

*Any individual with a disability who requires reasonable accommodation to participate in a Board meeting, may request assistance by contacting the President's Office, 16007 Crenshaw Blvd., Torrance, CA 90506; telephone, (310) 660-3111; fax, (310) 660-6067.*



**El Camino Community College District  
Board of Trustees**

**Agenda, Monday, December 15, 2014  
Board Room  
4:00 p.m.**

- I. Roll Call, Pledge of Allegiance to the Flag**
- II. Approval of Minutes of the Regular Board Meeting of November 17, 2014, Pages v-viii**
- III. Presentations**
  - A. Student Equity Plan
  - B. Foundation Annual Report
- IV. Public Hearing - none**
- V. Public Comment on Annual Organizational Meeting**
- VI. Annual Organizational Meeting, Pages ix-xvii**
  - A. Election of Officers of the Board of Trustees
    - i. President
    - ii. Vice President
    - iii. Secretary
  - B. Representative, Los Angeles County Committee on School District Organization
  - C. Representative, Los Angeles County School Trustee Association
  - D. Representative, California Community College Trustees
  - E. Representative, El Camino Community College District Foundation
  - F. Secretary to the Board
  - G. Time, Date and Place of Board Meetings
  - H. Order of Administrative Authority in Absence of Superintendent/President
  - I. Acting Secretary to the Board of Trustees
  - J. Documents Authorized for Signature of Acting Superintendent
  - K. Signature Authorization

**VII. Public Comment on Consent Agenda**

**VIII. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption**

- A. Academic Affairs (AA)  
*See Academic Affairs Agenda,  
Pages AA 1- AA 65*
- B. Student and Community Advancement (SCA)  
*See Student Services Agenda,  
Pages SCA 1- SCA 12*
- C. Administrative Services (AS)  
*See Administrative Services Agenda,  
Pages AS 1- AS 14*
- D. *See Measure “E” Bond Fund Agenda, (E)  
Pages E 1- E 4*
- E. Human Resources (HR)  
*See Human Resources Agenda,  
Pages HR 1- HR 31*
- F. Compton Community Education Center (CC)  
*See Compton Community Education Center  
Agenda, Pages CC 1- CC 44*
- G. Superintendent/President (P/B)  
*See Superintendent/President Agenda,  
Pages P/B 1- P/B 17*

**IX. Public Comment on Non-Agenda Items**

**X. Oral Reports**

- A. Academic Senate Report
- B. Compton Center Report
- C. Board of Trustees Report
- D. President’s Report

**XI. Closed Session**

- A. Anticipated Litigation, Brown Act  
Section 54956.9 – Significant  
Exposure to Litigation
  - 1. 2 Cases
- B. Public Employee Discipline/Dismissal/Release, Brown Act Section 54957
  - 1. 1 Case

## Board Policy 1200 The El Camino College Mission, Philosophy, Values And Guiding Principles

### **Vision Statement**

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

### **Mission Statement**

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

### **Statement of Philosophy**

Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

### **Statement of Values**

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

**People** – We strive to balance the needs of our students, employees and community.

**Respect** – We work in a spirit of cooperation and collaboration.

**Integrity** – We act ethically and honestly toward our students, colleagues and community.

**Diversity** – We recognize and appreciate our similarities and differences.

**Excellence** – We aspire to deliver quality and excellence in all we do.

### **Guiding Principles**

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

### **Strategic Initiatives**

- A. Enhance teaching to support student learning using a variety of instructional methods and services.
  - B. Strengthen quality educational and support services to promote student success.
  - C. Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
  - D. Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
  - E. Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.
  - F. Support facility and technology improvements to meet the needs of students, employees, and the community.
  - G. Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.
- Adopted: 1/16/01, Amended: 1/22/02, 6/18/07, 6/21/10

**BOARD PRESENTATIONS AND REPORTS 2014-2015**

<i>Month</i>	<i>Presentation</i>	<i>Report</i>
July	Compton Center	FTES – Both Locations
August	Annual Budget	Notice of Public Hearing Quarterly Fiscal Status
September	Student Success and Support Program	Student Success and Support Program Plan
October	Community Advancement	
November	Strategic Plan	FTES – Both Locations Quarterly Fiscal Status
December	Student Equity Plan Foundation Annual Report	Student Equity Plan
January	Facilities Master Plan	Annual Factbook Annual Financial Audit
February	Career Advancement Academy (CAA) and AMETLL Grants	Sound Fiscal Management Accountability Reports End of Year Activities
March	Ethics	Full Time Equivalent Student (FTES) – Both Locations
April	Citizens Bond Oversight Committee	Measure E-Bond Annual Report Facilities Plan Upgrade
May	California Community College Accountability Scorecard and Student Achievement Goals	
June	Athlete Academic Success	Tentative Budget

Nov. 19, 2014

EL CAMINO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
MINUTES OF THE REGULAR MEETING OF  
Monday, November 17, 2014

The Board of Trustees of the El Camino Community College District met at 4:00 p.m. on Monday, November 17, 2014, in the Board Room at El Camino College.

The following Trustees were present: Trustee William Beverly, President; Trustee Kenneth A. Brown, Vice President; Trustee Mary E. Combs, Secretary; and Trustee John Vargas, Member. Trustee Cliff Numark was absent. Student Member Kimberly Garcia was absent due to illness.

Also present were Dr. Thomas Fallo, Superintendent/President; Ms. Linda Beam, Vice President/Human Resources; Ms. Jo Ann Higdon, Vice President/Administrative Services; Dr. Jeanie Nishime, Vice President/Student and Community Advancement; Ms. Barbara Perez, Vice President/Compton Education Center and Dr. Jean Shankweiler, Dean/Natural Sciences.

Minutes of the Regular Board Meeting of October 20, 2014

It was moved by Trustee Combs, seconded by Trustee Brown, that the Minutes of the Regular Board meeting of October 20, 2014 be approved as presented.

Trustees Beverly, Brown, Combs, and Vargas voted yes. Motion carried.

Presentation – Board Policy 1200 (The El Camino College Mission, Vision, Values and Strategic Initiatives)

Ms. Irene Graff gave an informational presentation on Board Policy 1200 (The El Camino College Mission, Vision, Values and Strategic Initiatives).

Consent Agenda

It was moved by Trustee Combs, seconded by Trustee Vargas, that the Board adopt the items presented on the agenda as noted below.

Academic Affairs

Center for the Arts Presentation – 2014-2015 Season  
Proposed Curriculum Changes Effective 2015-2016 Academic Year  
Board Policy 4040 (Library Services) – First Reading  
Administrative Procedure 4040 (Library Services) – Information Item

## Student and Community Advancement

Destruction of Records

International Travels

Board Policy 1200 (The El Camino College Mission, Vision, Values, and Strategic Initiatives) – First Reading

Board Policy 3250 (Institutional Planning) – Second Reading and Adoption

Information Item – Administrative Procedure 3250 (Institutional Planning)

Student Expulsion

## Administrative Services

Contracts Under \$84,100

Contracts Over \$84,100

Amendments to Contracts

Purchase Orders and Blanket Purchase Orders

## Measure E 2002 & 2012 Bond Fund

Category Budgets and Balances

Contract – Alta Environmental – Student Services Center Building Project

Contract Amendment – AMEC E & I, Inc. – Shops Building Replacement Project

Contract Amendment – Converse Consultants – Shops Building Replacement Project

Change Order – S. J. Amoroso – Industry and Technology Building Project

Purchase Orders and Blanket Purchase Orders

## Human Resources

Employment and Personnel Changes

Temporary Non-Classified Service Employees

Review by Board of Trustees: El Camino Police Officers Association Salary

Settlement Public Notification and Disclosure of Costs

Approval by Board of Trustees: El Camino Police Officers Association's Salary

Proposal and Approval of New Three Year Agreement

New Classification Specifications for Classified Position

New Classification Specifications for Supervisory Position

New Classification Specifications for Classified Management Position

Trustees Beverly, Brown, Combs, and Vargas voted yes. Motion carried.

## Committee of the Whole - 2014 Board of Trustees Evaluation

Trustees discussed Board duties and responsibilities and recommended action for the next Board meeting on establishment of Board goals.

## Public Comment

Dr. Margaret Quinones-Perez thanked the Cabinet and Board of Trustees for all the work related to the Puente Program.

Closed Session

Regular Meeting adjourned to a Closed Session at 6:10 p.m. which ended at 7:07 p.m.

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Mary E. Combs, Secretary of the Board

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Thomas M. Fallo, Secretary to the Board



### Annual Organizational Meeting

This meeting is called as prescribed in Education Code Section 72000 for the purpose of organizing the Board of Trustees by the (A) election of a president, vice president, and secretary from the members of the Board, (B) select a Board Member as a representative to the Los Angeles County Committee on School District Organization, (C) select a Board Member as a representative to the Los Angeles County School Trustees Association, (D) select a Board member to review nominations for membership on the California Community College Trustees Board and make a recommendation to the Board of Trustees, (E) select a Board Member to serve on the El Camino Community College District Foundation; (F) appoint a Secretary to the Board; and to (G) set the time and place of Board Meetings; (H) (I) (J) establish the order of authority of chief administrative officers in the absence of the Superintendent/President; and to (K) approve signatures on change orders; to approve purchase orders; to approve warrants; to authorize personnel changes. In addition, it is called as a regular meeting.

A. Election of Officers for Period December 15, 2014 through the Annual Organizational Meeting in December, 2015

It is recommended that the Board elect officers for the period December 15, 2014, through the Annual Organizational Meeting in December, 2015.

2014 Officers:

President: William Beverly

Vice President: Kenneth A. Brown

Secretary: Mary Combs

B. Los Angeles County Committee on School District Organization

The Board is to appoint a representative to the Los Angeles County Committee on School District Organization.

2014 Representative: Kenneth A. Brown

C. Los Angeles County School Trustees Association

The Board is to appoint a representative to the Los Angeles County School Trustees Association for 2013-2014.

2014 Representative: Cliff Numark

D. California Community College Trustees Board Election

It is recommended that the Board appoint a member to review nominations for membership on the California Community College Trustees Board and make a recommendation to the Board of Trustees.

2014 Representative: Mary E. Combs

- E. El Camino Community College District Foundation  
It is recommended that the Board appoint a member to serve on the El Camino Community College District Foundation.

2014 Representative: John Vargas

- F. Secretary to the Board for Period December 15, 2014 through the Annual Organizational Meeting in December, 2015

It is recommended that Thomas M. Fallo be appointed Secretary to the Board for the period December 15, 2014, through the Annual Organizational Meeting in December, 2015.

- G. Time, Date and Place of Board Meetings

It is recommended that the Board hold its regular meetings at 4:00 p.m. on the third Monday of each month or as noted below, in the Board Room in the Administration Building at El Camino College. If an El Camino Community College District holiday falls on Monday, the Board meeting will be held on the following Tuesday. Dates for 2015 are as follows:

Tuesday, January 20, 2015	Monday, July 20, 2015
Tuesday, February 17, 2015	Monday, August 17, 2015
Monday, March 16, 2015	Tuesday, September 8, 2015
Monday, April 20, 2015	Monday, October 19, 2015
Monday, May 18, 2015	Monday, November 16, 2015
Monday, June 15, 2015	Monday, December 21, 2015

- H. Order of Administrative Authority in Absence of Superintendent/President

It is recommended that a Vice President be appointed to serve as Acting Superintendent/President of the El Camino Community College District in the absence of the Superintendent/President, the following order of authority is to be followed for period December 15, 2014, through the Annual Organizational Meeting in December, 2015:

Linda Beam, Barbara Perez, Francisco M. Arce, Jo Ann Higdon, Jeanie Nishime

- I. Acting Secretary to the Board of Trustees

In the absence of the Superintendent/President and Secretary to the Board of Trustees during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, it is recommended that the Vice Presidents serve as Acting Secretary to the Board of Trustees of the El Camino Community College District in the following sequence of authority:

Linda Beam, Barbara Perez, Francisco M. Arce, Jo Ann Higdon, Jeanie Nishime

J. Documents Authorized for Signature of Superintendent

It is recommended that the Acting Superintendent be permitted to sign documents authorized for signature of the Superintendent in his absence from the College during the period from December 15, 2014, through the Annual Organizational Meeting in December, 2015.

K. Signature Authorization

It is recommended that the Board authorize signatures as follows:

1. Authority to Sign “A” and “B” Warrants

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to sign “A” and “B” warrants and other documents as authorized by the Board of Trustees, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required. Josie Cheung, Accounting Officer and Sophie Dao, Accounting Officer are authorized for on-line approval of “B” warrants, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015.

2. Authority to Sign Contracts

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Rocky Bonura, Director of Business Services; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to be authorized to sign contracts during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required.

3. Authority to Sign Purchase Orders

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Rocky Bonura, Director of Business Services; Janice Ely, Business

Manager; and Babatunde Atane, Director of Accounting to sign purchase orders for all District funds, the Auxiliary Services fund, Trust fund, and all Associated Student funds during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required.

4. Authority to Sign Purchase Orders for the Bookstore

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; Babatunde Atane, Director of Accounting; and Julie Bourlier, Bookstore Director, to sign purchase orders for the bookstore fund during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required.

5. Authority to Sign Change Orders

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Rocky Bonura, Director of Business Services; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting be authorized to sign contract change orders during the period of December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required.

6. Authority to Sign Notices of Employment and Orders for Salary Payments

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President - Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to sign Notices of Employment and Orders for Salary Payments during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, one signature only being required.

7. Revolving Cash Fund – El Camino Community College District  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; Babatunde Atane, Director of Accounting; Josie Cheung, Accounting Officer and Sophie Dao, Accounting Officer to draw money from and issue checks against funds in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.
  
8. Registration Fund  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.
  
9. Cash Management Fund  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.
  
10. Trust Funds  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center;

Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against Trust Funds of El Camino College on deposit in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.

11. Associated Students Bank Account

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against any funds of the Associated Students on deposit in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, any two signatures required.

12. Bookstore Fund

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; Babatunde Atane, Director of Accounting; and Julie Bourlier, Bookstore Director to draw money from and issue checks against any funds of the Bookstore of El Camino College on deposit in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, any two signatures required.

13. Small Business Development Center Bank Account

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.

14. El Camino College Business Office Account  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the El Camino College Business Office account in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.
  
15. Auxiliary Services Fund  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the Auxiliary Services account in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.
  
16. Dental Self-Insurance Fund, Wells Fargo Bank Account  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against the Dental Self-Insurance Trust Account with Wells Fargo Bank for up to \$30,000, during the period December 15, 2014, through the Annual Organizational Meeting December, 2015, two signatures required.
  
17. National Direct/Federal Perkins Student Loan/Nursing Loan Billing Service  
Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center;

Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against any funds deposited in the Student Loan/Nursing Loan Billing Service account in City National Bank, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, any two signatures required.

18. Computer Loan Revolving Cash Fund – El Camino Community College District

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources; Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; Babatunde Atane, Director of Accounting; Josie Cheung, Accounting Officer; and Sophie Dao, Accounting Officer to draw money from and issue checks against funds in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.

19. El Camino College Self-Insurance Account for Property and Liability – Keenan and Associates

Continue the Self-Insurance Account for Property and Liability with the Union Bank, 1980 Saturn Street, Monterey Park, CA 91755, and that the following be authorized to sign for the account during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, facsimile signature up to \$5,000 or any two signatures together required.

El Camino College: Thomas M. Fallo, President; Jo Ann Higdon, Vice President – Administrative Services; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting.

Keenan and Associates: Keith Pippard, Vice President; Robert McCall, Senior Claims Examiner; Cedell Bush, Senior Claims Examiner; John Keenan – Facsimile; David Seres, Chief Financial Officer; Connie Koeller, Director, Financial Analysis; Suleman Moloo, Controller; and Arlene La Coste, Claims Manager.

20. Federal Student Financial Aid

Thomas M. Fallo, Superintendent; Francisco M. Arce, Vice President – Academic Affairs; Jeanie Nishime, Vice President – Student and Community Advancement; Jo Ann Higdon, Vice President – Administrative Services; Linda Beam, Vice President – Human Resources;



Barbara Perez, Vice President – Compton Community Educational Center; Janice Ely, Business Manager; and Babatunde Atane, Director of Accounting to draw money from and issue checks against funds in the Federal Student Financial Aid account in the Bank of America, Hawthorne Branch, during the period December 15, 2014, through the Annual Organizational Meeting in December, 2015, two signatures required.

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**Agenda for the El Camino Community College District Board of Trustees  
from  
Academic Affairs  
Francisco Arce, Vice President**

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**Page No.**

A. Proposed Curriculum Changes Effective 2015-2016 Academic Year.....AA 2

B. Board Policy 4040 (Library Services) – Second Reading.....AA 15

C. Administrative Procedure 4040 (Library Services) – Information Item.....AA 16

D. Student Equity Plan – Acceptance.....AA 19

## **ACADEMIC AFFAIRS**

### **A. PROPOSED CURRICULUM CHANGES EFFECTIVE 2015-2016 ACADEMIC YEAR**

It is recommended that the Board approve the proposed curriculum changes, effective the 2015-2016 academic year, as listed below.

#### **BEHAVIORAL AND SOCIAL SCIENCES**

##### New Courses

1. Philosophy 112 – History of Modern Philosophy  
Units: 3.0      Lecture: 3.0      Faculty Load: 20.00%  
Recommended Preparation: Eligibility for English 1A  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Area 3  
Proposed CSU General Education – Area C2  
Proposed IGETC – Area 3B

This course addresses 16th through 18th century Western philosophy with an emphasis on broad epistemological and metaphysical developments in philosophical thought from Descartes to Kant, and may include some precursors and successors. Some of the concepts explored include empiricism, rationalism, idealism, the limits of knowledge, skepticism, the nature of reality, and arguments for and against the existence of God.

2. Philosophy 113 – Contemporary Philosophy  
Units: 3.0      Lecture: 3.0      Faculty Load: 20.00%  
Recommended Preparation: Eligibility for English 1A  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Area 3  
Proposed CSU General Education – Area C2  
Proposed IGETC – Area 3B

This course addresses the main themes and ideas of 19th and 20th century philosophy. In addition to major contributions in the philosophy of language and ethics, some of the major philosophical movements covered include existentialism, phenomenology, analytic philosophy and logical positivism, pragmatism, plus post-modernism and post-structuralism.

#### Course Review; Distance Education Update

1. Anthropology 7 – Native Peoples of South America

#### Changes in Course Number

##### *Current Status/Proposed Changes*

1. Philosophy ~~3~~ 103 – Ethics and Society

##### *Recommendation*

Philosophy 103 – Ethics and Society

##### *Current Status/Proposed Changes*

2. Philosophy ~~5~~ 105 – Critical Thinking and Discourse

##### *Recommendation*

Philosophy 105 – Critical Thinking and Discourse

##### *Current Status/Proposed Changes*

3. Philosophy ~~17~~ 117 – Political Philosophy

##### *Recommendation*

Philosophy 117 – Political Philosophy

##### *Current Status/Proposed Changes*

4. Philosophy ~~23~~ 120 – Ethics, Law and Society

##### *Recommendation*

Philosophy 120 – Ethics, Law and Society

#### Course Review; Distance Education Update; Change in Course Number

##### *Current Status/Proposed Changes*

1. Philosophy ~~40~~ 111 – History of Ancient and Medieval Philosophy

*Recommendation*

Philosophy 111 – History of Ancient and Medieval Philosophy

*Current Status/Proposed Changes*

2. Philosophy 114 – Asian Philosophy

*Recommendation*

Philosophy 114 – Asian Philosophy

Course Review; Distance Education Update; Changes in Course Number, Catalog Description

*Current Status/Proposed Changes*

1. Philosophy 115 – Existentialism

This course will examine the philosophical thought of the two strands of existentialist writers: the religious existentialists such as Kierkegaard, Dostoevsky, and Heidegger, and the atheistic existentialists such as Nietzsche, Camus, and Sartre. Issues that will be examined include authenticity; free will; responsibility for one's character and actions; the essence; possibilities and limits of human beings; and the meaning of life.

*Recommendation*

Philosophy 115 – Existentialism

This course will examine the philosophical thought of the two strands of existentialist writers: the religious existentialists such as Kierkegaard, Dostoevsky, and Heidegger, and the atheistic existentialists such as Nietzsche, Camus, and Sartre. Issues that will be examined include authenticity, free will, responsibility for one's character and actions, the essence, possibilities and limits of human beings, and the meaning of life.

Course Review; Distance Education Update; Changes in Course Number, Descriptive Title, Catalog Description

*Current Status/Proposed Changes*

1. Philosophy 106 – Introduction to Symbolic Logic

This course focuses on the representation of arguments for formal analysis, and ~~on the informal fallacies that can affect argument strength.~~ The skills and techniques needed to do so effectively. The focus will be on the basic elements of classical and propositional and classical logic, informal fallacies, and with a brief introduction to predicate logic. Also discussed will be examined informal fallacies, inductive logic, and language.

*Recommendation*

Philosophy 106 – Introduction to Symbolic Logic

This course focuses on the representation of arguments for formal analysis, and the skills and techniques needed to do so effectively. The focus will be on the basic elements of classical and propositional logic, with a brief introduction to predicate logic. Also discussed will be informal fallacies, inductive logic, and language.

New Distance Education Course Version

1. Philosophy 112 – History of Modern Philosophy
2. Philosophy 113 – Contemporary Philosophy

**HEALTH SCIENCES AND ATHLETICS**

Course Review; Distance Education Update; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Physical Education 277 – Introduction to Kinesiology and Physical Education  
*Current Status/Proposed Changes*  
Recommended Preparation: ~~eligibility for English A~~ and English 84

*Recommendation*

Recommended Preparation: English A and English 84

**HUMANITIES**

New Courses

1. English 1AH – Honors Reading and Composition  
Units: 4.0      Lecture: 4.0      Faculty Load: 26.67%  
Prerequisite: credit in English A and credit in English 84 or English as a Second Language 53C with a minimum grade of C and English as a Second Language 52B with a minimum grade of C or qualification by testing (English or ESL Placement Test) and assessment  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Area 4A  
Proposed CSU General Education – Area A2  
Proposed IGETC – Area 1A

This honors course, intended for students in the Honors Transfer Program, is designed to strengthen the students' ability to read with understanding and discernment, to discuss assigned readings intelligently, and to write clearly. Emphasis will be placed on the ability to write an essay in which each paragraph relates to a controlling idea, has an introduction and conclusion, and contains primary and secondary support. College-level reading material will be assigned to provide the stimulus for class discussion and writing assignments, including a required research paper. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Note: Students may take either English 1A or English 1AH. Duplicate credit will not be awarded for English 1A and English 1AH.

2. English 1BH – Honors Literature and Composition  
Units: 3.0      Lecture: 3.0      Faculty Load: 20.00%  
Prerequisite: English 1A or English 1AH with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Areas 3, 4B  
Proposed CSU General Education – Area C2  
Proposed IGETC – Area 3B

This honors course, intended for students in the Honors Transfer Program, is designed to stimulate an enjoyment of literature and to develop interpretive, critical, and analytical reading skills. Students will also receive extensive instruction on writing critically about short stories, full-length works (such as novellas, novels, plays, or biographies), and poems. This course will include critical analysis and research involving one or more literary genres. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Notes: Students may take either English 1B or English 1BH. Duplicate credit will not be awarded for English 1B and English 1BH.

3. English 1CH – Honors Critical Thinking and Composition  
Units: 3.0      Lecture: 3.0      Faculty Load: 20.00%  
Prerequisite: English 1A or English 1AH with a minimum grade of C  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Area 4B

Proposed CSU General Education – Area A3  
Proposed IGETC – Area 1B

This honors course, intended for students in the Honors Transfer Program, focuses on the development of critical thinking skills. Students will apply these skills to the analysis of written arguments in various forms and genres, both classic and contemporary, and to the writing of effective persuasive essays. In class and while doing research of electronic and print media, students will learn to evaluate and interpret data, to recognize assumptions, to distinguish facts from opinions, to identify and avoid logical fallacies, to employ deductive and inductive reasoning, and to effectively assert and support argumentative claims. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Note: Students may take either English 1C or English 1CH. Duplicate credit will not be awarded for English 1C and English 1CH.

Course Review

1. Academic Strategies 35 – Listening and Notetaking Strategies
2. English 35 – World Literature: 3500 BCE to 1650 CE

Course Review; Changes in Term Length, Lecture Contact Hours, Faculty Load  
(Correction to Master Course File)

1. Academic Strategies 30 – Test-Taking Strategies

*Current Status/Proposed Changes*

Term Length: ~~9 weeks~~ Full-Term

Units: 2.0      Lecture hours: ~~4.0~~ 2.0      Faculty Load: ~~26.67%~~ 13.33%

*Recommendation*

Term Length: Full-Term

Units: 2.0      Lecture hours: 2.0      Faculty Load: 13.33%

CTE Two-Year Course Review; Distance Education Update; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Journalism 1 – News Writing and Reporting

*Current Status/Proposed Changes*

Prerequisite: ~~credit in English A and English 84 or qualification by testing (English Placement Test) and assessment~~ eligibility for English 1A

*Recommendation*

Prerequisite: eligibility for English 1A



## INDUSTRY AND TECHNOLOGY

### CTE Two-Year Course Review

1. Automotive Technology 1 – Introduction to Automotive Service
2. Construction Technology 100 – Building Fundamentals
3. Fire and Emergency Technology 130 – Basic Prehospital Care Principles
4. Fire and Emergency Technology 131 – Field Assessing and Reporting
5. Fire and Emergency Technology 132 – Prehospital Care Pharmacology
6. Fire and Emergency Technology 133 – Basic and Advanced Life Support
7. Fire and Emergency Technology 134 – Medical Emergencies
8. Fire and Emergency Technology 135 – Traumatic Emergencies
9. Fire and Emergency Technology 136 – Special Patient Emergencies
10. Fire and Emergency Technology 138 – Paramedic Clinical Internship
11. Fire and Emergency Technology 139 – Paramedic Field Internship

### CTE Two-Year Course Review; Changes in Catalog Description

1. Administration of Justice 12 – Transportation and Border Security Management  
*Current Status/Proposed Changes*

This course provides an overview of modern border and transportation security challenges. Different methods designed to address these challenges will be explored. The course covers a time period from post 9/11 to present. Topics associated with border security and security for transportation infrastructure include: ships, aircraft, railways, pipelines, and highways ~~are examined~~. Additional topics ~~covered will include a study of the~~ technological solutions employed to enhance security of borders and transportation systems. Students will ~~be required to~~ discuss the legal, economic, political, and cultural concerns as well as impacts associated with transportation and border security.

#### *Recommendation*

This course provides an overview of modern border and transportation security challenges. Different methods designed to address these challenges will be explored. The course covers a time period from post 9/11 to present. Topics associated with border security and security for transportation infrastructure include: ships, aircraft, railways, pipelines, and highways. Additional topics include technological solutions employed to enhance security of borders and transportation systems. Students will discuss the legal, economic, political, and cultural concerns as well as impacts associated with transportation and border security.

2. Automotive Collision Repair/Painting 1A – Introduction to Automotive Collision Repair

*Current Status/Proposed Changes*

This course is designed to introduce students to automotive collision repair and provide an overview of the skills needed for employment in industry. Topics covered include safety practices, industry repair standards, repair theory, tool identification and use, vehicle construction, gas and electric welding, ~~hot shrinking~~, metal finishing, grinding, applying and shaping plastic filler and spraying primer.

Note: ~~The two course sequence of Automotive Collision Repair/Painting 1A and 1B is the same as four semesters of~~ is equivalent to Automotive Collision Repair/Painting 4A and 5A. Students who have completed ~~two semesters of 4A and 5A~~ will not receive credit for 1A Automotive Collision Repair/Painting 4A and 5A have met the 1A prerequisite requirement for 1B, 1C, 1D, 2A, 2B and 2C.

*Recommendation*

This course is designed to introduce students to automotive collision repair and provide an overview of the skills needed for employment in industry. Topics covered include safety practices, industry repair standards, repair theory, tool identification and use, vehicle construction, gas and electric welding, metal finishing, grinding, applying and shaping plastic filler and spraying primer.

Note: Automotive Collision Repair/Painting 1A is equivalent to Automotive Collision Repair/Painting 4A and 5A. Students who have completed Automotive Collision Repair/Painting 4A and 5A have met the 1A prerequisite requirement for 1B, 1C, 1D, 2A, 2B and 2C.

3. Manufacturing Technology 70 – Basic Robotics

*Current Status/Proposed Changes*

Students will explore the technologies used to fabricate model robotics systems. Additional topics covered include basic electronics theory, electro-mechanical assembly, motors and micro-controller operation, basic programming, and careers in technology. Students will construct and test a prototype ~~robot~~ robots. Project building and problem solving will be emphasized.

*Recommendation*

Students will explore the technologies used to fabricate model robotics systems. Additional topics covered include basic electronics theory, electro-mechanical assembly, motors and micro-controller operation, basic programming, and careers in technology. Students will construct and test prototype robots. Project building and problem solving will be emphasized.

CTE Two-Year Course Review; Distance Education Update; Changes in Catalog Description

1. Administration of Justice 100 – Introduction to Administration of Justice

*Current Status/Proposed Changes*

~~This course is a study of the history and philosophy of administration of justice in America including a survey of law enforcement, the judiciary and corrections. Topics include crime theory, role expectations, and their interrelationship, punishment and rehabilitation, ethics, education, and training.~~ introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principles and approaches. Although justice structure and process are examined in a cross cultural context, emphasis is placed on the United States justice system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies.

*Recommendation*

This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principles and approaches. Although justice structure and process are examined in a cross cultural context, emphasis is placed on the United States justice system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies.

CTE-Two Year Course Review; Changes in Descriptive Title, Catalog Description

1. Administration of Justice 132 – Forensic Crime Scene Investigation

*Current Status/Proposed Changes*

~~This course provides students with the basic understanding of an introduction to forensic crime scene investigation (CSI). It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. The student will gain an understanding of the workings of a CSI unit, and an overview of the relationship between forensic science and law enforcement. This course includes study of crime scene examination, crime scene documentation, DNA and trace evidence analysis, and evidence collection~~

~~procedures. Students will learn to prepare a case for prosecution and the rules of court testimony, as well as evidence collection and analysis rules.~~

*Recommendation*

Administration of Justice 132 – Forensic Crime Scene Investigation

This course provides students with an introduction to forensic crime scene investigation (CSI). It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. The student will gain an understanding of the workings of a CSI unit, an overview of the relationship between forensic science and law enforcement, as well as evidence collection and analysis rules.

CTE Two-Year Course Review; Changes in Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Administration of Justice 126 – Juvenile Delinquency and Legal Procedures

*Current Status/Proposed Changes*

Recommended Preparation: ~~eligibility for~~ English A and English 84

~~Topics covered in this study of juvenile delinquency and the juvenile justice system include theories of juvenile crime causation, gangs, juvenile law, and the handling of juvenile offenders as well as social, cultural and environmental factors. Current social services programs designed for delinquents, with emphasis on practical applications, probation and youth authority procedures, are also discussed~~ This course is an examination of the origin, development, and organization of the juvenile justice system as it evolved in the American justice system. The course explores the theories that focus on juvenile law, courts and processes, and the constitutional protections extended to juveniles administered in the American justice system.

*Recommendation*

Recommended Preparation: English A and English 84

This course is an examination of the origin, development, and organization of the juvenile justice system as it evolved in the American justice system. The course explores the theories that focus on juvenile law, courts and processes, and the constitutional protections extended to juveniles administered in the American justice system.

New Distance Education Course Version

1. Administration of Justice 12 – Transportation and Border Security Management
2. Administration of Justice 126 – Juvenile Delinquency and Legal Procedures
3. Administration of Justice 132 – Forensic Crime Scene Investigation

## Inactivate Courses

1. Automotive Collision Repair/Painting 50 – Special Topics in Automotive Collision Repair/Painting
2. Fashion 36 – Advanced Apparel Pattern Making and Draping Design

## MATHEMATICAL SCIENCES

### New Course

1. Mathematics 165 – Calculus for Business and Social Sciences  
Units: 5.0      Lecture: 5.0      Faculty Load: 33.33%  
Prerequisite: Mathematics 130 or Mathematics 180 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment  
Grading Method: Letter  
Credit Status: Associate Degree Credit  
CSU Transfer  
Proposed UC Transfer  
El Camino College AA/AS General Education – Areas 4B, 6  
Proposed CSU General Education – Area B4  
Proposed IGETC – Area 2A

This course consists of an introduction to differential and integral calculus with business and social science applications to include polynomial, rational, exponential and logarithmic functions and their graphs; multi-variable calculus to include partial differentiation, optimization, and introduction to differential equations.

### Course Review; Distance Education Update

1. Mathematics 130 – College Algebra

### Course Review; Changes in Catalog Description

1. Mathematics 220 – Multi-Variable Calculus  
*Current Status/Proposed Changes*  
This course is a study ~~in differential~~ of calculus in several variables including partial differentiation, tangent planes to surfaces, directional derivatives, and optimization problems. Topics ~~will~~ include integral calculus in several variables including line, surface, and volume integrals, and the theorems of Green, Gauss (Divergence) and Stokes as generalizations of the Fundamental Theorem of Calculus; and topics in vector algebra and solid analytic geometry.

*Recommendation*

This course is a study of calculus in several variables including partial differentiation, tangent planes to surfaces, directional derivatives, and optimization problems. Topics include integral calculus in several variables including line, surface, and volume integrals, and the theorems of Green, Gauss (Divergence) and Stokes as generalizations of the Fundamental Theorem of Calculus; and topics in vector algebra and solid analytic geometry.

## NATURAL SCIENCES

Course Review; Distance Education Update; Changes in Catalog Description

1. Anatomy 30 – Essentials of Anatomy and Physiology

*Current Status/Proposed Changes*

This course is the study of anatomy coupled with physiology. Students compare the structure and function of human organ systems to those of other vertebrates. The laboratory includes dissection of sheep brains and hearts, cow eyes and other vertebrates. Laboratory experiments reinforce principles of anatomy and the basic principles of chemistry, cell biology, histology, embryology, and genetics.

Note: This course may satisfy the anatomy requirements for ~~two-year RN~~ and other health-related programs. It does not satisfy the requirements for the Bachelor of Science in Nursing.

*Recommendation*

This course is the study of anatomy coupled with physiology. Students compare the structure and function of human organ systems to those of other vertebrates. The laboratory includes dissection of sheep brains and hearts, cow eyes and other vertebrates. Laboratory experiments reinforce principles of anatomy and the basic principles of chemistry, cell biology, histology, embryology, and genetics.

Note: This course may satisfy the anatomy requirements for other health-related programs. It does not satisfy the requirements for the Bachelor of Science in Nursing.

### **B. BOARD POLICY 4040 (LIBRARY SERVICES) – SECOND READING**

It is recommended that the Board accept for a second reading and adoption Board Policy 4040 as shown.

### **C. ADMINISTRATIVE PROCEDURE 4040 (LIBRARY SERVICES) – SECOND READING**

Administrative Procedure 4040 is presented for informational purpose only.

#### **D. STUDENT EQUITY PLAN – ACCEPTANCE**

It is recommended that the Board accepts the 2014-2017 Student Equity Plan. The purpose of the Student Equity Plan is to ensure that all students are adequately served and provides funding to help close the achievement gaps in access and success for certain underrepresented groups. The State has funded the College \$1,044,414 to develop services to improve student access, course completion, ESL and basic skills completion, degree and certificate completion. El Camino College has set two major goals for the initial period of the Student Equity Plan and programs:

1. El Camino College is committed to decrease the gap in course completion rates (both overall and basic skills classes) for African Americans and Pacific Islander students by a total of 3% over the next three years.
2. El Camino College is committed to more deeply explore transfer-directed and transfer-preparedness rates for African Americans and Latino students in Year 1, allowing the provisions of the Student Equity Plan in Year 2 to create a targeted goal and directed activities based on our findings.

## **Board Policy 4040 Library Services**

It is the policy of El Camino College to maintain library services that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act. The District will provide the means to assure the planned and systematic acquisition and maintenance of library materials and information resources, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, and provision of academic resources, instruction in their effective use, and other services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all currently enrolled students and campus employees. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate and the Superintendent/President.

References: Education Code, Section 78100  
Civil Code Section 1798.90  
Title V, Section 53200

Replaces Board Policy 6142  
El Camino College  
Adopted: 12/22/58  
Amended: 5/10/65, 5/19/08



Under the direction of the Director of Learning Resources, the Library and Learning Resources will offer a full range of library materials and information resources.

It is the aim of the library to provide a balanced collection of significant materials and information resources that will enrich and support the curriculum, aid the individual in the pursuit of information, provide a broad view of cultural heritage, promote aesthetic appreciation, present varied points of view concerning contemporary problems and issues, furnish intellectual stimulation, and invite the creative use of leisure time.

The selection and evaluation of library materials and information resources will be based on curricular demands, the recommendations of current professional review sources, plus the suggestions and requests of members of the campus community.

All faculty, staff, and currently enrolled students may borrow materials upon presentation of an El Camino College identification card. Area residents may borrow materials upon application for and purchase of a borrower's card through the Friends of the Library.

The following guidelines will be used in implementing the Library Policy.

1. Prioritization
  - A. To provide materials and information resources that meet direct curricular needs in the courses of study.
  - B. To include standard reference works in the major fields of knowledge.
  - C. To provide materials of current interest and concern.
  - D. To provide a well-rounded reading experience.

Library materials and information resources will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2. Selection Criteria. When selecting materials, the library considers the following:
  - A. Meeting the diverse needs of the campus community
  - B. Currency
  - C. Relevance
  - D. Overall balance of the collection and format of the material

Faculty members are encouraged to recommend titles in their areas of expertise; however, librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations

The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation, e.g., that the materials must be added to the collection, the donation will not be accepted. All donations will be acknowledged by the College Foundation.

4. Special Collections

Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

5. Government Publications

The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding

When withdrawing materials, the following factors will be considered: the physical condition, number of duplicate copies, contemporary relevance and previous usage.

7. Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.

8. Replacements

Missing lost or damaged materials that are paid for will not necessarily be replaced.

9. Controversial Materials

Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director, the college librarians and related discipline faculty will review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The decision will abide by the Academic Freedom BP/AP 4030. The questioner may accept the review, or present an appeal to the College President and if not satisfied, to the Board of Trustees.

10. A Library Advisory Committee will be convened at least twice annually to discuss library issues and provide input in the development of policies and procedures.
11. Library policies and procedures are available on the library website.

May 2008/November 2013

**El Camino Community College**

# **2014-2017 Student Equity Plan**



**Adopted by ECCCD Board of Trustees  
on December 15, 2014**



**16007 Crenshaw Boulevard  
Torrance, CA 90506**

# El Camino Community College



## 2014-2017 Student Equity Plan

**Reviewed by the El Camino College Academic Senate on December 2, 2014**

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**Reviewed by the El Camino College Council on December 8, 2014**

\*

**Reviewed & Adopted by the El Camino College Cabinet on December 8, 2014**

\*

**Reviewed & Adopted by the El Camino College Board of Trustees on December 14, 2014**

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**Submitted to the California Community Colleges Chancellor's Office on January 1, 2015**

# EL CAMINO COMMUNITY COLLEGE DISTRICT STUDENT EQUITY PLAN

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**EL CAMINO COMMUNITY COLLEGE DISTRICT  
2014-2017 Student Equity Plan  
Certification**

**District:** El Camino Community College District

**College:** El Camino College

**Date Approved by Board of Trustees:**

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William Beverly President, Board of Trustees	Date
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Thomas M. Fallo Superintendent/President	Date
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Francisco Arce, Vice President Academic Affairs	Date
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Jeanie Nishime, Vice President Student & Community Advancement	Date
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Claudia Striepe Co-President, Academic Senate	Date
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Chris Jeffries Co-President, Academic Senate	Date
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Jaynie Ishikawa, Director Staff & Student Diversity Student Equity Coordinator	Date
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**EL CAMINO COMMUNITY COLLEGE**  
**2014-15 Student Equity Plan Committee**

<b>Name</b>	<b>Title</b>	<b>Department</b>
Francisco Arce	Vice President	Academic Affairs
Babatunde Atane	Director	Accounting, Fiscal Services
Sara Blake	Basic Skills Coordinator	Humanities
Anna Brochet	Counselor	EOPS
Griselda Castro	Counselor	Counseling
William Garcia	Dean	Enrollment Services
Irene Graff	Director	Institutional Research
Arturo Hernandez	Director	MESA, TRIO SSS-STEM Programs
Jaynie Ishikawa	Director	Staff & Student Diversity
Sheryl Kunisaki	Assistant Director	Learning Resources
Thomas Lew	Dean	Humanities
Jeanette Magee	Assistant Director	EOPS/CalWORKs/CARE
Brian Mims	Counselor/Coordinator	Project Success
Jeanie Nishime	Vice President	Student & Community Advancement
Cynthia Mosqueda	Counselor/Coordinator	First Year Experience
Dipte Patel	Director	Special Resource Center/ DSPS
Idania Reyes	Director	Graduation Initiative, Enrollment Services
Joshua Rosales	Research Analyst	Institutional Research
Jacquelyn Sims	Dean	Mathematical Sciences
Claudia Striepe	Academic Senate	Academic Senate

With additional information and assistance provided by Robin Dreizler, Director, Outreach & Student Relations, Chris Jeffries, Counselor, Elise Geraghty, Associate Dean, Humanities, Barbara Budrovich, Faculty Coordinator, Writing Center, Rachel Ketai, Asst. Professor, English, Rory Natividad, Dean, Health Sciences & Athletics, Randy Tutorp, Director, Athletics.



## EXECUTIVE SUMMARY

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As a public community college, El Camino College is committed to assuring student equity in all of its educational programs and services in accordance with El Camino Community College District (“ECCCD”) Board Policy 5300 and the standards set forth in Title 5 of the California Code of Regulations.

El Camino College (ECC) serves approximately 23,000 students each academic year. Roughly half of those students reside within the ECCCD “Service Area,” which consists of the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Torrance, and some unincorporated areas of Los Angeles County.

The majority of ECC students are ethnic minorities. In 2012-2013, Latinos represented 44% of the student population. African Americans comprised 18% of the student population, and Asians and Pacific Islanders represented roughly 16% of the population.

Over half of ECC students receive some form of financial aid, and roughly 6% of ECC students have a registered disability. Fewer than 3% of ECC students identify themselves as veterans.

The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at El Camino College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

### *Collegial Consultation Process*

This 2014-2017 Student Equity Plan (“SEP”) is part of an ongoing institutional effort underway at ECC to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning.

ECC recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The ECC Student Equity Committee (“Committee”) is composed of faculty, staff, and administration and has oversight for the development and implementation of this Student Equity Plan in accordance with ECCCD Board Policy 5300 and in coordination with the planning and implementation of the College’s Student Success and Support Program (SSSP) Plan.

The Committee made recommendations to appropriate bodies regarding ECC’s Student Equity Plan, along with a host of new student equity recommendations.

The Plan itself was written with contributions from the Committee and approved by the SCC Board of Trustees on December 15, 2014 in compliance with Title 5 guidelines in Section 54220.

### **Target Groups**

While El Camino Community College seeks to ensure that all of its students are adequately served, the Student Equity Plan focuses on closing the achievement gaps in access and success for certain underrepresented students groups (“Target Groups”).

In compliance with Senate Bill 860 (2014) and Education Code Section 78220, the College’s Student Equity Plan addresses the following student subpopulations:

- Gender
- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Students categorized, for census reporting purposes, as any of the following: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Pacific Islander, White, or “Some Other Race.”

### **Measures of Student Equity**

ECC’s Student Equity Plan is designed to increase educational objectives for the target groups generally, with an emphasis placed addressing the disproportionate impacts on student groups identified in the College’s *Campus-Based Research*. Pursuant to guidelines and requirements set forth by the Chancellor’s office, the SEP Committee examined student equity at ECC using the following five Student Equity Indicators:

#### **A. Access**

**Access** is measured by the percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

### ***B. Course Completion (i.e. Retention)***

**Course Completion** is measured by the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Completion” of a course means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

### ***C. ESL & Basic Skills Completion***

**ESL & Basic Skills Completion** is measured by the ratio of the number of students by population group who complete a degree-applicable course (after having completed the final ESL or basic skills course compared to the number of those students who complete a final ESL or basic skills course).

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

In examining ESL & Basic Skills Completion, this Plan also addresses ECC’s organized effort in dealing with academic/progress probation and disqualification of our students.

### ***D. Degree & Certificate Completion***

**Degree & Certificate Completion** is measured by the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with enrollment patterns identified by the California Community College Chancellor’s Office as indicating a goal of degree or certificate completion.

### ***E. Transfers***

**Transfers** are measured by the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

ECC’s mission is to serve as a leader in student success, with pathways for certificates, degrees, transfer and continuing education. These five indicators serve as the foundation of ECC’s Student Equity Plan, providing direction and measures by which we can address student equity.

## Goals

In accordance with the guidelines set forth by the Chancellor's Office, ECC has formulated and prioritized its goals identified in the Student Equity Plan based on disproportionate impacts revealed in its *Campus-Based Research*.<sup>1</sup>

Among our findings, ECC's institutional research revealed that the Target Groups are not experiencing any disproportionate impact with respect to rates of **Access**. Overall, over half of the Target Groups were underperforming with respect to rates of **Transfer**. However, **African American** students have experienced a disproportionate negative impact across almost all of the remaining four Student Equity Indicators.

Accordingly, ECC has set forth two goals:

First, ECC is committed to **decreasing the gap in course completion rates (both overall and in basic skills classes) for African American and Pacific Islander students by a total of 3% over the next three years**. This goal is designed to specifically address the immediate need of the two worst performing Target Groups as revealed in our Campus-Based Research. Within this goal, the emphasis will be placed on improving the rates of African American students because the data shows that they are the most severely disproportionately impacted target group.

The reason for this targeted goal is because 1) our Campus-Based Research broadly and directly supports this effort; 2) increasing course completion rates will have a positive impact on the underperformance of African American and other disproportionately impacted students in the other two equity measures of Degree & Certificate Completion and Transfer rates; and 3) the activities implemented to address the disproportionate impact African American and Pacific Islander students face can be applied to help all students in the future. All activities will be tracked on a quarterly basis to assess their effectiveness.

Second, ECC is committed to more deeply **exploring transfer-directed and transfer-preparedness rates for African American and Latino students in Year 1, allowing for revision of the SEP in Year 2 to create a targeted goal and directed activities based on our findings**. This goal is designed to address the two worst performing Target Groups in an area where the College's Target Students are disproportionately impacted by disaggregating transfer data more specifically to address transfer-directed students and transfer-preparedness. Based on our initial findings, more research and understanding is needed to formulate a thoughtful and impactful plan of action to address the disproportionate impacts revealed in rates of *Transfer*.

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<sup>1</sup> Campus-Based Research revealed disproportionate impacts for several Target Groups among the student equity indicators of Course Completion, ESL & Basic Skills Completion, Degree & Certificate Completion, and Transfers. A summary of these findings can be found in the Goals, Activities, and Proposed Budget section. However, the Committee made a conscious decision to focus its efforts on one primary goal in an attempt to yield the greatest impact on decreasing inequity over the next three (3) years.

## *Current Resources & Activities*

ECC's commitment to student access and success is demonstrated by the scope and aim of educational programs and student services at the College.

Resources at El Camino College include outreach, academic programs, counseling, partnerships with workforce agencies, grants, universities and colleges, and other services -- all of which provide the support necessary to achieve the goals and objectives identified in this Student Equity Plan. Please see "Attachments" for a full list of current resources.

## *Proposed Resources & Activities*

As discussed in Goals, Activities, and Proposed Budget, the College's proposed activities stem from three main categories.

1. Activities that provide **DIRECT SUPPORT TO STUDENTS** to help them achieve success in the classroom, including expansion of textbook availability to target students, tutoring, supplemental instruction, student education and orientation programs, and limited expansion of specific programs addressing Target Groups.
2. **EDUCATION OF FACULTY & STAFF** to equip them with the tools necessary to tackle equity challenges on campus.
3. **ADDITIONAL/ONGOING RESEARCH** in order for the College to better understand equity challenges and their impact on Target Groups, monitor progress of selected activities, and adjust equity plan strategies accordingly.

The second and third categories of activities reflect the College's commitment to creating a strong foundation upon which to meet its goals and address its equity challenges.

As our research established a starting point from which to tackle equity issues, the data has inevitably raised numerous questions -- the accuracy of the data itself, its sources, the potential factors and causes of certain Target Groups' underperformance are all areas the Committee and Institutional Research & Planning seek to explore. Ongoing evaluation of data and monitoring of the Plan's proposed activities in close collaboration with the College's Institutional Research & Planning Office will help to ensure that 1) the goals set forth address the College's most pressing inequities, and that 2) the activities selected most directly and effectively address those issues.

### ***Criteria & Considerations Used***

The activities selected reflect the College's attempt to address its targeted goal of addressing course completion. However, throughout each year, the Student Equity Plan Committee will assess how funding is spent and modify, if necessary, the budget to best implement its targeted goal. Depending on its findings in Year 1, the Committee may begin to reallocate funds to address its second goal of Transfer rates in Years 2 and 3. To the extent available, program effectiveness will be assessed.

Each activity was analyzed across several measures including but not limited to: 1) whether or not it directly served our revised goal; 2) whether it maximized the ability to serve the most target students as possible; 3) whether it could be funded elsewhere; 4) whether there was existing data to support the activity serving our goal; and 5) ensuring the activity would not be a service already duplicated elsewhere.

Through these existing and proposed resources and activities, the College seeks to meaningfully impact the five (Title 5 CCR Sec. 54220) Student Equity Success Indicators.

A detailed discussion of activities ECC seeks to continue and/or implement in order to address inequities on campus are set forth in *Goals, Activities & Budget*. All activities recommended in the SEP are subject to funding and staffing availability.

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**Campus-Based Research**

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## CAMPUS-BASED RESEARCH

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### A. Overview

Title 5 mandates that, through their Student Equity Plans, California Community Colleges examine their processes and success in the areas of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates. Data should be disaggregated to address the needs of traditionally underserved populations.

Based on these requirements, the Institutional Research and Planning Unit at El Camino College analyzed data from sources including the 2012 American Community Survey 5-year estimates, California Community College Chancellor's Office (CCCCO), El Camino College data, and information from the Torrance office of the Department of Child and Family Services. To maintain consistency, the long term outcomes of ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates utilized cohorts created by the CCCCCO in the production of the 2014 Student Success Scorecard. More recent data is used for the creation of the cohorts for Access and Course Completion.

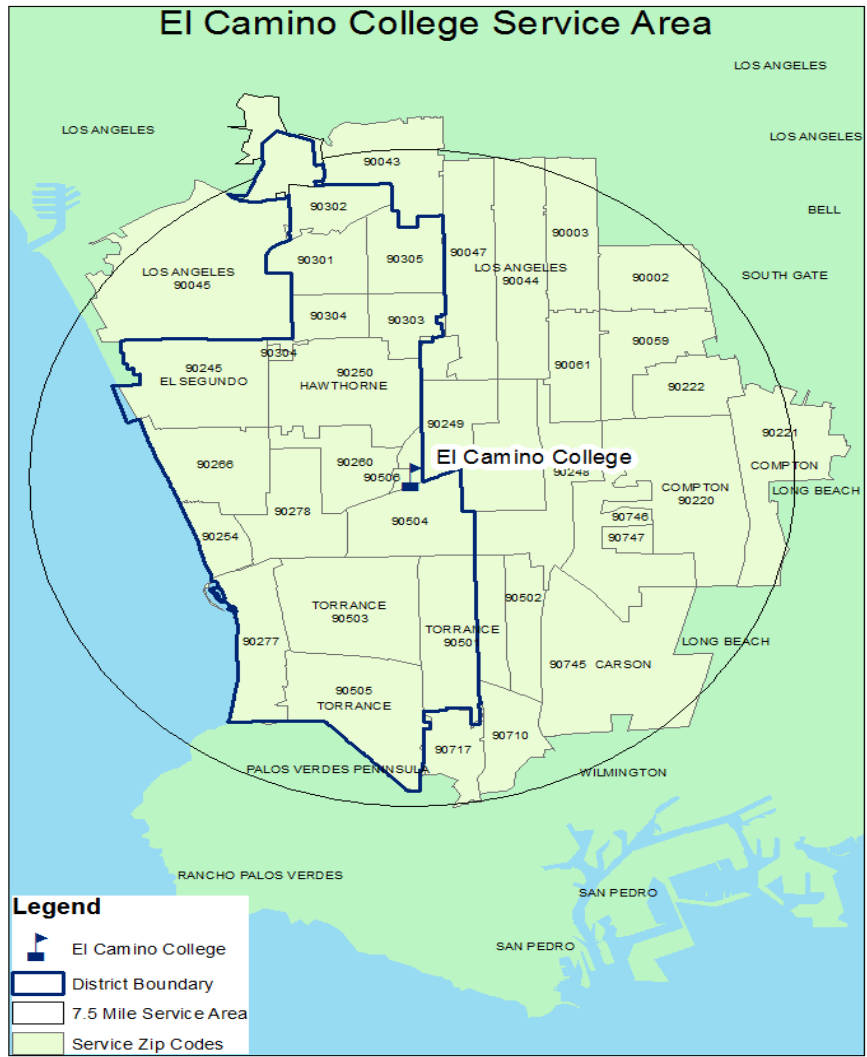
### A. Data Analysis Findings

#### Outcome 1: Access

Colleges are required to discuss inequities in terms of *access to education* as defined by the "percentage of each population group that is enrolled to the percentage of that group in the adult population within the community served." This participation rate compares the population enrolled in credit courses within the college to the population of people living within a college's *Service Area*. The service area population is estimated based on the *2012 American Community Survey (ACS), 5-year estimates* for zip codes that have their centroid (more than half of the zip code region) within a 7.5 mile radius of the college.

The service area for El Camino Community College District is demonstrated in the figure below. Where possible, community data is restricted to the adult population, age 18 to 64 to better reflect the population who utilizes the college.





The metric used to identify disproportionate impact is the proportionality index which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled  $[(\text{Subgroup}_{\text{Enr}}/\text{Total}_{\text{Enr}})/(\text{Subgroup}_{\text{Pop}}/\text{Total}_{\text{pop}})]$ . The student population used are students who enrolled in credit courses at El Camino College during the Fall 2012 or Spring 2013 terms.

Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 means the subgroup is over-represented within the student population relative to the community population. Values under 1 mean the subgroup is under-represented within the student population relative to the community population.

## Gender

The population of males and females in the community is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. There is very little difference in the gender makeup of the population and in the students served by El Camino College. Both genders have proportionality indexes very close to 1 so we can disregard disproportionate impact for gender in regards to access to education as defined by enrollment in the college.

<b>Gender</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality Index</b>
Female	430,812	15,472	1.02
Male	404,469	14,043	0.98

## Race/Ethnicity

The racial/ethnic composition of the population is calculated based on ACS estimates for all people in the selected zip codes, rather than just those in the 18 to 64 age group. When compared to the representative populations in the community, African-American and White students are being under-represented on campus in terms of access to El Camino College courses. Multi-ethnic and Asians are over-represented on campus.

<b>Ethnicity</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality Index</b>
Asian	142,248	4,517	1.44
African-American	311,709	5,315	0.77
Latino	594,389	13,151	1.00
Native American/Alaskan	2,438	64	1.19
Pacific Islander	6,977	167	1.08
Two or More	32,628	1,147	1.59
White	240,064	4,622	0.87
Other	3,654	536	6.63

## Disability Status

The service area population with an identified disability is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. Students who identify themselves as having a learning or physical disability with the Special Resource Center are grouped together as students with an identified disability. Relative to the service area population, this group is being underserved in terms of accessing El Camino College courses.

Disability	Population	Headcount	Proportionality Index
No Disability Identified	766,170	28,049	1.03
Identified Disability	66,966	1,470	0.62

## Economic Disadvantage

Students with an *economic disadvantage* are identified based on meeting at least one indicator including eligibility for a Board of Governor's (BOG) Fee Waiver, Pell Grants, CaWORKS, and Vocational and Technical Act (VTEA) economic disadvantage status. Service area population estimates for economically disadvantaged people are based on all people estimated to be living below the 150% of Federal Poverty Level threshold.

### "150% of Poverty"

In 2012, a family income of less than \$34,500 for a family of four would fall below the 150% of the Federal Poverty Level. The 150% of poverty was chosen because that is an indicator for eligibility for the BOG Fee Waiver and Pell Grants which are used to identify students who are economically disadvantaged.

Economically disadvantaged students are not being underserved in terms of accessing El Camino College for courses. This may even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

Economic Disadvantage	Population	Headcount	Proportionality Index
No economic Disadv. Identified	909,454	10,414	0.51
Identified Economic Disadvantage	411,330	19,111	2.08

## Veterans and Foster Youth

Veterans and their dependents, as well as Foster Youth, are also identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Foster Youth estimates in the community are based on reports from the Department of Children and Family Services Torrance office, which serves a large part of the El Camino College service area. Estimates include people with extended Foster Care case files (AB12 Youth Tracking Report) and the Torrance Office Profile. Combined, these reports account for Foster Youth aged 16 to 21 within the area. Foster Youth at El Camino College are identified if a student has ever self-identified as a being in Foster Care.

Veterans are not accessing the college at the same rates as the general population. Foster Youth seem to be over-represented in terms of access and enrollment. However, this should be taken cautiously as it is difficult to get accurate counts of the Foster Youth living in the community.

Groups	Population	Headcount	Proportionality Index
General	805,601	28,803	1.01
Foster Care Youth	341	164	13.65
Veterans	27,535	551	0.57

## Outcome 2: Course Success

Colleges are required to discuss inequities in terms of *successful course completion* as defined by the “ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.” Successful course completion means completing the course with an earned grade of A, B, C, or P.

### “The 80% Rule”

The metric used to identify disproportionate impact is the “80% rule.” This standard says that if a group is performing at a rate less than 80% of a reference group rate, then it is a sign of disproportionate impact.

Under this rule, if the historical majority group has an outcome rate of 70%, for example, any comparison group that has an outcome rate of 56% (i.e.  $0.80 * 70\% = 56\%$ ) or lower is disproportionately impacted.

### *“The Historical Majority”*

The reference group used in each of these comparisons will be the *historical majority* which are male, White, non-disabled, not economically disadvantaged, and not a member of one of the special cohorts. The college chose to use the historical majority rather than the highest performing group to keep the reference groups consistent, as well as, to negate instances where the highest performing group may have a relatively small population.

Data for disproportionate impact is grouped into three categories: all credit courses, basic skills courses, and transferable courses for students who enrolled during the Fall 2012 or Spring 2013 terms.

### *Gender*

There is no difference in the successful course completion outcomes for males and females in any of the categories. The biggest difference between the two groups comes in basic skills where males perform at slightly lower rates, but there is not an indication of a disproportionate impact.

<b>Category</b>	<b>Gender</b>	<b>Enrollments</b>	<b>Successful</b>	<b>Success Rate</b>
Credit Courses	Female	62,399	43,525	69.8%
	Male	59,494	41,159	69.2%
Basic Skills	Female	4,227	2,682	63.4%
	Male	3,063	1,784	58.2%
Transfer Level	Female	51,046	36,501	71.5%
	Male	49,739	35,260	70.9%

### *Race/Ethnicity*

Race/ethnicity is a factor which consistently demonstrates evidence of a disproportionate impact for African-American and Pacific Islander students, who have successful course completion rates that are less than 80% of the White rate at every category of the course being taught. Though not in violation of the 80% rule, Latinos also consistently demonstrate a gap in success outcomes compared to their White peers. Groups with rates that are less than 80% of the reference group rate are highlighted with a shaded font.

*Race/Ethnicity (continued)*

Category	Ethnicity	Enrollments	Successful	Success Rate
Credit courses	Asian	20,930	16,531	79.0%
	African-American	19,994	11,320	56.6%
	Latino	54,722	36,949	67.5%
	Native American/Alaskan	212	157	74.1%
	Pacific Islander	688	406	59.0%
	Two or More	5,092	3,632	71.3%
	White	18,229	14,220	78.0%
	Other	2,047	1,480	72.3%

Category	Ethnicity	Enrollments	Successful	Success Rate
Basic Skills	Asian	725	557	76.8%
	African-American	2,053	1,047	51.0%
	Latino	3,696	2,319	62.7%
	Native American/Alaskan	*	*	*
	Pacific Islander	40	19	47.5%
	Two or More	200	127	63.5%
	White	507	353	69.6%
	Other	62	38	61.3%
	Transfer Level	Asian	18,201	14,513
African-American		15,608	9,158	58.7%
Latino		43,950	30,420	69.2%
Native American/Alaskan		173	130	75.1%
Pacific Islander		577	350	60.7%
Two or More		4,455	3,233	72.6%
White		16,048	12,651	78.8%
Other		1,793	1,316	73.4%

### Disability Status

There is very little difference between those students with an *identified disability* and those who do not in terms of successful course outcomes. <- sentence needs to be more clear Because there is no real difference in the outcomes between the two groups, there is not an indication of a disproportionate impact.

Category	Disability	Enrollments	Successful	Success Rate
Credit Courses	No disability identified	115,897	80,646	69.6%
	Identified disability	6,017	4,049	67.3%
Basic Skills	No disability identified	6,127	3,786	61.8%
	Identified disability	1,163	680	58.5%
Transfer Level	No disability identified	96,520	68,691	71.2%
	Identified disability	4,285	3,080	71.9%

### Economic Disadvantage

Students with an identified *economic disadvantage* based on BOG Fee Waivers, Pell Grants, CalWorks, and VTEA status show very little difference in successful course completion when compared to those who have not been identified as having an economic disadvantaged status.

Category	Economic Disadvantage	Enrollments	Successful	Success Rate
Credit Courses	No Economic Disadv Identified	37,047	26,477	71.5%
	Identified Economic Disadvantage	84,867	58,218	68.6%
Basic Skills	No Economic Disadv Identified	1,687	1,095	64.9%
	Identified Economic Disadvantage	5,603	3,371	60.2%
Transfer Level	No Economic Disadv Identified	31,099	22,561	72.5%
	Identified Economic Disadvantage	69,706	49,210	70.6%

### *Veterans and Foster Youth*

Compared to the general population, Veterans and dependents of veterans successfully complete courses at the same rate as the general population. Foster Youth on the other hand, succeed at much lower rates than the general population, successfully completing less than half of their course attempts.

<b>Category</b>	<b>Groups</b>	<b>Enrollments</b>	<b>Successful</b>	<b>Success Rate</b>
Credit Courses	General	118,721	82,598	69.6%
	Foster Youth	773	367	47.5%
	Veterans	2,416	1,726	71.4%
Basic Skills	General	7043	4337	61.6%
	Foster Youth	111	45	40.5%
	Veterans	136	84	61.8%
Transfer Level	General	98,220	70,032	71.3%
	Foster Youth	574	284	49.5%
	Veterans	2,008	1,452	72.3%



### Outcome 3: ESL and Basic Skills Completion

Colleges are required to discuss inequities in terms of *ESL and Basic Skills Completion* as defined by the “ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course compared to the number of those students who complete such a final ESL or Basic Skills course.”

The following comparisons are for students who took their first class in a Basic Skills sequence (English, math, or ESL) during the 2007-2008 school year and subsequently completed the final course within that sequence. These students are tracked for 6 years to see if the outcome was achieved. A successful outcome in English is indicated by successful completion of a transfer level English course. A successful outcome in ESL is successful completion of a transfer level ESL or English course. A successful outcome for math is the successful completion of a transfer level or one below transfer level course.

As with course completion, the metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

#### Gender

There is no difference in basic skills progress for males and females in any of the categories. Males and females have virtually the same sequence completion rates for each of the basic skills categories.

Category	Gender	Students	Completion	Completion Rate
Basic Skills Math	Female	800	359	44.9%
	Male	493	203	41.2%
Basic Skills ESL	Female	196	75	38.3%
	Male	132	58	43.9%
Basic Skills English	Female	643	324	50.4%
	Male	436	209	47.9%

#### Race/Ethnicity

Race/ethnicity is an indicator of disproportionate impact in terms of the Basic Skills sequence completion. In the math sequence, African-Americans and Native American/Alaskan Natives successfully complete the sequence at lower rates than the reference White students. The “unknown” group is also performing at a lower rate than the White students in Basic Skills math.

Basic Skills ESL is the lowest enrolled Basic Skills sequence. Latino students are completing the sequence at much lower rates than their White and Asian counterparts. Currently less

than 30% of the Latino students are completing the transfer level course after finishing the last Basic Skills course.

African-American students and Pacific Islander students demonstrate a disproportionate impact in terms of Basic Skills English sequence completion. Latinos complete the English sequence with similar rates as the White students. Asian students are the highest performing group, but just as in previous sections, the historical majority White population is use as the reference group.

Category	Ethnicity	Students	Completion	Completion Rate
Basic Skills Math	Asian	102	57	55.9%
	African-American	207	76	36.7%
	Latino	634	268	42.3%
	Native American/Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	214	107	50.0%
	Unknown	111	44	39.6%
	Basic Skills ESL	Asian	151	71
African-American		*	*	*
Latino		118	33	28.0%
Native American/Alaskan		*	*	*
Pacific Islander		*	*	*
White		25	11	44.0%
Unknown		23	12	52.2%
Basic Skills English		Asian	132	93
	African-American	281	107	38.1%
	Latino	490	239	48.8%
	Native American/Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	98	50	51.0%
	Unknown	56	36	64.3%

## Disability Status

There is very little difference in the Basic Skills completion outcomes for students with identified disabilities when compared to those without. Students with an identified disability complete the Basic Skills math sequence and the transfer level or one level below transfer level math course at the same rates.

Unfortunately, there are not enough students with an identified disability in the cohort enrolled in the Basic Skills ESL sequence to make a comparison. Students with a disability do not violate the 80% rule in the Basic Skills English sequence. However, there is a large enough difference in completion of the transfer level course that this can still be addressed.

Category	Disability	Students	Completion	Completion Rate
Basic Skills Math	No Disability Identified	1230	536	43.6%
	Identified Disability	63	26	41.3%
Basic Skills ESL	No Disability Identified	322	131	40.7%
	Identified Disability	*	*	*
Basic Skills English	No Disability Identified	974	489	50.2%
	Identified Disability	105	44	41.9%

### *Economic Disadvantage*

Students with an identified *economic disadvantage* completed Basic Skills sequences at rates similar to the rest of the students in math and English.

This group actually performed much better than those without an economic disability in Basic Skills ESL, but the number of students in the cohort and those completing is too small to make a valid comparison.

Category	Economic Disadvantage	Students	Completion	Completion Rate
Basic Skills Math	No economic Disadv Identified	1230	536	43.6%
	Identified Economic Disadvantage	63	26	41.3%

Category	Economic Disadvantage	Students	Completion	Completion Rate
Basic Skills ESL	No Economic Disadv Identified	322	131	40.7%
	Identified Economic Disadvantage	*	*	*
Basic Skills English	No Economic Disadv Identified	974	489	50.2%
	Identified Economic Disadvantage	105	44	41.9%

### *Veterans and Foster Youth*

There are not enough Foster Youth or Veterans in the Basic Skills cohorts to compare outcomes with the general population.

## Outcome 4: Degree and Certificate Attainment

Colleges are required to discuss inequities in terms of *Degree and Certificate* attainment as defined by the ratio of the number of students by population group who complete a degree or certificate compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed 6 units, and attempted an English or math course. Since English and math are considered to be requirements for most degrees and certificates, the California Community College Chancellor's Office uses this methodology as a predictor of intent to graduate rather than the more unreliable student indicated goal. These students are tracked for 6 years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

As with course completion, the metric used here is the 80% rule which measures each subgroup completion rate against the reference group.

### Gender

Females outperform males in terms of the percentage completing a degree or certificate within six years; however, the difference is not large enough to say that there is a disproportionate impact. Both groups are near 20% completion rates.

Gender	Students	Awards	Rate
Female	1,578	354	22.4%
Male	1,477	268	18.1%

### Race/Ethnicity

Race/ethnicity is an indicator of disproportionate impact in terms of degree and certificate completion. Native American/Alaskan Natives and Pacific Islanders show evidence of disproportionate impact compared to the White student outcomes, but the numbers of students in the cohort and the numbers who complete the degree or certificate for these two groups are too small to make a good comparison. African-Americans, on the other hand, are a group where there is a definite disproportionate impact according to the 80% rule.

Ethnicity	Students	Awards	Rate
Asian	546	113	20.7%
African-American	436	65	14.9%
Latino	1,043	214	20.5%
Native American/Alaskan	*	*	*
Pacific Islander	*	*	*
White	648	145	22.4%
Unknown	325	77	23.7%

### Disability Status

No difference is seen in the cohort for students with an *identified disability* and the general population. Both groups earn degrees and certificates at a rate of 20%.

Disability	Students	Awards	Rate
No Disability Identified	2,906	593	20.4%
Identified Disability	150	30	20.0%

### Economic Disadvantage

Students with an identified *economic disadvantage* actually earn degrees and certificates at higher rates than the general population. There is no evidence of a disproportionate outcome for this group.

Economic Disadvantage	Students	Awards	Rate
No Economic Disadvantage Identified	1,102	206	18.7%
Identified Economic Disadvantage	1,955	417	21.3%

### Veterans and Foster Youth

The number of Foster Youth and Veterans in the 2007-08 cohort being tracked for the degree and certificate completion outcome is too small to make a comparison with the general population. Still, neither group falls below the 80% threshold when compared with the general population.

Groups	Students	Awards	Rate
General	3,012	612	20.3%
Foster Youth	*	*	*
Veterans	39	10	25.6%

## Outcome 5: Transfer Out

Colleges are required to discuss inequities in terms of *Transfer* to Bachelor degree granting institutions as defined by the ratio of the number of students by population group who complete transfer compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed 6 units, and attempted an English or math course (same as the degree or certificate cohort). Since English and math are transfer requirements, the California Community College Chancellor's Office uses this methodology as a predictor of intent to transfer rather than the more unreliable student indicated goal. These students are tracked for 6 years to see if the outcome was achieved. A successful outcome is the transfer to a Bachelor degree granting institution which is identified through the California Community College Chancellor's Office.

The metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

### Gender

Females outperform males in terms of the percentage transferring. The rates are very close, so there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfer	Rate
Female	1578	579	36.7%
Male	1477	504	34.1%

### Race/Ethnicity

Race/ethnicity is an indicator of disproportionate impact in terms of transfer rates. African-American and Latino students in the cohort transfer at much lower rates when compared to the White student population. Pacific Islander and Native American/Alaskan Native students also have relatively low transfer out rates, but they also have much smaller populations

Ethnicity	Students	Transfer	Rate
Asian	546	270	49.5%
African-American	436	114	26.1%
Latino	1043	267	25.6%
Native American/Alaskan	*	*	*
Pacific Islander	47	12	25.5%
White	648	279	43.1%
Unknown	325	140	43.1%

### Disability Status

Students with *identified disabilities* in the cohort transfer at rates considerably lower than students without an identified disability. The difference is over 15% and is evidence of a disproportionate impact affecting disabled students.

Disability	Students	Transfer	Rate
No Disability Identified	2906	1054	36.3%
Identified Disability	150	31	20.7%

### Economic Disadvantage

Students with an identified *economic disadvantage* in the cohort transfer at rates lower than students without an identified economic disadvantage. Even though there may be some students who qualify for economically disadvantaged in the “advantaged” group, this group still greatly outperforms those with an economic disadvantage in terms of transfer.

Economic Disadvantage	Students	Transfer	Rate
No Economic Disadvantage Identified	1102	466	42.3%
Identified Economic Disadvantage	1955	619	31.7%

### Veterans and Foster Youth

Though the numbers of Foster Youth and Veterans in the transfer cohort are small, both groups show indications of a disproportionate impact compared to the general population in terms of transfer rates.

Groups	Students	Transfer	Rate
General	3012	1075	35.7%
Foster Youth	*	*	*
Veterans	39	10	25.6%



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**Goals, Activities, & Proposed Budget**

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## GOALS, ACTIVITIES & PROPOSED BUDGET

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### *Activity Effectiveness & Budgetary Considerations*

#### *Activity Criteria*

Each activity listed was analyzed across several measures including but not limited to: 1) whether or not it directly served our revised goal; 2) whether it maximized the ability to serve the most target students as possible; 3) whether it could be funded through other sources; 4) whether there was existing data to support the activity serving our goal; and 5) ensuring the activity would not be a service already duplicated elsewhere.

#### *Cost Estimates*

To the extent applicable, and due to the timing considerations in implementing the Student Equity Plan activities starting in Spring 2015, the cost estimates are provided on a semester basis. Best efforts were made to approximate cost estimates as accurately as possible. To the extent actual expenses are excessive or insufficient as compared to the cost estimate provided, the Student Equity Plan Committee will modify the budget accordingly.

#### *Measuring Activity Effectiveness*

Throughout each year, the Committee will assess how funding is spent and will modify, if necessary, the budget to best implement its targeted goal. To the extent the College determines a particular activity is not sufficiently meeting its intended goal, the Committee reserves the right to reallocate funds and reprioritize its activities to best meet its stated goals.

#### *Exploration and Prioritization of Goals & Activities*

Furthermore, ECC's commitment to ongoing data analysis and monitoring of the Plan's activities is an integral part of achieving its second goal of exploring transfer rates for African American and Latino students. Depending on the Committee's findings in Year 1, the Committee may begin to reallocate funds previously used to address course completion to address its second goal of Transfer rates in Years 2 and 3. To the extent available, program effectiveness will be assessed.

**GOALS, ACTIVITIES & PROPOSED BUDGET**

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**A. STUDENT SUCCESS INDICATOR FOR ACCESS**

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

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<b>GOAL A.</b>	<p>Campus-Based research reveals no current disproportionate impact to the Target Groups with respect to Access to the College within our Service Area. Although no specific goals have been identified by the Committee in this Student Equity Plan, the findings and goals of this Plan will be evaluated routinely in anticipation of its yearly update.</p> <p>Should a disproportionate impact regarding Access come to light, the Committee will modify the College’s Goals and Activities accordingly.</p>
<b>ACTIVITY A.1</b>	<p>No activities have been selected.</p>
<b>EXPECTED OUTCOME A.1.1</b>	<p>Not applicable.</p>

## GOALS, ACTIVITIES & PROPOSED BUDGET

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### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

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Campus-based research reveals that the College’s African American, Pacific Islander, women, minority, disabled, low-income, Veteran, and Foster Youth students are completing credit courses at disproportionately low rates. However, our research also revealed that, of all Target Groups, African American students are suffering the greatest disproportionate impact, not just with Course Completion, but with ESL/Basic Skills Completion, Certificate/Degree and Transfer rates. Following closely behind African American students are Pacific Islanders and Latinos, respectively. Thus, the College has decided to focus the majority of its efforts on addressing one overall goal:

**Decrease the gap in course completion rates (both overall and in Basic Skills classes) for the two worst performing Target groups (African American and Pacific Islander students) by a total of 3% over the next three years.**

#### GOAL B

The reason for this goal is because 1) our data broadly and directly supports this goal; 2) course completion is part of the College’s larger goal of goal completion (including degree, certificate, and transfer) set forth in the College’s Institutional Effectiveness Outcomes; 3) increasing course completion rates will have a positive impact on their underperformance in the other two equity measures of degree/cert completion and transfer rates; and 4) the activities implemented to address the disproportionate impact these students face can be applied to help all students in the future.

Within this goal, the emphasis will be placed on improving the rates of African American students because the data shows that they are the most severely disproportionately impacted target group.

All activities will be tracked on a quarterly basis to assess their effectiveness.

#### ACTIVITY B.1

Laid out in the chart below, the College has formulated Activities to achieve its goal of course completion along three broad objectives:

- Provide Direct Support to Students to Help them Achieve Success in the Classroom
- Educate and Equip Faculty & Staff to Tackle Equity Challenges on Campus
- Focus on Additional/Ongoing Research to Better Understand Equity Challenges, Monitor Effectiveness of Selected Activities, and Adjust Equity Plan Strategies Accordingly

Specific Activities are set forth in the subsequent chart.

#### EXPECTED OUTCOME B.1.1

- Have a better understanding of the relationship, causes, and effects of the disproportionately lower success of all affected Target Groups in Course Completion Rates.
- Decrease the equity gap of the targeted groups by 3% over the next 3 years.

### Activities B.1

Activity	Description	Cost Estimate
Textbooks	Increase textbook availability to target students. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> SEP Director, in collaboration with SEP Committee.	\$ 100,000
Learning Communities for Target Students	Provide support to incrementally expand <i>Project Success Program</i> by developing Learning Communities that target African American students in Years 1 and 2. <b>Timeline:</b> Planning and potential hiring to begin Spring 2015, implementation in Summer/Fall 2015. <b>Responsible Parties:</b> Counseling and Student Services Dean, SEP Director, Project Success Coordinator, Academic Deans, and Basic Skills Coordinator.	\$ 145,000
Learning Communities for Target Students	Developing Learning Communities (through Special Assignments and faculty development to train instructors on cultural and contextualized learning) for math courses for Target Students. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Mathematical Sciences Dean and SEP Director.	\$ 15,700
Special Assignment - selected course instructors	Special Assignment for Instructors that teach selected courses for the <i>Project Success Program</i> , including but not limited to, Library Science 1, Human Development 5 and 10, Psychology 10, Ethnic Studies 1, History 110 and English 43. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> SEP Director, Mathematical Sciences Dean, and Project Success Coordinator.	\$ 7,850
Special Assignment - Project Success Coordinator	Special Assignment for <i>Project Success Counselor/Coordinator</i> to recruit, register and monitor, students; collect data; conduct related reports; and publicizing of the program. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Counseling and Student Services Dean, SEP Director, Mathematical Sciences Dean, and Project Success Coordinator.	\$ 10,000
Counseling Intervention for Math Courses	Counseling Intervention for Target Students in Specified Math Courses / Special Assignments for collaboration between instructors and counselors. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Mathematical Sciences Dean and SEP Director.	\$ 11,210
Embedded Tutors	Increase the ratio of tutor-to-student contact during in-class conferences in English B and A developmental composition courses. With the assistance of Institutional Research, the department will evaluate the activity to determine its success based on meeting the prescribed equity goal. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Writing Center Faculty Coordinator, Institutional Research, and SEP Director.	\$ 62,840
Tutors - Library & LRC	Provide tutoring in the Library's (including in the Learning Resources Center ("LRC") computer labs to assist students in writing essays and completing math homework. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Library Director & Assistant Director, LRC Assistant Director, and SEP Director	\$ 20,000

Activity	Description	Cost Estimate
Tutors - Writing Center & Math Lab	Employ an additional tutor in the Writing Center and Math Lab during peak times to meet Target Student needs for writing and math assistance, by providing assistance on essays, research projects, and math assignments, both in person and online. With the assistance of Institutional Research, the department will evaluate the activity to determine its success based on meeting the prescribed equity goal. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Humanities Division Dean, Associate Dean, Institutional Research Office, SEP Director and designated faculty members.	\$ 12,730
Extended hours for Writing Center	Extend the hours of operation of the English department's Writing Center to provide access for Target Students attending evening classes. <b>Timeline:</b> Implementation by Summer 2015. With the assistance of Institutional Research, the department will evaluate the activity to determine its success based on meeting the prescribed equity goal. <b>Responsible Parties:</b> Humanities Division Dean, Associate Dean, Institutional Research Office, SEP Director and designated faculty members.	\$ 14,322
Supplemental Instruction	Provide supplemental instruction (SI) and PASS, and corresponding administrative support, for designated math courses where Target Students have highest enrollment. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Mathematical Sciences Division Dean, Associate Dean, SI Coordinator, SEP Director, and designated faculty members.	\$ 65,000
Accelerated Course Training	Increase the number of accelerated math and English courses. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Deans of Math and Humanities, Associate Deans, SEP Director, and designated faculty members.	\$ 12,000
Summer Math Academy	Provide Summer Math Academies for Target Students with low scores on math placement test. <b>Timeline:</b> Implementation in Summer 2015. <b>Responsible Parties:</b> Mathematical Sciences Division Dean, Project Success Program Coordinator, Associate Dean, SEP Director and designated faculty members.	\$ 10,000
Summer Bridge Program	Hold summer bridge programs focusing on student success skills, financial aid issues, and English and math preparedness for Target Students to better prepare them for college environment and coursework. <b>Timeline:</b> Implementation in Summer 2015. <b>Responsible Parties:</b> Basic Skills Coordinators, Deans of Math and Humanities, SEP Director and Human Development Faculty	\$ 45,000
Professional Development	Provide workshops for faculty and/or staff on cultural sensitivity and learning styles of Target Students, to potentially impact selection of class materials, curriculum development, and classroom management. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> SEP Director, Humanities Division Dean, Associate Dean, and designated faculty members.	\$ 40,000
Umoja Community Training	UMOJA Community (serves at risk, educationally, economically disadvantaged California Community College students, including Target Students) Training for select faculty/program coordinators. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> SEP Administration.	\$ 8,000

Activity	Description	Cost Estimate
Administrative Costs	Hire personnel, including Director, Administrative Support, and Institutional Research Analyst, to manage and coordinate implementation of SEP. <b>Timeline:</b> Implementation in Spring 2015. <b>Responsible Parties:</b> Vice President of Academic Affairs, Vice President of Student & Community Advancement.	\$ 252,000
Travel	Travel and related expenses (including relevant professional development conferences) for SEP Management. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> SEP Administration.	\$ 3,000
Student Focus Groups	Ongoing data collection and analysis, including surveying students and hold student focus groups of Target Students impacted in order to identify and address risk and success factors. <b>Timeline:</b> Implementation by Summer 2015. <b>Responsible Parties:</b> Institutional Research & Planning.	\$ 15,000
Analysis of Transfer & Other Data	Un-allocated funds for allowable expenses related to analysis of data on transfer rates as well as other disproportionately impacted groups identified in Campus-Based Research. <b>Responsible Parties:</b> SEP Committee & Administration.	\$ 194,762
	<b>TOTAL PROPOSED BUDGET</b>	<b>\$ 1,044,414</b>

## GOALS, ACTIVITIES, & PROPOSED BUDGET

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### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course to the number of those students who complete such a final course”*

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Campus-Based research reveals that the College’s female, minority, disabled, low-income, Veteran, and Foster Youth students are completing credit courses at disproportionately low rates. Specifically, students identified as African American, Native American/Alaskan, and “Unknown” are completing Basic Skills math course at disproportionately low rates. Filipino and Latino students are completing ESL courses at disproportionately low rates. Furthermore, African American and Pacific Islander students are completing Basic Skills English course at disproportionately low rates.

#### GOAL C

As discussed in Goal B, the College has decided to focus the majority of its efforts on addressing one overall goal:

**Decrease the gap in course completion rates (both overall and in Basic Skills classes) for African American and Pacific Islander students by a total of 3% over the next three years.**

Please refer to discussion in Goal B.

#### ACTIVITY C.1

Please refer to discussion in Goal B.

#### EXPECTED OUTCOME C.1.1

Please refer to discussion Goal B.



## GOALS, ACTIVITIES & PROPOSED BUDGET

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### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

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#### GOAL D.

Campus-Based research reveals disproportionate impacts on the College’s African American, Alaskan/Native American, and Pacific Islander students with respect to the number of degrees and certificates awarded.

However, no specific goals to address degree and certificate completion have been identified by the Committee in this Student Equity Plan, as the College has decided to focus its efforts and attention on Course Completion (both generally and for Basic Skills courses).

The rationale behind focusing on course Completion rates is that increasing retention rates and success in the classroom will have a direct positive impact on students’ abilities to earn degrees and certificates.

The rationale behind focusing on the Course Completion rates of African American students, specifically, is because Campus-Based Research reveals that African American students are underperforming across four of the five measures of student equity, and are in the greatest need of equity interventions.

Through its routine monitoring of the Activities and Goals set forth in this Equity Plan, the College will be paying close attention as to whether its efforts in Course Completion have the direct impact on Degree and Certificate Completion rates as anticipated.

#### ACTIVITY D.1

No activities have been selected.

#### EXPECTED OUTCOME D.1.1

Not applicable.

## GOALS, ACTIVITIES & PROPOSED BUDGET

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### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

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**GOAL E.** Campus-Based research reveals that the College’s African American, Filipino, Latino, Native American/Alaskan, Pacific Islander, DSPS, foster youth, veteran, and economically disadvantaged students are transferring at disproportionately low rates.

Because of the extent to which Target Groups have been disproportionately impacted in this area, ECC is committed to more deeply **exploring transfer-directed and transfer-preparedness rates for African American and Latino students (the two lowest performing Target Groups) in Year 1, allowing for revision of the SEP in Year 2 to create a targeted goal and directed activities based on our findings.**

No targeted goals to address transfer rates have been identified by the Committee in this Student Equity Plan because more research is needed to properly address the findings in this area.

Furthermore, the College has decided to focus its *targeted* efforts and attention on Course Completion. The rationale behind focusing on course Completion rates is that increasing retention rates and success in the classroom will have a direct positive impact on students’ success in transferring to 4-year institutions.

The rationale behind focusing on the Course Completion rates of African American students, specifically, is because Campus-Based Research reveals that African American students are underperforming across four of the five measures of student equity, and are in the greatest need of equity interventions.

Through its routine monitoring of the Activities and Goals set forth in this Equity Plan, the College will be paying close attention as to whether its efforts in Course Completion have the direct impact on Transfer rates as anticipated.

**ACTIVITY E.1** No activities have been selected.

**EXPECTED  
OUTCOME  
E.1.1** Not applicable.

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**Evaluation Schedule & Process**

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## Evaluation Schedule & Process

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An evaluation of the goals and activities listed in this Equity Plan will consist of a multi-stage annual review process to be completed prior to submission of the yearly update of this SEP to the Chancellor's Office.

The proposed 2014-2015 evaluation schedule assumes the SEP yearly update is due the 1<sup>st</sup> of each calendar year.

### Evaluation Schedule

### Timeline

#### **Ongoing Student Equity Plan Committee Meetings**

- Monthly committee meetings to develop and measure data, implement and examine activities

• Months 1-12

#### **Implementation**

- Begin implementation of student equity activities

• Months 0-3

#### **Internal Reporting**

- **Institutional Research:**

- Committee to work with designated Research Analyst to request appropriate data for measuring student equity success
- Designated Research Analyst to present data analysis

• Months 0-12

• Months 3, 6, 9

- **Progress:** Programs/Offices receiving Student Equity Categorical Program moneys to report progress, success, and challenges of implementing proposed activities to ECC SEP Planning Committee

• Month 3

- **Recommendations:**

- Committee to prepare recommendations/modifications to existing 2014-2017 SEP

• Months 6, 9

#### **SEP Yearly Update**

- Committee to submit yearly SEP update to Chancellor's Office

• Month 12

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**Attachments**

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## *Current Resources & Activities*

### **ACADEMIC PROGRAMS**

- **Basic Skills Counseling Intervention (BSCI)**-- In collaboration with English and Math Instructors, the BSCI Program integrates students services within the participating basic skills classroom. Counselors provide biweekly student success related classroom presentations, individual Counseling appointments, educational planning, follow up and track student progress in the class.
- **Community College Partnership Programs - UCLA:** The Community College Partnership Program with UCLA provides El Camino students with the following: Peer Mentoring; "Bruin Buddy Day"; and an opportunity to participate in the summer residential and non-residential programs for transfer students at the UCLA campus.
- **Cross Enrollment at CSU Dominguez Hills (CSUDH):** El Camino College students who are eligible may cross-enroll at CSU Dominguez Hills without formal admission and without payment of State University tuition, in a maximum of one baccalaureate-level course per semester on a space available basis. Such enrollment would be at the discretion of the appropriate campus authorities on each of the campuses.
- **ECC CSUDH Pathways to Success Enrollment Partnership:** The Pathways to Success Enrollment Partnership program makes transfer from El Camino to CSUDH seamless and simple, and allows for early recognition of the transfer process which leads to improved access and student success.
- **Honors Transfer Program (HTP)/Transfer Alliance Program (TAP):** Students in the Honors Transfer Program at El Camino who are applying to a major in UCLA's College of Letters and Sciences are automatically a part of the UCLA TAP. Students will receive transfer counseling and guidance to become a competitive applicant, as well as Priority Admission Consideration upon completion of the Honors Transfer Program and the requirements of the TAP.
- **Northrop Grumman:** Northrop Grumman is instrumental in supporting STEM programs at El Camino, through such avenues as grant funding, sponsoring field trips, and hosting tours. One such partnership is the START (STEM Training and Robotics Technology) Program, a rapid and relevant 4-week (El Camino and High School) student program designed to inspire and create awareness of STEM career pathways, opportunities, and education; while developing critical, creative and innovative reasoning skills through hands-on projects.
- **SB 70 and SB 1070 (6th Successive Grant):** Project Lead the Way Engineering Technology program is a community collaboration grant to focus on transitioning high school students into college in the Career Technology Education (CTE) areas.

## ACADEMIC PROGRAMS (continued)

- **Transfer Admission Guarantee (TAG) for UC Davis, UC Santa Cruz, UC Irvine, UC Santa Barbara, UC Riverside, UC Merced (for all ECC students):** TAG is a contract between a student and a specific university. The Career/Transfer Center maintains an up-to-date list of campuses which offer TAG agreements.
- **Transfer Admissions Priority Consideration (TAP) - Howard University:** Priority consideration for admission with the completion of a specific number of units, GPA, and courses; priority also given for housing and for scholarships for students with a 3.30 and higher GPA.
- **Transfer Admissions Priority Consideration (TAP) - Spelman College:** Priority consideration for admission with the completion of a specific number of units, GPA, and courses; priority also given for housing.
- **Transfer Alliance Project (TAP) - UC Berkeley:** The Transfer Alliance Project (TAP) provides disadvantaged California community college students with information and support services that will facilitate their transfer to the University of California at Berkeley. Students receive specific support services that will enhance their transfer to the University of California at Berkeley.
- **UCLA CEED HSI-STEM:** A five-year Hispanic Serving Institutions (HSI) Grant to support Science, Technology, Engineering and Math (STEM). The project brings together three divisions on campus: Natural Sciences, Mathematical Sciences, and Industry and Technology to strengthen STEM programs for students. The college was also awarded as a sub-recipient for the same STEM program with a project led by Mount Saint Mary's College.

## STUDENT SUPPORT SERVICES

- **Financial Aid Counseling/Advising** - Financial aid programs are offered and funded by government and private sources, including grants, work-study, and scholarships; workshops and advising are available.
- **Student Success & Support/Counseling/Advising** - Helps students to define and achieve their academic goals.
- **Outreach** – Provided through Church Site Visits, Counseling High School Outreach, High School Classroom Visits, High School Senior Days, Individual Development of Education plans, Outreach Classes, Parent Nights, Plans for High School Graduates, Business Expositions, Industry Site Visits, and Presentations at College Fairs
- **Special Resource Center (SRC) Counseling** -SRC's primary goal is to provide the accommodations necessary to help students with disabilities achieve their educational and vocational goals with promoting self-advocacy and independent learning.
- **Transfer Conference:** In prior years, the conference was held to inform students of the transfer process; former transfer students were invited back to speak to students. The Transfer Conference is currently on hiatus.
- **Transfer Counseling/Advising** – Provides activities and services to help students transfer successfully to the four-year colleges or universities.
- **Transfer Fairs:** Held every fall (with 80+ universities in attendance) and Spring (with 60+ universities in attendance).
- **South Bay Promise Program MOU:** This project strives to increase the local rates of college participation and success by establishing a pipeline linking high schools, El Camino College and four year universities in a systematic, focused and collaborative effort.
- **Career Technical Education Pathways** – Provides services for technical education and women in nontraditional careers linking employers with students seeking high skill and high wage jobs.



## SPECIALIZED PROGRAMS

- **Admissions & Records:** An evaluator was added to A&R staff to handle the increase in graduation petitions arising from 45+ unit check (funded through the Title V, Graduation Initiative Project). Evaluators are needed to handle the increasing number of AA/AS-T degrees (15 offered currently).
- **A.H.E.A.D. (Achieving Higher Education for all Dreamers):** AB-540 Student group (for undocumented students) that offers Transfer Workshops.
- **CalWORKs/GAIN–** Provides economically disadvantaged single parent students with support services. Child care assistance, educational and career counseling, employment retention skills, and job development.
- **Career Advancement Academy (CAA):** The program delivers training in the areas of basic skills, work preparation, and EWD/CTE to undereducated, underemployed youth and young adults (18 - 30 year olds) who have dropped out of school or lack basic skills needed to obtain a certificate or degree in a typical college program.
- **Extended Opportunity Programs and Services (EOPS)–** Provides social, economic and educationally disadvantaged students with support services, including peer mentoring, tutoring, and retention programs.
- **First Year Experience (FYE) -** Assists first year students with support services, develops student and peer relationships through linked courses, counseling and early registration.
- **Historically Black Colleges and University Grant (HBCU):** Developing statewide transfer agreements between selected HBCU institutions and the California Community Colleges (CCC) Chancellor's Office that facilitate the transfer of California Community College students who wish to complete their baccalaureate degree at a HBCU, including the efficient transfer of CCC coursework, to expand outreach efforts and increase articulation agreements with HBCUs.
- **Mathematics Engineering Science Achievement Program (MESA):** The goal of the MESA Program is to increase the number of economically disadvantaged (eligible for financial aid) community college students who transfer to four-year institutions and successfully attain math and science-based degrees.
- **Probationary Services Counseling/Student Enhancement Program (SEP)/Advising –** SEP helps at-risk students to return to good academic standing by providing counseling and resources to achieve academic goals.
- **Project Success–** Provides a variety of support services for at-risk students, including academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, and scholarships in a learning community environment.
- **Puente Project–** Provides support services including, English instruction, mentors and counseling to help prepare Latino students to transfer to 4-year universities and colleges to educationally underserved students.

## **SPECIALIZED PROGRAMS** *(continued)*

- **South Bay Work Force Investment Board (SBWIB):** Both the El Camino Community Advancement and the Industry and Technology divisions partner with the SBWIB on multiple projects including: contract education, training at-risk youth; and via the Career Advancement Academy; to both recruit participants and for job placement assistance.
- **TAP & TAG Programs with the following HBCU's:** Albany State University, Bennett College, Clark Atlanta University, Dillard University, Fisk University, Hampton University, Howard University, Morehouse College, Spelman College, Johnson C. Smith University, Talladega, and Wilberforce University.
- **Title V Graduation Initiative:** The ECC Graduation Initiative Project is designed to increase student readiness for the pursuit of the associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. This is funded through a U.S. Department of Education Title V grant.
- **UCLA's SPACE** (Samahang Pilipino Advancing Community Empowerment): Provides outreach to El Camino College's Pacific Islander students. They assist them with admissions application and personal statement needs. They have had an impactful and huge presence on our campus for at least half a decade.
- **Veterans Counseling** – Provides veterans and their dependents with assistance in obtaining educational benefits paid by the Veterans Administration through educational planning and career exploration.
- **Youth Build:** ECC is partnering on the Century Center for Economic Opportunity's (CCEO) Youth Build project, which is a highly successful alternative education program that assists youth who are often significantly behind in basic skills with obtaining a high school diploma or GED credential. The primary target populations are adjudicated youth, youth aging out of foster care, and out-of-school youth.

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**Agenda for the El Camino Community College District Board of Trustees**  
**from**  
**Student and Community Advancement**  
**Jeanie M. Nishime, Vice President**

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A. International Travel.....	SCA 2
B. Board Policy 1200 – The El Camino College Mission, Vision, Values, And Strategic Initiatives – Second Reading and Adoption .....	SCA 2, 3-6
C. Information - Administrative Procedure 5012 – International Students...	SCA 2, 7-12

## STUDENT AND COMMUNITY ADVANCEMENT

### **A. INTERNATIONAL TRAVEL**

It is recommended that the Board of Trustees approve international travel for Leonid Rachman to participate in the Tokyo Ryugaku Journal (RJ) Educational Fair May 8 through 12, 2015 in Tokyo, Japan. This fair is held biannual by the largest educational agency in Tokyo, Japan. This fair targets students who are looking for English Language Programs and Schools, High Schools, Community Colleges and vocational schools. El Camino College has participated five times in this fair during the last 10 years, which resulted in the enrollment of over 150 Japanese students. Expenses in the amount of \$4,900 for air travel, fair registration and housing will be paid from International Students Conference account.

### **B. BOARD POLICY 1200 – THE EL CAMINO COLLEGE MISSION, VISION, VALUES, AND STRATEGIC INITIATIVES – Second Reading and Adoption**

It is recommended that the Board of Trustees receive for second reading and adoption Board Policy 1200 – The El Camino College Mission, Vision, Values, and Strategic Initiatives as shown on pages SCA 2, 3-6.

### **C. INFORMATION – ADMINISTRATIVE PROCEDURE 5012 – INTERNATIONAL STUDENTS**

It is recommended that the Board of Trustees receive for information Administrative Procedure 5012 – International Students as shown on pages SCA 2, 7-12.

Mission Statement

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.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College’s stability, its source of strength and its driving force. With this in mind, our five core values are:

- People – We strive to balance the needs of our students, employees and community.
- Respect – We work in a spirit of cooperation and collaboration.
- Integrity – We act ethically and honestly toward our students, colleagues and community.
- Diversity – We recognize and appreciate our similarities and differences.
- Excellence – We aspire to deliver quality and excellence in all we do.

Institutional Effectiveness Outcomes

Institutional effectiveness involves College efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College’s integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College<sup>1</sup>.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate

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<sup>1</sup> Definitions and established goals for these outcomes are detailed in *Institutional Effectiveness Outcomes*, published on the [Institutional Research & Planning webpage](#).

7. Completion Rate
8. Transfer Rate
9. Degrees and Certificates awarded
10. Number of Transfers

Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College-wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

### Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College-wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).

### A - STUDENT LEARNING

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

#### Objectives:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

## B - STUDENT SUCCESS & SUPPORT

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Objectives:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

## C - COLLABORATION

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Objectives:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.
4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

## D - COMMUNITY RESPONSIVENESS

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

Objectives:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

## E - INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning and resource allocation.

### Objectives:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

## F - MODERNIZATION

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

### Objectives:

1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plan.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10



El Camino College is approved by the U.S. Citizenship and Immigration Services as an institution of high learning for nonimmigrant F-1 and M-1 visa students.

I. Application Process

An application process that includes submission of appropriate visa information from the country of resident, including INS forms.

A. Application Deadlines

1. By Term

Application deadlines are generally the first of July for the fall semester and the first of December for the spring semester.

2. Application Packet and Fee

A packet of information giving time lines and procedures for applying to El Camino College is sent when a prospective student requests application materials. A non-refundable processing fee must be submitted along with the application and other necessary materials.

B. How to Apply

1. Applying From Your Home Country

Prospective students may apply for admission from their homeland by requesting an application packet from the International Student Program office.

2. Applying While Attending a College in the United States

Students attending another school in the United States on an F-1 visa may request a transfer to El Camino College by contacting our International Student Program office.

C. Required Information

1. Required Documents

Before prospective international students can be considered for admission, the must complete and submit:

- (a) The application form
- (b) A recent photo
- (c) An affidavit of financial support
- (d) The processing fee

## 2. Transcripts

If applicable, the student should provide college and high school transcripts to the appropriate International Program

### Transcripts From Institutions Outside the United States:

1. Transcripts from any high schools, colleges, and technical or vocational schools attended in the student's native country, must also be sent to El Camino College—International Student Office.
2. Transcripts must be translated into English and must bear the school seal and be signed by the registrar or appropriate school official.
3. A student wishing El Camino College to accept college credit from a college or university outside the United States must first meet with an El Camino College academic counselor. Next, the student must have the official academic transcripts sent to a recognized transcript evaluation company. It is the discretion of El Camino College to accept and apply these college credits based on accreditation standards. Students are encouraged to contact the International Student Office for further information.
4. English language and translated secondary school and college transcripts hand delivered, opened by the student, or mailed by the student will not be accepted.

## D. Application Review

After all application material is on file, it is reviewed to assure that the applicant is qualified for admission to El Camino College.

### 1. Acceptance

- (a) When accepted, applicants are mailed the Certificate of Eligibility (I-20) along with further information about orientation and priority registration and helpful visa, travel and housing information.
- (b) Prospective students are required to present the Certificate of Eligibility (I-20), proof of financial support, one photograph, a visa application form, and a receipt for the SEVIS I-901 fee to a U.S. Embassy or Consulate to apply for the F-1 Student Visa.

### 2. Denial

International students are not guaranteed admission to El Camino College. F-1 visa students who miss the published deadline may be denied admissions to El Camino College.

- (a) Once capacity for the program for that term has been reached, no further consideration will be granted.
- (b) Failure to submit all required documents by the deadline also constitutes denial.

## E. English Test Requirements

New F-1 and M-1 students must demonstrate English proficiency in reading, writing, and speaking English.

### 1. Minimum English Test Requirements

#### (a) TOEFL ([www.ets.org/toefl](http://www.ets.org/toefl))

- i. Score of 133 on the computer based test
- ii. Score of 450 on the paper based test
- iii. Score of 45 on the internet based test
- iv. Proficiency level from an accredited language school

#### (b) IELTS –International English Language Testing System ([www.ielts.org](http://www.ielts.org)) Score of 4.5

#### (c) TOEIC ([www.ets.org/toeic](http://www.ets.org/toeic)) Score of 620

#### (d) EIKEN ([www.stepeiken.org](http://www.stepeiken.org)) Score of 2A

### 2. Date of TOEFL Score

The TOEFL score may not be more than two years old

### 3. Exemptions to TOEFL Requirements

#### (a) Prospective students outside the United States whose first language is English

#### (b) Students who can demonstrate English proficiency

### 4. Information About TOEFL

Information regarding TOEFL can be found at:

#### (a) [www.ets.org](http://www.ets.org)

#### (b) American embassies and colleges

#### (c) Officers of the U.S. Information Service (USIS)

#### (d) U.S. educational commissions and foundations

#### (e) U.S. sponsored learning institutions

### 5. Institution Code

The El Camino College code for the TOEFL is 4302

### 6. Below the Minimum TOEFL Requirement

#### (a) For students who were not able to achieve a satisfactory TOEFL score or who want to improve English language skills, El Camino College offers an intensive English program, the El Camino Language Academy (ECLA).

#### (b) The program is 14 weeks in the fall and spring semesters and eight weeks in the summer.

#### (c) Applications for the academy are available at the International Student Program office or through the academy directly at [www.uslanguageacademy.com](http://www.uslanguageacademy.com)

## II. RESIDENCE DETERMINATION

### A. Alien Students Who Are Not Precluded From Establishing Residency

#### 1. Alien Student Establishing Residency

A student who is an alien may establish his or her residence pursuant to the provisions of the laws and regulations of the United States Immigration Code and the laws and regulations of California residency if not precluded by the Immigration and Nationality Act from establishing domicile in the United States; provided that the student has had residence in California for more than one year prior to the residence determination date for the semester or term (summer or winter) for which attendance at an institution is proposed.

#### 2. El Camino Residency Policy and Procedure

Students who hold a visa type that may be eligible to establish residency will need to abide by the El Camino College policy and procedure regarding residency.

#### 3. Jurisdiction of Change in Residency or Residency Petitions

Students who hold a visa type that is not precluded from establishing residency and who wishes to establish California residency shall inquire with the El Camino College Office of Admissions. Neither the International Student Program nor the El Camino Language Academy shall have jurisdiction over students with these visa types for the purpose of residency.

### B. Alien Students Who Are Precluded From Establishing Residency

An alien is precluded from establishing domicile in the United States if the alien entered the United States illegally, or under a visa which requires that the alien have residence outside the United States, or that he or she entered the United States solely for a temporary purpose. An alien is precluded from establishing domicile in the United States and shall not be classified as a resident of this state if he or she holds a visa that is covered by the International Student Program or the El Camino Language Academy. They are:

- 1) F-1, F-2 – Academic student, spouse and children
- 2) J-1, J-2 – Exchange visitor, spouse and children
- 3) M-1, M-2 – Nonacademic or vocational student, spouse and children

### C. Exemptions from Non-Resident Tuition

F-1, J-1, and M-1 students may be exempted from nonresident tuition provided they have a documented case of economic hardship. Under no circumstance may the number of F-1, J-1, and M-1 students granted an exemption exceed 10% of that population. The district reserves the right to limit any exemption to one term or a proscribed period of time. The district also reserves the right to rescind any

exemption. Exemptions shall only be granted upon the recommendation of the Superintendent/President and the approval of the El Camino College Board of Trustees.

### III. Orientation

All international students who are attending El Camino College for the first time must attend an orientation before enrolling in classes. These orientations are scheduled just before the beginning of the fall and spring semesters. Therefore, new students should plan to begin their first semester at El Camino College in either the fall or spring. International students who fail to attend this orientation are subject to the loss of privileges.

### IV. Assessment

All international students who are attending El Camino College for the first time must complete all relevant assessment tests prior to meeting with an academic advisor.

### V. Education Plan

All international students who are attending El Camino College must complete a comprehensive education plan with an academic counselor no later than the middle of the student's first semester.

### VI. Health Insurance

All international students must purchase and carry the health insurance offered through El Camino College

### VII. Housing

Although there are no dormitories available at El Camino College, assistance with locating housing is available through the International Student Program Office. Information regarding housing is part of the information packet sent to students when they are accepted to the college.

### VIII. Legal Requirements

While attending El Camino College the F, M, or J visa student must maintain lawful status and abide by all laws and regulations of the United States and the policies and procedures of the college. Those laws and regulations include, but are not limited to:

- (1) Maintaining a minimum of 12 units (full time status) in a primary term (fall and spring)
- (2) Maintaining a minimum of 2.00 GPA
- (3) Reporting a change in major to the Designated School Official (DSO)
- (4) Reporting a change in address to the DSO
- (5) Receiving permission to leave the United States from the DSO

- (6) Not engaging in any employment unless permitted to do so by the DSO and the Department of Homeland Security
- (7) Meeting all deadlines regarding an extension of visa and departure from the United States

Reference:

Education Code 76141, 76142: Title 5, Section 54045:  
Title 8, U.S.C. Section 1101. Et seq.

Exemptions from nonresident tuition as authorized by Education Code section 76140(a)(2) for financial need.

Reference: Immigration and Nationality Act, 8 U.S.C., 1101(a)(15), as amended by Immigration Act of 1990, Public Law 101-649, Carlson v. Trustees (1/4/99)

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**Agenda for the El Camino Community College District Board of Trustees**  
**From**  
**Administrative Services**  
**Jo Ann Higdon, Vice President**

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A. Contracts Under \$84,100.....	AS 2
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D. Board Policy 6520 – Security for District Personnel & Property - First Reading .....	AS 5, 12
E. Administrative Procedure 6520 – Security for District Personnel & Property .....	AS 5, 13-14
F. Purchase Orders and Blanket Purchase Orders .....	AS 6

**A. CONTRACTS UNDER \$84,100**

It is recommended the Board of Trustees, in accordance with Board Policy 6340, ratify the District entering into the following agreements. The Vice President of Administrative Services, or an authorized designee, has executed the necessary documents.

**b. Services Received by District or Its Designee:**

- 1. Contractor:** **DAI THIEN SON OVERSEAS STUDY COMPANY (Vietnam); EDM EDUCATION (South Korea); THE COLLEGE WHIZ (Singapore)**

**Services:** Contractor will serve as F-1 Visa educational agents to recruit F-1 Visa students for El Camino College.

**Requesting Dept.:** Student and Community Advancement – Admissions and Records – International Student Program

**Date(s):** 12/15/14 (Effective upon Board approval and continuing month-to-month up to but not exceeding five years)

**Financial Terms:** The fee shall be \$250 per student per consecutive semester cycle completed, not to exceed \$500 per student. If applicable, a fee for high-volume admissions at the end of a two consecutive semester cycle will be paid in addition to the regular fee.
  
- 2. Contractor:** **DESIMONE ENGINEERING, INC.**

**Services:** Contractor will provide training in Certified Quality Engineering, Geometric Dimensioning & Tolerancing, Green Belt, and various other related subjects as needed.

**Requesting Dept.:** Student and Community Advancement – Community Advancement – Center for Applied Competitive Technologies (CACT)

**Date(s):** 1/1/15 – 11/30/15

**Financial Terms:** Cost not to exceed \$15,500  
Funded by H1B Technical Skills grants from California Manufacturing Technology Association
  
- 3. Contractor:** **MDESIGNS PRODUCTIONS, LLC**

**Services:** Contractor will produce media, including video, audio and graphics, for use on ECC Web page and Cable TV channel.



**Requesting Dept.:** Academic Affairs – Learning Resources  
**Date(s):** 10/1/14 – 6/30/16  
**Financial Terms:** Cost not to exceed \$12,000

- 4. Contractor:** **OVERSEAS EDUCATIONAL CORP. (South Korea)**  
**Services:** Contractor will serve as F-1 Visa educational agents to recruit F-1 Visa students for ECC.  
**Requesting Dept.:** Student and Community Advancement – Admissions and Records – Language Academy  
**Date(s):** 12/15/14 (Effective upon Board approval and continuing month-to-month up to but not exceeding five years)  
**Financial Terms:** One-time fee of \$500 per student for either fall or springs semester; and \$300 fee for summer
- 5. Contractor:** **UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**Services:** Contractor will provide California Association of Alcohol and Drug Abuse Counselors-approved Alcohol and Drug Counselor career training program, including curriculum, instructional staff, and all related materials.  
**Requesting Dept.:** Student and Community Advancement – Community Advancement – Contract and Community Education  
**Date(s):** 1/1/15 – 6/28/15  
**Financial Terms:** Projected gross income \$7,000
- 6. Contractor:** **WALGREEN CO.**  
**Services:** Contractor will provide ECC Pharmacy Technician Training Program students with unpaid, onsite pharmacy externship training or practical vocational experience necessary for the completion of the training program.  
**Requesting Dept.:** Student and Community Advancement – Community Advancement – Contract and Community Education  
**Date(s):** 11/17/14 – 11/16/17  
**Financial Terms:** No cost to the District
- 7. Contractor:** **WORLD INSTRUCTOR TRAINING SCHOOLS**  
**Services:** Contractor will provide personal fitness training program curriculum, instructional staff, and materials

for classroom instruction, testing, and internship at a local gym.

**Requesting Dept.:** Student and Community Advancement – Community Advancement – Contract and Community Education

**Date(s):** 9/1/14 – 6/30/15

**Financial Terms:** Projected gross income \$4,000 to \$8,000

## **B. CONTRACTS OVER \$84,100**

It is requested the Board of Trustees approve the District entering into the following agreements:

### *a. Services Provided by District or Its Designee:*

**Contractor:** **FEDERAL BUREAU OF PRISONS,  
METROPOLITAN DETENTION CENTER**

**Services:** Contractor will receive parenting instruction for the inmate population.

**Requesting Dept.:** Student and Community Advancement – Community Advancement – Workplace Learning Resource Center (WpLRC)

**Date(s):** 12/1/14 – 11/30/19

**Financial Terms:** Projected gross income \$90,116

### *b. Services Received by District or Its Designee:*

**Contractor:** **ORBITAL SCIENCES CORPORATION**

**Services:** Contractor will provide executive training including design manufacturing, program management, and green belt training to Martinez & Turek under the Mentor Protégé program.

**Requesting Dept.:** Student and Community Advancement – Community Advancement – CACT

**Date(s):** 12/16/14 – 6/30/15

**Financial Terms:** Projected gross income \$147,907

## **C. AMENDMENTS TO CONTRACTS**

### **1. Contractor: JAMES MARTENEY**

**Services:** Contractor will provide an eight-week course on Teaching Online for ECC faculty.

**Requesting Dept.:** Human Resources – Professional Development

**Date(s):** 9/26/14 – 5/1/15 (Dates of service change: Board initially approved on 9/8/14 the term of 9/26/14 – 11/21/14)

**Financial Terms:** Cost not to exceed \$5,000 (Cost increase: Board initially approved \$2,500 on 9/8/14)  
Funded by Professional Development

2. **Contractor:** **LEND LEASE (US) CONSTRUCTION**  
**Services:** The contractor is providing Professional Services College Advocate/Owner’s Representative (CA/OR) for the District. Services are related to the Facilities Master Plan implementation, construction management services for project implementation and other State Capital projects at both Torrance and Compton sites. This amendment #1 adds the newly approved State - funded Instructional Building #1 at Compton Education Center.
- Requesting Dept.:** Administrative Services  
**Date(s):** 6/1/13 – 5/31/16 with two, one-year optional renewal periods, not to exceed 5 years (no change in dates)  
**Financial Terms:** Cost of this amendment is \$608,211 for a revised cost not to exceed \$8,080,431 for the initial three (3) year term.

**D. BOARD POLICY 6520 – SECURITY FOR DISTRICT PERSONNEL & PROPERTY – First Reading**

It is recommended the Board of Trustees receive for first reading Board Policy 6520 – Security for District Personnel & Property as shown on pages AS-12.

**E. ADMINISTRATIVE PROCEDURE 6520 – SECURITY FOR DISTRICT PERSONNEL & PROPERTY**

It is recommended the Board of Trustees receive for information Administrative Procedure 6520 – Security for District Personnel & Property as shown on pages AS 13-14.

## F. PURCHASE ORDERS AND BLANKET PURCHASE ORDERS

It is recommended all purchase orders be ratified as shown.

P.O.	Vendor Name	Site Name	Description	P.O. Cost Number
<b>Fund 11 - Unrestricted - El Camino</b>				
P0801262	Hand Trucks R Us	Facilities/Planning/Servi	New Equipment	\$300.57
P0801286	Grainger	Ctr for Arts Production	Non Inst Comp	\$620.06
P0801290	Southwest Solutions	Division Office Math	Instructional Supplies	\$181.34
P0801309	Airgas USA, LLC	Facilities/Planning/Servi	New Equipment	\$3,124.14
P0801321	Dell Marketing L. P.	Division Office Math	Instructional Supplies	\$326.99
P0801333	Complete Office	Ctr for Arts Production	Non-Instruct Supplies	\$65.39
P0801335	Monterey Graphics	Administrative Of	Instructional Supplies	\$54.94
P0801336	Grainger	Health,Safety and Risk	New Equipment	\$315.45
P0801340	Carolina Biological	Life Sciences	Instructional Supplies	\$329.29
P0801343	Assist Design	Career Center	Non-Instruct Supplies	\$239.41
P0801344	Redondo Technology	Human Resources	Non-Instruct Supplies	\$414.20
P0801350	Dell Marketing L. P.	Information Technology	New Equipment	\$2,987.89
P0801353	Fisher Scientific	Life Sciences	Instructional Supplies	\$243.82
P0801354	National Association	Out of State	Dues And Memberships	\$325.00
P0801357	Franjeans Flag Specialty	Outreach and School	Non-Instruct Supplies	\$893.80
P0801360	Real Volleyball	Physical Education	Instructional Supplies	\$103.51
P0801368	CalPERS	Human Resources	Assessment and Penalty	\$6,809.68
P0801370	Monterey Graphics	District Photo Id Cards	Non-Instruct Supplies	\$1,499.84
P0801373	Mr. Eldon R. Davidson	Ed & Community	Non-Instruct Supplies	\$298.99
P0801374	Thayer's Dist.	Facilities/Planning/Servi	Repairs Noninstructional	\$155.00
P0801386	Full Compass Systems	Ctr for Arts Production	Non-Instruct Supplies	\$417.63
P0801387	Los Angeles County	Board Of Trustees	Conferences Mgmt	\$32.00
P0801391	Community College	Div Office Instr.	Publications-Magazines	\$6,512.23
P0801393	South Coast Air Quality	Hazmat	Other Services And Expenses	\$7,101.13
P0801394	Ward's Natural Science	Earth Sciences	Instructional Supplies	\$120.83
P0801395	Dell Marketing L. P.	Technical Services	Repairs Parts And Supplies	\$81.74
P0801396	Solarwinds.Net	Information Technology	Maintenance Contracts	\$599.00
P0801398	Fisher Scientific	Life Sciences	Instructional Supplies	\$6,991.70
P0801399	Mrs. Jo A. Higdon	Administrative Services	Conferences Mgmt	\$444.20
P0801400	MCM Electronics Parts	Technical Services	Repairs Parts And Supplies	\$672.45
P0801403	Edwin F. Kalmus and Co.	Music	Instructional Supplies	\$245.54
P0801404	Monterey Graphics	English	Instructional Supplies	\$54.94
P0801411	Daniel Ho	Ctr for Arts Instr/Admin	Contract Services	\$500.00
P0801415	National Business	Speech Communication	New Equipment - Instr	\$10,523.17
P0801416	Engineering.Com	Information Technology	License Fee/Site Licenses	\$2,250.00
P0801418	Gafftech, Llc	Ctr for Arts Production	Non-Instruct Supplies	\$306.11
P0801419	School Health	Ctr for Arts Production	Non-Instruct Supplies	\$80.29
P0801421	4C/SD	Staff Development	Dues And Memberships	\$50.00
P0801422	CSI Fullmer	Art Department	Repairs Parts And Supplies	\$277.70
P0801424	Scrip-Safe	Admissions/Recors	Non-Instruct Supplies	\$3,656.75
P0801428	The Center for Advanced	VP-SCA	Contract Services	\$250.00
P0801429	WholeRen Education,	VP-SCA	Contract Services	\$750.00
P0801430	Kaplan International	VP-SCA	Contract Services	\$750.00
P0801431	LACT	VP-SCA	Contract Services	\$750.00

P0801432	Universal Placement	VP-SCA	Contract Services	\$500.00
P0801433	International Education	VP-SCA	Contract Services	\$250.00
P0801434	DaDi Education Group	VP-SCA	Contract Services	\$250.00
P0801435	Dibec, Inc	VP-SCA	Contract Services	\$750.00
P0801436	CJR Education	VP-SCA	Contract Services	\$1,000.00
P0801439	Cami Uhak	VP-SCA	Contract Services	\$250.00
P0801440	Li King Consulting	VP-SCA	Contract Services	\$250.00
P0801441	Chongro Overseas	VP-SCA	Contract Services	\$500.00
P0801442	Overseas Educational	VP-SCA	Contract Services	\$1,750.00
P0801443	Sheng Jian Overseas	VP-SCA	Contract Services	\$250.00
P0801450	Bank of America	Presidents Office	Conferences Mgmt	\$676.00
P0801456	Full Compass Systems	Ctr for Arts Production	Non-Instruct Supplies	\$1,271.93
P0801457	Lakeshore Learning	Div Office BSSC	Instructional Supplies	\$457.56
P0801460	Wentworth Recruiting	Presidents Office	Contract Services	\$13,137.50
P0801464	ISCnet Wada Prep	VP-SCA	Contract Services	\$500.00
P0801465	Education Abroad At	VP-SCA	Contract Services	\$250.00
P0801466	Alfalink	VP-SCA	Contract Services	\$250.00
P0801467	Seameo Retrac	VP-SCA	Contract Services	\$250.00
P0801471	Board of Equalization	Facilities/Planning/Servi	Regulatory	\$840.00
P0801472	Forestry Suppliers, Inc.	Anthropology	Instructional Supplies	\$86.31
P0801476	NAEYC National Assoc	History	Instructional Supplies	\$56.14
P0801477	Exchange Press, Inc.	Div Office BSSC	Instructional Supplies	\$229.55
P0801478	Ohio State University	Institutional Research	Publications/ Periodicals	\$71.40
P0801479	Midwest Library Service	Div Office Instr.	Library Books	\$5,841.16
P0801480	Midwest Library Service	Div Office Instr.	Library Books	\$2,438.88
P0801481	ARTstor	Div Office Instr.	Publications-Magazines	\$2,700.00
P0801482	Ryugaku Journal, Inc.	VP-SCA	Contract Services	\$3,500.00
P0801483	Ryugakusite.Com, Inc.	VP-SCA	Contract Services	\$1,750.00
P0801484	SC Uhak	VP-SCA	Contract Services	\$250.00
P0801486	Litz USA Student Service	VP-SCA	Contract Services	\$500.00
P0801487	International Education	VP-SCA	Contract Services	\$250.00
P0801488	D-Side Study Abroad	VP-SCA	Contract Services	\$250.00
P0801489	EduWin	VP-SCA	Contract Services	\$250.00
P0801490	The Great Nation Group	VP-SCA	Contract Services	\$250.00
P0801492	Pocket Nurse	Nursing	Instructional Supplies	\$353.88
P0801493	Ms. Kimberly Wilkinson	Ctr for Arts Production	Non-Instruct Supplies	\$118.00
P0801516	Bone	Anthropology	Instructional Supplies	\$597.78
P0801519	Scantron	Div Office BSSC	Other Instr Supplies	\$511.06
P0801524	ACCCA	Public Relations	Conferences Mgmt	\$175.00
P0801525	Spherexv	Public Relations	Multi Media Advertising	\$500.00
P0801526	Chamber Member	Public Relations	Multi Media Advertising	\$1,099.00
P0801527	Torrance Chamber of	Public Relations	Multi Media Advertising	\$2,495.00
P0801530	Fast Deer Bus Charter	Outreach and School	Transportation	\$650.00
P0801532	GCS Group USA, Inc	VP-SCA	Contract Services	\$250.00
P0801533	International Education,	VP-SCA	Contract Services	\$1,000.00
P0801534	Studylink International	VP-SCA	Contract Services	\$250.00
P0801535	Daquiprafora Intercambio	VP-SCA	Contract Services	\$250.00
P0801536	Lynette M. Watanabe	Ctr for Arts Instr/Admin	Contract Services	\$500.00
P0801537	Delaine E. Leonard	Ctr for Arts Instr/Admin	Contract Services	\$500.00
P0801538	Vmware, Inc.	Information Technology	Maintenance Contracts	\$19,739.00
P0801539	Solarwinds.Net	Information Technology	Maintenance Contracts	\$395.00
P0801540	AYU Tech Solutions LLC	Information Technology	Maintenance Contracts	\$2,065.80
P0801541	Computerland of Silicon	Information Technology	Maintenance Contracts	\$3,488.00

P0801542	CDW-G	Information Technology	Maintenance Contracts	\$13,428.80
P0801561	Grey House Publishing	Div Office Instr.	Library Books	\$185.35
P0801563	Dell Marketing L. P.	Div Office Instr.	Instructional Supplies	\$51.76
P0801564	Campus Food Services	Fiscal Services	In-Service Training	\$1,002.80
P0801565	Redondo Beach	Public Relations	Dues And Memberships	\$325.00
P0801577	U.S. Bank	Institutional Services	Escrow/adminstrtrtn fees - Bond	\$250.00
P0801579	ACCCA	Administrative Services	Conferences Mgmt	\$175.00
P0801580	AEO Tour	International Students	Conferences Mgmt	\$12,990.00
P0801592	South Bay Wildlife	Life Sciences	Contract Services	\$250.00
P0801600	LDP Associates, Inc	Information Technology	Maintenance Contracts	\$19,320.00
P0801601	Mt Sac Speakers	Speech Communication	Other Services And Expenses	\$370.00
P0801602	OCC Speech & Debate	Speech Communication	Other Services And Expenses	\$396.00
P0801603	CSULB Forensics	Speech Communication	Other Services And Expenses	\$775.00
P0801605	Abtech Systems,	Information Technology	Maintenance Contracts	\$113,952.00
			<b>Fund 11 Total: 111</b>	<b>\$302,922.38</b>

**Fund 12 - Restricted - El Camino**

P0801059	South Bay Regional	Parking Services	New Equipment	\$4,824.88
P0801178	Eljay X-Ray Inc.	VTEA - Radiologic	New Equipment - Instructional	\$1,879.50
P0801179	Pacific Northwest X-Ray	VTEA - Radiologic	New Equipment - Instructional	\$25,754.00
P0801180	CDW-G	VTEA - Radiologic	New Equipment - Instructional	\$1,612.24
P0801296	Filing Supplies Online	Health Services	Non-Instruct Supplies	\$294.10
P0801322	MATCO Tools	Ref & Lane Tech(Smg	Instructional Supplies	\$139.37
P0801329	MakerBot Industries	WIP (10-292-720)	Instructional Supplies	\$636.44
P0801338	Dream Co.,	El Camino Language	Contract Services	\$500.00
P0801339	Accommodating Ideas	DSPS	Contract Services	\$18,791.75
P0801341	Total Recall Captioning,	DSPS	Contract Services	\$1,920.00
P0801342	Robotshop, Inc	CTE IV	Non-Instruct Supplies	\$182.44
P0801345	CSI Fullmer	EOPS	New Equipment	\$277.70
P0801346	Airgas USA, LLC	Natural Sci	New Equipment - Instructional	\$429.50
P0801349	Ms. Cynthia Mosqueda	Kent Cooke Foundation	Transportation/ Mileage	\$10.00
P0801355	Monterey Graphics	CTE IV	Non-Instruct Supplies	\$54.94
P0801356	Monterey Graphics	CTE IV	Non-Instruct Supplies	\$54.94
P0801363	Stellar Technical	CMTA-H1B	New Equipment	\$7,691.85
P0801366	Brown & Bigelow, Inc.	StudentSuccess	Non-Instruct Supplies	\$2,616.00
P0801367	Enterprise Rentals	Retail/Hospitality/Touris	Transportation/ Mileage	\$100.00
P0801375	SVM, lp	EOPS CARE	Transportation Repair	\$3,825.00
P0801376	Bob Lee's Automotive	Parking Services	Repairs Non Instr	\$55.26
P0801388	CCCAOE	CTE IV	Conferences Other	\$2,905.00
P0801389	SBDC SD	SBDC Program Income	Computer Software Account	\$100.00
P0801392	RP Group, theŷC/O	CAA (10-091-002)	Conferences Other	\$350.00
P0801397	Hyland Software, Inc.	StudentSuccess	Software	\$9,030.00
P0801405	Full Compass Systems	Fine Arts	New Equipment - Instructional	\$8,665.50
P0801406	Anchoraudiostore.Com	Instructional Services	New Equipment - Instructional	\$4,763.30
P0801407	B & H Photo-Video	Fine Arts	New Equipment - Instructional	\$6,571.94
P0801408	B & H Photo-Video	Fine Arts	New Equipment - Instructional	\$1,529.58
P0801410	Southwestern College	StudentSuccess	Conferences Mgmt	\$65.00
P0801413	CCLC	TitleV-Improving	Non-Instruct Supplies	\$4,240.00
P0801414	Alliance of HSI	TitleV-Improving	Conferences Mgmt	\$300.00
P0801444	Channing L. Bete Co.	Health Services	Other Books	\$741.37
P0801448	I.A.T. Auto Repair	Parking Services	Repairs Non Instr	\$371.41
P0801449	YCCD, for CCC Registry	Faculty & Staff Diversity	Conferences Mgmt	\$2,288.00
P0801453	Campus Food Services	Faculty & Staff Diversity	Non-InstructSupplies	\$350.98

P0801455	Fastsigns	Community Education	Non-Instruct Supplies	\$98.10
P0801468	Write Now Publishing	EOPS CARE	Other Books	\$625.00
P0801474	Grandma's House	10000Small Business	Workshop Sponsorship	\$495.95
P0801495	California Association	SBDC Program Income	Dues And Memberships	\$80.00
P0801503	Van Lingen Towing	Parking Services	Repairs Non Instr	\$50.00
P0801509	Bothwell Automotive, Inc.	Parking Services	Repairs Non Instr	\$1,895.67
P0801510	Clery Center for	Parking Services	In-Service Training	\$395.00
P0801514	Galls/Quartermaster	Parking Services	Non-Instruct Supplies	\$41.09
P0801515	Bob Lee's Automotive	Parking Services	Repairs Non Instr	\$43.08
P0801517	B & H Inglewood Tow	Parking Services	Repairs Non Instr	\$25.00
P0801518	Los Angeles Superior	Parking Violations DMV	Other Services And Expenses	\$5,769.00
P0801522	Carolina Biological	Natural Sci	Instructional Supplies	\$1,646.50
P0801531	Assessment Technology	ARR for AS Degree	License Fee/Site Licenses	\$1,485.00
P0801544	Fisher Scientific	Behavioral & Soc Sci	New Equipment - Instructional	\$1,440.44
P0801545	Bone	Behavioral & Soc Sci	New Equipment - Instructional	\$5,551.00
P0801560	The Apple Store	CTE IV	Non Inst Comp	\$834.62
P0801567	Centinela Valley Union	CTE IV	Non-Instruct Supplies	\$2,000.00
P0801597	California Restaurant	Retail/Hospitality/Touris	Multi Media Advertising	\$5,000.00
P0801598	California Restaurant	Retail/Hospitality/Touris	Multi Media Advertising	\$5,000.00
P0801604	Purple Communications	DSPS	Contract Services	\$3,604.50
P0801607	I.A.T. Auto Repair	Parking Services	Repairs Non Instr	\$109.23
P0801611	Torrance Unified School	CTE IV	Non-Instruct Supplies	\$3,000.00
			<b>Fund 12 Total: 58</b>	<b>\$153,111.17</b>

#### Fund 15 - General Fund -Special Programs

P0801332	Fast Deer Bus Charter	First Year Experience	Field Trip Expense	\$850.00
P0801447	CDW-G	Campus Police	New Equipment	\$7,198.98
			<b>Fund 15 Total: 2</b>	<b>\$8,048.98</b>

#### Fund 41 - Capital Outlay

P0801469	Department of General	DSA Certification	Testing & Inspection	\$3,921.60
			<b>Fund 41 Total: 1</b>	<b>\$3,921.60</b>

#### Fund 62 - Property & Liability

P0801334	Mission Ambulance, Inc	I&T Division	New Equipment - Instr	\$14,500.00
P0801462	El Camino Community	Purchasing	Excess Insurance	\$937.47
P0801463	The Hartford	Purchasing	Excess Insurance	\$340.00
			<b>Fund 62 Total: 3</b>	<b>\$15,777.47</b>

#### Fund 71 - Associated Students

P0801371	Diego Terry, Jr.	Student Affairs	ASB Exp.	\$250.00
P0801412	Chicken Maison	Student Affairs	ASB Exp.	\$304.92
			<b>Fund 71 Total: 2</b>	<b>\$554.92</b>

#### Fund 79 - Auxiliary Services

P0801351	Online News Association	Humanities	Non-Instruct Supplies	\$150.00
P0801364	California Newspaper	Humanities	Non-Instruct Supplies	\$100.00
P0801378	Student Press Law	Humanities	Non-Instruct Supplies	\$120.00
P0801379	Investigative	Humanities	Non-Instruct Supplies	\$70.00
P0801381	Ms. Theresa M. Clifford	First Year Experience	Non-Instruct Supplies	\$45.23

P0801382	Mr. Peter M. Marcoux	First Year Experience	Non-Instruct Supplies	\$15.76
P0801383	Ms. Cynthia Mosqueda	First Year Experience	Non-Instruct Supplies	\$13.94
P0801384	Campus Food Services	First Year Experience	Non-Instruct Supplies	\$470.06
P0801452	KCACTF	Fine Arts	Non-Instruct Supplies	\$275.00
P0801569	Jonathan J. Stehney	Fine Arts	Non-Instruct Supplies	\$100.00
P0801574	Visual Art Source, Llc	Fine Arts	Non-Instruct Supplies	\$80.00
P0801576	Artillery Magazine	Fine Arts	Non-Instruct Supplies	\$400.00
P0801581	Sandra J. Nitchman	Fine Arts	Non-Instruct Supplies	\$100.00
P0801582	Dolores Loera	Fine Arts	Non-Instruct Supplies	\$100.00
P0801583	Karen Lawrence	Fine Arts	Non-Instruct Supplies	\$100.00
P0801584	Bianca A. Lara	Fine Arts	Non-Instruct Supplies	\$100.00
P0801585	Tim Kunze	Fine Arts	Non-Instruct Supplies	\$100.00
P0801586	Chad Jackson	Fine Arts	Non-Instruct Supplies	\$100.00
P0801587	Aimee K. Gomez	Fine Arts	Non-Instruct Supplies	\$100.00
P0801588	Deborah L. Gagnon	Fine Arts	Non-Instruct Supplies	\$100.00
P0801589	Allyson Bates	Fine Arts	Non-Instruct Supplies	\$100.00
P0801590	Deborah B. Minnichelli	Fine Arts	Non-Instruct Supplies	\$50.00
P0801591	Melody W. Millett	Fine Arts	Non-Instruct Supplies	\$75.00

**Fund 79 Total: 23                      \$2,864.99**

**Fund 81 - Student Organizations**

P0801369	American Express Travel	Student Affairs	A/P Manual.Gen.	\$4,513.60
P0801390	Fairfield Inn by Marriott	Student Affairs	A/P Manual.Gen.	\$1,657.65
P0801558	Faculty/Student	Student Affairs	A/P Manual.Gen.	\$118.00
P0801559	SCC Association	Student Affairs	A/P Manual.Gen.	\$283.00

**Fund 81 Total: 4                      \$6,572.25**

**Fund 82 - Scholarships & Trust/Agency**

P0801331	California Pro Sports	Health Sciences	Fundraising	\$1,377.84
P0801358	CDW-G	Health Sciences	Fundraising	\$250.70
P0801359	Complete Office	Special Resource	Fundraising	\$492.64
P0801423	Norcal Swim Shop	Health Sciences	Fundraising	\$993.73
P0801425	D3 Sports	Health Sciences	Fundraising	\$961.10
P0801426	Embroidme	Health Sciences	Fundraising	\$1,099.41
P0801595	Paradise Awards	Health Sciences	Fundraising	\$156.42

**Fund 82 Total: 7                      \$5,331.84**

**PO Funds Total: 211                      499,105.60**

**Fund 11 - Unrestricted - El Camino**

B0801459	E.C.C. Public Information	Physics	Instructional Supplies	\$90.50
B0810694	Airgas USA, LLC	Welding	Instructional Supplies	\$1,500.00
B0810696	Biometrics4ALL, Inc.	Human Resources	Fingerprinting fee	\$1,800.00
B0810705	Grainger	Operations	Non-Instruct Supplies	\$1,000.00
B0810707	Waxie Sanitary Supply	Operations	Repairs Noninstructional	\$2,662.00
B0810716	ECCD Petty Cash	First Year Experience	Non-Instruct Supplies	\$100.00

**Fund 11 Total: 6                      \$7,152.50**

**Fund 12 - Restricted - El Camino**



B0810687	ECCD Petty Cash	Foster Care Ed 03-04	Instructional Supplies	\$300.00
B0810688	Non Profit Navigators	WRIEC Year 5	Contract Services	\$10,900.00
B0810690	ECCD Petty Cash	Community Education	Non-Instruct Supplies	\$2,000.00
B0810691	ECCD Petty Cash	Model	Instructional Supplies	\$200.00
B0810697	M & K Metal Co.	Fire Tech Donations	Instructional Supplies	\$1,200.00
B0810699	ECCD Petty Cash	Community	Non-Instruct Supplies	\$300.00
B0810714	Life After 50	Community Education	Multi Media Advertising	\$1,280.00
			<b>Fund 12 Total: 7</b>	<b>\$16,180.00</b>
<b>Fund 41 - Capital Outlay</b>				
B0810686	Climatec	Building Systems	Buildings	\$12,825.00
			<b>Fund 41 Total: 1</b>	<b>\$12,825.00</b>
<b>Fund 82 - Scholarships &amp; Trust/Agency</b>				
B0810702	Crenshaw Lumber	Health Sciences and	Fundraising	\$4,245.78
			<b>Fund 82 Total: 1</b>	<b>\$4,245.78</b>
			<b>BPO Funds Total: 15</b>	<b>40,403.28</b>
			<b>Grand Total POs and BPOs: 226</b>	<b>539,508.88</b>

**Board Policy 6520**

**Security for District  
Personnel & Property**

The Superintendent/President shall establish procedures necessary to manage, control and protect the assets of the District, including but not limited to ensuring sufficient security to protect property, equipment, and information from theft, loss, or significant damage.

Reference:

Education Code Section 81600 et seq.  
ACCJC Accreditation Standard III.B.1

El Camino College  
Adopted: June 11, 2001  
Amended: December 15, 2014

**A. Security for District Personnel and Visitors**

The Superintendent/President delegates the primary responsibilities for patrolling District property to the El Camino College Police Department. The El Camino College Police Department is committed to the safety and security of all students, staff and faculty attending or visiting El Camino College. The El Camino College Police Department is responsible for patrolling District grounds, facilities, and parking lots to protect persons and property and enforce applicable laws and ordinances. The Police Department's jurisdiction includes other grounds or properties owned, operated, controlled, administered or contiguous on behalf of the El Camino Community College District as outlines in Education Code, Section 72330.

Office of Primary Responsibility Vice President, Administrative Services.

**B. Security for District Property**

Each member of the District staff shall be responsible for equipment under his or her control. Loss of equipment and unauthorized removal of equipment should be reported immediately to the appropriate administrator.

Inventory records shall be kept of all District property with an acquisition cost in excess of limits established by Education Code, and California Community College Budget and Accounting Manual, and insurance Joint Powers Authority.

**C. Key Control Process**

The El Camino College Board of Trustees has delegated the issuance and control of all District keys to the Vice President of Administrative Services.

All District buildings, perimeter fencing, furniture and equipment are subject to this key control procedure

The District issues and maintains keys for control purposes.

Issuance of Grand Master Keys must be approved by the Chief of Police.

Keys will be issued only to employees of the District and to outside regular contractors/vendors who must have access to services areas, when approved by Director

of Facilities and Chief of Police. Keys shall not be issued to students, student hourly or adult hourly. Exceptions to this procedure can only be made by the Chief of Police. No keys will be issued without a signature of the employee, approval of their manger, and/or Division Dean where applicable, and approval of the Chief of Police.

Upon transfer of assignment within the District, employee shall turn in any keys no longer needed and sign out the required new keys.

Unauthorized use of, or duplication of District keys may be grounds for discipline up to and including termination.

Under no circumstances shall keys be loaned to an unauthorized person.

Part-time faculty shall turn keys in to the Division Office at the end of the first semester (if not returning second semester); and at the end of the second semester (if not teaching summer session) at the discretion of the responsible manager.

District employees on sabbatical or prolonged leave of absence in excess of six (6) months shall turn keys in to Campus Police. Exceptions to this require approval of the responsible manger and a Vice President.

District employees on ten (10) month assignments shall turn keys in prior to summer break period at the discretion of the responsible Dean.

Retired, separated or terminated employees will immediately return district keys to campus police.

Campus Police and Facilities are responsible for opening and securing all exterior building corridors.

Lost keys must be reported immediately to Campus Police.

All payments for lost keys are made directly to Campus Police:

Grand Master: \$250.00

Master: \$100.00

Block-Master: \$75.00

Restricted Areas: \$50.00

General Access (building and classroom only): \$20.00

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**Agenda for the El Camino Community College District Board of Trustees  
For  
Measure E 2002 & 2012 Bond Fund  
Administrative Services**

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	<u>Page No.</u>
A. Category Budgets and Balances.....	E 2
B. Contract – Kunzman Associates, Inc. – Various Projects .....	E 2
C. Contract – HMC Architects .....	E 3
D. Change Order – Sinanian Development, Inc. – Athletic Education & Fitness Complex Project – Stadium Phase II.....	E 3
E. Purchase Orders and Blanket Purchase Orders.....	E 4

**Administrative Services – Measure E Bond Fund**

**A. CATEGORY BUDGETS AND BALANCES**

**GENERAL OBLIGATION BOND FUND CATEGORIES  
AND PROJECT SUMMARY**

The following tables report Measure E 2002 and Measure E 2012 expenditures and commitments through November 30, 2014, at the December 2014 Board Meeting.

**2002 Measure E Expenditures:**

<b>CATEGORY</b>	<b>BUDGET</b>	<b>EXPENDED</b>	<b>COMMITTED</b>	<b>BALANCE</b>
Additional Classrooms and Modernization	\$206,420,530	\$131,096,451	\$35,724,057	\$39,600,022
Campus Site Improvements	64,910,391	33,018,912	719,611	31,171,868
Energy Efficiency Improvements	2,700,980	2,700,980	0	0
Health and Safety Improvements	128,723,855	111,651,022	9,811,380	7,261,453
Information Technology and Equipment	24,751,372	14,878,412	1,302,120	8,570,839
Physical Education Facilities Improvements	572	572	0	0
Unallocated Interest (as of 6/30/14)	988,128	0	0	988,128
<b>TOTAL</b>	<b><u>\$428,495,828</u></b>	<b><u>\$293,346,349</u></b>	<b><u>\$47,557,168</u></b>	<b><u>\$87,592,310</u></b>

**2012 Measure E Expenditures:**

<b>CATEGORY</b>	<b>BUDGET</b>	<b>EXPENDED</b>	<b>COMMITTED</b>	<b>BALANCE</b>
Additional Classrooms/Modernization	\$144,868,429	\$0	\$0	\$144,868,429
Health and Safety Improvements	<u>205,131,571</u>	<u>0</u>	<u>0</u>	<u>205,131,571</u>
<b>TOTAL</b>	<b><u>\$350,000,000</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$350,000,000</u></b>

**B. CONTRACT – KUNZMAN ASSOCIATES, INC. – VARIOUS PROJECTS**

It is recommended the Board of Trustees approve entering into a contract with the above firm to provide professional services for a circulation analysis for El Camino College.

This firm is being recommended based upon its prior experience, the qualifications of its staff to perform the services and competitive fee structure.

**Dates of Service:** January 2015 – February 2015

**Cost:** Not to exceed \$17,400

**C. CONTRACT – HMC ARCHITECTS**

It is recommended the Board of Trustees approve entering into a contract with the above firm will provide a rough order of magnitude of cost estimate for potential project on Fire Academy in Inglewood.

This firm is being recommended based upon its prior experience, the qualifications of its staff to perform the services and competitive fee structure.

**Dates of Service:** December 15, 2014 to completion of activities

**Cost:** Not to exceed \$10,000

**D. CHANGE ORDER – SINANIAN DEVELOPMENT, INC. – ATHLETIC EDUCATION & FITNESS COMPLEX PROJECT - STADIUM PHASE II**

It is recommended the Board of Trustees approve the following change order.

1. Contractor provided labor, material and equipment to perform over-excavation and compaction at west side fire road and to add a water valve, isolating the Construction Technology Building from the existing water loop. Unforeseen Conditions.	\$58,665
2. Contractor provided labor, material and equipment to locate and verify existing utilities in order to establish a routing of the new hydronic piping from the Central Plant to service the new stadium. New routing required additional depth and direction to avoid existing utilities. As part of the work the contractor also had to relocate an existing pole light.	162,266
3. Contractor provided labor, material and equipment to extend hydronic piping on the south side of site for point of connection (POC) for future buildings east of Stadium. Owner Request.	76,716
Total Change Order Amount	<u>\$297,647</u>
Original Contract Amount	\$32,880,000
Prior Changes	36,340
This Change Order Amount	<u>297,647</u>
New Contract Amount	<u>\$33,213,987</u>

**E. PURCHASE ORDERS (PO) AND BLANKET PURCHASE ORDERS (BPO)**

The following purchase orders have been issued in accordance with the District's purchasing policy and authorization of the Board of Trustees. It is recommended that the following purchase orders for Measure E expenditures be ratified and payment be authorized upon delivery and acceptance of the items or services ordered.

<b>PO #</b>	<b>VENDOR NAME</b>	<b>SITE NAME</b>	<b>DESCRIPTION</b>	<b>COST</b>
P801470	DGS	Bookstore Building	Architecture & Engineering	\$401.80
P801512	Consolidated Fabricators	Shops Buildings	Group II Equipment	\$14,925.60
B810683	Atlantic Relocation	Industry & Technology	Contract Services	\$131,160.07
				<b><u>\$146,487.47</u></b>



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**Agenda for the El Camino Community College District Board of Trustees**  
**from**  
**Human Resources**  
**Linda Beam, Vice President**

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**Page No.**

- A. Employment and Personnel Changes.....HR 2
- B. Temporary Non-Classified Service Employees .....HR 15
- C. Revised Classification Specifications for Classified Position.....HR 19
- D. Revised Classification Specifications for Administrative Position.....HR 19

## **A. EMPLOYMENT AND PERSONNEL CHANGES**

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special services professionals and temporary classified service employees as shown in items 1-31 and 1-20.

### **Academic Personnel:**

1. Retirement – Hedley T. Nosworthy, full-time instructor of Music, Fine Arts Division, effective January 30, 2015, first day of retirement February 1, 2015 and that a plaque be prepared and presented to him in recognition of his service to the District since 1986.
2. Retirement – Francis Bernard Rang, full-time instructor of Spanish, Humanities Division, effective May 16, 2015, first day of retirement May 17, 2015 and that a plaque be prepared and presented to him in recognition of his service to the District since 1982.
3. Employment – Tara A. McCarthy, full-time Financial Aid & General Counselor, Class II, Step 4, Academic Salary Schedule, effective January 5, 2015.
4. Employment – Monica Lanier, full-time General Counselor, Class II, Step 4, Academic Salary Schedule, effective January 5, 2015.
5. Employment – Larry Leach, full-time instructor of Communication Studies, Fine Arts, Class II, Step 4, Academic Salary Schedule, effective January 15, 2015.
6. Employment – Bernard Somers, full-time General Counselor, Class II, Step 4, Academic Salary Schedule, effective January 5, 2015.
7. Employment – Margaret B. Ramey, Interim Dean, Counseling & Student Services Division, Range 16, Step 6, Administrator Salary Schedule, effective January 5 through February 28, 2015.
8. Employment – Wanda Morris, Interim Director of Nursing, Health Sciences & Athletics Division, via inter-district transfer with Compton Community College District, salary to be reimbursed by El Camino College, effective January 1, 2015 through December 31, 2015.
9. Pre-Retirement – Margaret Kidwell-Udin, full-time instructor of Nursing, Health Sciences & Athletics Division, to work a reduced load of 60% in Fall 15 and 40%

Spring 16, for five years beginning Fall 15 through Spring of 2020, effective August 20, 2015.

10. Pre-Retirement – Martha Ansite, full-time instructor of English, Humanities Division, to work a reduced load of 50% in Fall 15 and 50% Spring 16, for five years beginning Fall 15 through Spring of 2020, effective August 20, 2015.
11. Leave of Absence (personal 50%) – Rachel Ketai, full-time instructor of English, Humanities Division, effective January 17 through May 15, 2015.
12. Leave of Absence (personal 50%) – Stephanie Merz, full-time instructor of English, Humanities Division, effective January 17 through May 15, 2015.
13. Special Assignment – Argelia Andrade, full-time instructor Spanish, Humanities Division, to administer credit by exam, to be paid \$61.99 an hour, effective November 1, 2014 through June 30, 2015, in accordance with Article X, Section 7(c).
14. Special Assignment – Nancy Freeman, full-time instructors of Biology, Natural Sciences Division, to provide science laboratory workshops for the Torrance Unified School District GATE (Gifted and Talented Education) students, to be paid \$61.99 an hour, not to exceed 30 hours or \$1,859, effective December 29, 2014 through January 14, 2015, in accordance with the Agreement, Article 10, Section 14 (a).
15. Special Assignment – Edward Guerrero, part-time instructor of Respiratory Care, Health Sciences and Athletics Division, to work as clinical supervisor for the respiratory care students, to be paid \$61.99 an hour, not to exceed 5 hours or \$309.95, effective August 25 through December 12, 2014, in accordance with Article X, Section 9(m).
16. Special Assignment – Shiny Johnson, full-time instructor of Nursing, Health Sciences and Athletics Division, to work as a skills lab instructor and supervise the practice labs, to be paid \$61.99 an hour, not to exceed 8 hours or \$495.92 a week, effective August 23 through December 12, 2014, in accordance with Article X, Section 14(a).
17. Special Assignment – Susanna Meiers, part-time instructor of Art, Fine Arts Division, work as an Art Gallery Laboratory, Curator, and Preparatory, to be paid \$61.99 an hour, not to exceed 500 hours or \$26,630, effective January 2 through May 22, 2015, in accordance with Article X, Section 9(m).



hours or \$4,091.12, effective December 16, 2014 through May 30, 2015, in accordance with the Agreement, Article 10, section 9 (m):

Maria Bauer  
Vicki Blaho  
Georgiana Coughlan  
Greta Hendricks  
Katrina Jalloh  
Susan Nozaki

Sumino Otsuji  
Bonnie Pereya  
Bob Puglisi  
Amir Sharifi  
Grace Shibata

24. Special Assignment – The following full-time counselors to serve as facilitators in the preparation for and conduct of a part-time counselor training workshop, to be paid \$61.99 an hour, not to exceed 10.50 hour or \$650.90 each, effective November 1, 2014, in accordance with the Agreement, Article X, Section 14 (a):

Kate Beley  
Kelsey Iino

Kenneth Key

25. Special Assignment – The following part-time faculty to participate in the Humanities College Consistency Project and professional development training workshops for the Fall 2014 semester, to be paid \$46.49 an hour, not to exceed 8 hours or \$371.92, effective November 18 through May 2015, in accordance with Agreement, Article X, Section 9(m):

Robin Arehart  
Nancilyn Burruss  
Erin Cole  
Judy Crozier  
Khairunessa Dossani  
Ellen Griffin  
Mickey Harrison  
William Hoanzl

Susan Johnson  
Angie Kirk  
Sylwia Kulczak  
Karen Lugo  
Natalie Ricard  
Elayne Rodriguez-Haven  
Catherine Schaeffer  
Katherine Sentz

26. Special Assignment – The following faculty to collaborate with faculty from Centinela Valley Unified School District and California State University, Dominguez Hills to create a Digital and Media Arts Career Pathways program for students, to be paid \$61.99 an hour, not to exceed 20 hours for the Fall 2014 or \$1,239.80, effective November 11 through December 12, 2014, in accordance with Article X, Section 9(m):

Full-Time  
Laura Almo  
Joyce Dallal

William Georges  
Andre Micallef  
Kevin O'Brien

Darilyn Rowan

Patrick Schulz

Part-Time

Sheila Malone

Jon Minei

27. Special Assignment – The following part-time faculty to work as assistant coaches, to be paid \$61.99 an hour, in accordance with Article X, Section 11(e):

<u>Instructor</u>	<u>Team</u>	<u>Dates</u>	<u>Hours/Amount</u>
Elizabeth Hazell	Tennis	02/02/15 - 05/29/15	13.00/\$ 800
Heather Dohy	Swimming	01/15/15 - 05/15/15	65.00/\$4,000

28. Special Assignment - The following full-time faculty to work on creating and developing instructional materials focused on integrating engineering principles and mathematical modeling into the accelerated paths for STEM Students.

Lynn Beckett-Lemus

Silva Miguel

Susan Bickford

Jasmine Ng

John Coroneus

Kristine Numrich

Jill Evensizer

Miguel Ornelas

Eyal Goldmann

Aida Ovansessian

Hamza Hamza

Soshanna Potter

Lars Kjeseth

Arkadiy Sheynshteyn

Gayathri Manikandan

Ambika Silva

Arturo Martinez

Susana Taylor

Jose Martinez

Jose Villalobos

Ashod Miasian

29. Employment – The following on-call, part-time/temporary counselors to be hired as needed, **not to exceed 67% FTE and/or** not to exceed 24 hours per week and not to exceed 25 hours per week cumulative employment at ECC, effective November 18 through December 12, 2014, in accordance with the Agreement, Article 10, Section 9(e), to be paid through District, EOP&S or grant funds:

Theresa Barragan-Echeverria

Linda Massarotti

Nicole Diamond

Thi Mong Thu Nguyen

Carlos E. Maruri

Claudia Velasquez

30. Employment – The following on-call, part-time/temporary counselors to be hired as needed, **not to exceed 67% FTE and/or** not to exceed 24 hours per week and not to exceed 25 hours per week cumulative employment at ECC, effective January 5 through June 30, 2015, in

**Changes made during Board meeting.**

accordance with the Agreement, Article 10, Section 9(e), to be paid through District, EOP&S or grant funds:

Marcelo Cabral  
Marisela Canela  
Allison M. Fujii  
Haydee Gonzalez  
Tamkieka S. Hunter  
Elcira Jacobo  
Janette Jimenez  
Christopher Kulik

Liliana Luviano  
Lesley Doricely Meza  
Markell R. Morris  
Maria Ramirez  
Thomas Rodriguez  
Hsin-Neh Rogers  
Robert Arthur Williams  
Tanesha Young

31. Employment – The following part-time/temporary instructors to be hired as needed for the 2015 spring semester, not to exceed 67% FTE and/or 25 hours per week cumulative employment at ECC.

Behavioral & Social Services

Abdelhamid, Mohammed  
Aguilera, Peter  
Arrieta, Jose  
Black, Dustin  
Briceno, Gerardo  
Buggs, Levenae  
Burruss, Nacilyn  
Casas, Tisa  
Chaney, Van  
Clark, Geralin  
Collins, Michael  
Critelli, Michael  
De La O, Ismael  
De Setto, Vincent  
Din, Mediha  
Fjeld, Darla  
Garcia, Roberto  
Georges, Joseph  
Gordon, Austin  
Harley, Paul  
Heaton, Katie  
Herrera, Raul  
Herrera Thomas, Hong  
Hoaby, Scott  
Jaaska, Arne  
Jones, LaQuita

Kato, Lorrie  
Keville, Thomas  
Lee, Christopher  
Lee, Jung-Eun  
Llaguno, Marco  
McDermott, John  
Montes, Roberto  
Morales, Alejandro  
Nguyen, Hatien  
Nguyen, Kim-Lien  
Nida, Worka  
Olson, Kirsten  
Ortiz, Julieta  
Osterman, Robert  
Pacas, Edgar  
Pacheco, Cynthia  
Panski, Saul  
Parikh, Jalpa  
Perstein, Allen  
Pressman, H. Mark  
Resnick, Kirsten  
Reynolds, Bradley  
Rhee, Eunice  
Robert, Lance  
Schilling, Jessica  
Smith, Lawrence  
Soto, Sergio

Changes made during Board meeting.

Stone, Kelly  
Striepe, Karl  
Swendson, Paul  
Tahernia, Farshid

Business

Alford, Lovell  
Baumgardner, Paulette  
Bernal, Maureen  
Bliss, Jack  
Carballo, Pebble  
Carbonaro, Nicholas  
Carnahan, Douglas  
Cowan, Jeffrey  
Craig, John  
Daniels, Loretta  
DeLuca, Vincent  
Dimaculangan, Edwin

Fine Arts

Aitken, Deborah  
Allen, Amy  
Almos, Carolyn  
Bahti, Cynthia  
Bauer, Alisha  
Brodaksilva, Trisha  
Bronte, Andrea  
Cabag, Valerie  
Cha, Alan  
Choate, Ellie  
Choi, Kyung Eun  
Cornelius, Camille  
Cox, Walter  
Crayon, Brent  
Crum, Jeffrey  
Cuomo, Anthony  
Curtis Urlik, Joy  
DeLude, Sainte  
DeMita, John  
Dillon, Rhonda  
Dimson, Cheryl  
Drobny, Mary

Thureson, Joan  
Tucker, Jocelyn  
Vigil, Alberto

Everette, Keith  
Lu, Ming Chun  
Maschler, Katherine  
McGovern, Donna  
Miranda, Xavier  
Nagpal, Pavan  
Rooks, Robert  
Rorie, Paul  
Saichek, William  
Slawson, John  
Story, Chesterlean  
Williams, Brenda

Evans, Joseph  
Ewing, Richard  
Fagan, Suzanne  
Freedman, Jacqueline  
Funderburk, Michelle  
Hardesty, Joseph  
Harris, Gloriane  
Harrison, Ayla  
Hayward, Kent  
Hojo, Hiroko  
Jensen, Jill  
Kabriel, Joseph  
Katznelson, Marci  
Kenrick, Simon  
Kheradyar, Emma  
Kim, Leroy  
Koba, Dean  
Konya, Amanda  
LaCuran, Jennifer  
Liebich, Rafael  
Lobitz, Kristi  
Looney, Norman  
Malone, Sheila



Matthews, Julia  
Meiers, Susanna  
Minei, Ryota  
Moldoveanu, Minodora  
Muto, Vicki  
Ngo, Binh  
O'Brien, Draza  
Patterson, Ann  
Peterson, Elyse  
Potts, Gretchen  
Prell, Jerry  
Pruden, Vincent  
Quinn, Michael  
Quinonez, Imara  
Roberts, Karen  
Roberts, Lois  
Robertson, Carolyn  
Robertson, Gary  
Robinson, Valerie  
Romain, Ronald  
Russell, Bruce  
Russell, Elizabeth

Health Science & Athletics

Adoc, Raymund  
Alcocer, Brandon  
Alvillar, Marc  
Anderson, Richard  
Bacon, David  
Banks-Carson, Sivi  
Blount, Richard  
Cass, Kathyn  
Corbaley, Salomay  
Delzeit, Linda  
Diaz, Juan  
Dohy, Heather  
Ellis, Reggie  
Fazalbhoy, Arshad  
Galias, Diana  
Gereau, Don  
Gervais, Nicole  
Guerreo, Edward

Sadeghi-Tabrizi, Fariba  
Schwenkmeyer, Karen  
Seminatore, Gerald  
Sheehan, Katherine  
Shepherd, David  
Sills, David  
Sneed, Holly  
Solomon, Chantel  
Speth, Mary  
Ste Marie, Susan  
Steen, Lawrence  
Stern, Valerie  
Thompson, Laura  
Trepasso, Sandra  
Wagner, Helene  
Walsh, Carl  
Wilkinson, Kimberly  
Wolfgram, Juliann  
Wong, Suzanne  
Wood, Erin  
Wright, Lucretia  
Zipnick, Deborah

Hazell, Elizabeth  
Henderson, Jennifer  
Hojo, Hiroko  
Hood, William  
Houck, Michael  
Hussain, Naveed  
Johnson, Christina  
Jones, Nicholas  
Komai, Stacy  
Lizarraga, Monica  
Lopez, Valentino  
Luna, Rosa  
Martinez, Elaine  
Meissner, Christina  
Michael, Pamela  
Mintz, Stan  
Mizukami, Douglas  
Moore, Josephine  
Moore, Patrick

Nakano, Helen  
Parker, Taryn  
Peters, Kurt  
Roman, Danielle  
Rosario, Krysti  
Sears, Jennifer  
Shaw, Stephen  
Sheil, Sean  
Sipin, Elva  
Speltz, Daniel

HSA/Nursing

Abraham, Mansoureh  
Collins, Nina  
Correa, Lisa  
Feng, Kelsey  
Hellwig, Karen  
James, Angela  
Kim, Yeon

Humanities

Ackerman, Amanda  
Adler, Arnold  
Ahn, Rebecca  
Barrio De Mendoza, Maria  
Bauer, Maria  
Bauman, Natasha  
Bergeron, Leeanne  
Bostick, Jason  
Brutti, Ronald  
Burruss, Nacilynn  
Caloia, Cynthia  
Chakhchir, Zeina  
Cole, Erin  
Coughlan, Georgiana  
Cox, Nathalie  
Crozier, Judith  
Cuesta, Yolanda  
Daniel, Cathleen  
Davies, Agnes  
DeSimone, Susanna  
DeVaney, Allison

Stohrer, Susan  
Thomas, Mark  
Trites, Matthew  
Van Kanegan, Steven  
Van Lue, Nick  
Weiss, Joel  
Wyatt, Karen  
Yamashita, Mits  
Zartman, Charleen

Lee, Robbie  
Leon, Elizabeth  
Onyegbulem, Ngozi  
Riley, Heather  
Scarlet, Amy  
Sic Alonzo, Clara  
Stieglitz, Elizabeth  
Wilson, Rashida

Friedman, Katie  
Gaydosh, Lisa  
Hall, Kathy  
Harrison, Mickey  
Hatchett, Kendra  
Hawley, Yvette  
Hector, Jeremy  
Herdzina, Susan  
Hernandez, Irma  
Hindman, Elizabeth  
Holt, Jennifer  
Hoovler, Patricia  
Houssels, Miriam  
Husain, Nida  
Huynh, Tiffany  
Imbarus, Aura  
Jimenez, Roberto  
Johnson, Susan  
Kemitch, Francesca  
Kermane, Bruce  
Kirk, Angie  
Kitazono, Yuka

Kohatsu, Gary  
Krizan, Kim  
Kulczak, Sylwia  
Lopez, Mari  
Lorango, Debra  
Lugo, Karen  
MacDonald, Heather  
Madigan, Meagan  
Magabo, Susan  
Margrave, Clinton  
Mavromati, Anna  
Millea, John  
Minekawa, Yuki  
Moran, Melissa  
Motoike, Kathleen  
Nozaki, Susan  
Ozima, Megan  
Palmer, Kendyl  
Panto, Danielle  
Pereyra, Bonita  
Pescatori, Rossela  
Peters, Jennifer  
Phillips, Claire  
Phillips, Lana

Industry & Technology

Baizer, Gayle  
Bakalyar, Allen  
Barthel, Phyllis  
Benavente, Jonathan  
Branley, Timothy  
Brewer-Smith, Charlene  
Causey, Roberto  
Coffelt, Kevin  
Cook, Bruce  
Davis, Randal  
Dennis, Timothy  
Diggins-Davis, Makisha  
Doublet, Jennifer  
Durand, Joy  
George, Gregory  
Goodwin, Belinda

Prada, Claudia  
Puglisi, Robert  
Quintero, Cynthia  
Ribelles de La Vega, Silvia  
Ricard, Natalie  
Rodriguez-Haven, Elayne  
Runkle, Kim  
Sandowicz, Ryan  
Schaeffer, Catherine  
Schenk, Joyce Marie  
Sharifi, Amir  
Shibata, Grace  
Shiroma, Ryan  
Stevens, Christopher  
Takamine, Eric  
Takemori, Kanzo  
Talavera-Hoferer, Margarita  
Tino-Sandoval, Cindy  
Van Enoo, Sharon  
Vertullo, Kathy  
Wietting, John  
Zhao, Hailiang  
Zucker, Alfred

Gray, Dudley  
Gray, Jill  
Hamilton, Charles  
Lemmon, James  
Lyons, Mary  
Mahoney, Curt  
Marshall, Michael  
McKinnon, Milton  
Meredith, Donald  
Murray, Sheila  
Nickolin, Nick  
Null, Steven  
Pena, Maximeno  
Rizzo, Geoffrey  
Robinson, Ken  
Rodriguez, Bernardo  
Rodriguez, David

Serrano, Oscar  
Shibuya, Steven  
Skipper, John  
Sweatt, Bradley

Learning Resources

Colby, Anita  
Fowler, John  
Khajadourian-Adams, Tamar  
Murphy, Margaret

Mathematics

Avakyan, Vage  
Bayssa, Beyenne  
Caldwell, Robert  
Chen, Wei-Feng  
Choi, Nari  
Cortez, Marilyn  
Demmena, Dimetrios  
Demmena, Zekarias  
Dovner, Bruce  
El-Adyad, Abdelwahab  
Eldanaf, Diaa  
Epstein, Jacob  
Esmaeili, Farrah  
Fanelli, Dominic  
Faridpak, Farid  
Feiner, Henri  
Ferguson, Timothy  
Formanes, Manolita  
Gebremicael, Binyam  
George, Marguerite  
Gill, Jack  
Gizaw, Astatke  
Hemmer, William  
Heng, Ramy  
Hinckley, Laura  
Hoang, Anthony  
Hoang, Thu-Hang  
Huang, Carrie  
Hyman, Joseph  
Khorram, Avid

Ueda, Dale  
Valladares, Daniel  
VanOverbeck, Michael  
Yang, Issac

Parisa, Samaie  
Robles, Vincent  
Sophos, Patricia  
Taibjee, Sukena  
Thompson, Douglas

Lee, Michael  
Leon, Juan  
Malouf, Terri  
Manikandan, Gayathri  
Martinez, Jose  
Martinez, Jose M.  
Martinez, Steve  
Ndoumna, Emmanuel  
Nguyen, Cuong  
Nguyen, Diem  
Nguyen, Hang Minh  
Nikjeh, Esmaail  
O'Leary, Alice  
Ornelas, Miguel  
Ortiz, Juan  
Ovanessian, Aida  
Owens, Delores  
Pham, Ann  
Reece, Russell  
Roeun, Malinni  
Roque, Tatiana  
Saakian, Lernik  
Shihabi, Azzam  
Sibner, Richard  
Stein, James  
Stillson, Alan  
Tadele, Gizaw  
Valle, Gerson  
Wan, James  
Wang, Er-Xiang  
Watson, Christina

Wong, Rich  
Xu, May  
Yang, Christie

Yee, David  
Zambrano, Ruth  
Zeitzew, Michael

Natural Sciences

Altermatt, Robert  
Arasasingham, Premilla  
Balakin, Andrey  
Berenji, Bijan  
Bonness, Nicholas  
Bouse, Robin  
Brennan, Michael  
Dong, Changming  
Drew, Charles  
Janicki, Julie  
Kadokia, Shimonee  
Kadomoto, Norm  
Kantz, Melvin  
Latifzadeh, Lida  
Lee, Samuel  
Len, Laurie  
Lew, Chih Min  
Lopez, Anthony

Majewski, Adam  
Moretti, Janina  
Murdock, Adam  
Murray, Bryan  
Nagaya, Marie  
Neumann, Patricia  
Neurauter, Laura  
Neyman, Ilya  
Osborne, James  
Oswald, Sanda  
Palmer, Leon  
Qian, Ansha  
Reonisto, Peter  
Speckman, Donna  
Strohmaier, Kyle  
Sun, Jia  
Tajiboy, Rosmery  
Weaver, Carla

Special Resources Center

Blankenship, Martin  
Casas, Tisa  
Feeney, Kalen  
Friedman, Rachel  
Gomez, Barbara

Kaufman, Bonnilee  
Kelly, Edward  
LoParo, Robert  
Teh, Poh-Gaik  
Tullis, Lee Elle

**Classified Personnel:**

1. Retirement – Jason Haddix, Help Desk Consultant, Range 30, Step F, Information Technology Services Division, Administrative Services Area, effective December 16, 2014 and that a plaque be presented for his years of service to the District since 2004.
2. Retirement – Jakov Jerkovich, HVAC Mechanic, Range 39, Step F, Facilities Planning and Services Division, Administrative Services Area, effective December 31, 2014 and that a plaque be presented for his years of service to the District since 1992.

3. Resignation – Theresa Barragan-Echeverria, Student Services Advisor, Range 35, Step F, Counseling and Student Services Division, Student and Community Advancement Area, effective January 5, 2015, plus accrued vacation.
4. Resignation – Martha Burgess, Financial Aid Advisor, Range 35, Step F, Enrollment Services, Student and Community Advancement Area, effective January 1, 2015, plus accrued vacation.
5. Resignation – Aaron Covington, Custodian, Range 20, Step A, Facilities Planning and Services Division, Administrative Services Area, effective December 1, 2014.
6. Resignation – Rebecca Cobb, Director of Student Development, Range 11, Step 5, Student Development, Student and Community Advancement Area, effective December 31, 2014.
7. Work Out of Classification - Dorothy Fowler, Clerical Assistant, Range 22, Step E, to Student Services Technician, Range 28, Step D, Admissions & Records Division, Student and Community Advancement Area, effective January 2 through June 30, 2015.
8. Amend Promotion - Jeffrey Lewis, from Campus Police Officer, Range 1, Step E, to Campus Police Sergeant, Range 26, Step A (Supervisory Salary Schedule), Campus Police Division, Administrative Services Area, effective November 18 instead of December 1, 2014.
9. Promotion – Ryan Elliott, from Carpenter, Range 35, Step F, to Lead Worker Services Range 41, Step D, Facilities Planning and Services Division, Administrative Services Area, effective January 2, 2015.
10. Amend Employment - Loretta Lau, Library Media Technician II, Range 26, Step A, Learning Resources, Academic Affairs Area, effective November 24 instead of November 18, 2014.
11. Employment - Jaime Gallegos, Student Services Advisor, Range 35, Step A, Enrollment services Division, Student and Community Advancement Area, effective January 2, 2015.
12. Employment – Latasha Millender, Accounting Assistant II, Business Services Division, Administrative Services Area, effective January 5, 2015.

13. Employment – David Mussaw, Academic Affairs Analyst, Range 34, Step A, Vice President’s Office, Academic Affairs Area, effective January 5, 2015.
14. Employment – Andrea Sala, Director Foundation, Range 15, Step 4, Foundation, Student and Community Advancement Area, effective January 26, 2015.
15. Employment – Nancy Tonner, Assistant Director Foundation, Range 5, Step 1, Foundation, Student and Community Advancement Area, effective January 2, 2015.
16. Employment – Kareem Watts, Financial Aid Assistant, Range 24, Step A, Enrollment Services Division, Student and Community Advancement Area, effective December 1, 2014.

**Temporary Classified Services Employees – (not to exceed 25 hours per week or 170 days per year)**

17. Isabelle Pena - Secretary, Range 26, Step A, Vice President’s Office, Academic Affairs Area, effective January 5 through June 30, 2015.
18. Preston Reed - Research Analyst, Range 47, Step A, Institutional Research Division, Student and Community Advancement Area, effective December 16, 2014 through June 30, 2015.
19. Brandon Winter - Toolroom Instructional Equipment Attendant, Range 24, Step A, Industry and Technology Division, Academic Affairs Area, effective January 15, 2015.

**Special Services Professional**

20. Employment - Josefina Bedolla, Special Services Professional, Range 1, Step 4, of the Special Services Professional Salary Schedule, not to exceed \$69,217, Natural Sciences Division, Academic Affairs Area, effective February 1, 2015 through January 31, 2016.

**B. TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES**

It is recommended that the Board authorize employment of the following Temporary Non-Classified Service Employees, not to exceed 170 days per year, 25 total work hours and/or the equivalent of 67% faculty load per week, effective December 16, 2014, through June 30, 2015, unless otherwise stated, as shown in items 1-13.

**Instructional Aide Series**

1. Instructional Aide I

The following individual is to assist instructors or other staff in a classroom or laboratory setting with basic tutoring, support services, and accommodations for students.

Daniel Montoya, \$9.00 per hour (eff. 1/15/15 to 5/22/15)

2. Instructional Aide II

The following individual is to provide basic tutoring, support services, computers and equipment maintenance and accommodations for students.

Thuya Htoo, \$10.00 per hour

3. Instructional Aide IV

The following individual is to assist with tasks such as teaching assistance, intermediate level tutoring, technical support, classroom set-up, care and repair of equipment and instruments, exhibition installation, instructional support services, and accommodations for students.

Keith Lincoln, \$12.25 per hour (eff. 11/18/2014 to 6/30/2015)

**Office Aide Series**

4. Office Aide IV

The following individual is to perform clerical support for the CalWORKs program.

Shalisha Barnett, \$12.75 per hour

5. Office Aide V

The following individual is to assist the Nursing office staff and faculty with clerical work and support.

Natacha Medina, \$13.75 per hour

**Program Aide Series**

6. Program Aide VI



The following individual is to assist in the planning, development, and coordination of activities and other related projects for students pursuing math, engineering, and science careers.

Freddy Carrillo, \$16.00 per hour (eff. 12/1/2014 to 06/30/2015)

### **Sports Aide Series**

7. Sports Aide VI

The following individual is to assist the coaching staff with the coordination of all aspects of practice and competition.

Yasuto Miyawaki, \$17.00 per hour

### **Theater Aide Series**

8. Theater Aide II

The following individual is to assist the theater management and staff with basic theater duties for on-campus events.

Joseph Burton, \$9.25 per hour

9. Theater Aide VI

The following individual is to perform technical theater duties for various events on campus.

Mary Basile, \$15.00 per hour

### **Education Professional Series**

10. Education Professional I

The following individuals are to model for the Fine Arts life drawing and painting classes.

Trace Devai, \$25.00 per hour

Camille Granger, \$25.00 per hour

The following individuals are to assist students with their writing assignments in all phases of the composing process - understanding and responding to the topic, generating ideas, outlining, drafting, revising and other duties as needed.

Darlene Aceves, \$20.00 per hour  
Damara Ademola, \$20.00 per hour  
Laura Braun, \$22.00 per hour  
Constance Brigham, \$20.00 per hour  
Roger Cannon, \$20.00 per hour  
Jennifer Carr, \$20.00 per hour  
Christine Chu, \$20.00 per hour  
Jacqueline Easton, \$20.00 per hour  
Catherine Herold, \$22.00 per hour  
Christine Koyanagi, \$20.00 per hour  
Philip Lantz, \$20.00 per hour  
Miles Magnesi, \$20.00 per hour  
Sherry McCulloh, \$20.00 per hour  
Ryan O'Sullivan, \$20.00 per hour  
Sean Patrick, \$27.00 per hour  
Ashton Politanoff, \$20.00 per hour  
Ryan Ritchie, \$22.00 per hour  
Kim Runkle, \$22.00 per hour  
Heather Wictum, \$20.00 per hour  
Susan Wade, \$27.00 per hour  
Mark Walch, \$27.00 per hour  
Terry Wright, \$22.00 per hour

11. Educational Professional II

The following individual is to teach Basic, Low, or High Intermediate English as a Second Language class.

Kimiko Ego, \$40.00 per hour

**Program Professional Series**

12. Program Professional I

The following individual is to assist the office of Academic Affairs with reporting issues.

Lovell Alford, \$30.00 per hour

**Training Professional Series**

13. Training Professional III

The following individual is to provide parenting classes and various family supportive programs to inmates of the local Federal Correctional facilities.

Theresa Reed, \$60.00 per hour

**C. REVISED CLASSIFICATION SPECIFICATION FOR CLASSIFIED POSITIONS**

It is recommended that the Board of Trustees approve the revised classification specifications for Machine Tool Technician as shown on page 20-21.

**D. REVISED CLASSIFICATION SPECIFICATION FOR ADMINISTRATIVE POSITIONS**

It is recommended that the Board of Trustees approve the revised classification specifications for Director of Student Development, Dean of Student Support Services and the new classification specification's for the Associate Dean of Counseling and Student Success as shown on pages 22-31.

## EL CAMINO COMMUNITY COLLEGE DISTRICT

### CLASS TITLE: MACHINE TOOL TECHNICIAN

#### BASIC FUNCTION:

Under the direction of an assigned Dean or supervisor, provide instructional assistance to faculty by performing major and minor repairs and maintenance work on industrial machines; operate general machine shop equipment and manufacture parts as needed.

#### REPRESENTATIVE DUTIES:

Operate, service, repair and adjust general machine shop equipment.

Analyze mechanical and electrical machinery malfunctions.

Design, fabricate, replace or adapt parts for machines used.

Cut metals and set up projects for class demonstration purposes.

Maintain inventory of supplies; requisition and verify prices with vendors and collect monies from students for supplies.

Oversee the work of student assistants.

Provide supervisor with budgetary information and maintain shop records.

Perform related duties as assigned.

#### KNOWLEDGE AND ABILITIES:

##### KNOWLEDGE OF:

Operation and use of Industrial Machine Shop equipment.

Methods and techniques of performing, servicing and making major overhaul to machine shop equipment.

Modern inventory practices and methods.

Safe shop practices.

Methods, equipment and materials used in the repair and maintenance of assigned equipment.

Proper methods of storing equipment, materials and supplies.

Basic Machine Tool software.

##### ABILITY TO:

Operate, adjust and perform major repairs on a variety of Industrial Machine Shop equipment.

Design and redesign a variety of machine shop parts.

Understand and follow oral and written directions.  
Establish and maintain cooperative and effective working relationships with others.

**EDUCATION AND EXPERIENCE:**

Depending on assigned area (machine tool or welding): Two (2) two years of college course work in industry and technology machine tool and/or welding and two years of experience performing major and minor repairs on shop and/or welding equipment; OR Six (6) years full-time equivalent work experience in machine tool technology and/or welding.

**WORKING CONDITIONS:**

Manual dexterity.  
Lift and carry up to 50 lbs.  
Indoor and outdoor work  
Twisting, bending, kneeling and stooping.  
Standing for prolonged periods of time

Classified Salary Range 34  
Revised and Board Approved: December 15, 2014

## EL CAMINO COMMUNITY COLLEGE DISTRICT

**CLASS TITLE: DIRECTOR OF STUDENT DEVELOPMENT**

### **BASIC FUNCTION:**

Under the ~~general~~ direction of the assigned Dean of Enrollment Services, manage, plan, organize and direct the Student Development Office ~~a program of student activities~~ which complements the academic program of the College and contributes to positive student growth and development.

### **REPRESENTATIVE DUTIES:**

~~Manage, P~~plan, organize, ~~coordinate~~ and direct ~~supervise~~ the day-to-day operations and personnel assigned to the Student Development Office. ~~student activities program.~~

~~Set program goals and objectives.~~

Serve as advisor to ~~student government~~ the Associated Students Organization, Inter-Club Council, campus clubs and organizations, activities committees, and other student groups and organizations. Travel in the role of a chaperone is required.

~~Act as financial advisor to the Associated Students Organization and assist with the preparation and management of the Associated Students Organization budget.~~

Develop methods to encourage student participation in student activities programs.

Prepare student development and discipline handbooks, guides and brochures.

Participate on College committees, work groups, and campus-wide initiatives.

Draft, submit, assess, and revise College documentation that includes, but is not limited to, Accreditation, Program Plans, Program Reviews, and Service Area Outcomes.

Direct the preparation, maintenance, and on-time submission of a variety of narrative and statistical reports, records, and files related to assigned activities and personnel; and complete surveys and reports as required by federal, state, and institutional policies.

Develop and monitor the annual budget for the Student Development Office, Associated Students Organization, and Inter-Club Council; analyze and review budgetary and

financial data; control and authorize expenditures in accordance with established policies, procedures, and regulations; and assure proper utilization of funds.

Collaborate and work in partnership with colleagues on and off-campus to resolve issues, address conflicts, and exchange information.

Oversee the student disciplinary process. Meet and communicate with students and colleagues to address and respond to complaints and concerns regarding student discipline.

Attend and participate in meetings as assigned including staff, division, area, and College functions.

Responsible for supervision of the student lounge and recreational areas.activity center.

~~Implement~~ Interpret, update, and enforce District regulations, and policies, and procedures related to students, student clubs and organizations, advertisement and free speech on-campus. and student groups.

~~Coordinate the student disciplinary process.~~

~~Serve on college committees.~~

~~Work effectively with advisory groups.~~

~~Guide and supervise assigned personnel.~~

Coordinate college photo identification process.

Plan, Ccoordinate, and execute the annual Ceommencement exercises for the College.

Maintain currency in the field through professional development activities.

Perform other duties and responsibilities as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

The principles of organization, administration, management and budgeting

The principles of student leadership and development

Mediation and conciliation techniques

Student services or related field

State and federal laws related to campus safety and student discipline

**ABILITY TO:**

Plan, organize and direct student activities and services

Communicate with others effectively

Work closely with students, staff, faculty and administration

**EDUCATION AND EXPERIENCE:**

Requires a Bachelor's degree (Master's degree desirable) and three years experience in the area of student affairs/activities at an institution of higher education or related experience.

**LICENSE AND OTHER REQUIREMENTS:**

Valid California driver's license

~~Hold or qualify for a Supervisor Credential~~

**WORKING CONDITIONS:**

~~May be r~~Required to drive travel to offsite locations periodically.

Move from one work area to another.

Hand, wrist, finger dexterity to operate various office machines.

Work with a multicultural, diverse environment.

Lift up to 25 pounds.

Administrator Salary Range 11

Revised and Board Approved: December 15, 2014



## EL CAMINO COMMUNITY COLLEGE DISTRICT

**CLASS TITLE: DEAN OF ~~ENROLLMENT~~ STUDENT SUPPORT SERVICES**

### **BASIC FUNCTION:**

Under the direction of the Vice President of Student and Community Advancement, plan, organize control and direct the operations and activities of the functions and programs within the ~~Enrollment~~ Student Support Services Division; provide leadership to ~~enrollment management~~ student support services activities across campus; evaluate the effectiveness of the division's and the college's outreach and student support services ~~enrollment management activities~~, and recommend methods for continuous improvement.

### **REPRESENTATIVE DUTIES:**

The duties of the Dean of ~~Enrollment~~ Student Support Services may include, but not be limited to, the following:

Provide leadership to the ~~enrollment~~ support services functions within the division which may include, but not be limited to Financial Aid, ~~matriculation services including assessment and orientation~~, Outreach and School Relations, EOPS/CalWORKs/CARE, Student Development and Title V. ~~First Year Experience/Supplemental Instruction.~~

Chair the Student and Community Advancement Program Review Committee and provide oversight for the Service Area Outcome assessment process.

Provide leadership to the development of necessary programs and services designed to assure students' access, ease of entry and successful transition into college.

Participate in outreach activities and maintain effective communication with feeder school districts, community based organizations and public agencies; develop and participate in college-community partnerships; make public presentations on behalf of the college.

Assure the provision of a student-centered, customer-service oriented environment for the delivery of all division functions, and promote such an environment across campus.

~~Develop a comprehensive matriculation~~ Assure the implementation of the Student Success and Support Program plan that includes required components of assessment, orientation, ~~documented education plans, student follow up, research and training and abbreviated educational plans to students at high school, adult education and community~~

~~sites documented education plans, student follow-up, research and training in compliance with state rules and regulations.~~

~~Coordinate the implementation and monitoring of the matriculation plan including the budget, the annual report to the Chancellor's office and to the president, research and validation studies.~~

~~Design~~ Utilize a tracking and evaluation system to evaluate the progress of students from their recruitment through enrollment; provide feedback to feeder high schools and to other divisions on campus.

Maintain knowledge of new developments and innovative enrollment management practices in community colleges and higher education; recommend changes to maintain relevance of programs and services to meet student needs.

~~Serve as the resident expert for attendance accounting and education code compliance issues.~~

Communicate and work closely with other divisions in implementing collaborative programs designed to meet student needs; facilitate internal partnerships between and among other student support services, Community Advancement, Academic Affairs and Administrative Services.

Provide leadership in the use of technology to assure the effectiveness and efficiency of student support services operations.

Regularly analyze division staffing needs and make recommendations to the Vice President of Student and Community Advancement; hire, supervise and evaluate assigned staff and provide for appropriate staff development; assure compliance with the District's personnel policies, procedures and practices.

Plan for efficient and appropriate use and security of division facilities; assure compliance with health and safety regulations.

Participate in strategic planning for the college, the Student and Community Advancement Area, and the ~~Enrollment~~ Student Support Services Division; collaborate with department managers in setting division priorities, both short-term and long-range.

Advance institutional effectiveness measures by ensuring that Service Area Outcomes (SAOs) are written and assessed; all program review and annual planning documents are completed in a timely manner utilizing appropriate metrics.

Set priorities for resource needs; identify resources for development through grants and alternative sources when appropriate; provide leadership to the development and monitoring of the division's budget; manage financial resources consistent with District policy and sound financial management principles.

Maintain and encourage effective communication with division staff by holding regular staff meetings; provide information to staff about issues, programs and practices affecting the college, division and departments.

Be an involved participant on the Student and Community Advancement management and leadership teams; collaborate with other managers within the area in the development of area plans and priorities.

Recommend and participate in the development of policy as necessary for the District to properly implement effective enrollment services and student support programs.

Provide clearly written reports and analyses when requested or appropriate.

Perform related duties as assigned.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

Higher education in community colleges, including the mission of the California Community Colleges.

Community outreach methods, marketing strategies and principles.

Policies and regulations pertaining to assigned enrollment services functions.

Technological advancements and their application to enrollment services.

Development, implementation and monitoring of budget; resource development.

Effective collaboration, communication, and consensus-building techniques.

Principles and practices of management, supervision and training.

Interpersonal skills using tact, patience and courtesy.

District organization, operations, policies and procedures.

Planning processes, including an understanding of key performance indicators, goals and measurable objectives, and how to write them.

Oral and written communication skills.

##### **ABILITY TO:**

Present a positive image of the college.

Communicate with a wide range and level of students, public and college employees.

Plan and work effectively and cooperatively with peers, faculty, staff, students and community members from multi-cultural, diverse backgrounds.  
Analyze situations accurately and adopt an effective course of action.  
Meet schedules and time lines; plan and organize work effectively.  
Organize multiple projects and carry out required project details throughout the years.  
Evaluate division programs and functions and make recommendations for continuous quality improvement.  
Develop grant or special project applications.  
Organize and chair meetings, lead workshops, facilitate group discussions and involve staff in idea generation, goal setting, and decision-making.  
Communicate well in writing and orally, develop written reports, and deliver oral presentations.

**EDUCATION AND EXPERIENCE:**

Master's degree or equivalent\*, three years experience in program administration or coordination, and experience with budget management.

Sensitivity to and understanding of multi-cultural, diverse environments and college students from diverse academic, socioeconomic, cultural, and ethnic backgrounds.

**LICENSE AND OTHER REQUIREMENTS:**

Valid California driver's license

**WORKING CONDITIONS:**

Required to drive to offsite locations.  
Move from one work area to another.  
Hand, wrist, and finger dexterity to operate various office machines.  
Lift up to 25 lbs.

Administrator Salary Schedule Range 16  
Revised and Board Approved: December 15, 2014

## **EL CAMINO COMMUNITY COLLEGE DISTRICT**

### **CLASS TITLE: ASSOCIATE DEAN OF COUNSELING AND STUDENT SUCCESS**

#### **BASIC FUNCTION:**

Under the direction of the Dean of Counseling and Student Success, the Associate Dean will provide administrative oversight of personnel and the initiatives outlined in the Student Success and Support Program plan (SSSP). The Associate Dean is responsible for the coordination of the day-to-day SSSP operations, events and activities and the preparation and submission of narrative and fiscal reports to the California Community Colleges Chancellor's Office.

#### **REPRESENTATIVE DUTIES:**

Interpret, enact, and monitor the initiatives outlined in the Student Success and Support Program (SSSP). Supervise College District employees to ensure that orientation, assessment testing, student education plans, counseling/advising, and follow-up services for at-risk students are rendered in compliance with the Student Success Act of 2012.

Monitor the SSSP budget to ensure that all expenditures are consistent with the SSSP plan and funding guidelines of the State. Prepare the annual SSSP Plan and budget and ensure its on-time submission to the California Community Colleges Chancellor's Office.

Assist the Dean to coordinate programs and strategies as outlined in the College's Student Success and Support Program and Student Equity Plans.

Manage student exemptions to the matriculation process and student challenges as it relates to prerequisites, loss of priority registration, and loss of BOGFW.

Prepare draft of Annual Performance Report for review by the Vice Presidents and assist in completing required Annual Performance Reports.

Ensure that the services rendered to students are properly recorded each term for Management Information System (MIS) submission purposes and validate the accuracy of data to be submitted.

Collaborate with Information Technology Services (ITS) to explore, implement, and execute new computer hardware and software programs to help meet the goals outlined in the SSSP Plan.

Coordinate and align work with other complementary grants such as the Basic Skills Initiative and the Student Equity Plan.

Assure that the college is in compliance with the adoption of the statewide assessment and maintains local validation for cut-scores and disproportionate impact.

In coordination with counseling faculty, implement the statewide Educational Planning software, assure that the system remains updated with El Camino College curriculum requirements, and coordinate training for all counselors.

Ensure the coordination of services to students written in the SSSP Plan, the Basic Skills Initiative, and Student Equity Plan.

Hire, train, supervise, and evaluate assigned classified personnel. Provide training to assigned personnel to ensure compliance with policies, procedures, and regulations and to provide excellent customer service.

Supervise and evaluate regular and adjunct counselors assigned to carry-out services outlined in the College's SSSP plan.

Participate in, and travel to, professional development functions locally and throughout the state to ensure compliance with state and institutional policies, procedures, and regulations.

Collaborate with the Office of Public Relations & Marketing to develop, maintain, and update materials to inform students of the requirements of the Student Success Act of 2012.

Perform other duties and responsibilities as assigned.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

Higher education in community colleges, including the mission of the California Community Colleges.

Student Success and Support Program and Student Equity regulations and implementation strategies

Policies and regulations pertaining to assigned counseling and student services functions.

Technological advancements and their application to counseling and student services.

Development, implementation and monitoring of budget; resource development.

Effective collaboration, communication, and consensus-building techniques.  
Principles and practices of management, supervision and training.  
Interpersonal skills using tact, patience and courtesy.  
District organization, operations, policies and procedures.  
Planning processes, including an understanding of key performance indicators, goals and measurable objectives, and how to write them.  
Oral and written communication skills.

**ABILITY TO:**

Demonstrate sensitivity to and understanding of college students that come from diverse academic, socioeconomic, ethnic and racial backgrounds.  
Develop positive rapport with assigned personnel to develop a sense of teamwork.  
Interpret, apply, and enforce federal, state, and institutional policies, procedures, and regulations.  
Hire, train, supervise, and evaluate assigned personnel including student workers.  
Work independently on complex issues and processes.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.  
Operate computer hardware, computer software, and other appropriate office equipment.  
Analyze situations accurately and adopt an effective course of action.

**EDUCATION AND EXPERIENCE:**

Must have a Master's Degree in counseling, psychology, educational or career counseling, or related discipline and two years of direct work experience in Student Services including one year in a coordinating or supervisory capacity.

**LICENSE AND OTHER REQUIREMENTS:**

Valid California Driver's License

**WORKING CONDITIONS:**

May be required to drive to off-site locations periodically.  
Move from one work area to another.  
Hand, wrist, and finger dexterity to operate various office machines.  
Diverse work environment.  
Ability to lift up to 25 pounds.

Administrator Salary Range 13  
Board Approved: December 15, 2014

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**Agenda for the El Camino Community College District Board of Trustees**  
**From**  
**Compton Education Center**  
**Barbara Perez, Vice President**

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**Page No.**

- A. Early College High School Memorandum of Understanding ..... CC 2
- B. Student Equity Plan – Information ..... CC 2



## **COMPTON EDUCATIONAL CENTER**

### **A. EARLY COLLEGE HIGH SCHOOL MEMORANDUM OF UNDERSTANDING**

It is recommended that the Board approve the Early College High School Memorandum of Understanding between El Camino Community College District, Compton Community College District and Compton Unified School District as shown on pages CC 3- CC 7.

### **B. STUDENT EQUITY PLAN – INFORMATION**

It is recommended that the Board receive for information Compton Community College District's 2014-2017 Student Equity Plan for the Compton Center as shown on pages CC 8 – CC 44. The purpose of the Student Equity Plan is to ensure that all students are adequately served and provides funding to help close the achievement gaps in access and success for certain underrepresented groups. The State has funded the District \$401,975 to develop services to improve student access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Compton Community College District and Compton Center have set 3 major targets for the initial period of the plan:

1. The Compton Center seeks to increase enrollment with respect to male students.
2. The Compton Center seeks to increase the rate of course success of credit courses for African American students.
3. The Compton Center sees to increase basic skills completion for African American students.

## **EARLY COLLEGE HIGH SCHOOL MEMORANDUM OF UNDERSTANDING**

El Camino Community College District, Compton Community College District and Compton Unified School District (hereafter called the CUSD) enter into the following Memorandum of Understanding (“MOU”), which is effective as of December 17, 2014 and for the terms of which WITNESS THE FOLLOWING:

WHEREAS the parties to this Memorandum of Understanding desire to establish an “Early College High School”, serving grades 9 – 12, and provide Concurrent Enrollment for Academic Dual Credit courses for high school students pursuant to California Education Code section 11302.

WHEREAS, the Early College High Schools will be a school with enrollment of 400 or fewer students who are eligible to earn both a high school diploma and two years of college credit toward an Associate degree;

WHEREAS the Early College High School will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, improve academic performance and self-concept, and increase high school and college/university completion rates;

NOW THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

1. **GOVERNANCE:** The Early College High School established under this agreement will be governed by the CUSD and will be subject to California Education Code, CUSD, state and federal policies and requirements. The Chief Administrative Officer of the Early College High School will report directly to the Superintendent of CUSD. An advisory committee comprised of representatives of CUSD, El Camino College, and Compton Community College District will meet monthly to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding effective coordination and collaboration.
2. **PROVISION OF COURSES:** El Camino College will provide credit for courses for which Course Articulation Agreements have been approved. Such courses shall have been evaluated and approved through the official El Camino College curriculum approval process, and shall be at a higher level than taught by the Early College High School.
3. **COURSE COMPLIANCE:** El Camino College is responsible for involving full-time College faculty teaching in the appropriate discipline in overseeing the El Camino College course selection and implementation in the high schools to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where El Camino College offers courses. El Camino College will designate staff personnel to monitor the quality of instruction in order to assure compliance with the

Course Articulation Agreement and the standards established by the California Community College Chancellor's Office, Accrediting Commission for Community and Junior Colleges, El Camino College and CUSD.

4. **INSTRUCTORS:** All instructors must meet the El Camino College academic requirements. CUSD Instructors that meet the qualifications may be eligible to teach and would be designated as Compton Community College District adjunct faculty. Compton Community College District will pay the salaries of the instructors who teach the El Camino College courses. The parties agree and acknowledge that when CUSD Instructors are providing services pursuant to this MOU, the Instructors are not CUSD employees.
5. **FACILITIES:** Courses will be conducted at facilities provided by the CUSD and on the campus of the El Camino College Compton Center. High school students and instructors will have access to instructional and non-instructional resources available on the El Camino College Compton Center campus. Students and instructors will receive an El Camino College Compton Center identification card.
6. **TUITION AND FEES:** CUSD will be responsible for arranging payment of tuition and mandatory fees to Compton Community College District.
7. **BOOKS AND SUPPLEMENTAL MATERIALS:** El Camino College approved textbooks, syllabi, and course outlines, applicable to the courses taught at the El Camino College Compton Center campus or other instructional venues, shall apply to the courses, and all students in the courses, when offered under the provisions of this agreement. All textbooks and supplemental materials required for classes, as determined by the Course Articulation Agreement, will be the responsibility of the CUSD. El Camino College approved textbooks purchased by the school district may be used for one year from date of purchase.
8. **ENROLLMENT:** Upon mutual agreement, El Camino College Compton Center will assist the CUSD with enrolling the Early College High School students in academic dual credit courses.
9. **INSTRUCTIONAL CALENDAR:** For El Camino College courses taken for credit at the Early College High School at El Camino College Compton Center, the El Camino College instructional calendar shall be used.
10. **CONDUCT:** The Early College High School students are required to adhere to El Camino College regulations regarding facilities and equipment usage, and El Camino College and CUSD codes of conduct, subject to appropriate action taken by the CUSD and El Camino College.

11. **SAFETY:** If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the El Camino College Compton Center, the response to such incidents will be based upon El Camino College policies, regulations, guidelines, and procedures.

12. **HOLD HARMLESS AND INDEMNIFICATION:** To the extent authorized by law, in consideration of the performance by all parties of this MOU, each party does hereby agree to indemnify and hold harmless all agents, servants, employees, and volunteers of the other party from and against any and all claims, debts, from (1) claimed or actual defects in premises owned or controlled by the other party and used in the performance of this MOU; (2) any acts or omissions of the other party, its agents, servants, or employees, in the performance of this MOU controlled by any party performed in conjunction with this MOU; (3) any acts or omissions of the any party, its agents, servants, or employees in the performance of this MOU.

During the effective date of this MOU, each party shall maintain in effect a policy or policies of insurance issued by one or more insurance companies and/or a memorandum or memoranda of coverage issued by a joint powers authority providing the coverage identified below:

A. Liability to a third party for bodily injury, sickness, or disease and for physical injury to tangible property and/or for loss of use of tangible property not physically injured that is neither expected nor intended from the standpoint of the insured or of the covered party. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence with an aggregate limit of no less than \$5,000,000.

B. Liability to a third party for “personal injury” offense(s) as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.

C. Liability to a third party for “errors and omissions” as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.

D. Automobile Liability with the following limits: Primary Bodily Injury limits of \$1,000,000 per occurrence and Primary Property Damage limits of \$5,000,000 per occurrence or combined single limits of Primary Bodily and Primary Damage of \$10,000,000 per occurrence.

E. Workers’ Compensation Insurance with the limits established and required by the State of California.

F. Employer's Liability with limits of \$1,000,000 per claim.

- 13. RELATIONSHIP OF THE PARTIES.** None of the provisions of this MOU are intended to create, nor shall be deemed or construed to create, any employment relationship between any instructors providing services pursuant to this MOU and CUSD. CUSD, on one hand, and El Camino College and Compton Community College District, on the other hand, are not, and shall not be construed to be in a relationship of joint venture, partnership or employer-employee. El Camino College and Compton Community College District are not, and shall ensure that each of its instructors, does not, hold itself, himself or herself out as an officer, agent or employee of CUSD when performing services pursuant to this MOU, or incur any contractual or financial obligation on behalf of CUSD, without CUSD's prior written consent. Compton Community College District retains full control over the employment status, compensation, and discharge of CUSD Instructors hired to perform work pursuant to this MOU. Compton Community College District will be fully responsible for its own employees, including hiring, discipline, and termination, while performing the obligations and services under the terms of this MOU.
- 14. TERM.** This MOU shall commence as of the aforementioned effective date and shall continue until such time that either party gives the other party written notice of its intent to terminate the MOU, pursuant to Section 15 below.
- 15. AMENDMENT AND TERMINATION OF AGREEMENT:** This MOU may be amended by mutual written agreement of both parties. The El Camino Community College District, Compton Community College District, and CUSD reserve the right to terminate this MOU upon service of written notice to the other party 180 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 180 day period expires.
- 16. INTEGRATION CLAUSE:** This MOU contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.
- 17. COUNTERPARTS:** This MOU may be executed in counterparts and each counterpart, when executed, shall have the efficacy of a second original. Photographic or facsimile copies of any such signed counterparts may be used in lieu of the original for any purpose.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT, EXECUTED IN THREE original counterparts on this \_\_\_\_\_ date of \_\_\_\_\_.

**For Compton Unified School District**

\_\_\_\_\_  
Superintendent (or authorized designee)

\_\_\_\_\_  
Date

**For Compton Community College District**

\_\_\_\_\_  
CEO (or authorized designee)

\_\_\_\_\_  
Date

**For El Camino Community College District**

\_\_\_\_\_  
Superintendent/President (or authorized designee)

\_\_\_\_\_  
Date

**Compton Community College District**

**2014-2017**  
**Student Equity Plan**

**Adopted by CCCD Board of Trustees  
on December 16, 2014**



**1111 E. Artesia Blvd.  
Compton, CA 90221**

# Compton Community College District



## 2014-2017 Student Equity Plan

**Reviewed & Adopted by the Compton Community College District Student  
Success Committee on November 19, 2014**

**Reviewed & Adopted by the Compton Community College District Senate Council  
on December 3, 2014**

**Reviewed & Adopted by the Compton Community College District Board of  
Trustees on December 16, 2014**

**Submitted to the California Community Colleges Chancellor's Office  
on January 1, 2015**



# COMPTON COMMUNITY COLLEGE DISTRICT STUDENT EQUITY PLAN

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**COMPTON COMMUNITY COLLEGE DISTRICT**  
**2014-2017 Student Equity Plan**  
**Certification**

**District:** Compton Community College District  
El Camino College Compton Center

Thomas Henry Special Trustee	Date
Dr. Keith Curry Chief Executive Officer	Date
Barbara Perez Vice President Compton Center	Date
Paul Flor President, Academic Senate	Date
Student Success Committee	Date

**COMPTON COMMUNITY COLLEGE DISTRICT**  
**2014-15 Student Equity Plan Committee**

<b>Name</b>	<b>Title</b>	<b>Department</b>
Richette Bell	Director	Admissions and Records
Trish Bonacic	Director	CalWORKs, TANF, GAIN, and Special Resource Center (DSRS)
Karla Coti	Faculty	Chemistry
Roza Ekimyan	Faculty	Human Development
Maria Estrada	Faculty	First Year Experience
Jose Martinez	Faculty	Mathematics
Marci Myers	Research Analyst	Institutional Research
Liza Rios	Faculty	Communication Studies
Carmela Aguilar	Faculty	Counseling
Maria Estrada	Faculty	First Year Experience
Lauren Gras	Faculty	Division of Humanities and Math
Essie French Preston	Faculty	Counseling
Albert Jimenez	Faculty	Student Success Center
Paul Flor	Faculty	Academic Senate
Barbara Perez	Vice President	Academic Affairs
Chelvi Subramaniam	Administrator	Division of Humanities and Math

## EXECUTIVE SUMMARY

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As a center of a public community college, El Camino College Compton Center (Compton Center) is committed to assuring student equity in all of its educational programs and services in accordance with standards set forth in Title 5 of the California Code of Regulations.

Compton Center serves over 12,000 students each academic year. Roughly one third of those students reside within the Compton Community College District “Service Area,” which consists of the cities of Compton, Lynwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.

The majority of the Compton Center students are ethnic minorities. In 2012-2013, Latinos represented 44% of the student population, African Americans comprised 37% of the student population, and Asians and Pacific Islanders represented roughly 9% of the student population.

On average, 40% of Compton Center students receive some form of financial aid. Roughly 3% of Compton Center students have a registered disability. About 1% of Compton Center students identify themselves as veterans.

Compton Center provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at Compton Center is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

### ***Collegial Consultation Process***

This 2014-2017 Student Equity Plan (“SEP”) is part of an ongoing institutional effort, underway at Compton Center, to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning.

Compton Center recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all students across all educational programs.

The Compton Center Student Equity Committee (“Committee”) is composed of faculty, staff, and administration and has oversight for the development and implementation of this Student Equity Plan with coordination with the planning and implementation of the Compton Center Student Success and Support Program (SSSP) Plan and the Compton Center Student Success Plan.

The Committee has sought information and feedback from constituent groups on campus regarding the development of Compton Center's Student Equity Plan, resulting in the identification and development of a host of new student equity recommendations.

In order to effectively implement the goals established in the Student Equity Plan, additional personnel will need to be hired: one, full-time Director of Student Equity and Learning Communities; one, full-time Research Analyst (half funded by the SSSP Plan); and one, full-time Learning Center Assistant (partially funded by Basic Skill Initiative funds).

This Plan was written as a campus-wide effort, along with contributions from the Committee, and was approved by the Special Trustee of the Compton Community College District on December 16, 2014 in compliance with Title 5 guidelines in Section 54220.

### ***Target Groups***

While Compton Center seeks to ensure that all of its students are adequately served, the Student Equity Plan focuses on closing the achievement gaps in access and success for certain underrepresented students groups ("Target Groups").

In compliance with Senate Bill 860 (2014) and Education Code Section 78220, Compton Center's Student Equity Plan addresses the following student subpopulations:

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- Students categorized, for census reporting purposes, as any of the following: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Pacific Islander, White, or "Some Other Race."

### ***Measures of Student Equity***

The Compton Center's Student Equity Plan is designed to increase educational objectives for the target groups, with an emphasis placed on addressing the disproportionate impacts on certain student groups identified in the *Campus-Based Research*. Pursuant to guidelines and requirements set forth by the Chancellor's Office, the SEP Committee examined student equity data at Compton Center using the following five Student Equity Indicators:

#### **Outcome A. Access**

**Access** is measured by the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

### **Outcome B. Course Success**

**Course Completion** is measured by the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. “Completion” of a course means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

### **Outcome C. ESL & Basic Skills Completion**

**ESL & Basic Skills Completion** is measured by the ratio of the number of students by population group who complete a degree-applicable course (after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course).

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course that is transferable to a four-year institution, with a value of three or more units, which meets established academic requirements for rigor in literacy and numeracy.

### **Outcome D. Degree & Certificate Completion**

**Degree & Certificate Completion** is measured by the ratio of the number of students by population group, who receive a degree or certificate, to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor.

### **Outcome E. Transfers**

**Transfers** are measured by the ratio of the number of students by population group who complete a minimum of 12 units, and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

### **Goals**

In accordance with the guidelines set forth by the Chancellor’s Office, Compton Center has formulated and prioritized the goals identified in the Student Equity Plan based on disproportionate impacts revealed in its *Campus-Based Research*.

The committee’s findings, based on data compiled by Institutional Research, revealed that male students are underserved at Compton Center. Additionally, there is evidence of a disproportionate impact for African-American students in Course Success and Basic Skills Completion.

According to the evidence provided by Institutional Research, the committee has set three goals:

First, Compton Center is committed to increasing access to the male student population. The immediate goals are to increase **Access** with respect to males by 5% over the next three years. A subsequent goal is to increase **Access** with respect to the Asian, Latino and White student population.

Second, the Compton Center is committed to increasing the **Course Success** rate for the African American student population by 3% over the next three years.

Third, Compton Center is committed to increasing the **Basic Skills Completion** rates of African American students by 3% over the next three years.

The reasons for these targeted goals are because 1) campus-based research broadly shows and directly supports this effort; 2) increasing course completion rates for African Americans also impacts the other equity measures of Degree and Certificate Completion and Transfer rates. All activities will be evaluated on a quarterly basis to demonstrate effectiveness.

### ***Current Resources and Activities***

Educational Programs and student services at Compton Center confirms the commitment that Compton Center has as it works toward closing the equity gaps that currently exist.

Resources that already exist at Compton Center include, outreach, academic programs, counseling, partnerships with workforce agencies, grants, universities and colleges, and other services that provide the support essential to achieving the goals and objectives set forth in the Student Equity Plan.

### **ACADEMIC PROGRAMS**

- **Basic Skills Counseling Intervention** - In collaboration with English and ,math instructors, the BSCI Program integrates student services within the participating basic skills classroom. Counselors provide biweekly student success-related classroom presentations, individual counseling appointments, educational planning, follow up, and continue to track student progress in the class.
- **Cross Enrollment at CSU Dominguez Hills:** Compton Center students who are eligible may cross-enroll at CSU Dominguez Hills without formal admission and without payment of state university tuition, in a maximum of one baccalaureate-level course per semester on a space-available basis. Such enrollment would be at the discretion of the appropriate campus authorities on each of the campuses.
- **ECC CSUDH Pathways to Success Enrollment Partnership:** The Pathways to Success Enrollment Partnership program makes transfer from El Camino College

to CSUDH seamless and simple, and allows for early recognition of the transfer process, which leads to improved access and student success.

- **Honors Transfer Program (HTP):** Transfer Alliance Program (TAP) - UCLA: Students in the Honors Transfer Program at El Camino College who are applying to a major in UCLA's College of Letters and Sciences are automatically a part of the UCLA TAP. Students will receive transfer counseling and guidance to become a competitive applicant, as well as Priority Admission Consideration upon completion of the Honors Transfer Program and the requirements of the TAP.
- **Transfer Alliance Project (TAP) - UC Berkeley:** The Transfer Alliance Project (TAP) provides disadvantaged California community college students with information and support services that will facilitate their transfer to the University of California at Berkeley. Students will receive specific support services that will enhance their transfer to the University of California at Berkeley.
- **Transfer Admissions Priority Consideration (TAP) - Howard University:** Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing and for scholarships for students with a 3.30 and higher GPA.
- **Transfer Admissions Priority Consideration (TAP) - Spelman College:** Priority consideration for admission with the completion of a specific number of units, GPA, and courses; also given for housing.
- **Community College Partnership Programs - UCLA:** The Community College Partnership Program with UCLA provides El Camino College students with: peer mentoring; "Bruin Buddy Day;" and an opportunity to participate in summer residential and non-residential programs for transfer students at the UCLA campus.
- **Transfer Admission Guarantee (TAG) for UC Davis, UC San Diego, UC Santa Cruz, UC Irvine, UC Santa Barbara, UC Riverside, UC Merced (for all ECC students):** TAG is a contract between a student and a specific university. The Career/Transfer Center maintains an up-to-date list of campuses that offer TAG agreements. Since requirements vary among different campuses, it is important to attend a TAG workshop and meet with a transfer counselor before the end of September.
- **Northrup Grumman:** Northrup Grumman is instrumental in supporting STEM programs at El Camino College through such avenues as: grant funding, sponsoring field trips, and hosting tours. One such partnership is the START (STEM Training and Robotics Technology) Program, a rapid and relevant four-week student (El Camino College and high school) program designed to inspire and create awareness of STEM career pathways, opportunities, and education, while developing critical, creative and innovative reasoning skills through hands-on projects.
- **Career Technical Education Act (CTE):** Prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration.



## STUDENT SUPPORT SERVICES

- **Articulation** - Provide students with assistance in transferability of courses, course evaluation, TAP articulations, and TAG review.
- **Academic Counseling/Advising** – Academic counseling for new students, career and transfer.
- **Athletics Counseling** -- Committed to the welfare of student athletes by providing the skills needed to balance academics and athletics.
- **Career Counseling/Advising** - Provides comprehensive career counseling, major-specific workshops, assessments, resources, seminars, career tours and career fairs.
- **Career Technical Education Pathways** – Provides services for technical education and women in nontraditional careers linking employers with students seeking high-skill and high-wage jobs.
- **Express Counseling** – Provides students with answers to quick questions, prerequisite clearances and referrals.
- **Financial Aid Counseling/Advising** - Financial aid programs are offered and funded by government and private sources, including grants, work-study, and scholarships. Workshops and advising are also available.
- **Honors Transfer Program (HTP) Counseling** - Designed to better prepare the highly motivated student to transfer successfully.
- **Outreach Counseling** - Assists incoming local high school students and community members with the application, assessment and educational planning.
- **Compton Commitment** - This project strives to increase the local rates of college participation and success by a systematic, focused and collaborative effort of Compton Unified School District, Compton Center, and California State University, Dominguez Hills.
- **Special Resource Center (SRC) Counseling** - SRC's primary goal is to provide the accommodations necessary to help students achieve their educational and vocational goals with promoting self-advocacy and independent learning.
- **Student Success & Support/Counseling/Advising** - Helps students to define and achieve their academic goals.
- **Transfer Counseling/Advising** – Provides activities and services to help students transfer successfully to the four-year college or university of their choice.

## SPECIALIZED PROGRAMS

- **CalWORKs/GAIN Counseling** – Provides socially, economically and educationally disadvantaged students with support services. Child care assistance, educational and career counseling, employment retention skills, and job development.

- **Career Advancement Academy (CAA):** The program delivers training in the areas of basic skills, work preparation, and EWD/CTE to undereducated, underemployed youth and young adults (18 - 30-year-olds) who have dropped out of school or lack basic skills needed to obtain a certificate or degree in a typical college program.
- **Extended Opportunity Programs and Services (EOPS) Counseling/Advising:** Provides socially, economically and educationally disadvantaged students with support services, including peer mentoring and tutoring.
- **First Year Experience (FYE) Counseling/Advising** - Assists first-year students with support services; develops student and peer relationships through linked courses, counseling and early registration.
- **Historically Black Colleges and University (HBCU) Grant:** Developing statewide transfer agreements between selected HBCU institutions and the California Community Colleges (CCC) Chancellor's Office that facilitate the transfer of California community college students who wish to complete their baccalaureate degree at a HBCU, including the efficient transfer of CCC coursework, to expand outreach efforts and increased articulation agreements with HBCUs.
- **Title V Graduation Initiative:** The ECC Graduation Initiative Project is designed to increase student readiness for the pursuit of the associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. This is funded through a U.S. Department of Education Title V grant.
- **Probationary Services Counseling/Student Enhancement Program (SEP) Advising-** SEP helps at-risk students to return to good academic standing.
- **South Bay Work Force Investment Board:** Both the El Camino College Community Advancement and Industry and Technology divisions partner with the SBWIB on multiple projects including: contract education; training at-risk youth; and via the Career Advancement Academy to recruit participants and for job placement assistance
- **Veterans Counseling** – Provides veterans with assistance in obtaining educational benefits paid by the Veterans Administration through educational planning and career exploration.

***Initial General and Targeted Goals***

**Access**

A. General Goal	Compton Center seeks to increase enrollment.
A1. Targeted Goal	Compton Center seeks to increase enrollments with respect to <b>male</b> students.
A2. Targeted Goal	Compton Center seeks to increase enrollment with respect to <b>Asian, Latino, and White</b> students.

**Course Success**

B. General Goal	Compton Center seeks to increase the rate of course success of credit and basic skills.
B1. Targeted Goal	Compton Center seeks to increase the rate of course success of credit courses for <b>African American</b> students.

**ESL and/or Basic Skills Completion**

C. General Goal	Compton Center seeks to increase basic skills completion.
C1. Targeted Goal	Compton Center seeks to increase basic skills completion for <b>African American</b> students.

***Secondary Targeted Goals***

These are additional targeted goals that will be implemented in later versions of the Student Equity Plan due to inequities seen in the *Campus-Based Research*.

**Access** - Compton Center seeks to increase enrollment with respect to **disabled** and **veteran** students.

**Course Success** - Compton Center seeks to increase the rate of course success for **Pacific Islander, disabled,** and **foster youth** students.

## CAMPUS-BASED RESEARCH

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### **Overview**

Title 5 mandates that, through their Student Equity Plans, California Community Colleges examine their processes and success in the areas of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates. Data should be disaggregated to address the needs of traditionally underserved populations.

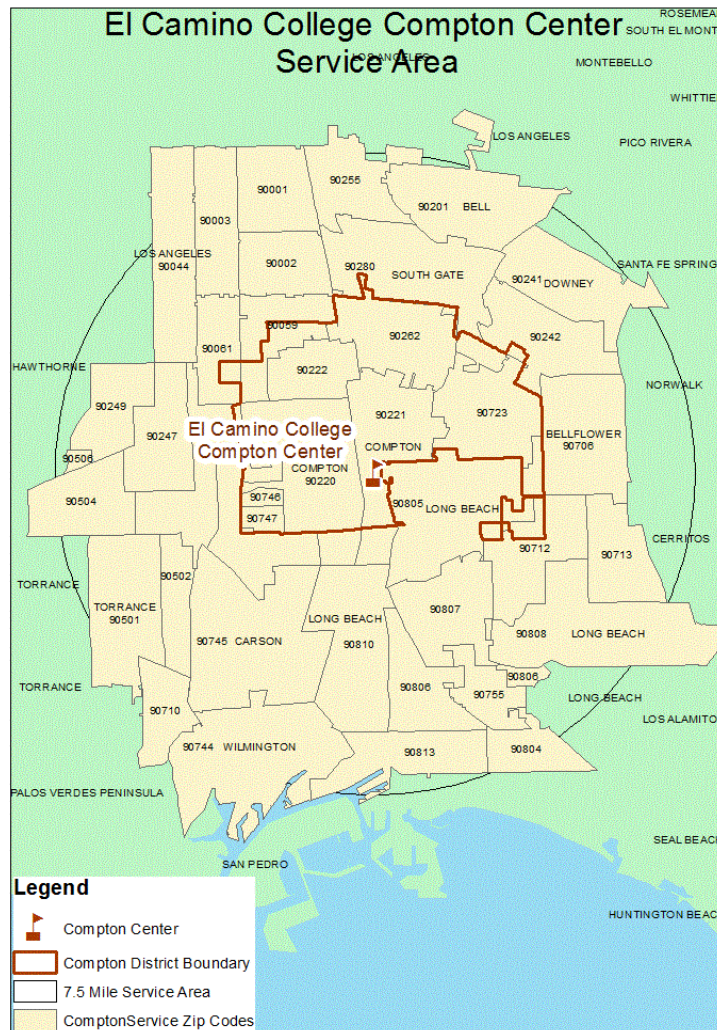
Based on these requirements, the Institutional Research and Planning Unit at El Camino College analyzed data from sources including the 2012 American Community Survey five-year estimates, California Community College Chancellor's Office, Compton Center data, and information from the Compton Office of the Department of Child and Family Services. To maintain consistency, the long-term outcomes of ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer Rates utilized cohorts created by the CCCCO in the production of the 2014 Student Success Scorecard. More recent data is used for the creation of the cohorts for Access and Course Completion.

### **Data Analysis Findings**

#### **Outcome A: Access**

Compton Center is required to discuss inequities in terms of *access to education* as defined by the "percentage of each population group that is enrolled to the percentage of that group in the adult population within the community served." This participation rate compares the population enrolled in credit courses within Compton Center to the population of people living within its service area. The service area population is estimated based on the *2012 American Community Survey (ACS), five-year estimates* for zip codes that have their centroid (more than half of the zip code region) within a 7.5-mile radius of Compton Center.

The service area is demonstrated in the figure below. Where possible, community data is restricted to the adult population, age 18 to 64, to better reflect the population that utilizes Compton Center.



The metric used to identify disproportionate impact is the proportionality index, which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled  $[(\text{Subgroup}_{\text{Enr}}/\text{Total}_{\text{Enr}})/(\text{Subgroup}_{\text{Pop}}/\text{Total}_{\text{Pop}})]$ . The student population used are students who enrolled in credit courses at Compton Center during the Fall 2012 or Spring 2013 terms.

Values of the proportionality index close to 1 indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 mean the subgroup is over-represented withing the student population relative to the community population. Values under 1 mean the subgroup is under-represented within the student population relative to the community population.

**Gender**

The population of males and females in the community is calculated based on ACS estimates for 18- to 64-year-old adults in the selected zip codes. There is very little difference in the gender makeup of the population. Females, however, make up a disproportionate percentage of the student population. Females have a proportionality index of 1.24 and males have an index of 0.75 indicating that males are underserved by Compton Center.

<b>Gender</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality index</b>
Female	558,332	6,937	1.24
Male	531,317	3,986	0.75

**Race/Ethnicity**

The racial/ethnic composition of the population is calculated based on ACS estimates for all people in the selected zip codes, rather than just those in the 18 to 64 age group. When compared to the representative populations in the community, Asian, Latino, and White students are being under-represented on campus in terms of access to courses at Compton Center. African-American students are over-represented relative to the community population.

<b>Ethnicity</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality index</b>
Asian	153,186	737	0.80
African-American	255,026	4,231	2.69
Latino	1,129,843	4,907	0.70
Native Amer./Alaskan	2,826	21	1.21
Pacific Islander	9,573	94	1.59
Two or More	32,111	337	1.70
White	186,505	445	0.38
Other	3,758	132	5.70

**Disability Status**

The service area population with an identified disability is calculated based on ACS estimates for 18 to 64 year old adults in the selected zip codes. Students who identify themselves as having a learning physical disability or other disabilities with the Special Resource Center are grouped together as students with an identified disability. Relative to the service area population, this group is being greatly underserved in terms of accessing courses at Compton Center.

<b>Disability</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality index</b>
No disability identified	992,455	10,642	1.06
Identified disability	91,879	282	0.30

### ***Economic Disadvantage***

Students with an economic disadvantage are identified based on meeting at least one indicator, including eligibility for a Board of Governor’s (BOG) Fee Waiver, Pell Grants, CalWORKs, and Vocational and Technical Education Act (VTEA) economically disadvantaged status. Service area population estimates for economically disadvantaged individuals are based on all people estimated to be living below the 150% of Federal Poverty Level threshold.

#### ***“150% of Poverty”***

In 2012 a family income of less than \$34,500 for a family of four would fall below the 150% of the Federal Poverty Level. The 150% of poverty was chosen because that is an indicator of eligibility for the BOG Fee Waiver and Pell Grants, which are used to identify students who are economically disadvantaged.

Economically disadvantaged students are not being underserved in terms of accessing Compton Center courses. This could even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

<b>Economic Disadvantage</b>	<b>Population</b>	<b>Headcount</b>	<b>Proportionality index</b>
No economic disadvantage identified	1,100,055	5,673	0.83
Identified economic disadvantage	656,377	5,251	1.29

### ***Veterans and Foster Youth***

Veterans and their dependents, as well as foster youth, are also identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Foster youth estimates in the community are based on reports from the Department of Children and Family Services in Compton, which serves a large part of the Compton Center service area. Estimates include people with extended foster care case files (AB12 Youth Tracking Report) and the Compton Office profile. When combined, these reports account for foster youth aged 16 to 21 within the area. Foster youth at Compton Center are identified if a student has ever self-identified as a being in foster care.

Foster youth seem to be over-represented in terms of access and enrollment; however, this information should be taken cautiously as it is difficult to get accurate counts of the foster youth living in the community.

Veterans are not accessing Compton Center at the same rates as the general population.

Groups	Population	Headcount	Proportionality index
General	1,053,977	10,698	1.01
Foster Care Youth	367	67	18.13
Veterans	30,357	158	0.52

### Outcome B: Course Success

Colleges are required to discuss inequities in terms of *successful course completion* as defined by the “ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.” Successful course completion means completing the course with an earned grade of A, B, C, or P.

#### ***“The 80% Rule”***

The metric used to identify disproportionate impact is the “80% rule.” This standard states that if a group is performing at a rate less than 80% of a reference group rate, then it is a sign of disproportionate impact.

Under this rule, if the historical majority group has an outcome rate of 70%, for example, any comparison group that has an outcome rate of 56% (i.e.  $0.80 * 70\% = 56\%$ ) or lower is disproportionately impacted.

#### ***“The Historical Majority”***

The reference group used in each of these comparisons will be the historical majority which are male, White, non-disabled, not economically disadvantaged, and not a member of one of the special cohorts. Compton Center chose to use the historical majority rather than the highest performing group to keep the reference groups consistent, as well as to negate instances where the highest performing group may have a relatively small population.

Data for disproportionate impact is grouped into three categories: all credit courses, basic skills courses, and transferable courses for students who enrolled during the Fall 2012 or Spring 2013 terms.



**Gender**

There is no difference in the successful course completion outcomes for males and females in any of the following categories. In each category of course, the outcomes for males and females are only 1% apart so it can be said that there are no gender-based indications of disproportionate impact.

Category	Gender	Enrollments	Successful	Success Rate
Credit courses	Female	21,733	13,623	62.7%
	Male	12,076	7,472	61.9%
Basic Skills	Female	2,419	1,262	52.2%
	Male	1,192	615	51.6%
Transfer Level	Female	16,711	10,964	65.6%
	Male	9,610	6,178	64.3%

**Race/Ethnicity**

Race/ethnicity is a factor that consistently demonstrates evidence of a disproportionate impact for African-American students, who have successful course completion rates that are less than 80% of the White rate in all credit courses, and particularly in basic skills courses. Though not in violation of the 80% rule, African-American students also trail their White peers in terms of transfer-level course success rates. Groups with rates that are less than 80% of the reference group rate are highlighted with a shaded font.

Category	Ethnicity	Enrollments	Successful	Success Rate
Credit courses	Asian	1,530	1,210	79.1%
	African-American	14,309	7,942	55.5%
	Latino	15,270	10,182	66.7%
	Native Amer./Alaskan	66	49	74.5%
	Pacific Islander	311	176	56.6%
	Two or More	1,028	603	58.7%
	White	945	692	73.2%
	Other	352	241	68.5%

**Race/Ethnicity (continued)**

Category	Ethnicity	Enrollments	Successful	Success Rate
Basic Skills	Asian	55	35	63.6
	African-American	1,699	690	40.6%
	Latino	1,689	1,067	63.2%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	22	11	50.0%
	Two or More	71	30	42.3%
	White	42	24	57.1%
	Other	28	16	57.1%
Transfer Level	Asian	1,370	1,088	79.4%
	African-American	11,037	6,529	59.2%
	Latino	11,635	7,991	68.7%
	Native Amer./Alaskan	54	41	75.9%
	Pacific Islander	240	140	58.3%
	Two or More	850	524	61.6%
	White	833	616	73.9%
	Other	302	213	70.5%

**Disability Status**

Students with an identified disability complete credit courses at a lower rate than their counterparts in credit courses, but the outcome does not violate the 80% rule. Students with an identified disability have basic skills course success outcomes that are 20% lower than students without an identified disability, so it can be said there is a disproportionate impact on disabled students in terms basic skills course success.

Category	Disability	Enrollments	Successful	Success Rate
Credit courses	No disability identified	32,783	20,544	62.7%
	Identified disability	1,028	551	53.6%
Basic Skills	No disability identified	3,363	1,793	53.3%
	Identified disability	248	84	33.9%
Transfer Level	No disability identified	25,640	16,723	65.2%
	Identified disability	681	419	61.5%

### ***Economic Disadvantage***

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKs, and VTEA status show very little difference in successful course completion when compared to those who have not been identified as having an economic disadvantaged status. There is a gap in successful course completion outcomes for students with an identified economic disadvantage, compared to students who do not when calculating basic skills course success, but it does not violate the 80% rule.

<b>Category</b>	<b>Economic Disadvantage</b>	<b>Enrollments</b>	<b>Successful</b>	<b>Success Rate</b>
Credit courses	No economic disadv. Identified	12,090	7,808	64.6%
	Identified economic disadvantage	21,721	13,287	61.2%
Basic Skills	No economic disadv. Identified	1,024	586	57.2%
	Identified economic disadvantage	2,587	1,291	49.9%
Transfer Level	No economic disadv. identified	9,839	6,520	66.3%
	Identified economic disadvantage	16,482	10,622	64.4%

### ***Veterans and Foster Youth***

Compared to the general population, veterans and dependents of veterans successfully complete courses at rates higher than the general population. Foster youth, on the other hand, succeed at much lower rates than the general population. There is evidence of a disproportionate impact for foster youth in each category of courses listed below.

<b>Category</b>	<b>Groups</b>	<b>Enrollments</b>	<b>Successful</b>	<b>Success Rate</b>
Credit courses	General	33,019	20,605	62.4%
	Foster Youth	264	110	41.7%
	Veterans	526	379	72.1%
Basic Skills	General	3,522	1,838	52.2%
	Foster Youth	51	11	21.6%
	Veterans	36	27	75.0%
Transfer Level	General	25,701	16,736	65.1%
	Foster Youth	188	88	46.8%
	Veterans	432	318	73.6%

## Outcome C: ESL and Basic Skills Completion

Colleges are required to discuss inequities in terms of *ESL and Basic Skills Completion* as defined by the “ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.”

The following comparisons are for students who took their first class in a basic skills sequence (English, math, or ESL) during the 2007-2008 academic year and subsequently completed the final course within that sequence. These students are tracked for six years to see if the outcome was achieved. A successful outcome in English is indicated by successful completion of a transfer-level English course. A successful outcome in ESL is successful completion of a transfer-level ESL or English course. A successful outcome for math is the successful completion of a transfer-level or one below transfer-level course.

As with course completion, the metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

### **Gender**

There is no difference in basic skills progress for males and females in any of the categories. Males and females have virtually the same sequence completion rates for each of the basic skills categories, although the number of males entering the math sequence is very small.

Category	Gender	Students	Completion	Completion Rate
Basic Skills Math	Female	140	43	30.7%
	Male	36	12	33.3%
Basic Skills English	Female	366	143	39.1%
	Male	160	63	39.4%

### **Race/Ethnicity**

Race/ethnicity is an indicator of disproportionate impact in terms of basic skills sequence completion. Since the number of students enrolling in or completing each basic skills math sequence is small, this is one category where Latinos, rather than the historical majority White population, is used as a reference. Latinos are used as the reference because they display the highest performance and a relatively large population.

African-Americans in the cohort demonstrate evidence of a disproportionate impact when compared with Latino students in basic skills math outcomes. African-American students who began the basic skills sequence and completed the final basic skills

course (pre-algebra level) completed a degree applicable math course (intermediate algebra) at a rate 13% lower than Latino students.

There is a slight gap in outcomes for Latinos and African-Americans in the basic skills English sequence but it is not enough to declare a disproportionate impact. ESL is not offered as a credit course at Compton Center. Credit ESL courses are offered but the final sequence courses have not met enrollment and therefore cancelled.

Category	Ethnicity	Students	Completion	Completion Rate
Basic Skills Math	Asian	*	*	*
	African-American	93	25	26.9%
	Latino	60	24	40.0%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	*	*	*
	Unknown	*	*	*
Basic Skills English	Asian	*	*	*
	African-American	270	100	37.0%
	Latino	208	89	42.8%
	Native Amer./Alaskan	*	*	*
	Pacific Islander	*	*	*
	White	*	*	*
	Unknown	*	*	*

### **Disability Status**

There are not enough students in either the math or the English basic skills sequence with an identified disability to make a very good comparison with the general population. Nonetheless, the outcomes that are available show students with disabilities produce similar rates with the general student population.

Category	Disability	Students	Completion	Completion Rate
Basic Skills Math	No disability identified	166	52	31.3%
	Identified disability	*	*	*
Basic Skills English	No disability identified	491	194	39.5%
	Identified disability	36	12	33.3%

### ***Economic Disadvantage***

Students with an identified economic disadvantage completed basic skills sequences at rates similar to the general population in math. Economically disadvantaged students actually performed much better than the students without an identified economic disadvantage in completing the basic skills English sequence.

<b>Category</b>	<b>Economic Disadvantage</b>	<b>Students</b>	<b>Completion</b>	<b>Completion Rate</b>
Basic Skills Math	No economic disadv. identified	35	11	31.4%
	Identified economic disadvantage	141	44	31.2%
Basic Skills English	No economic disadv. identified	137	41	29.9%
	Identified economic disadvantage	390	165	42.3%

### ***Veterans and Foster Youth***

There are not enough foster youth or veterans identified in the basic skills cohorts to compare outcomes with the general population.

## Outcome D: Degree and Certificate Completion

Colleges are required to discuss inequities in terms of *Degree and Certificate completion* as defined by the ratio of the number of students by population group who complete a degree or certificate compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed six units, and attempted an English or math course. Since English and math are considered to be requirements for most degrees and certificates, the California Community College Chancellor's Office uses this methodology as a predictor of intent to graduate rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the completion of a degree or certificate.

As with course completion, the metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

### **Gender**

Females outperform males in terms of the percentage completing a degree or certificate within six years. Using the historical majority male group, the higher performing female group would indicate no disproportionate impact. However, by reversing the reference group, it can be said that males are disproportionately impacted in terms of degrees and certificates received.

Gender	Students	Awards	Rate
Female	284	52	18.3%
Male	202	24	11.9%

### **Race/Ethnicity**

Latinos and African-Americans are the only groups with a large enough population in the 2007-08 cohort being used to track degree and certificate completion to make a comparison. Latinos earn degrees and certificates at a slightly higher rate than African-Americans, but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Awards	Rate
Asian	*	*	*
African-American	209	29	13.9%
Latino	220	36	16.4%
Native Amer./Alaskan	*	*	*
Pacific Islander	*	*	*
White	*	*	*
Unknown	*	*	*

### ***Disability Status***

There are not enough students in the 2007-08 cohort with an identified disability to make a comparison for degrees and certificate attainment rates.

Disability	Students	Awards	Rate
No disability identified	478	74	15.5%
Identified disability	*	*	*

### ***Economic Disadvantage***

Most of the awards received by students in Compton Center 2007-08 cohort are earned by students with an economic disadvantage. There are not enough awards earned by students without an identified economic disadvantage to make a comparison of disproportionate impact on the economically disadvantaged. Comparatively, this means those without an identified economic disadvantage are underperforming in terms of degree and certificate completion.

Economic Disadvantage	Students	Awards	Rate
No economic disadvantage identified	65	*	*
Identified economic disadvantage	421	73	17.3%

### ***Veterans and Foster Youth***

There are not enough students in the 2007-08 cohort identified as foster youth or veterans to make a comparison for degrees and certificate attainment rates.

Groups	Students	Awards	Rate
General	478	76	15.9%
Foster youth	*	*	*
Veterans	*	*	*



## Outcome E: Transfer

Colleges are required to discuss inequities in terms of *Transfer* to bachelor's degree granting institutions. This is defined by the ratio of the number of students by population group who complete transfer compared to the number of those students who demonstrate a desire to complete a degree or certificate.

The following comparisons are for students who first enrolled during the 2007-2008 school year, completed six units, and attempted an English or math course (similar to the degree or certificate cohort). Since English and math are transfer requirements, the California Community College Chancellor's Office uses this methodology as a predictor of intent to transfer rather than the more unreliable student indicated goal. These students are tracked for six years to see if the outcome was achieved. A successful outcome is the transfer to a bachelor's degree-granting institution, which is identified through the California Community College Chancellor's Office.

The metric used here is the 80% rule, which measures each subgroup completion rate against the reference group.

### **Gender**

Males outperform females in terms of the percentage transferring. The rates are very close so, there is no evidence of a disproportionate impact in terms of gender outcomes.

Gender	Students	Transfer	Rate
Female	284	63	22.2%
Male	202	52	25.7%

### **Race/Ethnicity**

Latinos and African-Americans are the only groups with a large enough population in the 2007-08 cohort being used to track transfer to make a comparison. African-Americans earn degrees and certificates at a slightly higher rate than Latinos but the difference is not large enough to indicate a disproportionate impact.

Ethnicity	Students	Transfer	Rate
Asian	*	*	*
African-American	209	53	25.4%
Latino	220	47	21.4%
Native Amer./Alaskan	*	*	*
Pacific Islander	*	*	*
White	*	*	*
Unknown	*	*	*

### ***Disability Status***

There are not enough students in the 2007-08 cohort with an identified disability to make a comparison for transfer rates.

Disability	Students	Transfer	Rate
No disability identified	478	113	23.6%
Identified disability	*	*	*

### ***Economic Disadvantage***

Students with an economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage, but the difference is not large enough to indicate a disproportionate impact for the economically disadvantaged students.

Economic Disadvantage	Students	Transfer	Rate
No economic disadvantage identified	65	18	27.7%
Identified economic disadvantage	421	97	23.0%

### ***Veterans and Foster Youth***

There are not enough foster youth or veterans in the 2007-08 cohort to compare transfer outcomes with the general population.

Groups	Students	Transfer	Rate
General	478	112	23.4%
Foster youth	*	*	*
Veterans	*	*	*

## GOALS/OUTCOMES and ACTIVITIES

This SEP addresses five overarching goals based on the five indicators of student equity success. Within these general aims Compton Center seeks to improve equity for the specific target groups identified in its campus-based research. A chart listing the objectives, activities, funding sources and costs, and other relevant details is set forth below for each category of goals.

### Outcome A. Access

A. General Goal	Compton Center seeks to increase enrollment.
A1. Targeted Goal	Compton Center seeks to increase enrollment with respect to <b>male</b> students.
A2. Targeted Goal	Compton Center seeks to increase enrollment with respect to <b>Asian, Latino, and White</b> students.

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
A, B, C	Administrative Costs	Hire additional personnel to support the objectives of the plan: <ul style="list-style-type: none"> <li>• Director of Student Equity &amp; Learning Communities</li> <li>• 50% Learning Center Assistant</li> <li>• 50% Research Analyst</li> <li>•</li> </ul>	VP Compton Center		Spring 2015		Basic Skills SSSP	\$205,400
A, A1, A2	Develop specific outreach for targeted populations.	<ul style="list-style-type: none"> <li>• Partner with local community groups as needed to provide outreach.</li> <li>• Create targeted publications and outreach materials.</li> <li>• Hold targeted outreach events to increase awareness within these communities.</li> </ul>	Director of Enrollment Services, Director of Public Relations & Marketing, Special Programs (EOPS, FYE, CalWORKs, Foster Youth, SRC ), SSSP Coordinator and staff	Public Relations & Marketing Staff; Additional support through Associated Student Body and Student Clubs.	January 2015	To increase enrollment of this targeted populations by 5% in the next 3 years.	General Fund, Enrollment Management funds	\$7,500

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
A1	Male Conference/Speaker Series	<ul style="list-style-type: none"> <li>Sponsor a conference geared toward male high school seniors that highlights the opportunities at Compton Center.</li> <li>Conduct a speaker series throughout the academic year to support male students.</li> <li>Provide target students the opportunity to attend conferences designed to promote student success and retention.</li> </ul>	Director of Enrollment Services, Dean of Student Services Director of Equity & Learning Communities, Director of Public Relations & Marketing,		Spring 2015	Increase enrollment of male students by 5% in the next 3 years	Enrollment Management	\$15,000
A, A1, A2	Expand Learning Communities and create new cohorts for under-represented target populations.	<ul style="list-style-type: none"> <li>Create more diversified learning communities.</li> <li>Expand FYE male cohorts to a 2-year program.</li> </ul>	Director of Equity and Learning Communities, FYE Coordinator, VP Academic Affairs,	Faculty with training and specialization working with special populations and peer support.	Fall 2015	To increase enrollment of these targeted populations.	General Fund	\$15,000
A, A1, A2	Sponsor summer training academies for high school students and other targeted students.	Work with K-12, adult schools and local employers and community organizations to assess community needs and develop targeted basic skills strategies to best prepare incoming students to successfully complete college level CTE programs including VESL and other support aligned with high wage, high placement employment.	Career and Technical Education Dean and Faculty, Library-SSC Dean, Counselors, Director of Public Relations & Marketing,	K-12, adult schools, local employers and community organizations) Special Resource Center and High Tech Center,	Summer 2016	To increase enrollment of target students interested in pursuing vocational and technical education certificates and degrees.		\$5,000

## GOALS/OUTCOMES and ACTIVITIES

### Outcome B. Course Success

B. General Goal	The Compton Center seeks to increase the rate of course success of credit and basic skills.
B1. Targeted Goal	The Compton Center seeks to increase the rate of course success of credit courses for <b>African American</b> students.

Goals	Objectives	Activity/Description	Responsible Parties	Personnel /Facilities Needs	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
B, B1	Increase strategies for creating success in college and life	Incorporate Human Development 10 course (College Success) in education plans.	Counseling, Enrollment Management VP Academic Affairs, Humanities,	Additional HDEV Faculty	Fall 2015	To increase course completion of all students.	General Fund	
B, B1	To increase success of at risk student by providing additional academic support via specific academic interventions.	Develop aggressive and specific intervention programs for student in credit, basic skills, and transfer level course who are at risk at mid semester point (grade forecast).  Provide follow up counseling support.  Offer workshops for identified deficiencies and student support services.	SSSP Coordinator, Dean of Student Success	Faculty Counselors Student Success Center	Spring 2015	Increase success course completion rate of at risk students by 5% over the next 3 years.	Basic Skills Funding SSSP	\$7,500
B, B1	Textbook Availability	Increase textbook availability to target students through a variety of options such as: <ul style="list-style-type: none"> <li>• Textbook loan program</li> <li>• e-text conversion</li> <li>• book vouchers</li> </ul>	Director of Student Equity & Learning Communities, Financial Aid Director, Directors of CalWORKs and EOPS/CARE	Additional Financial Aid, CalWORKs and EOPS/CARE staff and	Fall 2015	To decrease the number of students who are not completing courses due to the lack of textbooks, supplies and other academic resources.		\$10,000

B	Professional Development.	Provide workshops for faculty and/or staff such as: cultural sensitivity, learning styles, ADA accommodations, On Course Training, and Learning Communities	VP Compton Center Dean of Human Resources Director of Student Equity & Learning Communities	Consultants <u>California Community Colleges Success Network (3CSN)</u> ,	Spring 2015	Increase access, awareness and successful communications with targeted populations.  Increase the number of learning communities by 3% over the next 3 years		\$20,000
B. B1	Increase course completion rates.	Expand Supplemental Instruction (SI) sessions to transfer level courses.  Expand subject matter tutoring	Instructional Specialist, Faculty Dean of Student Success	Learning Center Assistant Tutors SI Coaches	Fall 2015	To increase success and retention rates by 5% over the next 3 years	Basic Skills funding/ Graduation Initiative	\$25,000

## GOALS/OUTCOMES and ACTIVITIES

### Outcome C. ESL and/or Basic Skills Completion

C. General Goal	Compton Center seeks to increase basic skills completion.
C1. Targeted Goal	Compton Center seeks to increase basic skills completion for <b>African American</b> students.

Goals	Objectives	Activity/Description	Responsible Parties	Personnel/Facilities	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
C, C1	Increase the completion rates of basic skills math and English courses for African American students.	Offer workshops for all students in basic skill math and English during the course of the semester to reinforce and strengthen the basic concepts learned in the classroom. The workshops will be conducted by Math and English faculty during various times, days and locations.	Instructional Assistant, English and Math Faculty		On-going	Usage of support services in Basic Skills.	Basic Skills Initiative	\$6,575
C	Increase the completion rates of basic skills math	Incorporate in-class tutors in basic skills math classes.	Dean of Student Success, Division Chair.	Basic Skills Coordinator	Fall 2015	Increase the number of students successfully completing basic skills math by 5% in three years.	Basic Skills Initiative	\$35,000
C, C1	Bridge Program	Develop a bridge program to include Math & English Summer and Winter Academies to provide students with another opportunity to develop skills to advance in math and English.	Director of Student Equity & Learning Communities Dean of Student Success Basic Skills Coordinator Faculty Coordinator	Math & English Faculty	On-Going	Improve the placement of basic skills students in developmental classes.	Graduation Initiative	\$35,000
C, C1	Counseling Intervention for Math Courses	Embed counselors in basic skills classes to assist students with their education plans.	Dean of Student Success, Dean of Student Services	Counselors	Fall 2015	Persistence of target students will increase by 5% in 3 years.		\$15,000

Goals	Objectives	Activity/Description	Responsible Parties	Personnel/ Facilities	Timeline	Expected Outcome/Target Group(s) Addressed	Existing Budget Sources	Student Equity Plan Allocation Estimate
C, C1	Increase the number of African American students transitioning from Basic Skills to transfer level courses.	Have updated computer software for basic skills students to use to successfully complete basic skills courses.	Dean of Student Success, Technology Committee and Vice-President of Academic Affairs.		Spring 2016	Increase usage of technology to successfully complete basic skills courses by 5% over the next 3 years	Basic Skills Initiative	



## **Integration of Equity Plan into College Planning**

The El Camino College Compton Center Student Equity Plan reflects its Master Educational Plan, which is designed to more equitably serve the community's needs and the college-going population than it does now, so that the student body more equitably represents the communities' populations.

To meet the projected goals set forth in the Educational Master plan, the Center has hired a substantial number of new employees to replace the large numbers of retirees. Consequently, providing professional development and leadership opportunities, especially for faculty, will be of paramount importance as the Center focuses on student achievement and attainment of goals. The goal to hire and train new faculty meets the projected objectives set forth in the Student Equity Plan.

The Compton Center Educational Master Plan addresses opportunities for growth since the Center has historically under-served significant segments of the district – notably:

- a) Latino residents, who comprise over 60% of area residents but only 34% of the student body;
- b) residents on the eastern side of the district, in the cities of Lynwood and Paramount, where participation rates are significantly smaller than those in the city of Compton;
- c) non-traditional (working) students whose needs are best served in the off-peak evening and weekend hours or in alternative off-campus or online settings; and
- d) male students, who make up half of the service area's residents but only 35% of the student body.

These groups function as pockets of opportunity for future enrollment growth, making it possible for Compton Center to grow at rates significantly exceeding those for the area population in general.

The greatest challenge to the Center will be to acculturate and educate students who have come to the Center less prepared for college work than at other institutions. Even though enrollment has increased, on the standard measures of accountability, which include in-course success and retention rates, persistence in enrollment over terms, and completion of degree, certificate and transfer requirements, the Center falls well below even peer institutions. The disparity between access (bringing students in greater numbers to campus) and success (in providing the conditions for students to meet their objectives in a timely fashion) will, over the long term, be the measure of the institution's own success. Although many students beginning their college education at the Center do so in basic skills courses, the success rates in those courses have been much lower than those for degree courses, transfer courses or the Center overall.

Two substantive features of a long-term enrollment management plan included in the Master Educational Plan are as follows:

1. Provide a record of marketable performance by increasing retention rates within terms to 80% and persistence rates across terms to 65%;
2. Intervene strategically in curricular areas that consistently underperform - e.g. to increase in-course success rates for basic skills offerings (now, 45%) and online offerings (also 45%) to the norm for all classes (60%) - in order to keep all students on pace to reach their educational objectives.

These two features are aligned with the goals set forth in the Student Equity Plan.

The Student Equity Plan integrates into the Center's planning in terms of linking and strengthening between academic programs and student services. Student support services include programs such as Disabled Students Programs and Services, CalWORKs, and Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education. These programs provide otherwise disadvantaged students with resources to advance their educational objectives and have historically received their revenue from state-restricted categorical program budgets.

## **Evaluation Schedule and Process**

Each objective will be evaluated at the end of each primary term of the academic year and a report would be generated to document outcomes. As each activity is started, Institutional Research will assist the responsible parties to identify the necessary information that needs to be collected in order to accurately assess the outcome of the activity.

The process that will be used to assess improvement would be from the following:

1. Data compiled by Institutional Research
2. Winter and Summer Academies outcomes data
3. Learning communities outcomes data
4. Data generated from courses assigned supplemental instruction.

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**Agenda for the El Camino Community College District Board of Trustees**  
**from**  
**The Office of The President and Board of Trustees**  
**Thomas M. Fallo, Superintendent/President**

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**A. ABSENCE OF STUDENT MEMBER**

It is recommended that the Board excuse Student Member Garcia from the November 17, 2015 Board Meeting with no loss of salary due to illness.

**B. BOARD POLICY 1600 (FULL INCLUSION OF PEOPLE WITH DISABILITIES)**

It is recommended that the Board receive for first reading, amended Board Policy 1600 (Full Inclusion of People with Disabilities) as shown on page P/B 5.

**C. BOARD POLICY 2110 (VACANCIES ON THE BOARD)**

It is recommended that the Board receive for first reading, amended Board Policy 2110 (Vacancies on the Board) as shown on page P/B 6.

**D. BOARD POLICY 2200 (BOARD DUTIES AND RESPONSIBILITIES)**

It is recommended that the Board receive for first reading, amended Board Policy 2200 (Board Duties and Responsibilities) as shown on page P/B 7.

**E. BOARD POLICY 2220 (COMMITTEES OF THE BOARD)**

It is recommended that the Board receive for first reading, amended Board Policy 2220 (Committees of the Board) as shown on page P/B 8.

**F. BOARD POLICY 2305 (ANNUAL ORGANIZATIONAL MEETING)**

It is recommended that the Board receive for first reading, amended Board Policy 2305 (Annual Organizational Meeting) as shown on page P/B 9.

**G. BOARD POLICY 2310 (REGULAR MEETINGS OF THE BOARD)**

It is recommended that the Board receive for first reading, amended Board Policy 2310 (Regular Meetings of the Board) as shown on page P/B 10.

**H. BOARD POLICY 2315 (CLOSED SESSIONS)**

It is recommended that the Board receive for first reading, amended Board Policy 2315 (Closed Sessions) as shown on pages P/B 11- PB/ 12.

**I. BOARD POLICY 2320 (SPECIAL AND EMERGENCY MEETINGS)**

It is recommended that the Board receive for first reading, amended Board Policy 2320 (Special and Emergency Meetings) as shown on page P/B 13.

**J. BOARD POLICY 2330 (QUORUM AND VOTING)**

It is recommended that the Board receive for first reading, amended Board Policy 2330 (Quorum and Voting) as shown on page P/B 14.

**K. BOARD POLICY 2510 (PARTICIPATION IN LOCAL DECISION MAKING)**

It is recommended that the Board receive for first reading, amended Board Policy 2510 (Participation in Local Decision Making) as shown on pages P/B 15- PB/ 17.

## **L. 2015 BOARD OF TRUSTEES GOALS**

The Board's goals for 2014 numbered 35, perhaps too numerous to properly carry out. In addition, many of these are regular ongoing responsibilities that could be incorporated into an annual evaluation without being a specific-year goal.

As an alternative, the annual Board self-evaluation could be split into two sections:

1. Evaluation of ongoing Board Duties & Responsibilities, per BP 2200, or those found in the current self-evaluation, and
2. Evaluation of specific and measurable goals, mostly in support of College priorities for 2015.

### **Board Duties & Responsibilities (BP 2200):**

The Board is committed to fulfilling its responsibilities to:

1. Represent the public interest.
2. Establish policies for current and long-range academic and facilities plans and programs that are consistent with the institutional mission and promote orderly growth and development of the College.
3. Hire and evaluate the Superintendent/President.
4. Delegate power and authority to the Superintendent/President to effectively manage the District.
5. Assure fiscal health and stability.
6. Monitor institutional performance and educational quality.
7. Advocate for the District.

### **2015 Board of Trustee Goals to Support College Initiatives**

It is recommended that the Board adopt the following goals for 2015:

- I. College response to Accreditation findings and recommendations:
  - a. Review and discuss findings and recommendations from the ACCJC January 2015 meeting and team report.
  - b. Review annual report on Actionable Improvement Plans (from Accreditation Self-Evaluation).
  
- II. Implementation of Plans for Institutional Improvement:
  - a. Actively support the implementation of College plans and priorities, such as the Strategic Plan, Master Plan, Enrollment Management Plan, Student Success & Support Program (SSSP) Plan, and Student Equity Plan.
  - b. Liaise frequently and responsibly with District communities.
  
- III. Selection and hiring of new Superintendent/President:
  - a. Develop a procedure for new CEO selection.

## Board Policy 1600

## Full Inclusion of People with Disabilities

The District is committed to the full inclusion of, and effective communication with, people with disabilities

It is the responsibility of all employees and designees of the District to become familiar with their role, and actively practice methods for ~~in~~ achieving universal access and effective communication. Procedures ~~will~~ shall ~~be developed that specify~~ relevant standards and guidelines for areas that include, but are not limited to, communication, purchasing, electronic and information technology, and physical access. ~~the standards for publication of alternative formats and guidelines for designing, creating, purchasing, and disseminating materials utilized in communicating to the community we serve. Employees and designees of the District who are delegated the responsibility for designing information and services to achieve universal accessibility are required to become familiar with and utilize these guidelines and procedures.~~

### Reference:

El Camino College Board Policy 3410, 3420, 7100

California Government Code Section 11135

California Education Code Sections 66250, 72010

Title 5, California Code of Regulations, Section 53000

Title 5, California Code of Regulations, Section 59300 et seq.

Federal Code Title 34

Title 36 ~~CFT~~ CFR Part 1194

Public Law 104-197 (Chafee Amendment)

California Education Code, Section 67302 (~~added by passing of California Assembly Bill 422, 1999~~)

Rehabilitation Act 1973 inclusive of Section 504 and 508 (29 U.S.C. 794d)

Title II, Americans with Disabilities Act, 1990

Title II, Americans with Disabilities Amendment Act, 2008

El Camino College

Adopted: January 20, 2004



## Board Policy 2110

## Vacancies on the Board

Vacancies on the Board may be caused by any of the events specified in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by EC 5090.

Within sixty (60) days of the vacancy or filing of a deferred resignation, the Board shall determine whether to order an election or make a provisional appointment to fill the vacancy.

There shall be no special election or appointment to fill a vacancy on a governing board if the vacancy occurs within four months of the end of the term of that position. (Ed Code 5093.(a))

If an election is ordered, it shall be held on the next regular election date no less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in EC 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the board members at a public meeting.

The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

### Reference:

Education Code Sections 5090, et seq. California Education Code Sections: 5090, 5091 (a-g), 5092, 5093 (a-c), 5094, 5095  
Government Code Sections 1780 (a-h)

El Camino College  
Adopted: 1/16/01

Replaces Board Policy # 9347

## Board Policy 2200

## Board Duties and Responsibilities

The Board of Trustees governs on behalf of the citizens of the El Camino Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

1. Represent the public interest.
2. Establish policies for current and long-range academic and facilities plans and programs that are consistent with the institutional mission and promote orderly growth and development of the College.
3. Hire and evaluate the Superintendent/President.
4. Delegate power and authority to the Superintendent/President to effectively manage the District.
5. Assure fiscal health and stability.
6. Monitor institutional performance and educational quality.
7. Advocate for the District.

Reference:

Accreditation Standard IV.B.1.d

El Camino College  
Adopted: 12/17/12

## Board Policy 2220

## Committees of the Board

The Board may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the ~~California Public Meetings~~Brown Act and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board and do not have authority that may lawfully be exercised by the Board itself, are not required to comply with the ~~California Public Meetings~~Brown Act, or with these policies regarding open meetings.

Board committees have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

The Board has established the Citizens' Bond Oversight Committee in accordance with the mandates outlined in Proposition 39.

Reference:

Government Code Section 54952

El Camino College  
Adopted: 1/16/01

## Board Policy 2305

## Annual Organizational Meeting

| The annual organizational meeting of the Board will be held in December. The purpose of the annual organizational meeting is to elect a president, a vice president and a secretary, and to conduct any other business as required by law or determined by the Board.

### Reference:

Education Code Section 72000(c)(2)(A)

El Camino College  
Adopted: 1/16/01

Replaces Board Policy # 9410

## Board Policy 2310

## Regular Meetings of the Board

Regular meetings of the Board shall be held on the third Monday of each month. Regular meetings of the Board shall normally be held in the Board Room in the Administration Building at El Camino College, 16007 Crenshaw Boulevard, Torrance, CA 90506.

A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.

All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.

All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise ~~and~~ comply with Brown Act provisions, except as required or permitted by law.

### Reference:

Education Code Section 72000(d)

Government Code Sections 54952.2, 54953 et seq., and 54961

El Camino College

Adopted: 1/16/01

Replaces Board Policy # 9341

## Board Policy 2315

## Closed Sessions

Closed sessions of the Board shall only be held as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code and California Education Code. Matters discussed in closed session may include:

1. The appointment, employment, evaluation of performance, discipline or dismissal of a public employee;
2. Advice of counsel on pending litigation, as defined by law;
3. Consideration of tort liability claims as part of the district's membership in any joint powers agency formed for purposes of insurance pooling;
4. Real property transactions;
5. Threats to public security;
6. Review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator;
7. Discussion of student disciplinary action, with final action taken in public;
8. Conferring of honorary degrees;
9. Consideration of gifts from a donor who wishes to remain anonymous;
10. Charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. The employee shall be given at least twenty-four (24) hours written notice of the closed session;
- ~~10-11.~~ Consideration of its response to a confidential final draft audit report from the Bureau of State Audits.-

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote of every member present.

All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.

If any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the Superintendent/President. Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The employee shall be given at least twenty-four (24) hours written notice of the closed session, and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

Reference: Government Code Sections 54956.8, 54956.9, 54957, 54957.6;—, and  
11125.4

Education Code Section 72122

El Camino College

Adopted: 1/16/01

## Board Policy 2320

## Special and Emergency Meetings

Special meetings may from time to time be called by the President of the Board or by a majority of the members of the Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting, and shall be noticed in accordance with Brown Act requirements. No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety. No closed session shall be conducted during an emergency meeting-, except as provided for in the Brown Act to discuss a dire emergency.

The Superintendent/President shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

### Reference:

Government Code Sections 54956, 54956.5, and 54957 ;  
Education Code Section 72129

El Camino College  
Adopted: 1/16/01



## Board Policy 2330

## Quorum and Voting

A quorum of the Board shall consist of three members.

The Board shall act by majority vote of all of the membership of the Board, except as noted below.

No action shall be taken by secret ballot. The Board will publicly report any action taken in open session and the vote or abstention of each individual member present.

The following actions require a two-thirds majority of all members of the Board:

1. Resolution of intention to sell or lease real property (except where a unanimous vote is required);
2. Resolution of intention to dedicate or convey an easement;
3. Resolution authorizing and directing the execution and delivery of a deed;
4. Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
5. Appropriation of funds from an undistributed reserve;
6. Resolution to condemn real property.

The following actions require a unanimous vote of all members of the Board:

1. Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district;
2. Resolution authorizing lease of District property under a lease for the production of gas.

Reference:

Education Code Section 72000(d)(3), 81310 et seq., 81365, 81511, and 81432;  
Government Code Sections 53094 and 54950 et seq.;  
Code of Civil Procedure Section 1245.240

El Camino College  
Adopted: 1/16/01

## **Board Policy 2510**

## **Participation in Local Decision Making**

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

### **Academic Senate(s)** (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

**Staff** (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

**Students** (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a “significant effect on students” include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;

7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

- Education Code Section 70902(b)(7);
- Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students),
- Accreditation Standard IV.A and IV.D.7

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07