

Humanities

- 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: Jonathan Bryant, Traci Granger,
Colleen McFaul, Renee Newell, Traci
Granger

ACADEMIC SENATE MINUTES

October 1, 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 third Academic Senate meeting of the fall 2019 semester to order on October 1, 2019 at 12:32 p.m.

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

D. McClelland: Welcome Dean's Rep for the afternoon, Russell Serr from Health Sciences and Athletics.

R. Serr: I've been here for 22 years, have taught adaptive education. Involved with SLO coordinator and program review co-chair. These roles give you a good handle in what happens in Academic Affairs, so it was a really good experience. Being in Academic Senate really helped learn about other processes, really enjoyed my time. This all gave me a good background for being Dean. I love students and miss my students, but I really do like working with faculty. Really exciting things happening in Health Sciences and Athletics. There will be a new gym complex open really soon. Fitness Center will be open for faculty, there will be faculty hours. Look forward to seeing everyone in the new Fitness Center, will hopefully be open Fall of next year.

DM: See pgs. 5-12 of the packet for minutes from the September 17th meeting. Motion to approve with update to Faculty Development Plans, due October 25th. B. Isaacs motioned, J. Hardesty seconded, minutes were approved with change.

C. OFFICER REPORTS

a. President – Darcie McClelland

Will hold until end of officer reports.

b. Chair, Curriculum – Janet Young

J. Young: We conducted training required by Chancellor's Office to become certified to approve courses and degrees. We approved two Noncredit courses and 1 NC certificate, 2 Reactivations, 31 course reviews, 2 Degree revisions, 37 DE addenda, and a partridge in a pear tree [laughter], and will be going to be reviewing Board Policy and Administrative Procedure 4020 at the October 8th meeting and report back to Academic Senate.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Thank you to Library Learning Resources and Humanities for finding committee reps for ed policies committees. Still need reps from Business, Fine Arts, Health Sciences and Athletics, and Math. If you are in one of these divisions, please work with your deans and help me find a representative. Ed policies is really important, we go through all procedures and policies that govern how we do things on campus.

Meets every other Tuesday (2nd and 4th Tuesday) from 1-2pm.

d. VP Faculty Development – Stacey Allen

S. Allen: Thank Analu Josephides for arranging our last Informed & Inspired, also Counselor Robert Williams, and Cesar Jimenez, who is now over at Compton and was our former Associate Dean of Counseling. Encourage students to apply to Men of Color conference. Our next Informed & Inspired will be on Halloween, stay tuned for information as we put it together.

Encourage you to come to our first Wellness Warriors event this Thursday, October 3rd, on desk exercises.

You should have received an email over the weekend from Dr. Shankweiler regarding faculty PD plans, due on October 25th. Please complete them and encourage your colleagues to do the same as well. If you have any technical challenges having to do with Cornerstone, contact PD. If you have questions about flex or plans in general, contact me. One challenge that has come up, another Cornerstone issue, uploaded documents cannot be over 1 MB. Filling out the form can make it over 1 MB. What PD is encouraging is to copy/paste into a new document, and back to the form, and that should resolve this issue.

Suggestion to increase maximum on Cornerstone in general. S. Allen will forward along this feedback.

e. VP Finance – Josh Troesh

Our last meeting was next stop on roadshow of things that has already come through Senate.

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

The SLO assessment status report summary was presented. We are getting closer and closer to 100% completion on SLO reports. Even this morning got some emails so we may be even closer.

PLO deadline was this last Friday. PLO assessment status report summary was presented. PLO reports are much more substantial reports, expect more to come in this week.

ALC is meeting next week.

D. SPECIAL COMMITTEE REPORTS

a. Dr. Jean Shankweiler - VP of Academic Affairs

J. Shankweiler: I want to thank Kevin and ALC for hard work on SLOs and your hard work as well. Some people are under impression that ACCJC has backed off of SLOs and that is not necessarily the case. In talking to deans at another college, and they got accredited but were put on one-year review, meaning they had to do another evaluation one year later because their numbers for assessments were too low. So it is still important to complete our assessments.

Accreditation Forums: every Friday this semester, we are meeting with Steering Committee (co chairs from all of the standards) from accrediting team. We are reading standard by standard to make sure we are following what the guide says and that we have it well written and understandable. The forums are opportunities for public comment. One thing that we have now for accreditation is an email address. We will post drafts on website and provide comments by email. Another way is public forums, where part of team will be available, we will do 5 times. It is an overwhelming document if you try to look at all at once, so we will do it by standard. Standard 1: 11/6, 2: 11/13, 3: 11/20, 4: 12/4 (Wednesday afternoons). That way we can collect feedback from campus, work over the Winter and have an overall forum for the whole document in March before it starts going through the consultation process. The accreditation visit is September 28-Oct 1, 2020 so a year from now.

Guided Pathways and metamajors are moving forward. On flex day we unveiled metamajors as a result of research and card sorting. Some people had questions about where they should be placed. Appeals process happening this afternoon.

About 30 people across campus will listen to appeal and then meta majors will be finalized. Then we can start moving forward with program mapper. Part of this is looking at departments and where they are place in metamajors. Need to make decision on whether we want to move departments, and there are several things that need to be taken into account. One, can they physically move well. For example, Cosmetology hard due to lab. But might be easier to move smaller departments. But also, want to take into account what it would do to divisions overall. Would it make one division massively huge if many students want to go to Behavioral and Social Sciences, and that wouldn't be fair either. So there are lots of considerations that need to be taken into account. This is one of the committees that Darcie will ask for a rep for, Division Alignment Committee.

Along with that, some things in the alignment in VP areas that don't make sense. For instance, I think most people would say that Special Resource Center is a student support service but is under Academic Affairs, but it does have some classes. And what about the Student Health Center? And Athletics reports to two vice presidents which is kind of difficult for them. So, will be looking at other kinds of alignment while we look at departments. If you are interested, please volunteer for Division Alignment Committee.

Faculty Evaluations are moving online. At least a year ago, there was a committee that started working on evaluation forms. They brought these several times to various committees. Couple of evaluation forms are already online, so thinking of moving faculty evaluations to an online process. Over the summer, HR working with various people on campus to make sure we got process right, got forms lined up, and to train staff at division offices. We were going to start with two divisions to do student surveys online. So several things happened in last couple of weeks. We had IR and ITS and Distance Ed all working on how to do Qualtrics survey on getting student evals online, and people who work with online classes figured out they can do it on Canvas, had been doing it through campus for online classes. We no longer have personnel who takes care of Scantrons, and machine is old and very slow, so it takes a long time. So we are moving faster than previously agreed upon to move student surveys online. Have written all considerations, but basically process will be the same. Someone will come to class and say it's time to complete evaluations, students will take their phones out, if they don't have one, will borrow tablets. If a faculty member doesn't normally use Canvas, have instructions on how to log into Canvas. We want to keep the integrity. If you are in Canvas, can't open or modify this module if you are the faculty for that class. I know there is going to be hiccups, but I'm worried that if we do paper, they won't be done at all because we don't have the personnel to handle that.

Counselors and librarians will still have paper surveys because don't have classes.

R. Galvaby: I've talked to a lot of faculty about this and there is a big concern about moving so quickly and a lot of concerns.

JS: But it's not happening quickly because the goal was to do it last Spring and the only reason it didn't happen last Spring was because we didn't have the evaluation forms done.

RG: But in terms of things like equity issues for students who don't have computer available. We have WIFI issues all the time so there is potential of it not working, or problems associated with response rate. There are multiple issues related to this that weren't properly discussed in an open setting and we are moving rapidly without any dialogue or discussion, or problems associated with it. Not just speaking for myself but for a lot of people I know have voices out there and concerned about how rapidly it's taking place without consultation. Union members have expressed concern about problems associated with it going online and not enough time to work any of these things out.

JS: I'm more concerned about not getting it done at all if we go back to paper because of number of support techs. We know it works because they do it online already. By having process that we have on paper, having someone come in to lead the process just like we did before, that will work. A lot of people do have cell phones and we will bring laptops so everyone will have access.

RG: 100 sections of evaluations, how will that work with tablets?

JS: Don't need to take a whole set of tablets because most people have cell phones.

RG: Will need to have someone in there helping them on cell phones, I just foresee a lot of potential problems. I've talked to a lot of people and there are a lot of union concerns.

JS: They haven't contacted me so I don't know what their concerns are. But we are following the evaluation process as far as union goes.

P. Marcoux: Gema is willing to work with the students so we can refer students to Helpdesk, support will be provided. It will be rocky to start with. If student evaluations are different than other student evaluations this year, I think we can make a good case that it has to do with new system.

A. Ahmadpour: We are so behind with technology, now we are adding this to our plates. Not enough human resources. I think it will create a lot of problems.

JS: I think Reviewsnap is way more complicated than student evaluations.

D. Meek: Does every class have a Canvas shell? JS: Yes, every class has one whether the instructor is using it or not. DM: I teach Welding so we're not using that. We would need to go into Canvas shell for that section and evaluation is in there.

JS: You will not have to, whoever is coming into your classroom. Gema can open this in 9th week when evaluation occurs. People coming in to administer evaluation will have directions. DM: If we are not using Canvas, will need to prep students.

J. Hardesty: How long does it stay open? JS: A whole week. So if they are absent, they can get it done.

K. Daniel DiGregorio: Concern about response rate. I use polling in my class and never get 100% response rate. If we don't do it in the classroom, concerned about response rate. JS: Crystal Martin has offered loan laptop. KDD: Do we have paper backup? JS: We can, but would like us to try paperless. There is a plus side to this. By doing it online. It's like 2 buttons that Gemas has to push to collect surveys, and we don't have to type comments. KDD: But concerned about consultation process. AA: did we do a pilot program? JS: we were. There is not personnel to run paper surveys. KDD: maybe hire a temp. JS: can ask if we can hire a temp.

S. Potter: perhaps a beta test. Can't imagine passing out tablets and getting online and whether this is going to take 10 minutes. JS: I feel like we are underestimating our students.

K. Hall: Can these evaluations be tied through Canvas login? Can you make the survey a requirement to log in? JS: You don't want to make this pop up. PM: It will create a module in your Canvas shell, under announcement.

AA: Provided example of online assignment. Taking a lot of extra time to teach students tech side, and only 50% of students turned in assignment. This is the reality of our students.

A. Josephides: As we transition into new pathway of student service, it is exciting. Respectfully, look forward to seeing the assessment of what went well, what didn't go well, as we move forward. JS: What if we allow people to opt out of online surveys so we can still get some of them done on Canvas?

DM: The faculty can opt out. JS: Yes.

R. Galvaby: This sounds like a pilot. Part of the concern is not necessarily going online, it's the process of doing this in a methodical manner. I think that's a good solution. JS: It's easy to dismiss scantrons.

KDD: If it would be useful for people who opt out. Maybe provide some compensation for faculty who do it online, such as a later due date.

M. McMillan: Also include additional workload put on divisions.

JS: The last thing. Started having open office hours in the Summer. Have tried various hours throughout the day. Has been suggested to do skip level interviews. Instead of communicating with dean about how things are going, talk to someone else to open lines of communication. It's just for me to be able to understand how divisions work and some issues that come and go.

DM: Ask for motion to amend agenda to have construction update go next because we are running behind. P. Marcoux moved, S. Bray seconded.

G. Information Items – Discussion

b. Construction Update: Jorge Gutierrez, Executive Director, Facilities Planning & Services; Ann O' Brien, Executive Director, Marketing & Communications

A. O'Brien: We are spreading information about demolition project that will happen in the middle of campus.

J. Gutierrez: Please reference copy of map. Demolition project that will start December 2019 and end June 2020. ON the north side of the fencing, will be parallel to Coms building. Western portion will be in front of North Gym. South Side will be in front of Art building. East will run parallel to Library.

Access for construction vehicles will be off Manhattan Beach Blvd, will be security personnel directing construction trucks. In respect to safety, there will be a wood canopy for safety and protection.

During demolition, there has been questions about environmental issues. When master plan was completed, there was an environmental impact report, which included dust control, noise reductions. Right now we are out to bid and we have included this and contractor is obligated to follow. There is asbestos in Student Activities and Student Services building. We will have air monitoring devices, contractors will not be allowed until all asbestos has been removed.

Construction will begin August 2020 and completed August 2022. This is a huge paradigm shift on this campus and a lot of sacrifices made as a result of construction. Next slides show rendering of new BSS and Arts complex, will be completed 2022. Will include large quad areas for outdoor learning, want to thank faculty for their input in the design. They will also be involved with the interior design.

A. O' Brien: Taking a lot of communications channels to make sure they are aware of issues that could arise as a result of the construction. Using accessibility specialist to help. Many of mobility specialists that work with our students with special needs, they use our website, so students will know ahead of coming to campus what areas are being impacted.

Working with Counseling so that ed plans are planned around courses taking part in a section of campus.

K. Daniel DiGregorio: One of things noticed was that Student Services Center is going to be isolated even more geographically. Make sure we advertise these services on the other side of campus. We have done so much to provide these networks to students that we want to encourage students that it is worth the walk. AOB: Yes, we may even have to do this in Lot L. Signage is very important and this is a good point.

S. Bray: Will there be comms to students when they are scheduling classes? AOB: Yes, will make a note of this messaging. SB: Another rec is to offer a recommendation about how long it takes for students to get from Point A to Point B.

A. Ahmadpour: What is possibility to do demolition in night time? Answer: Ordinances from county that prohibit night construction from 8pm-4am.

C. Streipe: Another recommendation is to have police patrolling or temporary lights.

A. Josephides: thank you both for the consultation process and transparency, and having forum to allow our voices to speak on this matter.

O. Villareal: Will we have access to maps? AOB: Yes, they will be online.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: There were some rumors about WIFI being unsecure, but those is not true. Just to reiterate, *Warriors* is for students and non-El Camino devices. *Warriors-local* is for El Camino devices (faculty laptops, Chromebooks).

WebEx- we have free access. If you would like to have access, contact the help desk to set up an account.

Email to cloud – if you are interested in moving email to cloud as part of pilot study, email Helpdesk (helpdesk@elcamino.edu). Issues: people can see your calendar. People who aren't on cloud, can't see your calendar. Once it is moved, can't be undone.

Classroom projectors update: have 20 year lifespan. There are no moving parts, they are laser and pretty much disposable. Once they die, nothing to replace. They are the same cost as old projectors that you have to replace bulbs. These are easier and brighter, even with shades up. Divisions with extra money have replaced using their own funds. ITS is looking for more funding sources so we are struggling to replace. They know there is a need, trying to come up with funding to replace. Projectors will be wireless and can provide passcodes to students, and up to 6-8 students can share screens. Cost is \$1800.

A. Ahmandpour: are there email limits on cloud? PM: 50 GB. Everything: MS Word, OneDrive.

S. Bray: If we go to cloud, will it bring over folders? PM: Question for ITS.

C. Streipe: What are cons of signing up for this move? What do we have to do? PM: I notice no difference. If I go through Outlook app, I log into a different page but automatically redirects.

a. President – Darcie McClelland

Several opportunities to get involved on campus:

- Calendar Committee
 - Meets this week and will probably meet one other time
 - Ali Ahmadpour volunteered to serve
- Divisional Alignment Task Force
 - How are divisions currently aligned and are there departments that should move as a result of metamajors/Guided Pathways.
 - Meetings will depend on committee member's schedules
- Grade Appeal Committees (2)

We are looking at redoing Making Decisions document. There are two Senate reps, me and Pete Marcoux, on Making Decisions taskforce.

b. Ross Miyashiro – VP of Student Services

No report this week.

c. Distance Education Advisory Committee – Mary McMillan

M. McMillan: We met last week. Bulk of time was spent on looking at additions being proposed for AP 5070. Not going to spend too much time on it because it will be coming through this body. But essentially, putting additional language relating to no show reports and withdrawal by instructor. A lot of discussion about what constitutes significant interaction, there is a lot of debate about that, you will see this come through.

P. Marcoux: more complex than you think. MM: Has been ongoing conversation.

MM: Panopto pilot-another new platform for video creation distribution. Looking to partner with someone on how it works to see if it is a service that would be useful for us.

PM: Has a close captioning rate of 90-95 % accuracy, which is big selling point. MM: we haven't seen it.

D. McClelland: motion was approved to move AB 705 presentation next.

a. AB 705 Guided and Self Placement Process Update- Scott Kushigemachi

S. Kushigemachi: Most students when they get placed into Math/English take survey. For students who are not eligible for survey, this is what this presentation is on. For students who aren't able to go through regular Math/English placement process.

Currently, handled by Deans and Assoc Deans. For students who don't have 3 years of high school. Here is the process for English (not ESL):

- Students with a HS diploma equivalent are automatically placed into Freshman Comp with a required co-requisite or just Freshman comp.
- Students educated in a foreign country with an English-speaking HS system are placed using the default placement rules after an analysis of how their GPA would translate into a 4-point scale. Very complicated because scales are very different and have to do research.
- Native English speakers educated in a non-English speaking system are informed of the default placement options and asked to select the most appropriate placement.
 - This hasn't happened yet, but needed when students clearly don't need ESL
- Native English speakers who are not in any of the scenarios above are automatically placed into Freshman Composition with a required co-requisite

Math

- Students who are in the 11th grade or above and who have completed at least two years of HS are placed into Math courses according to the default placement rules
- All other students without 3+ years in a US high school:
 - Initially receive the lowest college-level GE Math placement and the lowest college level BSTEM Math placement
 - Can appeal for a higher placement based on successful HS coursework that aligns with the default placement rules

S. Bray: Should we just refer students to Math and English divisions for exceptions? SK: yes.

E. UNFINISHED BUSINESS

None.

F. NEW BUSINESS

a. 4227, Repeatable Courses, 1st Reading-Darcie McClelland

D. McClelland: New procedure for us that is legally required. Courses labeled in catalog as abc or abcd, where students can take multiple times.

Per Title X, cannot allow student to take more than 4 times.

A. Ahmadpour: does this include attempts, or for completions? J. Shankweiler: Attempts count.

J. Hardesty: Looking at page 22. What qualifies as an activity course? I'm asking from a visual arts perspective, e.g., drawing is an activity course. How is it defined? Right now we have students who would like to repeat a painting class. JS: Our courses are lab or lecture at this point. JH: Could this be changed or updated? We have students who would like to take a class more than once. JS: This is where our technology is limited, we don't have a way to enter course in DAatel as activity course. I think we need to define what an activity course is. Would take some planning. JH: How would any course be repeatable? JS: Probably from the template.

R. Miyashiro: One of ways that people are doing it is for example, if there is beginning, intermediate, or advanced piano, have to go through curriculum committee to rename course. We talked about ways to circumvent repeatability.

A. Brochet: Question about number 4. Want to clarify-I'm thinking about class like FTEC 144 that needs to be passed with B or higher. Have had students who earned a C and are allowed to repeat. Does that mean that units will be credited twice, in this case 12 units? Or does that mean that completed units will only be for 1 course? This matters for degree applicability and whether they have 60 units.

RM: This is a technical aspect, usually only applies to Fire Tech, AJ. Each course counts.

AB: So they would be able to earn both units? RM: Yes.

R. Diaz: Clarified and confirmed 12 units in Anna's scenario count toward degree applicability.

A. Ahmadpour: Does the 4 time maximum apply?

RM: You can take it if it's legally mandated.

AA: If someone is teaching art, can they retake to repeat? RM: No, because not mandated.

RM: Under Title X, can substitute a different class and student will be able to graduate.

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

D. McClelland: Save for next time.

G. Information Items - Discussion

H. FUTURE AGENDA ITEMS

- a. AP 5070, Attendance
- b. BP/AP 4020, Program, Curriculum, and Course Development
- c. Student Equity Plan

I. PUBLIC COMMENT

None.

J. ADJOURN

The meeting adjourned at 1:56 pm
RD/ECC Fall 2019

Statewide Updates

Faculty Diversification

The Board of Governors *Vision for Success* Faculty and Staff Diversity Task Force, co-chaired by the Chancellor’s Office and the ASCCC, issued its report and recommendations to the Board of Governors at the Board’s September meeting. All three recommendations were unanimously adopted by the Board of Governors, and much appreciation for the leadership of Deputy Chancellor Gonzales and the Academic Senate was acknowledged. The three recommendations are as follows:

1. Incorporate the strategies identified in the Diversity, Equity, and Inclusion (DEI) Integration Plan to integrate DEI into the Vision for Success,
2. Adopt the DEI Statement endorsed by the ASCCC Executive Committee and the Task Force as a systemwide directive by which to evaluate all aspects of the system, and
3. Support the budget proposal submitted by the task force for \$60M in ongoing funding to support professional development, EEO expansion, and hiring full-time faculty as well as \$16M in one-time funding to, among other things, create a student to community college faculty pipeline.

ASCC goals are to address the following in this academic year:

1. Evaluate and emphasize the second minimum qualification—sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students—such that its value is equal to discipline-specific qualifications.
2. Create model hiring and appointment processes.
3. Develop tools to engage colleges in systemic change dialogue.
4. Evaluate and revise the EEO Standards.

This year, we increased the number of volunteers for statewide service by 63% as we continue to improve our outreach. The following table shows the appointment results for this year’s standing committees by comparing the applicant pool by self-identified ethnicity/race, the % of the pool comprised of that designation, and the % of appointed members to the ASCCC standing committees:

Identification	Applicant Pool N	Applicant Pool %	Appointment %
Ethnicity/Race	244		
African American	17	7%	14%
Asian/Pacific Is.	19	8%	8%
LatinX/Chicano	39	16%	22%
Caucasian	103	42%	44%
Native American	4	2%	2%
Not Stated/Other	38	16%	8%

While this outcome is not perfect, the Executive Committee continues to improve our internal processes each year and to evaluate relevant data.

Governance Processes and the Faculty Role

Another goal identified by the ASCCC Executive Committee is an emphasis on the role of faculty in governance processes. This goal includes an introspective look at the internal work of the ASCCC, such as election processes, the role of caucuses, and the statewide faculty appointment processes noted earlier in this report. Several resolutions relevant to our election processes will be presented by the Executive Committee for consideration at the Fall Plenary Session.

Chancellor Eloy Ortiz Oakley has accepted ASCCC’s invitation to attend our area meetings and will be attending Area A and Area D meetings on October 11 and 12 this fall. In the spring, he will attend Area B and Area C meetings.

Calbright, the Fully Online Community College

Calbright began enrolling students through its website this month. The ASCCC's understanding was that this cohort of students would receive noncredit contract education through employers utilizing a closed enrollment process. It appears, as evidenced by the Calbright District's request for the legally required "Certification of Non-Duplication" from the Chancellor's Office and comments at the September Calbright Board of Trustees meeting, that very little lag time may take place between the first and second cohorts. The second cohort seems to be intended to offer open enrollment to the public. The move from contract education to open enrollment clearly demands consideration of duplication of efforts in CTE programs applicable to all districts. In addition, our repeated requests for an explanation regarding this concern have not resulted in any meaningful response. Thus, we were reluctantly compelled to write to the legislature once more regarding the more urgent need for clarity about the entire endeavor. The following is an excerpt from the message that the ASCCC sent to the legislature and other offices:

If Calbright is to exist as an option for students in California and serve as an entry point into higher education, it must be the unique opportunity it was proposed to be, offering something not currently available at the community colleges and aligning with the colleges as appropriate. Thus far, Calbright has functioned in a manner more aligned with for-profit entities that benefit from extensive resources dedicated to marketing and without consideration of the cost implications of their choices.

The entire letter can be viewed on the ASCCC website. All ASCCC legislative positions are available at <https://asccc.org/legislative-positions>.

Transfer

Seven Transfer Model Curricula (TMCs) directly align with the UC Transfer Pathways (UCTP) and would benefit from a single model of transfer to either of our students' public transfer options in the disciplines of anthropology, business administration, economics, history, mathematics, philosophy, and sociology. The UCTP degrees in chemistry and physics reflect the model preparation required by four-year education plans for students. The model curriculum designed for engineering has already been endorsed by the CSU Academic Senate and can be crafted into associates degrees that reflects common engineering preparation. The ASCCC leadership has challenged ICAS to complete single transfer pathways for those ten disciplines by the end of the calendar year, with plans to address future disciplines beginning in the spring. In the meantime, we are collaborating with the system offices of each of the segments to address potential concerns from the administration and application perspective.



El Camino College

College Council Minutes
Monday, September 16, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Kenny Galan, Edith Gutierrez, Kelsey Iino, Urwa Kainat, Cindy Lopez, Rose Mahowald, Dena Maloney, Darcie McClelland

Support/Alternates

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

Guests

Andy Nasatir, Assistant Director, Bookstore and Chair, and Co-Chair, Food Services Committee

Julie Bourlier, Director, Bookstore and Co-Chair, Food Services Committee

Omar Rashad, Managing Editor, *The Union*

Patrick Ezewiro, Staff Writer, *The Union*

Jaime Solis, Staff Photographer, *The Union*

Agenda

1. Welcome/Approval of Minutes

Dr. Maloney opened the meeting and welcomed members of College Council. Everyone introduced themselves.

After review, the minutes from the September 3, 2019 meeting were approved.

2. Food Services Committee Update - Lunch Trailer and Manhattan

Andy Nasatir provided the following updates:

The purchase of the lunch trailer fell through. The trailer offered at half price was not configurable to LA County health standards. A trailer that meets the required standards is twice the price. That price would deplete the entire funding provided by the commissions from food services. This project is officially on hold. The College will still have the ability to explore this option, if desired. The priority is to provide coffee service to the south side of campus. Pacific Dining is working on a solution – possibly a truck or coffee carts serving high-end coffee.

The coffee shop formerly known as *The Manhattan* is scheduled to break ground for the remodel in 2020 and scheduled to open in 2021. The timeline is dependent on the DSA approval process. The naming of the coffee shop will be addressed by the Food Services committee and presented to College Council for approval. Retaining the name *The Manhattan* may be one of the options.

It was confirmed that the Food Services committee has student representation.

Food Services now has a landing page on the ECC website, thanks to Marketing and Communications. The weekly specials of each food venue will be posted on the web page. Students will be notified about

the web page through their El Camino email addresses. Perhaps those attending the meeting from *The Union* can help spread the word.

Topics of Discussion:

Will food options for the south end of campus be considered with the coffee shop venue? The intent is to offer grab and go food. The details will be determined when Pacific Dining has made its recommendation.

Is a food truck, similar to LA Mobile, an option for the south end of campus? That is always an option but the priority was to address the request for gourmet coffee. Pricing and options from Pacific Dining will determine what can be offered. Pacific Dining has the first right of refusal. Other options can be explored from there.

The exact location of the venue is still to be determined.

3. Policies and Procedures Review

a. [AP 7160](#) - Professional Development

Darcie McClelland and Jean Shankweiler provided background information on the proposed changes to AP 7160 - specifically the topic of the Professional Development Advisory committee and professional development for managers.

It was confirmed that Classified staff was represented in the current advisory committee during review of this procedure. Current members of the Professional Development Advisory committee can be confirmed by Lisa Medick, Supervisor of Professional Development & Learning Department.

It was noted that important changes to the procedure were made to align with requirements from the Chancellor's office.

Formatting and continuity issues will be corrected.

College Council approved AP 7160. This procedure will be placed on the next Board agenda as an information item.

b. [AP 4240](#) - Academic Renewal

Jean Shankweiler and Kelsey Iino provided background information on the proposed changes to AP 4240.

Clarification that the courses of substandard work are legally required to remain on official transcripts but the grade can be disregarded in the determination of the GPA, was provided.

It is noted that law schools and private institutions do not recognize Academic Renewal.

College Council approved AP 4240. This procedure will move forward to the Board of Trustees.

4. College Council Goals

Dr. Maloney presented suggested [2019-20 goals](#) to College Council for discussion.

An evaluation of last year's goal achievements will be distributed from IRP.

Dr. Maloney will send a link out to the current [Making Decisions Guide](#) that will be redesigned in alignment with suggested goal #2

Topics of Discussion:

At the previous meeting, College Organizational Structures to support Guided Pathways was a possible goal. It seems to be excluded. This initiative would be covered in Goal #5 and can be listed specifically. However, the broad language currently used, allows initiatives to be agendized as necessary.

Clarification on the role of College Council with regards to the budget was discussed. PBC is the committee that makes the budget recommendation to the Superintendent/President. However, College Council receives a presentation on the budget.

There were no further comments or suggestions on the 2019-20 College Council Goals

College Council approved the recommended goals for 2019-20.

5. EOPS 50th Anniversary

Edith Gutierrez provided an inspired [presentation of the EOPS program](#) in celebrating the program's 50th anniversary. A [handout on EOPS eligibility](#) and a [handout on EOPS' legacy](#) were distributed.

6. Closing remarks and Adjournment

- Next meeting will include an orientation to College Council, which is one of our current goals.
- Dr. Jeremy Smotherman will present the Withdrawal Survey from Fall 2018.
- We will start the conversation on the *Making Decisions Guide*. A workgroup will be formed on this effort. A solicitation for volunteers will take place at the next meeting.
- Enrollment Management Plan presentation is scheduled

Meeting is adjourned.

2018-19 College Council Goals

1. Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC.
2. Complete/continue development of legally required policies. Review strategies and tools to improve accessibility of BP/APs and select/implement solution.
3. Support Compton Transition Planning process to conclude partnership by June 7, 2019.
4. Consult collegially to help develop a Strategic Plan, ensuring alignment with the Chancellor's Office *Strategic Vision for Success* and findings from the Climate Survey.
5. Consult collegially to discuss and recommend the topics for the Quality Focused Essay by February 1, 2019.
6. Monitor progress on overarching initiatives, including but not limited to, Guided Pathways, Strong Workforce, and AB705 implementation.

Future Meeting Dates: 1:30 p.m. in Lib. 202

D. Maloney

Reminder only

Fall College Council Meetings

- a. Monday, October 7, 2019
- b. Monday, October 21, 2019 (Board Day)
- c. Monday, November 4, 2019
- d. Monday, November 18, 2019 (Board Day)
- e. Monday, December 2, 2019
- f. Monday, December 16, 2019 (Board Day)

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

*Committee Chair

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

Fall 2018 Meetings: September 10 & 24, October 8 & 22, November 12 & 26

Spring 2019 Meetings: February 25, March 10 & 24, April 28, May 12 & 26

Faculty Book Club (FBC)

PP reported that the FBC held its first meeting on Tuesday, October 1st. The club is reading *Community: The Structure of Belonging* by Peter Block this semester. Co-facilitator Erica Brenes prepared group activities centered on quotes from the book which generated meaningful discussions about conflict resolutions within groups and communities.

CS reported that she and AJ will facilitate the FBC next semester. They would like to offer a new format; rather than assign a book, they will assign a variety of articles. This will reduce costs and provide an opportunity to discuss timely and relevant issues as they arise during the semester. EU noted this may allow for more flexibility in attendance. PP recommended setting a theme and providing the articles at least two weeks prior to club meetings. SA recommended discussion questions be sent with the articles to prepare members for productive discussions.

Informed & Inspired (I&I)

SA reported that AJ co-facilitated “Building Capacity to Lead: Holistic Wellness for Men of Color” on September 27th, with Robert Williams and Cesar Jimenez. The session was very well-attended and provided information about the 2nd Annual Men of Color Leadership Conference which will take place at ECC on Friday, October 11th. El Camino has partnered with other area colleges including Santa Monica, Compton, and Long Beach City to offer this free event to students, faculty, and staff.

The FDC discussed possible speakers and topics for the next I & I session which will take place on Thursday, October 31st. SA has reached out to anthropologists Angela Mannen and Rodolfo Otero to see if they’d be interested in presenting information on Dia de los Muertos as we close out National Hispanic Heritage Month. If they are not available to present, SA will contact Cynthia Mosqueda to discuss a presentation on the Undocumented Student Week of Action which will take place October 14-18.

AH is coordinating the November 21st session of I & I. In honor of International Education Week, Lindsey Ludwig, Director of the International Student Program will present demographic data from IRP about the international student population at ECC. The session will also include a panel of international students.

Outstanding Adjunct Faculty Award (OAF)

The FDC was provided with flyers to promote the OAF. Members were encouraged to nominate an adjunct colleague and to encourage others in their division to do so as well. The nomination deadline is Friday, October 11th. SA is seeking a faculty member to serve on the selection committee. CS volunteered to serve if needed. The selection committee will meet at 3:45 on Tuesday, November 12th.

Faculty Professional Development (PD) Plans

The committee was commended for their hard work on the development of the Faculty Professional Development Plans. SA reported that she was invited by Dr. Shankweiler to attend the Academic Affairs Managers Meeting on 9.26.19 to present the plans and answer questions from managers. The PD Plans and instructions for completing and uploading them to Cornerstone were emailed to faculty on 9.28.19 by Dr. Shankweiler. The deadline to upload plans to Cornerstone is Friday, October 25th.

Faculty Professional Development (PD) Needs Assessment

Last spring, the FDC reviewed the 2015-16 Faculty PD Needs Assessment. In addition, SA and LMT met with Gina Park of IRP to discuss revisions and an implementation timeline for a new assessment to be administered Fall 2019. SA reported that Carolyn Pineda will be working with the FDC to complete this project as Gina Park is no longer employed at ECC. SA met with Carolyn on 9.26.19 to discuss a new timeline and provided feedback from the FDC's review of the 2015-16 assessment. Revisions should be available for the FDC to review at the October 22nd meeting. At this time, the assessment is scheduled to be sent to the faculty listserv on October 28th. Assessment results should be available for the committee to review at the first spring semester FDC meeting on February 25, 2020.

Wellness Warriors

SA reported that she has been working with Kim Jones, Cindy Lopez, and Debbie Turano, along with representative from Kaiser to expand the Wellness Warriors program. The program now has a dedicated email address: wellnesswarriors@elcamino.edu; in addition, the planning committee is working with Ann O'Brien of Marketing & Communications to create a logo and landing page for the ECC website. Numerous activities have been planned for the semester; the FDC was encouraged to participate and help promote the program among colleagues. In a needs assessment administered last semester, 25 ECC employees indicated an interest in participating on the planning committee which will hold their next meeting at 11:00 on October 10th in the Decathlon room.

Flex FAQs

The FDC was provided with the most recent version of the Flex FAQs. At our next meeting, the committee will consider updating the document and adding a new FAQ relating to flex request appeals.

Adjourned 1:46
SA/10.8.19

Administrative Procedure 4227

Repeatable Courses

Repeatable courses may be repeated per the education code and the district policy.

I. Repeatable Courses

El Camino College designates only the following types of courses to be repeatable per Title 5, Section 55041:

- A. Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.
- B. Intercollegiate athletics courses.
- C. Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses.

II. Catalog Identification and Designation of Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters following the course number. The lowercase letters indicate the number of times a course may be repeated. Courses may not be repeated more than four times including when a student receives a substandard grade or a "W" (Title 5 Section 58161).

Examples of repeatable courses include:

- *Physical Education 60abc (Women's Intercollegiate Soccer Team) - students may enroll in Physical Education 60abc three times.*
- *Communication Studies 293abcd (Forensics – Team Events) - students may enroll in Communication Studies 293abcd four times.*

Commented [MD1]: This should be removed from final version once consultation has concluded.

III. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. *(Examples of non-repeatable courses include History 101, English 1A, and Psychology 9B.)*

Commented [MD2]: Remove from final version.

IV. Under special circumstances, students may repeat courses in which a C or better grade was earned. *The grade received by the student each term will be included in calculations of the student's grade point average.*

- A. Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.
- B. Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any

number of times.

- C. Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated ~~for~~ more than four ~~times/semesters~~. This limit applies even if the student receives a substandard grade or “W” during one or more enrollment or if a student petitions for repetition due to extenuating circumstances. Activity courses are designated in the College Catalog through the addition of lowercase letters in the course number.
 - D. Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination by certified staff verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.
 - E. A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a). ~~however, the grade received by the student each term will be included in calculations of the student’s grade point average.~~
- V. The District shall develop and implement a mechanism to allow it to properly monitor course repetition. For procedures on course repetition, see AP 4225 Course Repetition Procedure.

References:

Title 5 Sections 55040, 55041, 55253, 56029, and 58161

Ed Policies 5-28-19

Council of Deans: 8-1-2019

AP 4227 Repeatable Courses

References:

Title 5 Sections 55040, 55041, 55253, and 56029

NOTE: *This procedure is legally required.*

Only the following types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

The District must identify and designate such repeatable courses in its catalog.

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students are allowed to repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students can repeat such courses any number of times.

Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students can repeat such courses any number of times.

Students may enroll in activity courses in physical education, visual arts, or performing arts. Such courses may not be repeated for more than [**four semesters or six quarters**]. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of the reasons specified in Title 5 Section 56029.

A student may repeat a cooperative work experience program any number of times as long as they do not exceed the limit on the number of units of cooperative work experience set forth in Title 5 Section 55253(a); however, the grade received by the student each time will be included in calculations of the student's grade point average.

The District shall develop and implement a mechanism to allow it to properly monitor course repetition.

New 2/08; Revised 9/08, 4/09, 10/13, 10/17

DRAFT

Board Policy 4020

Program, Curriculum, and Course Development

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The procedures are located in the College Curriculum Handbook.

These procedures shall include:

1. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
2. regular review and justification of courses and programs on a six-year cycle;
3. opportunities for training for persons involved in curriculum development and review, and
4. consideration of job market and other related information for vocational and occupational programs-career education programs.

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the ~~Office of the~~ Chancellor's Office for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted education program shall be approved by the Board. Non-degree applicable credit and degree applicable courses that are not part of an existing approved program, referred to as stand-alone courses, must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Superintendent/President will establish procedures -which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The Superintendent/President shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit--hour program is eligible for federal financial aid. The conversion formula is -used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References:

Education Code Section 70901(b), 70902(b); 78016;

Title 5, Sections 51000, 51022, 55100, 55130, 55150, 53200-53206

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;

34 Code of Federal Regulations Section 600.2, 602.24, 603.24, and 668.8;

ACCJC Accreditation Standards II.A and II.A.9

~~See also Title 5, Subchapter 2, Sections 53200-53206.~~

This policy replaces Board Policy 4020.1 (Curriculum Review and Approval). El Camino College

Approved: 6/22/87 Amended:–
7/19/10

Renumbered: 5/16/05, Previous Board Policy Number: 6123

Revision Draft: 9/5/2019

EPC 9/24/19

CCC Review 10/8/19

BP 4020 Program, Curriculum, and Course Development

References:

Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 55002.5, 55100, 55130 and 55150;
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;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standards II.A and II.A.9

NOTE: *This policy is **legally required**. The following policy indicates that the Governing Board retains authority to approve new programs and courses, and discontinue programs, and delegates the authority for all other actions to the CEO. It is the option we legally advise, but options that delegate all authority to the CEO or that require Board approval for new courses and discontinue courses are legal. However, it is suggested that Boards not require staff to submit program or course modifications to them for approval.*

*The portion of this policy regarding credit hour definition is **legally required** in an effort to show good faith compliance with the applicable federal regulations.*

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the [**CEO**] shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical education programs.

All new programs and program discontinuances shall be approved by the Board of Trustees.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The [**CEO**] will establish procedures which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

The [**CEO**] shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The [**CEO**] shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Revised 8/04, 2/07, 8/07, 7/11, 3/12, 11/14, 4/16, 10/17



AP 4020 Program, Curriculum, and Course Development

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College [Curriculum Committee web page](#). Additional [guidelines for Program, Curriculum and Course Development are provided in the Chancellor's Office Program and Course Approval Handbook, available on the Curriculum Committee web page](#).

To monitor for compliance with state and local regulations related to credit hour calculations, the President, Vice President of Academic Affairs, Academic Senate President, and the Curriculum Chair shall annually certify to the Chancellor's office compliance with the following for credit courses:

- The Curriculum Committee and the District governing Board have approved each credit course pursuant to Title 5 §55002.5 and the Chancellor's Office Program and Course Approval Handbook
- The college promptly reports all credit courses approved by the district governing board to the Chancellor's Office Curriculum Inventory and Management Information Systems
- College personnel involved in the credit course approval process, including members of the curriculum committee, are provided with training regarding the rules, regulations and local policies applicable to the approval of credit courses per Title 5 §55100 and §55130.

a.) Credit Hour

The College Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor's Office policy.

Title 5 (§55002.5 (a)) defines one credit hour of community college work (one unit of credit) as a minimum of 48 hours of total student work, which may include inside and/or outside-of-class hours. The Chancellor's Office further defines this by using each college's fiscally approved calendar as the divisor for the calculations of units using the following equation.

$$\frac{\text{(Total contact Hours + Outside-of-class Hours)}}{\text{Hours-per-unit Divisor}}$$

At El Camino College the primary terms are 18 weeks in length but are currently offered in a 16-week compressed format. This makes the hours-per-unit divisor 54 hours.

Title 5 (§55002.5 (e)) allows credit hours for all courses to be awarded in increments of one unit or less. The Chancellor's office requires colleges to award units of credit in a minimum

of .5 units or smaller than .5 if permitted by local policy. At El Camino College the policy is increments with a minimum of .5 units.

The ratios of in-class to outside-of-class hours for each type of academic activity offered at El Camino shall be determined as follows:

Instructional Method	In-class Hours	Outside-of-class Hours	Units
Independent Study	0	54	1
Lecture	18	36	1
Laboratory	54	0	1

Calculations for short term and extended term courses will follow the same total hour calculations previously described.

The criteria for determining appropriate instruction methods shall be made in accordance with established curricular policies and includes:

Independent Study: (0 in-class hours and 3 outside-of-class hours)
 Instruction with no scheduled class hours but district-supported guidance and feedback is required.

Lecture: (1 in-class hour and 2 outside-of-class hours)
 Instruction that is designed to give students one hour of interaction directly with the instructor; students then spend two (2) hours outside-of-class.

Laboratory: (3 in-class hours and 0 outside-of-class hours)
 Labs consist of classroom assignments designed to be completed by all student during the scheduled time. Accepted lab design will have some students requiring the whole time to complete the task. Labs require a designated space and equipment not in common usage on the camps. A designated technician is often used to maintain the space and/or equipment.

Credit for clock-hour designated programs shall be awarded consistent with 34 Code of Federal regulations Part 600.2. In this regulation, a program is considered to be a clock-hour program if it is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

b.) Cooperative Work Experience

Title 5 (§55256.5) provides specific hour-to-unit ratios for Cooperative Work Experience. The ratios are 75 hours of paid work experience for 1 unit of credit and 60 hours of non-paid work experience for one (1) unit of credit. Increments of less than one (1) unit are not allowed.

c.) Financial Aid Eligibility

For purposes of federal financial aid eligibility, the U.S. Department of Education states that a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;

34 Code of Federal Regulations Part 600.2;

ACCJC Accreditation Standard II.A

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.

July 2010

[Reviewed: 9/10/2019](#)

[EPC: 9/24/19](#)

CCC: 10/8/19

AP 4020 Program and Curriculum Development

References:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
34 Code of Federal Regulations Part 600.2;
ACCJC Accreditation Standard II.A;
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.

NOTE: *The following procedure is **legally required**. Districts may insert local procedures for program and curriculum development, which may include or address procedures for new, added, provisional or experimental, reinstated and deleted courses and procedures for changes in course number, title, units, or hours. Procedures for each action should, as good practice, address:*

- initiation, review, approval, and evaluation processes and related criteria
- designated responsibility and authority for initiation, review, and approval of courses (e.g., the academic affairs office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)
- time lines and limits for the process
- publication of changes and maintenance of records
- use of a range of delivery systems and modes of instruction

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours. [**Select one of the following based on whether the district uses a semester or quarter system. For semester system:** A course requiring 96 hours or more total student work shall provide at least 2 units of credit. **For quarter system:** A course requiring 66 hours or more of total student work shall provide at least 2 units of credit.] Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

NOTE: *The following language is **legally required**. Districts should insert their locally developed policy defining the standards for credit hour calculations which must include the following:*

- credit hour calculation method for all academic activities
- expected ratios of in-class to outside-of-class hours for each type of academic activity
- standards for incremental award of credit
- standard term length
- calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations

NOTE: *The following language is **legally required** in an effort to show good faith compliance with the applicable federal regulations*

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately [**15 weeks for one semester or trimester hour of credit**], [**or 10 to 12 weeks for one quarter hour of credit**], or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Revised 7/11, 11/14, 10/17

AP 4102 Career and Technical Education Programs**Reference:**

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal 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**~~

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 ~~ed~~District'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 ~~P~~program 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~~ ~~h~~instructional ~~D~~clean.

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.

Reference:

~~**Title 5, Sections 55600 et seq.; 2 Code of Federal Regulations Part 200 (The Federal 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**~~

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



El Camino College

2019-2022

Equity Plan Executive Summary



16007 Crenshaw Blvd.
Torrance, CA 90506



El Camino College - Executive Summary 2019-2022 Student Equity Plan

EXECUTIVE SUMMARY

As an open access institution, El Camino College (ECC) serves as an entry point for our diverse community to pursue a wide range of educational goals ranging from degree/certificate programs and transfer to lifelong learning. Consequently, El Camino College makes students the centerpiece of its values and equitable outcomes for all students the driving force behind its mission. Interwoven with these principles is the understanding that “institutional practices develop from and reflect the shared cognitive frames of institutional participants.” Thus El Camino College’s approach to equity begins with a simple premise – a vision of inclusion. This vision does not only focus on ensuring that our students achieve equal educational outcomes, but also that administrators, faculty and staff are equipped to equitably serve El Camino College’s diverse student population so those outcomes can be met.

The goal of ECC’s 2019-2022 Student Equity Plan is twofold:

1. To build on the progress made through previous plan implementation.
2. To ensure that past implementations along with future ones align with the college’s Integrated Strategic Plan and the California Community Colleges Chancellor’s Office’s Vision for Success, Guided Pathways, SEA Program goals, the California College Promise, the Student Centered Funding Formula and AB 705.

To achieve this goal, ECC’s Student Equity and Achievement Committee (SEAC) collected and analyzed institutional data using percentage point gap methodologies and success indicators for various demographic subgroups of the college’s student population to identify those that were being disproportionately impacted. Through this analysis, ECC identified the following student groups as being disproportionately impacted:

*Disproportionately Impacted
ECC Students*

American Indian or
Alaska Native
Black or African American
Disabled
Foster Youth
Hispanic or Latino

Latino
LGBTQIA+
Native Hawaiian or
other Pacific Islander
Veteran

Once having compiled this information, SEAC next initiated the process of re-evaluating existing programs and practices while exploring new activities intended to address equity gaps for the identified populations. In order to achieve the equity goals set, ECC has committed \$2,964,967 dollars to fund existing and new activities, designs and programs.

Instrumental to ECC’s vision of inclusion is El Camino College’s approach to equity. More specifically, ECC’s approach consults the work of Dr. Estela Mara Bensimon and USC’s Center for Urban Education in order to reframe equity through organizational learning theory. This framework promotes institutional conversations about designing and implementing equitable practices through disaggregated completion data and addressing the results through an equity-minded cognitive framework.

Table 1: Comparing Deficit-Minded and Equity-Minded Frameworks¹

<i>Deficit-Minded Cognitive Framework</i>	<i>Equity-Minded Cognitive Framework</i>
<p>“A deficit standpoint attributes unequal outcomes to the personal characteristics of the students who experience them.”</p>	<p>“Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.”</p>

This framework encourages ECC to reflect on how, at an institutional level, it may be contributing to equity gaps and “where intentional action can be taken to reach goals outlined in your institutions Equity Plan.”

¹ Quotes taken from *The CUE Equity Model*.

STUDENT EQUITY GOALS

The tables below present the baseline gap and goal for reducing the gap. Data are only presented for groups where disproportionate impact was identified.

GOAL 1: Successful Enrollment (Applicant Yield Rate)

Definition: Among all applicants in the previous or selected year, the proportion who enrolled at ECC in the selected year.

Overall ECC Goal:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
41%	43%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Disabled (females)*
- *Black or African American (females)*
- *Hispanic or Latino (females)*
- *Native Hawaiian or other Pacific Islander (females)*
- *Foster Youth (all)*
- *LGBTQIA+ (females)*
- *Veteran (females)*

GOAL 2: Retention (a.k.a. Persistence)

Definition: Among all students, the proportion retained from fall to spring at ECC in the selected year, excluding students who completed an award or transferred.

Overall ECC Goal:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
70%	72%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Black or African American (all)*
- *Foster Youth (all)*
- *Veteran (females)*
- *LGBTQIA+ (all)*

GOAL 3: Transfer math and English (Completion within first year)

Definition: Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment at ECC.

Overall ECC Goal:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
12%	14%	Standard Deviation (SD) x2 + Baseline

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Disabled (all)*
- *Black or African American (all)*
- *Hispanic or Latino (all)*
- *Foster Youth (all)*
- *Veteran (males)*
- *LGBTQIA+ (all)*

GOAL 4: Degree or Certificate Completion

Definition: Among all students, the unduplicated count of students who earned a Chancellor's Office approved certificate and/or associate degree and had an enrollment in the selected or previous year.

Overall ECC Goal:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
2,409	2,696	20% increase from 2016-17 (Aligned with Vision for Success Goal)

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *American Indian or Alaska Native (males)*
- *Native Hawaiian or other Pacific Islander (females)*

- *Black or African American (all)*
- *LGBTQIA+ (all)*

GOAL 5: Transfer

Definition: Among all students who completed 12 or more units at any time, the number who exited the community college system and transferred to a postsecondary institution within the selected year.

Overall ECC Goal:

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Goal Setting Methodology</i>
2,483	3,352	35% increase from baseline (Aligned with Vision for Success Goal*)

**Vision for Success Goal only includes CSU and UC Transfers*

Close Equity Gaps for Disproportionately Impacted Student Groups:

- *Disabled (males)*
- *American Indian or Alaska Native (females)*
- *Hispanic or Latino (males)*
- *Foster Youth (males)*
- *LGBTQIA+(males)*

ACTIVITIES TO ACHIEVE EQUITY GOALS

To work toward addressing these goals, ECC will utilize several existing programs.

These included:

- **Asian American Pacific Islander Initiative (AAPI):** The Asian American & Pacific Islander (AAPI) Equity Initiative supports El Camino College Asian American and Pacific Islander students in reaching their educational and career goals through mentorship, workshops, trainings, field trips and learning community classes.
- **First Year Experience (FYE):** The First Year Experience Program is designed to prepare first year students for academic success and to help students in selecting a career path.
- **Guardian Scholars Program:** The El Camino College Guardian Scholars Program creates a welcoming and supportive environment for current and former foster youth. Its goal is to empower students to reach their full potential in order to achieve academic, personal, and career goals.
- **Knowledgeable, Engaged, and Aspiring Students (KEAS) Program:** The Knowledgeable, Engaged, and Aspiring Students (KEAS) Program was designed in 2015 to provide equitable support to students who have placed into pre-college level coursework at El Camino College. KEAS offers classes with dedicated instructors, resources and support services, like tutoring, advising and counseling, both inside and outside of the classroom, in order to reduce the academic achievement gap and increase persistence rates among our college community.
- **Student Leadership Institute:** The Student Leadership Institute (SLI) is a training seminar for El Camino College students that builds and enhances leadership skills. During the seminar, students refine their resumes, learn the importance of dressing for success, improve their networking skills, and polish their dining etiquette. At the end of the semester, students attend an awards and pinning ceremony and receive a certificate of completion and participation and a pin. The Student Leadership Institute creates an equitable opportunity specifically targeting students from special programs to participate in a series of professional training workshops that help develop leadership skills while learning from mentors consisting of supervisors and program coordinators from different programs on campus. Upon completing the Student Leadership Institute, students are encouraged to join a club or organization on campus in order to continue to build connections and network across campus. Students participate in conferences and attend campus trainings and workshops.

- **Mathematics, Engineering, Science Achievement Program (MESA):** MESA is based on a rigorous academic program that uses various components to support students pursuing math and science based degrees. Program components build an academically based peer community to provide student support and motivation. MESA creates a strong partnership between students, staff, advisors, school district officials, university professors and administrators, industry members, and parents.
- **Math Tutoring Center:** To help students succeed in their courses, the Math Study Center and Computer Lab provides an appropriate atmosphere to study math, one-on-one tutoring and access to mathematical software and web-based software for mathematics courses.
- **Project Success:** Project Success is a program designed to increase the retention rate and to improve the academic performance of students who meet the Project Success admission criteria. The mission of Project Success is to aid the successful transition of students from high school to El Camino College and beyond in order to achieve educational and career goals. Project success is an affiliate of the Umoja Community. Umoja is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students.
- **Puente Program:** The Puente Program provides three areas of service to students to help them transfer to a four year institution. Puente students take two consecutive writing classes, English 1AS in the fall and English 1C in the spring. These classes provide a supportive and stimulating environment for Puente students to build confidence in their writing skills through an exploration of the Mexican American/Latino experience and multicultural literature. Puente students work closely with their Puente counselor until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. The network of trained Puente mentors provides many resources for the Puente students, their families, colleges and the community.
- **Reading Success Center:** The RSC offers one-on-one tutoring in all subjects, a computer center, topic specific workshops, and a warm and welcoming environment for students to study and work on their assignments. Trained specialists will work with students individually to instill reading strategies and comprehension techniques which will benefit them throughout their academic career.
- **Supplemental Instruction (SI) Program:** Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in selected courses. At El Camino College and other institutions of higher learning throughout the country, the SI method has been proven to help increase student understanding of course material and raise grades. Attendance at SI sessions is not mandatory, but highly encouraged. Students have an opportunity to compare notes, discuss important concepts, and take practice tests before taking the graded exam. Students will also increase their strategies for test-taking, studying and learning.

In addition to the programs above, the following activities were added to ECC's new plan:

- **Extended Opportunity Programs & Services (EOPS):** EOPS is dedicated to the delivery of a comprehensive program that encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. EOPS is designed for the purpose of enhancing the success of students in meeting their educational goals and objectives. As a comprehensive program, EOPS is driven by a philosophy of providing services that are “over, above and in addition to” services available to all students. EOPS strives for innovative and creative ways to enhance and encourage students’ academic success and excellence, while fostering the students’ personal growth and development.
- **Learning Communities:** The model identified to best meet the needs of our students are learning communities. The learning community approach creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They are composed of UC/CSU transferable courses and embed PASS Mentor Tutoring and academic/career counseling. Programs using this model included KEAS, Puente, AAPI’s and pathways in Basic Accelerated Math, and Math Academies.
- **MANA Program:** El Camino College’s MANA program aims to increase the number of Native Hawaiian and Pacific Islander (NHPI) students who complete requirements for an associate's degree and/or transfer to a four-year university. With MANA being an NHPI term that embodies spiritual power, the MANA program is intentionally designed to empower NHPI students by strengthening quality educational and support services to promote and foster student learning, sense of belonging, success, and self-advocacy. MANA’s purpose is to not only assist students with their academic journey, but also integrate their cultural identity into the process.
- **Safe Zone Project Initiative:** The Safe Zone Project is an initiative that aims to bring awareness to the challenges and needs of LGBTQIA+ students on campus. Through workshops, trainings, conferences as well as cultural events this effort aims to bring visibility, support, and endless educational opportunities for this disproportionately impacted student population. Simultaneously, it also offers an opportunity for all students and our surrounding community to learn more about their experiences and collectively help close the equity achievement gap.
- **myPATH:** myPATH is a designation for stand-alone courses that integrate equity-minded culturally responsive teaching frameworks with Guided Pathways principles. Faculty teaching myPATH designated sections have received equity training through Student Equity Reenvisioned (SER) and infuse equity-minded/culturally responsive curriculum designs. Faculty also frame course content through questions that matter to students and go beyond the classroom and have an impact at the global, national, regional and local level. Embedded into these courses are PASS (Peer Assisted Study Sessions) Mentors to assist students with course content and counselors to assist with immediate and long range academic/career planning.

- **Undocumented Student Task Force:** This Task Force was formed in December 2016 to address and support Undocumented Students at El Camino College. Active participants on the task force include leaders from departments such as Admissions and Records, Counseling, Financial Aid, First Year Experience, Outreach and School Relations, EOPS, Academic Senate President, Student and Staff Diversity office, and a faculty advisor for the AHEAD Dreamers student club. Additionally, the task force includes allies from the Student Health Center, instructional and counseling faculty, EOPS, Student Development Office, students from the Student Equity Council, and one faculty member is an immigration lawyer. Collectively, this group discusses the needs of our undocumented students, plans events for students and personnel, and prepares information and resources for stakeholders.
- **PASS Mentors:** Peer Assisted Study Sessions (PASS) is a mentoring/tutoring program that aims to provide a learning atmosphere which differs from the traditional tutorial environment by focusing on a group atmosphere with “peer to peer” interaction and learning.
- **SER/Behavioral and Social Sciences/ Equity-Minded Learning Communities:** These learning communities provide students with an opportunity to engage discourse and knowledge in student-centered learning environments. These learning communities are theme-based and interdisciplinary and are developed to address disproportionately impacted students. The learning community approach also creates a culturally responsive learning experience that fosters and enhances connections among students, faculty and disciplines. They embed PASS Mentors and academic/career counseling.
- **Student Equity Advisory Council (SEAC):** The Student Equity Advisory Council supports diversity and equity related student clubs, as well as, providing leadership opportunities for students. Their goal is to help address the needs of student groups that have been historically underserved. Related to this is the Student Development Office’s Student Empowerment Lecture Series.
- **Student Equity and Achievement (SEA) Village:** The SEA Village is a designated area in ECC’s new Student Services Building open to all students. SEA Village staff and professors will use a holistic approach to take students from start to finish by providing a safe, technologically comprehensive study lounge that includes support services such as academic counseling, PASS mentoring and tutoring. It will offer regular culturally relevant, community-building student success activities both as stand-alone workshops and in conjunction with other support programs on campus, thus providing a program experience to all students.
- **Student Equity Reenvisioned (SER):** Student Equity Reenvisioned (SER) is a Behavioral and Social Sciences Division and Student Equity Program initiative at El Camino College that addresses disproportionate impact and student equity by providing faculty with frameworks for creating equity-minded and culturally responsive learning environments. SER participants are exposed to asset-based pedagogical frameworks that are student-centered and culturally responsive with the ultimate aim of establishing culturally sustaining curriculum.

Metric: Successful Enrollment (Applicant Yield Rate)

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
41%	43%	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program Project Success Puente Program MANA Program Safe Zone Project Initiative Student Equity and Achievement (SEA) Village Undocumented Student Task Force

Metric: Retention (a.k.a. persistence)

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
70%	72%	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program MESA Math Tutoring Center Project Success Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Safe Zone Project Initiative Student Equity Advisory Council (SEAC) SER/BSS/Equity-Minded Learning Communities Student Leadership Institute (SLI) Student Equity and Achievement (SEA) Village Student Equity Reenvisioned (SER) Undocumented Student Task Force

Metric: Transfer math and English (Completion within first year)

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
12%	14%	First Year Experience (FYE) Extended Opportunity Programs & Services (EOPS) MESA Math Tutoring Center Project Success Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Safe Zone Project Initiative SER/BSS/Equity- Minded Learning Communities Student Equity and Achievement (SEA) Village Student Equity Reenvisioned (SER) Undocumented Student Task Force

Metric: Degree or Certificate Completion

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
2,409	2,696	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program MESA Math Tutoring Center Project Success Puente Program Reading Success Center Safe Zone Project Initiative Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Student Equity Advisory Council (SEAC) SER/BSS/Equity- Minded Learning Communities Student Leadership Institute (SLI) Student Equity and Achievement (SEA) Village Student Equity Reenvisioned (SER) Undocumented Student Task Force

Metric: Transfer

<i>Baseline Rate (2017-18)</i>	<i>2021-22 Goal</i>	<i>Activities that Support the Goal</i>
2,483	3,352	Asian American Pacific Islander Initiative (AAPI) Extended Opportunity Programs & Services (EOPS) First Year Experience (FYE) Guardian Scholars Program MESA Math Tutoring Center Puente Program Reading Success Center Supplemental Instruction Program Learning Communities MANA Program myPATH PASS Mentors Safe Zone Project Initiative Student Equity Advisory Council (SEAC) SER/Behavioral and Social Sciences/Student Equity-Minded Learning Communities Student Leadership Institute (SLI) Student Equity and Achievement (SEA) Village Student Equity Reenvisioned Undocumented Student Task Force

2015-2018 STUDENT EQUITY FUNDING EXPENDITURES

The initial equity planning process at ECC involved many college stakeholders. The initial Student Equity and Achievement Committee included research analysts, the Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. In addition, ECC established a Seeds of Change Initiative with the intent of facilitating collaboration between Student Equity (SE), Student Success and Support Program (SSSP) and Basic Skills Initiative (BSI). During a series of bi-monthly meetings, campus leaders from counseling, academic programs, categorical programs such as Foster and Kinship Care, the Veterans Office, MESA, Puente, and Project Success examined equity data and proposed new interventions and pedagogical approaches for current programs that would help bridge our existing equity gaps. More specifically, student success data, and disaggregated data by ethnicity, gender, disability status, and economic disadvantage status, as well as for foster youth and veterans, was analyzed to identify the areas of greatest need. Through this analysis and collaboration, ECC identified groups that were historically disproportionately impacted. After identifying ECC's target student groups, five success indicators were developed and goals identified for improving student outcomes and narrowing equity gaps. The following are those indicators:

<i>Success Indicators</i>	<i>Goals</i>
Access	Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.
Course Completion	<i>Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.</i>
ESL and Basic Skills	<i>Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.</i>
Degree/Certificate Completion	<i>Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.</i>
Transfer	<i>Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.</i>

2015 – 2016 Student Equity Expenditures

Object Code	Category	Total
1000	Academic Salaries Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Faculty English A Consistency, Faculty Release Time Faculty Special Assignments - English and Math Faculty Special Assignments (Student Support Programs) - Asian American Pacific Islander (AAPI), Summer Bridge Program First Year Experience (FYE), Project Success Faculty Special Assignments (Other) - Professional Development Across the Institution, Faculty Learning Teams <p style="text-align: right;">Academic Salaries TOTAL</p>	\$346,905
2000	Classified and Other Non-Academic Salaries Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist (Full-Time) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math (Hourly) Office Assistance / Administrative Support / Marketing Assistant - Various student support programs, Student Equity, Career & Technical Education (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly) Instructional Aide VI - Reading Success Center (Hourly) <p style="text-align: right;">Classified and Other Non-Academic Salaries TOTAL</p>	\$843,406
3000	Employee Benefits TOTAL	\$239,517
4000	Supplies and Materials Book Loan Program - Puente, FYE, Math, English, Student Success Center Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs across the institution, English, Faculty Learning Teams, Career & Technical Education Workshops Across the Institution <p style="text-align: right;">Supplies and Materials TOTAL</p>	\$102,155
5000	Other Operating Expenses Professional Development - Various equity activities across the institution Conference Travel - Student Equity Management, Student Equity Faculty, Staff, Project Success Students, Puente Students Transportation for Students to Conference - Behavioral & Social Sciences division, First Year Experience (FYE), Project Success,	

Puente
 Other - Marketing (Copier), Attendance Tracking Software,
 Reproduction (Copy Center (PASS))
 Computer Equipment

Other TOTAL **\$74,514**

6000 **Capital Outlay**
 7000 **Other Outgo** (educational supplies)

Total 2015-16 Expenditures **\$1,606,497**

2016 – 2017 Student Equity Expenditures

Object Code	Category	Total
1000	Academic Salaries Counselors, Student Success (Full-Time & Part-Time) Faculty Coordinator and Puente Program English Instructor, Faculty Release Time Faculty Special Assignments - Summer Bridge Program First Year Experience (FYE), Asian American Pacific Islander (AAPI), Various Equity Activities Across the Institution, Statistics Math Review Workshops, Math Academies, Faculty Learning Teams Academic Salaries TOTAL	\$393,286
2000	Classified and Other Non-Academic Salaries Director, Student Equity (Full-Time) Administrative Assistant, Student Equity (Full-Time) Project Specialist, Student Equity (Full-Time) Student Services Advisor, Student Success Center (Full-Time) Coordinators - Student Success Center, Reading Success Center (Full-Time) Institutional Research Analyst (Full-Time) Student Services Specialist: Student Success & Student Development Office (Full-Time), Transfer Center (50%) Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly) Office Assistance / Administrative Support / Marketing Assistant / Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly) Case Manager and Program Assistant- Guardian Scholars (Hourly) Classified and Other Non-Academic Salaries TOTAL	\$1,202,963
3000	Employee Benefits TOTAL	\$343,313
4000	Supplies and Materials KEAS (Student Success Center) Supplies: Books/Materials Office/Faculty Training/Marketing Supplies and Materials,	

Workshop Food - Various student support programs/equity activities across the institution, Faculty Learning Teams, Career & Technical Education
 Student Equity Materials and Supplies

Supplies and Materials TOTAL **\$73,530**

5000 **Other Operating Expenses**

AAPI/Epic Contract & AAPI Conference
 Non-Personnel: Various Equity Activities Across the Institution
 Conference Travel - Student Equity Management; Faculty, Staff, Students from various student support programs
 Transportation for Students to Conference - Various student support programs/equity activities across the institution, Faculty Learning Teams
 Other - Marketing (Copier), Workshop Food, Various equity activities across the institution, Reproduction (Copy Center) from various student support programs/equity activities across the institution
 Computer Equipment for Student Equity and Various Equity Activities Across the Institution

Other TOTAL **\$155,582**

6000 **Capital Outlay**

7000 **Other Outgo** (educational supplies)

Total 2016-17 Expenditures **\$2,168,674**

2017 – 2018 Student Equity Expenditures

Object Code	Category	Total
1000	Academic Salaries	
	Counselors, Student Success (Full-Time & Part-Time)	
	Faculty Coordinator and Puente Program English Instructor, Faculty Release Time	
	Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	\$308,397
2000	Classified and Other Non-Academic Salaries	
	Director, Student Equity (Full-Time)	
	Administrative Assistant, Student Equity (Full-Time)	
	Project Specialist, Student Equity (Full-Time)	
	Student Services Advisor, Student Success Center (Full-Time)	
	Coordinators - Student Success Center, Reading Success Center (Full-Time)	
	Institutional Research Analyst (Full-Time)	
	Student Services Specialist (2 Full-Time, .50)	
	Tutors / Peer-Assisted Study Sessions (PASS) Mentors / Supplemental Instruction (SI) Coaches - Various student support programs, English, Math; Sick Leave (Hourly)	
	Office Assistance / Administrative Support / Marketing Assistant /	

	Coordinator - Various student support programs, Student Equity, Career & Technical Education, Student Development Office; Sick Leave (Hourly)	
	Student Services Specialist (Full-Time) and Program Assistant-Guardian Scholars (Hourly)	
	Classified and Other Non-Academic Salaries TOTAL	\$1,065,457
3000		
	Employee Benefits TOTAL	\$366,165
4000	Supplies and Materials	
	KEAS (Student Success Center) Supplies: Books/Materials Office/Faculty Training/Marketing Supplies and Materials, Workshop Food - Various student support programs/equity activities across the institution, Faculty Learning Teams, Career & Technical Education	
	Student Equity Materials and Supplies	
	Supplies and Materials TOTAL	\$103,704
5000	Other Operating Expenses	
	MANA/Epic Contract & MANA Conference	
	Non-Personnel: Various Equity Activities Across the Institution	
	Conference Travel - Student Equity Management; Faculty, Staff, Students from various student support programs	
	Transportation for Students to Conference - Various student support programs/equity activities across the institution, Faculty Learning Teams	
	Other - Marketing (Copier), Workshop Food, Various equity activities across the institution, Reproduction (Copy Center) from various student support programs/equity activities across the institution	
	Other Operating Expenses TOTAL	\$264,996
6000	Capital Outlay	
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution	\$16,582
7000	Other Outgo (educational supplies)	
	Total 2017-18 Expenditures	\$2,125,301

2019 –2020 PLANNED STUDENT EQUITY & ACHIEVEMENT BUDGET

Object Code	Category	Total
	Academic Salaries	
	Counselors, SEA Village (Full-Time & Part-Time)	
1000	Faculty Coordinator and Puente Program English Instructor, Faculty Release Time	
	Faculty Special Assignments - Various Equity Activities Across the Institution	
	Academic Salaries TOTAL	\$545,779
	Classified and Other Non-Academic Salaries	
	Director, Student Equity & Achievement (Full-Time)	
2000	Administrative Assistant, Student Equity & Achievement (Full-Time)	
	Project Specialist, Student Equity (Full-Time)	
	Student Services Advisor, SEA Village (Full-Time)	
	Coordinators - SEA Village, Reading Success Center, & MANA (Full-	

	Time)		
	Institutional Research Analyst (Full-Time)		
	Student Services Specialist (2 Full-Time, .50)		
	Tutors / Peer to Peer Tutoring / Supplemental Instruction (SI)		
	Coaches - Various student support programs, English, Math; Sick Leave (Hourly)		
	Office Assistance / Administrative Support / Marketing Assistant / Coordinator - Various student support programs, Student Equity & Achievement, Student Development Office; Sick Leave (Hourly)		
	Student Services Specialist (Full-Time) and Program Assistant (Hourly)- Guardian Scholars		
	Classified and Other Non-Academic Salaries TOTAL		\$1,461,911
3000	Employee Benefits TOTAL		\$554,391
	Supplies and Materials		
	SEA Village Supplies: Books/Materials		
	Office/Faculty Training/Marketing Supplies and Materials - Various student support programs/equity activities across the institution, and Student Equity Reenvsion		
4000	Student Equity & Achievement Materials and Supplies		
	Supplies and Materials TOTAL		\$56,000
	Other Operating Expenses		
	Non-Personnel: Various Equity Activities Across the Institution		
	Conference Travel - Student Equity & Achievement Management; Faculty, Staff, Students from various student support programs		
	Student transportation to various conferences/tours - Various student support programs/equity activities across the institution		
5000	Other - Marketing (Copier), Workshop Food for various equity activities across the institution, Reproduction materials from the Copy Center for various student support programs/equity activities across the institution		
	Other Operating Expenses TOTAL		\$336,886
6000	Capital Outlay		
	Computer Equipment for Student Equity and Various Equity Activities Across the Institution		\$10,000
7000	Other Outgo (educational supplies)		
	Total 2019-2020 Projected Expenditures		\$2,964,967

ASSESSMENT OF PROGRESS MADE

A. ACCESS

GOAL: Increase the proportionality index for Veterans and African-Americans by 0.05 in four years.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Increase from 2012-13
Veteran	0.24	0.25	0.36	0.38	0.39	0.38	0.14
African-American	0.79	0.76	0.73	0.67	0.65	0.64	-0.15

B. COURSE COMPLETION (Fall and Spring)

GOALS: Increase course completion rates for Foster Youth, African-Americans, and Pacific Islanders by 5% in four years.

Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

All Credit Courses	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	68%		69%		69%		70%		2%
Foster Youth	48%	-19%	52%	-17%	48%	-22%	48%	-22%	0%
African-American	56%	-12%	58%	-11%	59%	-10%	59%	-11%	3%
Pacific Islander	57%	-11%	64%	-5%	66%	-3%	68%	-2%	10%
Latino*	65%	-2%	66%	-3%	66%	-3%	66%	-3%	1%
Basic Skills	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	61%		59%		59%		58%		-2%
Foster Youth	43%	-18%	39%	-20%	33%	-26%	39%	-19%	-4%
African-Americans	48%	-13%	47%	-12%	46%	-13%	47%	-12%	-1%
Developmental	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	59%		58%		59%		58%		-1%
Foster Youth	35%	-25%	41%	-17%	29%	-29%	40%	-18%	5%

African-American	47%	-13%	45%	-13%	46%	-13%	46%	-12%	0%
Pacific Islander	54%	-6%	49%	-9%	51%	-8%	59%	0%	5%
Latino*	57%	-3%	55%	-3%	56%	-3%	55%	-3%	-2%
Transfer Level	2014-15		2015-16		2016-17		2017-18		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	69%		71%		71%		72%		2%
Foster Youth	52%	-18%	55%	-16%	53%	-18%	51%	-21%	-1%
Pacific Islander	57%	-12%	66%	-5%	70%	-1%	70%	-2%	12%
African-American	58%	-11%	61%	-10%	62%	-9%	62%	-10%	4%
Latino*	67%	-2%	68%	-3%	68%	-3%	69%	-3%	2%

C. ESL AND BASIC SKILLS COMPLETION

GOAL: Increase basic skills completion rates for disproportionately impacted student groups 10% in 5 years.

Basic Skills Math	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	28%		30%		33%		33%		36%		8%
Pacific Islander	15%	-13%	24%	-7%	24%	-9%	36%	2%	9%	-27%	-5%
African-American	16%	-12%	18%	-12%	18%	-15%	21%	-12%	25%	-11%	9%
Identified Disability	21%	-7%	24%	-6%	25%	-8%	30%	-4%	29%	-8%	8%
Foster Youth	25%	-3%	35%	5%	23%	-10%	39%	5%	27%	-10%	2%
Basic Skills ESL	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	33%		30%		37%		38%		38%		5%
Latino	22%	-11%	25%	-5%	30%	-7%	19%	-19%	26%	-11%	4%
Female	28%	-4%	29%	-1%	40%	3%	38%	0%	38%	0%	10%
Basic Skills English	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	49%		52%		51%		52%		52%		2%
Pacific Islander	31%	-18%	47%	-4%	33%	-17%	41%	-11%	38%	-14%	6%
African-American	33%	-16%	37%	-15%	38%	-12%	35%	-17%	38%	-14%	4%
Nat.	40%	-9%	*	NA	*	NA	*	NA	*	NA	NA

Amer./Al as. Nat.											
Identified Disability	47%	-2%	40%	-12%	41%	-10%	52%	1%	44%	-7%	-3%

D. DEGREE AND CERTIFICATE COMPLETION

GOAL: Increase degree and certificate completion rates for African-Americans and Latinos by 10% in four years.

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	19%		22%		21%		24%		26%		7%
African- American	12%	-7%	13%	-9%	13%	-8%	17%	-7%	18%	-8%	6%
Latino	18%	-1%	21%	-1%	21%	0%	23%	-1%	24%	-2%	6%

E. TRANSFER

GOAL: Increase transfer rates for Foster Youth, Identified Disability students, Latinos, Pacific Islanders, Identifies Economic Disadvantage students, and African-Americans by 5% in five years.

	2015 Scorecard		2016 Scorecard		2017 Scorecard		2018 Scorecard		2019 Scorecard		Rate Increase from 2015
	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	Rate	Gap	
Overall	35%		36%		35%		34%		34%		-1%
Identified Disability	17%	-19%	24%	-12%	23%	-11%	28%	-5%	23%	-11%	7%
Foster Youth	23%	-12%	20%	-16%	39%	4%	18%	-16%	9%	-25%	-14%
Latino	26%	-9%	27%	-8%	27%	-7%	27%	-6%	26%	-8%	0%
African- American	28%	-7%	28%	-8%	27%	-8%	24%	-9%	23%	-11%	-5%
Pacific Islander	31%	-4%	32%	-4%	24%	-11%	11%	-23%	38%	4%	6%
Identified Econ. Dis.	32%	-3%	33%	-3%	32%	-3%	30%	-3%	31%	-3%	-1%

SUMMARY EVALUATION SCHEDULE AND PROCESS

El Camino College (ECC) has processes in place to ensure the timely evaluation of progress towards meeting our student equity goals. First, the Office of Institutional Research & Planning (IRP) has established annual milestones for each of ECC's overall student equity goals. The annual milestones are set from the baseline year and recommend the ideal yearly growth to meet the goals. As the SEA data file from the Chancellor's Office (Data on Demand) becomes available, IRP can evaluate if ECC is on track with the annual milestones, and therefore, on the trajectory to meet the long-term goals. Second, activities created to support the Student Equity Plan will be evaluated on an annual basis, using the same metrics as the student equity goals. ECC will assess quantifiable progress on each metric in consultation with the Equity Director, the Student Equity and Achievement Committee (SEAC). SEAC has the following membership: Vice President of Academic Affairs, Vice President of Student Services, deans, faculty, classified managers, staff, and students. During this annual evaluation, existing strategies will be reexamined and additional recommendations will be fielded. On an annual basis, a summary of activities, outcomes and supporting data will be provided to ECC's Equity Director who will then disseminate this data to SEAC. In addition, the Equity Director will keep track of progress on activities and ensure that these activities abide by the funding guidelines as defined by SEA/Student Equity Plan.

SUMMARY OF COORDINATION OF STUDENT EQUITY-RELATED CATEGORICAL PROGRAMS/CAMPUS-BASED PROGRAMS

El Camino College (ECC) supports the coordination of student equity-related categorical programs and campus-based programs in different ways. The alignment of ECC's student equity goals with the local Vision for Success goals, Enrollment Management Plan goals, and Guided Pathways Plan goals help ensure collaboration with existing plans on campus. Because equity is viewed as a support for the entire campus, the Equity Director and the Student Equity and Achievement Committee (SEAC) are engaged in strong working relationships with leadership across departments, divisions, and programs. Many of the student equity-related categorical programs and campus-based programs cited in the current Equity Plan have been a key part of closing equity gaps at ECC. Consequently, equity-related categorical programs and equity focused campus-based programs will continue to receive support at ECC. To ensure successful coordination of these programs, the Equity Director and SEAC continuously assess and promote integration efforts among programs where possible and across plans where feasible. In addition, SEAC also has sub-committees, one of which is the Tutoring sub-committee, whose mission is to reduce the redundancies on campus.

Frequently Asked Questions

Does the Chancellor’s Office Vision for Success identify student equity as a goal to be achieved system wide?

Goal 5: Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6: Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

What is the Student Equity and Achievement Program and is student equity a key part of it?

“The Student Equity and Achievement Program merges funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single Student Equity and Achievement Program advances our goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations.”¹

“Student Equity is at the core of the SEA Program.”²

How was the content to be included in El Camino College’s Student Equity Plan Executive Summary decided?

“Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans.”³

What are the success indicators that will measure ECC’s success at closing equity gaps?

“Equity plans are focused on boosting achievement as measured by specific “success indicators” (access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates) and require each college to develop detailed goals and measures addressing disparities that are discovered.”⁴

GOAL 1: Successful Enrollment (Applicant Yield Rate): the proportion who enrolled at ECC in the selected year.

¹ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity>

² StudentEquityandAchievement (SEA)ProgramTraining: Rhonda Mohr, Vice Chancellor –Student Services and Special Programs, Mia Keeley, Dean –Student Services and Special Programs and Michael R. Quiaoit, Dean – Student Services and Special Programs.

³ 2019-22 Student Equity Plan template Chancellor’s Office.

⁴ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity>

Student Equity and Achievement Program

GOAL 2: Retention (a.k.a. Persistence): the proportion retained from fall to spring at ECC in the selected year, excluding students who completed an award or transferred.

GOAL 3: Transfer math and English (Completion within first year): the proportion who completed both transfer-level math and English in their first academic year of credit enrollment at ECC.

GOAL 4: Degree or Certificate Completion: the unduplicated count of students who earned a Chancellor's Office approved certificate and/or associate degree and had an enrollment in the selected or previous year.

GOAL 5: Transfer: the number who exited the community college system and transferred to a postsecondary institution within the selected year.

What are the disproportionately impacted students institutional research has identified at ECC?

<i>Disproportionately Impacted ECC Students</i>	
American Indian or Alaska Native	Latino
Black or African American	LGBTQIA+
Disabled	Native Hawaiian or other Pacific Islander
Foster Youth	Veteran
Hispanic or Latino	

What factors are considered for activities requesting equity funding?

“All expenditures should be reasonable and justifiable. “Reasonable” means expenditures are prudent and every effort is made to utilize funds efficiently. “Justifiable” means expenditures are consistent with goals and activities related to the SEA program. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and SEA program goals and objectives.”⁵

“Colleges and districts are ultimately responsible for expenditure decisions. This responsibility cannot be delegated. The SEA program will be included in the District Audit Manual with the expectation that district-contracted auditors annually audit expenditures. Audits may also be conducted by the California Bureau of State Audits, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds.”⁶

⁵ StudentEquityandAchievement (SEA)ProgramTraining: Rhonda Mohr, Vice Chancellor –Student Services and Special Programs, Mia Keeley, Dean –Student Services and Special Programs and Michael R. Quiaoit, Dean – Student Services and Special Programs.

⁶ Ibid.

Proposed Overall and DI Student Goals

GOAL 1: Successful Enrollment (Applicant Yield Rate)



Definition: The proportion of applicants who enrolled at El Camino College during the academic year.

		Baseline Rate (2017-18)	2021-22 Goal
All ECC Students		41%	43%*
Disproportionately Impacted Groups:			
Veteran	Female	32%	43%
Foster Youth	Female	32%	43%
Foster Youth	Male	33%	43%
Black or African American	Female	33%	43%
Native Hawaiian or other Pacific Islander	Female	34%	43%
Disabled	Female	38%	43%
Hispanic or Latino	Female	39%	43%
LGBT	Female	39%	43%

GOAL 2: Retention



Definition: The proportion students retained from fall to spring, excluding students who completed an award or transferred.

		Baseline Rate (2017-18)	2021-22 Goal
All ECC Students		70%	72%*
Disproportionately Impacted Groups:			
American Indian or Alaska Native	Female	47%	72%
Black or African American	Female	60%	72%
LGBT	Female	60%	72%
LGBT	Male	60%	72%
Black or African American	Male	60%	72%
Veteran	Female	60%	72%
Foster Youth	Male	62%	72%

GOAL 3: Transfer math and English (completion within first year)



Definition: The proportion of students who completed both transfer-level math and English in their first year.

		Baseline Rate (2017-18)	2021-22 Goal
All ECC Students		12%	14%*
Disproportionately Impacted Groups:			
Disabled	Male	2%	14%
Foster Youth	Male	3%	14%
Foster Youth	Female	3%	14%
Black or African American	Male	3%	14%
Disabled	Female	3%	14%
Veteran	Male	4%	14%
Black or African American	Female	4%	14%
Hispanic or Latino	Male	7%	14%
Hispanic or Latino	Female	8%	14%

GOAL 4: Degree or Certificate



Definition: The unduplicated count of students who earned a Chancellor's Office approved certificate or associate degree.

		Baseline Count (2017-18)	2021-22 Goal
All ECC Students		2,409	2,696*
Disproportionately Impacted Groups:			
Native Hawaiian or other Pacific Islander	Female	2	7
LGBT	Male	10	32
Black or African American	Male	71	182
American Indian or Alaska Native	Male	1	3
LGBT	Female	27	53
Black or African American	Female	146	265

GOAL 5: Transfer



Definition: The number of students, with 12 or more completed units, who transferred to any postsecondary institution.

		Baseline Count (2016-17)	2021-22 Goal
All ECC Students		2,483	3,352*
Disproportionately Impacted Groups:			
Foster Youth	Male	6	20
Disabled	Male	42	103
American Indian or Alaska Native	Female	1	3
Hispanic or Latino	Male	442	777
LGBT	Male	16	28