



# Academic Senate of El Camino College 2014-2015

April 21, 2015

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

## Officers & Executive Committee

Co –Presidents	<b>Chris Jeffries/ Claudia Striepe</b>	VP Finance & Special Projects	<b>Lance Widman</b>
VP Compton Educ'l Center	<b>Paul Flor</b>	VP Academic Technology	<b>Pete Marcoux</b>
Curriculum Chair	<b>Mark Lipe</b>	Co-VPs Faculty Development	<b>Kristie Daniel-DiGregorio</b>
VP Educational Policies	<b>Alice Martinez</b>	VP Instructional Effectiveness	<b>Karen Whitney</b>
Secretary	<b>Sara Di Fiori</b>		

### Adjunct

(1 yr term)

**vacant**  
**vacant**

### Health Sci & Athletics/Nursing

**Mark Lipe\*** 14/15  
**Robert Uphoff** 14/15  
**Mina Colunga** 14/15  
**Andy Alvillar** 16/17  
**Traci Granger** 16/17

### Natural Sciences

**Sara Di Fiori** 15/16  
**Miguel Jimenez\*** 15/16  
**Anne Valle** 15/16  
**Mohhamed Abbani** 16/17  
**Ryan Turner** 16/17

### Behavior & Social Sciences

**Christina Gold** 16/17  
**Kristie Daniel-DiGregorio** 14/15  
**Daniel Walker** 16/17  
**Lance Widman\*** 13/14  
**Michael Wynne** 14/15

### Humanities

**Rose Ann Cerofeci** 15/16  
**Peter Marcoux\*** 15/16  
**Kate McLaughlin** 15/16  
**Barbara Jaffe** 14/15  
**Ashley Gallagher** 15/16

### Academic Affairs & SCA

**Francisco Arce**  
**Karen Lam**  
**Jeanie Nishime**  
**Robert Klier**

### Business

**Phillip Lau\*** 15/16  
**Nic McGrue** 16/17  
**Josh Troesh** 15/16

### Associated Students Org.

Kristina Nakao

### Compton Educational Center

**Estina Pratt** 14/15  
**Chris Halligan** 14/15  
**Essie French-Preston** 14/15  
**Paul Flor** 14/15  
**vacant**

### Industry & Technology

**Patty Gebhart** 15/16  
**Ross Durand** 15/16  
**Mark Fields** 15/16  
**Tim Muckey** 15/16  
**Merriel Winfree** 15/16  
**Lee MacPherson\*** 15/16

### President/Superintendent

**Thomas Fallo**

### Division Personnel

**Jean Shankweiler**  
**Tom Lew**

### Counseling

**Griselda Castro** 14/15  
**Chris Jeffries\*** 14/15  
**Rene Lozano** 16/17

### Learning Resource Unit

**Moon Ichinaga** 15/16  
**Claudia Striepe\*** 15/16

### Ex-officio positions

Ken Key (ECCFT)  
Nina Velasquez (ECCFT)

### Fine Arts

**Ali Ahmadpour** 14/15  
**Chris Wells\*** 14/15  
**Russell McMillin** 14/15  
**Vince Palacios** 14/15  
**Karen Whitney** 14/15

### Mathematical Sciences

**Zachary Marks** 15/16  
**Jasmine Ng** 16/17  
**Megan Granich** 16/17  
**Alice Martinez\*** 14/15  
**Benjamin Mitchell** 16/17

### Institutional Research

**Irene Graff**  
**Carolyn Pineda**

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015

\*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



**SENATE'S PURPOSE (from the Senate Constitution)**

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
  - 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."
  
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> and 3<sup>rd</sup> Tuesdays)

**FALL 2014**

September 2	Alondra Room
September 16	Alondra Room
October 7	Alondra Room
October 21	Alondra Room
November 4	Alondra Room
November 18	Alondra Room
December 2	Alondra Room

**SPRING 2015**

February 3	Alondra Room
February 17	Alondra Room
March 3	Alondra Room
March 24	Stadium Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (Thursday after ECC Senate, usually)

**FALL 2014**

September 4	Board Room
September 18	Board Room
October 9	Board Room
October 23	Board Room
November 6	Board Room
November 20	Board Room
December 4	Board Room

**SPRING 2015**

January 22 (if needed)	Board Room
February 5	Board Room
February 19	Board Room
March 5	Board Room
April 2	Board Room
April 16	Board Room
May 7	Board Room

**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 you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.**

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept 23 & Oct 2	12:30-2:00	Alonda Room
Assessment of Learning Comm.	Karen Whitney Russell Serr	2 <sup>nd</sup> & 4 <sup>th</sup> Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Paul Flor	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	MBA 305
Faculty Development Comm.	Kristie Daniel-DiGregorio	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00-2:00	West. Library Basement

## Committees

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3 <sup>rd</sup> Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios Alice Martinez			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 <sup>st</sup> & 3 <sup>rd</sup> Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake	2 <sup>nd</sup> & 4 <sup>th</sup> Thursdays	1-2:00	Library 202

**All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you**



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<b>C. OFFICER REPORTS</b>	<b>A. President – Chris Jeffries/Claudia Striepe</b>	12-13
	<b>B. VP – Compton Education Center – Paul Flor</b>	
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	<b>G. VP – Academic Technology – Pete Marcoux</b>	
	<b>H. VP – Instructional Effectiveness/Assessment of Learning Committee &amp; SLOs Update – Karen Whitney</b>	20-36
<b>D. SPECIAL COMMITTEE REPORTS</b>	<b>A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime</b>	37-52
	<b>1) ECC Bachelor Degree proposal for Respiratory Care</b>	
	<b>2) Final Making Decisions Document and Summary of Planning Summit 2015</b>	

<p><b>E. UNFINISHED BUSINESS</b></p>	<p><b>A. Cesar Chavez Day/School Closure</b></p> <p><b>B. BP 4045 - Textbooks and Instructional Materials – C. Jeffries</b> – BP 4045 has been brought back from Ed Policies with minor changes, including a paragraph regarding electronic materials; therefore this is a second reading and can be voted on today. This policy has no corresponding administrative procedures. The Union was consulted regarding this policy.</p> <p><b>C. BP/AP 4225 – Course Repetition – C. Jeffries</b> This is the second reading of BP/AP 4225. It includes Title 5 updates including the inclusion of “families.”</p>	<p>53-54</p> <p>55-64</p>
<p><b>F. NEW BUSINESS</b></p>	<p><b>A. Election of Officers and Senators – Jeffries/Striepe</b></p>	
<p><b>G. INFORMATION ITEMS – DISCUSSION</b></p>	<p><b>A. Carolyn Pineda – Changes in BOGW starting Fall 16</b></p> <p><b>B. Elana Azose – Faculty use of GradeBook</b></p>	<p>65-90</p>
<p><b>H. FUTURE AGENDA ITEM</b></p> <p><b>I. PUBLIC COMMENT</b></p> <p><b>J. ADJOURN</b></p>		

**Senate Goals**

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*
- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*
- Build campus morale. *Measure: Arrange for “positive” presentations showcasing success, General faculty survey of perception.*
- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*
- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*

ACADEMIC SENATE ATTENDANCE  
April 7, 2015

NAME: INITIALS

**Adjunt (1 year)**

Kim Runkle  
Vacant

**Behavioral & Social Sciences**

Daniel Walker  
Christina Gold  
Kristie Daniel-DiGregorio XX  
Lance Widman XX  
Michael Wynn

**Business**

Phillip Lau XX  
Tim Miller  
Josh Troesh XX  
Nic McGrue XX

**Counseling**

Griselda Castro XX  
Chris Jeffiries XX  
Rene Lozano XX

**Fine Arts**

Ali Ahmadpour XX  
Chris Wells XX  
Russell McMillin XX  
Vince Palacios  
Karen Whitney XX

**Health Sciences & Athletics**

Mark Lipe XX  
Robert Uphoff XX  
Mina Colunga  
Andrew Alvillar EXC  
Tracy Granger XX

**Humanities**

Rose Ann Cerofeci XX  
Pete Marcoux XX  
Kate McLaughlin XX  
Barbara Jaffe XX  
Ashley Gallagher XX

**Industry & Technology**

Patty Gebhart  
Ross Durand XX  
Mark Fields XX  
Tim Muckey

**Industry & Technology cont.**

Merriel Winfree  
Lee MacPherson XX

**Learning Resources Unit**

Moon Ichinaga  
Claudia Striepe XX

**Mathematical Sciences**

Zachary Marks XX  
Jasmine Ng EXC  
Megan Granich XX  
Alice Martinez  
Ben Mitchell

**Natural Sciences**

Sara Di Fiori XX  
Miguel Jimenez  
Anne Valle XX  
Mohamad Abbani XX  
Ryan Turner XX

**Academic Affairs & SCA**

Francisco Arce  
Karen Lam  
Jeanie Nishime  
Robert Klier

**Assoc. Students Org.**

Kristina Nakao

**Compton Education Center**

Estina Pratt XX  
Chris Halligan  
Essie French-Preston  
Paul Flor XX  
Vacant

**Ex-Officio Positions**

Ken Key (ECCFT)  
Nina Velasquez (ECCFT)

**Deans' Reps.; Guests/Other Officers:**

Diane Hadene XX  
Tom Lew  
Irene Graff  
Stefanie Frith  
Wendy Lopez

## ACADEMIC SENATE MINUTES

April 7, 2015

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

**1. CALL TO ORDER** Senate Co-President Jeffries called the Academic Senate meeting of the spring semester to order on April 7, 2015 at 12:40.

This is our fifth meeting. The semester is winding down.

### **2. APPROVAL OF MINUTES**

See pgs. 6-12 of packet for minutes of the September 2 meeting. Minutes approved as amended.

### **3. OFFICER REPORTS**

#### **A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 13 - 21)**

CJ: Claudia attended the Board Of Trustees meeting on March 31 regarding the search committee. The Board selected CCSS (Community College Search Services) to run the search. John Romo and Jim Walker. They're hoping to move it forward. Dr. Fallo's last day is January 31. They hope to have the new president by Spring Flex Day. Pete Marcoux sent out a survey to select AS candidates and C. Wells and Lars Kjeseth.) The union is sending forward Ken Key and Janet Young. They're the four faculty representatives of 21 members, including Compton and confidential employees. There will be open forums in September for the finalists. Pasadena City College and Cerritos College are both hiring. Cerritos College makes the forums live. The college council minutes are listed in the packet. The Council of Deans meeting was canceled. On pages 20 and 21 of the packet find the ten programs approved for BA degrees, two are pending. There is room for three more. Rory Natividad will submit the respiratory care program, possibly. Two have already been approved. I'm a counselor for that program. It has 92 units already. The upper division coursework will be \$80 per unit, that's \$10,000 for a Bachelor's Degree. We can have one degree per college, but that could change. C. Wells: At the Area C meeting, the ACCJC has permission from WASC to accredit those programs, 120 units are required. HTP sent thirty students to the annual conference. We also had faculty in attendance, the co-directors and Dr. Nishime. Two students achieved Exemplary Student Achievement Scholarship.

C. Wells: The Area C meeting two weeks ago was the least controversial meeting ever, well run and short. Most resolutions were supported, including the BA degree, City College of San Francisco, etc.

CJ: I'm going to the statewide plenary in San Francisco this weekend. We want to discuss Intermediate Algebra under a CID, which could limit options. It may get pulled. A. Ahmadpour: What is the procedure to bring an issue? C. Wells: Anyone can write a resolution, it goes through or everyone votes. P. Marcoux: It's regional. And then it goes to the state. CJ: Here it is in order (included in PowerPoint). We'll discuss in Area C what should be brought forward. We would bring resolutions to Area C. R. Lozano: What was the impetus to change Math 73? CJ: To make it standard, to meet recommendations for statistics. R. Lozano: UC's want a hard Intermediate Algebra, but how does this make it better? CJ: That's the point. We don't understand either. At the plenary I'll attend breakouts on the following issues. T. Howard, UCLA professor from the department of education is a speaker. P. Flor: He spoke at the FAP conference in March. He was the dissertation chair for Dr. Curry, and is a native of Compton. CJ: Regarding instructional effectiveness, the legislature wants metrics and indicators to measure colleges. Four prongs are listed in the PowerPoint. Colleges can request a team visit for advise before accreditation. It falls under 10+1. There are stipends available for these teams. C. Gold confirmed that Canvas is

approved as a course management system. DE faculty should check it out. The student readiness modules are free. Online professional development will have 4-5 courses and a capstone course that can be done in eight weeks. The May revised budget is coming up.

### **B. VP – Compton Education Center – Paul Flor**

A couple of things: I was at the Area C meeting. The math faculty at the center asked that I vote to hold the resolution; it needs vetting. Today we're starting strategic planning, and with Dr. Fallo in attendance. Last Friday, ten people from the center attended accreditation training for seven campuses going through the self-evaluation process. One presenter interpreted the SLO assessments as determining credit and grade. B. Perez spoke on this. The individual said he'd wait for information to come. If this advise gets to teams, it gives concern. The training would have been better if the guide for colleges was out. The ALO training is being held; one hopes the publication will be made available. There was miscommunication in messages. This was a special training through ACCJC held at San Bernardino College. C. Wells: You have a planning session at 2:30? P. Flor: It should last one hour. We contacted a consulting a group. On April 17 at the CCC we'll have another meeting. CJ: On Friday the 10th we have the El Camino co-planning session. Email Irene if you'd like to come so she can make a lunch count. A. Ahmadpour: If you can't attend, who do you share with? CJ: It should come through area councils. P. Flor. There is a correction to the packet. April 16<sup>th</sup> and May 7<sup>th</sup> are the next meetings.

### **C. Chair – Curriculum – Mark Lipe**

Nothing to report.

### **D. VP – Educational Policies – A. Martinez**

### **E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 22- 24)**

K. Daniel –DiGregorio: I hope you saw the recent spotlight of great ideas. Thanks to all faculty who participated. We hope to keep the conversation going, and want to include Compton, too. We have forty faculty and staff attending next week's Oncourse conference. We have a follow up workshop for faculty to use or adapt. The conference is in Anaheim. The FDC is collaborating with I. Reyes regarding student success, and J. Ishikawa regarding Title 9 and sexual harassment. Our main focus is Fall Flex Day. We want to address the many changes in the state and on campus, so students and faculty can address changes, and raise awareness. Our focus is on information and showcases examples of support services and faculty collaboration. The call for proposals goes out this week. Please submit ideas and suggestions. We want it to be engaging and relevant. CJ: I appreciate your making that awareness. A. Ahmadpour: We discussed this many times. We usually address pedagogical issues, but why not bring in a visionary speaker who talks about national, political and social issues that affects campus? Suggestions have been ignored. CJ: The FDC has meetings that are open. That's the better venue for this. That's why we have subcommittees. It's proper. K. Daniel –DiGregorio: We're in a fortunate situation where we have funding for student equity related issues. I do think that we'll have opportunities to broaden the scope. The funding is there for people facilitating culturally relevant issues.

### **F. VP – Finance – Lance Widman**

Nothing to report.

### **G. VP – Academic Technology – Pete Marcoux (pgs. 26 - 28)**



A college technology meeting met Thursday. They may distribute new laptops at the end of this semester, or a tablet. There will be links in the survey. The tablet will have a docking station. The survey will come out this week. J. Troesh: Is there tablet information available? P. Marcoux: That's my concern too. It must be connected to teaching.

**H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney**

K. Whitney: The ACCJC has put out new standards for accreditation regarding assessment for coming years. The official information suggests the presenter was mistaken.

**4. SPECIAL COMMITTEE REPORTS**

**A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime**

**5. UNFINISHED BUSINESS**

**A. BP 4045 - Textbooks and Instructional Materials – C. Jeffries** – BP 4045 is being tabled until the next meeting ~~due to meeting this language regarding corresponding administrative procedures.~~ The Union was consulted regarding this policy.

**B. BP 4010 – Academic Calendar – C. Jeffries (p. 29) check all pages.** This is the second reading of BP 4010 and will be voted on. This policy has no corresponding administrative procedures.

The Union was consulted regarding this policy. Nothing else changed. C. Wells: Is there a procedure that goes with this? Pete Marcoux moved to vote. C. Wells seconded. C. Wells: It's a union issue too. It's a working condition. Ali: it affects teaching too; it's academic. CJ: We'll bring it up.

Please see April 7 attendance for votes in favor. R. McMillan and A. Ahmadpour abstained. J. Ng opposed. (She e-voted prior to meeting.)

**C. BP 4030 – Academic Freedom – C. Jeffries (p. 29)**

This is the second reading of BP 4030 and will be voted on. This policy has no corresponding administrative procedures. The Union was consulted regarding this policy. The only change was the strike out in wording. Pete Marcoux moved to vote. C. Wells seconded. P. Marcoux: This comes from a national association.

Please see April 7 attendance for votes in favor. There were no opposed votes or abstentions..

**6. NEW BUSINESS**

**A. BP/AP 4225 – Course Repetition – C. Jeffries (p. 30 -39)**

CJ: This is the first reading of BP/AP 4225. It includes Title 5 updates including the inclusion of course “families.” There’ve been changes with course repetition since the first writing. We re-worded it for clarity, and defined repeatable courses vs. non-repeatable courses. R. Lozano: Is this a change back? M. Lipe: Small letters designate that they are repeatable. CJ: They’ve not been blocked. We eliminated courses in art and vocational and P.E. C. Wells: For courses with teams, students have to compete or it’s not repeatable. M. Lipe: Yes. They have to be part of a team. P. Lau: You can only take a non-repeatable class twice before intervention. M. Lipe: If you’ve passed with credit you can’t repeat it again. R. Cerofeci: How does it show up on their transcript? CJ: It’s a “R” for repeat. And the original grade shows up as part of their history. G. Castro: It’s bracketed and not counted. R. Cerofeci: The “R” is by the failing grade? A. Ahmadpour: Can we add a word after credit, for their portfolio? CJ: The art classes are no longer eligible for repetition, but students can retake it at the UC. A. Ahmadpour: It’s not a subject specific procedure. P. Lau: What is college intervention? CJ: The dean talks to the student, the counselors recommend tutoring, etc. C. Wells: They can go to another college? CJ: Yep. They can go to Harbor and use a passing credit on our transcript. G. Castro: They get blocked at ECC from re-admitting. CJ: This is a first reading. We’ll revisit it in two weeks. Regarding the procedure, on the second page there is more description, and some examples. GPA removes a failing score in the calculation. Please see details in the packet. We re-worded a lot of this. The third attempt is the last, no petitions allowed. A. Ahmadpour: Why is art excluded? Vocational tech is not. K. Whitney: CTE falls under changing technology. CJ: The practice is what you’re missing out on it. A. Ahmadpour: A degree requires skill. It falls under this. We need a supreme court. CJ: Admissions worked hard on this. CJ: This is the first reading. P. Marcoux: Contact A. Martinez with changes. On last two pages, 32, and 40, the wording address “families of courses.” The prior procedure addresses post degree grade alleviation. See packet for details and specifics. C. Wells: Can’t it be re-written for clarity? CJ: Bob Klier and J. Shankweiler wrote it. M. Abbani: Why the restriction? CJ: The state loses money on constant repetition. B. Jaffe: But they can go to another college. I think that will change. CJ: We’ll vote on it in two weeks.

## **7. INFORMATION ITEMS –DISCUSSION**

### **A. Cesar Chavez Day/School Closure – C. Jeffries**

CJ: I sent a memo from B. Perez and here it is. We’d have to add a day of instruction in order to maintain the minimum of 175 days. But we now include Saturdays, so we can absorb a day, except for counselors, who operate under 18 week semesters. CCD will be different each year, unlike MLK day. Monday only or Friday only classes would convert to daily census, instead of weekly. We no longer need a vote, but will entertain a motion for (1) no day off with commemoration, or (2) a day off. A. Martinez from math and computer sciences asked that I read this. “We support commemoration, to teach to community about Cesar Chavez. We have too many days off. It would harm students.” She included quotes from faculty. P. Marcoux: If we pass the first motion we don’t need the second. A. Ahmadpour: The calendar committee pushed spring back, so we won’t have MLK day anymore. We have an extra day. We could replace it with Cesar Chavez day. CCD is a political issue initiated by unions. This is manipulation of an important discourse. R. Lozano: Other systems celebrate it by combining presidents’ days. CJ: Our Ed code lists the holidays we’re required to observe. P. Marcoux: We’re aligned with K-12. R. McMillan: This is a fairness issue. If we recognized this holiday, we should hold it to equal value with MLK and Presidents’ days. R. Turner: Is it confirmed that every year spring semester starts later? CJ: Just this year. Ali: I move that this subject should not fall under the AS. M. Lipe: I second the motion, just to allow free discussion. CJ: You don’t want it under the senate? A. Ahmadpour: It was manipulated by other parties. We should pass a resolution to observe it, but not make the decisions. P. Marcoux: But we don’t decide. It’s a recommendation. The senate represents the faculty at large. A. Ahmadpour: I brought reports. CJ: Now we vote? M. Lipe: I recommend we amend the motion to facilitate voting. C. Wells: We no longer have a

quorum. It's moot. CJ: The two motions give options for discussions. We'll carry it forward to the next meeting.

**B. Federation Update–A. Ahmadpour**

**8. FUTURE AGENDA ITEMS**

**A. BA degrees at Community Colleges**

**B. Changes in BOGG fee waivers–C. Pineda**

**C. Grades First Presentation – Bob Klier, Iren Graff, and Marci Meyers**

**D. Faculty use of Grade Book – Lisa Mednick**

**9. PUBLIC COMMENT**

**10. ADJOURN**

The meeting adjourned at 2:00 p.m.  
SD/ECC/Spring15

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – April 6, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Linda Beam, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Jean Shankweiler, Luukia Smith, Erika Solorzano.

1. Minutes – March 23, 2015: Were amended to note the attendance of Claudia Striepe.
2. Tree Removal in Art Patio: (Photo was distributed to College Council members.)  
The tree was inspected by an arborist after a large portion of the tree broke off. It has been determined that the tree needs to be removed due to several rotten branches and a rotten trunk/base.
3. *Making Decisions at El Camino College* – the deadline for edits is April 30, 2015.  
The final draft will be brought back to College Council on May 4, 2015. It was noted that a “Consultation Survey” will go out and the results will be available May 4, 2015.
4. College Council Orientation Materials draft was reviewed by College Council.  
Suggested edits will be made and the final draft will be brought back to College Council on April 20, 2015.
5. AP 2105 (Election of Student Member) – was distributed by Jeanie. The BP went to the Board for a first reading last month. The procedure was not ready at that time. College Council made revisions to the last paragraph. With these changes the procedure will go to the Board along with the policy this month.
6. Superintendent/President Search Process. The Board selected Community College Search Services to assist with the search. The contract will be on the April 13, 2015 Board agenda. The Board also finalized the search committee representation and composition. This item will also be included in the April 13<sup>th</sup> Board agenda. There will be a dedicated Superintendent/President Search web page created in the near future.
7. The Planning Summit is Friday, April 10, 2015.

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – April 13, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Ali Ahmadpour, Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Erika Solorzano.

1. Minutes – April 6, 2015: A correction of a typo to #4 was made (date should be April 20, 2015 – not 2013).
2. The April 13, 2015 Board Agenda was reviewed.
  - a. The resolution ordering the Biennial Governing Board Election must be voted on separately.
  - b. The PlanNet Report will be presented by Mark Berg. It is noted that some financial projections are low and it may take \$4 million to implement the report.
3. The El Camino College Compton Community Education Center has been granted eligibility to conduct a self-evaluation. This will result in a change to the “CEO” title to “CEO/Provost.” The job description change will go to our Board to become effective July 1, 2015. Any changes to the “Center” designation must be clarified by the Accrediting Commission.
4. ASO Election Results: Eman Dalili – Student Trustee, Vishu Gupta – President, and Stephanie Pedrahita – Vice President. It was reported that 150-170 students voted.

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**February 24, 2015**

**CALL TO ORDER**

Meeting called to order at 2:30 p.m. by Chair Lipe.

**Members:**

*Present:* F. Arce, S. Bosfield, W. Brownlee, T. Bui, A. Carr, A. Cornelio, B. Flamenó,  
E. French-Preston, A. Hockman, L. Houske, R. Klier, M. Lipe, V. Nemie, D. Pahl

*Absent:* S. Bartiromo

**Ex-Officio Members:**

*Present:* Q. Chapman, L. Suekawa

*Absent:* K. Nakao, L. Young

**Guests:** C. Brewer-Smith, B. Chang, R. Natividad, L. Pattison, P. Sorunke, R. Totorp

**VICE PRESIDENT'S REPORT**

F. Arce did not have anything to report.

**APPROVAL OF MINUTES**

The minutes from the January 27, 2015, meeting were sent via email and approved by the committee.

**CURRICULUM REVIEW**

**A. Full Course Review**

The following course was reviewed and is ready for final action:

1. Physical Education 140abc (PE 140abc)

**B. Standard Review/Consent Agenda Proposals**

The following courses were reviewed and are ready for final action:

1. Child Development 103 (CDEV 103)
2. Child Development 108 (CDEV 108)
3. Child Development 110 (CDEV 110)
4. Film/Video 120 (FILM 120)
5. Film/Video 122 (FILM 122)
6. Film/Video 124 (FILM 124)
7. Horticulture 42 (HORT 42)
8. Horticulture 46 (HORT 46)
9. Horticulture 53 (HORT 53)
10. Horticulture 54 (HORT 54)
11. Physical Education 250 (PE 250)
12. Physical Education 409 (PE 409)
13. Physics 1B (PHYS 1B)

## **CURRICULUM DISCUSSION**

### **A. Full Course Review Proposal**

#### **Health Sciences and Athletics Division**

##### Physical Education 140abc – Intercollegiate Sand Volleyball Team

F. Arce requested the division to provide a letter explaining the extenuating circumstances for developing this new course. The information will be reported to the Board.

Action: R. Natividad/L. Pattison

**Motion:** Moved by A. Carr, and seconded by W. Brownlee to approve new course proposal.

**Vote:** Motion carried unanimously

### **B. Standard Review/Consent Agenda Proposals**

#### **Fine Arts Division**

##### Film/Video 122 – Production I

Edit section II *Outcomes and Objectives*: Remove one of the Student Learning Outcome (SLO) statements #2 or #3 as they are identical statements.

Action: Chair Lipe

**Motion:** Moved by E. French-Preston, and seconded by T. Bui to approve the thirteen consent agenda proposals.

**Vote:** Motion carried unanimously

#### **Natural Sciences Division**

1. Horticulture 42 – Plant Propagation
2. Horticulture 46 – Pest Control
3. Horticulture 54 – Landscape Design

Edit section “*Conditions of Enrollment*” in the Course Checklist: For clarity, change English advisory from "eligibility of English 84" to English 82.

## **CHAIR’S REPORT**

The proposals for the next CCC meeting are available in CurricUNET for review. The Standard Technical Review Subcommittee (T. Bui) has until February 26 to review these proposals.

## **ADVISORY REPORT**

Curriculum Advisor Q. Chapman reminded the committee to check the entrance skills page in the course checklist to verify requisite skills match a course.

## **ADJOURNMENT**

Chair Lipe called a motion to adjourn the meeting. W. Brownlee moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 3:15 p.m.

Educational Policies Committee

Agenda

Date: 4/14/14

Time: 1:00-2:00pm

Location: MBA 305

Members:

Vanessa Haynes, William Garcia  
Chris Jeffries, Alice Martinez, Mark Fields,

Where we are at:

- 1) AP 5520 Read. William Garcia explained the changes to this policy. Basically the entire old version was scraped and there is an entirely new procedure. We discussed the need for page numbers, Title of the Dean's title, and page breaks and questions about the provisions for sexual misconduct. William will bring the question about the sexual misconduct section to Jaynie Ishikawa. He will make the changes and attempt to have it back to us by the end of the day on 4/23, via email. Alice will forward to the committee.
- 2) BP 4045. Chris Jeffries and Susan brought up questions about what really needs to be added to the policy to include online material or if it belongs in a procedure. Chris Gold sent a message stating that she would send the suggested changes tonight. We will send it to all members to review.
- 3) BP/AP 4250 Probation & Dismissal not discussed.
- 3) Next meeting on 4/28 will be at 12:15 so that members can also attend the Teacher appreciation luncheon.



**Faculty Development Committee Meeting**  
**Minutes for Tuesday, April 14, 2015, in Teaching and Learning Center,**  
**Library Basement, 1-1:50 pm**

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (absent)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (excused)	(AV)	Learning Resources/Compton Center

\*Committee Chair

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

**Spring 2015 Meetings:** February 10 & 24, March 10 & 24, April 14 ~~& 28~~, and May 12 (if needed).

The meeting commenced at 1:05 p.m.

**AGENDA**

Sheryl Kunisaki, Assistant Director for Learning Resources, was welcomed as a new member of the FDC team. (KDD) shared a video of Mediha Din receiving the Hayward Award from the California Community Colleges' Board of Governors. Ms. Din's recognition would not have been possible without the efforts of the Faculty Development Committee to establish the Outstanding Adjunct Faculty Award in 2010. Ms. Din was the ECC Academic Senate's 2014 recipient. Other examples of FDC efforts in the news include a recent article about Ms. Din in ECC Matters and the publication of the most recent edition of "Spotlight on Great Ideas," featuring best practices from the Fall Professional Development (Flex) Day. (KDD) noted that the final issue of "Spotlight" will be posted before the end of the semester, as well as a request for faculty to include information on their syllabi regarding state-mandated changes and student support resources.

**1. Scheduling Conflict for April 28<sup>th</sup> FDC meeting: Faculty/Staff Appreciation Day Reception.** The team agreed to cancel the April 28<sup>th</sup> meeting of the FDC and to rely on the May 12<sup>th</sup> meeting to address any open issues regarding Fall Professional Development (Flex) Day. (KDD) and (LMT) indicated that one or more smartphone-based audience response systems will be trialed at the May meeting.

**2. Fall Professional Development (Flex) Day**

**a. Call for Proposals:** (KDD) directed the team to copies of the Call for Proposals which has been posted to the faculty listserv. Based on feedback from the previous meeting, the theme is, "Strengthening Partnerships to Support Student Success." Ideas for sessions include:

- Tutoring: A panel representing the variety of sources of tutoring on campus (Math Study Center, Learning Resources Center, Reading Success Center, Writing Center).
- Cohort Programs: FYE, Project Success, Puente (discuss which students have access to which programs).
- Progress Reporting: Athletics, EOPS (if informed about the services these programs offer, faculty can encourage students to utilize the services).

- Counseling Interventions: Basic Skills classes with embedded counselors who visit class and arrange educational planning appointments.
- Note: Proposals have been received for sessions on sexual harassment and foster youth.

(BH) suggested that the counseling interventions be advertised specifically to faculty who teach Basic Skills courses. She has participated in the program for several semesters and suggested that, to have a broader appeal, it would be important for counselors to be flexible in the length of the presentations. Faculty would be more likely to invite counselor visits if presentations were as brief as 5-20 minutes, eliminating instructors' concerns about losing class time for course content. (MS) concurred and indicated she would be most likely to engage counselors if visits were no more than 20 minutes. (BH) reported that the quality of the presentations varied with the presenters and that topics included time management and financial aid. (KDD) reported that more extensive classroom visits which incorporate homework and reading assignments risk overlapping with existing curriculum. Students would then be completing work without earning proper credit. (BH) suggested that five-minute presentations at the end of class, with the counselor making her/himself available to schedule appointments after would be very useful for students. It would allow students to see a counselor who could convey approachability and an eagerness to help. This would be especially useful given the difficulties students have scheduling counseling appointments.

(KDD) invited suggestions for examples of effective academic/support services partnerships. (FB) described a learning community she and Professor Matt Ebner taught, linking World History and World Geography. After several attempts they determined that the weak performance of the class made it difficult to sustain the link. Perhaps such linkages could be revived. (EU) suggested that, given the soft enrollments, faculty may be reluctant to link classes for fear their classes wouldn't make. (FB) reported that she and Professor Ebner wanted to design large, integrative assignments but were discouraged from doing so.

(SK) described a new initiative for student athletes, funded by the Student Equity Program. Tutoring is being provided and the program may be expanded to include counseling interventions so student can obtain educational plans. (SO) mentioned the Career Advancement Academy, a collaboration between Industry and Technology, Humanities and Behavioral and Social Sciences for students in Welding and Machine Tool Technology.

(SK) highlighted the challenges faculty face in trying to connect students to intervention programs. Many programs are already full by the time the student needs assistance. (FB) explained how she photocopies flyers from programs such as the Writing Center and the Reading Success Center, leaving space at the top to write a personal note to the student and describing the areas in which the student most needs assistance. (RC) suggested it would be useful for faculty to have a referral tool, similar to a prescription pad, on which they could direct students to specific services. (SK) noted it could be a similar tool to progress reports required of EOPS students. (FB) suggested that the referral form direct students not only to the service but provide an address, contact information and the specific help needed by the student since students don't always know what to ask for when seeking help. (RC) agreed, suggesting a "prescription" for the Writing Center list the aspects of writing in which the student was struggling. (LMT) explained that the college has the capacity to create pads. She offered that, as a doctoral student, she finds written information from her instructors particularly effective in communicating an investment in student success. At her request, the team identified key SSTARs programs that might be included on a "prescription pad," including: the Math Study Center, the Reading Success Center and the Career Center.

(KDD) noted that any referral effort needs to complement the college's efforts to implement an early alert system. The system will be trialed next year with programs like EOPS, student athletes and FYE. It would allow faculty to make an electronic referral to a student retention specialist who would then connect the student to the appropriate resources. Referrals would be more frequent and comprehensive than forecasting to include referrals such as when students miss multiple classes, need assistance with financial aid, or seem to be dealing with emotional issues. Both the student and the instructor would receive follow-up. (BH) noted that students may not receive communications if they are sent by email. (KDD) indicated the system may have the capacity to text students. In (SK)'s experience, software programs can take a long time to implement. The team agreed that the two approaches could be complementary with the "prescription" strategy encouraging faculty buy-in which could effectively transition to the early alert system.

(RC) mentioned a STEM-related collaboration with UCLA and a summer bridge program with LMU as possible best practice examples. She noted that the UCLA program was very successful and that the LMU program continues even though the funding has been expended.

**b. Tentative Schedule and Topics:** The team agreed that beginning and ending the general session with videos could be effective. (KDD) is collaborating with Howard Story and Cheryl Clemons with the tentative plan to:

1. Begin with a video of students talking about success. (Why are you in college? What challenges do you face as a student? What helps you succeed?)
2. Close with video of faculty/support services partnerships, including commentary from those involved, some action shots in classroom/lab/center, comments from students about their experiences.

(SO) indicated she'd be willing to participate with Ken Gaines of Counseling for the closing video. (KDD) will invite her current students to be interviewed. (RC) discussed how her son and some of his classmates have developed some creative videos that have been well-received on campus and beyond. She will forward the Tech Conference video they created to (KDD).

The meeting was adjourned at 1:50 p.m.

**KDD/4.9.15**



## Assessment of Learning Committee (ALC)

Monday, March 9, 2015

Admin 131 - 2:30pm to 4:00pm

**SLO Coordinators:** Russell Serr and Karen Whitney

**Recorder:** Isabelle Peña

### Attendees:

Academic Affairs CEC – Chelvi Subramaniam

Deans' Representative – Jean Shankweiler

Behavioral & Social Sciences – Janet Young

Business – Ana Milosevic

Fine Arts – Vince Palacios, Harrison Storms, & Walter Cox

Fine Arts Associate Dean – Diane Hayden

Humanities – Kevin Degnan & Argelia Andrade

Industry & Technology – Sue Ellen Warren

Library/LRU – Claudia Striepe

Mathematical Sciences – Susanne Bucher Inst.

Research & Planning (IRP) – Joshua Rosales CEC

Rep, Division 2 – Amber Gillis

**Guests:** Dr. Stephanie Rodriguez, Dean of Industry & Technology Division

## MINUTES

**Call to Order:** Meeting was called to order at 2:40 p.m.

### I. Introduction of new member and guest

- A new ALC member was introduced to the committee—*Walter Cox* is a new ALC member and facilitator for the Fine Arts Division.
- Dr. Stephanie Rodriguez, Dean of the Industry and Technology Division, was in attendance in place of Daniel Shrader, Associate Dean.

### II. Approval of Minutes

Janet Y. moved to approve the minutes for the 2/23/2015 ALC meeting; motion was seconded by Kevin D. Motion was carried. Minutes was approved with the following corrections:

- Former item 3 was combined with item IV.D.7.
- Former item IV.D. 8 regarding random sampling was revised; this is also now under item IV.D.7.

### III. Reports

#### A. Fall 2014 Assessments – *Karen Whitney & Chelvi Subramaniam*

1. El Camino College Report update: In terms of submitted assessments, the overall numbers have improved and have gone up approximately 10% since the last ALC meeting.
  - a. Division reps commented on the status of assessments that still need to be completed for each of their respective areas.
    - Behavioral & Social Sciences Division is 82% complete. Janet Y. stated that she is working on the follow up for the Childhood Education courses due and Eduardo Muñoz and Dr. Miranda (Dean) are on top of the rest of the programs.
    - Business Division is 65% complete. Courses that were not offered were removed from the list. Ana M. stated that the assessments are trickling in every day; she and Kurt Hull are following up with the faculty.

- Fine Arts Division is 82% complete. Per Karen W., Art 143 was not offered and should be taken off the list; Diane H. stated there may be one that was not entered in TracDat and one that they are not sure if it was assessed; Vince P. stated that there are a few TracDat entries that need to be adjusted.
  - HSA (Health Sciences and Athletics) Division is 100% complete.
  - Humanities Division is at 96% complete. Kevin D. stated that there are a couple of assessments that they just expect will not be entered because the faculty has retired.
  - Industry & Technology Division: The numbers are slowly rising. Stephanie R. stated that some of the courses she sees on the list were not offered. They will send over a list of courses that were either cancelled or not offered and will continue to work on getting the assessments done on the outstanding SLOs.
  - Mathematics Division is 100% complete.
  - Natural Sciences Division is very close to completion at 90%.
2. Compton College Report update.
    - a. Division 2's numbers have gone up to approximately 88%, which brought the overall campus percentage up.
    - b. Chelvi stated that the deans have been alerted about the non-compliance of completing the assessments and the deans are moving towards not providing these faculty members summer classes or overloads and putting a letter in their HR file, if they don't complete their assessments on time.
    - c. Per Chelvi S., whenever the faculty neglects to complete an assessment, they are not moving the timeline to the next semester.
  3. Per Karen W., the overall numbers for both campuses are at 80%, which is very strong and commended the ALC for their hard work.
- B. Fall 2014 Faculty Survey – Joshua Rosales
1. Survey was conducted last fall for ALC surveying all faculty on both campuses. The numbers were a little lower than Institutional Research (IR) would have liked for El Camino. With a little more advertisement next time, hopefully they can get the numbers up, especially for the part-time faculty at both locations. About 20% of full-time faculty at ECC and 50% at Compton and about 7% of part-time faculty at ECC and 10% at Compton completed the survey. Survey was administered over a three-week period towards the end of the semester and was sent by Institutional Research.
  2. Results: See attached report, *Assessment of Learning Faculty Survey – Fall 2014*
    - a. About 2/3 of the faculty use results to change teaching strategies.
    - b. 20% used results for programmatic changes.
  3. Chelvi S. commented that since we now have SAOs, it would be interesting to see how staff responds to this kind of survey.
  4. It was mentioned that a low response rate is common, especially with part-time. It was brought up that perhaps because of the mass e-mails we get, the survey e-mail gets missed. A suggestion was made that the survey could be sent by the deans on behalf of the SLO coordinators, since some faculty may not know who their coordinators are.
  5. It was brought up that more faculty are using TracDat now.
  6. Joshua R. also stated that this survey information cannot be obtained from TracDat since this survey is more about the process and not about the outcomes.

#### IV. ILO Update – Karen Whitney

- A. The most of the faculty who have been randomly sampled to participate in the assessment of ILO #2 – Communication, have received the e-mail from Institutional Research and Planning. A list of the faculty selected to participate was distributed at the meeting. Karen and Russell have received questions from faculty and they were wondering if other facilitators have been approached by faculty with questions. The following are some of the questions they have received from faculty so far:
1. “I’m not sure my SLO assessment fits with this ILO rubric”; or, “My SLO assessment does not fit with this ILO rubric.”
    - If a faculty member approaches the facilitator or dean and asks the question above, refer them to Karen W. or Russell S.
  2. “How long is this really going to take me?”
    - The assessment should take no more than an half an hour to an hour, if faculty approaches the assessment the right way. Faculty can adapt the rubric for the SLO assessment to better fit the ILO, which should help make the process go much faster. But if some of the faculty are taking too long with the assessment or feel like they are overwhelmed with it, the SLO coordinators ask that facilitators let them know.
  3. “Return e-mail (from IRP) doesn't work.”
    - Per Joshua R., “eccresearch” e-mail address will give you an auto-reply message saying that the e-mail address is not monitored, but they do get the e-mails.
- B. As the SLO coordinators and facilitators receive questions and find that something doesn’t fit with the ILO, coordinators will keep a list and give Josh periodic updates.
- C. How to disaggregate the data once it starts coming in:
1. Age
  2. Gender
  3. Ethnicity
  4. Torrance/Compton
  5. Second Language learners (will have to self-reported)
  6. Number of credits earned
  7. Re-entry students
  8. Program
  9. Students with previous degrees (self-reported, so may not be accurate) - applies to Nutrition and Foods and ESL programs
  10. Full-time/Part-time student
  11. Students with: Veteran status, foster care, disabled, economic disadvantage
  12. Students who have completed Basic Skills (developmental) courses: Math 12, 23, 37, 40, 60, 67, 73, and 80; ENGL A, B, and C (Compton-only course); Reading courses 80, 82, 84 and 50RWA; Academic Strategies 1, 40, 60, 25, 30, 31, 33, 35, 36, 20, 22, and 23.
  13. Students who have completed foundational courses: English 1A, 1B, 1C
  14. Students who have completed ESL courses: 51ABC, 52ABC, and 53ABC
- Disaggregated data could address the way faculty teaches to reach different groups or if they are not reaching a particular group.
  - How much of the above information is required to give us accurate information.
  - Joshua R. stated that IRP usually uses the first four listed above plus Veterans, etc. (#11 above) to disaggregate data.

#### V. Next meeting – April 13, 2015

**VI. Adjournment:** Meeting was adjourned at 3:45 p.m.

<p><b>SPRING ALC Meetings</b>                  Mondays, 2:30 to 4:00 pm                  Admin 131</p> <p>February 9, 2015                  February 23, 2015                  March 9, 2015                  April 13, 2015                  April 27, 2015                  May 11, 2015</p>	<p><b>Facilitator Train-the-Trainer Sessions</b>                  Tuesdays 1:00 to 2:00 pm                  DE 162 or                  Library West Basement, Rm. 19</p> <p>February 10, 2015                  March 10, 2015                  April 14, 2015                  May 5, 2015</p>	<p><b>“Working” Workshop: Entering SLO Assessments and Follow Ups into TracDat</b>                  Library Basement West</p> <p>Wednesday, May 6, 2015, 3-4pm                  Tuesday, May 12, 2015, 2-3pm                  Wednesday, May 13, 2015, 3-4pm</p> <p><b>“Working” Workshop: Learning the [TracDat] Software Basics</b>                  Library Basement West</p> <p>Wednesday, February 25, 2015, 3-4pm</p>	<p><b>Upcoming Deadlines</b></p> <p>Fall 2014 Assessments                  - February 9, 2015</p>
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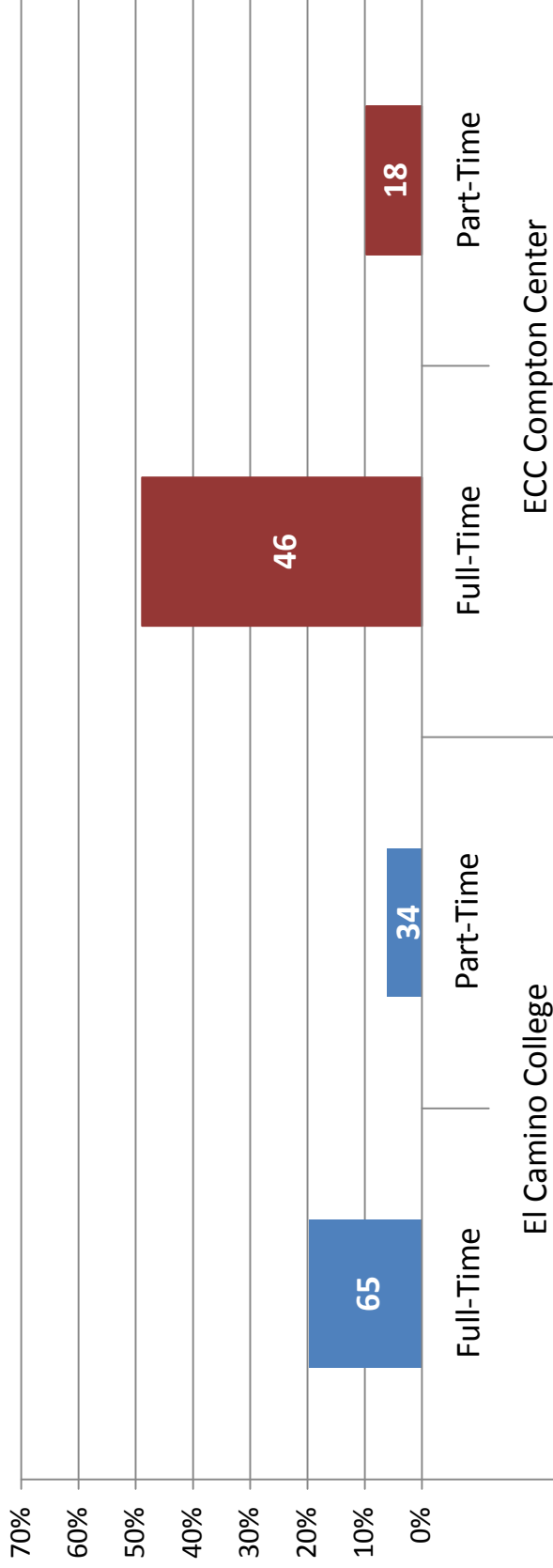
# Assessment of Learning Faculty Survey

Fall 2014

Institutional Research and Planning



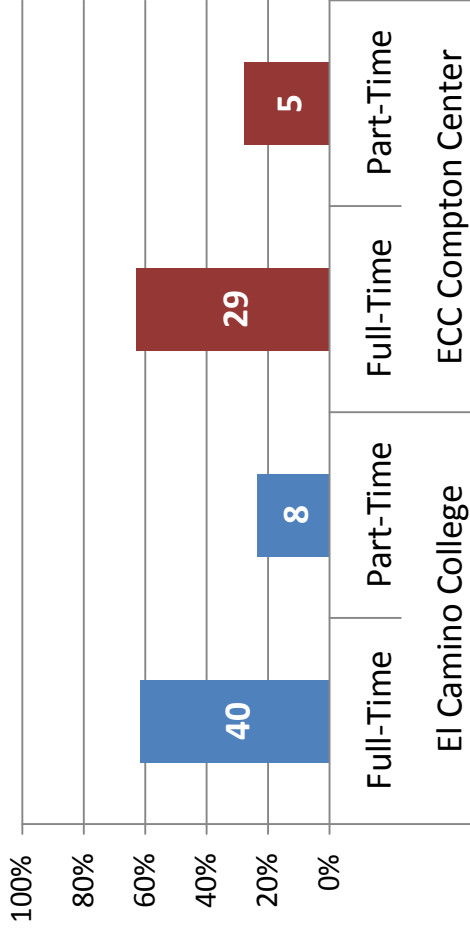
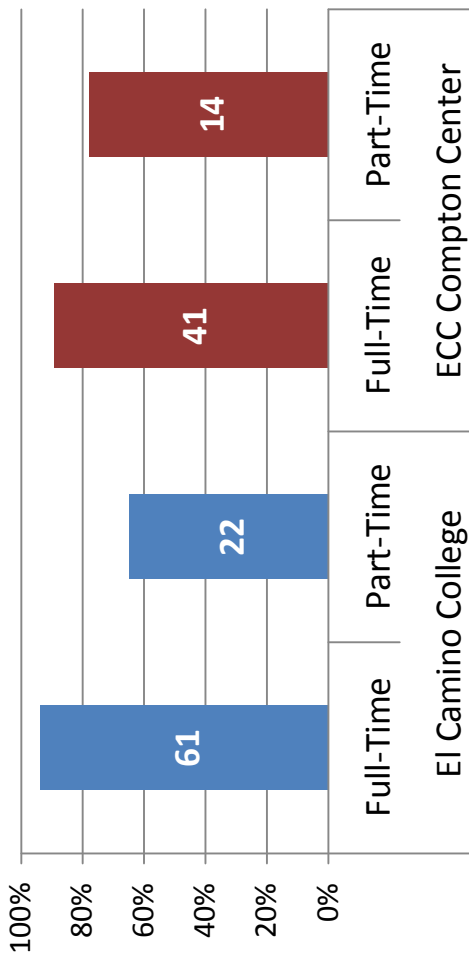
# Survey Participation



- Survey sent by ECC email during the Fall 2014 semester to all ECC and ECC Compton Center faculty.
- Survey administered for 3 week period.
- Emailed by institutional research and planning at El Camino College and by the CCCD CEO for the Compton Center.

# Involvement with SLO/PLO Assessment

- 94% of ECC and 89% of Compton Center FT faculty are directly involved in SLO assessment.
- 65% of ECC and 78% of Compton Center PT faculty also indicate involvement.

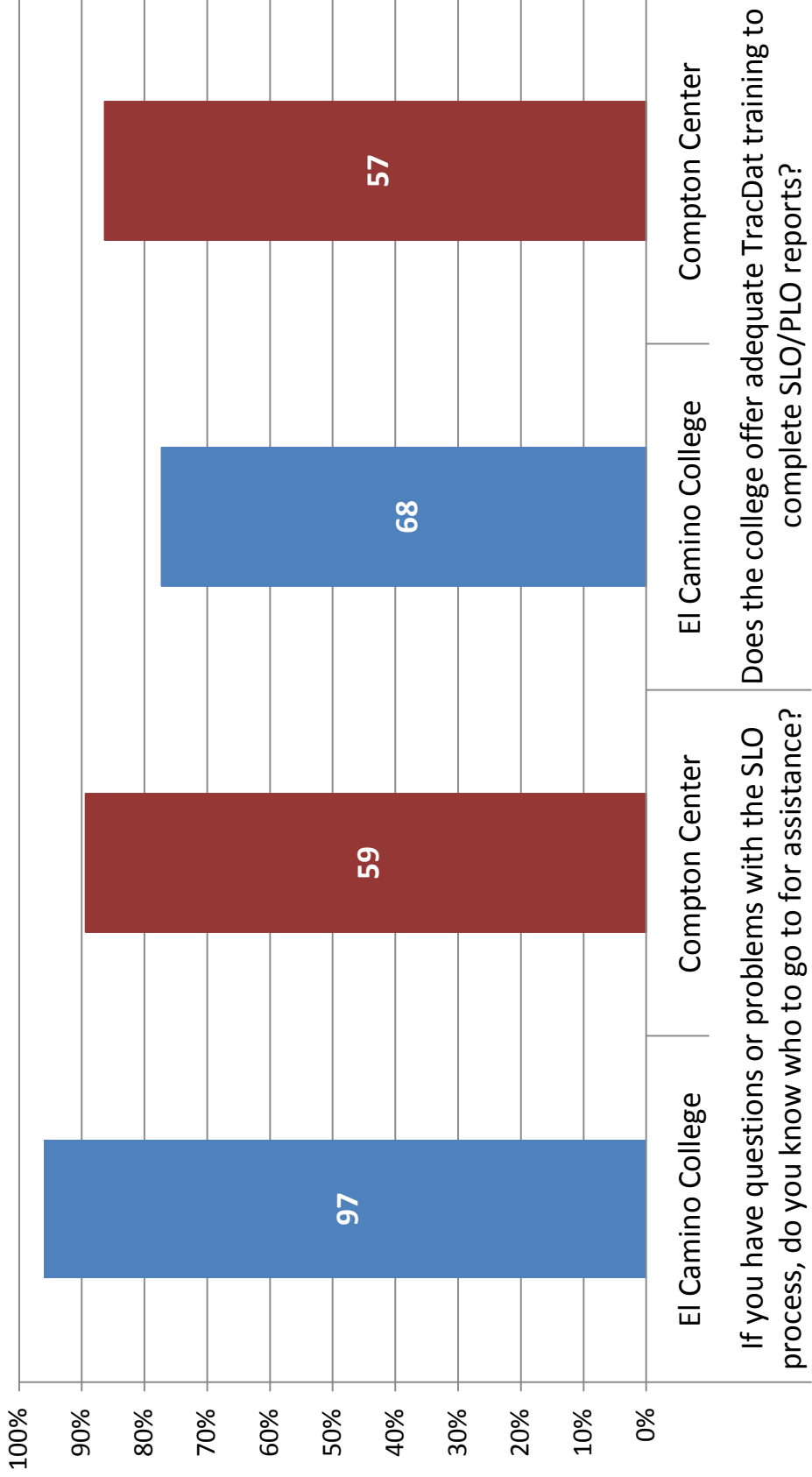


- 62% of ECC and 63% of Compton Center FT faculty are directly involved in PLO assessment.
- Only 24% of ECC and 28% of Compton Center PT faculty indicate involvement.
- Similar number participate in alignment grid.

# Informing Students

- 80% of FT faculty at both locations communicate SLO's through syllabi.
- 90% of PT faculty use syllabi to communicate SLO's
- Half of ECC faculty do not discuss PLO's with students.
- Most Compton Center faculty communicate PLO's using discussion or syllabi.

# Adequacy of Support



# Self Assessment

- FT faculty at both locations rate themselves “Very Good” in regards to SLO competence.
- PT faculty rate themselves between “Good” and “Very Good” in SLO competence.
- ALL faculty average a “Good” rating for PLO competence.
- Majority (2/3) of faculty use results to improve teaching strategies or methods.



## Assessment of Learning Outcomes

Status:

- Full Time Faculty
- Part Time Faculty
- Deans/Associate Deans
- Division Staff

1. Where do you teach most of your El Camino College classes?

- El Camino College
- ECC Compton Center
- Both equally

2. Have you been directly involved in a COURSE SLO assessment within the past two years?

- Yes
- No

3. Did the results prompt you to make changes in any of the following areas? Mark all that apply?

- Teaching Strategies or Methods
- Curriculum
- Recommendations for Program Changes
- Recommendations to College
- SLO Process
- None
- Other (please specify)

4. Have you been directly involved in a PROGRAM SLO assessment within the past two years?

- Yes
- No

5. Did the results prompt you to make changes in any of the following areas? Mark all that apply.

- Teaching Strategies or Methods
- Curriculum
- Recommendations for Program Changes
- Recommendations to College
- SLO Process
- None
- Other (please specify)

6. Have you participated in the Institutional (ILO), Program (PLO) or Course (SLO) alignment process by reviewing or updating the Alignment Grids?

- Yes  
 No

7. In what ways have you discussed any assessment results with colleagues? Mark all that apply.

- Planning Summits  
 Division Meetings  
 Department Meetings  
 Flex Day Activities  
 Email Dialogue  
 Phone Conversations  
 One-to-one Conversations  
 No Dialogue

8. How would you rate your skill or competence at assessing Course Level SLOs?

- Excellent  
 Very Good  
 Good  
 Fair  
 Poor

9. How would you rate your skill or competence at assessing Program Level SLOs?

- Excellent  
 Very Good  
 Good  
 Fair  
 Poor

10. If you have questions or problems with the SLO process, do you know who to go to for assistance?

- Yes  
 No

11. Have your assessment results been used in the following areas? Mark all that apply.

- Program Review  
 Course Review  
 Annual Program or Unit Plans  
 Plan Builder  
 College-wide or Center-wide Planning  
 Resource Requests

Don't Know

12. How do you make students aware of course SLO statements?

- Syllabus
- Handouts
- Discussion
- Other
- N/A

13. How do you make students aware of PLO statements?

- Syllabus
- Handouts
- Discussion
- Other
- N/A

14. Does the college offer adequate TracDat training to complete SLO/PLO reports?

- Yes
- No

15. Are you aware of SLO/PLO training workshops?

- Yes, and participated
- Yes, but did not participate
- No, but would like to participate
- No, but would not participate

Submit



## COMMUNICATION ILO (#2) SAMPLE LIST

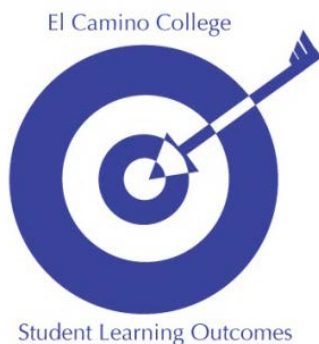
Course	Instructor	Section
ARCH-125	James Lemmon	7165
ART-101	Alireza Ahmadpour	5004
		5008
	Lowerence Pittman	9024
	Elizabeth Russell	5006
	Karen Whitney	5010
	Simon Kenrick	5026
ART-102A	Lucy Alamillo	5028
	Mary Drobny	5034
ART-102B	Staff - FINE	5042
	Karen Whitney	5040
ART-102C	Alireza Ahmadpour	5044
ART-141	Joy Curtis Urlik	5104
	Joyce Dallal	5106
	Staff - FINE	5107
ART-142	Staff - FINE	5115
ART-160	Pamela Huth	5130
ART-181	Russell McMillin	5145
ART-205B	Juliann Wolfgram	5155
ART-219	Willie Brownlee	5175
ART-220	Willie Brownlee	5180
ART-222	Craig Antrim	5183
	Staff - FINE	5184
ART-223	Staff - FINE	5191
ART-231	Cheryl Dimson	5207
ART-283	Russell McMillin	5220
BIOL-16	Jeanne Bellemin	1146
CDEV-115	Cassandra Washington	9918
	Michelle Moen	2150
CIS-13	Abdirashid Yahye	9531
	Patricia Vacca	3428
CIS-141	David Miller	3594
DANC-268	Larisa Bates	5377
ENGL-24A	Clinton Margrave	6603
ENGL-36	Brent Isaacs	6610
ENGL-42	Staff	9387
ENGL-50	Debra Breckheimer	6193
ENGL-A	Kim Krizan	6262
	Scott Kushigemachi	6266
	Michelle Fagundes	6201
	Kathy Vertullo	6204
	Anna Mavromati	6209

## COMMUNICATION ILO (#2) SAMPLE LIST

Course	Instructor	Section
ENGL-A	Megan Ozima	6214
	Lana Phillips	6224
	Jennifer Annick	6233
	Yvette Hawley	6244
	Kevin Degnan	6279
	John Wietting	6280
	Nikki Williams	9321
	Peggy Replogle	9322
	Cristopher Halligan	9332
	Jennifer Hill	9334
	Bruce Jacobs	9336
	Susan Corbin	6287
		6268
	Thomas Norton	9337
FREN-1	Cynthia Caloia	6706
FREN-3	Evelyne Berman	6720
GEOG-2	Matthew Ebner	1419
GEOG-5	Staff - NSCI	1426
GEOL-1	Carla Weaver	1431
	Staff - NSCI	1442
JAPA-4	Nina Yoshida	6803
MATH-12	Mahbub Khan	9715
MATH-130	Ruth Zambrano	9786
MATH-150	Leonard Wapner	0670
	Patricia Stoddard	9789
MATH-23	Donald Roach	9726
	Gerson Valle	9729
MATH-37	Ambika Silva	0242
	Lars Kjeseth	0228
MATH-40	Eduardo Morales	0276
	Gayathri Manikandan	9742
MATH-73	Alice Martinez	0386
	Donald Roach	9765
	Jose Martinez	0384
	Lijun Wang	0390
	Ruth Zambrano	9768
MATH-80	Michael Lee	0524
	Zachary Marks	0460
NURS-154	Frances Hayes-Cushenberry	9968
		9969
	Kathy Morgan	8888
	Margaret Kidwell Udin	8889

## COMMUNICATION ILO (#2) SAMPLE LIST

Course	Instructor	Section
NURS-250	Frances Hayes-Cushenberry	9978
	Yuko Kawasaki	8899
		8900
NURS-48	Edna Willis	9949
	Kimberly Waters Harris	9947
OCEA-10	Sara Di Fiori	1556
		1562
RTEC-218	Colleen McFaul	8592
SLAN-101	Sandra Bartiromo	4406
SLAN-111	Barbara Gomez	4410
		4412
	Kalen Feeney	4411
	Martin Blankenship	4413
		9686
	Susan Marron	4414
SLAN-112	Martin Blankenship	9690
SLAN-113	Brian Morrison	4426
SLAN-115	Brian Morrison	4435
SLAN-131	Staff - HEAL	4448
SLAN-210	Susan Marron	4454
SLAN-240	Robert Loparo	4466
SLAN-264	Sandra Bartiromo	4470
SOCI-102	Ikaweba Bunting	9216
SPAN-1	Claudia Prada	6933
	Irma Hernandez	6918
	Maria Barrio de Mendoza	6914
	Roberto Jimenez	6923
THEA-240	Ronald Scarlata	5897



## **Follow Ups in TracDat**

Many courses are now being assessed for the second or third time. Earlier assessments include Actions and an Action Due Date, and these Actions need to have Follow Ups completed.

Faculty members are asked to review previous Assessment Data, Analysis, and Actions and provide a Follow Up on completion of planned Actions and any other observations.

### **Type of Action:**

- Teaching Strategy
- College Support
- Curriculum Changes
- Assessment Process

### **Follow up should include:**

- Was the Action implemented, and did it result in improve student success?
- Was support provided, and if not, was the request included in the division action plan?
- Has the process begun to change or introduce new curriculum?
- Was the process revised or the statements changed for the next assessment?

Entering “Follow Up” information into TracDat allows us to document actions taken as a result of assessment as well as to reflect on any impact of completed actions. This is the final step in the ‘Assessment Cycle’ outlined in the SLO Handbook and helps the college demonstrate that assessment results are used to refine instruction and services (close the feedback loop) and modify course, program, and services goals and outcomes.

### **When to follow up?**

The following are possible models:

1. **Complete the follow up when the next course assessment is submitted.**  
This is the recommended plan as it usually will coincide with the assessment cycle. Most courses will enter a follow up of the past year’s assessment once a year when the course, not just that SLO, is assessed again.
2. **Have a once-a-year division follow up date.** This date will be set by the division as the time when faculty will go back into previously completed assessments with actions due and complete the follow ups.
3. **Utilize an “Action” report that will be run by the date that actions are due.**  
This report (generated annually or each semester) can be used to complete follow ups based on the time when faculty indicated actions would be completed.



El Camino Community College District  
Torrance, California

Application to Participate in California Community Colleges  
Baccalaureate Degree Pilot Program

Submitted by

El Camino Community College District  
Rory K. Natividad, Division Dean, Health Science and Athletics  
Roy Mekaru, Director/Faculty

**Respiratory Care**

April 15, 2015

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## Need

### Brief Description – 2a

The Respiratory Care program at El Camino College currently offers the advanced track program with preparation for all state and national licenses. Twenty students are admitted to the program each fall term after application in the spring. The program has been offering the advanced practice program for the past two years and the original program for over 20 years. The El Camino College program is fully accredited by the [Commission on Accreditation for Respiratory Care](#) (CoARC) and has been in excellent standing for many years. The Advanced Practice Program students complete in five semesters after admission. All students completing have education and qualifications to sit for all state and national tests as well as obtain immediate positions in the community. The resources, staffing, and curriculum needed for implementation are in place. Making El Camino College an ideal fit for a successful baccalaureate pilot program.

The baccalaureate program provides an excellent opportunity for students in the region, which includes the high number of minority students served at the college and program. The baccalaureate pilot program will relieve students of the burden of additional courses at a four-year college, allowing them to enter the workforce immediately after certification. Currently, only one private institution offers a Respiratory Care bachelor's degree in the Southern California area.

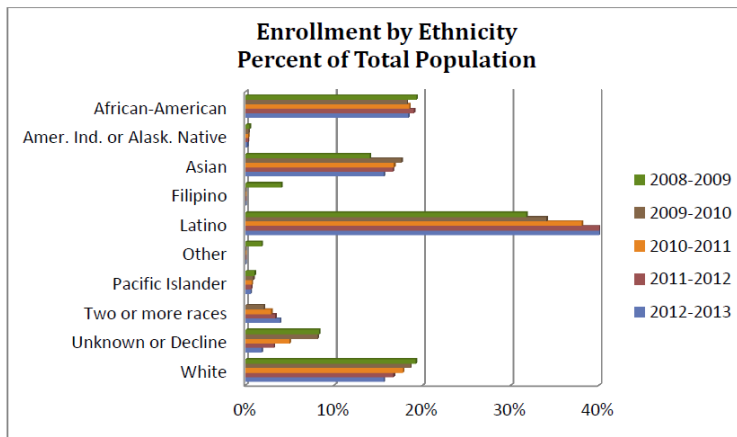
The baccalaureate pilot program curriculum will offer intense training to aid students in obtaining National Board of Respiratory Care Credentials such as Neonatal/Pediatric Specialist, Acute Care Clinical Specialist, and Certified Pulmonary Function Technician. These additional certifications and credentials, along with obtaining the bachelor's degree, allow the graduating student to advance into upper levels of clinical practice and management positions.

### Description of the College – 2b

[El Camino College](#) was founded in 1947 and is situated on a beautiful and spacious 126-acre campus near Torrance, California. The mission statement of the college states, "El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities." Located centrally in the South Bay, the El Camino Community College District encompasses five unified and high school districts, 12 elementary school districts and nine cities – a population of nearly 533,000 residents and an area 7.5 miles in radius. The college enrolls more than 25,000 students each semester and boasts a curriculum of over 850 highly regarded academic and career programs taught by exceptional faculty. The college is easily accessible serving the diverse population of the South Bay area. Since the opening of El Camino College, nearly 70 years ago, we have been dedicated to serving our community's educational and cultural needs.

El Camino College is a campus serving a diverse population of students in both age and ethnicity within the district and beyond. Approximately 32% of the students reside within 7.5 miles of the college while 22% live outside the district. Students from within the district reside largely in Torrance and Hawthorne. Students from outside the district are primarily from Los Angeles and Gardena. The college serves about 15% more women than men, while 65% of enrolled students are between the ages of 18 to 24. Working adults between the ages of 25-44 comprise 27% of enrolled students, many of which are traditionally the type of student seeking a Respiratory Care degree. Enrollment by ethnicity is provided from the [2013 ECC Fact Book](#)

The Respiratory Care program is comprised of 85% minority groups, including a 67% female enrollment from 2009 to 2013. The program enrollment is 25% African American, 30% Latino, 30% Asian, and 10% White.



Ethnic Group	2008-09	2009-10	2010-11	2011-12	2012-13
African-American	19.3%	18.2%	18.5%	19.0%	18.4%
Amer. Ind. or Alask. Native	0.5%	0.3%	0.3%	0.3%	0.2%
Asian	14.0%	17.6%	16.8%	16.6%	15.7%
Filipino*	4.0%	*	*	*	*
Latino	31.8%	34.1%	38.1%	40.1%	43.8%
Other**	1.8%	**	**	**	**
Pacific Islander	1.0%	0.9%	0.7%	0.6%	0.6%
Two or more races***	***	2.1%	2.9%	3.4%	3.9%
Unknown or Decline	8.3%	8.1%	5.0%	3.2%	1.8%
White	19.2%	18.6%	17.8%	16.7%	15.6%

\*Filipino included in Asian count

### Evaluation of Interest – 2c

Current Respiratory Care program students were polled and 100% demonstrated interest in a baccalaureate program rather than an A.S. degree. The Commission on Accreditation for Respiratory Care (CoARC) reports there are 53 baccalaureate programs in the United States with six in the Western United States. Over 70 miles away, Loma Linda University is the only program in the area that offers a baccalaureate degree.



The [American Association for Respiratory Care \(AARC\) taskforce titled “2015 and Beyond”](#) was formed to determine future changes required in Respiratory Care to keep up with advances in the medical field. The taskforce concluded that to meet challenges presented by these advances in medicine, “Respiratory Care students must obtain the education and training at minimum through a U.S. Department of Education recognized baccalaureate program by the year 2020.”

A survey of clinical affiliates of the El Camino College Respiratory Care program revealed that promotions often require a minimum of a baccalaureate degree and appropriate certificates in specialty areas awarded by the National Board of Respiratory Care. In the local community, the Respiratory Care program works collaboratively with its advisory committee, which consists of administrators and clinicians from our local clinical affiliates. The affiliates have expressed interest and support in advancing the current program to a bachelor’s degree. Many of our students obtain employment locally and can advance more effectively into advanced positions.

**Summary of Labor Market – 2d**

The Bureau of Labor and Statistics reported that for metropolitan areas with the highest employment level in the respiratory care occupation, Los Angeles and surrounding areas were number one in employment of respiratory therapists compared to the average metropolitan area across the nation. Yet, according to the California State Legislature report titled [A Review of California’s Health Care Workforce Shortages and Strategies to Address These Shortages](#), statewide shortages of health care providers currently exist in several major health professions. Additionally, health care workforce needs are projected to increase dramatically due to population aging, growth, and diversity. This existing shortage will only intensify as about 4.7 million more Californians will be eligible for health insurance starting in 2014 because of federal health care reform legislation. Inability to meet health care workforce needs will have serious adverse consequences on health access, quality, and cost.

**Summary**

Quick Facts: Respiratory Therapists	
2012 Median Pay	\$55,870 per year \$26.86 per hour
Entry-Level Education	Associate’s degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	119,300
Job Outlook, 2012-22	19% (Faster than average)
Employment Change, 2012-22	22,700

Provided by Bureau of Labor Statistics: <http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

Respiratory Therapists Estimated Employment and Projected Growth					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2012-2022)	14,100	16,600	2,500	17.7	2,000
Los Angeles County (2012-2022)	4,210	4,770	560	13.3	610

San Diego County (2012-2022)	920	980	60	6.5	130
---------------------------------	-----	-----	----	-----	-----

Provided by State of California: <http://www.labormarketinfo.edd.ca.gov>

According to the California legislature report, allied health professionals, which include respiratory therapists, comprised 605,000 workers in 2010 and are projected to increase to 988,000 workers in 2030. This represents a faster growth rate (63%) than other workers in the health sector (60%). Researchers project that the state universities and community colleges will only be able to meet between 63% and 79% of future demand. A review of the literature and data indicates that respiratory care was at least one of the allied health professions facing current shortages and having a high growth rate. Results from a recent [California Hospital Association survey](#), conducted from January through May of 2010, came to similar conclusions. According to that study, allied health vacancies in the respiratory therapist field had negative impacts on hospital efficiency and access to care.

### Further Evidence of Need – 2e

The cost of the local private program would likely prohibit graduating students from obtaining further education in the field of respiratory care. Loma Linda University, as stated, is currently the only area program to provide the program.

Loma Linda				El Camino			
Year	Units	Tuition	Per Unit	Year	Units	Tuition	Per Unit
1	53	\$29,415	\$555	1	60*	\$2760.00	\$46
2	59	\$32,745	\$555	2	60*	\$5040.00	\$84

\* represents a total number of units upon graduation from program

As defined in the results of the second [American Association of Respiratory Care “2015 and Beyond” conference](#), the knowledge, skills, and attributes that future respiratory therapists will need exceed those of today’s program graduates. The education requirements of the graduate respiratory therapist have not changed in 40 years, but the role of the respiratory therapist has greatly expanded. The respiratory therapists of today are expected to perform therapeutic techniques, deliver medications, and operate medical devices that were not even available 20 years ago to evaluate and treat patients with increasingly complex cardiopulmonary disorders. The respiratory therapist of today is also expected to assess and quantify the patient’s cardiopulmonary status, to provide appropriate respiratory care by applying protocols, and to evaluate the medical and cost effectiveness of the care that respiratory therapists deliver.

Respiratory therapists must achieve higher levels of education and training to respond to these increasing future demands projected by the “2015 and Beyond” task force conferences. These demands on respiratory therapist curricula will only increase in the future and will have a substantial impact on the education system. Associate degree respiratory therapist programs are already stretched too thin to teach the knowledge, skills, and attributes that students need to enter today’s workforce, let alone those needed in 2015 and beyond.

## Response to the Need

### Description of Degree Program – 3a

The El Camino College Associates of Science degree in [Respiratory Care](#) is a long-standing successful program that admits, prepares, and graduates up to 22 students annually. The program reviews approximately 50 applicants every spring for admission in the fall. An Associate of Science (A.S.) degree and a certificate of achievement in Respiratory Care are currently awarded to students after successful completion. Completion of the requirements allows students to apply for all state and national advanced specialty credential examinations. Students will acquire the skills to provide a wide range of technologic and high-touch therapeutic interventions to patients in acute and chronic care settings. The program currently has two phases, a pre-clinical (80 units) and clinical phase (26 units). From the 2014 program review, the program demonstrated 68% success and 86% retention in fall courses from 2010-2013.

The El Camino College Respiratory Care program mission, as stated its mission statement, is to prepare 15 to 22 graduates yearly with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). The program through the years has striven to meet this goal and as recently as the last two graduating classes has been able to continue its record of excellence by achieving this stated goal.

The program is predominantly comprised of minority groups, including a 67% female enrollment from 2009 to 2013 as well as a 32% Latino, 30% Asian, and 25% African-American enrollment in 2012. The program has helped ensure educational success such that statistics show that the program graduates nearly 100% of all students who started the clinical phase of the program. Furthermore, more than 90% of all graduates who applied for a license to practice in California were able to pass the licensing exam and obtain their license.

### Program Age Breakdown

Age/ Age Group	18	4.2%	2.5%	0.7%	0.0%	11.6%	2.5%
	19	4.2%	4.2%	1.5%	4.6%	14.7%	
	20	5.9%	5.9%	9.7%	1.8%	13.1%	1.2%
	21	4.2%	5.9%	8.2%	6.4%	9.5%	1.2%
	22	5.0%	6.8%	4.5%	6.4%	7.3%	3.9%
	23	4.2%	5.9%	7.5%	6.4%	5.6%	
	24	6.7%	4.2%	9.7%	8.3%	4.6%	
	25-29	18.5%	25.4%	28.4%	26.6%	12.7%	7.4%
	30-39	18.5%	25.4%	17.9%	22.0%	9.0%	14.9%
	40-49	19.3%	10.2%	9.0%	10.1%	4.7%	15.9%
	50-64	8.4%	2.5%	2.2%	7.3%	3.5%	18.1%
	65+	0.0%	0.8%	0.0%	0.0%	0.8%	10.6%

### Program Demographics

Fall		Term				ECC Student Population	District Boundary Population
		2009	2010	2011	2012	Fall 2012	2010 Census
<b>Term Headcount</b>		119	118	134	109	23,409	556,400
<b>Gender</b>	F	51.3%	56.8%	59.0%	52.3%	52.5%	51.0%
	M	48.7%	43.2%	41.0%	47.7%	47.5%	49.0%
<b>Ethnicity</b>	African-American	21.8%	24.6%	23.9%	24.8%	17.0%	15.1%
	Amer. Ind. or Alask. Native	1.7%	1.7%	0.7%	1.8%	0.2%	0.2%
	Asian	30.3%	29.7%	26.9%	30.3%	16.1%	13.6%
	Latino	20.2%	23.7%	29.1%	32.1%	44.7%	34.5%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.5%	0.5%
	White	15.1%	9.3%	12.7%	10.1%	15.6%	32.8%
	Two or More	0.0%	0.8%	2.2%	0.9%	3.8%	2.9%
Unknown or Decline	10.9%	10.2%	4.5%	0.0%	2.0%	0.4%	

### Outline of Proposed Program – 3b

The following section provides an overview of how El Camino College will structure the curriculum of the baccalaureate degree Pilot Program. The curriculum needed for the advanced practice program in Respiratory Care has already been developed and implemented. The respiratory care program is currently in the process of admitting its third cohort to the advanced track program. Further information about the program can be found by visiting the [2014-15 El Camino College Catalog](#).

<b>Phase I - Lower Division</b>	<b>Units</b>
CSU General Education Requirement	<b>39</b>
Three Respiratory Care Elective Courses (RC170, RC 172, RC 174)	
Upper Division General Education Requirements	
<b>Phase II - Upper Division</b>	
<i>Advancement upon successful completion of GE requirements</i>	
<i>Application and admission of up to 22 students</i>	
<b>Upper Division - Pre Clinical Phase</b>	
RC 170 Introduction to Respiratory Care	2
RC 172 Fundamentals of Cardiopulmonary Physiology and Pharmacology	3
RC 174 Introduction to Respiratory Care Equipment	3
	<b>47 Units</b>
<b>Upper Division - Clinical Phase</b>	
RC 176 Introduction to Respiratory Care of the Non-Critically Ill Patient	6
RC 178 Respiratory Care of the Critically Ill Patient I	8
RC 280 Respiratory Care of the Critically Ill Patient II	9
RC 284 Respiratory Care of the Critically Ill Patient	9
RC 286 Fundamentals of Pulmonary Rehabilitation and Home Care	3
	<b>35 units</b>

Upper Division - Specialty Area	
<i>NPS Certification Preparation</i>	
RC 282 Fundamentals of Perinatal and Pediatric Respiratory Care	4
RC 289 Advanced Respiratory Care of the Asthmatic Patient	3
RC 290 Advanced Specialty Respiratory Gases	2
RC 297 Perinatal and Pediatric Care in Advanced Respiratory Care	4
<i>ACCS - Certification Preparation</i>	
RC 291 Advanced Specialty Ventilators and Specialized Oxygen Devices	3
RC 292 Advanced Clinical Application and Interpretation of Blood Gases	2
RC 293 Cardiac Monitoring in Advanced Respiratory Care	4
RC 295 Pharmacology in Advanced Respiratory Care	2
RC 296 Physical Examination in Advanced Respiratory Care	4
RC 298 Advanced Emergency Management	3
<i>CPFT Certification Preparation</i>	
RC 288 Fundamentals of Pulmonary Function Testing	3
RC 294 Pulmonary Function Testing in Advanced Respiratory Care	7
<b>120 total Respiratory Care Program units</b>	<b>38 Units</b>

### Five-Year Enrollment Projections – 3c

Cohort Admission		Cohort Graduation	
Summer 2016	20 Admissions	Spring 2018	20 Graduates
Summer 2017	20 Admissions	Spring 2019	20 Graduates
Summer 2018	20 Admissions	Spring 2020	20 Graduates
Summer 2019	20 Admissions	Spring 2021	20 Graduates
Summer 2020	20 Admissions	Spring 2022	20 Graduates

### Lack of Program Duplication – 3d

CoARC currently lists only Loma Linda University, over 70 miles away in California, as offering a baccalaureate degree. There are no duplicated programs at the CSU or UC campuses in the area. There are two community college pilot baccalaureate programs both in Northern California - the Skyline Community College Respiratory Care Program and the Modesto Community College Respiratory Care Program. Additional information and resources can be found at [www.coarc.com](http://www.coarc.com)

### Analysis of Proposed Curriculum – 3e

The clinical phase of the program comprises the upper division courses and is designed to help graduates obtain licensing to practice in the state of California as well as the specified certificates post-graduation.

This existing curriculum would be designated as upper division courses. The courses would be re-titled to meet third and fourth level designators at the college. Upper division core classes will focus on all non-critical and critical care skills required by all respiratory care practitioners. Examples include: two semesters of neonatal/pediatric training focusing on respiratory care skills needed for specialization in these areas, two

semesters of pulmonary function testing training focusing on respiratory care skills needed for specialization in this area, and six classes focused on multidisciplinary acute critical care skills expected of respiratory care practitioners working in critical care areas.

### Illustrations of Upper Division General Education Courses – 3f

Students completing the program will be required to meet the requirements of local California State universities, which include CSU-Dominquez Hills and CSU-Long Beach. Prior to entering the clinical phase all students must successfully complete all general education courses. With the current high-unit count of the program, students will have the additional requirement of only one three-unit course in each of the three domains: Natural Science, Behavioral Social Science, and Fine Arts/Humanities.

### Timeline for Implementation – 3g

The respiratory care program at El Camino College already provides the needed curriculum, staffing, facilities, and resources to successfully implement the baccalaureate program in a short amount of time. A summary of the proposed timeline for implementation is below.

Last A.S. Degree Cohort Admitted		Summer 2015
Program Planning		Fall 2015
	Curriculum Changes	
	Identify Acceptable GE Requirements	
Accreditation Changes and Submission for approval		
	Chancellor's Office Approval	
	CoARC Approval, Dual A.S. and B.S degree programs	
Implementation		
	Admission, first B.A. cohort	Summer 2016
	Graduation, last A.S. cohort	Spring 2017
	Possible Closing A.S. degree	Summer 2017
	Admission, second B.A. cohort	Summer 2017
Graduation		Spring 2018



## Program Management/Instructional Commitment

### Summary of Accreditation Status – 4a

The El Camino Community College District has recently earned reaffirmed accreditation by the ACCJC. As stated in the [ACCJC letter](#) sent to President Thomas Fallo on February 6, 2015, “The Commission (ACCJC) took action to reaffirm accreditation and require the college to submit a Follow-Up Report in October 2015. Reaffirmation is granted when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies.”

The Respiratory Care program had their accreditation visit in fall 2013. In fall 2014 the program submitted their follow-up report for CoARC review and approval. On January 31, 2015, the program received an official letter from CoARC stating that the accreditation status has been changed from initial Accreditation to Continuing Accreditation. The current status reads as: “The A.S. Degree Respiratory Therapy program at El Camino College located in Torrance, CA, program number 200584, is accredited by the Commission on Accreditation for Respiratory Care.”

If the baccalaureate pilot program is approved at El Camino College, the Respiratory Care program would have two accredited programs for one year. The first program, the A.S. degree program, would continue until the last cohort admitted under the accreditation of the A.S. program graduates in the spring of 2017; at that time the A.S. program would be closed. The second program would be the baccalaureate program, which would become accredited in summer of 2016 when the first cohort for the baccalaureate program would be admitted.

### Verification Stable Fiscal Management – 4b

The district has a long-standing history of excellent fiscal stability. The reserve over the past three years has been \$20.7 million (2012-13), \$17.8 million (2013-14), and \$14.2 million (2014-15). In the past year, the district has also met the long term retirement obligation better known as OPEB.

El Camino Community College District – Fund 11		
Fiscal Year	Ending Balance	Reserve Percentage
2009-10	22,700,190	21.75%
2010-11	23,411,166	21.52%
2011-12	21,106,654	20.04%
2012-13	20,767,239	19.78%
2013-14	17,897,296	16.46%

In November 2002, voters of the El Camino Community College District approved a \$394 million facilities bond measure. The successful passage of this first-ever bond measure will allow the District to build several new buildings, engage in major remodeling and reconstruction of others, and take steps to improve the health and safety of students and employees. History was made again in November 2012, when District voters approved Measure E, a \$350 million facilities bond measure. Measure E will provide funds for safety, technology, and energy-saving improvements to classrooms, labs, and other instructional facilities. El Camino Community College District has also demonstrated sound fiscal management through the passage of two local bond measures over the past decade to replace or repair buildings and infrastructure. As a result, the Respiratory Care program has received all new classrooms, offices, equipment, and technology.

#### **Identification of Experienced and Appropriate Program Staffing – 4c**

El Camino College is fully committed to implementation and success of the respiratory care baccalaureate pilot program. Below is a chart detailing the administration, support staff, and full-time faculty associated with the program.

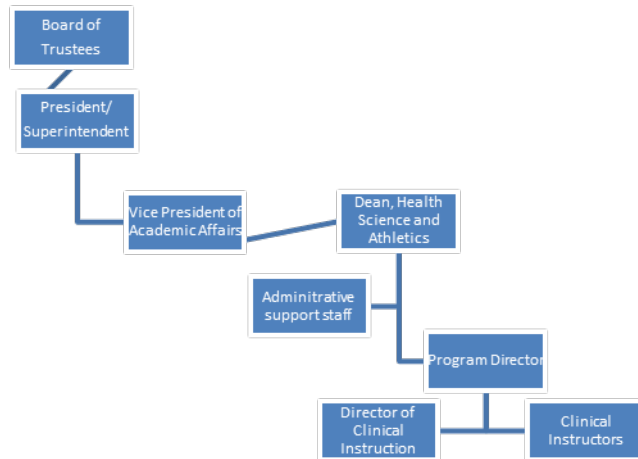
<b>Name</b>	<b>Position</b>
Dr. Francisco Arce	Vice President, Academic Affairs
Mr. Rory Natividad	Division Dean, Health Science and Athletics
Mr. Roy Mearu	Full-Time Faculty, Director
Ms. Victoria Robertson	Full-Time Faculty, Clinical Coordinator
Ms. Linda Olsen	Division Administrative Assistant
Ms. Julie Meredith	Division Senior Clerical
Ms. Wendy Baldonado	Department Clerical
Dr. Greg Mason, MD	Medical Director
Dr. Darryl Sue, MD	Co-Medical Director

#### **Examples of Similar Programs – 4d**

El Camino College offers a number of high-unit, outside accredited programs similar to the proposed Respiratory Care baccalaureate program such as Radiologic Technology, Fire and Emergency Technology, and Nursing.

#### **Organizational Chart – 4e**





### Identified Resources

#### Summary of Funding and Resources – 5a

The El Camino Community College District is supported through the apportionment provided by the state legislature. State General Apportionment base FTES for the district is projected at 19,162 FTES for 2014-15. El Camino College's 2014-15 enrollment goal is 19,500 FTES. The college has added more than 277 class sections throughout the year to accomplish this goal. The 2014-15 projected ending balance is \$14.3 million.

El Camino College participates in annual planning and prioritization of program needs. The [ECC planning process](#) is a collaborative process where departments provide short-term and long-term goals for the service of students. Through that process programs are provided opportunities for additional funding above the current level of staffing, supplies, and support. The annual planning process is also where faculty positions are prioritized and recommended to the president for consideration. Respiratory Care was provided a new full-time hire in 2014. The college also participates in CTEA funding for programs in which Respiratory Care has been provided additional resources for the purchase of simulation equipment and manikins.

[Professional Development at ECC](#) is a high priority at the college and provides additional opportunities for faculty to maintain currency in the profession as well as expand their skill level on various forms of technology and classroom strategies. The mission of professional development at El Camino College is to foster a continuous learning environment which contributes to employee success and enhances employee satisfaction by providing the following: staff development training, resources for personal and professional development, and opportunities for renewal, team building, and sharing.

#### Evidence of the Availability of Faculty and Services – 5b

The program is administered through the Division of Health Science and Athletics. The Respiratory Care program has a long-standing history of experienced faculty and appropriate staffing levels. All faculty members are required to have been graduates of an accredited Respiratory Care program and received their RRT credentials. Office personnel and resources are provided yearly or supported as part of the annual planning process.

Faculty Name	Status	Qualifications
Roy Mearu	FT	MHA Master's in Health Administration
Victoria Robertson	FT	M.Ed. Master's in Education
Salomay Corbaley	PT	Ed.D Doctorate in Education
Doug Mizukami	PT	M.Ed. Master's in Education
Elva Sipin	PT	M.A. Masters in Health Care Management
Raymund Adoc	PT	B.S. Bachelor's in Business Administration
Ed Guerrero	PT	B.S. Bachelor's in Business Administration

The college also supports the program with a wide array of additional staff and services. Three full-time counselors have assigned time to support students in their application to the program, program recommendations, hiring, and student education plans. The Learning Resource Center is available for student tutoring support throughout the academic year and summer.

### **Description of Facilities – 5c**

The Respiratory Care program is located within the newest building on campus, the MBA Building. This state-of-the-art building opened in spring 2014 and provided educational and support facilities for Math, Business, and Health Sciences. Respiratory Care is located on the fourth floor, along with Nursing and Radiologic Technology. The program is supported by a department office, two faculty workrooms, a variety of classrooms, a skills center, and clinical laboratories. The large multipurpose classroom that respiratory care utilizes seats up to 40 students and has a connecting clinical laboratory. The classroom has 12 student-use computers and staffed laboratory hours for clinical competencies. The building and classrooms are fully equipped with smart classrooms and Wi-Fi technologies.

The lab facilities include three patient bays, two of which simulate an adult ICU and one that simulates a neonatal ICU area. The program has four state-of-the-art simulators for clinical skills practice. There is an adult human patient simulator in one ICU bay that can simulate many of the emergency situations that students will encounter at the clinical sites. Also, a baby human patient simulator has been purchased for placement in the neonatal ICU bay that can simulate many of the neonatal emergency situations that students will encounter at clinical sites.

### **Analysis of Potential Success – 5d**

El Camino College provides numerous course and program opportunities to students and the community. Below are links to a few selected programs that demonstrate the commitment the college has to student success and excellence. Students in the

respiratory care program are already achieving units comparable to a bachelor’s degree program with the necessary district support of faculty, staff, resources, equipment, and professional development. The mission statement of the college provides an excellent example of the commitment of the college.

Program Name	link
First Year Experience	<a href="http://www.elcamino.edu/student-services/fye/">http://www.elcamino.edu/student-services/fye/</a>
Nursing	<a href="http://www.elcamino.edu/academics/healthsciences/nursing/">http://www.elcamino.edu/academics/healthsciences/nursing/</a>
Radiologic Technology	<a href="http://www.elcamino.edu/academics/healthsciences/radiologictech/index.asp">http://www.elcamino.edu/academics/healthsciences/radiologictech/index.asp</a>
MESA	<a href="https://www.elcamino.edu/academics/mathsciences/mesa/">https://www.elcamino.edu/academics/mathsciences/mesa/</a>
Honors Transfer Program	<a href="http://www.elcamino.edu/academics/honorstransfer/">http://www.elcamino.edu/academics/honorstransfer/</a>

### Appendix A

#### Application – Signature Page

El Camino Community College District  
 16007 Crenshaw Blvd.  
 Torrance, CA 90506  
 (310) 660-3593

President/Superintendent  
 Dr. Thomas Fallo

[tfallo@elcamino.edu](mailto:tfallo@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Vice President Academic Affairs  
 Dr. Francisco Arce

[fmarce@elcamino.edu](mailto:fmarce@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Vice President Administrative Services  
 Ms. JoAnn Higdon

[jhigdon@elcamino.edu](mailto:jhigdon@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Vice President Student and Community Advancement  
 Dr. Jeanine Nishime

[jnishime@elcamino.edu](mailto:jnishime@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Academic Senate President  
 Ms. Chris Jeffries

[cjeffries@elcamino.edu](mailto:cjeffries@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Division Dean, Health Science and Athletics  
Mr. Rory K. Natividad

[rnatividad@elcamino.edu](mailto:rnatividad@elcamino.edu)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix B**

**BOG Fee Waiver Verification Form**

The District has a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Signed:

\_\_\_\_\_

\_\_\_\_\_

Chancellor/Superintendent

Date

## BOARD POLICY 4045

## Textbooks and Instructional Materials

The responsibility for the selection of textbooks rests with the faculty teaching the subject.

For the purpose of this policy, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multi-media, ~~or~~ electronic material, or open source material.

The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.

Textbooks should reflect professional standards in content and design as well as reasonable cost to students. In accordance with El Camino Board Policy 1600: Full Inclusion of People with Disabilities, instructors are encouraged to select and utilize instructional materials that are available in alternate format or whose copyright permission is easily obtainable.

If electronic instructional materials are available to a student through a license or access fee, those materials must have continuing value to the student after the class ends. Continuing value can be obtained if the student has electronic access to the materials for at least two years after the end of the class; if the materials are printable; or if the materials can be saved by the student. Students shall not be required to pay for electronic materials used to administer the course, such as a course management system.

In order to minimize cost to students, the usual period of adoption for texts including open source materials will be two academic years. Special consideration for earlier change may be given under extenuating circumstances.

All texts shall fully meet the requirements of the California Education Code 78900 et. Seq.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, ~~as defined in CCR § 53200.~~

### Reference:

Title 5, section 59400, 59402, 59404  
ACCJC, "Distance Education Guidelines," 2008.  
Education Code 78900 et. Seq.

Previous Board Policy Number: 6133

El Camino College

Adopted: 3/14/66

Amended: 4/20/80, 4/19/99, 5/19/08

Renumbered: 5/16/05

The Superintendent/President or designee will have the authority to develop and implement policy and procedures with regards to repeatable and non-repeatable courses within the district. Such policies and procedures will be developed in accordance with state, federal and/or district regulations.

~~Students may repeat a non-repeatable course in which they have received a substandard grade (D, F, NP or NC) or Withdrawal (W) only once before college intervention. After college intervention, if a student received another substandard grade or Withdrawal (W) the student may repeat the non-repeatable course for a second repeat or (third attempt).~~

~~Repeatable courses with the designation of “ab, abc, or abcd”, such as a ctivity courses, may be taken more than once for credit. repeated per the Education Ceode, Title 5 Regulations and the district policy. El Camino College designates as repeatable only courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree, intercollegiate athletics and related conditioning courses, and intercollegiate academic or vocational competition courses.~~

~~Non-repeatable courses may be taken only once for credit. Students may retake a non-repeatable course in which they have received a substandard grade (D, F, NP or NC) or Withdrawal (W) only once before college intervention.~~

~~For repeatable and non-repeatable courses, the new grade and credit will be substituted for the prior grade and credit in computing the grade point average (GPA) for a maximum of two times grade alleviations. The permanent academic record will be annotated in such a manner that all work remains legible, insuring a true and complete academic history.~~

~~Under special circumstances, students may repeat courses in which a grade of C or better was earned. These special circumstances and other specific exceptions to the above policies are detailed in administrative procedures.~~

~~When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.~~

~~Under special circumstances, students may repeat courses in which a C or better grade was earned. These special circumstances and other Sspecific exceptions to the above policies are detailed in administrative procedures.~~

~~This policy supersedes the section of BP 4220 (Standards of Scholarships) dealing with Course Repetition.~~

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, ~~as defined in CCR § 53200.~~

Reference: Title 5, Sections ~~53200, 55000, 55761-55765, 55024, 55040, 55041, 55042-55045, 58161, 55253, 55024 (A)(11) and 56029~~

Adopted: 7/17/06

Amended:



Students may retake a non-repeatable course in which they have one unsuccessful attempt only once without college intervention. An unsuccessful attempt occurs when a student receives a Withdrawal (“W”) or a substandard grade (D, F, NP or NC). Students may retake a non-repeatable course in which they have two unsuccessful attempts only after completing college intervention. Repeatable courses may be repeated per the education code and the district policy.

In general, students are not permitted to repeat courses in which they have earned a grade of A, B, C, or CR except as described below in section VI for Special Circumstances.

#### I. Non-Repeatable Courses

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

##### A. Original Attempt (first attempt)

1. If a substandard grade or a “W” is received, the student may retake that course.
2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.

##### B. Second Attempt (first retake)

1. If a student receives a substandard grade or a “W” on the first attempt, a retake is permissible.
2. A passing or substandard grade received in the retake shall replace the original grade and credit in the calculation of the grade point average. This will be annotated on the student’s academic transcript.
3. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
4. If a “W” is received on the second attempt, no grade alleviation would apply.

##### C. Third Attempt (second retake)

1. If a student attempts a non-repeatable course two times (the original attempt and the retake) and in both attempts the student receives either a substandard grade or a “W” or a combination, then the student may be permitted a second retake with the completion and approval of a college intervention plan.

2. A passing or substandard grade received in the second retake shall replace the grade and credit received in the first retake or first attempt if the second attempt was a “W” in the calculation of the grade point average.
3. The new grade shall be annotated on the student’s academic transcript.
4. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
5. If a “W” is received, no grade alleviation would apply.

#### D. College Intervention

Students with two unsuccessful attempts must submit a repeat petition and, if required by the academic division, a Plan for Student Success signed by a district division designee or counselor.

## II. Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters in the course number. The lowercase letters indicate the number of times a course may be repeated. Examples of repeatable courses include Physical Education 60abc (Women’s Intercollegiate Soccer Team), and Communication Studies 23abcd (Forensics – Team Events). In these examples, students may enroll in Physical Education 60abc three times and Communication Studies 23abcd four times.~~Examples of repeatable courses include Art 10ab, Dance 87abcd, and Physical Education 5abc. In these examples, students may enroll in Art 10ab twice, Dance 87abcd four times, or PE 5abc three times.~~

#### A. Scope and Limitations of Repeatable Courses

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

- a) Courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree
- b) Intercollegiate athletics and related conditioning
- c) Intercollegiate academic or vocational competition.

~~1. A repeatable course is one in which either:~~

- ~~a) the course content differs each time or~~
  - ~~b) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time~~
- ~~the course is repeated for one of the following reasons:~~

- ~~(1) skills or proficiencies are enhanced by supervised repetition and practice within class periods or~~
- ~~(2) active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.~~

~~2. An activity course, meeting the requirements as set forth above, may qualify as a repeatable course and may include:~~

~~a) physical education courses~~

~~b) visual or performing arts courses in music, art, theater, or dance.~~

~~3. Foreign language courses, ESL courses and nondegree applicable basic skills course are not considered activity courses.~~

2. Courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree may include a recency requirement which the student has not been able to satisfy without repeating the course. A student may petition for repetition if less than 36 months have elapsed and the student provides documentation that the repetition is necessary for transfer.

3. For intercollegiate athletics and related conditioning courses and for intercollegiate academic or vocational competition courses, ~~4. Students may repeat a course for a maximum of three semesters (four attempts total) or the maximum number of times the that course has been approved for repetitions.~~ Substandard grades and "W" earned each count as an attempt.

#### B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the attempt does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.

2. No more than two substandard grades may be alleviated for a repeatable course.

~~2.3.~~ When a student repeats a course/lass to alleviate substandard academic work, the previous grade and credit will be disregarded in the calculation of grade point average.

~~3.4.~~ If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:

a) That last grade cannot be alleviated, and

b) lapse of time can never be used for that course.

Note: Extenuating circumstances described in section ~~VI.BV.B~~ below do not apply to repeatable courses. A student may not petition on the grounds of extenuating circumstances for a repeatable course.

#### III. Variable Unit Courses

Title 5 regulations shall guide El Camino College on variable unit courses.

#### IV. Withdrawals

A. Withdrawal From a Course

1. Students who are withdrawn from a course after the census date (20% of the course section) shall receive a “W” on their transcript. The period to receive a “W” is from the deadline to drop without notation to the 75% point of the course section.

B. Military Withdrawals

1. Military withdrawals shall not be counted towards the permitted number of withdrawals or attempts.
2. A student who is a member of an active or reserve United States military service may receive a military withdrawal when the student receives orders from the military.
3. The orders must be verified by the ~~Veterans’~~ Veterans’ Services Office with appropriate documentation provided by the student.
4. The military withdrawal may be assigned at any time.
5. The symbol for military withdrawals shall be “MW.”
6. Military withdrawals shall not be counted in progress probation or dismissal calculations.
7. Neither an “F” nor an “FW” can be assigned in lieu of a military withdrawal.

C. Withdrawal Due to Extraordinary Conditions

1. A “W” may be removed and “no notation” assigned to any student who withdrew from one or more classes where such withdrawal was necessary, verified through documentation, and approved by the Director of Admissions & Records due to:
  - a) fire
  - b) flood
  - c) other extraordinary conditions such as:
    - (1) earthquake
    - (2) riot
    - (3) terrorism
    - (4) acts of war
    - (5) other consequential and significant acts.

V. Special Circumstances

Students may only petition to repeat a course beyond the maximum allowed enrollments under the following conditions. Maximum allowed enrollments include any combination of withdrawals and repetitions.

A. Significant Lapse of Time

1. A student may petition to repeat a course in which they previously earned a grade of C or better if there has been a significant lapse of time. A significant lapse of time petition may be filed when
  - a) no fewer than 36 months have passed or
  - ~~1.b) Lapse of time is determined by~~ the nature of the course (~~-~~i.e. skill, knowledge, technology) requires repetition sooner.
2. ~~A student may petition with the appropriate division for significant lapse of time. A lapse of time is defined as a lapse of at least 36 months.~~
- 3.2. A student will forfeit significant lapse of time if:
  - a) Three substandard grades were received for non-repeatable courses
  - b) The maximum number of attempts in a repeatable course was reached and the last attempt was resulted in a substandard grade.
3. Lapse of time can only be used once per course.
- 4.

B. Extenuating Circumstances

1. A student may petition to repeat a course for extenuating circumstances.
2. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
3. The student has the burden of proof to support a claim.
4. Extenuating circumstances may be used once for a non-repeatable course.
5. Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at El Camino College or if the course was used in academic renewal.
6. Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.
7. Final decision on extenuating circumstances will be made by Aadmissions and Rrecords.

C. Special Classes for Students with Disabilities

1. Special classes designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case by case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
  2. when continuing success of the student in other general and/or special classes is dependent on additional repetitions of a special class

- b) when additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or special classes
- c) when the student has an educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

3. When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

~~3. When a student with a disability repeats a class to alleviate substandard grade, the previous grades and credits will be disregarded in computing the student's grade point average each time the course is repeated. However, the original grade alleviated by the new grade, must remain on the student's academic transcript. Therefore, only the most recent grade will be computed in the student's grade point average.~~

D. Legally Mandated Training Occupational Work Experience

1. Cooperative Work Experience Education (CWEE)  
Students may earn up to a total of 16 units. A maximum of eight credit hours may be earned in CWEE during one semester.  
, subject to the following limitations  
General Work Experience Education—A maximum of six units may be earned during any one term  
a) Occupational Work Experience Education—A maximum of eight units may be earned during any one term

E. Contractual Legally Mandated Training

1.1.

Course repetition shall be permitted, without petition and regardless of whether the student recorded substandard work, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to the California Code of Regulations.

F. Significant Change in Industry or Licensure Standards

1. A student may re-enroll in a course where there has been a change in industry or licensure standards that repetition of the course is necessary for employment or licensure.
2. The student must document the following two provisions:
  - a) that there has been a significant change in the industry or licensure standards since the student previously took the course, and
  - b) the student must take this course again for employment or licensure.
- 1.3. The change should be one that without the updated course, the student could not obtain or maintain his or her employment or license.

## VI. Other Provisions

### A. ~~Post Degree Grade Alleviation~~

1. ~~Grade Course~~ repetition to alleviate a grade or academic renewal after a degree has been earned at El Camino College is not allowed. Once a degree or certificate has been issued no form of grade alleviation or grade change can take place.

### B.A. Grade Alleviation with Courses from Other Colleges

1. Grade alleviation with courses from other colleges will be allowed provided the following conditions are met:
  - a) the course is from a regionally accredited college
  - b) the course is comparable
  - c) the course is of equal value in units.
2. ~~Grade~~ Grade alleviation with a course from other colleges cannot take place if:
  - a) three substandard grades have been received in a non-repeatable El Camino College course. However, the course may be used for subject credit to meet prerequisites and the course will count toward graduation subject requirements.
  - b) the student had reached the maximum number of attempts in a repeatable course and the grade in the final attempt was substandard.

### B.C. Course Repetition and Academic Records

1. Courses that are repeated will be recorded in the student's permanent academic record using an appropriate symbol.
2. Annotating the permanent academic record will be done in a manner that all work remains legible, insuring a true and complete academic history.
- 1.3. C. Academic renewal is not an exception that permits a student to repeat a credit course

VII. Enrollment Limitations for Courses Related in Content

A. Students are limited in the number of active participatory courses they can take if the courses are related in content (also referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content. Families of courses are published in the college catalog.

B. Students will be limited to taking a maximum of four courses in any one family of courses.

1) For example, the Jazz Large Ensemble family of courses contains Music 266abcd (Big Band Jazz, repeatable up to four times) and Music 267abcd (Jazz Band, repeatable up to four times). A student who has already enrolled in Music 266abcd two times can enroll only twice more in either Music 266abcd or Music 267abcd. A student who has already enrolled in Music 266abcd two times and Music 267abcd two times will not be permitted to enroll in additional courses from the family.

C. In addition, all evaluative and non-evaluative grades count toward the four enrollment limitation and all grades and credits received count in computing a student's GPA.

Reference:

Title 5, Sections ~~55040-55046~~55045, 55252, 55253, 56029, 58161

~~Ed Code: Authority cited: Section 6700 and 70901~~

~~Ed Code: Reference Sections 70901 and 70902~~

Board of Trustees Agenda – May 21, 2012



## El Camino College

### Future BOGFW Regulations: Impact on Fall 2011 to Spring 2014 Executive Summary

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The California Community College Chancellor's Office new Board of Governors Fee Waiver (BOGFW) eligibility criteria would have students not achieving academic and/or progress standards lose both enrollment priority and BOGFW, simultaneously. With this policy set to take effect in Fall 2016, data was gathered and analyzed to determine the impact this new legislation would have based on students receiving BOGFW who meet second level probation criteria or have more than 100 units not including non-degree applicable basic skills, ESL and special classes.

On average, nearly 2,000 (15%) BOGFW recipients who were enrolled in Fall terms would lose their award based on the new eligibility criteria. An average of 2,550 (19%) BOGFW recipients who were enrolled in Spring term would lose their award.

	Fall 2011	Fall 2012	Fall 2013
<b>Total BOGFW Recipients</b>	12,481	12,968	13,291
<b>Recipients to lose BOGFW</b>	1,812 (15%)	1,814 (14%)	2,299 (17%)

	Spring 2012	Spring 2013	Spring 2014
<b>Total BOGFW Recipients</b>	12,072	13,143	13,050
<b>Recipients to lose BOGFW</b>	2,288 (17%)	2,337 (18%)	3,026 (23%)

The following reports give a detail analysis by term of the impact the new eligibility criteria would have on BOGFW recipients. Impact by gender, age, ethnicity and mandated groups (Foster Youth, Veterans, DSPS, CalWORKs & EOPS) were included in the analysis.

# El Camino College

## Future BOGFW Regulations: Impact on Fall 2011 Students

The California Community College Chancellor's Office new Board of Governors Fee Waiver (BOGFW) eligibility criteria would have students not achieving academic and/or progress standards lose both enrollment priority and BOGFW, simultaneously. With this policy set to take effect in Fall 2016, data was gathered and analyzed to determine the impact this new legislation would have based on Fall 2011 students receiving BOGFW who meet second level probation criteria or have more than 100 units not including non-degree applicable basic skills, ESL and special classes.

Fifteen percent of students (1,812) who were awarded BOGFW in Fall 2011 would lose their award based on the new eligibility criteria, which represents 7% of total students enrolled at El Camino College. Seventy percent of students affected (1,265) registered at either El Camino College or Compton Center in Spring 2012.

Total Enrollment	
Total students at El Camino College in Fall 2011	24,213
Total BOGFW recipients at El Camino College in Fall 2011	12,481

**52% of students receive BOGFW**

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,514
BOGFW recipients placed on Academic Probation 2**	1,238

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,119
BOGFW recipients placed on Progress Probation 2**	715

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	
<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>1,812</b>

**318  
15% of recipients would lose BOGFW**

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total	
	N	%	N	%	N	
All Students	12,625	52%	11,582	48%	24,213	
All BOGFW Recipients	7,025	56%	5,456	44%	12,481	
Recipients to lose BOGFW	1,054	58%	758	42%	1,812	

Age	17-19				30-39		or older		Total	
	N	%	N	%	N	%	N	%	N	
All Students	6,757	28%	9,461	39%	3,175	13%	2,343	10%	2,3	10%
All BOGFW Recipients	3,799	30%	5,001	40%	1,753	14%	1,120	9%	7	6%
Recipients to lose BOGFW	300	17%	922	51%	293	16%	189	10%	1	6%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	4,320	18%	4,166	17%	9,858	41%	4,174	17%	1,695	7%	24,213
All BOGFW Recipients	3,143	25%	1,501	12%	5,792	46%	1,258	10%	787	6%	12,481
Recipients to lose BOGFW	567	31%	195	11%	792	44%	126	7%	132	7%	1,812

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	116	0%	473	2%	1,244	5%	401	2%	934	4%	24,213
All BOGFW Recipients	114	1%	231	2%	704	6%	395	3%	931	7%	12,481
Recipients to lose BOGFW	18	1%	34	2%	152	8%	74	4%	171	9%	1,812

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (15%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	7,025	1,054	15%
Male	5,456	758	14%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	3,799	300	8%
20-24	5,001	922	18%
25-29	1,753	293	17%
30-39	1,120	189	17%
40 or older	793	108	14%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	3,143	567	18%
Asian/Pacific Islander	1,501	195	13%
Latino	5,792	792	14%
White	1,258	126	10%
Other	787	132	17%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	114	18	16%
Veterans	231	34	15%
DSPS	704	152	22%
CalWORKs	395	74	19%
EOPS	931	171	18%
Total Mandated Group Students (unduplicated)	2,080	381	18%

# El Camino College

## Future BOGFW Regulations: Impact on Spring 2012 Students

Nineteen percent of students (2,288) who were awarded BOGFW in Spring 2012 would lose their award based on the new eligibility criteria, which represents 10% of total students enrolled at El Camino College. Fifty-seven percent of students affected (1,296) registered at either El Camino College or ECC-Compton Center in Fall 2012.

Total Enrollment	
Total students at El Camino College in Spring 2012	22,654
Total BOGFW recipients at El Camino College in Spring 2012	12,072

53% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,188
BOGFW recipients placed on Academic Probation 2**	1,611

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,022
BOGFW recipients placed on Progress Probation 2**	859

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	387

19% of recipients would lose BOGFW

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>2,288</b>
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\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	11,854	52%	10,792	48%	22,652
All BOGFW Recipients	6,848	57%	5,224	43%	12,072
Recipients to lose BOGFW	1,334	58%	954	42%	2,288

Age	17-19		30-39				or older		Total
	N	%	N	%	N	%	N	%	
All Students	5,663	25%	9,556	42%	3,031	13%	2,125	9%	21,375
All BOGFW Recipients	3,220	27%	5,173	43%	1,767	15%	1,100	9%	11,260
Recipients to lose BOGFW	437	19%	1,131	49%	378	17%	225	10%	2,171

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
All Students	3,985	18%	3,965	18%	9,359	41%	3,855	17%	1,488	7%	22,652
All BOGFW Recipients	3,011	25%	1,442	12%	5,672	47%	1,223	10%	724	6%	12,072
Recipients to lose BOGFW	655	29%	241	11%	1,108	48%	153	7%	131	6%	2,288

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
All Students	111	0%	433	2%	1,118	5%	471	2%	741	3%	22,652
All BOGFW Recipients	110	1%	217	2%	673	6%	467	4%	740	6%	12,072
Recipients to lose BOGFW	22	1%	31	1%	168	7%	130	6%	141	6%	2,288

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (19%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	6,848	1,334	19%
Male	5,224	954	18%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	3,220	437	14%
20-24	5,173	1,131	<b>22%</b>
25-29	1,767	378	<b>21%</b>
30-39	1,100	225	<b>20%</b>
40 or older	802	117	15%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	3,011	655	<b>22%</b>
Asian/Pacific Islander	1,442	241	17%
Latino	5,672	1,108	<b>20%</b>
White	1,223	153	13%
Other	724	131	18%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	110	22	<b>20%</b>
Veterans	217	31	14%
DSPS	673	168	<b>25%</b>
CalWORKs	467	130	<b>28%</b>
EOPS	740	141	19%
Total Mandated Group Students (unduplicated)	1,956	430	<b>22%</b>

# El Camino College

## Future BOGFW Regulations: Impact on Fall 2012 Students

Fourteen percent of students (1,814) who were awarded BOGFW in Fall 2012 would lose their award based on the new eligibility criteria, which represents 8% of total students enrolled at El Camino College. Seventy percent of students affected (1,273) registered at either El Camino College or ECC-Compton Center in Spring 2013.

Total Enrollment	
Total students at El Camino College in Fall 2012	23,409
Total BOGFW recipients at El Camino College in Fall 2012	12,968

55% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,578
BOGFW recipients placed on Academic Probation 2**	1,237

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,097
BOGFW recipients placed on Progress Probation 2**	625

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	361

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>1,814</b>
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14% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	12,284	52%	11,121	48%	23,409
All BOGFW Recipients	7,299	56%	5,669	44%	12,968
Recipients to lose BOGFW	1,074	59%	740	41%	1,814

Age	17-19				30-39		40		or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	6,644	28%	9,379	40%	2,962	13%	2,117	9%	2,117	9%	23,409
All BOGFW Recipients	3,940	30%	5,272	41%	1,784	14%	1,135	9%	8	6%	12,968
Recipients to lose BOGFW	284	16%	924	51%	324	18%	172	9%	1	6%	1,814

Note: 16 or younger excluded in this table

# El Camino College

	American		Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	N
<b>All Students</b>	3,985	17%	3,885	17%	10,466	45%	3,648	16%	1,425	6%	23,409
<b>All BOGFW Recipients</b>	3,015	23%	1,505	12%	6,579	51%	1,181	9%	688	5%	12,968
<b>Recipients to lose BOGFW</b>	494	27%	189	10%	911	50%	117	6%	103	6%	1,814

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	N
<b>All Students</b>	135	1%	407	2%	1,219	5%	435	2%	797	3%	23,409
<b>All BOGFW Recipients</b>	132	1%	228	2%	750	6%	428	3%	790	6%	12,968
<b>Recipients to lose BOGFW</b>	25	1%	26	1%	149	8%	82	5%	106	6%	1,814

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (14%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	7,299	1,074	<b>15%</b>
<b>Male</b>	5,669	740	13%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	3,940	284	7%
<b>20-24</b>	5,272	924	<b>18%</b>
<b>25-29</b>	1,784	324	<b>18%</b>
<b>30-39</b>	1,135	172	<b>15%</b>
<b>40 or older</b>	827	110	13%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	3,015	494	<b>16%</b>
<b>Asian/Pacific Islander</b>	1,505	189	13%
<b>Latino</b>	6,579	911	14%
<b>White</b>	1,181	117	10%
<b>Other</b>	688	103	<b>15%</b>

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	132	25	<b>19%</b>
<b>Veterans</b>	228	26	11%
<b>DSPS</b>	750	149	<b>20%</b>
<b>CalWORKs</b>	428	82	<b>19%</b>
<b>EOPS</b>	790	106	13%
<b>Total Mandated Group Students (unduplicated)</b>	<b>2,069</b>	<b>341</b>	<b>16%</b>

# Future BOGFW Regulations: Impact on Spring 2013 Students

Eighteen percent of students (2,337) who were awarded BOGFW in Spring 2013 would lose their award based on the new eligibility criteria, which represents 10% of total students enrolled at El Camino College. Fifty-seven percent of students affected (1,337) registered at either El Camino College or ECC-Compton Center in Fall 2013.

Total Enrollment	
Total students at El Camino College in Spring 2013	22,660
Total BOGFW recipients at El Camino College in Spring 2013	13,143

58% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,357
BOGFW recipients placed on Academic Probation 2**	1,644

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,051
BOGFW recipients placed on Progress Probation 2**	776

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	468

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>2,337</b>
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18% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

## Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	11,779	52%	10,878	48%	22,660
All BOGFW Recipients	7,283	55%	5,859	45%	13,143
Recipients to lose BOGFW	1,314	56%	1,023	44%	2,337

Age	17-19				30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N
All Students	5,702	25%	9,688	43%	3,031	13%	2,132	9%	20,553
All BOGFW Recipients	3,547	27%	5,748	44%	1,842	14%	1,163	9%	12,299
Recipients to lose BOGFW	472	20%	1,160	50%	391	17%	180	8%	2,337

Note: 16 or younger excluded in this table



# El Camino College

	American		Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	3,753	17%	3,741	17%	10,229	45%	3,605	16%	1,332	6%	22,660
All BOGFW Recipients	2,963	23%	1,476	11%	6,875	52%	1,175	9%	654	5%	13,143
Recipients to lose BOGFW	609	26%	228	10%	1,235	53%	149	6%	116	5%	2,337

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	118	1%	417	2%	1,123	5%	429	2%	897	4%	22,660
All BOGFW Recipients	117	1%	236	2%	686	5%	425	3%	894	7%	13,143
Recipients to lose BOGFW	30	1%	35	1%	175	7%	92	4%	124	5%	2,337

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (18%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	7,283	1,314	18%
Male	5,859	1,023	17%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	3,547	472	13%
20-24	5,748	1,160	20%
25-29	1,842	391	21%
30-39	1,163	180	15%
40 or older	839	134	16%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	2,963	609	21%
Asian/Pacific Islander	1,476	228	15%
Latino	6,875	1,235	18%
White	1,175	149	13%
Other	654	116	18%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	117	30	26%
Veterans	236	35	15%
DSPS	686	175	26%
CalWORKs	425	92	22%
EOPS	894	124	14%
Total Mandated Group Students (unduplicated)	2,075	400	19%

# Future BOGFW Regulations: Impact on Fall 2013 Students

Seventeen percent of students (2,299) who were awarded BOGFW in Fall 2013 would lose their award based on the new eligibility criteria, which represents 8% of total students enrolled at El Camino College. Seventy-one percent of students affected (1,627) registered at either El Camino College or ECC-Compton Center in Spring 2014.

Total Enrollment	
Total students at El Camino College in Fall 2013	24,006
Total BOGFW recipients at El Camino College in Fall 2013	13,291

55% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	2,885
BOGFW recipients placed on Academic Probation 2**	1,438

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,734
BOGFW recipients placed on Progress Probation 2**	963

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	371

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>2,299</b>
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17% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

## Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	12,323	51%	11,681	49%	24,006
All BOGFW Recipients	7,365	55%	5,926	45%	13,291
Recipients to lose BOGFW	1,293	56%	1,006	44%	2,299

Age	17-19		20-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N
All Students	6,881	29%	9,802	41%	3,163	13%	2,147	9%	21,993
All BOGFW Recipients	4,185	31%	5,493	41%	1,768	13%	1,071	8%	12,517
Recipients to lose BOGFW	405	18%	1,149	50%	410	18%	209	9%	2,299

Note: 16 or younger excluded in this table

# El Camino College

	American		Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	N
<b>All Students</b>	4,056	17%	3,802	16%	11,449	48%	1,268	5%	3,431	14%	24,006
<b>All BOGFW Recipients</b>	2,855	21%	1,539	12%	7,185	54%	585	4%	1,127	8%	13,291
<b>Recipients to lose BOGFW</b>	626	27%	222	10%	1,187	52%	123	5%	141	6%	2,299

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	N
<b>All Students</b>	119	<1%	402	2%	1,225	5%	378	2%	1,019	4%	24,006
<b>All BOGFW Recipients</b>	102	1%	221	2%	724	5%	348	3%	935	7%	13,291
<b>Recipients to lose BOGFW</b>	26	1%	31	1%	175	8%	81	4%	120	5%	2,299

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (17%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	7,365	1,293	<b>18%</b>
<b>Male</b>	5,926	1,006	17%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	4,185	405	10%
<b>20-24</b>	5,493	1,149	<b>21%</b>
<b>25-29</b>	1,768	410	<b>23%</b>
<b>30-39</b>	1,071	209	<b>20%</b>
<b>40 or older</b>	761	126	17%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	2,855	626	<b>22%</b>
<b>Asian/Pacific Islander</b>	1,539	222	14%
<b>Latino</b>	7,185	1,187	17%
<b>White</b>	585	123	<b>21%</b>
<b>Other</b>	1,127	141	13%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	102	26	<b>25%</b>
<b>Veterans</b>	221	31	14%
<b>DSPS</b>	724	175	<b>24%</b>
<b>CalWORKs</b>	348	81	<b>23%</b>
<b>EOPS</b>	935	120	13%
<i>Total Mandated Group Students (unduplicated)</i>	2,053	381	<b>19%</b>

# Future BOGFW Regulations: Impact on Spring 2014 Students

Twenty-three percent of students (3,026) who were awarded BOGFW in Spring 2014 would lose their award based on the new eligibility criteria, which represents 13% of total students enrolled at El Camino College.

Total Enrollment	
Total students at El Camino College in Spring 2014	22,812
Total BOGFW recipients at El Camino College in Spring 2014	13,050

57% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	3,168
BOGFW recipients placed on Academic Probation 2**	2,065

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	1,914
BOGFW recipients placed on Progress Probation 2**	1,290

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	456

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>3,026</b>
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23% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

## Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	11,650	51%	11,160	49%	22,812
All BOGFW Recipients	7,192	55%	5,858	45%	13,050
Recipients to lose BOGFW	1,646	54%	1,380	46%	3,026

Age	17-19		20-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N
All Students	5,765	25%	9,986	44%	3,087	14%	2,078	9%	10,916
All BOGFW Recipients	3,521	27%	5,864	45%	1,790	14%	1,104	8%	12,279
Recipients to lose BOGFW	790	26%	1,393	46%	439	15%	252	8%	2,874

Note: 16 or younger excluded in this table

Ethnicity	African	Asian/Pacific	Latino	White	Other	Total
Research & Planning			10			

	American		Islander		N	%	N	%	N	%	N
	N	%	N	%							
All Students	3,706	16%	3,719	16%	10,919	48%	3,258	14%	1,210	5%	22,812
All BOGFW Recipients	2,697	21%	1,519	12%	7,140	55%	1,118	9%	576	4%	13,050
Recipients to lose BOGFW	839	28%	281	9%	1,601	53%	165	5%	140	5%	3,026

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	102	<1%	415	2%	1,141	5%	354	2%	1,033	5%	22,812
All BOGFW Recipients	98	1%	238	2%	705	5%	344	3%	968	7%	13,050
Recipients to lose BOGFW	31	1%	52	2%	226	7%	85	3%	189	6%	3,026

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (23%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	7,192	1,646	23%
Male	5,858	1,380	<b>24%</b>

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	3,521	790	22%
20-24	5,864	1,393	<b>24%</b>
25-29	1,790	439	<b>25%</b>
30-39	1,104	252	23%
40 or older	765	152	20%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	2,697	839	<b>31%</b>
Asian/Pacific Islander	1,519	281	18%
Latino	7,140	1,601	22%
White	1,118	165	15%
Other	576	140	<b>24%</b>

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	98	31	<b>32%</b>
Veterans	238	52	22%
DSPS	705	226	<b>32%</b>
CalWORKs	344	85	<b>25%</b>
EOPS	968	189	20%
<i>Total Mandated Group Students (unduplicated)</i>	2,054	504	<b>25%</b>

Data Source: California Community College Chancellor's Office MIS Data Files

# El Camino College Compton Center

## Future BOGFW Regulations: Impact Fall 2011 to Spring 2014

### Executive Summary

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The California Community College Chancellor’s Office new Board of Governors Fee Waiver (BOGFW) eligibility criteria would have students not achieving academic and/or progress standards lose both enrollment priority and BOGFW, simultaneously. With this policy set to take effect in Fall 2016, data was gathered and analyzed to determine the impact this new legislation would have based on students receiving BOGFW who meet second level probation criteria or have more than 100 units not including non-degree applicable basic skills, ESL and special classes.

On average, over 700 (13%) BOGFW recipients who were enrolled in Fall terms would lose their award based on the new eligibility criteria. Close to 1,000 (18%) BOGFW recipients who were enrolled in Spring terms would lose their award.

	Fall 2011	Fall 2012	Fall 2013
<b>Total BOGFW Recipients</b>	5,592	5,556	5,436
<b>Recipients to lose BOGFW</b>	660 (12%)	618 (11%)	902 (17%)

	Spring 2012	Spring 2013	Spring 2014
<b>Total BOGFW Recipients</b>	5,714	5,672	5,283
<b>Recipients to lose BOGFW</b>	972 (17%)	844 (15%)	1,119 (21%)

The following reports give a detail analysis by term of the impact the new eligibility criteria would have on BOGFW recipients. Impact by gender, age, ethnicity and mandated groups (Foster Youth, Veterans, DSPS, CalWORKs & EOPS) were included in the analysis.

# El Camino College Compton Center

## Future BOGFW Regulations: Impact on Fall 2011 Students

The California Community College Chancellor's Office new Board of Governors Fee Waiver (BOGFW) eligibility criteria would have students not achieving academic and/or progress standards lose both enrollment priority and BOGFW, simultaneously. With this policy set to take effect in Fall 2016, data was gathered and analyzed to determine the impact this new legislation would have based on Fall 2011 students receiving BOGFW who meet second level probation criteria or have more than 100 units not including non-degree applicable basic skills, ESL and special classes.

Twelve percent of students (660) who were awarded BOGFW in Fall 2011 would lose their award based on the new eligibility criteria, which represents 8% of total students enrolled at ECC -Compton Center. Sixty-four percent of students affected (425) registered at either ECC-Compton Center or El Camino College in Spring 2012.

<b>Total Enrollment</b>		71% of students receive BOGFW
Total students at Compton Center in Fall 2011	7,912	
Total BOGFW recipients at Compton Center in Fall 2011	5,592	
<b>Academic Probation</b>		
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>		
BOGFW recipients placed on Academic Probation 1*		768
BOGFW recipients placed on Academic Probation 2**		454
<b>Progress Probation</b>		
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>		
BOGFW recipients placed on Progress Probation 1*	610	
BOGFW recipients placed on Progress Probation 2**	303	
<b>100+ Earned Units</b>		
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>		
BOGFW recipients with 100+ Earned Units	64	
<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>660</b>	12% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	5,132	65%	2,776	35%	7,912
All BOGFW Recipients	3,754	67%	1,838	33%	5,592
Recipients to lose BOGFW	449	68%	211	32%	660

Age	17-19				30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	%
All Students	1,505	19%	2,917	37%	1,231	16%	1,200	15%	953	12%
All BOGFW Recipients	1,044	19%	2,112	38%	950	17%	883	16%	601	11%
Recipients to lose BOGFW	61	9%	321	49%	130	20%	92	14%	56	8%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	All Students	3,387	43%	534	7%	3,286	42%	319	4%	383	
All BOGFW Recipients	2,750	49%	238	4%	2,179	39%	154	3%	271	5%	5,592
Recipients to lose BOGFW	361	55%	23	3%	229	35%	9	1%	38	6%	660

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
All Students	55	1%	129	2%	225	3%	444	6%	799	10%	7,912
All BOGFW Recipients	53	1%	73	1%	196	4%	427	8%	797	14%	5,592
Recipients to lose BOGFW	7	1%	11	2%	32	5%	61	9%	79	12%	660

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (12%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	3,754	449	12%
Male	1,838	211	11%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	1,044	61	6%
20-24	2,112	321	15%
25-29	950	130	14%
30-39	883	92	10%
40 or older	601	56	9%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	2,750	361	13%
Asian/Pacific Islander	238	23	10%
Latino	2,179	229	11%
White	154	9	6%
Other	271	38	14%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	53	7	13%
Veterans	73	11	15%
DSPS	196	32	16%
CalWORKs	427	61	14%
EOPS	797	79	10%
Total Mandated Group Students (unduplicated)	1,334	166	12%



# El Camino College Compton Center

## Future BOGFW Restrictions: Impact on Spring 2012 Students

Seventeen percent of students (972), who were awarded BOGFW in Spring 2012 would lose their award based on the new eligibility criteria which represents 12% of total students enrolled at ECC -Compton Center. Forty-six percent of students affected (444) registered at either ECC-Compton Center or El Camino College in Fall 2012.

Total Enrollment	
Total students at Compton Center in Spring 2012	7,827
Total BOGFW recipients at Compton Center in Spring 2012	5,714

73% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	677
BOGFW recipients placed on Academic Probation 2**	713

Progress Probation	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	614
BOGFW recipients placed on Progress Probation 2**	439

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	89

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>972</b>
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17% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	4,976	64%	2,850	36%	7,827
All BOGFW Recipients	3,740	65%	1,974	35%	5,714
Recipients to lose BOGFW	642	66%	330	34%	972

Age	17-19		20-29		30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	
All Students	1,354	17%	3,079	39%	1,252	16%	1,153	15%	894	11%
All BOGFW Recipients	931	16%	2,278	40%	971	17%	901	16%	629	11%
Recipients to lose BOGFW	117	12%	486	50%	176	18%	128	13%	65	7%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	<b>All Students</b>	3,209	41%	610	8%	3,249	42%	353	5%	406	
<b>All BOGFW Recipients</b>	2,639	46%	300	5%	2,327	41%	163	3%	285	5%	5,714
<b>Recipients to lose BOGFW</b>	503	52%	34	3%	369	38%	23	2%	43	4%	972

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	66	1%	119	2%	224	3%	444	6%	721	9%	7,827
<b>All BOGFW Recipients</b>	64	1%	70	1%	199	3%	436	8%	720	13%	5,714
<b>Recipients to lose BOGFW</b>	10	1%	12	1%	37	4%	101	10%	100	10%	972

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (17%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	3,740	642	17%
<b>Male</b>	1,974	330	17%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	931	117	13%
<b>20-24</b>	2,278	486	<b>21%</b>
<b>25-29</b>	971	176	<b>18%</b>
<b>30-39</b>	901	128	14%
<b>40 or older</b>	629	65	10%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	2,639	503	<b>19%</b>
<b>Asian/Pacific Islander</b>	300	34	11%
<b>Latino</b>	2,327	369	16%
<b>White</b>	163	23	14%
<b>Other</b>	285	43	15%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	64	10	16%
<b>Veterans</b>	70	12	17%
<b>DSPS</b>	199	37	<b>19%</b>
<b>CalWORKs</b>	436	101	<b>23%</b>
<b>EOPS</b>	720	100	14%
<b>Total Mandated Group Students (unduplicated)</b>	1,289	223	17%

# El Camino College Compton Center

## Future BOGFW Restrictions: Impact on Fall 2012 Students

Eleven percent of students (618) who were awarded BOGFW in Fall 2012 would lose their award based on the new eligibility criteria, which represents 8% of total students enrolled at ECC -Compton Center. Sixty-three percent of students affected (390) registered at either ECC-Compton Center or El Camino College in Spring 2013.

<b>Total Enrollment</b>	
Total students at Compton Center in Fall 2012	7,531
Total BOGFW recipients at Compton Center in Fall 2012	5,556

**74% of students receive BOGFW**

<b>Academic Probation</b>	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	739
BOGFW recipients placed on Academic Probation 2**	438

<b>Progress Probation</b>	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	545
BOGFW recipients placed on Progress Probation 2**	257

<b>100+ Earned Units</b>	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	72

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>618</b>
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**11% of recipients would lose BOGFW**

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	4,877	65%	2,653	35%	7,531
All BOGFW Recipients	3,734	67%	1,822	33%	5,556
Recipients to lose BOGFW	427	69%	191	31%	618

Age	17-19				30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	%
All Students	1,506	20%	2,841	38%	1,148	15%	1,073	14%	889	12%
All BOGFW Recipients	1,051	19%	2,110	38%	895	16%	852	15%	644	12%
Recipients to lose BOGFW	73	12%	279	45%	124	20%	95	15%	47	8%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	All Students	3,027	40%	554	7%	3,336	44%	266	4%	348	
All BOGFW Recipients	2,481	45%	285	5%	2,414	43%	133	2%	243	4%	5,556
Recipients to lose BOGFW	289	47%	32	5%	244	39%	16	3%	37	6%	618

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
All Students	51	1%	103	1%	247	3%	400	5%	814	11%	7,531
All BOGFW Recipients	51	1%	71	1%	222	4%	391	7%	812	15%	5,556
Recipients to lose BOGFW	11	2%	7	1%	29	5%	61	10%	68	11%	618

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (11%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Female	3,734	427	11%
Male	1,822	191	10%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
17-19	1,051	73	7%
20-24	2,110	279	13%
25-29	895	124	14%
30-39	852	95	11%
40 or older	644	47	7%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
African American	2,481	289	12%
Asian/Pacific Islander	285	32	11%
Latino	2,414	244	10%
White	133	16	12%
Other	243	37	15%

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
Foster Youth	51	11	22%
Veterans	71	7	10%
DSPS	222	29	13%
CalWORKs	391	61	16%
EOPS	812	68	8%
Total Mandated Group Students (unduplicated)	1,334	155	12%

# El Camino College Compton Center

## Future BOGFW Restrictions: Impact on Spring 2013 Students

Fifteen percent of students (844) who were awarded BOGFW in Spring 2013 would lose their award based on the new eligibility criteria, which represents 11% of total students enrolled at ECC -Compton Center. Fifty-two percent of students affected (439) registered at either ECC-Compton Center or El Camino College in Fall 2013.

<b>Total Enrollment</b>		
Total students at Compton Center in Spring 2013	7,608	75% of students receive BOGFW
Total BOGFW recipients at Compton Center in Spring 2013	5,672	
<b>Academic Probation</b>		
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>		
BOGFW recipients placed on Academic Probation 1*		687
BOGFW recipients placed on Academic Probation 2**		623
<b>Progress Probation</b>		
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>		
BOGFW recipients placed on Progress Probation 1*	573	
BOGFW recipients placed on Progress Probation 2**	308	
<b>100+ Earned Units</b>		
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>		
BOGFW recipients with 100+ Earned Units	122	
<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>844</b>	15% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	4,859	64%	2,748	36%	7,608
All BOGFW Recipients	3,731	66%	1,941	34%	5,672
Recipients to lose BOGFW	596	71%	248	29%	844

Age	17-19		20-29		30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	
All Students	1,292	17%	2,982	39%	1,198	16%	1,139	15%	912	12%
All BOGFW Recipients	956	17%	2,282	40%	930	16%	873	15%	630	11%
Recipients to lose BOGFW	99	12%	423	50%	142	17%	110	13%	70	8%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	<b>All Students</b>	2,859	38%	516	7%	3,624	48%	288	4%	321	
<b>All BOGFW Recipients</b>	2,386	42%	274	5%	2,625	46%	143	3%	244	4%	5,672
<b>Recipients to lose BOGFW</b>	410	49%	35	4%	336	40%	18	2%	45	5%	844

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	45	1%	125	2%	250	3%	360	5%	667	9%	7,608
<b>All BOGFW Recipients</b>	45	1%	86	2%	225	4%	355	6%	665	12%	5,672
<b>Recipients to lose BOGFW</b>	15	2%	12	1%	31	4%	70	8%	69	8%	844

### Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (15%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	3,731	596	<b>16%</b>
<b>Male</b>	1,941	248	13%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	956	99	10%
<b>20-24</b>	2,282	423	<b>19%</b>
<b>25-29</b>	930	142	15%
<b>30-39</b>	873	110	13%
<b>40 or older</b>	630	70	11%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	2,386	410	<b>17%</b>
<b>Asian/Pacific Islander</b>	274	35	13%
<b>Latino</b>	2,625	336	13%
<b>White</b>	143	18	13%
<b>Other</b>	244	45	<b>18%</b>

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	45	15	<b>33%</b>
<b>Veterans</b>	86	12	14%
<b>DSPS</b>	225	31	14%
<b>CalWORKs</b>	355	70	<b>20%</b>
<b>EOPS</b>	665	69	10%
<i>Total Mandated Group Students (unduplicated)</i>	<i>1,179</i>	<i>170</i>	<i>14%</i>

# El Camino College Compton Center

## Future BOGFW Restrictions: Impact on Fall 2013 Students

Seventeen percent of students (902) who were awarded BOGFW in Fall 2013 would lose their award based on the new eligibility criteria, which represents 12% of total students enrolled at ECC -Compton Center. Fifty-four percent of students affected (492) registered at either ECC-Compton Center or El Camino College in Spring 2014.

<b>Total Enrollment</b>	
Total students at Compton Center in Fall 2013	7,789
Total BOGFW recipients at Compton Center in Fall 2013	5,436

**70% of students receive BOGFW**

<b>Academic Probation</b>	
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,228
BOGFW recipients placed on Academic Probation 2**	457

<b>Progress Probation</b>	
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	791
BOGFW recipients placed on Progress Probation 2**	461

<b>100+ Earned Units</b>	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	123

<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>	<b>902</b>
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**17% of recipients would lose BOGFW**

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	4,990	64%	2,798	36%	7,789
All BOGFW Recipients	3,547	65%	1,889	35%	5,436
Recipients to lose BOGFW	620	69%	282	31%	902

Age	17-19		20-29		30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	
All Students	1,467	19%	2,984	38%	1,233	16%	1,104	14%	930	12%
All BOGFW Recipients	1,043	19%	2,130	39%	898	17%	765	14%	595	11%
Recipients to lose BOGFW	79	9%	393	44%	180	20%	152	17%	98	11%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	<b>All Students</b>	2,890	37%	488	6%	3,850	49%	266	3%	295	
<b>All BOGFW Recipients</b>	2,167	40%	251	5%	2,685	49%	130	2%	203	4%	5,436
<b>Recipients to lose BOGFW</b>	430	48%	35	4%	387	43%	6	1%	44	5%	902

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	44	1%	121	2%	217	3%	283	4%	710	9%	7,789
<b>All BOGFW Recipients</b>	38	1%	75	1%	183	3%	270	5%	673	12%	5,436
<b>Recipients to lose BOGFW</b>	13	1%	8	1%	34	4%	57	6%	78	9%	902

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (17%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	3,547	640	<b>18%</b>
<b>Male</b>	1,889	284	15%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	1,043	79	8%
<b>20-24</b>	2,130	393	<b>18%</b>
<b>25-29</b>	898	180	<b>20%</b>
<b>30-39</b>	765	152	<b>20%</b>
<b>40 or older</b>	595	98	16%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	2,167	430	<b>20%</b>
<b>Asian/Pacific Islander</b>	251	35	14%
<b>Latino</b>	2,685	387	14%
<b>White</b>	130	6	5%
<b>Other</b>	203	44	<b>22%</b>

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	38	13	<b>34%</b>
<b>Veterans</b>	75	8	11%
<b>DSPS</b>	183	34	<b>19%</b>
<b>CalWORKs</b>	270	57	<b>21%</b>
<b>EOPS</b>	673	78	12%
<i>Total Mandated Group Students (unduplicated)</i>	1,072	161	15%



# El Camino College Compton Center

## Future BOGFW Restrictions: Impact on Spring 2014 Students

Twenty-one percent of students (1,119), who were awarded BOGFW in Spring 2014 would lose their award based on the new eligibility criteria which represents 15% of total students enrolled at ECC -Compton Center.

<b>Total Enrollment</b>		73% of students receive BOGFW
Total students at Compton Center in Spring 2014	7,234	
Total BOGFW recipients at Compton Center in Spring 2014	5,283	
<b>Academic Probation</b>		724
<i>Students with 12+ attempted units &amp; less than 2.00 GPA</i>		
BOGFW recipients placed on Academic Probation 1*	1,204	
BOGFW recipients placed on Academic Probation 2**		
<b>Progress Probation</b>		
<i>Students with 12+ attempted units &amp; less than 50% completion of units attempted</i>		
BOGFW recipients placed on Progress Probation 1*	779	
BOGFW recipients placed on Progress Probation 2**	507	
<b>100+ Earned Units</b>		
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>		
BOGFW recipients with 100+ Earned Units	149	
<b>Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units</b>		1,119
		21% of recipients would lose BOGFW

\*First term on probation

\*\*Second **consecutive** primary term on probation

Note: All measures include courses from both Compton Center and El Camino College. BOGFW recipients include students awarded BOGFW at Compton Center or El Camino College.

### Demographic Summary

Gender	Female		Male		Total
	N	%	N	%	N
All Students	4,622	64%	2,611	36%	7,234
All BOGFW Recipients	3,480	66%	1,803	34%	5,283
Recipients to lose BOGFW	757	68%	362	32%	1,119

Age	17-19		20-29		30-39		40 or older		Total	
	N	%	N	%	N	%	N	%	N	
All Students	1,164	16%	2,944	41%	1,210	17%	1,014	14%	866	12%
All BOGFW Recipients	833	16%	2,216	42%	901	17%	729	14%	604	11%
Recipients to lose BOGFW	151	13%	476	43%	206	18%	168	15%	118	11%

Note: 16 or younger excluded in this table

Ethnicity	African American		Asian/Pacific Islander		Latino		White		Other		Total
	N	%	N	%	N	%	N	%	N	%	
	<b>All Students</b>	2,607	36%	457	6%	3,652	50%	246	3%	272	
<b>All BOGFW Recipients</b>	2,020	38%	235	4%	2,706	51%	129	2%	193	4%	5,283
<b>Recipients to lose BOGFW</b>	507	45%	52	5%	503	45%	14	1%	43	4%	1,119

Mandated Groups	Foster Youth		Veterans		DSPS		CalWORKs		EOPS		Total
	N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	37	1%	96	1%	180	2%	265	4%	639	9%	7,234
<b>All BOGFW Recipients</b>	33	1%	63	1%	153	3%	259	5%	609	12%	5,283
<b>Recipients to lose BOGFW</b>	9	1%	14	1%	32	3%	53	5%	84	8%	1,119

## Loss of BOGFW by Demographic Group

The tables below show the loss of enrollment priority within each demographic and mandated group. Percentages highlighted in red are above the overall percentage of students who would lose BOGFW (21%).

Gender	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Female</b>	3,480	757	<b>22%</b>
<b>Male</b>	1,803	362	20%

Age	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>17-19</b>	833	151	18%
<b>20-24</b>	2,216	476	21%
<b>25-29</b>	901	206	<b>23%</b>
<b>30-39</b>	729	168	<b>23%</b>
<b>40 or older</b>	604	118	20%

Note: 16 or younger excluded in this table

Ethnicity	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>African American</b>	2,020	507	<b>25%</b>
<b>Asian/Pacific Islander</b>	235	52	<b>22%</b>
<b>Latino</b>	2,706	503	19%
<b>White</b>	129	14	11%
<b>Other</b>	193	43	<b>22%</b>

Mandated Groups	BOGFW Recipients	Recipients to lose BOGFW	% of Recipients to lose BOGFW
<b>Foster Youth</b>	33	9	<b>27%</b>
<b>Veterans</b>	63	14	<b>22%</b>
<b>DSPS</b>	153	32	21%
<b>CalWORKs</b>	259	53	20%
<b>EOPS</b>	609	84	14%
<i>Total Mandated Group Students (unduplicated)</i>	958	162	17%