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

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

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

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



Academic Senate of El Camino College 2019-2020

December 3, 2019

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Officers & Executive Committee

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

Part-Time (One-year terms)

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

Fine Arts

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

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

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R}	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
Tiffany Lau	20/21

Natural Sciences

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

Business

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

Humanities

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

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Counseling

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

Associated Students Organization

Jennifer Lopez

President/ Superintendent

Dena Maloney

Library Learning Resources

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

Ex-officio positions

Kelsey Iino	ECCFT
Carolee Vakil-Jessop	ECCFT
<u>Institutional Research</u>	
Josh Rosales	

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

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & Linda Clowers. Thursdays, 1230-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Art Leible & Marlow Lemons. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Iris Ingram. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1st Tues, 2:30-3:30 DE 166.

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

Planning & Budgeting (PBC). Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
- Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Ronald Martinez
- Oscar Villareal

Natural Sciences

- Shimonee Kadakia
- Darcie McClelland
- Sanda Oswald
- Shanna Potter
- Anne Valle

Academic Affairs

- Linda Clowers
- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

-
-
-

Excused: R. Newell

ACADEMIC SENATE MINUTES

November 19, 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 sixth Academic Senate meeting of the fall 2019 semester to order on November 19, 2019 at 12:32 p.m.

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

DM: See pgs. 5-13 of the packet for minutes from the November 5th meeting. C. Streipe motioned, J. Troesh seconded, minutes were approved with change under VP Finance on page 7.

C. OFFICER REPORTS

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

K. Degnan: here are a couple of new filed in Nuventive for SLO results

- We have added two fields to results page, meant to highlight the core data of any given assessment so they can be more easily used in PLO assessments, Program Review, and in looking at SLO results and student success over time
 - Number of students who participated in the assessment
 - Number of students who met the standard for the SLO assessment
 - Minor changes, not asking for any new information
 - So SLO results will be easier to use
 - More changes coming to Nuventive in future
- J. Troesh: Is it possible to get rid of percentage field as manual entry for data integrity purposes? Answer: no.

a. President – Darcie McClelland

D. McClelland: Will keep report brief because Plenary update at the end.

- There will be December 10th Senate meeting – have some important things on there: doing second vote for GP plan and also Viviana coming in to give evaluation of Academic Senate. Show up to fill out evaluation so we know as an executive board how we are doing (Viviana will be coming at 1:00pm), how we can better serve you, and what we are doing well.
- Academic Renewal was on last night's board agenda and was approved, effective immediately.
- 4020 will be going on December board agenda.

b. Chair, Curriculum – Janet Young

J. Young: no report.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Update that Dr. Shankweiler and I were going through list and all of our Academic Affairs ed policies that we need to have in place for accreditation are in the works somewhere in the pipeline. Huge shout out to all of you for reading ed policies and giving us your constructive feedback.

d. VP Faculty Development – Stacey Allen

S. Allen:

- Reminder that FDC has been working with IRP to develop a faculty PD needs assessment and should go out at the end of this week or next week. Encourage your colleagues to fill out so we can assess how we are doing.
- In honor of International education week, this week Informed and Inspired will focus on global experiences at ECC. Lindsey Ludwig and Amy facilitating
- Next, we are thrilled to have selected Selene Torres for outstanding adjunct faculty award and will be honored at next meeting
- Getting the Job workshop – part I will be on Friday, December 6th. Encourage adjunct faculty in your division to attend

e. VP Finance – Josh Troesh

J. Troesh: We have our next meeting on Thursday.

f. VP Academic Technology – Pete Marcoux

P. Marcoux: College tech meets today right after this meeting. Academic Tech meets this Thursday. Will be talking about conference on 3/13-leaning toward keynote speaker from campus. If you have any ideas or suggestions email me or come to meeting.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler:

- FON and faculty hiring
 - FON that we had to submit to CCCCCO was submitted. We met our obligation.
 - Can safely say we will hire more than 10 people. By Thanksgiving, President Maloney and I will have a message out about what's approved
- Campus Reorganization
 - Having meetings and gathering input on metamajors. Before making any decisions, will bring summary to Senate (next semester)
- Board Policies – divvied up by VP area
 - The only one that we are legally obligated is on agenda for today
- AB 705
 - Have been working really hard. Math started this semester, English last year.
 - We are looking at corequisites. Students are passing coreq but not parent class. Our groups have been meeting to solve this problem so we don't have to do manual P waivers. Lots of work, thanks for everyone participating

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro: Thank everyone who participated in College Night-had record setting night. Expect it to get bigger and bigger in the future. Held it outside, a faculty recommended expanding campus wide

- On December 6th, hosting surrounding districts to train how to use CalPass+, a program where K-12 districts submit academic data for all their students. We are able to pull data and place in Math and English in October so they know what Math and English they can take when they come to ECC. Allows Counseling to pre-plan and Math and English to plan for number of classes. Make sure our students complete transfer level Math and English in their first year at ECC. We are excited about this new venture
- Bow down to Jean because we are going to have all board policies that should be coming before this in March 2020

c. Distance Education Advisory Committee – Mary McMillan

M. McMillan: Brief report, on Friday was Distance Ed Institute. Roughly about 30 faculty, not too bad since DEAC got a late start at planning. Just got a new DE faculty coordinator. Good vibe, lots of good sessions.

- DEAC will get a head start for next year to make it a bigger event. Not just for those teaching, expand to anyone who may be using Canvas and these types of technology
- Last DEAC meeting started discussion about improving course quality at ECC, including peer online course reviews. This will be one of big topics in Spring

E. UNFINISHED BUSINESS

a. AP 4102, Career Education Programs, 2nd Reading and vote-Darcie McClelland

D. McClelland: Draft on page 18, the template is on page 19 of your packet.

- Motion to approve: P. Marcoux motioned, L. Kjeseth seconded
- This is a new legally required procedure. Any questions?
- J. Troesh: they are not all regulatory agencies (added: or credentialing)
- C. Streipe: in last paragraph, remove word "Services"
- AP was approved unanimously as presented

a. AP 5070, Attendance, 2nd Reading and vote-Darcie McClelland

D. McClelland: this is on pages 20-23 of your packet, the procedure itself is on pages 21-23

- Motion to approve: L. Kjeseth motioned, A. Mavromati seconded
- We looked at this procedure in the spring, but added attendance policy for distance education/online courses, which is different
- Changes that are being proposed that came from DEAC and Council of Deans (are underlined, p. 23).
- A suggestion from Council of Deans: when we re-did our discipline policy last time, we made it very clear that when you suspend as student from class, that it does count toward 10% that allows you to drop them. Greg Toya suggested that we add that in here as well.
- P. Marcoux: question- if an online student is suspended from campus, do we have to block them from Canvas?
 - DM: intended for in-person, but not sure how that is going to work
- AP was approved unanimously as presented

- S. Potter: Procedural question- after first day, it says that students can be added by instructor discretion. Does that mean I no longer need to follow waiting list?
 - PM: because of the time crunch-if you have students on waiting list, you email them to see if they still want to join. Usually takes 24 hours for them to respond. If after the first day you have people contacting you that aren't on the WL, you can add them. After first day, students lose their rights by not showing up on the first day.
 - Asking about iffyness of the statement
 - Onus is on student to follow up
 - DM: Would have to get clarification
 - J. Troesh: the comment you are making is for the potential for abuse. The second it gets on policy, we don't have the ability to make adjustments, we then have to go through entire process. We're trying to clamp down on abuse, but it ties our hands for trying to serve students later- then we have to get this body to agree to change but also Council of Deans, board, and bunch of other bodies. I would be worried about writing things too narrowly even though I agree there is a lot of potential for abuse, theoretically. I wouldn't want flexibility to be taken away because there are students who have special circumstances.
 - K. Daniel DiGregorio: the other way we have flexibility is-students who have regular attendance the first two weeks of the semester, e.g., if you have this great student that has been coming to class the first two weeks and other students who are enrolled and aren't showing up or showing up late, we don't have to exceed. We have discretion to drop students based on whether students are attending.
 - DM: I will get further clarification.

F. NEW BUSINESS

a. EOPS Support Resolution- Edith Gutierrez and Anna Brochet

D. McClelland: Our executive board voted and approved as emergency resolution so we can vote to approve today rather than bringing back for second vote. Motion to approve: S. Bray and seconded by A. Ahmadpour.

E. Gutierrez: want to share with you quickly the background of EOPS and what it has meant for CA community colleges

- Huge for state of CA, not only for CCs but also for CSUs
- Empowering students, offering a welcoming environment. We did a survey and biggest perk is engagement and sense of belonging. Created by staff, faculty
- EOPS is driven by a philosophy of providing services that are above and beyond
- In 1954, the Supreme Court ruled Brown v Board of Education "separate, but equal" unconstitutional
- It was during Civil Rights Movement, people fought for rights and opportunity, it was not just given
- See timeline on slides
- Gave opportunity to low-income students, the goal was to increase transfer
- EOPS at ECC
 - Academic Senate has been very supportive of
 - We have turned into 6th largest EOPS program in CA [applause], we are close to supporting 2,000 students
 - We provide more than \$600,000 to direct support to students
 - We have an increase in students completing their degrees and in transfer
- CARE program
 - Was created in 1982, specifically for single parents

- 3rd largest in state of CA – very meaningful because transforming families struggling in day to day, giving people chances
- Able to provide additional support in grants, meal cards, transportation services. We do Warrior Toy drive to be able to provide gifts to students' children on this campus
- 50th year anniversary pictures – September 4th celebrated on this campus
 - Students are coming back as alumni and sharing their stories and success, as well as faculty

A. Brochet: you have the resolution on the back of your packet [page 24]

- KDD: a lot of allies in Academic Senate. One question- BOG endorsed this. How about BOT to have a resolution?
EG: Next on my list. KDD: they then went on CCLC website. As these are passed, share this as an example for other community colleges
- A. Ahmadpour: I work with many EOPS students and my observation is that the majority of students who join EOPS are Latino and number of African American are really low.
 - EG: We have different metrics. We are serving a little bit more African American students than general campus. I do look at data, and right now it is in proportion at ECC, but not sure about statewide, I will look into it.
- DM: All those in favor to approve. Resolution passes unanimously [applause].

G. INFORMATION ITEMS – DISCUSSION

a. Library Services Presentation- Camila Jenkin

C. Jenkin: Thank you so much for inviting me. Did this presentation at Council of Deans,

- I am Camila Jenkin, was hired last Fall. Going into second year of my job, and excited to bring presentation on our resources to bodies like this.
- The LLR has 4 parts, 2 are public facing to students:
 - Library & Music Library
 - Learning Resources (tutoring and computer labs)
 - Distance Education
 - Media Services
 - Good reminder that our division is half public facing, and half is not
- Biggest piece of info: in winter 2020 forward, we are going to have brand new library services platform (LSP)
 - A move toward a more intuitive search method, which will look a little different, we are going to walk everyone through it.
 - This is what our new search will look like, which will debut first day of winter
 - If you have assignments that give detailed instructions on databases, need to be tweaked a little bit. More to come
- Mango Languages
 - We can use it as well as our students. It is so intuitive and easy to use
 - Going to give these flyers out to Humanities and as many departments as I can
 - Can use on your phone, log in with ECC credentials
- The Study Center (formerly Basic Skills Lab)
 - Had a nebulous purpose and gave much more focus. Now a collaboration area, where students can talk share and won't be rushed.
 - We have students studying monologues here. It used to be a solo study space and now is very collaborative space.

- Music Library browsing
 - Used to be a closed stack library, only for faculty and staff. But now it is open a few times a week for students to look behind the stacks-has been a huge hit with students. Mayra Ochoa, who is here, can tell you because there are rare, unique materials back there
- New quiet and collaborative designated spaces
 - There is a map that shows quiet space and collaborative spaces. Will send out so students know
 - Tried to break up library to zones, to keep quiet area quiet and collaborative areas energetic
- Children in the library
 - Under previous policy, parents were discouraged from bringing children into the LLR (because was seen as classroom space)
 - New policy encourages student parents to co-study with their children. Worked with CARE students. Make sure these students are served equally as other students. Specifically in computer lab downstairs—Lab A. Has been set up to be more accommodating for students studying with their child.
 - If you have any questions, come talk to me or any of our librarians
- Ask-a-Librarian chat resources
 - Just added.
 - When library is open but student is not on campus, students can use this feature to ask questions to the faculty librarian at the Reference Desk
 - Can get help on papers
 - Students in distance ed, working students, have taken advantage of already
- Faculty Librarians and Liaisons
 - From this list, myself and Ryan are most recently hired
- Building empathy through reading
 - Discover library visually and tactilely
 - Displays are now housed in the West, East, and North Reading Rooms
 - E.g., coming out stories during coming out week; stories of immigrants, immigrant families, and students who have lived these experiences
 - Trying to do more of
 - We show students they belong in this space
- Open House on October 22nd
 - If students haven't attended this, we are going to keep running every semester
 - It is really well tailored for students new to college. Good way for them to walk into space and feel welcome
 - Look for this again in the Spring
- Slides: <http://bit.ly//LLRnewresources>
- S. Allen: plug for Mango languages- can earn flex credit!

b. ASCCC Plenary Report- Darcie McClelland

D. McClelland: Quick update on our statewide leaders were discussing at Plenary.

- Faculty Diversity – huge priority for ASCCC and for CCCCO. Large budget request, particularly stable funding.
 - They are seeking money for PD for hiring committees, to help recruit more diverse faculty pool—in places we aren't currently because can't afford. Budget process at state level is complex and you never know

- Session on anti-racism training – the message is similar to traditional diversity training, but message is, let's not look at moral perspective. It is the responsibility of systems perpetuating this problem. Look at how our systems are set up. Will be bringing this training to Spring PD day.
- There was a lot of brainstorming about best practices to recruit best faculty
 - Faculty outside of CA
 - Money from CCCCO to advertise positions in other places where they are not being advertised
 - How are we training hiring committees. I have some ideas on how we as Senate can help.
 - Our campus leaders are working on this.
 - With increased emphasis from the state, hopefully we will get some money to do this
- A lot of other convos on data after AB 705-how is it going, how are colleges handling it, how to keep faculty morale; look at big picture-student used to pass 5 classes to get to that one class, so even if they take that one transfer class, we are still being successful
- How are different colleges designing their support courses -one suggestion: colleges starting their support courses that are starting four weeks in. So if student is not in support course and needs help, can enroll in support course later on.
 - KDD: we already have some supports like that. We have second 8 week classes that focus on college success and educational planning
- A. Ahmadpour: can we create another platform where we can bring VP to discuss issues about hiring practices; a forum. I personally have a lot of issues with how we hire. Had long convo about VP of HR. Talking to some other people about what we can do. Is that something we can do?
 - DM: I will make the ask
- A. Brochet: courses when they are failing and then pass, just remind that it impacts financial aid. It really puts low income students who are not passing courses in jeopardy of losing FA right away. Even though it is shortening time to transfer level completion, there is an impact on FA eligibility.
 - PM: Do you recommend they take a second 8 week courses? Should we be offering more second 8 week courses?
 - AB: May not be enough to reach 67% for FA. Maybe we could put pressure on FA appeals process to consider AB 705 impact as an appealable reason. I don't know if that's a senate solution or not, but in SS we try to talk about that impact
 - Russell McMillan: comment about support classes- if your student goes into remedial class, they should automatically be in a support program.
 - DM: in theory, but with AB 705 it gives options to student
 - S. Potter: we are still trying to figure it all out in our division
 - Lars: Putting on our Academic Senate hats on, even though we are shy about doing things like Noncredit (NC) because of load, in a lot of ways NC is the solution from the point of view of our students. As Academic Senate, it is important to think about this direction. Maybe a townhall meeting, to get some education or a teach-in, something where people can be brought up to speed on these things
 - SP: What are other campuses doing?
 - DM: Some colleges with best success rates, they have regular week, 12 and 8 week options. So when students realize they need help, they can get into a support course.
 - Other colleges (e.g. Mt SAC) have a NC department and are really successful with their NC support courses
 - If we had some discussion about across campus, we can definitely try to invite statewide senate to talk about best practices
- PM: With AB 705, we've talked about Math and English. What about content courses? Are you noticing a difference?

- DM: This is something we won't know for another couple of years
- PM: A convo with people outside of English and Math, make one of our goals
- S. Kadakia: Supplemental Instruction- a giant support system for students. If we had SI system back in place, that would be an initial support system for students who need extra support
 - DM: This may be best example for successful program who did not get institutionalized funding. Now that I know it's not just my dept, can make a bigger case
 - J. Young: Mt SAC phasing out SI because it is expensive. A lot of faculty don't want to create a support course that is a lab course because they get paid less. So we have some union issues as far as lecture/lab/NC and pay parity. There are other things we need to look at because there are things that are good for students but not so good for teaching faculty. Set this aside and figure out what's best for students
 - J. Lopez: SI an amazing opportunity, especially depts that didn't have before (e.g., Accounting).
 - DM: SI is when a student gets hired to run a discussion/tutoring session
 - B. Isaacs: Mt SAC example for NC. Here, AS got killed along with Basic Skills
 - JY: our college is considering NC as a division. We are developing NC a bit willy nilly.
 - R. Galvaby: I've been doing SI for 6 years and started with PASS program. I have gathered data for entire time I've been doing it. My SI sections have a 10% increase in grade across all semesters.
 - LK: A lot of rumors that SI is too expensive, but not too expensive if we look at it as cost per success.
- DM: I will take this back to see if we can get a townhall on these issues
- To asks that I plan to make to administration on faculty diversity front:
 - 1. Can we do equity and diversity training on everyone who is going to be on hiring committee, and pay stipends. Would incentivize people to go and wouldn't be that expensive
 - 2. Within Senate, if we could go to Deans with a list who have equity focus, and add person outside of the department to hiring committee.
 - IF anyone else has suggestions about what could help
 - RG: you are talking about above and beyond EER rep. DM: Yes, an outside committee member.
 - PM: talk about making them a voting member: DM: yes, and to make a voting member on hiring committee.

H. FUTURE AGENDA ITEMS:

- a. Guided Pathways Workplan
- b. Outstanding Part Time Faculty Member Recognition
- c. Low Cost Course Designation

I. PUBLIC COMMENT

None

J. ADJOURN

The meeting adjourned at 1:56 pm

RD/ECC Fall 2019



El Camino College

College Council Minutes
Monday, November 4, 2019
1:30 – 2:30 p.m. Library 202

Attendance

Rose Mahowald, Dena Maloney, Darcie McClelland, Urwa Kainat,

Absent

Kenny Galan, Cindy Lopez

Support/Alternates

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

Presenter/Guest

Jaynie Ishikawa, Director of Staff & Student Diversity; Staff Writer, The Union

Minutes

1. Welcome/Approval of Minutes

Dena Maloney opened the meeting and welcomed members of College Council.

After review, the minutes from the October 21, 2019 meeting were approved.

2. Making Decisions Guide - continue review of updates.

Dr. Maloney provided an update from the first meeting of the work group tasked with revising the *Making Decisions Guide*. Using the proposed [table of contents](#), handed out during the October 7, 2019 College Council meeting, initial tasks were identified and assigned. The Mission, Vision and Values will remain the same. Research will be conducted on the Making Decisions Guides from other colleges. Strategic Planning Committee had the opportunity to provide feedback on the proposed table of contents.

The connections/relationships between our collegial consultation committees, was reviewed from the [Current College Council Structure document](#). Currently, the relationships/connections among the committees are not defined. The progression of recommendations to the Superintendent/President and Board of Trustees is not explained in the current *Making Decisions Guide*.

Side note: Academic Senate is not reflected on this document. Academic Senate is the primary collegial consultation group representing the faculty. The Calendar Committee is unique and stands on its own due to its very specific purpose of creating the College's annual calendar.

Dr. Maloney presented the [draft of the Relationship between College Council and other collegial consultation committees](#). This illustrates one suggested option to consider. The collegial consultation committees are clearly linked to College Council. This option was discussed in the committee meeting. Researching the *Making Decision Guides* from other districts will provide other options for the committee to discuss.

The goal is more than revising the *Making Decision Guide*. The *Guide* needs to reflect the entire governance structure. The current governance structure can be strengthened further.

Dr. Maloney met with Dr. Chris Gold, who served as President of Academic Senate at the time the current *Guide* was written in 2014-15. Dr. Gold provided input as to thinking at that time.

Topic of Discussion:

The relationship between Area and Division Councils and College Council is not clear. Ideas/information from Area/Division Councils are supposed to flow through College Council. However, that has not happened since Dr. Maloney's arrival. This relationship will need clarification. The area councils tend to deal with operational issues rather than making recommendations.

Can Academic Senate be illustrated as a collegial consultation committee? The graphics presented only depict the committees that relate to College Council. A full diagram would include Academic Senate as well as any task forces and operational groups.

The committee will reconvene soon. The intent is not to spend a long time on this effort. College Council will continue to be updated with their progress.

3. BP/AP 3440 – Service Animals

Jaynie Ishikawa presented revised versions of [BP3440 /AP3440](#) – Service Animals. The initial drafts of the BP/AP were presented to College Council on July 15, 2019. The new versions includes references to *38 Code of Federal regulations Section 17.148*. This citation provides a definition of service dogs that the Department of Veteran Affairs use. ECC Veteran Services has their own certification process for service animals with Veteran Affairs. Adding the citation to our BP/AP provides further evidence that the districts support our veterans. The substance of the BP/AP remains the same. Major Brenda Threatt is satisfied with the revisions.

College Council approved the revised BP/AP 3440. The BP/AP will move forward to the Board for approval on the November Board agenda. Jaynie reiterated, once approved, essential training will be provided on the implantation and compliance to BP/AP 3440.

4. Board Policy Day Results

Dena Maloney provided an [update of the policies and procedures](#) that were reviewed on the Policy Review day on October 25, 2019. Rose Mahowald provided the status of the [legally required policies and procedures](#) that need to be reviewed by College Council. We are definitely making progress on what will be a continual effort. Another Policy Review day will be scheduled in the spring.

We will not take all the reviewed policies to the Board at one time. The Board needs the opportunity to understand the more complex policies and procedures. Therefore, we will time the board release of the policies and procedures.

5. Final, approved Meta-majors

Jean Shankweiler presented the final [approved Meta-Majors](#). The first iteration of the groupings was subject to appeal. Six appeals were submitted:

- 1) CIS was relocated from “orange” to “grey” simply due to an administrative error. CIS should have originally been grouped with Business.

- 2) Fire Tech and Administration of Justice are grouped in “green”. Fire Tech requested their own meta major - Public Safety. However creating an entirely new meta-major was beyond the scope of the appeals process. The compromise was to place AJ and Fire Emergency Tech with the other Health Science and Athletics courses.
- 3) Economics moved from “grey” to “orange”. The Economics department believe that the program is more aligned with political theory rather than finance therefore requested to stay in Behavioral Social Science.
- 4) Communication Studies is currently with Fine Arts “purple”. It was regrouped with English/Foreign Languages “pink”. The appeal was similar to that of Economics. Communications studies can be language oriented or more focused on interpersonal relationship. The Communications department felt they were better aligned with Behavioral Social Science. This appeal was approved.
- 5) Art History felt their program focused more on the culture and history of art objects rather than the studio arts and is more aligned with Behavioral Social Science. This appeal was approved.
- 6) The one appeal that was not approved came from Pre-Engineering/Engineering. The department felt there should be additional meta-majors for Pre-Engineering and Engineering. This was a bit confusing and the committee denied this appeal.

The Guided Pathways committee, a cross section of students, faculty and managers; all voted on the proposed changes, along with Dr. Maloney’s approval, these are the final meta-majors for El Camino. The process of formally naming the meta-majors is in progress. *Program Mapper* is being updated with the formal names.

In general, the divisional alignments do not veer much from the meta-major groupings. Guided Pathways and Student Equity and Achievement are currently piloting Success Teams based on the meta-majors which may lead to realignment in Counseling assignments. The changes are not drastic, with the exception of “blue” which consists of two divisions – Mathematical Sciences/Computer Science Engineering and Natural Sciences.

This may be a great opportunity for Counselors to review disciplines and meta-majors and create the opportunity to work in larger teams. A Campus Reorganization committee will meet this week to see if departments and/or counseling assignments should shift to accommodate the meta-majors. A lot has to be considered.

Dr. Maloney reiterated that one of College Councils goals is to “Consult collegially on the organizational structure needed to support guided pathways at El Camino College”.

Next steps are:

- Name the meta-majors
- Complete *Program Mapper*
- Set the Success Team - determine members and define roles. Business “grey” is currently being piloted
 - Data coaching
 - Training
- Develop common first year curriculum for each meta-major with the exception of the meta major with independent certificate programs.

A Guided Pathways summit in spring will address many of these topics

6. Maxient Reporting Enhancements

Jane Miyashiro provided an overview of the [Compliments & Complaints flyer](#), which included a recap of the employee recognition program, *Applauding Warrior PRIDE* and the various outlets for employees to report and/or seek guidance for work place issues. Jane highlighted *WeTIP.com* for anonymous incident reporting and the *Incident Report & Referral Form* on Maxient that has been updated to allow reporting employee complaints. This form is an “in take” form - strictly gathering information. The report is then directed to Human Resources who determines whom is best suited to resolve the issue. This form can be completed anonymously. However, if you do not provide contact information, follow up is not possible. Student conduct issues are routed to Greg Toya and Idania Reyes in Student Support, employee issues go to Jane Miyashiro and Maria Smith in HR and Title IX and Title 5 issues are only viewable by Jaynie Ishikawa and Anna Chua in the Staff & Student Diversity office.

Side note: Further enhancement to the functionality of Maxient should include automated responses to the complainant, especially in the case when personal safety is an issue. This would be in line with AP5520 Student Discipline. It is noted that follow up on submitted reports have improved since the AP has been revised last spring.

Jane request College Council member to provide copies of the [Compliments & Complaints flyer](#) to their constituents and inform them that she is available to answer any questions and provide more information on the new feature.

7. Adjournment – Parting comments: The next meeting is November 18. It is a Board day and we will review the board agenda. An update on the *Making Decisions Guide* will be provided. Reminder: Campus forums for the Independent Self Evaluation Report start this week. We agreed that College Council members would attend. The schedule of attendance will be distributed.

Meeting adjourned.

2019 - 20 College Council Goals

1. Provide orientation to all new and returning members of College Council on the Council’s purpose, goals, and expectations of its members. Annually evaluate the College Council’s effectiveness.
2. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution’s commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support guided pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience

- Sustainability plan progress
- Climate Survey plan progress
- 2020-23 Strategic Plan and new institutional planning model

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

D. Maloney

Reminder only

Fall College Council Meetings

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

Faculty Development Committee Meeting

Minutes for Tuesday, November 26, 2019

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

*Committee Chair

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

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

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

Announcements/Updates:

Informed & Inspired: SA reported that Linsey Ludwig, Director of International Programs and Amy Herrschaft, International Student Counselor, presented Global Experiences at El Camino College on November 21st in honor of International Education Week. The presentation included a panel of international students from Brazil, Germany, Belize, and Japan. EU attended the presentation and noted the importance of hearing directly from students to better understand their experiences at ECC.

Outstanding Adjunct Faculty Award (OAFa): SA reported that Selene Torres (Counseling) will be honored as this year's recipient of the OAFa on December 3rd at the Academic Senate meeting. She was nominated by her dean, Dipte Patel, and colleagues Kelsey Iino and Lesley Meza. Angela Cranon-Charles (Political Science), Angie Kirk (English), Sanda Oswald (Biology), and Jackson Spencer (Communication Studies) will receive Achievement for Distinguished Teaching and Student Learning certificates. The Selection Committee consisted of SA, Dean Chris Gold (BSS), Anna Brochet (COUNS), last year's OAFa recipient Elizabeth Russell (FA), and ASO Vice President Victoria Aguilar.

Getting the Job (GTJ): SA reminded the FDC that GTJ, Part I will take place on Friday, December 6th 12:30-3:00. The year's panel will include Dean Amy Grant (NS), Martha Lopez (HR), Salvador Navarro (COUNS), Shane Ochoa (HUM), and Susana Acosta (MATH).

Faculty Symposium: SA reported that Dr. Shankweiler has expressed an interest in a faculty symposium in the spring as an opportunity for faculty to share what they've learned at recent conferences and to present on their own research projects. The committee discussed the importance of expanding this opportunity to staff and managers and discussed more inclusive titles; LMT recommended "Research and Practice Symposium." SA noted this would be a great opportunity to showcase art projects and MS wondered if there'd be any interest in her work on vermiculture and sustainability; the committee agreed there would be great interest in learning about the use of worms for composting purposes. SA proposed having the symposium on May 1st and will consult with other groups on campus to ensure it does not conflict with other campus activities. EU noted this would be a great opportunity for faculty to earn flex credit at the end of the year, while CS suggested we offer multiple symposiums throughout the year.

Spring Professional Development Day – Thursday, February 13, 2020

SA reported that she will submit a proposal to Dr. Shankweiler outlining the FDC's theme and format recommendations for Spring PD Day. The committee discussed a variety of titles to represent a theme focused on wellness and wellbeing and the need to convey the broad scope of a theme that could encompass such areas as physical, emotional, social, career, intellectual, and financial wellbeing. The committee discussed the importance of linking wellness/wellbeing of employees with the ECC Value Statement and current campus initiatives including Guided Pathways and closing equity gaps. A discussion ensued concerning the importance of prioritizing wellness and its correlation with productivity in the workplace. SA reported that she has reached out to several colleagues on campus to encourage them to submit proposals for breakout sessions related to wellness; the response has been quite positive.

Flex FAQs

The committee continued its work on revising the current Flex FAQs. Much of the discussion centered on important dates related to completion of Flex activities and reporting in Cornerstone. The FDC hopes to finalize revisions and present them to the Academic Senate on December 11th.

Adjourned: 1:50

SA/11.27.19

The Library's catalog is getting an update!

Starting Winter 2020, the Library's catalog will be integrated into

OneSearch:

An enhanced library search platform that matches the UC and CSU library search interface.

Background

In Fall 2018, the Library and Learning Resource Center signed on with a state-wide adoption of a new **Library Services Platform (LSP)**.

El Camino College students, faculty, and staff will benefit from using the same LSP that all of the University of California and Cal State University libraries currently use. One year later, we are in the final stages of this process and are proud to announce its unveiling in Winter Session 2020.

The screenshot displays the El Camino College library search interface. At the top, the search bar contains the word "education" with a search icon and a dropdown menu set to "Everything". Below the search bar, there are filters for "that contain my query words" and "anywhere in the record". A yellow banner prompts users to "Sign in to get complete results and to request items". The main results area shows four items:

- JOURNAL**: Education (Chula Vista, Calif.) Project Innovation (Organization) 1880- PEER REVIEWED Available Online >
- BOOK**: Education Merino, Noël.; Gale Research Inc.; 2014 Available at Schauerman Library GENERAL Coll. - 1st FLOOR EAST - Reference Room (LA 217.2 E37 2014) > Available Online >
- BOOK**: Education Musser, Susan Contributor; Haugen, David M Contributor; 2009 Available Online >
- MULTIPLE VERSIONS**: Education Williams, Mary E Author

On the right side of the screenshot, a teal circle contains the text: "What the new interface will look like:"

What does this mean for me and my students?

- If you have assignments that feature **library catalog searching instructions** they will need to be updated.
- If you have linked to any **library catalog records**, they will need to be updated.
- Students will have access to a more intuitive search platform, **strengthening their information literacy skills.**
- **A search guide will be available soon!**

Contact:

Ryan Gan, Systems Librarian
rgan@elcamino.edu



**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 column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, 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 column four, 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. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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”.</p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • 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? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>x Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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, 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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 <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>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.</p> <p>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. Results were sent out to the campus shortly afterwards.</p> <p>Term, if at scale or scaling:</p>	<p>maps will be input into Program Pathways Mapper and published.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>college students with opportunities to meet employers who are hiring for part-time and full-time jobs. In Fall 2019, over 60 employers, all of whom were hiring, participated in the Hiring Fair.</p> <ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Pathways using cooperative work experience, service learning, summer part-time jobs, and industry workplace fieldtrips.</p> <ul style="list-style-type: none"> • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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

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			<p>information will be prepared and published online for each major using “Program Pathways Mapper.”</p> <ul style="list-style-type: none"> • 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.
<p>1. b. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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

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		<p>internship to full-time and part-time employment.</p> <ul style="list-style-type: none"> • A new Career Education website has been implemented to communicate student employment and career resource information for students, alumni, faculty, staff, and employers. <p>Term, if at scale or scaling:</p>	<p>major will be prepared and published alongside program maps.</p> <ul style="list-style-type: none"> • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Winter-Spring 2020—Career Information will be prepared and published using “Program Pathways Mapper.” • Spring 2020 – K-12 Career Pathways website will be available. 							
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • College webmaster and ITS Support services.
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
X Technology	Reporting/data									
Other										

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<p>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.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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.

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<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>X Regional training On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The challenges are mostly lack of training.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •The college has implemented the use of multiple measures 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 STEM 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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

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		<p>major are counseled into the appropriate math courses.</p> <ul style="list-style-type: none"> •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. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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.
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance X Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>Technology X Reporting/data</p> <p>Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Training is needed on implementing AB 705, its connection to Guided Pathways, and models on how other campuses are accomplishing this work.</p>	

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> 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? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> 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 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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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		<p>will be referred to Human Development career courses.</p> <ul style="list-style-type: none"> • 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 	<p>support services with Guided Pathways.</p> <ul style="list-style-type: none"> • Clearly map K-12 Career Pathways with the college’s Meta-Majors and programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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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		<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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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		<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>Development success courses (which include educational planning and study skills instruction) with other academic departments.</p> <ul style="list-style-type: none"> • Implement Success Teams in all meta-majors, with the addition of an “Undecided” success team. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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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		<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • 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. 	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • The math division has developed their support courses and they have been 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continue to promote use of ECC connect. Evaluate effectiveness of

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<p>“gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Not systematic Planning to scale X Scaling in progress At scale</p>	<p>approved. They have also established a multiple measure rubric for placement.</p> <ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • 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. 	<p>support courses in Math. ECC Connect presentations were delivered at math department meetings in Fall 2019.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Pilot for embedded Evaluation of Math support courses is ongoing.
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Special supports are provided to help academically underprepared students</p>	<p><i>Place an X next to one:</i> Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

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<p>to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Not systematic Planning to scale Scaling in progress X At scale</p>	<ul style="list-style-type: none"> • 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+support courses. • Human Development and English have created FYE learning communities to support students. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <ul style="list-style-type: none"> • English piloted support courses Spring 2019. • Embedded counseling in English courses is already established and 	<ul style="list-style-type: none"> • Continue to support use of ECC connect. • Evaluate effectiveness of support courses for English. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Promote ECC connect ongoing. • Evaluation of English support co-requisite courses and embedded support is ongoing.

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		<p>occurring. Model for support courses was refined.</p> <ul style="list-style-type: none"> • Embedded tutoring in English courses already established and occurring. 	
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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. • 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. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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, 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

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		Term, if <i>at scale</i> or <i>scaling</i> : <ul style="list-style-type: none"> • 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. 	targeted counseling/student services approach we can then further bridge the equity gaps currently in existence. <ul style="list-style-type: none"> • 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) <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • 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? <i>Type of Support - place an X next to one or more:</i> <table border="0" style="width: 100%;"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	X Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
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<p>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.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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 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. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. • 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.

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		<ul style="list-style-type: none"> • 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. • 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 	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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. • 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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		<p>career fairs and classroom presentations.</p> <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
		Fall 2019									
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>X Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	X Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	X Technology	Reporting/data	X Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. • 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. 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. • 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.
X Policy guidance	Connections with other GP teams										
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		<ul style="list-style-type: none"> • 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. 	

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • 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? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 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.

<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • 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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • ECC Connect- ongoing. • Course equivalencies- will discuss plans Spring 2020 with a timeline for implementation to start in the 2020-2021 academic year.
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Technology</i></p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • ECC Connect may have the ability to send an automatic flag when a student falls off their program plan. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Check with Hobsons to see if ECC Connect has this ability.

	<p>Scaling in progress At scale</p>	<ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Check about ECC Connect- A demo to explore Starfish analytics is scheduled for December 2019.
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

<p>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</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> • 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i> • 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.</p> <p><i>Timeline for implementing next steps:</i> • 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.</p>								
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
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<p>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 the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> • Civitas College Scheduler was launched Spring of 2018. This platform makes it easy for students to build schedules that accommodate outside obligations and preferred times. Since the deployment of Civitas College Scheduler, there has been a total of 51,917 logins.</p>	<p><i>Next steps: (1,000 character)</i> •Continue to encourage use of ECC Connect by all faculty including counselors. These educational plans along with data from Civitas College Scheduler to determine when to offer specific courses.</p>								

		<ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •ECC Connect – ongoing. •Review data from Civitas College Scheduler and ECC connect to inform offerings. This option is currently being reviewed.
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • 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? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Term, if at scale or scaling:</i></p> <ul style="list-style-type: none"> •Fall 2015 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •Ongoing

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<p>4. a. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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. •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 would approach a particular theme or problem. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Timeline for implementing next steps:</i> Ongoing.</p>

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		Term, if <i>at scale</i> or <i>scaling</i> : •Fall 2014	
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.”</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>There is no barrier—just a desire to learn about best practices.</p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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. •MESA coordinates internships with university and industry partners. •The college’s Job Placement Specialist is meeting with business 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Job Speaker system- Fall 19.

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		<p>and industry leaders to increase internships, jobs, and work-based learning opportunities for students.</p> <ul style="list-style-type: none"> •Job Speaker allows students to search online for available jobs, internships, and apprenticeship opportunities and then directly connect with employers to apply. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>									
<p>4. c. Support Needed? No Type of Support - place an X next to one or more:</p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p>Support Needed - Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>
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<p>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.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p>Progress to date: (2,500 character)</p> <ul style="list-style-type: none"> •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. •SLO results are in the program review which is reviewed by committee and available on the website. 	<p>Next steps: (1,000 character)</p> <p>The college is planning for PLOs to align with meta-majors rather than departments. Please see 4a (Next steps) for more information.</p> <p>Timeline for implementing next steps: Ongoing.</p>								

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		Term, if <i>at scale</i> or <i>scaling</i> : Spring 2014	
<p>4. d. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Results of Course and Program level learning outcomes are a component of program review. <p>Term, if <i>at scale</i> or <i>scaling</i>: •Spring 2014</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •Update the current planning and budgeting cycle to more systematically include assessment results in decision-making. <p><i>Timeline for implementing next steps:</i> •Spring 2020</p>
<p>4. e. Support Needed? No <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
<p>f. The college helps students document their learning for employers and</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •Various programs within the Fine Arts division (e.g. Art and 	<i>Next steps: (1,000 character)</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
universities through portfolios and other means beyond transcripts.	X Not systematic Planning to scale Scaling in progress At scale	<p>Communication Studies) include videos or portfolios to show student work.</p> <ul style="list-style-type: none"> • 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. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> • Once Meta-majors are implemented, faculty within meta-majors will be able to look for opportunities to document learning beyond traditional methods. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Meta-majors will be implemented Fall 2019.
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>It would be useful to learn how other campuses are giving students opportunities to document their learning throughout their educational journey.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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 any idea about the technology involved in keeping track of student</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			learning throughout a student's educational journey.
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> •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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •The Professional Development Plan should be adopted Fall 2019.

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

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>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.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s)</p> <p>X Students serve on campus GP advisory committee(s)</p> <p>X Student focus groups</p> <p>Other:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>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.</p>

	<p>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.</p> <p>In addition to these, students also serve on our Guided Pathways committee, and are active and vocal members.</p>
COURSE ALIGNMENT	<p><i>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.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<p>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.</p>
<p><i>Title:</i> Student Spotlight: Shazia Bushra</p>	
<p><i>Follow-up Contact Person(s):</i> Ann O'Brien (aobrien@elcamino.edu)</p>	

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 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

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 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.
<i>Title:</i> Student Spotlight: Juan Mendoza	
<i>Follow-up Contact Person(s):</i> Ann O'Brien (aobrien@elcamino.edu)	
<i>Challenge:</i> (1,000 character)	
<p><i>Success Story:</i> (10,000 character)</p> <p>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.</p> <p>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."</p> <p>"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."</p> <p>And yet, it got even better. He attended the 71st Emmy Awards!</p> <p>"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."</p> <p>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.</p>	

"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. 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:

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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

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.
<i>Title:</i> Student Spotlight: Cameron Jackson	
<i>Follow-up Contact Person(s):</i> Ann O'Brien (aobrien@elcamino.edu)	
<i>Challenge:</i> (1,000 character)	
<p><i>Success Story:</i> (10,000 character)</p> <p>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.</p> <p>"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."</p> <p>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.</p> <p>"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."</p>	

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.

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19.2 Increasing Diversity of Faculty

Whereas the demographics of the faculty of Pasadena City College are woefully misaligned to the demographics of the students of Pasadena City College;

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;

Whereas the Academic Senate of the Pasadena Area Community College District recognizes that in order to have faculty diversity, we need diverse hiring pools; and

Whereas increased diversity requires increased awareness;

Resolved that the Academic Senate of the Pasadena Area Community College District urges the office of Human Resources to continue to explore and, to the degree possible, implement strategies to increase recruiting for full-time and adjunct faculty positions in ways that support expanding the racial and ethnic diversity of applicant pools; and

Resolved that the Academic Senate of the Pasadena Area Community College District reminds faculty hiring committee participants of the need for racial and ethnic diversity among the PCC faculty.

(Adopted 11/18/19)