Academic Senate of El Camino College 2019-2020

December 10, 2019

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

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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.

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Officers & Executive Committee

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

Part-Time (One-year terms)

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
Darilyn Rowan	21/22

Health Sciences & Athletics/Nursing

Andy Alvillar*[R]	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
Tiffany Lau	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

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"). [R] Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).
SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. Thursdays, 1230-2pm, Library 202 or Communications 109.
College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.
Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.
Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.
Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.
Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.
ECC Technology Committee. Chairs: Art Leible & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.
Facilities Steering Committee. Chair: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.
Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.
Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O'Campo.
Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.
Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)
- ☒ Karl Striepe
- ☒ Alt: Mayra Ochoa

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

Business
- ☒ Kurt Hull
- ☒ Phillip Lau
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- ☒ 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: M. McMillan, R. Newell, K. Streipe

December 3, 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 seventh Academic Senate meeting of the fall 2019 semester to order on December 3, 2019 at 12:32 p.m.

B. APPROVAL OF MINUTES (p. 5-13)

DM: See pgs. 5-13 of the packet for minutes from the November 19th meeting. A. Josephides motioned, C. Streipe seconded. Correction: A. Josephides was excused from November 19th meeting. Minutes were approved unanimously with this change.

Dean's Representative

D. McClelland: Welcome our Dean's rep for today, Berkeley Price from Fine Arts.

B. Price: I'm a musician and I taught for 20 years in K-12 and community college. Get to teach clarinet students at lunch time, I'm happy to be here.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland:

- Senate reps for three committees:
    - Will talk about this more when we talk about faculty diversity, but they are putting an outside committee member for faculty hiring committees this year. Help me find faculty members who are passionate and doing work for equity and diversity. It can be you yourself if you want to serve, or help me find people in your divisions who care about this and willing to sit as outside member. Will be getting these names together and Deans will contact me for a representative.
        - Note: Analu Josephides interested
    - Non-credit work group
        - Last meeting, had discussion about what NC is going to look like on our campus
        - Starting workgroup to look into this
        - Senate co-chair is going to be Shauna Potter from Chemistry. Will also be a Dean co-chair. If you are interested in this workgroup, let me know. Not sure how many meetings, but do know that there are people on this campus that want to have a voice and this is that opportunity
    - Student discipline committee reps
        - Was contacted by Idania Reyes who is putting together a pool of faculty members, when there is a student discipline committee (e.g. if a student is going to be expelled or suspended and they want to appeal that), need a faculty member willing to be a rep.
        - Can't tell you when it will meet because it will be as needed/as it happens

- They will do some training so people are ready when they need them
- About 6-8 faculty

b. Chair, Curriculum – Janet Young

J. Young: Recap of the semester.

- Fall 2019 Review
  - Reviewed 56 courses, 62 2-year review, 21 new courses, 1 new program (Gender and Sexuality Studies); 24 program revisions, 37 DE Addenda; 3 Reactivations; 5 Inactivations; 1 HS Artic Agmnt.
- Curriculog Update
  - Forms have been developed to our specifications
  - Testing has begun and revisions are being made accordingly
  - One-page documents to fill out
  - Next phase – linking the forms with the steps for approval
  - Beta testing in winter with B & SS and Humanities
  - Training clerical support/CCC/DCC, and of course the deans
  - Demo at the Dec 10th CCC meeting – 2:30 DE Room
  - Scheduled to be operational in Spring

c. VP Educational Policies – Darcie McClelland

D. McClelland: Had last ed policies of the semester last week. Still working on field trips and excursions

- Are working on having standardized set of forms for field trips and excursions

d. VP Faculty Development – Stacey Allen

S. Allen: Minutes are on pgs 19-20 of packet. 2 announcements:

- Getting the Job workshop this Friday: encourage adjunct faculty to register and come to this workshop, even if they have attended a workshop in the past. We have a whole new panel and new experiences to share
- Faculty PD needs assessment – please complete if you haven't done so. Will be open until 12/20.
  - Need feedback to plan accordingly and meet your PD needs

e. VP Finance – Josh Troesh

J. Troesh: Two things:

- Change in the budgeting process to make it a little more flexible.
  - If there are budgeting requests that are necessary for academic programs, please let your Deans know so they can filter. Let me know so we can talk about it as well, but Deans will process.
- College is moving from current planning cycle to a 10-year strategic planning cycle, with two 5-year operational planning cycles associated with that
  - Administrative services and those areas are updating all their program planning processes according to that new cycle.
  - Process of program plan cycle, with this new calendar, will come through Senate.
  - J. Shankweiler: we will use the academic program review committee to look at the process and make sure that this alignment works with the program review

f. VP Academic Technology – Pete Marcoux

P. Marcoux:

- Registration is open on Cornerstone for Academic Tech Conference on March 13, 2020

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

K. Degnan:

- On SLO front, everything in Nuventive is current
- The Fall 2019 SLO reports are due Friday, March 6th
- Fall 2019 PLO reports are due Friday, March 20th
- Remember to keep an eye out for those two new fields on the number of students who participated in an assessment and the number of students who met the standard/target for the SLO.
- For program review, programs to be reviewed for next 4 year cycle has been circulated.
    - The program review process will be changing a little bit. Will be condensed and abbreviated. Come to our training tomorrow in Student Services 141 at 1pm. Flex credit is available.
    - Question was asked about details of number of students who met the target? KD: Yes, to see how many students participated and the number of students who met the SLO. Long term, this will help us visualize the data and look at it over time. Data is already there, but this will help us isolate the information and make it easier.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- Faculty hiring list will come out this afternoon. We are hiring 8. I know last time I said maybe more than 10 but we went back and forth with CCCCO on what our obligation would be and they wouldn't give us number in writing so we are going half way. This is the first time that Dr. Maloney hasn't followed precisely the list of priority, and justification will be on the letter.
- Guided Pathways assessment due March 1st. Jenny Simon and Maria Garcia have been working really hard to update that. Will be going through consultation to get feedback on the assessment.
- Library is switching to a new library system. Systems Librarian, Ryan Gan, is taking spearheading this, switch is going to start as soon as classes are over. If you have classes in Winter, there might be some hiccups, have a little patience.
    - Question on when it is going to officially be available? Officially in Spring, but will be available in winter. Make sure to update all of your links
    - C. Brewer-Smith: Will that affect Cosmetology database? Answer: Cosmetology will still go the same route as now, not many changes for them.

b. ECC VP of Student Services – Ross Miyashiro

None

c. Distance Education Advisory Committee – Mary McMillan

Mary apologized she could not be here, OER advisory committee is meeting tomorrow. Will discuss whether will have low cost designation on our campus.

E. UNFINISHED BUSINESS

None

G. INFORMATION ITEMS – DISCUSSION

a. Faculty Diversification Resolution and Discussion- Darcie McClelland

D. McClelland:

- This was brought to me by some of our counseling faculty.
- This resolution that you see on p. 68 in packet was one that was adopted at PCC on November 18, 2019
- There was interest among faculty in our Senate to bring forward a similar resolution
- Executive board discussed this and want your feedback before drafted one ourselves. I like the spirit of this one, but for instance, for first resolve, when we look at our data on faculty diversity, we are actually getting fairly representative diverse applicant pools. Our issue tends to be after we have the diverse pool, and they're qualified, they are being screened out before the interview
- In working with HR, they are very open to faculty diversity. They have their own ideas and open to implementing our ideas.
- Some of you said that maybe issue on our campus is with hiring committees and not HR department
- We have been working on this. I talked to President Maloney, Jaynie Ishikawa, Jane Miyashiro, Jean Shankweiler. The ideas that I brought forward myself were:
    o Offer training equity and diversity training for those who are going to serve on a hiring committee
    o Identify faculty committed to equity and diversity lens, have outside committee member on hiring committees
        ▪ These things are moving forward
        ▪ That being said, we can always have ideas to do more
- Opinions about having a resolution, what should it say, and we can work to draft something for next meeting, and formally pass in first meeting in the Spring
    o A. Ahmadpour: I think there should be a resolution
    o C. Vakil-Jessop: Is ethnicity divulged as part of application? I don't believe it is. So if there isn't, I don't see anything happening that would purposely screen out applicants based on ethnicity. I'm for a resolution, but asking the question because I've sat on hiring committees and ethnicity is not divulged.
    o J. Troesh: We do ask as part of EEO, but not part of the committee. What might be helpful is-we know we are getting a diverse hiring pool, and we know the end result may not be what we are looking for, but there is a lot of steps in between a person submitting an application and the person getting hired. It might be nice to know some data about what stage this is happening at. As an example, if losing 95% of diversity at the stage of application not being complete. Then, nothing else we do is going to matter. It might be helpful to know
    o DM: Data shows we have a diverse pool, they are meeting min quals, and being forwarded, but are being screened out by committee. We are losing them at the paper process.
    o CVJ: Could be it work experience?

- JT: Without actual data on what is causing the screen out, it is a series of guesses. There is something in the paperwork causing problems. Which means we need to get better at identifying diverse applicants to not have the right paper package. If that's the case, any training we're doing about implicit bias is not going to solve that problem. We need to get people clear on what we are looking for. If we are asking a question "please write a statement along these lines" and committee is looking for something different, and people aren't reading between those lines, then problem becomes we need to be more clear. If it just become a checks box kind of thing, it may not solve the problem. It may just make us feel better about checking box.
- CVJ: consider more diverse PT faculty if experience is what is keeping them from getting a FT job.
- AA: Instead of dealing with hypothetical abstract ideas, the first thing we have to do is emphasize El Camino's tradition. To have some kind of assessment of last at least 4-5 semesters of our hiring. If we can, invite Vice Presidents of Human Resources to come here and to give us help. The problem that I see at El Camino is that more established individuals (deans, faculty, those serving on these committees), and sometimes members of a department they have one particular person in mind, and will somehow manage to bring on the person they want to have. We need to put an end to this. I'm not going to become a whistleblower by saying name, but want to do some investigation in regards to recent hiring. Let's be honest. Let's send a questionnaire to different divisions and have them share their opinions and out of that come to a better conclusion.
- CVJ: and also hiring procedures for PT and FT are in contract. We have been working for 2 years to get input on these things, it is on the table. Federation would like to hear from people to improve procedures and improve diversity.
- A. Brochet: I'm all for a draft of resolution because I think it is important as faculty to acknowledge something we are striving for. Maybe we can get more buy in if Senate supports this effort. When it comes to training – I do think training could help. I've served on some hiring committees and we come together to draft questions, but no guidance on how to draft questions that can highlight diverse applicant skill sets. We have one diversity questions and other questions are about other things. When we are serving on a committee and come up with questions, see example of questions that we can consider. And number two, when it comes to our ratings forms, it would be helpful to establish criteria we are looking for as a collective. I think these two things might provide more structure and guidance. So that our diverse applicants can shine. Another thing we need to know is trends. If we know we lose candidates in screening, then we can find a way to find these issues and look at the trends.
- P. Marcoux: If we are going to do a resolution, we want to know who is the audience. For the PCC one, the first resolve is toward HR and the second one is toward themselves. We need to make clear who should be doing what. Biggest venue we need to have is to have VP of HR come talk to us—should be on flex day, should be bigger than this room. That's where we should have the discussion. We have to do it this flex day before hiring committees start. And breakouts should be focused on this.
- S. Bray: As a doctoral student doing lots of research looking at the data, students perform higher when faculty is reflective of their communities. Our students should see themselves in us, so it is our job to have a representative faculty. We have these groups of faculty coming in, 8 new faculty in the Fall, incorporate in New Faculty Learning Academy. We have all these trainings that we are doing, why not have one on inclusion and equity and implicit bias training.
- J. Young: Another area that we need help in is that when we are interviewing, we are afraid to stray from questions. I heard that now we can loosen up; but we sit there like robots, so then someone has left something out. If we could get advice from HR on freeing us to ask follow-up questions to be more of a discussion we can get more information from people.

- o L. Kjeseth: I don't remember if this is one our stated goals for Academic Senate. For me, the resolution should include the resolve "until such time that we've reached a diverse faculty, this will be a permanent Academic Senate goal" so that it stays on the table for this Academic Senate.
- o J. Rosales: Relatively simple solution for beginning screening process-there have been a lot of studies on names. Ethnic sounding names versus American sounding name with identical resumes, the American sounding name will go forward. Name blind screening could help with this.
- o DM: and school blind, one of the other things I would like to see is school blind. That is one of the anecdotal things I'm hearing is that there are certain committees looking for a certain college they would like to hire from.
- o CVJ: Senate should look at min quals. I know that you have increased min quals over what Chancellor indicates and this adversely affects minority groups who can't afford to take additional units beyond the Master's Degree. We may be losing candidates this way.
- o K. Daniel-DiGregorio: Don't want to lose sight of ethnic diversity, but goal is to better support students and student outcomes. Encourage us to include a resolve that says: We are going to hire 30 new faculty per year. We have another 900 faculty who are already here, I would encourage us to put something about equity minded practices in counseling, in our classrooms. So that when everyone reads the resolution, they see something they can do to support students in their own role.
- o DM: If you have specific ideas that you want to see in the resolution, please email me those suggestions and I will draft that for next Tuesday. We can discuss and make changes at next week's meeting.
  - ▪ Second, if you are interested in serving as outside of division committee member on a FT hiring committee, or someone in your department, please let me know. Want to have a list available.
    - • Please make sure they are voting members

G. INFORMATION ITEMS – DISCUSSION

b. Outstanding Part Time Faculty Awards Presentation- Stacey Allen and Jean Shankweiler

S. Allen: Thank you to those who took time to nominate faculty; as well as thanks to our selection committee.

Before we begin the award presentations, I'd like to thank those who took the time to nominate adjunct faculty for this recognition as well as the selection committee who spent considerable time and effort reviewing extensive nomination materials:

- Christina Gold, Dean, Behavioral and Social Sciences
- Anna Brochet, Counselor
- Elizabeth Russell, Art Instructor and recipient of the 2018 Outstanding Adjunct Faculty Award
- Victoria Aguilar, ASO Vice President

The Outstanding Adjunct Faculty Award was established in 2010 by the Academic Senate to honor exceptional adjunct faculty members who demonstrate the highest level of commitment to the college's mission and to student learning and teaching.

Before we introduce the 2019 recipient of this award, we'd like to recognize four of our colleagues who will receive an Achievement Award for Distinguished Teaching and Student Learning for their instructional excellence and innovation.

At this time I'd like to invite the following honorees to come up and join me:

- Angela Cranon-Charles
- Angie Kirk

- Jackson Spencer
- Sanda Oswald

Angela Cranon-Charles

Political science instructor, Angela Cranon-Charles was nominated for the OAFA by her student, Sheena Adolphus, who credits Angela for having an immense influence not only on her own academic success, but also on her daughter's. Both of them were grateful to learn about the concepts, theories and functions of the American political system in her U.S. Government & Politics class. Angela has taught political science for 22 years; in her teaching, she strives to create a collaborative learning and critical-thinking environment in a judgement-free community, where students are supported, challenged and collectively engaged.

Angie Kirk

In nominating English instructor, Angie Kirk, her colleague, Elise Geraghty, praised Angie's strong pedagogical foundation and her love for her students. She notes that Angie is eager to work hard and contribute to any project that focuses on student success. Angie began her own college journey as a student here at ECC and believed there were professors who were holding a torch that lighted a path through. When she began teaching at ECC, that torch was passed to her, and for the last 10 years she has used what she experienced and learned to light the way for other students. In a letter of support for this nomination, students from Angie's English 1A class wrote that it is an honor and a privilege to be in her class and characterized her as an exemplary educator.

Jackson Spencer

Like Angela, communication studies instructor, Jackson Spencer was also nominated by a student. His student Ben Mason praised Jackson for his tireless commitment to students and greatly appreciated his mentorship as a volunteer coach for our award-winning Forensics, Speech and Debate team. According to his colleague, Diana Crossman, Jackson was incredibly successful as a competitive public speaker during his collegiate career which she which she believes helped to ignite his passion for coaching students for public speaking competitions; in fact, Jackson has helped several students win awards at local, state, and national tournaments. In support of his nomination for this award, Diana characterizes Jackson as an outstanding educator who demonstrates talent, a strong work ethic, and an ability to connect with our diverse student body with his magnetic personality.

Sanda Oswald

Biology instructor, Sanda Oswald, was nominated by her dean, Amy Grant who describes Sanda as dynamic and bursting with energy and someone who is extraordinarily committed to her students. For instance, as the advisor for the Pre-Med club, membership has risen from 15 students to 60! She participates in many outreach activities that promote STEM – both on and off campus – and represents the Natural Sciences Division for the Guided Pathways initiative. Her colleague, Nancy Freeman, notes that Sanda is an outstanding instructor who has been a valuable resource in the biology program. She credits student success in Sanda's classes to her dedicated effort to provide meaningful, engaging, and relevant instruction and experiences. Sanda is passionate about teaching and making a positive impact on people's lives. In fact, in a "thank you" card to Sanda a student wrote, "I have taken 200+ units and have never met a teacher that has helped change my life so much." Congratulations,

And now, I am pleased to announce this year's Outstanding Adjunct Faculty Award recipient, **Counselor Selene Torres.**

Nominated by her dean, Dr. Dipte Patel, and colleagues, Lesley Meza and Kelsey Iino, Selene Torres has been commended for her steadfast commitment to our students and to the mission of El Camino College.

Selene joined El Camino College during the fall of 2017 with her assignments being in Career Counseling, Outreach, Express and The Opportunity Project. In addition to counseling, she has taught Human Development courses and is currently AFT Vice President of Part-Time Faculty.

In support of her nomination, Dr. Patel notes that in her short time at ECC, Selene has made a significant contribution to several areas within student services and outside the division. She describes Selene as a team player who has demonstrated a strong commitment to both students and to our campus community.

Noting that Selene's primary assignment is with Career Counseling, Dr. Patel notes that she has contributed extensively in other areas as well. For example, she has developed workshops to increase awareness of Veteran scholarships, she was a facilitator with the Green Zone training on flex day last fall, she has been actively involved with Guided Pathways and drafted the pathway for the sign language interpreter training program, and when Human Development was in need of an instructor to teach the Project Success learning community classes, Selene stepped up to teach the classes and has done so for the last 2 semesters.

These are just a few of the many ways that Selene lives up to the El Camino mission which is "to make a positive difference in people's lives."

Congratulations to Selene Torres, recipient of the 2019 Outstanding Adjunct Faculty Award! [applause]

[Selene-acceptance speech]

D. McClelland: Thank you for all those to came to support our outstanding part time faculty.

F. NEW BUSINESS

a. Guided Pathways Scale of Assessment 1st Reading- Jenny Simon

J. Simon: Hard act to follow.

D. McClelland: Report is on pages 22-67. Will have a second reading next week.

JS: CCCCO is requesting this report to see where colleges are in developing GP and to find out areas where CCCCO can support.

- Report put together by GP Steering Committee, Dipte Patel, and Kristina Martinez, Colleen Maldonado, and Kristie Daniel DiGregorio.
- If you turn to page 24, the parts of the report follow the four pillars of GP
- Then there are some questions at the end of the report after the main portion (p. 59)
- Then, there are success stories of the report where we brag about our students
- This is to give legislature some information on how colleges are succeeding
- We do not need feedback on formatting, we are going to put in online system so formatting this document is not that important
- P. Marcoux: First reading, so we're going to see this again. We can go home and look at this
- J. Simon: Can email me if anything sticks out at you
- S. Bray: Question on page 29, in the next steps column, it says K-12 Career Pathways website, and at the bottom high school articulation and existing K-12 Career Pathway programs. Are we developing these programs?
  - o J. Shankweiler: We have high school articulation, I believe this is talking about the website to provide in a clear format for students. An example would be ETEC 10 or 12 that they could do at the high school
- PM: Put something about the tech conference under Ensure Learning part

- L. Kjeseth: It might also be support of students in transfer level classes in general.
  I just want to say that we've been doing a lot of applauding today, but I think we should applaud. This is a report that is an incredible amount of work and is not easy to put together, this is amazing, and better you than me. [applause]
- DM: not only did they put this report together, but their deadline got moved up by a month and they put all of this together in just a couple weeks.
- A. Ahmadpour: One more addition. In regards to student engagement, could we include as part of student orientation.

DM: Next week's meeting is a special meeting so we won't be doing our regular reports. It will be a short meeting from 1-2pm.

Any additional faculty diversification comments? None.

H. FUTURE AGENDA ITEMS:
a. Faculty Diversification Resolution
b. Senate Evaluation
c. Low Cost Course Designation
d. AP 4300, Field Trips and Excursions

I. PUBLIC COMMENT
- S. Bray: Registration started today, remind your students to register for classes next semester.
- C. Brewer-Smith: Cosmetology will be doing their annual hair show, please come out and support.

J. ADJOURN
The meeting adjourned at 1:48 pm
RD/ECC Fall 2019

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: **Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). *This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.*

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. <u>Please submit the certified SOAA within the NOVA system by March 1 2020.</u> For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			

1. MAPPING PATHWAYS TO STUDENT END GOALS
 	
 a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*
	Place an X next to one:
	
	   Not occurring
	
	   Not systematic
	
	 x Planning to scale
	
	   Scaling in progress
	
	   At scale
		Progress to date: (2,500 character)
		 • Program pathways are currently in the form of major guide sheets that list numerous possible transfer institutions.
		 • Allied health majors, such as nursing and CTE career pathways are well developed. Career pathways in the CTE area use clear, visual diagrams to represent pathways to students.
		 • In the academic year 2019-2020, the College collected data from card sorting activities with various campus groups (including faculty, staff, administrators and students) in order to determine the meta-majors. There were 12 card sorting events (4 in fall and 8 in spring); part of the Guided Pathways summit in January 2019 was dedicated to card sorting; in addition,
			Next steps: (1,000 character)
			
			 • The meta-majors will be published online using "Program Pathways Mapper." Program maps for degrees and certificates within each meta-major will be included as well as career information (including average salaries).
			
			 Timeline for implementing next steps:
			 • Fall 2019—course and program data was sent to Program Pathways Mapper in Summer 2019; it is currently being "cleaned." Meta-major data as well as course-grouping data is being prepared and will be sent.
			 • Winter 2020-Spring 2020—program

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		the Guided Pathways coordinators visited classrooms as well as meetings to lead card sorting activities. In all, 130 groups consisting of 680 people participated; 75% of the participants were students. The data was compiled using "Optimal Workshop," which is web-based software developed by a company in New Zealand. Then data was analyzed and presented at various committees, including the Guided Pathways committee, Academic Senate, and College Council. The results were announced at Fall 2019 PD Day. Then departments had an additional opportunity to appeal their placement at the Oct. 1, 2019 meeting of the Guided Pathways Committee. Finally, the President approved the placement of the majors within the meta-majors and results were sent out to the campus shortly afterwards. Term, if *at scale* or *scaling:*	maps will be input into Program Pathways Mapper and published.
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Regional training On campus /individual training Technology Reporting/data Other			Connecting with other GP teams at other campuses would be useful in seeing how other campuses are accomplishing the work of reorganizing their campuses around meta-majors. In addition, it would help with more practical questions, particularly for those using Program Pathways Mapper (PPM), such as how to keep up with updating the PPM moving forward.
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* • All CTE programs have active Industry Advisory Committees that meet at least once a year and provide input on program development, curriculum, and industry needs. • A College Job Developer has been hired as part of the Career Education Office and Strong Workforce program to increase industry and employer partnerships, provide job placement services ad work with college Industry Advisory Committees to leverage industry in order to increase job opportunities, industry partnerships and career networks available to our students. • The Warriors Hiring Fair will be hosted bi-annually to provide current college students with opportunities to meet employers who are hiring for	*Next steps: (1,000 character)* • The college is reviewing our Program Review Documents as part of our alignment to the Chancellor's Visions for Success. Career and employment information will be integrated into the program review templates • The Student Equity and Achievement Program is supporting a case-managed approach to counseling. Career counseling will be incorporated into each team. • Career information will be published for each major using "Program Pathways Mapper." • Work-based learning is being incorporated into High School Career Pathways using cooperative work experience, service learning, summer

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		part-time and full-time jobs. In Fall 2019, over 60 employers, all of whom were hiring, participated in the Hiring Fair. • Human Development offers multiple sections of HDEV 105 Career and Life Planning and HDEV 115 Career Development Across the Lifespan each semester. HDEV 105 is also offered in contextualized formats to provide career preparation directly relevant to industry and technology programs. • K-12 Career Pathways include a multi-year sequence of dual enrollment or articulated college courses that lead to high growth, high wage careers based on Labor Market Information data and are clearly linked to ECC certificates, degrees, and/or transfer pathways. Currently the college has the following K-12 Career Pathways: Engineering Technology, Automotive Technology, Education/Child Development, and Construction. Term, if *at scale* or *scaling:*	part-time jobs, and industry workplace fieldtrips. • A Career Education & Placement office will provide job placement services through a collaborative partnership with the South Bay Workforce Investment Board (SBWIB). Staff from the SBWIB will be providing resume and internship workshops, assistance with hiring events, on-campus recruitment opportunities, and one-on-one job search assistance. • The office of Career Education & Placement will offering mobile career placement services via an electric cart. This cart houses a TV, pc tablets, and printer. The cart will be stationed at various locations across campus in order to better meet student where they are. *Timeline for implementing next steps:* •Fall 2020 – Revision of Program Review documents •Spring 2020 – Begin implementation of the case-managed counseling as part of meta-major success teams. • Winter-Spring 2020—career information will be prepared and

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			published online for each major using "Program Pathways Mapper." • Spring 2020 – Mobile career placement cart will provide on-campus services. • Summer 2020 - Career Education & Placement office will open for students to find jobs and internships, participate interview preparation & resume review workshops.
1. b. Support Needed? No *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* •The college currently offers Career Coach to our students and will include link to this support on the Program Maps. • The college has implemented an online job board Job Speaker as part of the Warriors Jobs program to provide students with access to employment opportunities that range from internship to full-time and part-time employment.	*Next steps: (1,000 character)* • The college will add information about employment and further education opportunities as part of the program maps completed and onto the web pages using "Program Pathways Mapper." •The College will complete the review of program data and then publish using "Program Pathways Mapper." • Career information about each major will be prepared and published

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers. Term, if *at scale* or *scaling:*	alongside program maps. •RoadTrip Nation (the College is part of a pilot) will be used to provide career information. • K-12 Career Pathways website is being developed to provide information for service-area K-12 schools, teachers, parents and students about Career Pathways that includes labor market information, dual enrollment, high school articulation and existing K-12 Career Pathway programs. *Timeline for implementing next steps:* • Winter-Spring 2020—Career Information will be prepared and published using "Program Pathways Mapper." • Spring 2020 – K-12 Career Pathways website will be available.
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* • College webmaster and ITS Support services.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* •The College held a number of mapping workshops in the fall 2018 semester for departments. •Guided Pathways division liaisons met with individual departments to further work on the program maps. •194 (out of 203)program maps are completed to date. •The Counseling Department has been directed to use the Degree Planner feature in ECC Connect (Hobson's Starfish) with a goal of 90% of ed plans in Degree Planner by May 2019. • Educational planning is a core theme and student learning outcome in all Human Development courses. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* •Program maps will be published online using Program Pathways Mapper. • Additional maps will be created to account for part-time student pathways (3 or 4 years) as well as various transfer destinations. These maps will be input into ECC Connect in order to provide students with clear and consistent information across the board. • Milestones for each major will be identified and incorporated into Degree Planner *Timeline for implementing next steps:* • Winter-Spring 2020, program maps will be published online using Program Pathways Mapper. • Starting in Winter-Spring 2020 (and beyond) additional program maps will be created, starting with the degrees and transfer destinations that the most students choose. • Spring 2020 – Milestones will be identified by success teams for the majors. • Fall 2020 – Milestones implemented into Degree Planner.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance XConnections with other GP teams XRegional training On campus /individual training XTechnology Reporting/data Other		*Challenge or barrier: (1,000 character)* The challenges are mostly lack of training.	*Support Needed – Detail: (1,000 character)* The campus needs training with respect to setting and utilizing milestones for students. How many milestones should there be in a pathway? What does it look like for a students to follow a path that includes particular milestones? What types of milestones should be set? Practitioners need models and processes to utilize in order to accomplish this work.
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* •The college has implemented the use of multiple measures in accordance with AB 705 to place students in math and English courses. The college selected to use co-requisite courses to support students placed into transfer level math. In this placement process, the students identify whether or not they are business or STEM majors. Students identifying as a business or	*Next steps: (1,000 character)* •The co-requisite clearances are being programmed into the system and will be implemented for Fall 2019 registration. •Train Counselors on clearance levels for the new math co-requisite courses. *Evaluate co-requisite clearances for math and English

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		STEM major are counseled into the appropriate math courses. •The students are able to self-place into math and English courses through the use of a multiple measures survey on the ECC portal. • Co-requisite clearances were programmed into the systems and were implemented Fall 2019 for math and English. Term, if *at scale* or *scaling:* Spring 2019	*Timeline for implementing next steps:* • Spring 2019 – co-requisite clearances for BSTEM are being programmed into Colleague. •Spring 2020 – counselor training for math co-requisites. •Spring 2020-Fall 2020 – Student placement into transfer-level math and English will be evaluated and any needed adjustments incorporated.
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance XConnections with other GP teams XRegional training XOn campus / individual training Technology XReporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* Training is needed on implementing AB 705, its connection to Guided Pathways, and models on how other campuses are accomplishing this work.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY** a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* • Career questions have been added to the self-assessment ECC Connect Intake Form that incoming students take to identify undecided students or students that may need additional career service support. The questions asked on the intake form are currently being fine-tuned and a marketing strategy is being developed to increase the number of students who complete the intake form in ECC Connect. Plans of follow up services to address student needs are being expanded. . In Fall 2019, several Undecided Majors workshops were offered. Students who indicated that they were undecided of their major or career were invited to attend these workshops. These workshops will introduce students to online career resources to further research majors, careers and the current labor market. Students who need additional support	*Next steps: (1,000 character)* • Follow up career service protocol is being designed to respond to personal self assessment. • Discuss further integration of career support and information into Guided Pathway efforts. • Career information will be added to program maps. • HDEV career courses are being contextualized to degree programs and added to program maps. These efforts will be expanded. • Additional sections of Human development courses will be offered at partnering high schools through dual enrollment. • Implement the resources of Roadtrip Nation. • The college will expand HDEV 105 and HDEV 115 offerings in summer and winter sessions. • Discuss further integration of CTE programs, career and job placement

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		will be referred to Human Development career courses. • Career advisory has participated in Meta-major activities and mapping has taken place. The Guided Pathways steering committee has attended professional development in the area of Guided Pathways and Career exploration. El Camino College has decided to participate in the Road Trip Nation pilot. • In addition to Human Development's campus career course offerings, HDEV 105 Career and Life Planning and HDEV 101 Orientation to College and Educational Planning courses are offered as dual enrollment courses with local high schools. • El Camino counselors have provided training to local high school educators on career assessment tools that can be utilized at area feeder schools. •ECC connect is being used for educational planning by all outreach counselors. This educational planning process assists new students to select a program of study and develop a program plan prior to the start of that semester. As of November 18, 2019, 1,417 students have completed the intake form, of which 430 students responded slightly certain or not certain at all for one or both of the	support services with Guided Pathways. • Clearly map K-12 Career Pathways with the college's Meta-Majors and programs. *Timeline for implementing next steps:* • Implementation work for Roadtrip Nation has begun and will continue Spring 2020. • Follow up career service protocol will continue to be expanded. • Discussions with the career advisory about integrating career and guided pathways will continue indefinitely. • Fall 2019 meetings to discuss alignment with Career Education, K-12 Career Pathways and Guided Pathways.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		questions asking about their certainty for their career goals and major they chose. This is 30% of the respondents. The Career Center has offered workshops to these students in the summer and fall terms. Term, if *at scale* or *scaling:*	

2. a. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   Connections with other GP teams
   Regional training   X On campus / individual training
   Technology   Reporting/data
   Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*
			On campus training for all counselors on the use of Roadtrip nation is needed and will be scheduled for Spring 2020.

b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   Planning to scale
	   X Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		• A meeting with our embedded counseling program took place in Fall 2018 and the possibility of placing counselors in gateway courses for specific majors instead of just English and Math was discussed. Student Success teams that would be assigned to each meta-major is currently in development.
		• ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. The college continues to increase system utilization of ECC Connect and
			Next steps: (1,000 character)
			• Continue to promote use of ECC connect.
			• Pilot embedded counselors in key major courses in 3 of our most popular majors.
			• Evaluate effectiveness of support courses in Math and English.
			• Embedded counseling in key major courses is where we would like to scale and measure effectiveness.
			• Evaluate effectiveness of embedded counseling.
			• Increase links between Human

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		system usage has expanded to courses with low retention rates. Incentive program launched in Spring of 2019 to encourage faculty to use ECC connect and canvas. There were 82 faculty members who signed up for the incentive. In Fall 2019, ECC connect progress surveys were sent to 546 sections. • Since Spring/ Summer of 2016 ECC Connect has been used for mid term and progress reports enabling professors to flag/ refer students in need of additional support. • Currently the Natural Science division is offering support workshops to support students in Chemistry 4. • Peer Assisted Study Sessions (PASS) mentors in fire technology, automotive technology, electronics and computer hardware technology, and cosmetology have been supported for three years by the student equity program. • HDEV student success courses have linked with academic departments, including English, Psychology, Sociology and History. • In Fall 2019, the first "success team" for a meta-major has been piloted (in the Business meta-major). The members include: Guided Pathways lead, Business faculty lead, counseling	Development success courses (which include educational planning and study skills instruction) with other academic departments. • Implement Success Teams in all meta-majors, with the addition of an "Undecided" success team. *Timeline for implementing next steps:* • Incentive program will continue in future terms to encourage faculty to use ECC connect and canvas. • Pilot for community collective model to student support will occur in the Fall of 2019 with a goal for full implementation in three years. • Supplemental instruction and tutoring are moving to key program courses. • Success Teams will be formed for each meta-major in Spring 2020.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		leads, Dean of the Business Division, Librarian, Career Counselor, Career Pathways Coordinator, data coach (Institutional Researcher). The discussions have been around which data to use to determine the needs of students in the Business meta-major, and an embedded counseling project has been started to meet some of these needs. Term, if *at scale* or *scaling:* • Math in progress to be implemented in the Spring 2020. • Embedded counseling in English courses already established and occurring. • Embedded counseling in key major courses is where we would like to scale and measure effectiveness.	
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.*

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* • The math division has developed their support courses and they have been approved. They have also established a multiple measure rubric for placement in accordance with AB 705. • Embedded counseling program is being implemented in gateway Math courses in Spring 2020. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. • SITE, a training program occurred in Fall of 2018 to help with AB705 implementation was a result of the faculty who attended BSILI. SITE Inquiry groups have formed. Term, if *at scale* or *scaling:* • Math courses with co-requisites were implemented in the Fall of 2019. • Embedded counseling in Math courses already established, hiatus in Fall 2019 with the new courses, but planned for Spring 2020.	*Next steps: (1,000 character)* • Continue to promote use of ECC connect. Evaluate effectiveness of support courses in Math. ECC Connect presentations were delivered at math department meetings in Fall 2019. *Timeline for implementing next steps:* • Promote ECC connect ongoing. • Pilot for embedded Evaluation of Math support courses is ongoing.
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus / individual training		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *A major challenge is having enough counselors and staffing available to*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other			*support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.*
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress X At scale	*Progress to date: (2,500 character)* • Support courses are established and currently being offered for our college level English course. English has an established rubric for multiple measure placement. • Embedded counseling and embedded tutoring programs are established in English support courses. • ECC connect is being promoted to be used by more faculty in order to have a more responsive early alert process. All support sections were included in Fall 2019 progress survey. • SITE, an inquiry-based faculty learning program, began in Fall of 2018 to help with AB705 implementation, and it is continuing to support English faculty teaching gateway, and support courses. •Human Development and English have created FYE learning communities to support students.	*Next steps: (1,000 character)* • Continue to support use of ECC connect. • Evaluate effectiveness of support courses for English. *Timeline for implementing next steps:* • Promote ECC connect ongoing. • Evaluation of English support co-requisite courses and embedded support is ongoing.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* • English piloted support courses Spring 2019. • Embedded counseling in English courses is already established and occurring. Model for support courses was refined. • Embedded tutoring in English courses already established and occurring.	
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.*
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* • English support courses in place starting Spring 2019. • Math support courses will be in place Fall 2019. • Support courses in both areas are based on multiple measure information from the student's high school academic background.	*Next steps: (1,000 character)* • Embedded counselors in key major courses will be piloted. The success team model for the Business meta-major is currently being designed. • Students will be referred to Human Development's success classes instruction in educational planning,

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• A survey places students into the appropriate classes based on the self reported information that they provide. This process will continue to be evaluated and updated as needed. • ECC connect is currently being used for the early alert feature. Referrals and flags are responded to in a timely manner. Term, if *at scale* or *scaling*: • Spring 2019 for English courses and Fall 2019 for Math courses. • Placement survey was active in Fall of 2018. • ECC connect for early alert began in Fall 2018.	study skills, and soft skills necessary for success in college. • TOP has a working embedded counseling model that can be expanded upon to hit various equity initiatives and incorporate equity-minded pedagogy while beginning to cultivate more student participation via leadership roles. • The goal is to keep the embedded counselors in English and Math courses, possibly embed them in SER course listings, and through this targeted counseling/student services approach we can then further bridge the equity gaps currently in existence. • This framework would directly align with Guided Pathways and Equity visions while specifically incorporating various Vision for Success Goals (Career/Job Placement, Comprehensive Educational Planning, Non-Academic Referrals, South Bay Promise Assistance) *Timeline for implementing next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			• Key major courses for the Business meta-major success team have been identified in Fall 2019. • Student success teams in key major Business courses will be piloted in Spring 2020. This model will eventually be expanded to all meta-major success teams.
2. e. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　Connections with other GP teams 　Regional training　　On campus / individual training 　Technology　　　　Reporting/data 　X Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.*
f.　The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:* 　Not occurring 　Not systematic 　Planning to scale 　X Scaling in progress 　At scale	*Progress to date: (2,500 character)* • Currently the college holds an annual El Camino College Collaborative in which local high school counselors, psychologist, and teachers are invited to campus to collaborate on how to best meet the needs of their students. The theme for the 2020 El Camino College Collaborative is Guided Pathways. • Annual Warrior College Night and Smart Start Saturday events provide prospective and new college students	*Next steps: (1,000 character)* • Refine dual enrollment to create stronger pathways from high school to El Camino College. • Provide technology to Outreach to meet the needs of this incoming population. • The Engineering Technology, Automotive Technology & Education Career Pathways add new student cohorts at the start of each academic year thus expanding all three pathways.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		with enrollment services, campus tours, and information about Meta Majors, academic & CTE programs and student support programs. • The Office of Dual Enrollment facilities communications, CCAP and ISA agreements/MOUs and coordination with high schools, districts, and college divisions and faculty to expand new and support existing dual enrollment classes. In Fall 2019, the college offered 103 dual enrollment courses at 20 high schools. • Academic counselors, college faculty and administrators serve on the Dual Enrollment Advisory Committee to provide insight, policy and practical guidance to the program. • Outreach counselors are using ECC Connect for 100% of their educational plans for incoming high school students. • Industry and Technology counselor conducted a training for all outreach counselors. • El Camino College counselors presented to Centinela Valley USD counselors regarding the changes due to AB705 and the new support courses.	• K-12 Career Pathways in Construction & Cloud Computing are confirmed and Public Safety & Cybersecurity are in development. • Host a parent and student Orientation event in Spanish and English for high school students enrolled in Dual Enrollment classes and K-12 Career Pathways. • A Student Support Taskforce is convening to identify support services for high school students enrolled in dual enrollment classes and K-12 Career Pathways. • Translate into Spanish the high school Dual Enrollment & Articulation student information packets. *Timeline for implementing next steps:* • The El Camino College Collaborative is currently being planned and will take place on March 20, 2020. • Spring 2020 –Confirmed high school Construction Career Pathway with dual enrollment classes to start.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• The Outreach and School Relations department provides prospective students with college admissions assistance, workshops, campus tours, special events and other support services to educate prospective students about the college, including information about Meta Majors. • The South Bay College Promise continues to expand to more students and now offers two years of tuition fee waivers, priority registration, counseling services and other support services through the college success & support programs. • The K-12 Career Pathways office coordinates with the Outreach department to provide CTE-specific workshops, CTE tours, school career fairs and classroom presentations. • Dual enrollment classes and structured K-12 Career Pathways expose high school students to college level work, help students who are undecided about going to college to develop self confidence in their ability to succeed in college and clearly communicate the many career pathways available at the college.	• Spring 2020 – Host Parent & Student Dual Enrollment & Career Pathways Orientation event. • Spring 2020 – Dual Enrollment Student Support Taskforce will meet. • Fall 2020 –Confirmed high school Cloud Computing Career Pathway with dual enrollment classes to start.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• Industry site visits and work-based learning are embedded into all K-12 Career Pathway programs to provide high school students exposure to employer expectations, networking, and industry needs and career opportunities. • The Engineering Career Pathway program has 41 articulation agreements with 10 high school to provide Engineering course credit for their Project Lead the Way Engineering students. • The college has 50 active high school articulation agreements that provide high school students the opportunity to earn articulated college credit. Term, if *at scale* or *scaling:* Fall 2019	
2. f. Support Needed? *Type of Support - place an X next to one or more:* XPolicy guidance Connections with other GP teams Regional training XOn campus /individual training XTechnology Reporting/data XOther		*Support Needed – Detail: (1,000 character)* • College develops clear policies and college leadership continue to provide support for the expansion of dual enrollment and K-12 Career Pathways. • Academic divisions encourage their existing faculty and/or hire adjunct faculty to teach dual enrollment classes.	*Challenge or barrier: (1,000 character)* • Academic division and faculty support for the development of new and expansion of existing K-12 Career Pathways, dual enrollment classes, and high school articulation agreements. • Attracting, recruiting & retaining faculty to teach off-campus dual enrollment classes.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• Adjunct job descriptions include a statement about the possibility of teaching off-campus dual enrollment classes. • Stipends incentivize and compensate college faculty & high school dual enrollment liaisons and teachers to attend the Dual Enrollment Faculty Orientation & Training event. • Funding for high school Career Pathway industry site fieldtrips and Career Pathway parent & student Orientation events. • Funding to purchase a Portable College Id Machine that can be taken to high schools for dual enrollment & Career Pathway students to get their student id card so they can access college support services. • Dual Enrollment and K-12 Career Pathways needs multi-lingual written and presentation speakers to provide information in Spanish for students and parents who are non-native speakers.	• College faculty and K-12 teacher collective bargaining understanding and support for dual enrollment. • College faculty need training and division support to adapt to the unique challenges and needs of teaching high school students enrolled in dual enrollment classes. • Dual enrollment & K-12 Career Pathway students cannot access many college student support services without a college id card. • A majority of the college's service area high schools have large numbers of parents who are non-native speakers.

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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. **KEEPING STUDENTS ON PATH** a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* ___ Not occurring ___ Not systematic _X_ Planning to scale ___ Scaling in progress ___ At scale	*Progress to date: (2,500 character)* • Campaign for students to update their major began in Spring 2019 at the Career & Majors Fair. Counselors are being trained to update student majors in the Colleague system. This will ensure that student educational plans that are being developed with students align with the declared major in the student information system. • Meta majors have been determined, and program maps have been drafted in order to provide clear information to students about pathways they should follow and give counselors a basis for monitoring student progress. • ECC Connect is being used for educational planning for most majors, this allows the student to monitor their progress and plan their courses. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* • Meta-majors and program maps will be published online using "Program Pathways Mapper." • Program maps will be input into ECC Connect for use by counselors when creating educational plans. • Additional program maps will be drafted for various timelines (3 or 4 year) and various transfer destinations as determined by data. • Affinity and meta major success teams will be refined and developed. These are models for comprehensive student support. *Timeline for implementing next steps:* • Program maps will be added to ECC connect starting in Winter/Spring of 2020 and continuing through completion. • Success teams will be developed and fully established by Fall of 2022.

| 3. a. Support Needed? *Type of Support - place an X next to one or more:*

 Policy guidance   Connections with other GP teams
 Regional training   On campus /individual training
 XTechnology   Reporting/data
 Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*
 Technology and integration with the Colleague system continues to be a challenge. |

| b. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*

 Not occurring

 Not systematic

 XPlanning to scale

 Scaling in progress

 At scale | *Progress to date: (2,500 character)*
 • The Counseling division is working towards a goal of completing 90% of ed plans on ECC Connect.
 • Program maps are being designed to include milestones to help students towards completion.

 Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*
 • Improve ECC Connect degree planner by incorporating counselor and student feedback.
 • Work with Admissions and Records to hire or assign an evaluator to begin to input outside course equivalencies into Colleague.

 Timeline for implementing next steps:
 • ECC Connect- ongoing.
 • Course equivalencies- will discuss plans Spring 2020 with a timeline for implementation to start in the 2020-2021 academic year. |

| 3. b. Support Needed? *Type of Support - place an X next to one or more:*

 Policy guidance   Connections with other GP teams
 Regional training   On campus /individual training
 XTechnology   Reporting/data
 Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*

 Technology and integration with the Colleague system continues to be a challenge. |

| c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and | *Place an X next to one:*

 Not occurring

 XNot systematic | *Progress to date: (2,500 character)*
 • ECC Connect may have the ability to send an automatic flag when a student falls off their program plan. | *Next steps: (1,000 character)*
 • Check with Hobsons to see if ECC Connect has this ability. |

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supports in place to intervene in ways that help students get back on track.	Planning to scale Scaling in progress At scale	• Currently counselors manually reviewed previous academic plans to monitor if a student has fallen off their program plan. • Faculty can currently flag students that are having difficulty in their class. • Equity consideration: In addition to academic support, student support services have been put in place to assist students with financial stability needs. El Camino College has a Warrior Pantry which provides food to students in need. El Camino College also has an outreach partnership that assists students in applying for Cal Fresh benefits. The Metro Upass program provides students with transportation with a no-cost to low-cost bus pass and the Warrior Closet provides free clothing to students in need. Options to make emergency grants to students is currently being explored. Term, if *at scale* or *scaling:*	*Timeline for implementing next steps:* • Check about ECC Connect- A demo to explore Starfish analytics is scheduled for December 2019.
3. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus / individual training XTechnology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *Technology and integration with the Colleague system continues to be a challenge.*

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		Progress to date: (2,500 character)	Next steps: (1,000 character)

d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	*Place an X next to one:*
	  Not occurring
	  Not systematic
	  X Planning to scale
	  Scaling in progress
	  At scale
		• Counselors encourage students on these academic paths to meet with their major counselor on a regular basis. Students that are unlikely to be accepted into a competitive program are redirected to another school's program or to a different program. Information sessions, workshops and school panels are offered to provide students the information that they need to become a competitive applicant.
		
		Term, if *at scale* or *scaling:*
			• Community collective model for support services will be designed to be implemented. Student success teams will start to look at adding their services to key prerequisite courses in these selective program paths in order to intervene early and to provide redirection options immediately.
			
			Timeline for implementing next steps:
			• Community collective- Designing current with implementation by Fall of 2022. A pilot to expand counseling support in prerequisite and co-requisite courses is being explored, and will start with the Business meta-major in spring 2020.

3. d. Support Needed?	*Type of Support - place an X next to one or more:*	Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data		*A major challenge is having enough counselors and staffing available to support the student success teams. The counseling department is considering ways to be more efficient, including group educational planning and targeted workshops.*

		Progress to date: (2,500 character)	Next steps: (1,000 character)

e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to	*Place an X next to one:*
	  Not occurring
	  Not systematic
		• Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build	• Continue to encourage use of ECC Connect by all faculty including counselors. These educational plans

the next, and can complete their programs in as short a time as possible.	XPlanning to scale Scaling in progress At scale	schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins. • Counselors are being encouraged to utilize the ECC Connect degree planner for at least 90% of all educational plans. Counselor trainings continue to be offered to increase system utilization. *Term, if at scale or scaling:*	along with data from Civitas College Scheduler to determine when to offer specific courses. *Timeline for implementing next steps:* •ECC Connect – ongoing. •Review data from Civitas College Scheduler and ECC connect to inform offerings. This option is currently being reviewed.
3. e. Support Needed? *Type of Support - place an Xnext to one or more:* Policy guidance Connections with other GP teams Regional training On campus / individual training XTechnology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* *Technology and integration with the Colleague system continues to be a challenge.*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
<td colspan="4">**Equity Considerations in Area 4:** - How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? - As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? - What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? - Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? </td>			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* •Career programs meet regularly with advisory committees to ensure skills taught in programs are aligned with industry needs. •General Education courses are aligned to CSU/UC admissions requirements. •Several programs have developed ADT degrees which articulate to CSU standards for lower level major course work. •Program Learning Outcomes are regularly assessed and periodically reviewed. *Term, if at scale or scaling:* •Fall 2015	*Next steps: (1,000 character)* •Transfer programs continue to develop Associate Degrees for Transfer. •Job and career outcomes are being added to program review. • The college is currently planning for PLOs to align with meta-majors rather than departments. This will increase the usefulness of assessments, particularly in assessing how entire meta-majors are ensuring students are learning. It will open up an entirely new level of discussion and planning that does not exist yet as PLOs are currently assessed within departments rather than across several departments or collection of departments. *Timeline for implementing next steps:* •Ongoing

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline

4. a. Support Needed? <mark>No</mark> *Type of Support - place an X next to one or more:*
 	
  Policy guidance   Connections with other GP teams
  Regional training   On campus /individual training
  Technology   Reporting/data
  Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:*
	
	  Not occurring
	  Not systematic
	  Planning to scale
	  Scaling in progress
	  X At scale
		Progress to date: (2,500 character)
		•Course approval requires demonstration of critical thinking assignments.
		• Professional Development opportunities exist in which faculty learn techniques to engage students. For example, in Spring 2019, four campus-wide professional development On Course seminars were offered that provided faculty with research-proven approaches to student centered learning. Another opportunity is the annual Tech Conference, which is instrumental in exposing faculty to the latest technological tools to engage students.
		•Meta-majors will be established by Fall 2019, which will provide a further opportunity for active learning as students can engage in learning that they can use to choose a path. For example, a recently approved course for the Behavioral and Social Sciences meta-major introduces students to several different disciplines within the meta-major and how each discipline
			Next steps: (1,000 character)
			•Continue professional development to encourage active learning strategies.
			• Assess whether other meta-majors can design courses or learning opportunities for students which involve learning about more than one discipline within the meta-major.
			
			Timeline for implementing next steps: Ongoing.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		would approach a particular theme or problem. Term, if *at scale* or *scaling*: •Fall 2014	
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus / individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* It would be useful to learn how other campuses are using their meta-majors as a vehicle for active learning—particularly when it comes to students "choosing a path."	*Challenge or barrier: (1,000 character)* There is no barrier—just a desire to learn about best practices.

c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   X Planning to scale
	   Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		•Experiential learning opportunities are mostly present in programs which have traditionally had internships and clinicals as part of their outcomes, including the health sciences and emergency services.
		•There is a study abroad program that runs once per year.
		• Each semester, Human Development courses require Service Learning assignments which result in students completing over 5,000 hours of service per year with nearly 50 community organizations.
		•Apprenticeship grants are offered during the summer.
			Next steps: (1,000 character)
			•Establish meta-majors and meta-major success teams, which will open up possibilities for more experiential learning tied to major clusters.
			•Cooperative work, jobs, internships, and apprenticeship opportunities will be posted on the Job Speaker system
			
			Timeline for implementing next steps:
			• Job Speaker system- Fall 19.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		•MESA coordinates internships with university and industry partners. •The college's Job Placement Specialist is meeting with business and industry leaders to increase internships, jobs, and work-based learning opportunities for students. •Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. Term, if *at scale* or *scaling:*	

4. c. Support Needed? No *Type of Support - place an X next to one or more:*
    Policy guidance   Connections with other GP teams
    Regional training   On campus / individual training
    Technology   Reporting/data
    Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    Planning to scale
	    Scaling in progress
	    X At scale
		Progress to date: (2,500 character)
		•Academic programs in all divisions assess learning outcomes at the program and course levels on a four year assessment cycle.
		•Program level assessments include a combination of course level assessments taking place during a particular assessment cycle.
		•The review cycle is on the website.
			Next steps: (1,000 character)
			
			The college is planning for PLOs to align with meta-majors rather than departments. Please see 4a (Next steps) for more information.
			
			Timeline for implementing next steps: Ongoing.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		•SLO results are in the program review which is reviewed by committee and available on the website. *Term, if at scale or scaling:* Spring 2014	
4. d. Support Needed? No *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    Planning to scale
	    Scaling in progress
	 X At scale
		Progress to date: (2,500 character)
		 •Results of Course and Program level learning outcomes are a component of program review.
		
		 Term, if at scale or scaling:
		 •Spring 2014
			Next steps: (1,000 character)
			 •Update the current planning and budgeting cycle to more systematically include assessment results in decision-making.
			
			 Timeline for implementing next steps:
			 •Spring 2020

4. e. Support Needed? No *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* •Various programs within the Fine Arts division (e.g. Art and Communication Studies) include videos or portfolios to show student work. •Career Services conducts mock interview and resume workshops. • HDEV 105 and HDEV 115 courses include assignments in resume writing, interviewing and other career readiness concepts and skills. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* •Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods. *Timeline for implementing next steps:* •Meta-majors will be implemented Fall 2019.
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.	*Challenge or barrier: (1,000 character)* Faculty are used to thinking of students' learning only within courses, not across an educational journey. The challenge is in faculty thinking about student learning not as a process within one course, but across many different courses that a student may complete as they proceed through a pathway. So, there is the problem of faculty mindset. But there's also the problem of technology—the campus does not yet possess the technology or have

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			any idea about the technology involved in keeping track of student learning throughout a student's educational journey.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* •The college developed a Professional Development (PD) plan in 2017. The Office of Professional Development offers several PD opportunities as well as PD opportunities provided by individual departments. The PD committee discusses recent trends and findings, but does not yet have a systematic process that turns assessments into PD topics. •Institutional Research plan is being assessed. •The Student Equity Re-envisioned program, SER, in collaboration with the Dean of Behavioral and Social Sciences, has examined disaggregated course completion data and implemented theme-based equity-minded learning communities as a framework to increase student success and retention, to ensure that student learning is taking place and to assist students in staying on track to degree completion.	*Next steps: (1,000 character)* •The PD Plan will be going through Collegial Consultation process during the 2019 calendar year. Most professional development is geared towards faculty, but funding has been secured to offer more professional development for classified staff. •Implementation of Cornerstone for scheduling and tracking professional development will allow us to track trainings. *Timeline for implementing next steps:* •The Professional Development Plan should be adopted Fall 2019.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	
4. g. Support Needed? No *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:*
	X Student survey(s)
	  X Students serve on campus GP advisory committee(s)
	  X Student focus groups
	  Other:

	Engagement Efforts - Details: (1,000 character) Students have been involved in many aspects of the Guided Pathways implementation efforts. In forming our meta-majors, students had the majority of the input—130 groups of faculty, administrators, staff and students participated in a card-sorting activity at various college

events, meetings, and in classrooms. 75% of the people who participated in these activities were students.

In addition, the college organized 5 focus groups with students as part of a study by the Career Ladders Project, which is studying learning communities. 3 of the focus groups took place with students in learning communities such as Puente, FYE, and Project Success The others involved students who were not in learning communities. The study helped illuminate the difference between the students who had a lot of support as a result of the learning community, including dedicated counselors and instructors, as well as access to tutoring and other campus services. This was in stark contrast to the non-learning community students who were very much on their own in finding support for the educational journey. These focus groups help to justify the goals of Guided Pathways, particularly in providing students with more proactive support on their educational journey.

In addition to these, students also serve on our Guided Pathways committee, and are active and vocal members.

COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E)*
	Course Alignment - Details: (1,000 character) As a first step towards aligning course offerings with student educational plans, the college has created first drafts of program maps for each degree and certificate offered. These initial program maps assume a full-time load. However, since two-thirds of our students are part-time, the college plans to create additional program maps for various time frames. The college also plans to create program maps for the most common transfer destinations for each of its degrees, starting with the transfer degrees. Secondly, in order to identify which students are following which pathways, ECC Connect (Starfish) is being developed as the central repository of information: counselors are now using ECC Connect to enter students' educational plans, and an intake form has been developed to identify students who are uncertain or undecided about their choice of majors, and these

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| | students are targeted for additional services to help in their decision-making such as "Undecided" workshops, and Career Center workshops.

The college has recently purchased 25 Live, a calendaring software that will help the college plan schedules that align with educational plans in ECC Connect. As more educational plans are entered into ECC Connect, it will result in a more accurate picture of student needs. 25 Live will take this data and be able to produce an optimal schedule of college classes based on student need.

Finally, the college is implementing block scheduling in order to reduce the number of possible start times of classes help students maximize their time on campus and eliminate big gaps in their schedules. |
|---|---|

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	*Optional:* Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
Title: Student Spotlight: Shazia Bushra	
Follow-up Contact Person(s): Ann O'Brien (aobrien@elcamino.edu)	
Challenge: (1,000 character)	

Success Story: (10,000 character)
Shazia Bushra is ready to restart her career as an early childhood education teacher, a journey that started with just one class. Bushra took a preschool teaching course at the Torrance Adult School last fall and was soon encouraged by her instructor to enroll in El Camino College to pursue her career goals. An elementary school teacher in her hometown

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in Pakistan, Bushra left the profession to raise her children. She is now working to earn assistant teacher and associate teacher permits.

Bushra is participating in the Child Development Pathway program, where she co-enrolled in classes at El Camino College and the Torrance Adult School, through the South Bay Adult Education Consortium. In this partnership, ECC's Child Development program prepares students to earn a child care state license after taking two child development classes. El Camino College provides the content courses, and Torrance Adult School offers ESL classes and transitional support, which can include ESL for child development classes, access to career and education counselors, work readiness courses, and more.

ECC is a good fit for Bushra, who is able to register for classes that suit her schedule and can progress through the program at her own pace.

"I found a lot of help and guidance both from my counselor, as well as my teachers, who are helping me achieve my goal of becoming a preschool teacher," she said. "The class environment is great and student participation of sharing childhood experiences makes it interesting."

Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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Success Story	
SUCCESS STORY	*Optional:* Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.

Title: Student Spotlight: George Rodriguez

Follow-up Contact Person(s): Ann O'Brien (aobrien@elcamino.edu)

Challenge: (1,000 character)

Success Story: (10,000 character)

Returning to school wasn't what El Camino College student George Rodriguez thought he would be doing at this point in his life. At age 55, he had just spent 10 years on leave from his work as a carpenter so he could care for his ailing parents. But he set a goal to start a new career with Culver City's transit department and soon learned that education was the key.

Though he has 30 years of experience in the field, Rodriguez needed a high school diploma, in addition to some job training, due to his absence from the workforce. His first stop was the South Bay Adult School; soon, he was invited to join El Camino College's pre-apprenticeship program in construction technology.

"Ever since then it has been a wonderful time of great classes and meeting new people," said Rodriguez, who landed that job, earned multiple certificates and is now planning to work on a degree in construction management. "This is just what I was looking for. I've learned so much; it has been amazing. After about a year and half, I got amazing college classes, and my dream job. I never want to stop learning."

At El Camino College, Rodriguez found relevant, real-world career training that leads to jobs. Through a partnership with the South Bay Adult School, ECC offers free, pre-apprenticeship programs in construction technology and machine tool technology. The program includes four eight-week courses; fees, books and supplies are provided at no cost.

"Everything about this program changed my life," said Rodriguez, a lifelong South Bay resident, who also aspires to earn a general contractor license and a real estate license. "I set goals, which got the ball rolling to continue my education, which was harder for me when I was younger. High school was rough for me and for my parents, but now I

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have this chance and I'm taking it. I'm the first in my family to go to college, and I'm very grateful to everyone at El Camino for helping me."

Rodriguez recommends the ECC program to everyone he meets.

"Everywhere I go, I tell people about El Camino College: people at the barber shop, people walking down the street, the guys at the bank," he says with a chuckle. "I tell people I will bring them there myself. Your education is so important, and El Camino is right here. There are no excuses."

Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

X   Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

    Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

    Decrease the average number of units accumulated by California Community College students earning associate degrees

X   Increase the percent of exiting CTE students who report being employed in their field of study

X   Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

X   Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Success Story

SUCCESS STORY	*Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*
Title: Student Spotlight: Juan Mendoza	
Follow-up Contact Person(s): Ann O'Brien (aobrien@elcamino.edu)	

Challenge: (1,000 character)

Success Story: (10,000 character)

As a kid, film and psychology major Juan Mendoza was drawn to television programs and movies as an entertaining escape from a hectic life that included time in the foster care system. Now as an ECC student, Mendoza has turned his love for TV into a career pathway.

This past summer, Mendoza was selected as just one of 50 students chosen from across the country to participate in the Television Academy Foundation's 2019 Internship Program. Mendoza interned in the creative affairs/production department at Shonda Rhimes' Los Angeles-based Shondaland production company, which produces "Grey's Anatomy," "Station 19," "Scandal," and "How to Get Away With Murder" – an experience he called "life changing."

"I was able to go into different departments and learn how things are done behind the scenes," he said. "Seeing the entire process from beginning to end was just mind blowing. The Television Academy and Shondaland have definitely changed my life with this opportunity, and I was extremely grateful and happy every single day I walked into the studio."

And yet, it got even better. He attended the 71st Emmy Awards!

"Not only did I attend the Emmys, I walked the red carpet, saw so many celebrities I admire, and just experienced the whole thing," he said. "That moment changed so much for me because it made me realize that if you really want something, you can do it, no matter your past, your mistakes, etc. It doesn't define you; you can accomplish anything if you work for it. Just keep getting back up. Now I plan on being on that stage one day, winning an Emmy of my own."

Mendoza enrolled in El Camino College after deciding to change his path that so far had him on his own after an unstable childhood that included multiple moves and neighborhood violence.

"I wanted to become someone who could make an impact and help others, follow my dreams, and be someone I could be proud of," he said. "So, I took a chance on myself and with support from the community at El Camino College, I can say I am proud of who I am and how far I have come. I cannot wait for what the future has in store."

Mendoza credits his success to the college's Guardian Scholars Program, which provides a welcoming and supportive environment for current and former foster youth.

"I failed a math test and was about to give up, but Keiana Daniel in the Guardian Scholars Program convinced me not to. She helped me study and pass the class; she wouldn't give up on me even when I was ready to give up on myself.

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She does this for every student and continues to push us to be our very best. I ended up passing the math class, which I never thought was possible, and since then I have not failed a single class.

"Other programs like EOPS and KEAS are also there when I need help with classes, tutoring, financial aid, or anything at all; their doors are always open for the students. There is a community for everyone at El Camino College; you're always supported and you're never alone."

Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

X Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

X Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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Success Story
SUCCESS STORY	*Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*
Title: Student Spotlight: Cameron Jackson	
Follow-up Contact Person(s): Ann O'Brien (aobrien@elcamino.edu)	
Challenge: (1,000 character)	

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Success Story: (10,000 character)

Biochemistry major Cameron Jackson is looking forward to continuing his studies at UCLA in the fall. And though he's anticipating a bright future, he plans to focus on the past when he addresses the Class of 2019 as student speaker for the 72nd El Camino College Commencement Ceremony.

"I want to reflect on what we have right here at El Camino College," said Jackson, a Hawthorne resident and the first in his family to attend college. "El Camino College not only provides knowledge; this is a place that can change how we perceive the world. It is also a place of opportunity because many ECC students are the first in their family to go to college, and they make all kinds of sacrifices to get here. Education is the answer to everything, and El Camino College facilitates change in our community."

Jackson first enrolled in a summer biology class at El Camino College two years ago, while still a student at Hawthorne High School. He enjoyed the class so much he decided to take the high school exit exam so he could become a full-time college student at the age of 16. Jackson has made the most of his time at ECC, becoming an active member of the Science Club and joining the Honors Transfer Program, where he received the Exemplary Achievement Scholarship Award for his original scientific research at the statewide annual honors student conference. Jackson found time to take 21 units this semester (including three STEM courses) while working two jobs to cover school expenses. He will graduate from ECC in June after earning 80 units in just a year and half. He credits El Camino College faculty and staff for helping him meet his goals.

"Everyone is so helpful and though it was a lot of work, my counselors and teachers never said, 'No, you can't do this;' they all care that students get to the next step," he said. "El Camino College is the bridge between wherever you want to be in life to where you are now. I believe El Camino College can get you to any university and to any job."

Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

X <mark>Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</mark>

X <mark>Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU</mark>

Decrease the average number of units accumulated by California Community College students earning associate degrees

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Increase the percent of exiting CTE students who report being employed in their field of study

X ==Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups==

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Increasing Diversity of Faculty

Whereas the El Camino College mission is to make a positive difference in people's lives by providing excellent, comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities and diversity is one of ECC's five core institutional values: people, respect, integrity, diversity, and excellence (PRIDE); and

Whereas the demographics of the faculty of El Camino College (ECC) are significantly misaligned to the demographics of the students of ECC; and

Whereas the Academic Senate for California Community Colleges has adopted a diversity, equity, and inclusion statement that includes the following:

> *To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all;* and

Whereas increased diversity requires increased awareness;

Resolved that the Academic Senate of ECC partner with the office of Human Resources to analyze data about diversity in individual hiring pools, identify areas where more diverse pools are needed, and explore and implement strategies to improve diversity of these pools; and

Resolved that the Academic Senate of ECC partner with the office of Human Resources to ensure that diversity of experience and thought is prioritized in the selection of all hiring committees and that all individuals serving on hiring committees have access to and are encouraged to take advantage of professional development opportunities examining the role of implicit bias in decision making; and

Resolved that the Academic Senate of ECC commits to fostering the development of a campus climate that makes all students and employees feel welcome and valued by educating about and encouraging the use of equity minded, culturally responsive teaching and counseling practices; and

Resolved that the Academic Senate of ECC demonstrates its passionate commitment to faculty diversification by prioritizing the hiring of diverse faculty as a senate goal until such time that the composition of the ECC faculty mirror that of the ECC student body.