



**El Camino College
College Council
Monday, November 6, 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 October 16, 2017 (Attached) | All | (5 minutes) |
| 2. “Revised” Summer Calendar for 2018 (Handout) | R. Miyashiro | (10 minutes) |
| 3. Quality Focused Essay (QFE) 2nd Reading (Handout) | Maloney | (10 minutes) |
| 4. Non-Discrimination Statement Recommended Revisions | Ishikawa | (10 minutes) |
| 5. Legally Required BP/AP’s (Handout only) | All | |
| 6. Presentation on SSSP/SE/BSI Integrated Plan | Jimenez | (10 minutes) |
| 7. Presentation from CUE (Center for Urban Education) | J. Miyashiro | (10 minutes) |
| 8. Future Meeting Dates: Mondays at 1:30 p.m. (Library 202) | Maloney | (5 minutes) |
| a. November 20, 2017 | | |
| b. December 4, 2017 | | |
| c. December 18, 2017 | | |

9. Other

10. 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 – October 16, 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, Chris Halligan, Chris Jeffries, Dena Maloney, Jane Miyashiro, Ross Miyashiro, Susan Pickens, Debbie Turano, Tiffany Ushijima

Alternates/Support/Guests: Ann Garten, César Jiménez, Amy Hanoa, David McPatchell, Virginia Rapp, Brad Seng

1. Minutes – October 2, 2017: Approved as amended.
Discussed Goal 3 on page 2 and recommended we note that “We developed the timeline but realized it was not realistic and needed to be revised”.
2. The October 16, 2017 Board agenda was reviewed.
 - a. 7.20 AS – AB 2910 Quarterly Fiscal Status Report: Brian Fahnestock reported he will create a more user friendly quarterly fiscal report to share with College Council.
 - b. 7.21 AS – Purchase Order and Blanket Purchase Order: It was noted that some of the detail in the PO listing cuts off. Brian Fahnestock will see if he can reformat the listing so it is clearer.
3. Compton Quality Focus Essay (QFU) First Reading: Chris Halligan presented the QFE and requested that feedback be sent within the next two weeks. Feedback can be sent to: challigan@elcamino.edu (Chris Halligan) and agillis@elcamino.edu (Amber Gillis).
4. 2017/18 College Council Goals were reviewed and approved as follows:
 - a. Conduct an annual evaluation of college-wide progress on Strategic Initiative C (on-going)
 - b. Implement the timeline for the development and completion of legally-required policies (ongoing)
 - c. Participate in regular updates regarding El Camino College and Compton College transition planning (new)
 - d. Provide input and engage in discussion regarding the development of an equity-minded culture at El Camino College (new)
 - e. Review and share data received as part of the community and college perceptions study which will inform the development of the next Strategic Plan (new)

- f. 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 (ongoing)
5. View new website: Ann Garten gave an overview of the new ECC website. The launch date for the new website is October 19, 2017.
6. Non-Discrimination Statement Recommended Revisions: Carry-over for next meeting.
7. Guided Pathways: César Jiménez gave a presentation on Guided Pathways. The presentation is posted [here](#). It was noted that the due date for the self-assessment has been changed to December 23, 2017. The assessment will be reviewed by College Council at an upcoming meeting (date to be determined).
8. Future Meeting Dates/Agendas: Mondays at 1:30 p.m. (Library 202)
 - a. November 6, 2017
 - i. QFE 2nd Reading
 - ii. Board Policies and Administrative Procedures
 - iii. Presentation from CUE (Center for Urban Education) (Jane Miyashiro)
 - iv. Non-Discrimination Statement Recommended Revisions (Jaynie Ishikawa)
 - b. November 20, 2017
 - i. Update on Compton College Transition Plan (Chris Halligan)
 - ii. Board Agenda Review

**EL CAMINO COMMUNITY COLLEGE DISTRICT
SCHOOL YEAR CALENDAR
SUMMER CALENDAR 2018**

MAY 2018							JUNE 2018							JULY 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	[1]	2	3	*4	5	[6]	[7]
6	7	8	9	10	11	12	3	4	5	6	7	8	[9]	[8]	9	10	11	12	[13]	[14]
13	14	15	16	17	18	19	[10]	(11)	(12)	(13)	(14)	(15)	[16]	[15]	16	17	18	19	[20]	[21]
20	21	22	23	24	25	26	[17]	18	19	20	21	[22]	[23]	[22]	23	24	25	26	[27]	[28]
27	*28	29	30	31			[24]	25	26	27	28	[29]	[30]	[29]	30	31				

AUGUST 2018						
S	M	T	W	T	F	S
			1	2	[3]	[4]
[5]	6	7	8	9	[10]	[11]
[12]	(13)	(14)	(15)	(16)	(17)	[18]
[19]	(20)	(21)	(22)	{23}	{24}	25
26	27	28	29	30	31	

Summer Session -----2018

*Six-Week Session
June 18 through July 26, 2018
July 2 through August 9, 2018

*Eight-Week Session
June 18 through August 9, 2018

*These dates are subject to change.

Summer Four-Day Workweek Schedule – 2018

The 4-day, 8-hour a day workweek for classified and administrative employees will begin
Monday, June 18, 2018 through Thursday, August 9, 2018.
The first Friday off is June 22, 2018 and the last Friday off is August 10, 2018.

Fall	Winter Intersession	Spring	Flex Days	Summer	No Classes
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- { } - Staff Development Flex Days – Campus Remains Open – Classes not in session
- [] - Campus Closed
- * - Holidays (Management, Faculty, Staff, and Students) – Campus Closed
- () - Campus Remains Open – Classes not in session

Board Approved: October 19, 2015

Amended:

Board of Trustees Agenda/Student Services - November 20, 2017



COMPTON COLLEGE

Quality Focus Essay Special Report

Submitted by:
El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

November 2017

Compton College Quality Focus Essay Special Report Certification

To: The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

From: Keith Curry
President/CEO
1111 East Artesia Blvd
Compton, Ca 90221

This Quality Focus Essay Special Report is submitted to the ACCJC. I certify there was effective participation by the Compton College campus community, and I believe the Quality Focus Essay Special Report accurately reflects the nature and substance of the Compton College.

Signatures:

Dena P. Maloney, Ed.D. (Superintendent/President)

Kenneth Brown (President, Board of Trustees)

Keith Curry, Ed.D. (President/CEO)

Barbara Perez (Accreditation Liaison Officer)

Kristie Daniel-DiGregorio, Ph.D. (President, El Camino College Academic Senate)

Paul Flor (President, Compton College Academic Senate)

Amankwa McKinzie (Classified Union President)

Alexys Quero (President, Associated Student Body)

Quality Focus Essay

Creating a New Compton College

Upon gaining accredited status in June of 2017, Compton College administrators, faculty, and staff immediately set out to build on their recent achievements with a renewed sense of purpose. Compton College has a number of goals over the next two years as it concludes its partnership with El Camino College, and it is well prepared to make the necessary effort to meet these goals.

Compton College has several critical objectives to consider, but two keystones required to build the institution's next chapter are **integrated planning** and **distance education**. These areas encompass a number of standards from the Accrediting Commission for Community and Junior Colleges and are reflected in the recommendations and commendations received from the visiting evaluation team. As such, these keystone issues have a fundamental impact on the growth and vitality of the entire institution.

Action Plan One: Integrated Planning

Quality Focus Project One: Strengthen the Link Between Annual Plans and Resource Allocation.

Compton College's first area of focus in Integrated Planning is to determine how to develop a clear connection between planning and resource allocation. This Quality Focus Project is multifaceted in the sense that there are various areas in the current process that need to be strengthened to achieve success in this area and to "close the gap" between Annual Plans and resource allocation. Currently, Compton College has a system capable of integrating prioritized recommendations from Program Plans into the annual planning process. However, recent information suggests that Program Plan-derived suggestions are not consistently implemented across divisions and service areas. Furthermore, the College realizes that it will need to make organizational changes that could involve adjustments to current committee responsibilities or perhaps the development of a subcommittee or workgroup responsible for ensuring that the recommendations of completed plans make their way through the pipeline to funding and allocation.

To facilitate this process, Compton College has created the Program Review Coordinator position. This faculty member is responsible for the oversight, training, and assistance with Program Reviews. The Program Review Coordinator also works with faculty and staff to build a working schedule of Program Reviews to be completed accurately at regular intervals. Historically, Compton College has been inconsistent in Program Review completion. However, with the hiring of a Program Review Coordinator in 2016, consistent training has been offered, updated Program Review templates and rubrics have been developed, regular office hours are held for faculty and staff needing one-on-one assistance, and the website hosting completed Program Reviews is regularly updated.

Going forward, Compton College must rely more on its own faculty and staff to ensure that this process continues and is meaningful. Hence, Compton College will create the position, Manager of Research and Planning in fall 2017, and will fill this position in spring 2018. The role of this

manager will include the oversight of campuswide planning. Moreover, Compton College will create a “Core Planning Workgroup” by summer 2018. This Core Planning Workgroup will be comprised of the Manager of Research and Development, an academic dean, the Program Review Faculty Coordinator, the SLO Faculty Coordinator, and Curriculum Chair. Their primary role will be to assist Compton College with integrated planning.

Another way to strengthen the link between Program Review and planning and resource allocation is to select and implement a Program Review and Planning (PRP) system at Compton College. At this time, Compton College uses TracDat; however, only a handful of Program Plans have been entered. Since yearly Program Plans are supposed to be based on Program Review recommendations, Compton College needs to utilize either TracDat or another PRP system. While there are several programs that enter their individual recommendations directly into TracDat, the College must indicate how the larger plans are informed by the smaller Program Plans. Also, without Program Review documents, there is not an “official” justification for any recommendations. This bypasses institutional planning processes and potentially suggests an *à la carte* style of funding.

By spring 2018, Compton College will have a PRP System in place—either an updated version of TracDat, or an entirely new software system. Several presentations and examples have been provided by various PRP system vendors during 2017, and the Strategic Planning Committee is seeking feedback from faculty and staff at Compton College before selecting the PRP system. Once this PRP system is in place, The Core Planning Workgroup will help develop and guide faculty and staff with training beginning summer 2018. SLO assessments and Program Reviews will be entered into the PRP system in fall 2018. Previous Program Reviews completed within the last two years will also be input into this PRP system during the 2018-2019 academic year to ensure that faculty and staff have their Program Reviews in place to inform future Program Reviews and reporting.

Quality Focus Project Two: Improve Campus Communication Regarding Planning Processes and Actions.

In Fall 2016, Compton College requested advice from the Chancellor’s Office Institutional Effectiveness Partnership Initiative regarding strategies to help the institution develop an improved plan for linking campus-wide planning efforts to resource allocation and communicating such links. As Compton College becomes an independent institution, the campus community is aware of the need to establish a campus culture of transparency in its communication and processes.

Currently, the annual planning process begins with Program Review, where faculty and staff make recommendations based on emerging needs. These recommendations then inform Unit Plans, followed by VP Area Plans, ultimately culminating in a final College budget that funds a prioritized set of recommendations. While the process has been in place for many years, there are fundamental concerns about Program Reviews not being completed in a timely manner. Additionally, faculty and staff feel uninformed about which recommendations were funded, and there also seems to be a lack of understanding how funded recommendations are prioritized. Planning process evaluations conducted in 2011 and 2015 revealed that communication and transparency were among the top concerns of Compton’s stakeholders. As mentioned in Quality Focus Project One, Compton College is working on the development of a Core Planning

Workgroup that will work in conjunction with IEC to improve strategies related to the Program Review process. In addition, Compton College will utilize the following Planning and Budget calendar in its efforts to improve communication to the campus community:

**COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON COLLEGE
PLANNING AND BUDGET CALENDAR**

Month	Activities	Responsible Party
July	<p>A. Tentative Budget is rolled into active status (purchasing can begin) on July 1.</p> <p>B. Final evaluation of current year goals and objectives are entered into plans in plan builder.</p> <p>C. Final revenue and expenditure adjustments are made to budget and reviewed by Planning and Budget Committee (PBC)</p>	<p>1. Accounting</p> <p>2. Program faculty, staff, and managers</p> <p>3. President/CEO</p>
August	<p>A. Review and discussion of the final budget assumptions by President/CEO with the PBC.</p> <p>B. Presentation of comments made by El Camino College to the final budget.</p> <p>C. Final Budget line item review with PBC.</p>	<p>1. President/CEO</p> <p>2. President/CEO</p> <p>3. VP Administrative Services</p>
September	<p>A. Final Budget submitted to Board.</p>	<p>1. President/CEO</p>
October	<p>A. Review and discuss the status of the Accreditation Recommendations.</p> <p>B. PBC conducts annual self-evaluation.</p>	<p>1. PBC</p> <p>2. PBC</p>
November	<p>A. Review and revise planning priorities.</p> <p>B. Assess Program Review cycle to make sure program reviews are being completed in a timely manner.</p>	<p>1. Program faculty, staff, and managers</p> <p>2. PBC</p>

December	<p>A. Submit prioritized Program Plans for the next fiscal year.</p> <p>B. Review proposed midyear cuts/budget augmentation proposals and their linkage to budget and planning.</p>	<p>1. Program faculty, staff, and managers</p> <p>2. President/CEO</p>
January	<p>A. Determine preliminary revenue estimates.</p> <p>B. Begin assessment of key budget issues.</p> <p>C. Identify budget development assumptions.</p> <p>D. Evaluation of current fiscal year program plan goals and objectives by January 31.</p>	<p>1. VP Administrative Services</p> <p>2. PBC</p> <p>3. President/CEO and Cabinet</p> <p>4. Program faculty, staff, and managers</p>
February	<p>A. Submit prioritized Unit plans for the next fiscal year by February 28.</p> <p>B. Review planning process to make sure that programs plans were submitted on time and that prioritization of goals and objectives took place.</p> <p>C. Review and discuss linkage between Program Plans and College mission statement, strategic initiatives, and program reviews.</p>	<p>1. Deans/Directors</p> <p>2. PBC</p> <p>3. PBC</p>
March	<p>A. Determine enrollment targets, sections to be taught; full-and part-time FTEF.</p> <p>B. President/CEO determine ongoing operational costs including:</p> <ol style="list-style-type: none"> i. Full-time salaries ii. Benefits, utilities, GASB iii. Legal and contract obligations <p>C. Develop line-item budgets for Operational Areas.</p> <p>D. Prioritized Area plan recommendations for the next fiscal year submitted to PBC by March 31.</p> <p>E. Review and discuss the status of the 2017 Accreditation Self-Study Future Plans items.</p>	<p>1. VP Academic Affairs</p> <p>2. President/CEO and Cabinet</p> <p>3. VP Administrative Services</p> <p>4. President/CEO and Cabinet</p> <p>5. PBC</p>

<p>April</p>	<p>A. Tentative budget information completed for PBC review by April 15.</p> <p>B. Initial planning and budget assumptions are finalized.</p> <p>C. Presentation of comments made by El Camino College to the final budget.</p> <p>D. Proposed tentative budget is reviewed and discussed for recommendation.</p>	<p>1. CBO</p> <p>2. President/CEO and Cabinet</p> <p>3. President/CEO</p> <p>4. PBC</p>
<p>May</p>	<p>A. PBC submits recommended funding to President/CEO.</p>	<p>1. PBC</p>
<p>June</p>	<p>A. Tentative Budget is presented to the Board by June 30.</p>	<p>1. President/CEO</p>

DRAFT

Action Plan Two: Distance Education

Quality Focus Project Three: Create a Clear Organizational Management Structure for Distance Education.

As the institution moves toward fully independent status, one of its foremost goals is to improve the success of students engaging in distance education (DE). (See [Enrollment Growth and Academic Course Performance Report](#), pages 8-12.) Compton College has benefited from abundant distance education resources shared in its partnership with El Camino College, but the creation of an independent distance education infrastructure tailored to the specific needs of Compton College students and faculty is a central priority. This requires appointing student-centered personnel who have an established record of success in distance education administration, management, and/or teaching. It also requires creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support.

In preparation, Compton College created an ad-hoc committee comprised of faculty and administrators closely involved with distance education, in order to investigate areas of potential improvement and growth. Although it began meeting during fall 2016, this group was formalized at the beginning of the spring 2017 semester as the Distance Education Advisory Committee in order to help create and maintain a systematic, centralized approach to online instruction as an independent institution. By fall 2017, the Distance Education Advisory Committee will be fully staffed and operational.

Recognizing the need for robust instructional support, the Advisory Committee will recommend Distance Education Faculty Coordinator candidates from the ranks of full-time instructors for approval by the Vice President of Academic Affairs. The Faculty Coordinator will oversee the creation of a mentor program for new distance education faculty, implement a course shell evaluation process, and assist with the creation of discipline-specific “model” courses to ensure that all online classes meet or exceed legal requirements and robustly support student learning. This new position will help ensure that a vigorous DE support structure is in place when Compton College regains full self-determining status.

The Compton College Distance Education Faculty Coordinator will be selected by the spring of 2018 with a start date in the subsequent fall term. The Coordinator will report directly to the appropriate academic deans and the Vice President of Academic Affairs. Serving as a liaison between administrators and instructors, the DE Faculty Coordinator will be supported by the DE Instructional Coordinator, who currently oversees technical support for online students and faculty, reporting directly to the division dean overseeing distance education. The DE Faculty Coordinator and the DE Instructional Coordinator will chair the Distance Education Advisory Committee to foster campuswide communication of objectives and resources.

Quality Focus Project Four: Implement Best Practices to Increase Online Student Success.

To address the disparity in success rates between online and face-to-face courses at Compton College, the Distance Education Advisory Committee has identified several methods to create and maintain high standards for online course design, implementation, and delivery. The Committee anticipates the development and adoption of the *Compton College DE Faculty Handbook* as its initial goal. This text will serve as a concrete guide and central resource for those teaching and evaluating online courses so that standards are clear, specific, and easily accessible.

Using state and federal parameters as a starting point, with particular emphasis on regular effective contact guidelines and accessibility, the *DE Faculty Handbook* will serve as a campuswide clearinghouse for authoring and maintaining a robust online course. The *Handbook* will include sections on college standards for meaningful instructor-student contact; customization and personalization of publisher content, and diverse means of content delivery to stimulate student interest, including audio-supported lectures, webinars, video, and real-time conferences. In addition, sections on providing helpful feedback online as well as the design and incorporation of discussion forums will deliver additional resources to enhance learning. By the end of fall 2017, the Advisory Committee will forward the *DE Handbook* through the consultative process.

To further support DE student success, the Advisory Committee will create a mentor program to assist online faculty in meeting new instructional standards at Compton College. This pilot program is slated to begin at the start of the summer 2018 semester, with full implementation for new DE instructors starting in fall 2018.

To assist instructors with effective course design that takes full advantage of supplementary features available in the newly adopted Canvas LMS, the Advisory Committee will recommend the implementation of a standard shell evaluation based on the Online Education Initiative (OEI) Course Design Rubric. In addition, the committee will propose the adoption of a campuswide student feedback survey to be built by default into every course shell. This will help ensure accountability and quality online instruction, in addition to providing data upon which to base future improvements. The DE Advisory Committee will incorporate the OEI Course Design Rubric and the student survey no later than spring 2018.

Finally, the Advisory Committee plans to make model course shells available to online faculty in a variety of disciplines. Based on existing course outlines of record, such models will serve as a template to assist distance education faculty in the design of cogent, well-organized course shells that are proven to enhance student success. With the support of the academic deans and DE faculty campus wide, the Advisory Committee will propose implementation of the model shell program by the end of spring 2018 for use in the subsequent fall semester.

Quality Focus Project Five: Promote student awareness of distance education resources and develop new tools to facilitate success.

As noted in the External Evaluation Report submitted to the ACCJC in April 2017, student survey results from spring 2016 suggest that the vast majority of Compton College distance

education students did not take advantage of online support services, indicating a need for increased awareness of these services to enhance success rates. Institutional Research further validates this finding in its most recent student survey, which demonstrates a clear need for enhanced training guidelines. (See [Distance Education Survey Results](#), pages 8-9.)

Approximately 30% of DE students appear to be unaware of the *DE Student Handbook* or simply do not access it. Approximately 20% of DE students indicated they were not aware of the DE webpage or simply did not access it. At most, only 33% of DE students are taking advantage of the various online support services, although there are potentially several “hybrid” students who may have chosen to access such resources on campus. Nonetheless, increased awareness and use of DE support services is a priority for increasing online retention and course completion rates,.

The Distance Education Advisory Committee has proposed the production of an online student orientation video that will be required viewing for all DE students. This is particularly important with the full implementation of Canvas, which will be the sole campus learning management system by the beginning of spring 2018. To mitigate the learning curve and prevent the changeover to Canvas from becoming another barrier to student success, the online orientation video will introduce students to the DE website and the use of Canvas. Production of the online orientation video is slated for the end of fall 2018.

As use of the Etudes LMS officially ends in December 2017, the Compton College Distance Education website will require significant redesign to reflect the campuswide implementation of Canvas. With assistance from the DE Advisory Committee and the Vice President of Academic Affairs, the Distance Education Faculty Coordinator and Distance Education Instructional Coordinator will oversee these changes, including links to instructional resources, professional development, and student guides.

By incorporating elements from the ACCJC-commended El Camino College Distance Education Program as well as best practices in online course design and instructional support, Compton College will deliver a preeminent distance education program created to increase student success and address the achievement gap, establishing the institution as a leading community college ready to meet emerging needs.

**COMPTON COLLEGE
DISTANCE EDUCATION CALENDAR**

Term	Activities	Responsible Party
Fall 2017	A. Establish formal Distance Education Advisory Committee.	1. Division Two Dean

Spring 2018	<ul style="list-style-type: none"> A. Appoint the Distance Education Faculty Coordinator B. Incorporate OEI Course Design Rubric and the student survey. C. Implement model course shell program. D. Update website to reflect full transition to Canvas LMS 	<ul style="list-style-type: none"> 1. Advisory Committee, division deans 2. Advisory Committee 3. Advisory Committee 4. Instructional and Faculty Coordinators
Summer 2018	A. Pilot peer mentor program.	1. Advisory Committee
Fall 2018	A. Full implementation of peer mentor program	1. Advisory Committee

DRAFT

PURPOSE

- To ensure that ECC's policies and procedures on non-discrimination include all of the applicable protected classes.
- To ensure uniformity amongst all ECC policies and procedures related to non-discrimination.

BACKGROUND

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, and national origin in programs and activities receiving federal financial assistance.

Title IX of the Educational Amendments of 1972 protects people from discrimination based on sex (including participating in and being denied benefits of) under any education program or activity receiving Federal financial assistance.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

The **Age Discrimination in Employment Act** of 1967 (29 U.S.C. § 621 to 29 U.S.C. § 634) is a US labor law that forbids employment discrimination against anyone at least 40 years of age in the United States

The California Fair Employment and Housing Act (**FEHA**) protects individuals from discrimination by employers based on the following:

- Race, color
- Ancestry, national origin
- Religion, creed
- Age (over 40)
- Disability, mental and physical
- Sex, gender (including pregnancy, childbirth, breastfeeding or related medical conditions)
- Sexual orientation
- Gender identity, gender expression
- Medical condition
- Genetic information
- Marital status
- Military and veteran status

DISCREPANCIES AND PROPOSED CHANGES

BOARD POLICY & PROCEDURE

BP3410 (Non-Discrimination) states, in part:

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

...

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 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.

Recommended amendment to both highlighted portions:

race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, retaliation or because s/he is perceived to have one or more of the foregoing characteristics.

AP3410 (Non-Discrimination) states, in part:

Education Programs

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

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

Employment

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

Recommended amendment to the highlighted portions:

Education Programs

The District shall provide access to its services, classes and programs without regard to race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, retaliation or because s/he is perceived to have one or more of the foregoing 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.

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

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 race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, retaliation or because s/he is perceived to have one or more of the foregoing characteristics.

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 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 the ADA/Section 504, Title IX and the *Age Discrimination Act*. Inquiries regarding compliance with these statutes, and complaints may be directed to...

Recommended amendment to the highlighted portions:

...race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or because s/he is perceived to have one or more of the foregoing characteristics as required by state and federal law, including Title VI, Title IX, the ADA/Section 504, the *Age Discrimination Act*, and FEHA.

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 state and 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 race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, retaliation or because s/he is perceived to have one or more of the foregoing characteristics.

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 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 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.

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.
Accreditation Standard II.B.2.c

El Camino College

Adopted: 4/16/01

Amended: 12/20/06, 1/21/14

Education Programs

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

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

Employment

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

References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;

Penal Code Sections 422.55 et seq.;

Title 5 Sections 59300 et seq.;

Accreditation Standard II.B.2.c

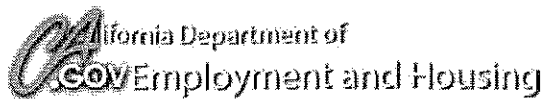
References for Employment:

Education Code Sections 87100 et seq.;

Title 5 Sections 53000 et seq.;

Government Code Sections 11135 et seq. and 12940 et seq.

El Camino College
Adopted: January 21, 2014



Employees and job applicants are protected from bias

State laws prohibit discrimination in the workplace

The Department of Fair Employment and Housing (DFEH) is responsible for enforcing state laws that make it illegal to discriminate against a job applicant or employee because of the categories listed in the box "Who is Protected?"

- The **Fair Employment and Housing Act (FEHA)** applies to public and private employers, labor organizations and employment agencies.
- It is illegal for employers of five or more employees to discriminate against job applicants and employees because of a protected category, or retaliate against them because they have asserted their rights under the law.
- The FEHA prohibits harassment based on a protected category against an employee, an applicant, an unpaid intern or volunteer, or a contractor. Harassment is prohibited in all workplaces, even those with fewer than five employees.
- The **California Family Rights Act (CFRA)** requires employers of 50 or more employees to provide job-protected leave for the birth of a child, for placement of a child in the employee's family for adoption or foster care, for the serious health condition of the employee's child, parent, or spouse, and for the employee's own serious health condition.
- Employers of five or more employees must provide up to four months disability leave for an employee who is disabled due to pregnancy, childbirth, or a related medical condition.
- Employers of 50 or more employees are required to provide sexual harassment training to supervisory employees, and DFEH accepts complaints when a person believes that an employer has not complied with these training and education requirements.

These state laws barring discrimination apply to all business practices, including the following:

- Advertisements
- Applications, screening, and interviews
- Hiring, transferring, promoting, terminating, or separating employees
- Working conditions, including compensation
- Participation in a training or apprenticeship program, employee organization or union

Here are more details on what the law covers and what resources are available from the Department of Fair Employment and Housing (DFEH).

Filing a complaint

If you feel you have been discriminated against by your employer or a prospective employer, you can file a discrimination complaint with the DFEH. The complaint process starts with filling out and filing a form titled "pre-complaint inquiry." In general, you must submit this form within one year of the last incident of discrimination, harassment, or retaliation.

That sets in motion a series of legally required steps that DFEH must carefully follow. It's important to know that DFEH doesn't take sides when a complaint is first filed. We investigate the facts and **encourage parties to resolve the dispute in appropriate cases.** DFEH considers taking legal action if evidence supports a finding of discrimination and the dispute is not resolved.

Full step-by-step description of the complaint process

Flowchart of the complaint process

Filing your own lawsuit in court

You may file your own lawsuit for employment discrimination in court rather than using the DFEH investigation process. This is advisable only if you have an attorney.

You are first required to file a complaint to obtain an immediate right to sue notice.

Note that if you receive a right-to-sue notice, your complaint will not be investigated by DFEH even if you later decide not to file a lawsuit.

Respond to a complaint

If you are an employer and are served with a complaint, you must provide a response within 30 days unless granted an extension. DFEH may interview you and ask for additional records or documents.

It is important to know that DFEH doesn't take sides when a complaint is first filed. DFEH screens all initial claims and rejects those that do not allege violations of the laws we enforce.

We investigate the facts and **encourage parties to resolve the dispute in appropriate cases**. DFEH considers taking legal action if evidence supports a finding of discrimination and the dispute is not resolved.

Here are details on how to respond.

What remedies are available?

State law provides for a variety of remedies for victims of employment discrimination, including:

- Back pay (past lost earnings)
- Front pay (future lost earnings)
- Hiring / Reinstatement
- Promotion
- Out-of-pocket expenses
- Policy changes
- Training
- Reasonable accommodation(s)
- Damages for emotional distress
- Punitive damages
- Attorney's fees and costs

Who is protected?

California law protects individuals from illegal discrimination by employers based on the following:

- Race, color
- Ancestry, national origin
- Religion, creed
- Age (over 40)
- Disability, mental and physical
- Sex, gender (including pregnancy, childbirth, breastfeeding or related medical conditions)
- Sexual orientation
- Gender identity, gender expression
- Medical condition
- Genetic information
- Marital status
- Military and veteran status

Resources

DFEH provides multiple resources for anyone needing more information on California's laws against discrimination in the workplace.

Glossary of Terms

Filed under: Adoption, Allies, Bisexual, Communities of Color, Campus & Young Adult, Children & Youth, Coming Out, Federal Advocacy, Health & Aging, HIV & AIDS, International, Parenting, Religion & Faith, State & Local Advocacy, Transgender, Transgender Children & Youth, Workplace

Many Americans refrain from talking about sexual orientation and gender expression identity because it feels taboo, or because they're afraid of saying the wrong thing. This glossary was written to help give people the words and meanings to help make conversations easier and more comfortable.

Ally | A person who is not LGBTQ but shows support for LGBTQ people and promotes equality in a variety of ways.

Androgynous | Identifying and/or presenting as neither distinguishably masculine nor feminine.

Asexual | The lack of a sexual attraction or desire for other people.

Biphobia | Prejudice, fear or hatred directed toward bisexual people.

Bisexual | A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Cisgender | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

Closeted | Describes an LGBTQ person who has not disclosed their sexual orientation or gender identity.

Coming out | The process in which a person first acknowledges, accepts and appreciates his or her sexual orientation or gender identity and begins to share that with others.

Gay | A person who is emotionally, romantically or sexually attracted to members of the same gender.

Gender dysphoria | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults."

Gender-expansive | Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.



Gender expression | External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender-fluid | According to the Oxford English Dictionary, a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.



Gender identity | One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender non-conforming | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Genderqueer | Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.

Gender transition | The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

Homophobia | The fear and hatred of or discomfort with people who are attracted to members of the same sex.

Lesbian | A woman who is emotionally, romantically or sexually attracted to other women.

LGBTQ | An acronym for “lesbian, gay, bisexual, transgender and queer.”

Living openly | A state in which LGBTQ people are comfortably out about their sexual orientation or gender identity – where and when it feels appropriate to them.

Outing | Exposing someone’s lesbian, gay, bisexual or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

Queer | A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."

Questioning | A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Same-gender loving | A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.



Sexual orientation | An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

Transgender | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transphobia | The fear and hatred of, or discomfort with, transgender people.


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PENAL CODE - PEN

PART 1. OF CRIMES AND PUNISHMENTS [25 - 680] (Part 1 enacted 1872.)

TITLE 11.6. CIVIL RIGHTS [422.55 - 422.93] (Title 11.6 added by Stats. 1987, Ch. 1277, Sec. 4.)

CHAPTER 1. Definitions [422.55 - 422.57] (Chapter 1 added by Stats. 2004, Ch. 700, Sec. 6.)

422.56. For purposes of this title, the following definitions shall apply:

(a) "Association with a person or group with these actual or perceived characteristics" includes advocacy for, identification with, or being on the ground owned or rented by, or adjacent to, any of the following: a community center, educational facility, family, individual, office, meeting hall, place of worship, private institution, public agency, library, or other entity, group, or person that has, or is identified with people who have, one or more of those characteristics listed in the definition of "hate crime" under paragraphs (1) to (6), inclusive, of subdivision (a) of Section 422.55.

(b) "Disability" includes mental disability and physical disability as defined in Section 12926 of the Government Code.

(c) "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.

(d) "In whole or in part because of" means that the bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic. This subdivision does not constitute a change in, but is declaratory of, existing law under *In re M.S.* (1995) 10 Cal.4th 698 and *People v. Superior Court (Aishman)* (1995) 10 Cal.4th 735.

(e) "Nationality" includes citizenship, country of origin, and national origin.

(f) "Race or ethnicity" includes ancestry, color, and ethnic background.

(g) "Religion" includes all aspects of religious belief, observance, and practice and includes agnosticism and atheism.

(h) "Sexual orientation" means heterosexuality, homosexuality, or bisexuality.

(i) "Victim" includes, but is not limited to, a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.

(Amended by Stats. 2011, Ch. 719, Sec. 31. Effective January 1, 2012.)

BP/AP #	Title	College Council Date	Notes	Board 1st Reading	Board 2nd Reading
BP 1100	The El Camino Community College District	2/6/2017		2/21/2017	3/20/2017
BP 2010	Board Membership	2/6/2017		2/21/2017	3/20/2017
AP 2320	Special and Emergency Meetings	3/13/2017		4/17/2017	n/a
BP 2610	Presentation of Initial Collective Bargaining Proposals	4/3/2017		4/17/2017	5/22/2017
AP 2610	Presentation of Initial Collective Bargaining Proposals	4/3/2017	ok with cc changes	4/17/2017	n/a
BP 2710	Conflict of Interest	2/6/2017		2/21/2017	3/20/2017
AP 2710	Conflict of Interest	4/17/17 & 5/1/2017	Legal opinion needed for paragraph #5.		
BP 2745	Board Self-Evaluation	1/23/2017		2/21/2017	3/20/2017
AP 2745	Board Self-Evaluation	1/23/2017		2/21/2017	n/a
BP 3400	Statement of Economic Interest	4/17/2017		5/22/2017	6/19/2017
AP 3400	Statement of Economic Interest	4/17/2017		5/22/2017	n/a
BP 3500	Campus Safety	11/14/2016	Hold until AP's 3510 and 6800 are developed		
AP 3500	Campus Safety	11/14/2016	Hold until AP's 3510 and 6800 are developed		
BP 3501	Campus Security and Access		Ready for College Council		
AP 3501	Campus Security and Access		Ready for College Council		
AP 3516	Registered Sex Offender		Ready for College Council		
BP 3518	Child Abuse Reporting		Ready for College Council		
AP 3518	Child Abuse Reporting		Ready for College Council		
BP 3550	Drug Free Environment and Prevention Program	3/13/2017		4/17/2017	5/22/2017
AP 3550	Drug Free Environment and Prevention Program		Ready for College Council		
BP 3710	Intellectual Property & Securing Copyright	4/17/2017		5/22/2017	6/19/2017
AP 3710	Intellectual Property & Securing Copyright	4/17/2017		5/22/2017	n/a
BP 3730	Software Copyright & Licensure	2/6/2017	Deletion	3/20/2017	n/a
BP 3810	Claims Against the District	3/13/2017	Review only	4/17/2017	n/a
BP 3811	Claims Settlement Authorization	2/6/2017	Deletion	3/20/2017	n/a

BP/AP #	Title	College Council Date	Notes	Board 1st Reading	Board 2nd Reading
BP 3900	Speech: Time Place Manner	8/15/16 & 9/7/16		10/17/2016	11/21/2016
AP 3900	Speech: Time Place Manner	8/15/16 & 9/7/16		10/17/2016	n/a
BP 3910	Use of District Mail	2/6/2017	Deletion	3/20/2017	n/a
BP 3911	Telephones	2/6/2017	Deletion	3/20/2017	n/a
BP 3920	Pools	2/6/2017	Deletion	3/20/2017	n/a
BP 4010	Academic Calendar	11/14/2016		11/2/2016	12/19/2016
BP 4101	Independent Study	5/16/2016		6/20/2016	7/18/2016
AP 4101	Independent Study	5/16/2016		6/20/2016	7/18/2016
BP 4230	Grading & Academic Record Symbols	5/22/2017		7/17/2017	8/21/2017
AP 4230	Grading & Academic Record Symbols	5/22/2017		7/17/2017	n/a
BP 4235	Credit by Examination	4/3/2017		4/17/2017	5/22/2017
AP 4235	Credit by Examination	4/3/2017		4/17/2017	n/a
AP 4236	Credit for Military Service	12/19/2016		12/19/2016	n/a
BP 4250	Probation, Dismissal Readmittance	4/4/2016		7/18/2016	8/15/2016
AP 4250	Probation, Dismissal Readmittance	4/4/2016		7/18/2016	n/a
BP 5035	Withholding of Student Records	12/5/2016	Review only	12/19/2016	n/a
AP 5035	Withholding of Student Records	12/5/2016		12/19/2016	n/a
BP 5070	Attendance	11/14/2016	Deletion	11/21/2016	n/a
AP 5070	Attendance Accounting	11/14/2016		11/21/2016	n/a
BP 5505	Minimum Academic Standards and Service Limitations for Student Participation in Student Government, Campus Committees and Student Clubs	2/21/2017	Deletion	3/20/2017	n/a
BP 5510	Off Campus Student Organizations	12/5/2016	Jeanie to bring back to CC with suggested changes made.		
AP 5510	Off Campus Student Organizations	12/5/2016	Jeanie to bring back to CC with suggested changes made.		
AP 5530	Student Rights & Grievances	4/4/2016		10/17/2016	n/a
BP 6620	Naming of District Facilities and Properties	6/20/16 & 7/18/16		8/15/2016	9/7/2016
AP 6620	Naming of District Facilities and Properties	6/20/16 & 7/18/16		8/15/2016	9/7/2016

BP/AP #	Title	College Council Date	Notes	Board 1st Reading	Board 2nd Reading
BP 7120	Recruitment and Selection	4/17/2017		5/22/2017	6/19/2017
AP 7125	Verification of Eligibility for Employment	4/3/2017 & 4/17/17	Brought back with BP 7120	5/22/2017	n/a
BP 7130	Compensation	4/17/2017		5/22/2017	6/19/2017
BP 7230	Classified Employees	4/17/2017		5/22/2017	6/19/2017
AP 7233	Claims for Work out of Classification	4/3/2017 & 4/17/17	Brought back with BP 7230	5/22/2017	n/a
BP 7250	Educational Administrators	5/1/2017	Paragraph 8 needs to be updated by B. Perez		
AP 7250	Educational Administrator Reassignment Rights	5/1/2017	J. Shankweiler and Kristie will update language in paragraph 3.		
AP 7337	Fingerprinting	4/3/2017		4/17/2017	n/a

Legally Required Policies and Procedures
That Have Not Been Taken to College Council Yet

#	Title	Notes	Last Adopted	Assigned to
2717	Personal Use of Public Resources			Pres. Off.
3420	Affirmative Action (CCLC Title is: Equal Opportunity Employment)		4/16/01	HR
AP 3420	Equal Opportunity Employment			HR
AP 3435	Discrimination and Harassment Complaints and Investigations			HR
3440	Service Animals			HR
AP 3440	Service Animals			HR
3501	Campus Security and Access			AS
AP 3501	Campus Security and Access.			AS
3505	Emergency Response Plan			AS
AP 3505	Emergency Response Plan			AS
3510	Workplace Violence Plan		4/16/01	AS
AP 3510	Workplace Violence Plan			AS
3515	Reporting of Crimes		4/16/01	AS
AP 3515	Reporting of Crimes			AS
3520	Local Law Enforcement		5/21/01	AS
AP 3520	Local Law Enforcement			AS
AP 3550	Drug Free Environment Prevention Program			AS
3600	Auxiliary Organization		4/16/01	AS
AP 3600	Auxiliary Organization			AS
AP 4010	Academic Calendar			AA
4020	Program, Curriculum, and Course Development		7/19/10	AA
AP 4020	Program, Curriculum, and Course Development		July 2010	AA
AP 4022	Course Approval			AA
AP 4102	Career & Technical Education			AA
AP 4103	Work Experience			AA
AP 4105	Distance Education		2/2/03	AA
4220	Standards of Scholarship			AA

Legally Required Policies and Procedures
That Have Not Been Taken to College Council Yet

#	Title	Notes	Last Adopted	Assigned to
AP 4222	Remedial Coursework			AA
4226	Multiple & Overlapping Enrollment			AA
AP 4227	Repeatable Courses			AA
5010	Admissions & Concurrent Enrollment		7/15/13	SS
AP 5010	Admissions & Concurrent Enrollment		7/15/13	SS
5015	Residence Determination		3/15/04	SS
AP 5015	Residence Determination			SS
5020	Non-Resident Tuition		1/28/85	SS
AP 5020	Non-Resident Tuition			SS
5030	Fees		5/18/09	SS
AP 5030	Fees		6/9/14	SS
AP 5031	Instructional Material Fees			SS
5040	Student Records and Directory Information		1/22/02	SS
AP 5040	Student Records and Directory Information			SS
AP 5045	Student Records – Challenging Content and Access Log			SS
5055	Enrollment Priorities		5/16/11	SS
AP 5075	Course Adds and Drops			SS
5140	Disabled Student Programs and Services			SS
AP 5140	Disabled Student Programs and Services			SS
5300	Student Equity		7/21/03	SS
AP 5300	Student Equity			SS
AP 5500	Standards of Student Conduct		6/15/15	SS
5510	Off Campus Student Organizations			SS
AP 5520	Off Campus Student Organizations			SS
5700	Intercollegiate Athletics		1/17/12	SS
6200	Budget Preparation		6/11/01	AS
AP 6200	Budget Preparation			AS

Legally Required Policies and Procedures
That Have Not Been Taken to College Council Yet

#	Title	Notes	Last Adopted	Assigned to
6250	Budget Management		6/11/01	AS
AP 6250	Budget Management			AS
6300	Fiscal Management		6/11/01	AS
AP 6300	Fiscal Management			AS
6320	Investments		6/11/01	AS
AP 6320	Investments			AS
6330	Purchasing		6/11/01	AS
6340	<u>Bids and Contracts</u>		6/11/01	AS
AP 6340	Bids and Contracts			AS
AP 6345	Bids and Contracts UPCCAA			AS
AP 6365	Accessibility of Information Technology			AS
AP 6370	Contracts – Personal Services			AS
6400	Audits		6/11/01	AS
AP 6400	Audits			AS
6500	Real Property		6/11/01	AS
6540	Insurance		6/11/01	AS
AP 6540	Insurance			AS
6550	Disposal of Property and Fixed Assets		11/21/05	AS
6600	Capital Construction		6/11/01	AS
AP 6600	Capital Construction			AS
6700	Civic Center and Other Facilities Use		6/11/01	AS
AP 6700	Civic Center and Other Facilities Use			AS
6750	Parking		6/21/04	AS
AP 6750	Parking			AS
6800	Safety		7/16/01	AS
AP 6800	Safety			AS
6900	Bookstore		7/16/01	AS
7100	Commitment to Diversity		6/11/01	HR
AP 7211	FSA/Minimum Qualification & Equivalencies			HR

Legally Required Policies and Procedures
That Have Not Been Taken to College Council Yet

#	Title	Notes	Last Adopted	Assigned to
AP 7216	Academic Employees – Grievances for Contract Decisions			HR
AP 7234	Overtime			HR
AP 7336	Certification of Freedom from TB			HR
7340	Leaves of Absence		6/21/04	HR
AP 7343	Industrial Accident & Illness Leave			HR
AP 7365	Discipline/Dismissals Non-Represented Classified Employees			HR
AP 7380	Retiree Health Benefits Academic Employees			HR
7400	Travel		5/19/03	HR



SSSP/SE/BSI Integrated Plan

CÉSAR JIMÉNEZ, ASSOCIATE DEAN OF COUNSELING AND
STUDENT SUCCESS

BETH KATZ, PHD, INSTITUTIONAL RESEARCH AND PLANNING

What Is The “Integrated Plan?”

The Chancellor’s Office (CO) recognized significant overlap between three programs/initiatives:

- Student Success and Support Program (SSSP)
- Student Equity (SE)
- Basic Skills Initiative (BSI).

In lieu of separate annual plans for each, the CO required colleges to draft one integrated plan for all three, for 2017-2018

The integrated plan requires colleges to create five integrated goals

What Are We “Integrating?”

Student Success and Support Program (SSSP)

- Goal: Ensure that students complete their college courses, persist to the next academic term, and achieve their educational objectives
- Focuses on admissions, orientation, assessment and testing, counseling, and student follow-up

Student Equity (SE)

- Goal: Increase access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer for all student groups identified as disadvantaged/experiencing equity gaps

Basic Skills Initiative (BSI)

- Goal: Create an environment for unprecedented accomplishments in basic skills

The Collaborative Planning Process

The planning team included representatives from SSSP, SE, BSI, and Institutional Research & Planning (IRP)

We consulted with the Student Success Advisory Committee (SSAC) in Spring 2017 while drafting our integrated goals

The team met every Monday during Summer 2017 to write the Integrated Plan



Integrated Goal Areas

1. Developmental through Transfer-Level Math and English
2. On-boarding New Students
3. Student Support Services
4. Academic Support Services
5. Change Management

Goal 1: Developmental through Transfer-Level Math and English

Goal: Increase transfer-level achievement rates in math and English for students who test below college level, while decreasing the time to complete a transfer-level course.

Metrics:

- ESL/Basic Skills completion rate

Goal 2: On-boarding New Students:

Increase the number of first-time students completing core services and completing a comprehensive education plan, and increase the three-term persistence rate.

Metrics:

- Retention rate
- Three-term persistence rate
- Student readiness rate (completion of the three core services)

Goal 3: Student Support Services

Substantially increase the number of students who utilize support services that are known through research to increase student engagement and success.

Metrics:

- Retention rate
- Three-term persistence rate
- Utilization of student support services

Goal 4: Academic Support Services

Provide personalized and integrated academic support services to increase course completion rates of students in targeted courses and programs.

Metrics:

- Retention rate
- Successful course completion rate
- Utilization of academic services

Goal 5: Change Management

Transform the college culture in terms of intentional engagement, collaboration and implementation of practices, procedures, and policies that promote equity-minded student progress and completion.

Metrics:

- Faculty and staff participation in equity-related professional development
- Employee campus climate survey responses
- Student campus climate survey responses (e.g. views on student interactions with faculty and staff)

Consultation Timeline



Academic Senate (10/3 and 10/17)

Student Success Advisory Committee
(10/5)

Associated Student Organization (10/12
and 10/26)

Planning and Budget Committee (10/19)

Council of Deans (10/26)

College Council (11/6)

Board of Trustees (10/16 and 11/20)

Submit to Chancellor's Office by
01/31/2018

Next Steps

Review the full Integrated Plan draft:

<http://www.elcamino.edu/studentservices/co/integrated-plan.asp>

Email feedback to:

- Scott Kushigemachi: skushigemachi@elcamino.edu
- Cesar Jimenez: cjimenez@elcamino.edu

Questions?



El Camino College's Equal Employment Opportunity Plan

California State Law – requires community colleges to have a “a work force that is continually responsive to the needs of a diverse student population which may be achieved by ensuring that *all persons receive an equal opportunity to compete for employment and promotion* within the community college districts and *by eliminating barriers to equal employment opportunity.*”



Equal Employment Opportunity Plan

EEO SUB-COMMITTEES

Recruitment

Job Announcements

Measures of
Underrepresentation

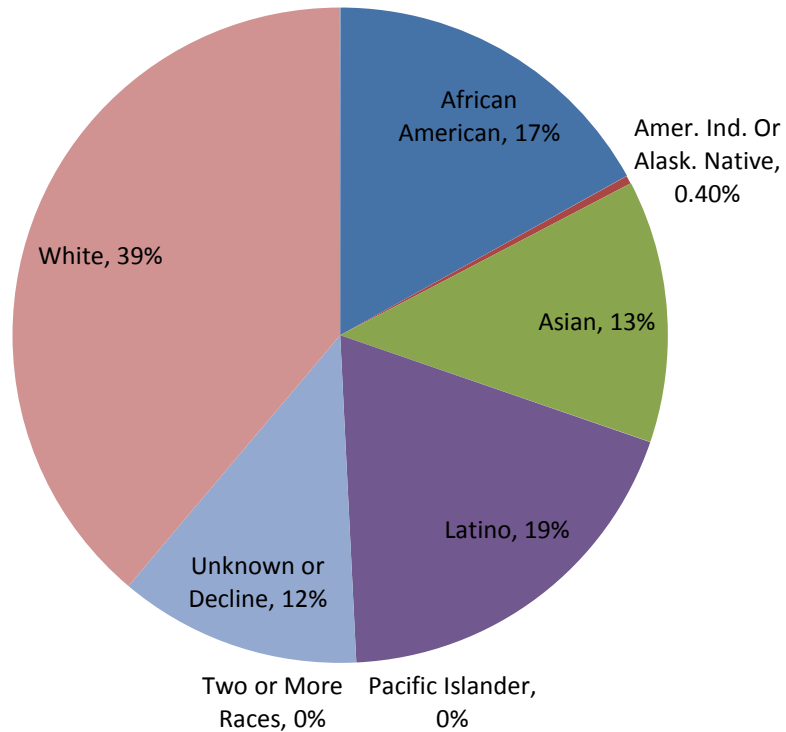
EER/Committee
Member Training

The Climate Survey

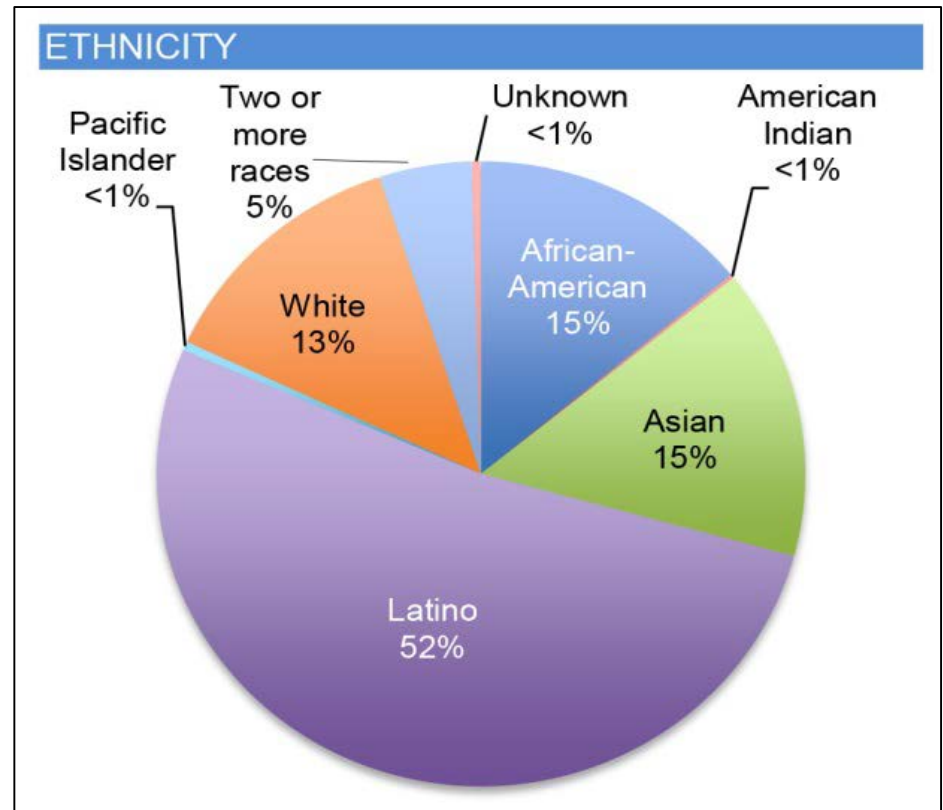
Guest Speakers/
Workshops/Events/
Training

El Camino Statistics

Full Time Faculty Applicants (2014-2015)

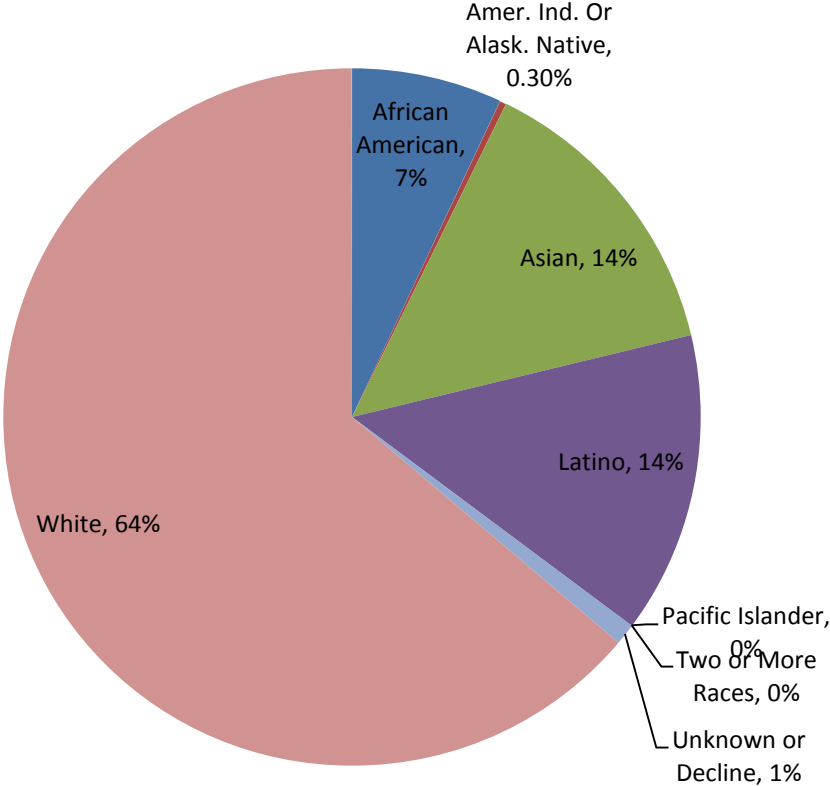


ECC Student Demographics (2014-2015)

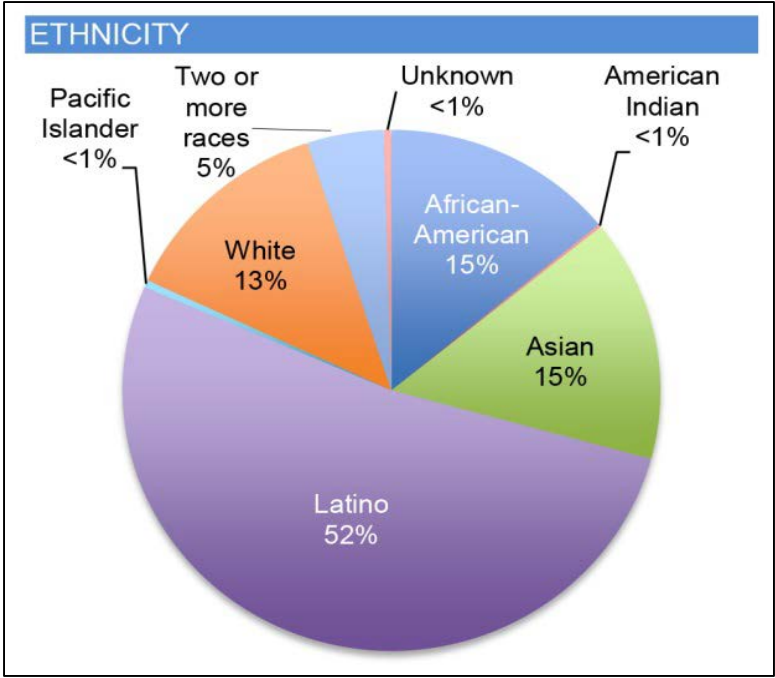


El Camino Statistics

Full Time Faculty Employed (2014-2015)

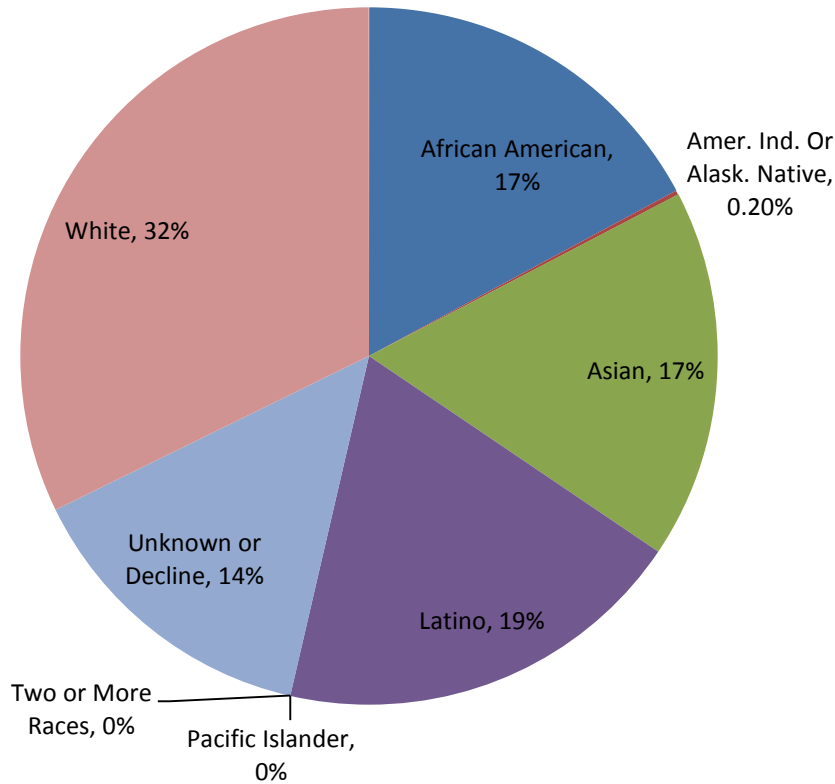


ECC Student Demographics (2014-2015)

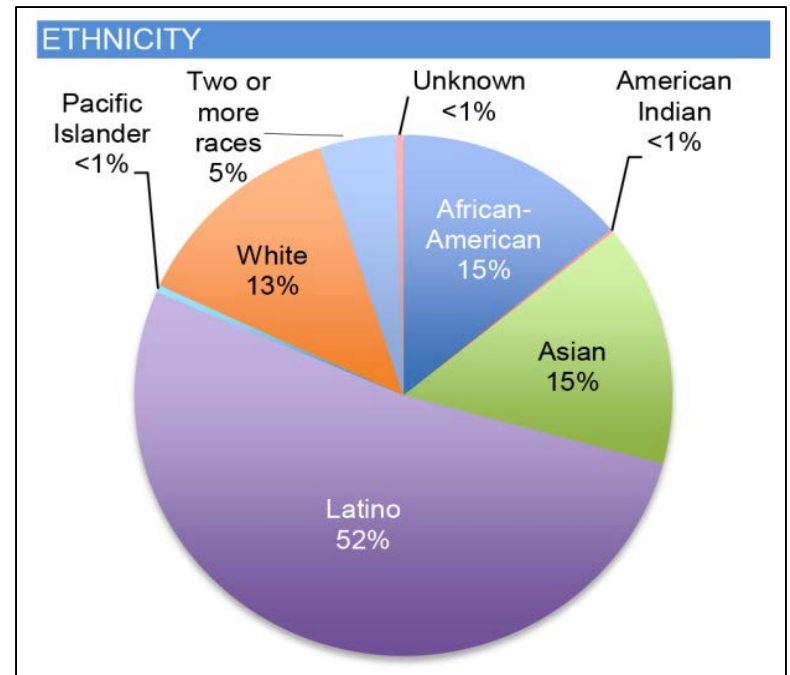


El Camino Statistics

Part Time Faculty Applicants (2014-2015)

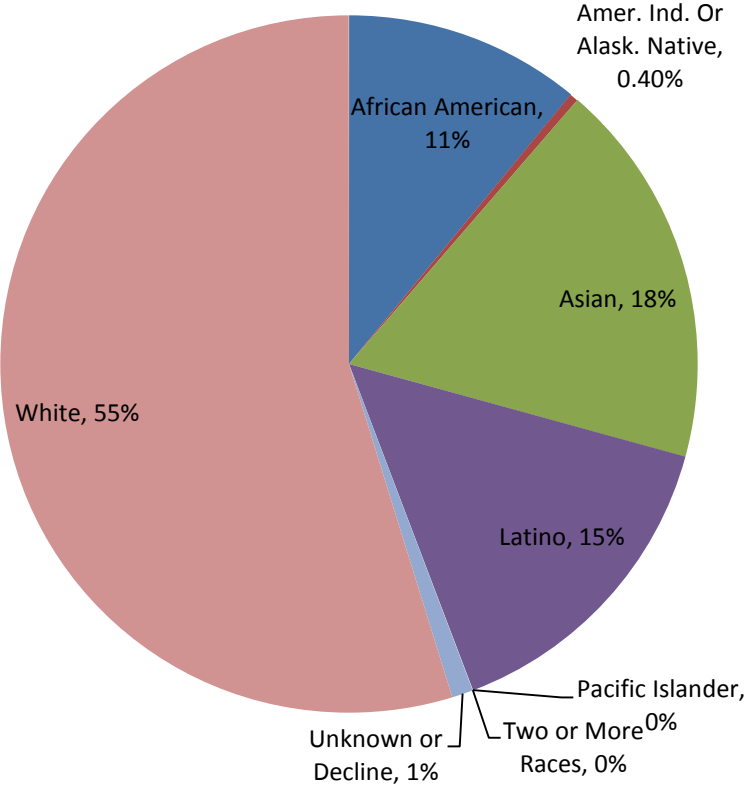


ECC Student Demographics (2014-2015)

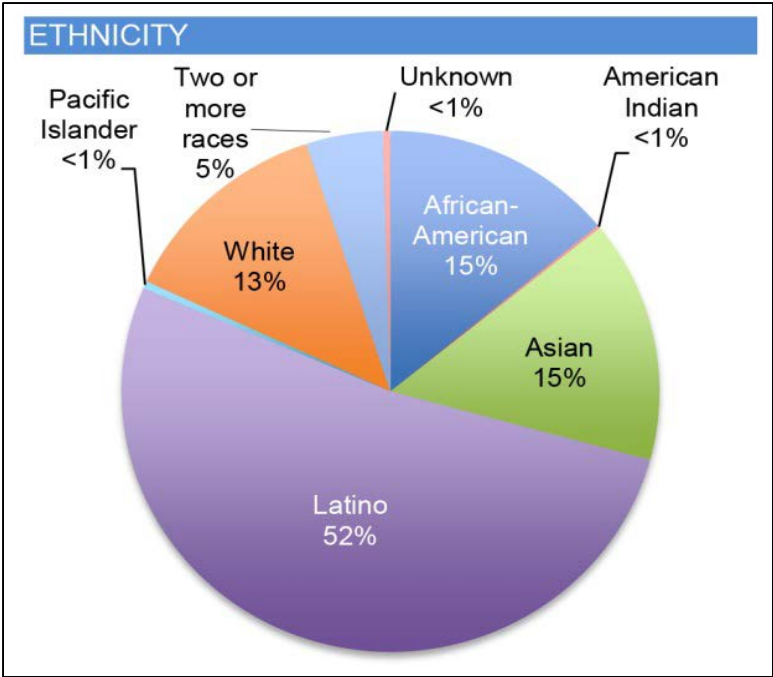


El Camino Statistics

Part Time Faculty Employed (2014-2015)



ECC Student Demographics (2014-2015)



EEO Committees

Climate Survey

Recruitment

Search
Committee
Trainings

Campus-Wide
Trainings

**Job
Announcements**

Measures of
Underrep
Groups

Job Announcements

Subcommittee charged to examine job announcements from an equity perspective by identifying language that is used (and not used):

- ✓ ECC's minority-serving status.
- ✓ ECC's interest in attracting candidates from racially minoritized groups.
- ✓ ECC's values & commitment to equity, diversity, and inclusion
- ✓ Candidate competencies related to equity, equity-mindedness, and diversity.
- ✓ Departmental priority on equity and diversity and diversity-related work on multiple levels.
- ✓ Departmental efforts to respond to the needs of racially minoritized students.
- ✓ Require written statements from candidates describing experiences working with diverse populations.

Current Faculty Job Announcements



EL CAMINO COMMUNITY COLLEGE DISTRICT

Job Title: Full-Time, Tenure-Track Counselor – VETERANS
Req: A1718-014
Location: ECC Campus
Division: Counseling & Student Success
Position Type: Faculty
Posting Close Date: 11/15/17

JOB DESCRIPTION

El Camino College is seeking an individual to provide counseling services to a diverse student population including new and re-entering students; those pursuing vocational and transfer goals, and participation in counseling and planning meetings.

Typical duties include: Counseling students in all academic and vocational areas; providing virtual counseling and/or group counseling, participation in the Student Success Support Program process, including assessment, orientation, development of student/veterans education plans and identifying retention strategies to achieve desired outcome and follow-up; assisting with or completing veterans benefits documentation, teaching in the area of career planning and/or orientation; career planning for undecided students, counseling probation/dismissal status students; recruitment of vocational and/or disadvantaged students, assisting in preparing curriculum guide sheets and catalog materials with four year institutions and in fostering continuing relationships with District high schools, and other duties as assigned by dean.

Apply student development philosophy and theory to provide comprehensive counseling services to community college students from diverse backgrounds regarding degree and vocational education program planning, university transfer planning, education, career decision, goal clarification and personal life management.

Full-time faculty responsibilities including committee and meeting assignments, curriculum development, El Camino College program plans, program review, service area outcomes, accreditation process, and student activities. Awareness of institutional policies and procedures impacting student matriculation. Maintaining high standards of professional conduct and ethics appropriate to the Counselor's professional position; performing assigned committee work; and, maintaining records and reports.

REQUIRED QUALIFICATIONS

Master's degree in counseling, rehabilitation counseling, counseling psychology, clinical psychology; guidance counseling, educational counseling, social work, career development marriage and family therapy, or marriage, family and child counseling; OR

The equivalent - Candidates not possessing the required qualification(s) as stated on this announcement must complete the Request For Equivalency Form as part of the application process to explain in detail how their qualifications are equivalent to those above; OR

Valid California community college instructor credential in appropriate subject issued prior to July 1, 1990 (per California Education Code 87355); AND

Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and of individuals with disabilities.

DESIRED QUALIFICATIONS

Experience working with veterans, dependents and veterans educational benefits.

Knowledge about VA education requirements and benefits, sensitivity to the needs of veterans, and the services offered to veterans.

Knowledge of and ability to refer veterans to appropriate resources: vocational rehabilitation, psychological counseling, housing assistance, employment fairs, and other federal, state, county, district and private resources.

Understanding of and ability to implement the "Principles of Excellence" for veterans at a post-secondary institution.

Minimum two years of recent California community college counseling experience.

Knowledge of career and vocational counseling trends.

Knowledge of transfer counseling trends.

Bi-lingual experience highly desirable.

Knowledge of Microsoft and Scheduling and Reporting Software (SARS) program helpful.

SUPPLEMENTAL QUESTIONS - Please keep your response between 150 and 300 words.

1. What strategies do you use to motivate students and facilitate students' self-motivation? How do you assess whether these strategies are effective?
2. Please describe your knowledge of and experience with using student learning outcomes assessment to improve student learning.

CONDITIONS OF EMPLOYMENT

Contract shall be for full-time, tenure-track assignment for the 2018 spring semester, beginning February 1, 2018. A teaching demonstration will be required during the interview process. Offer and acceptance of employment is subject to verification of all information provided on the employment application, credential(s), and transcripts. Candidates selected for employment must agree to be fingerprinted, provide current tuberculosis test results, provide proof of eligibility for employment in the United States, and present a valid Social Security card upon hire.

SALARY

The starting salary ranges from \$65,575 - \$90,069 depending on education and experience. Excellent fringe benefits are included.

TO APPLY

An applicant must submit the following by the closing date:

- 1) Online application: https://elcamino.igreentree.com/css_academic
- 2) Cover letter describing how applicant meets the qualifications.
- 3) Resume including educational background, professional experience, and related personal development and accomplishments.
- 4) Pertinent transcripts as stated in the required qualifications. (Unofficial computer-generated academic records/transcripts must include the name of the institution and degrees awarded to be acceptable.)
Foreign Transcripts: Transcripts issued outside the United States of America require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the USA. For information on transcript evaluation services, please visit: <http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>
- 5) Evidence of a valid community college credential, if applicant holds one.

Please Note: Documents submitted or uploaded for a previous position cannot be reused for other positions. You must submit the required documents for each position you apply for by the closing date. Failure to do so

Revised Faculty Job Announcements

New
Look!



Full-Time, Tenure Track Instructor Political Science



EL CAMINO COLLEGE

MISSION STATEMENT: *El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse...*



EL CAMINO COLLEGE

FULL-TIME, TENURE TRACK INSTRUCTOR - POLITICAL SCIENCE

Division: Behavioral & Social Sciences
Posting Close Date: 01/30/2017
Req: A1617-039
Location: ECC Campus
Position Type: Faculty

JOB DESCRIPTION

Full-time teaching assignment within the different sub fields in Political Science including American politics, principles and methods of political science, ethnicity in the American Political process, civil rights and liberties in the United States, International Politics, Comparative Politics and Political Theory. The position requires participation in a variety of campus and divisional activities such as faculty meetings, student activities, office hours, and curriculum/instructional development. Selected candidates will be invited for an interview, which will include a teaching demonstration on an assigned topic.

Faculty job responsibilities include the development/review of curriculum and assessment of learning outcomes to improve teaching and learning in achieving El Camino College's mission of institutional effectiveness, quality educational programs, and vibrant student support services.

REQUIRED QUALIFICATIONS

Master's degree in political science, government, or international relations; OR

Bachelor's degree in any of the above AND Master's degree in economics, history, public administration, sociology or social sciences with an emphasis in political science, any ethnic studies, JD; OR

The equivalent - Candidates not possessing the required qualification(s) as stated on this announcement must complete the Request For Equivalency Form as part of the application process to explain in detail how their qualifications are equivalent to those above; OR

Valid California community college instructor credential in appropriate subject issued prior to July 1, 1990 (per California Education Code 87355); AND

Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and of individuals with disabilities.

TO APPLY

An applicant must submit the following by the closing date.

1. Online application: https://elcamino.igreenetree.com/css_academic
2. Cover letter describing how applicant meets the qualifications.
3. Resume including educational background, professional experience, and related personal development and accomplishments.
4. Pertinent transcripts as stated in the required qualifications. (Unofficial computer-generated academic records/transcripts must include the name of the institution and degrees awarded to be acceptable.) *[Foreign Transcripts info on next page]*
5. Evidence of a valid community college credential,

If you need assistance you may call 310-660-3593, Ext. 5809 between the hours of 8:00 a.m. and 4:00 p.m. Monday-Friday.

Due to the large volume of calls received on closing dates, we highly recommend that you contact us for assistance requests well before the last day to apply. Give yourself sufficient time to complete the profile, which may take 45 minutes or more. Positions close promptly at 3:00 p.m.

JOB DESCRIPTION

El Camino College is seeking an individual to provide counseling services to a diverse student population including new and re-entering students; those pursuing vocational and transfer goals, and participation in counseling and planning meetings.

Job Title: Full-Time, Tenure-Track Counselor – VETERANS
Req: A1718-014
Location: ECC Campus
Division: Counseling & Student Success
Position Type: Faculty
Posting Close Date: 11/15/17

JOB DESCRIPTION

El Camino College is seeking an individual to provide counseling services to a diverse student population including new and re-entering students; those pursuing vocational and transfer goals, and participation in counseling and

Equity-Minded Job Description Language

El Camino College is seeking a full-time, tenure track faculty member to provide counseling services to a wide-ranging student population including new and re-entering students and those pursuing vocational and transfer goals. The ideal candidate will share El Camino College's commitment to educating its racially and socioeconomically diverse student population. We currently enroll around 25,000 students, the majority of whom are from racially minoritized populations. Over 50% of El Camino's students are Latinx, 16% are African-American, 15% are Asian, 4.6% are multiracial, 0.5% are Pacific Islander, 0.2% are Native American, and 13% are White. We are a Hispanic-Serving Institution and learning community focused on supporting students achieve educational attainment and economic well-being.

family and child counseling; OR

The equivalent - Candidates not possessing the required qualification(s) as stated on this announcement must complete the Request For Equivalency Form as part of the application process to explain in detail how their qualifications are equivalent to those above; OR

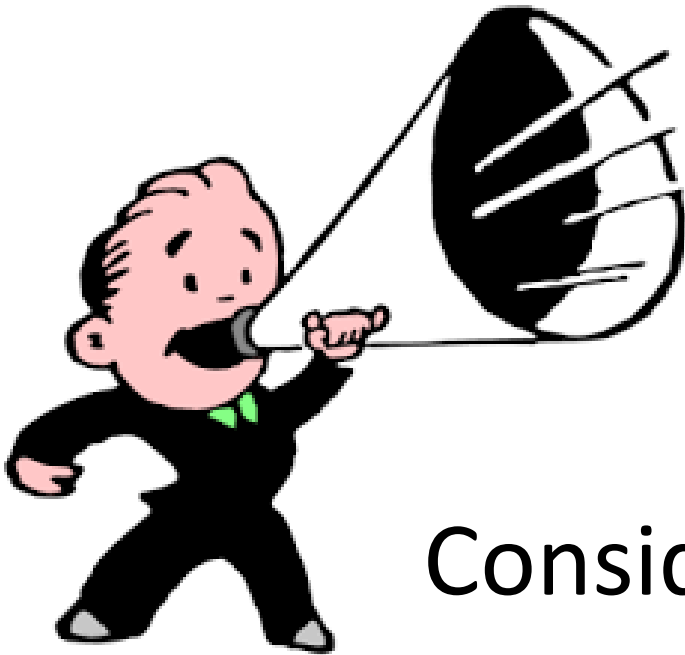
Valid California community college instructor credential in appropriate subject issued prior to July 1, 1990 (per California Education Code 87355); AND

Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and of individuals with disabilities.

DESIRED QUALIFICATIONS

Experience working with veterans, dependents and veterans educational benefits.

**Calling all faculty, staff,
and administrators!**



Consider participating on an
EEO Sub-Committee!