



**El Camino College  
College Council  
Monday, November 20, 2017  
1:30 – 2:30 p.m.  
Library 202**

**College Council Purpose Statement:**

To facilitate communication and serve as a forum to exchange information that affects the college community.

**Strategic Initiative C - Collaboration:**

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

**Members:**

|                           |                |                  |
|---------------------------|----------------|------------------|
| Kristie Daniel-DiGregorio | Dena Maloney   | Jean Shankweiler |
| Brian Fahnestock          | Jane Miyashiro | Erika Solorzano  |
| Irene Graff               | Ross Miyashiro | Debbie Turano    |
| Chris Halligan            | Susan Pickens  | Tiffany Ushijima |
| Chris Jeffries            |                |                  |

**Alternate Members/Support:**

Heather Parnock – Support  
David McPatchell – Alternate

**Agenda:**

- |   |              |              |
|---|--------------|--------------|
| 1. Approval of Minutes from November 6, 2017 (Attached)     | All          | (5 minutes)  |
| 2. Board Agenda Review                                      | all          | (15 minutes) |
| 3. Non-Discrimination Statement Recommended Revisions       | Ishikawa     | (10 minutes) |
| 4. Guided Pathways Assessment Review                        | Jiménez      | (10 minutes) |
| 5. Update on Compton Transition Plan                        | Halligan     | (10 minutes) |
| 6. IEPI PRT Request   | R. Miyashiro | (10 minutes) |
| 7. Future Meeting Dates: Mondays at 1:30 p.m. (Library 202) | Maloney      | (5 minutes)  |
| a. December 4, 2017   |              |              |
| b. December 18, 2017  |              |              |
| 8. Other  |              |              |

## 9. Adjournment

### 2017/18 College Council Goals

- 1) Conduct an annual evaluation of college-wide progress on Strategic Initiative C.
- 2) Implement the timeline for the development and completion of legally-required policies.
- 3) Participate in regular updates regarding El Camino College and Compton College transition planning.
- 4) Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College.
- 5) Review and share data received as part of the community and college perceptions study which will inform the development of the next Strategic Plan.
- 6) Review and endorse college-wide plans such as the Guided Pathways Plan, the Integration Plan for BSI/SSSP/SEP, Enrollment Management Plan, and other plans.

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting – November 6, 2017

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

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Kristie Daniel-DiGregorio, Brian Fahnestock, Irene Graff, Chris Jeffries, Dena Maloney, Jane Miyashiro, Ross Miyashiro, Susan Pickens, Jean Shankweiler, Debbie Turano, Tiffany Ushijima

Alternates/Support/Guests: César Jiménez, Jaynie Ishikawa, Beth Katz, David McPatchell

1. Minutes – October 16, 2017: Approved as amended.  
Periods were added to the end of each goal statement.
2. “Revised” Summer Calendar: Jean Shankweiler presented the “Revised” Summer Calendar for College Council review. The El Camino College Calendar Committee is recommending adding a second, six-weeks summer session for summer 2018. The addition of the second six-week session will provide a later start date to coincide with the ending dates of the neighboring high schools. The later start date would serve to increase enrollment and improve access to higher education in the district. College Council members approved the revised summer calendar as presented. The calendar will go to the Board at the November 20, 2017 meeting.
3. Compton Quality Focus Essay (QFE) Second Reading: There have not been any significant changes since the first reading at College Council. Kristie Daniel-DiGregorio contacted Chris Halligan to amend by adding the Academic Senate in the process. Kristie will follow-up with Chris. College Council members approved the QFE as presented.
4. Non-Discrimination Statement Recommended Revisions: Jaynie Ishikawa presented her recommended revisions to the Non-Discrimination statements. College Council approved the revisions with the following changes:
  - a. Change the s/he to “they”
  - b. Add the following statement at the end of the protected classes listings: “as required by State and Federal law”

Jaynie will make these changes and bring back the statements to College Council for a final review.

5. Legally Required BP/AP's listing and BP/AP College Council report were distributed for review. The goal is to get these through the process so that they are update and current as we work on our self-evaluation report. We will start working on these at the December College Council meetings.
6. Presentation on SSP/SE/BSI Integrated Plan: César Jiménez and Beth Katz gave a presentation on SSP/SE/BSI Integrated Plan. The presentation is posted [here](#).
7. Presentation from CUE (Center for Urban Education): Jane Miyashiro gave a presentation on CEU. The presentation is posted [here](#).
8. Future Meeting Dates/Agendas: Mondays at 1:30 p.m. in Library 202
  - a. November 20, 2017
    - i. Board Agenda Review
    - ii. Guided Pathways Assessment Review (César Jiménez)
    - iii. Update on Compton Transition Plan (Chris Halligan)
    - iv. IEPI PRT Request (Ross Miyashiro)
    - v. Final Review of the Non-Discrimination Statement (Jaynie Ishikawa)
  - b. December 4, 2017
    - i. Enrollment Management Report
    - ii. Strategic Planning Committee Workplan and Process
    - iii. Bridging Study
    - iv. Climate Survey
  - c. December 18, 2017
    - i. Board Agenda Review
    - ii. Board Policies and Administrative Procedure Reviews
      1. BP 3501 - Campus Security and Access (Brian)
      2. AP 3501 - Campus Security and Access (Brian)
      3. AP 3516 - Registered Sex Offender (Brian)
      4. BP 3518 - Child Abuse Reporting (Brian)
      5. AB 3518 - Child Abuse Reporting (Brian)

## Board Policy 3410

## Nondiscrimination

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to

actual or perceived race, color, ancestry, national origin, religion, **creed**, age (**over 40**), disability (mental or physical), **sex**, gender (including pregnancy and **childbirth**), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, **military and veteran status, or retaliation; or on any other basis as required by state and federal law**

~~national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.~~

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of

actual or perceived race, color, ancestry, national origin, religion, **creed**, age (**over 40**), disability (mental or physical), **sex**, gender (including pregnancy and **childbirth**), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, **military and veteran status, or retaliation; or on any other basis as required by state and federal law**

~~national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.~~

See Administrative Procedure #3410.

## Administrative Procedure 3410

## Nondiscrimination

### Education Programs

The District shall provide access to its services, classes and programs without regard to

actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law

~~, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.~~

All courses, including noncredit classes, shall be conducted without regard to ~~the gender of the student enrolled in the classes~~any of the foregoing perceived or actual characteristics.

As defined in the Penal Code, "gender"~~means sex, and~~ includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of any of the foregoing perceived or actual characteristics.~~gender.~~

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of any of the foregoing perceived or actual characteristics.~~gender.~~

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to ~~male and female students~~students of any gender.

## Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of

actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

~~race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran.~~

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

## LONG-FORM STATEMENT

The long-form statement can be found on my office website:

<http://www.elcamino.edu/administration/hr/diversity/notice-of-non-discrimination.asp> and in the Course Catalog, and is based on the requirements set forth from OCR pursuant to Title IX.

The policy of the El Camino Community College District is, in part, to provide an educational and employment environment in which no person shall be unlawfully denied admission, access or benefit to, nor employment in any program or activity that is administered, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law, including race, color, national origin, sex (including sexual harassment), gender, disability, and age as required by Title VI, Title IX, Section 504, the *Age Discrimination Act*.

Employees, students or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline up to and including expulsion or termination. Any retaliation against a person for filing a discrimination charge or making a discrimination complaint is prohibited.

The District has identified the Director of Staff & Student Diversity as the designated responsible employee for receiving all complaints of discrimination, harassment and retaliation and the designated coordinator under applicable federal law, including the ADA/Section 504, Title IX and the Age Discrimination Act. Inquiries regarding compliance with these statutes, and complaints may be directed to...

## SHORT-FORM STATEMENT

There are at least two versions of the short-form statement that are used on ECC emails/flyers promoting events sponsored by this office, class schedule, as well as all job announcements.



Version 1: The El Camino Community College District provides equal employment opportunities to all qualified employees and applicants for employment without regard to race, color, religion, sex (including pregnancy, gender identity or sexual orientation), national origin, age, disability, or veteran status.

Version 2: The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.

Recommendation to use one short-form statement, and amend it as follows:

The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

## RELATED BOARD POLICIES & PROCEDURES

### Board Policy 3430

### Prohibition of Harassment

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law ~~race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or because he or she is perceived to any of the foregoing characteristics.~~

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student~~s~~ or employee~~s~~ who believes that ~~he or she has~~ they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3430. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes mandated education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.  
See Administrative Procedure #3430.

## Administrative Procedure 3430

## Prohibition of Harassment

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member, student, third party, or vendor within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, in District vehicles, or at a class or training program sponsored by the District at an off-campus location.

### Definitions

**General Harassment:** Harassment based on actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law, ~~race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has any of these characteristics is illegal and~~ violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also

includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status.

Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

**Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or

4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. The harassment may impact more than one individual. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples:** Harassment includes, but is not limited to the following misconduct:

1. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
2. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.
3. **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not

limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

4. **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

### **Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

### **Reporting:**

The District designates the Office of Staff and Student Diversity as the area primarily responsible for the administration of this procedure. Individuals alleging incidents of unlawful harassment or those who become aware of unlawful harassment may contact the



Director of Staff and Student Diversity to initiate the submission of a formal or informal complaint.

## Board Policy 3540

## Sexual and Gender-Based Misconduct

Any sexual ~~assault~~ or gender-based misconduct ~~or physical abuse~~, including but not limited to sexual assault (such as rape), ~~sexual violence~~, sexual harassment, domestic violence, dating violence, and stalking, ~~as defined by California law~~, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, 67386, and 34 Code of Federal Regulations Section 668.46 and be made widely available to students through the District's website and other means.

## Administrative Procedure 3540

## Sexual and Gender-Based Misconduct

Any sexual and gender-based misconduct ~~or physical abuse~~, including, but not limited to sexual assault (such as rape), dating violence, domestic violence, and stalking, ~~as defined by California law~~, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" ~~means-refers to~~ violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" refers to abuse or threats of abuse when the person being abused and the abuser are or have been in an intimate relationship (married or domestic partners, are dating or used to date, live or lived together, or have a child together). ~~includes felony or misdemeanor crimes of violence committed by:~~  
~~a current or former spouse of the victim;~~  
~~a person with whom the victim shares a child in common;~~  
~~a person who is cohabitating with or has cohabitated with the victim as a spouse;~~  
~~a person similarly situated to a spouse of the victim under California law; or~~  
~~any other person against an adult or youth victim who is protected from that person's acts under California law.~~

"Stalking" ~~means-refers to~~ engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

"Affirmative consent" ~~means-refers to~~ affirmative, conscious, and voluntary agreement to engage in sexual activity.

It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of

protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time.

The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

This procedure, in addition to the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, are designed to ensure victims of sexual or gender-based misconduct receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students and employees who allege they are the victims of sexual and gender-based misconduct shall be provided with information regarding options and assistance available to them. Information shall be available from the Office of Staff & Student Diversity, which shall maintain discretion and confidentiality, to the extent possible, regarding the identity and other information about alleged sexual assault victims.

The Title IX Coordinator shall make available to alleged victims of sexual or gender-based misconduct the following:

3. A copy of the District's policy and procedures regarding sexual or gender-based misconduct;
4. Information about the victim's option to:
  - notify proper law enforcement authorities, including on-campus and local police;
  - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - decline to notify such authorities;
5. A description of available services and resources, regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Services and resources may include:
  - transportation to a hospital by Campus Police, if necessary;
  - counseling by a Student Health Center psychologist or referral to a counseling center;
  - notice to applicable law enforcement, if desired;
  - assistance with the disciplinary process by the District Disciplinary Officer;
  - information about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance and remedies, and other services for victims by the Title IX Coordinator;
6. Information about the importance of preserving evidence and the identification and location of witnesses to prove a criminal offense;
7. Information about the following procedures:
  - Criminal prosecution;

- Civil prosecution;
- District disciplinary procedures for students and employees;
- Academic accommodations, if necessary.

The District shall investigate all complaints alleging sexual and gender-based misconduct under the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, regardless of whether a complaint is filed with local law enforcement. These procedures can be found at the Office of Staff and Student Diversity and on the District's website.

Using a preponderance of evidence standard, investigation refers to the fact-finding process the District uses to determine whether it is more likely than not that sexual and gender-based conduct occurred; and shall be adequate, reliable, impartial, and prompt and include the opportunity for both alleged victims and accused to present witnesses and other evidence.

The District shall maintain discretion and confidentiality, to its best ability, amongst the parties involved (including the alleged victim, alleged assailant, witness, or third-party reporter of sexual or gender-based misconduct), unless the parties specifically state otherwise. All inquiries from reporters or other media representatives about alleged incidents of sexual and gender-based misconduct shall be referred to the District's Office of Public Relations, which shall work with the Office of Staff & Student Diversity to assure that any applicable confidentiality and privacy rights are maintained.

All alleged victims and assailants shall be kept informed, through the Office of Staff & Student Diversity of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeals. Alleged victims of sexual or gender-based misconduct are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

Based on its investigative findings, the District may impose sanctions following a determination by a District disciplinary proceeding regarding sexual and gender-based misconduct. Such disciplinary proceedings shall provide prompt, fair, and impartial resolution, where both the accuser and accused are entitled the same opportunities for an advisor and to present witnesses and other evidence.

Additionally, the Annual Security Report ("ASR") issued by the District shall include a statement regarding the District's programs to prevent sexual or gender-based misconduct and procedures that should be

followed after an incident of sexual or gender-based misconduct has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The ASR shall be published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and all other applicable state and federal laws.

## **Education and Prevention Information**

The Title IX Coordinator shall:

1. Provide education and prevention information about sexual or gender-based misconduct. The information shall include the District's sexual and gender-based misconduct policy and prevention strategies including awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
2. Post sexual violence prevention and education information on the campus internet website regarding sexual and gender-based misconduct.

## **Board Policy 3410**

## **Nondiscrimination**

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

See Administrative Procedure #3410.



## **Administrative Procedure 3410**

## **Nondiscrimination**

### **Education Programs**

The District shall provide access to its services, classes and programs without regard to actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

All courses, including noncredit classes, shall be conducted without regard to any of the foregoing perceived or actual characteristics. As defined in the Penal Code, "gender includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of any of the foregoing perceived or actual characteristics..

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of any of the foregoing perceived or actual characteristics.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to students of any gender.

## **Employment**

The District shall provide equal employment opportunities to all applicants and employees regardless of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

### LONG-FORM STATEMENT

The long-form statement can be found on my office website: <http://www.elcamino.edu/administration/hr/diversity/notice-of-non-discrimination.asp> and in the Course Catalog, and is based on the requirements set forth from OCR pursuant to Title IX.

The policy of the El Camino Community College District is, in part, to provide an educational and employment environment in which no person shall be unlawfully denied admission, access or benefit to, nor employment in any program or activity that is administered, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law, including Title VI, Title IX, Section 504, the *Age Discrimination Act*.

Employees, students or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline up to and including expulsion or termination. Any retaliation against a person for filing a discrimination charge or making a discrimination complaint is prohibited.

The District has identified the Director of Staff & Student Diversity as the designated responsible employee for receiving all complaints of discrimination, harassment and retaliation and the designated coordinator under applicable federal law, including the ADA/Section 504, Title IX and the Age Discrimination Act. Inquiries regarding compliance with these statutes, and complaints may be directed to...

### SHORT-FORM STATEMENT

There are at least two versions of the short-form statement that are used on ECC emails/flyers promoting events sponsored by this office, class schedule, as well as all job announcements.

Version 1: The El Camino Community College District provides equal employment opportunities to all qualified employees and applicants for employment without regard to race, color, religion, sex (including pregnancy, gender identity or sexual orientation), national origin, age, disability, or veteran status.

Version 2: The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.

Recommendation to use one short-form statement, and amend it as follows:

The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

## **RELATED BOARD POLICIES & PROCEDURES**

### **Board Policy 3430**

### **Prohibition of Harassment**

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law..

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any students or employees who believe that they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3430. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes mandated education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.  
See Administrative Procedure #3430.

## **Administrative Procedure 3430**

## **Prohibition of Harassment**

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member, student, third party, or vendor within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, in District vehicles, or at a class or training program sponsored by the District at an off-campus location.

### **Definitions**

**General Harassment:** Harassment based on actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law, violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status.

Physical sexual harassment includes acts of sexual violence, such as rape, sexual

assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

**Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.



This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. The harassment may impact more than one individual. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples:** Harassment includes, but is not limited to the following misconduct:

1. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
2. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.
3. **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not

limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

4. **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

### **Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

### **Reporting:**

The District designates the Office of Staff and Student Diversity as the area primarily responsible for the administration of this procedure. Individuals alleging incidents of unlawful harassment or those who become aware of unlawful harassment may contact the

Director of Staff and Student Diversity to initiate the submission of a formal or informal complaint.

## **Board Policy 3540**

## **Sexual and Gender-Based Misconduct**

Any sexual or gender-based misconduct, including but not limited to sexual assault (such as rape), sexual harassment, domestic violence, dating violence, and stalking, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, 67386, and 34 Code of Federal Regulations Section 668.46 and be made widely available to students through the District's website and other means.

## **Administrative Procedure 3540**

## **Sexual and Gender-Based Misconduct**

Any sexual and gender-based misconduct, including, but not limited to sexual assault (such as rape), dating violence, domestic violence, and stalking, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" refers to abuse or threats of abuse when the person being abused and the abuser are or have been in an intimate relationship (married or domestic partners, are dating or used to date, live or lived together, or have a child together).

"Stalking" refers to engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

"Affirmative consent" refers to affirmative, conscious, and voluntary agreement to engage in sexual activity.

It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time.

The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

This procedure, in addition to the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, are designed to ensure

victims of sexual or gender-based misconduct receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students and employees who allege they are the victims of sexual and gender-based misconduct shall be provided with information regarding options and assistance available to them. Information shall be available from the Office of Staff & Student Diversity, which shall maintain discretion and confidentiality, to the extent possible, regarding the identity and other information about alleged sexual assault victims.

The Title IX Coordinator shall make available to alleged victims of sexual or gender-based misconduct the following:

3. A copy of the District's policy and procedures regarding sexual or gender-based misconduct;
4. Information about the victim's option to:
  - notify proper law enforcement authorities, including on-campus and local police;
  - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - decline to notify such authorities;
5. A description of available services and resources, regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Services and resources may include:
  - transportation to a hospital by Campus Police, if necessary;
  - counseling by a Student Health Center psychologist or referral to a counseling center;
  - notice to applicable law enforcement, if desired;
  - assistance with the disciplinary process by the District Disciplinary Officer;
  - information about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance and remedies, and other services for victims by the Title IX Coordinator;
6. Information about the importance of preserving evidence and the identification and location of witnesses to prove a criminal offense;
7. Information about the following procedures:
  - Criminal prosecution;
  - Civil prosecution;
  - District disciplinary procedures for students and employees;
  - Academic accommodations, if necessary.

The District shall investigate all complaints alleging sexual and gender-based misconduct under the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, regardless of whether a complaint is filed with local law enforcement. These procedures can be found at the Office of Staff and Student Diversity and on the District's website.

Using a preponderance of evidence standard, investigation refers to the fact-finding process the District uses to determine whether it is more likely than not that sexual and gender-based conduct occurred; and shall be adequate, reliable, impartial, and prompt and include the opportunity for both alleged victims and accused to present witnesses and other evidence.

The District shall maintain discretion and confidentiality, to its best ability, amongst the parties involved (including the alleged victim, alleged assailant, witness, or third-party reporter of sexual or gender-based misconduct), unless the parties specifically state otherwise. All inquiries from reporters or other media representatives about alleged incidents of sexual and gender-based misconduct shall be referred to the District's Office of Public Relations, which shall work with the Office of Staff & Student Diversity to assure that any applicable confidentiality and privacy rights are maintained.

All alleged victims and assailants shall be kept informed, through the Office of Staff & Student Diversity of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeals. Alleged victims of sexual or gender-based misconduct are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

Based on its investigative findings, the District may impose sanctions following a determination by a District disciplinary proceeding regarding sexual and gender-based misconduct. Such disciplinary proceedings shall provide prompt, fair, and impartial resolution, where both the accuser and accused are entitled the same opportunities for an advisor and to present witnesses and other evidence.

Additionally, the Annual Security Report ("ASR") issued by the District shall include a statement regarding the District's programs to prevent sexual or gender-based misconduct and procedures that should be

followed after an incident of sexual or gender-based misconduct has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The ASR shall be published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and all other applicable state and federal laws.

## **Education and Prevention Information**

The Title IX Coordinator shall:

1. Provide education and prevention information about sexual or gender-based misconduct. The information shall include the District's sexual and gender-based misconduct policy and prevention strategies including awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
2. Post sexual violence prevention and education information on the campus internet website regarding sexual and gender-based misconduct.



**COMPTON CCD/EL CAMINO CCD**  
**2016-2021 PARTNERSHIP TRANSITION PLAN**

| <b>Focused Area</b>                  | <b>2016-2017</b>   | <b>2017-2018</b>  | <b>2018-2019</b>   | <b>2019-2020</b>   | <b>2020-2021</b> |
|--------------------------------------|--|---|--|--|------------------|
| <p><b>Partnership Transition</b></p> | <p>Request and received approval for transition funding from the State of California in the amount of \$11.3 million to Compton Community College District.</p> <p>Accept Fiscal Crisis Management Assistance Team management letter recommendations as it relates to the \$11.3 million transition funding. Status Report: Compton District Board Accepted recommendations at their June 20, 2017, board meeting.</p> | <p>Initial planning meeting for Compton College separation from El Camino Community College District. Status Report: Meeting scheduled for Tuesday, July 11, 2017.</p> <p>Transition committees established and meet throughout the 2017-2018 year</p> <p>California Community College Board of Governors resolution recognizing Compton College as the 114<sup>th</sup> California Community College – July 17, 2017</p> <p>AB 1299- Compton Community College District – 75/25 and 50% law protection</p> <p>Outsource scanning of the Compton Center and Compton College records from fall 2006 through December 31, 2017 – Need funding</p> | <p>Compton College fall/spring registration available – spring 2019</p> <p>Continue with transition meetings throughout the 2018-2019 year.</p> <p>Submit Substantive Change Proposal – Change of Control to ACCJC by August 1, 2018</p> <p>California Community College Board of Governors resolution recognizing Compton College as a college under the authority of Compton Community College District in spring 2019.</p> <p>Partnership with El Camino Community College District ends prior to summer session 2019</p> | <p>Compton College opens under the authority of Compton CCD – prior to Summer Session 2019</p> |                  |

|                               |  |  |   |  |   |
|-------------------------------|--|--|---|--|---|
|                               |  | Prepare Substantive Change Proposal – Change of Control  |   |  |   |
| <b>Admissions and Records</b> |  | <p>In the middle of the application cycle for Fall 2017 Compton received accreditation as a college. The CCCApply application remains separate. Application material on the Compton web and corresponding letters and emails must reflect the change at a certain point.</p> <p>Academic transcripts for student work completed between Fall 2006 and Spring 2019 inclusive will continue to be issued by El Camino College. In Spring 2018 Compton College should complete the layout, legend, and overall desired output of its official and unofficial academic transcripts. Also, a decision needs to be made if transcripts will be 1) printed in house or via a vendor and 2) mailed from Compton College or a vendor.</p> <p>The Compton Center should have a protocol in place for verification of enrollment for all Compton students</p> | <p>Compton College CC Apply Application Available</p> <p>If Compton College decides to contract with a vendor for official transcripts, then in the Fall 2018 term Compton should select a vendor. All data elements, specifications, and desired electronic and paper output must be included in the contract. By the Spring 2019 semester, implementation by the vendor must occur with Compton’s A&amp;R and ITS department’s alpha and beta testing both the paper and electronic transcripts.</p> <p>Compton College should establish a protocol to verify student academic records that are 1) pre August 2006 and post</p> | <p>Effective Summer 2019, Compton College is able to issue official and unofficial academic transcripts in both paper and electronic formats.</p> <p>In Spring 2019 Compton College will need to contract with a vendor for verifications of enrollment.</p> | <p>Compton Center CCCApply Application has been and continues to be available online.</p> <p>Academic transcripts are issued by El Camino College.</p> <p>Verifications of Enrollment</p> |
|                               | International Student Program is currently offered through El Camino College |  |   |  |   |

|  |  |   |   |   |  |
|--|--|---|---|---|--|
|  |  | <p>enrolled in the old Compton College courses (pre August 2006).</p> <p>Degrees and Certificates will continue to be awarded under El Camino College until Summer 2019.</p> <p>The Compton Center continues to maintain all course section records: rosters, etc.</p> <p>The existing El Camino College policy and procedure will continue</p> | <p>Spring 2019. Unless already in place, training should take place for primary and secondary personnel to perform the verification duty.</p> <p>By the end of Spring 2018 Compton College should have a task force in place to recommend the “look and layout” of Compton College degrees and certificates. This would include the quality of paper, the font, the wording, coloring, desired signatures, logo, etc. In addition, consideration must be given whether Compton College will print its own degrees and certificates or contract with a vendor.</p> <p>A protocol is established between Compton and El Camino Colleges on the transfer of course section records from the Compton Center (from August 2006 through a designated date). Part of the protocol will be to account for missing records or documents.</p> <p>In 2018 a protocol between El Camino and Compton should be</p> | <p>If Compton College choses to contract with a vendor to print degrees and certificates, consideration should also be given to have the vendor mail them to students. The entire process of preparing for degrees and certificates, regardless through a vendor or in house, must be finalized by the end of Spring 2019. At the end of Summer 2019 Compton College shall be issuing degrees and certificates.</p> <p>Effective by no later than Summer 2019 El Camino College will be responsible for responding to subpoenas or other legal external requests (court orders, audits, research requests).</p> <p>Implementation of the protocol</p> | <p>Degrees and Certificates are awarded by El Camino College</p> <p>Records are currently kept separately on the two campuses.</p> <p>Grade Changes are processed separately by El Camino and Compton.</p> |
|--|--|---|---|---|--|

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  | <p>through the 2016-2017 academic year.</p> <p>In Spring 2018 a plan of action including target dates and steps should be completed to allow Compton College to certify veterans by Summer 2019.</p> | <p>established on a grade change process in the post-separation era. For example, in September 2019 a student challenges a grade taken at Compton in Fall 2018. The student has 18 months to challenge. Therefore, he/she is within the 18 month period. The separation is now official and the records are now with El Camino. However, the instructor of record is contracted with Compton College. A protocol and process must be established prior to the final separation.</p> <p>In Fall 2018 preliminary contact with both the federal and state veterans agencies. This will be an initial authorization to offer veterans services and classes, not a re-authorization. Therefore, all the requirements will need to be documented and met. During Fall 2018 the research and data required by the government agencies must be collected and prepared.</p> | <p>In early Spring 2019 the request for authorization to offer classes and services to veterans must be sent to the agencies. If the agencies allow for earlier submittal (Fall 2018), that should be considered. In person visits by the agencies may be required before the granting of authorization.</p> | <p>Veterans Services are sanctioned for El Camino College with Compton as its Center.</p> |
|--|--|--|---|--|---|

|                         |   |   |  |   |  |
|-------------------------|---|---|--|---|--|
|                         |   | The relationship and format of the International Student Program between El Camino and Compton should not change in this year.  | Spring 2019 will be the last semester in which an El Camino F-1 student can take classes at Compton. It is advised that Compton. Effective Summer 2019 F-1 or other related visa students will not be able to attend Compton.  | During the 2019-2020 academic year Compton College should begin the process of applying for certification to offer F-1 students courses. The target first term should be Fall 2020.             | International Student Program is currently offered through El Camino College |
| <b>Academic Affairs</b> | <p>Developed the position of Curriculum Analyst.</p> <p>Worked with the Academic Senate to establish a process for curriculum. Developed a curriculum handbook, established the parameters of the curriculum committee and elected a curriculum chair.</p> <p>Purchased and started setting up a curriculum management system – CurricUNET META</p> | <p>Hire a Curriculum Analyst by October 2017.</p> <p>Establish and train the Compton College Curriculum Committee.</p> <p>Divisions will identify the programs and courses that will be copied from ECC to serve as the foundation of Compton’s curriculum.</p> <p>Go live on CurricUNET META by January 2018</p> <p>Establish curriculum review timelines.</p> <p>Begin the process of developing a college catalog for Compton.</p> <p>Work with the College to evaluate and select a student information system to meet the needs of the college</p> | <p>Curriculum committee will begin to review new course proposals and course reviews.</p> <p>Establish schedule development timelines.</p> <p>Implement a calendar committee.</p> <p>Establish the processes necessary to clean up the curriculum inventory at the Chancellor’s Office.</p> <p>Spring 2019 – publish 2019-20 Compton College Catalog</p> <p>Develop the appropriate processes for 320, FON, MIS and enrollment reports and determine office responsible.</p> <p>Establish course management system for distance education – CANVAS</p> | <p>Fully independent academic operations.</p> <p>Nursing contingency plan in the event BRN does not approve separation – enter a contractual agreement with ECC to operate nursing program.</p> |  |

|                         |  |   |  |  |   |
|-------------------------|--|---|--|--|---|
|                         |  | <p>Determine subscriptions/software needs for the academic programs.</p> <p>Hire a Manager of Institutional Research for Compton College.</p>   | <p>Form a distance education advisory committee</p> <p>Faculty Contracts</p> <p>Evaluate status of nursing transition</p>  |  |   |
| <b>Student Services</b> |  | <p>(ITS&amp; SS) ERP (Enterprise Resource Planning) - Banner, Colleague, Peoplesoft?<br/>By Oct. 2017 – decide on ERP and initiate contract process;</p> <p>By Summer 2018: Contract in place, roles and permissions, curriculum (comprehensive – rules, course description, load), in system – 1 year (so we can PPA for Financial aid and start building summer 2019 schedule)</p> <p>Organization/structure<br/>Create a 3 year staffing grid/timeline; develop reporting structure in Student Services, reporting for curriculum, articulation, ITS, etc.; examine 50% law; tiered leads for transition planning and ongoing operations; compliance. Decide by December 2017.</p> | <p>Board Policy and Procedure review<br/>Determine which BP/AP need to be revised or drafted (both ECC and CC); create timeline for updates by July 2018.</p> <p>(A&amp;R) Establish a Veterans Program (VRC).</p> <p>Start process Spring 2018.</p> <p>(ITS &amp; SS) Establish a Student Portal</p> <p>Change Management /surviving and thriving through the process Ongoing.</p> <p>Develop a plan to handle Title 9.</p> | <p>MIS Reporting &amp; Audits (SSSP and categorical-SRC, EOPS/CARE, CalWORKs, Student Equity). Must decide ERP system; map and align contacts to MIS data element dictionary, align in system and train staff to input and report; QA – reports. To be in place by Summer 2019.</p> <p>Assessment testing determine staff and train by October 2018 (2019-2020 application open)</p> <p>Create post-separation protocols for all departments by Summer 2019. (A&amp;R Specifically-handling grade change requests, subpoenas, academic renewal, transcript requests, audits)</p> <p>A&amp;R processes - degrees, transcripts, application processing</p> | (Communications & SS)<br>TeachOut for students<br>Timeline--waves |

|                          |  |   |   |   |  |
|--------------------------|--|---|---|---|--|
|                          |  | <p>Articulation officer /designee to be added to continue pathways for transfer. Position to be filled after curriculum is agreed upon.</p> <p>(A&amp;R) Academic and Production calendar. Decide by Sept 2017 for the 2019-2020; determine timeline for CO approval;</p> <p>(Financial Aid) Establish CC PPA for financial aid by September 1 - phone calls; next steps determined by SIS selection</p> <p>(Communication &amp; SS) Student Communication keep our FTES, student and community informed</p> <p>Change Management /surviving and thriving through the process<br/>Ongoing</p> |   | <p>fall 2018 - accept applications for Summer 2019 start Oct. 2018. (Communications &amp; SS) TeachOut for students<br/>Timeline—waves</p> <p>(Communication &amp; SS) Student Communication keep our FTES, student and community informed</p> <p>Change Management /surviving and thriving through the process<br/>Ongoing</p> |  |
| <b>Business Services</b> |  | <p>Review Compton College existing Bookstore contract with El Camino College.</p> <p>Work with LACOE to implement PeopleSoft for Compton College Business Services and Human Resources.</p>   | <p>Summer 2018, issue a RFP for Bookstore services.</p> | <p>Open Bookstore separate from El Camino College.</p> <p>Implement PeopleSoft for Compton College Business Services and Human Resources.</p>   |  |

|                             |  |  |   |  |  |
|-----------------------------|--|--|---|--|--|
| <p><b>Communication</b></p> |  | <p>Compton College<br/>Community<br/>Relations/Foundation<br/>Director hired</p> <p>Casual employee clerical<br/>support hired</p> <p>Develop Transition<br/>timeline for transferring<br/>Community<br/>Relations/PRM<br/>responsibilities from ECC<br/>to CC Comm Rel Dept.<br/>Final transfer of duties no<br/>later than June 30, 2018.</p> <p>Review complete<br/>Transition Plan to identify<br/>Internal Communications<br/>vs. External<br/>Communications vs both<br/>for activities/tasks<br/>throughout the transition<br/>process</p> <p>Complete Compton<br/>College Communications<br/>Guide</p> <p>Conduct audit of CC<br/>website to determine<br/>pages that refer back to<br/>ECC website pages.</p> <p>Communicate Substantive<br/>Change Proposal<br/>submission</p> | <p>Develop protocols for<br/>depts./programs to use<br/>for internal<br/>communications<br/>throughout the transition<br/>process</p> <p>In conjunction with<br/>appropriate<br/>depts/programs, develop<br/>a timeline to<br/>transition all pages to<br/>CC website only</p> <p>Promote CC Veterans<br/>program</p> <p>Promote CC student<br/>portal</p> <p>Communicate status of<br/>CC nursing program</p> <p>Work with AA to<br/>publish a CC catalog for<br/>2019-20 – recommend 2<br/>year catalog</p> | <p>Develop degree template<br/>for CC degrees</p> <p>Communicate A&amp;R<br/>processes and changes<br/>from ECC to CC</p> <p>Communicate FA<br/>processes and changes<br/>from ECC to CC</p> | <p>With SS develop and<br/>communicate a teach out<br/>timeline for students</p> |
|-----------------------------|--|--|---|--|--|



|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <p><b>Financial Aid</b></p>                  |  | <p>Review and planning call with CCC Chancellors Office</p> <p>Conference call with Department of Ed to review steps required for Title IV participation</p> <p>Conference call with CSAC to review steps required for Cal Grant participation</p> <p>Develop detailed timeline/action plan with subcommittee</p> | <p>Certification training for CEO and FAO Director</p> <p>Submit application for participation in Title IV</p> <p>Submit application for participation in Cal Grant</p> <p>Apply for campus based funds</p> <p>Begin awarding students</p> <p>Enterprise system must be set up and functional prior to the awarding process. The awarding process should begin by January 2019</p> |   |   |
| <p><b>Information Technology Systems</b></p> |  | <p>Implement Compton.edu network with user accounts and MS Office365.</p> <p>Advertise RFP. Collect responses and select the vendor.</p> <p>Purchase Compton College Enterprise Resource Planning System.</p>   | <p>Complete system configuration and user training.</p> <p>Compton College ERP System available – October 2018</p> <p>Implement Canvas LMS. Acquire all academic and administrative software.</p>  | <p>Continue with user trainings. Optimize business processes.</p> <p>Project Glue – multiple interface between college systems and state systems.</p> | <p>Implement LACOE CGI Advanced financial, payroll, and HR systems.</p> |

|                |   |  |  |  |   |
|----------------|---|--|--|--|---|
|                |   | <p>Start system implementation and user training.</p> <p>Switch to LACOE financial on July 1, 2018.</p>  | <p>Implement network and system security.<br/>Install portal.</p> <p>Design and implement new <a href="http://www.compton.edu">www.compton.edu</a> website.</p>  |  |   |
| <b>Nursing</b> | <p>Operated a program of ECC Registered Nursing (RN) on Compton Center campus</p> <p>Managed by ECC Nursing Director with the help of an Assistant Director located at the Compton Center campus</p> <p>Taught ECC Registered Nursing (RN) curriculum</p> <p>Developed, submitted, and approved Certified Nursing Assistant/ Home Health Aide (CNA/HHA) curriculum by ECC Curriculum Committee</p> <p>Started the development of the Vocational Nursing (VN) curriculum</p> | <p>Operate a program of ECC Registered Nursing on Compton College campus</p> <p>Managed by ECC Nursing Director with the help of an Assistant Director located at the Compton College campus</p> <p>Teach ECC Registered Nursing curriculum</p> <p>Initiate programs and processes to ensure a continuous achievement of 75% NCLEX pass rate of Compton Registered Nursing graduates from 2016/17 and beyond.</p> <p>Ensure the nursing transition team/advisory committee meets once a month and is dedicated to reviewing and providing deliverable outcomes of nursing curriculum and RN/NCLEX program and examination readiness.</p> <p>Start pre-licensure activities with CA</p> | <p>Compton College Nursing Director implements strategies to improve program quality and NCLEX pass rates</p> <p>Work with a Nursing Consultant to examine areas in teaching structures that strengthen or weaken the student learning experience and environment.</p> <p>Work with a Nursing Consultant to identify positive nursing curriculum changes that will improve classroom and clinical learning experience in line with BRN guidelines and nursing program approval requirements.</p> <p>Work with a Nursing Consultant to establish pro-active measures relating to early intervention and/or remediation for students currently accepted into the nursing program</p> | <p>Fully independent Registered Nursing program at Compton College.</p> <p>Agreement with ECC to operate nursing program if 75% NCLEX pass rate is not achieved</p> <p>Start to offer Compton College VN program</p> | <p>CCCD is happy ever after as FTES skyrockets</p> <p>CCCD community is happy. They have the programs they have been longing for.</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>Department of Public Health to approve Compton College CNA/ Home Health Aide program</p> <p>Complete the development and approval of the Vocational Nursing curriculum by ECC Curriculum Committee</p> <p>Develop the job description and hire a Nursing Director for Compton College</p> | <p>Work with an NCLEX professional expert to ensure the NCLEX-RN testing of all students that completed the nursing program at Compton College from June 2016 to December 2017 and have not taken the BRN NCLEX Examination.</p> <p>Work with an NCLEX professional expert to increase NCLEX pass rates for first-time test taking students who completed the nursing program at the Compton College between June 2017 and December 2017.</p> <p>Work with an NCLEX professional expert to assist in scheduling BRN NCLEX testing for graduating students covering the period December 2017 to achieve testing within a 90-day window after graduation.</p> <p>Start pre-licensure activities with BVNPT for VN program</p> <p>Start to offer Compton College CNA/HHA program</p> |  |  |
|--|--|--|---|--|--|

|                        |   |   |   |   |   |
|------------------------|---|---|---|---|---|
| <b>Police Services</b> | Payroll-complete<br>Police Cadets<br>Investigations<br>EPCD<br>Cleary<br>Parking Machines<br>Emergency contact number<br>Property and evidence & establish another contract with the phoenix group for CCCD<br>Arrest and booking<br>LASD | Hire Police Chief<br>Compton College Police Department<br><br>Develop and implement plan to transfer police services from El Camino Community College District to Compton Community College District.<br><br>CCCD Board Resolution for Police Department.<br><br>MDC funding for 3 MDC/3 portable radios<br>Arbitrator systems and modems | Nixle account 2018<br>New ORI/Clets/DOJ<br><br>Backgrounds/2018-2019<br>Issued equipment<br>Policy manual<br>Towing Contract<br>Dispatchers/cellular contracts<br>911 transfer & paper work to LASD-Compton & State officer of 911 EOS.<br>Transfer DMV paper work and insurance paper work<br><br>All weapons<br>Side arms<br>Shotguns<br>MP5<br>Tasers<br>Bean bag shotguns<br>HR Transfer issues with POA & ECC Classified and other | Transfer Police Services effective July 1, 2019<br><br>Post Training Records/2019<br><br>Life-Scan 2019/2020 Reports Tiburon<br>UCR-Stats<br>Hate Crimes<br>New moving tickets/parking ticket rolls<br>Old crime data/Hawthorne PD on flash drive<br>Transfer employee vehicle confidentiality to CCCD<br>Gas cards transferred<br>new decals for cars<br>Funding source<br>ECC Badges & ID transfer<br>Open new Police Facility on July 1, 2019 @ 0000hrs. | Payroll-complete<br><br>Police Cadets<br>Investigations<br>EPCD<br>Cleary<br>Parking Machines<br>Emergency contact number<br>Property and evidence & establish another contract with the phoenix group for CCCD<br>Arrest and booking<br>LASD |
|------------------------|---|---|---|---|---|

### **Transition Planning Committees**

Admissions & Records – Richette Bell (Co- Chair), Bill Mulrooney (Co-Chair), Espe Nieto, Richelle Penalba.

Academic Affairs – Barbara Perez (Co-Chair), Dr. Jean Shankweiler (Co-Chair), Joshua Meadors  
Dr. Abiodun Osanyinpeju, Dr. Chelvi Subramaniam, Dr. Roza Ekimyan, Paul Flor, David Mussaw, Dr. Art Leible (Sheryl Kimball)

Student Services – Elizabeth Martinez (Co-Chair), Dr. Dipte Patel (Co-Chair)

Business Services – Steve Haigler (Co-Chair), Babatunde Atane (Co-Chair)

Communication – Ann Garten (Co-Chair), Keith Curry (Co-Chair), Heather Parnock, Dr. Nelly Alvarado, Christine Aldrich

Financial Aid – Melissa Guess (Co-Chair), Mytha Pascual (Co-Chair), LaJuan Steels, Kristina Martinez, Chi Lam, Henry Ross, Elizabeth Martinez, Andrei Yermakov, Erlinda Argel

Information Technology System – Andrei Yermakov (Co-Chair), Dr. Art Leible (Co-Chair)

Police Services – Chief Michael Trevis (Co-Chair), Lt. Ramund Box (Co-Chair), Sergeant Arnold Jackson, Mitch Kekauoha, Grace Knox, Christina Kato, Josh Armstrong: Police, Erick Mendoza, Christina Baskin, Sergeant Jeff Lewis, Custody Facility Sergeant Dal Toruno, Ruben Lopez

Nursing – Dr. Abiodun Osanyinpeju (Co-Chair), Dr. Wanda Morris (Co-Chair), Zenaida Mitu, Yuko Kawasaki  
Dr. Shirley Thomas, Rory Natividad

# DRAFT

November 20, 2017

Dr. Dianne Van Hook, Chancellor  
College of the Canyons  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355

Dear Dr. Van Hook,

El Camino College is interested in exploring its Strategic Enrollment Management change options, planning, and implementation. El Camino College has excelled in its support services to students creating various support services programs such as First Year Experience (FYE), Honors Transfer Program (HTP), Extended Opportunities Program & Services (EOPS), as well as targeted programming such as Puente Program, Project Success (Umoja), The RISE Center (that helps students who are on probation), as well as other programs. The collaboration and multiple support opportunities has translated into 76.2% persistence rate that is above the statewide average. While El Camino College believes more can be done to increase the persistence rate, the college has chosen to focus on its initial student enrollment strategies and on-boarding processes in the context of strategic enrollment management. .

Enrollment Management is the focus of El Camino College's Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team Visit. The sub-topics would include; student outreach & recruitment, student onboarding, student retention and completion, and finally technology initiatives to support and foster student applications, enrollments, retention, and completion.

El Camino College is currently in its first year of restoration of FTES, having entered stabilization in 2016-17. . The college would like to "re-think" the way it does student outreach, recruitment, onboarding, and comprehensive support to create a sustainable student enrollment to meet its initial enrollment targets and continuously grow its student enrollment to reach higher goals.

El Camino College would like to request a visiting team in Spring 2018 to analyze how the college markets itself, recruits students, performs outreach, on boards students, and its current use of technology to increase the effectiveness and efficiencies for new and continuing students.

Warm Regards,

Dena P. Maloney, Ed.D.  
Superintendent/President  
El Camino Community College District