



**El Camino College
College Council
Monday, May 1, 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:

Eman Dalili	Chris Jeffries	Susan Pickens
Kristie Daniel-DiGregorio	Dena Maloney	Jean Shankweiler
Irene Graff	Jeanie Nishime	Luukia Smith
Chris Halligan	Barbara Perez	Erika Solorzano
Jo Ann Higdon		

Alternate Members/Support:

Ann Garten - Support
David McPatchell – Alternate

Agenda:

- | | |
|--|---------|
| 1. Approval of Minutes from April 17, 2017 (Attached) | All |
| 2. Chancellor’s Office Strategic Vision | Maloney |
| 3. IEPI and Scorecard Report | Nishime |
| 4. Update on Website Redesign Project | Garten |
| 5. Policies and Procedures (Attached) | |
| a. AP 2710 (Conflict of Interest) – New – Legally Required | Perez |
| b. AP 7250 (Educational Administrative Reassignment Rights) – Revised | Perez |
| i. BP 7250 (Educational Administrators) – New | Perez |
| c. AP 3501 (Campus Security and Access) – New – Legally Required | Higdon |
| i. BP 3501 (Campus Security and Access) – New – Legally Required | Higdon |
| d. AP 3516 (Registered Sex Offender Information) – New – Legally Required | Higdon |
| e. AP 3518 (Child Abuse Reporting) – New | Higdon |
| i. BP 3518 (Child Abuse Reporting) – New | Higdon |
| f. AP 3550 (Drug & Alcohol Free Environment and Drug and Alcohol Abuse Prevention) – New | Higdon |

6. Master Board Policy and Administrative Procedure Listing (Attached)

All

7. Future Meeting Dates

Maloney

- a. May 22, 2017, 1:30 p.m., Decathlon Room (Monday)
- b. June 19, 2017, 1:30 p.m., Library 202 (Monday)
- c. July 17, 2017, 1:30 p.m., Library 202 (Monday)
- d. August 21, 2017, 1:30 p.m., Library 202 (Monday)
- e. September 5, 2017, 1:30 p.m., Library 202 (Tuesday)

8. Other

9. Adjournment

2016-17 College Council Goals

1. Conduct an annual evaluation of college-wide progress on Strategic Initiative C.
2. Review and endorse all components of the Comprehensive Master Plan 2017-2022.
3. Develop a timeline for completion of all legally required policies and procedures.
4. Review results from college-wide SENSE and Technology surveys and refer to appropriate committees for response.
5. Participate in the annual review of the Mission & Strategic Plan.
6. Increase College Council awareness of Strategic Initiatives and dissemination of information to constituent groups.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 17, 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, Irene Graff, Chris Halligan, Jo Ann Higdon, Dena Maloney, Jeanie Nishime, Barbara Perez, Susan Pickens, Jean Shankweiler, Luukia Smith

Alternates/Guest: Ann Garten, David McPatchell, Tiffany Ushijima

1. Minutes – April 3, 2017: Approved as presented.
2. The April 17, 2017 Board Agenda was reviewed.
3. Policies & Procedures
 - a. AP 3710 (Intellectual Property & Securing Copyright) – This new procedure was presented by Jean Shankweiler. There was a question in regards to item # e (Substantial District Support) as to what constitutes “exceptionally expensive District equipment.” There was also question in regards to item # f (Work for Hire or Invention for Hire) and how that would interface with sabbatical leaves. It was determined that these questions can be handled outside of the procedure and could be covered in faculty contract language. The ECCFT will get a legal opinion on these. This procedure was approved by College Council and is ready for Board review.
 - i. BP 3710 (Intellectual Property & Securing Copyright) – This new policy was presented by Jean Shankweiler. This policy was approved by College Council and is ready for Board approval.
 - b. AP 2710 (Conflict of Interest) – Legally required – This new procedure was presented by Barbara Perez. There was a question about the last sentence in paragraph #5: *“This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual’s occupation (Education Code Section 71210(b)).”* The language in this sentence will be clarified and the procedure will be brought back to the next meeting.
 - c. AP 3400 (Statement of Economic Interest) – Legally Required - This new procedure was presented by Barbara Perez. The language in this procedure came

from the current BP 3400. This procedure was approved by College Council and is ready for Board review.

- i. BP 3400 (Statement of Economic Interest) – This policy was revised because the original language was moved to an administrative procedure. The policy was approved by College Council and is ready for Board approval.
 - d. AP 7125 (Verification of Eligibility for Employment) – Legally Required – This new procedure was presented by Barbara Perez. The procedure was approved by College Council and is ready for Board review with one correction: paragraph # 5, last sentence “...*the District will retain such forms for at least three years or until one year after the persons*...”
 - i. BP 7120 (Recruitment and Selection) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.
 - e. AP 7233 (Claims for Work out of Classification) – Legally required – This new procedure was presented by Barbara Perez. The procedure was approved by College Council and is ready for Board review.
 - i. BP 7130 (Compensation) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.
 - ii. BP 7230 (was 7220) (Classified Employees) – This revised policy was presented by Barbara Perez. The policy was approved by College Council and is ready for Board approval.
 - f. AP 7250 (Educational Administrative Reassignment Rights) – It was determined that this revised procedure would be brought back to the next meeting.
 - i. BP 7250 (Educational Administrators) – It was determined that this new policy would be brought back to the next meeting.
4. College Council Summer Schedule – College Council will meet on Board meeting days for June, July, and August 2017.
5. Future Meeting Dates:
- a. May 1, 2017, 1:30 p.m., Library 202 (Monday)
 - b. May 22, 2017, 1:30 p.m., Decathlon Room (Monday)
 - c. June 19, 2017, 1:30 p.m., Library 202 (Monday)
 - d. July 17, 2017, 1:30 p.m., Library 202 (Monday)
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Upcoming College Council topics:

1. Continue the process of reviewing the list of legally required board policies and monitor the update of policies.

Maloney, Dena

From: Garten, Ann Marie
Sent: Wednesday, April 19, 2017 1:13 PM
To: Garten, Ann Marie
Subject: Chancellor's Office Strategic Vision
Attachments: CCC Strategic Plan email 4_17.docx; ATT00001.htm

Sent on Behalf of President Maloney

To: ECC Faculty, Staff, Managers

The California Community Colleges Chancellor's Office is developing a long-term, strategic vision for the California Community Colleges system, and Chancellor Oakley is requesting your input. Please see the message below, and note the link within the message to connect to the "virtual town hall" to share your ideas. All are encouraged to participate in this important project.

Dear Colleagues,

We are working with our partners at the Foundation for California Community Colleges (FCCC) on an important project. We are developing a strategic vision for the California Community College (CCC) system – a long-term, ambitious vision grounded in the needs of the state. The purpose of the project is to articulate the importance of the CCCs for a public audience, identify clear goals for the system, and provide broad recommendations about how to accomplish those goals. Our hope is that the document will serve as a guide for the Chancellor's Office and Board of Governors over the next several years.

As part of this project, we are hosting a "Virtual Town Hall" to provide a fully accessible opportunity for all stakeholders to provide input on the strategic vision. From now until May 31, all interested parties can provide input as directed on this webpage: <https://foundationccc.org/Strategic-Vision-2017>

Given your important role, we would be grateful if you would consider forwarding this message to your organization's listserv and inviting your constituents to provide input to the Virtual Town Hall by May 31. In addition, please feel free to share this message with any other organizations or individuals you think might be interested. We look forward to hearing from a broad range of stakeholders both internal and external to the CCC system.

Thank you in advance for your assistance.

Eloy Ortiz Oakley

Equal Employment Opportunity (EEO) Survey: FAQ

What is Equal Employment Opportunity (EEO)?

Equal Employment Opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the El Camino Community College District (ECCCD). It should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups legally protected from discrimination.

What is the purpose of this EEO survey?

This is the first year of implementing an EEO survey, which was designed in response to the development of the 2016-2019 Equal Employment Opportunity Plan. The EEO Plan reflects ECCCD's commitment to creating a working and academic environment that fosters diversity and promotes excellence. In light of this commitment, the survey aims to better understand the campus community members' experiences and to identify opportunities for creating safer and even more inclusive environment.

How will the results of the survey be used?

The survey responses will inform ECCCD's efforts to implement ongoing diversity programming that offers learning opportunities and personal growth in the area of diversity. These efforts include professional development workshops, training sessions, and invited guest speakers to promote and celebrate cultural diversity.

Do I have to complete the survey? Why should I do it?

Your participation is entirely voluntary, and you can stop participating at any time. However, the EEO survey provides a unique opportunity to share your voice, experiences, and knowledge of what is and is not working well within ECCCD. Your participation is critical because ECCCD needs to hear from everyone to ensure it meets the specific needs of its employees in creating an environment that respects and equitably serves all persons.

How long will this take?

This survey will take approximately 15-20 minutes.

How will my individual responses be used? Will others know how I responded to any particular survey item?

Your responses will be anonymous. We will not publish or distribute any information that could identify any of our participants. Final results will only be reported as aggregated data. Nevertheless, if you are concerned, you can skip any questions that you feel will make it easy for you to be identified.

Will the result of the survey be available to participants?

Yes! The full report will be shared at Fall Professional Development day and will be posted online as soon as it has been finalized.

Who can I contact if I have questions or concerns about the survey?

You can contact Jaynie Ishikawa, Director of Staff and Student Diversity Office, at (310) 660-3593, ext. 3813 or via e-mail at jcishikawa@elcamino.edu.



Equal Employment Opportunity (EEO) Survey

1. Employee group

- Faculty
- Manager/Supervisor/Administrator
- Classified staff
- Not Applicable

2. Employment status

- Full-time
- Part-time

3. Years employed at ECC

- Less than 1 year
- 1 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 years or more

4. Campus work unit

- Academic Affairs
- Administrative Services
- Human Resources or President's Office
- Student and Community Advancement
- Other (please specify) _____

5. Race/Ethnicity (please check all that apply)

- African American/African/Black
- American Indian/Alaskan Native
- Asian American/Asian
- Hispanic/Latino
- Middle Eastern
- Native Hawaiian/Other Pacific Islander
- European American/White
- Other (Please feel free to specify) _____
- I prefer not to respond

Please feel free to further specify your race/ethnicity: _____

6. Sex/Gender identity

- Female
- Male
- Transgender
- Other (please feel free to specify) _____
- I prefer not to respond

7. Sexual orientation

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Other (please feel free to specify) _____
- I prefer not to respond

8. Age

- 19 years or younger
- 20 – 29 years
- 30 – 39 years
- 40 – 49 years
- 50 – 59 years
- 60 or more years
- I prefer not to respond

9. Parenting/Caregiving responsibilities (please check all that apply)

- No substantial parenting/caregiving responsibilities
- Child(ren) 18 years of age or younger
- Child(ren) over 18 years of age, legally dependent
- Sick or disabled partner/spouse
- Senior care (e.g., parent, other dependent senior)
- Other sick or disabled family member
- Other (please specify) _____
- I prefer not to respond

10. Disability status

- I do **not** have a disability that impacts my learning, working, or living conditions
- Learning Disability
- Medical Condition
- Physical Disability
- Psychological condition
- Sensory impairment (e.g., *blind, deaf, hard of hearing*)
- Other (*please feel free to specify*)

- I prefer not to respond

11. Veteran status

- I am a veteran (Not disabled)
- I am a veteran (Disabled)
- I am **not** a veteran
- I prefer not to respond

12. Religious affiliation

- Yes, I identify with a particular religion.
(Please specify if you wish)

- I do **not** identify with a particular religion.
- I prefer not to respond

13. Primary language

- My primary language is English only.
- My primary languages are English **and** a language other than English (*Please specify if you wish*)

- My primary language is a language other than English (*Please specify if you wish*)

- I prefer not to respond

14. When you applied for your current position at ECC, did you feel the *recruitment process* (e.g., job announcement) was clearly articulated and respectfully executed?

- I prefer not to respond
- No
- Yes

15. When you applied for your current position at ECC, did you feel the *selection process* (e.g., application review, job interview) was clearly articulated and respectfully executed?

- I prefer not to respond
- No
- Yes

16. When you applied for your current position at ECC, did you feel the *hiring process* (e.g., job offer, salary placement) was clearly articulated and respectfully executed?

- I prefer not to respond
- No
- Yes

17. If you responded "No" to item 14, 15, and/or 16, please provide any additional information regarding your experience.

18. Have you participated on a search/hiring committee at ECC in the past 12 months?

- I prefer not to respond
 No
 Yes

18a. If you responded "Yes" above, please indicate the extent to which you agree that the recruitment, selection, and hiring processes were conducted in a clear, uniform, and respectful manner:

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Recruitment <i>(e.g., job announcement)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection <i>(e.g., application review, job interview)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring <i>(e.g., job offer, salary placement)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

19. I believe ECC faculty and staff who participate on search/hiring committees could benefit from *equal employment opportunity training in the following areas (please mark all that apply)*:

- Recognizing implicit bias (e.g., attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner)
 Cultural proficiency/sensitivity
 Reasonable accommodations
 Other (please specify): _____

20. I believe the overall ECC faculty and staff population could benefit from *equal employment opportunity training in the following areas (please mark all that apply)*:

- Recognizing implicit bias (e.g., attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner)
 Cultural proficiency/sensitivity
 Reasonable accommodations
 Other (please specify): _____

21. Please indicate the extent to which you agree that the *general work environment at ECC is respectful of all employees regardless of:*

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't Know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee group (e.g., faculty, staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee status (e.g., FT, PT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental/caregiving responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex/Gender Identity (e.g., male, female, transgender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

22. Please indicate the extent to which you agree that *work-related policies and procedures* at ECC are *responsive* and *sensitive* to all employees regardless of:

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't Know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee group (e.g., faculty, staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee status (e.g., FT, PT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental/caregiving responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex/Gender Identity (e.g., male, female, transgender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments _____

23. Please indicate the extent to which you agree that the following are universally accessible to individuals at ECC regardless of (disability):

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	Don't Know
Physical environment (e.g., entry to campus buildings, elevators, classroom configuration, signage, parking/transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-wide notifications (e.g., formal announcements, security alerts, campus-based drills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on the college website (e.g., general content, linked files, embedded media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall resources and accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments _____

24. (Optional) Please provide any additional comments you may have about topics addressed in this survey.

El Camino College Institutional Effectiveness Outcomes 2015-2016



Achievement Measure	2012-13 Baseline	2015-16	On Target <input checked="" type="checkbox"/> With Goal	2019-2020 Goal
-----Readiness-----				
Student Readiness Rate <i>(Completion of Orientation, Assessment, and Education Plan)</i>	N/A	Coming Soon	<input type="checkbox"/>	100.0%
-----Progress-----				
Successful Course Completion Rate	70.2%	69.9%	<input type="checkbox"/>	73.7%
Remedial Writing Completion Rate	49.4%	50.5%	<input type="checkbox"/>	54.3%
Remedial Math Completion Rate	26.9%	32.7%	<input checked="" type="checkbox"/>	29.6% ★
Three-Term Persistence Rate	68.7%	76.2%	<input checked="" type="checkbox"/>	72.1% ★
30-Units Achievement Rate	66.0%	68.6%	<input checked="" type="checkbox"/>	69.3%
-----Completion-----				
Degrees Awarded	2,012	2,463	<input checked="" type="checkbox"/>	2,232 ★
Certificates Awarded	592	474	<input type="checkbox"/>	659
Number of Transfers	1,437	1,500	<input checked="" type="checkbox"/>	1,509
Overall Completion Rate	48.5%	47.8%	<input type="checkbox"/>	50.9%
Prepared Completion Rate	73.8%	71.7%	<input type="checkbox"/>	78.0%
Unprepared Completion Rate	39.0%	38.2%	<input type="checkbox"/>	40.1%
Transfer Rate	39.1%	Coming Soon	<input type="checkbox"/>	41.1%
Career Technical Education (CTE) Completion Rate	57.3%	60.5%	<input checked="" type="checkbox"/>	60.2% ★

Outcome Definitions

Student Readiness Rate

Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester.

Successful Course Completion Rate

Percentage of students earning an A, B, C, or P in a course.

Remedial English Completion Rate

Percentage successfully completing a college-level English course within six years whose first English course completed was below the transfer level.

Remedial Math Completion Rate

Percentage successfully completing a college-level math course within six years whose first math course completed was below the transfer level.

Three-Term Persistence Rate

Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate

Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate

Percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within their first six years of enrollment.

Prepared – Student's lowest course attempted in Math and/or English was college level

Unprepared – Student's lowest course attempted in Math and/or English was remedial level

Transfer Rate

Percentage of students who transfer to a four-year university within six years of first enrollment.

CTE Completion Rate

Percentage of students who attempted more than eight units in vocational or CTE in a single discipline and completed a degree, certificate, or transferred within their first six years of enrollment.

El Camino College Compton Center Institutional Effectiveness Outcomes 2015-2016



Achievement Measure	2012-13 Baseline	2015-16	On Target <input checked="" type="checkbox"/> With Goal	2019-2020 Goal
-----Readiness-----				
Student Readiness Rate <i>(Completion of Orientation, Assessment, and Education Plan)</i>	N/A	Coming Soon	<input type="checkbox"/>	100.0%
-----Progress-----				
Successful Course Completion Rate	64.9%	67.5%	<input checked="" type="checkbox"/>	68.3%
Remedial Writing Completion Rate	32.6%	36.7%	<input checked="" type="checkbox"/>	35.9% ★
Remedial Math Completion Rate	20.3%	21.8%	<input checked="" type="checkbox"/>	22.3%
Three-Term Persistence Rate	46.6%	56.2%	<input checked="" type="checkbox"/>	48.9% ★
30-Units Achievement Rate	52.5%	56.4%	<input checked="" type="checkbox"/>	55.1% ★
-----Completion-----				
Degrees Awarded	282	386	<input checked="" type="checkbox"/>	318 ★
Certificates Awarded	98	179	<input checked="" type="checkbox"/>	108 ★
Number of Transfers	518	516	<input type="checkbox"/>	544
Overall Completion Rate	31.5%	34.2%	<input checked="" type="checkbox"/>	33.1% ★
Prepared Completion Rate	70.9%	67.1%	<input type="checkbox"/>	74.4%
Unprepared Completion Rate	27.6%	28.9%	<input checked="" type="checkbox"/>	29.0%
Transfer Rate	32.2%	Coming Soon	<input type="checkbox"/>	33.8%
Career Technical Education (CTE) Completion Rate	41.9%	57.0%	<input checked="" type="checkbox"/>	44.0% ★

Outcome Definitions

Student Readiness Rate

Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester.

Successful Course Completion Rate

Percentage of students earning an A, B, C, or P in a course.

Remedial English Completion Rate

Percentage successfully completing a college-level English course within six years whose first English course completed was below the transfer level.

Remedial Math Completion Rate

Percentage successfully completing a college-level math course within six years whose first math course completed was below the transfer level.

Three-Term Persistence Rate

Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate

Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate

Percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within their first six years of enrollment.

Prepared – Student's lowest course attempted in Math and/or English was college level

Unprepared – Student's lowest course attempted in Math and/or English was remedial level

Transfer Rate

Percentage of students who transfer to a four-year university within six years of first enrollment.

CTE Completion Rate

Percentage of students who attempted more than eight units in vocational or CTE in a single discipline and completed a degree, certificate, or transferred within their first six years of enrollment.

El Camino College

Student Success Scorecard Trends

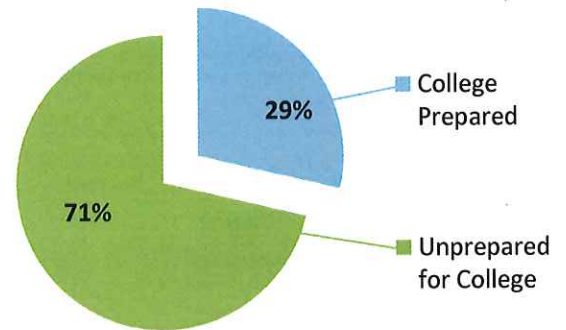
Comparison of 2014-15 and 2015-16 Scorecard Cohorts



COLLEGE PROFILE

2015-16 Student Demographics			
Students	32,069		
Gender	Ethnicity/Race		
Female	52.4%	African-American	15.7%
Male	47.6%	Amer. Indian/Alaska Nat	0.2%
Unknown Gender	0.0%	Asian	11.7%
Age Group	Filipino		
< 20 years old	31.0%	Hispanic	50.1%
20 to 24 years old	38.7%	Pacific Islander	0.5%
25 to 39 years old	22.9%	White	13.3%
40+ years old	7.4%	Two or More Races	4.6%
Unknown Age	0.0%	Unknown Ethnicity	0.5%

Percentage of 2015-16 Cohort Unprepared for College



COMPLETION METRICS

Overall

Student attempted any level of Math or English in the first three years



College Prepared

Student's lowest course attempted in Math and/or English was college level



Unprepared for College

Student's lowest course attempted in Math and/or English was remedial level



Completion Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.



Three-Term Persistence Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who enrolled in the first three consecutive terms anywhere in the CCC system.



30-Units Completion Rate

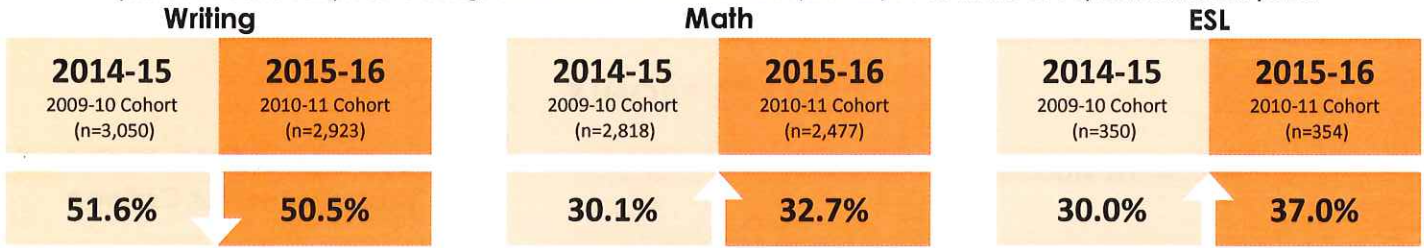
Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at ECC who achieved at least 30 units anywhere in the CCC system within six years.



BASIC SKILLS METRICS

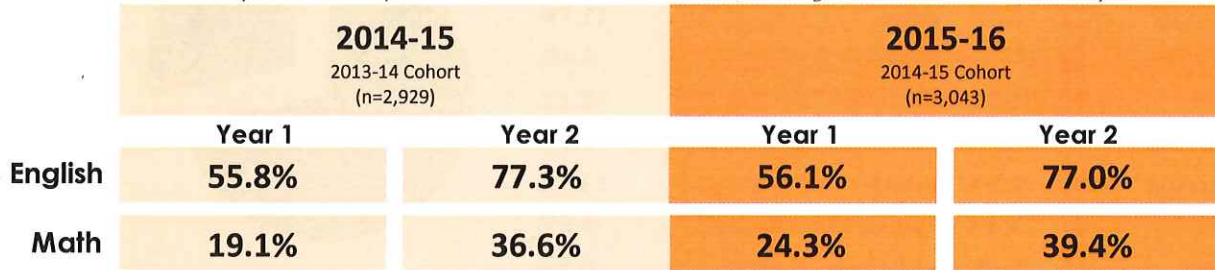
Remedial Completion Rate

Percentage of credit students who first enrolled in a course below transfer level in writing, mathematics, and/or ESL during the cohort year at ECC and completed a college-level course in the same discipline anywhere in the CCC system within six years.



Transfer Level Achievement

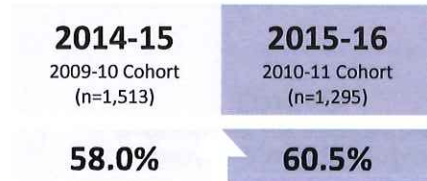
Percentage of first-time students at ECC who complete six units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



CTE METRICS

Career Technical Education Completion Rate

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in the cohort year at ECC who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

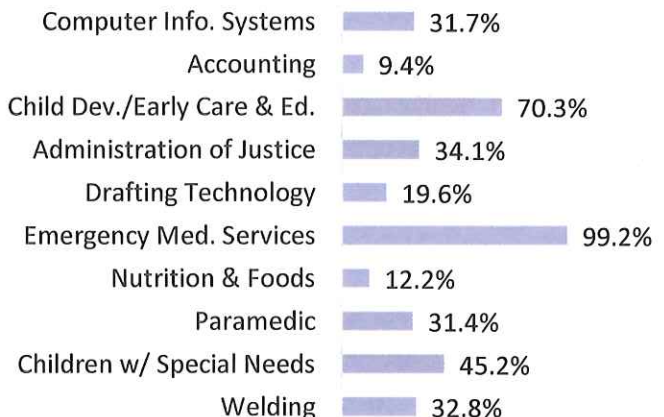


Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in cohort year and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.



Median Earning Change for Disciplines with the Highest Enrollment



El Camino College Compton Center

Student Success Scorecard Trends

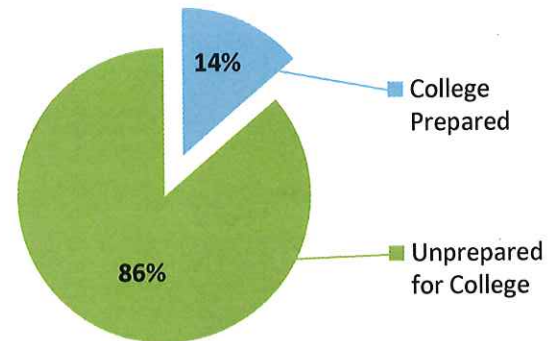
Comparison of 2014-15 and 2015-16 Scorecard Cohorts



COLLEGE PROFILE

2015-16 Student Demographics			
Students	11,602		
Gender		Ethnicity/Race	
Female	62.5%	African-American	30.4%
Male	37.5%	Amer. Indian/Alaska Nat	0.1%
Unknown Gender	0.0%	Asian	3.9%
Age Group		Filipino	
< 20 years old	23.5%	Hispanic	55.7%
20 to 24 years old	38.0%	Pacific Islander	0.7%
25 to 39 years old	29.6%	White	3.8%
40+ years old	9.0%	Two or More Races	3.0%
Unknown Age	0.0%	Unknown Ethnicity	0.4%

Percentage of 2015-16 Cohort Unprepared for College



COMPLETION METRICS

Overall

Student attempted any level of Math or English in the first three years



College Prepared

Student's lowest course attempted in Math and/or English was college level



Unprepared for College

Student's lowest course attempted in Math and/or English was remedial level



Completion Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at Compton Center who completed a degree, certificate or transfer-related outcomes anywhere in the CCC system within six years.



Three-Term Persistence Rate

Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at Compton Center who enrolled in the first three consecutive terms anywhere in the CCC system.



30-Units Completion Rate

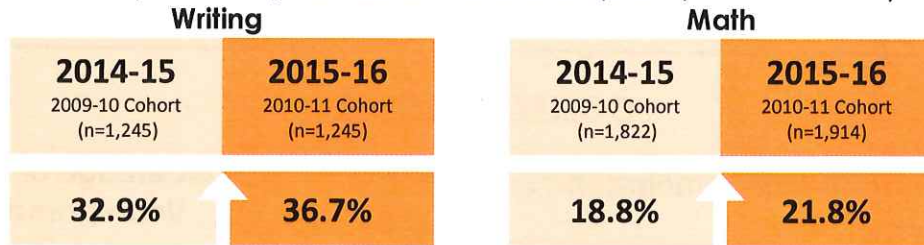
Percentage of degree, certificate and/or transfer-seeking students starting first time in the cohort year at Compton Center who achieved at least 30 units anywhere in the CCC system within six years.



BASIC SKILLS METRICS

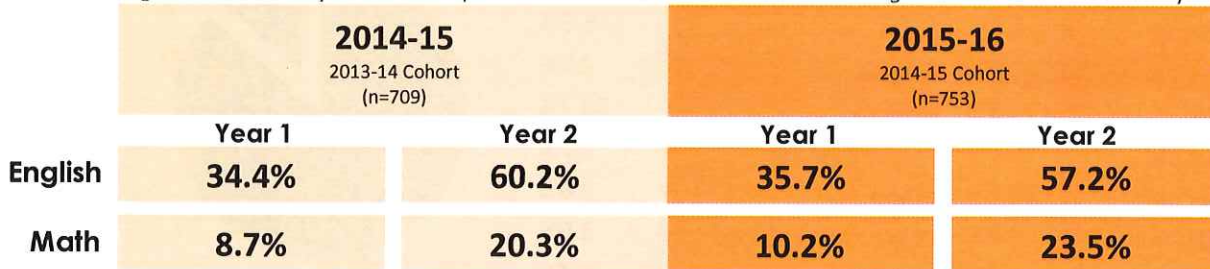
Remedial Completion Rate

Percentage of credit students who first enrolled in a course below transfer level in writing and/or mathematics during the cohort year at Compton Center and completed a college-level course in the same discipline anywhere in the CCC system within six years.



Transfer Level Achievement

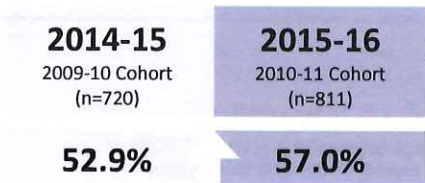
Percentage of first-time students at Compton Center who complete six units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



CTE METRICS

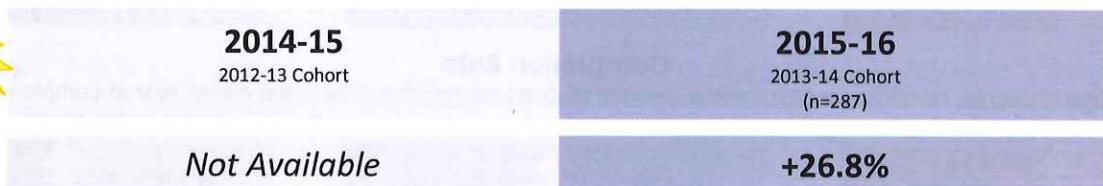
Career Technical Education Completion Rate

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in the cohort year at Compton Center who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

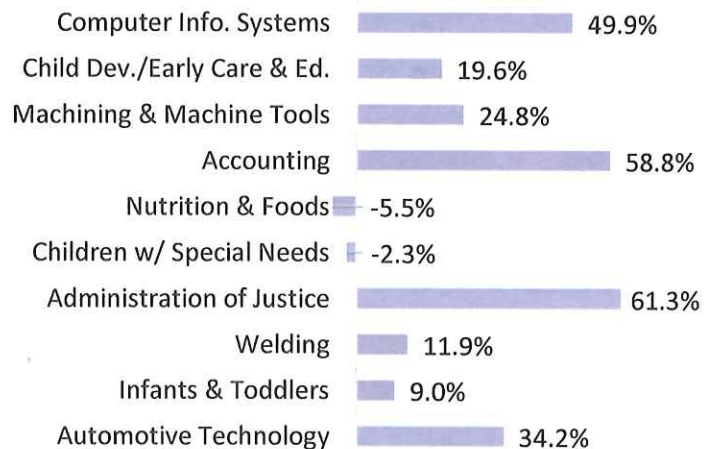


Skills Builder

The median percentage change in wages for students who completed higher level CTE coursework in cohort year and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.



Median Earning Change for Disciplines with the Highest Enrollment





2017 El Camino College Student Success Scorecard

Founded in 1947, El Camino College provides comprehensive educational opportunities to South Bay residents, offering a wide variety of academic and career programs. El Camino College students consistently transfer to four-year colleges and universities. ECC regularly ranks in the top 5 California community colleges in transfers to the UC and CSU systems. El Camino College has a long history of responsiveness to community needs and national recognition in a number of student programs and services.

Student Information (2015-2016)

Students				32,069
GENDER		RACE/ETHNICITY		
Female	52.4%	African American		15.7%
Male	47.6%	American Indian/Alaska Native		0.2%
Unknown Gender	0.0%	Asian		11.7%
AGE		Filipino		3.4%
Under 20 years old	31.0%	Hispanic		50.1%
20 to 24 years old	38.7%	Pacific Islander		0.5%
25 to 39 years old	22.9%	White		13.3%
40 or more years old	7.4%	Two or More Races		4.6%
Unknown Age	0.0%	Unknown Ethnicity		0.5%

Other Information (2015-2016)

Full-Time Equivalent Students	19,486.0
Credit Sections	4,571
Non-Credit Sections	5
Median Credit Section Size	31
Percentage of Full-Time Faculty	61.9%
Percentage of First-Generation	41.9%
Student Counseling Ratio	501:1

* Insufficient data



2017 El Camino College Student Success Scorecard

Cohort Tracked for Six Years Through 2015-2016	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	71.7%	38.2%	47.8%	78.9%	75.1%	76.2%	74.6%	66.2%	68.6%	32.7%	50.5%	37.0%	60.5%
Female	76.4%	40.0%	49.4%	79.5%	76.5%	77.3%	76.6%	67.4%	69.7%	35.5%	53.3%	40.3%	65.6%
Male	68.4%	36.4%	46.4%	78.4%	73.7%	75.2%	73.3%	65.0%	67.6%	29.4%	47.6%	32.9%	56.0%
Under 20 years old	73.7%	40.7%	51.1%	79.7%	76.4%	77.4%	76.0%	68.9%	71.1%	35.4%	56.1%	64.8%	73.2%
20 to 24 years old	55.6%	27.6%	32.0%	66.7%	66.3%	66.3%	66.7%	52.8%	55.0%	28.5%	38.0%	39.4%	63.2%
25 to 39 years old	39.1%	27.9%	29.6%	73.9%	72.1%	72.4%	47.8%	57.4%	55.9%	31.0%	43.3%	32.8%	52.4%
40 or more years old	60.0%	27.9%	32.1%	80.0%	79.4%	79.5%	60.0%	60.3%	60.3%	29.6%	45.5%	25.3%	43.3%
African-American	74.0%	29.1%	35.9%	84.9%	73.6%	75.3%	68.5%	56.7%	58.5%	17.9%	38.1%	40.0%	53.1%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	66.7%	66.7%	N/A	66.7%	66.7%	55.6%	66.7%	N/A	60.0%
Asian	81.3%	61.8%	70.2%	79.1%	80.6%	80.0%	78.4%	85.5%	82.5%	45.3%	67.8%	37.8%	67.6%
Filipino	72.9%	47.5%	57.0%	68.8%	78.8%	75.0%	60.4%	66.3%	64.1%	43.3%	61.1%	71.4%	71.2%
Hispanic	66.4%	35.2%	42.1%	79.4%	74.0%	75.2%	73.9%	66.0%	67.8%	35.7%	50.7%	30.1%	62.3%
Pacific Islander	40.0%	30.0%	32.0%	60.0%	70.0%	68.0%	60.0%	50.0%	52.0%	23.5%	33.3%	N/A	50.0%
White	73.5%	44.3%	57.5%	79.0%	77.0%	77.9%	77.3%	68.7%	72.6%	46.4%	55.9%	42.2%	59.2%

**STUDENT
SUCCESS
INITIATIVE**



CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
		Year 1	Year 2	Year 1	Year 2	
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	3,043	24.3%	39.4%	3,043	56.1%	77.0%
Female	1,527	20.8%	36.4%	1,527	53.6%	77.1%
Male	1,516	27.8%	42.4%	1,516	58.6%	77.0%
< 20 years old	2,653	26.6%	42.0%	2,653	58.5%	78.7%
20 to 24 years old	293	8.9%	22.5%	293	39.2%	65.5%
25 to 39 years old	75	6.7%	20.0%	75	40.0%	68.0%
40+ years old	22	13.6%	18.2%	22	45.5%	63.6%
African American	335	13.4%	24.2%	335	40.3%	60.0%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	25.0%
Asian	261	55.9%	71.3%	261	70.1%	88.1%
Filipino	97	32.0%	50.5%	97	68.0%	87.6%
Hispanic	1,817	18.5%	33.0%	1,817	51.3%	74.7%
Pacific Islander	18	22.2%	50.0%	18	50.0%	66.7%
White	349	34.1%	53.9%	349	75.9%	89.1%



Skills Builder

Median Earnings Change

+34.6%

N=774

Disciplines with the highest enrollment	Median % Change	Total N
Computer Information Systems	31.7%	97
Accounting	9.4%	62
Child Development/Early Care and Education	70.3%	49
Administration of Justice	34.1%	47
Drafting Technology	19.6%	44
Emergency Medical Services	99.2%	42
Nutrition, Foods, and Culinary Arts	12.2%	34
Paramedic	31.4%	33
Children with Special Needs	45.2%	32
Welding Technology	32.8%	30

*: Cohort fewer than 10 students

Demographics

Gender	Median % Change	Total N
Female	38.9%	320
Male	31.8%	454
Age	Median % Change	Total N
Under 20	113.6%	52
20-24	60.7%	264
25-39	26.7%	331
40 or over	7.5%	127
Ethnicity/Race	Median % Change	Total N
African American	29.4%	161
American Indian/Alaska Native	-88.9%	**
Asian	31.6%	62
Filipino	15.0%	27
Hispanic	43.7%	308
Pacific Islander	16.2%	*
White	26.2%	170

N/A: Cohort has no students.

*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.



2017 El Camino College Compton Center Student Success Scorecard

El Camino College Compton Center operates as an educational center of El Camino College. Under an agreement with El Camino College, Compton Center offers accredited El Camino College courses to residents of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate. Residents of the Compton Community College District have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses and related support services.

Student Information (2015-2016)

Students				11,602
GENDER		RACE/ETHNICITY		
Female	62.5%	African American		30.4%
Male	37.5%	American Indian/Alaska Native		0.1%
Unknown Gender	0.0%	Asian		3.9%
AGE		Filipino		2.0%
Under 20 years old	23.5%	Hispanic		55.7%
20 to 24 years old	38.0%	Pacific Islander		0.7%
25 to 39 years old	29.6%	White		3.8%
40 or more years old	9.0%	Two or More Races		3.0%
Unknown Age	0.0%	Unknown Ethnicity		0.4%

Other Information (2015-2016)

Full-Time Equivalent Students	6,006.0
Credit Sections	1,376
Non-Credit Sections	0
Median Credit Section Size	29
Percentage of Full-Time Faculty	60.4%
Percentage of First-Generation	52.9%
Student Counseling Ratio	515:1

* Insufficient data



2017 El Camino College Compton Center Student Success Scorecard

Cohort Tracked for Six Years Through 2015-2016	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	67.1%	28.9%	34.2%	56.6%	56.2%	56.2%	65.1%	55.0%	56.4%	21.8%	36.7%	13.0%	57.0%
Female	71.6%	30.1%	34.6%	53.7%	57.2%	56.8%	71.6%	57.0%	58.6%	22.6%	37.8%	16.7%	61.5%
Male	63.9%	27.2%	33.6%	60.2%	54.9%	55.8%	60.2%	52.1%	53.5%	20.2%	35.0%	10.0%	51.1%
Under 20 years old	71.6%	33.1%	39.6%	57.5%	56.3%	56.5%	66.4%	61.1%	62.0%	24.8%	44.2%	0.0%	59.5%
20 to 24 years old	36.4%	11.3%	13.3%	45.5%	52.4%	51.9%	63.6%	33.1%	35.6%	21.1%	29.8%	33.3%	60.2%
25 to 39 years old	50.0%	28.6%	29.4%	75.0%	60.0%	60.6%	75.0%	50.5%	51.4%	20.2%	35.0%	14.3%	55.7%
40 or more years old	0.0%	18.5%	17.5%	33.3%	55.6%	54.4%	0.0%	38.9%	36.8%	17.6%	28.6%	8.3%	50.8%
African-American	71.0%	27.6%	31.0%	48.4%	57.2%	56.5%	71.0%	48.1%	49.9%	16.1%	28.7%	0.0%	46.7%
American Indian/Alaska Native	N/A	50.0%	50.0%	N/A	0.0%	0.0%	N/A	100.0%	100.0%	0.0%	33.3%	N/A	100.0%
Asian	83.3%	100.0%	86.7%	33.3%	100.0%	46.7%	58.3%	100.0%	66.7%	66.7%	50.0%	0.0%	65.0%
Filipino	80.0%	50.0%	56.0%	60.0%	45.0%	48.0%	100.0%	95.0%	96.0%	45.5%	37.5%	N/A	84.6%
Hispanic	59.5%	28.3%	32.3%	60.8%	55.7%	56.3%	62.2%	57.8%	58.4%	27.8%	45.8%	15.0%	60.3%
Pacific Islander	N/A	30.0%	30.0%	N/A	70.0%	70.0%	N/A	60.0%	60.0%	6.9%	25.9%	N/A	87.5%
White	76.5%	46.7%	62.5%	76.5%	46.7%	62.5%	64.7%	46.7%	56.3%	45.8%	35.7%	N/A	63.9%



Transfer Level Achievement	Math			English		
		Year 1	Year 2	Year 1	Year 2	
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	753	10.2%	23.5%	753	35.7%	57.2%
Female	404	7.7%	20.8%	404	30.4%	57.7%
Male	349	13.2%	26.6%	349	41.8%	56.7%
< 20 years old	559	12.5%	28.3%	559	39.5%	61.9%
20 to 24 years old	134	4.5%	11.9%	134	25.4%	41.8%
25 to 39 years old	39	2.6%	7.7%	39	25.6%	59.0%
40+ years old	21	0.0%	0.0%	21	19.0%	28.6%
African American	119	4.2%	14.3%	119	29.4%	47.1%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	0.0%
Asian	*	11.1%	66.7%	*	66.7%	77.8%
Filipino	*	50.0%	66.7%	*	83.3%	83.3%
Hispanic	594	10.9%	24.4%	594	36.7%	59.8%
Pacific Islander	*	0.0%	0.0%	*	0.0%	20.0%
White	*	33.3%	50.0%	*	33.3%	50.0%



Skills Builder

Median Earnings Change

+26.8%

N=287

Disciplines with the highest enrollment	Median % Change	Total N
Computer Information Systems	49.4%	50
Child Development/Early Care and Education	19.6%	39
Machining and Machine Tools	24.8%	28
Accounting	58.8%	26
Nutrition, Foods, and Culinary Arts	-5.5%	20
Children with Special Needs	-2.3%	16
Administration of Justice	61.3%	15
Welding Technology	11.9%	14
Infants and Toddlers	9.0%	13
Automotive Technology	34.2%	12

*: Cohort fewer than 10 students

Demographics

Gender	Median % Change	Total N
Female	19.4%	158
Male	40.7%	129
Age	Median % Change	Total N
Under 20	149.3%	19
20-24	72.0%	92
25-39	24.8%	118
40 or over	1.9%	58
Ethnicity/Race	Median % Change	Total N
African American	25.4%	125
American Indian/Alaska Native	216.7%	**
Asian	-5.8%	*
Filipino	65.5%	*
Hispanic	27.6%	124
Pacific Islander	60.1%	*
White	-18.9%	*

N/A: Cohort has no students.

*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

El Camino College

Institutional Effectiveness Indicators 2017



Overview of Institutional Effectiveness Indicators

In response to budget legislation passed in 2014, the California Community Colleges Chancellor’s Office developed a framework of Institutional Effectiveness (IE) Indicators for all colleges systemwide. The IE Indicators consist of district and college performance measures related to fiscal viability, accreditation status, compliance with state and federal guidelines, and student performance. Indicators consist of performance rates from the past five years along with short-term and long-term goals established by each college through a local consultative process (see Appendix). More information about the Institutional Effectiveness Indicators may be found on the [Chancellor’s Office website](#). The Chancellor’s Office also hosts an online [Institutional Effectiveness Indicator Portal](#) in which the public may access information related to each college’s performance.

El Camino College has developed, adopted, and publicly posted its indicator report (this document), per [California Education Code §84754.6](#). The College has reported short-term (1-year) and long-term (6-year) targets for all required, and some optional, goals. Many IE Indicators mirror the College’s own set of [Institutional Effectiveness Outcomes](#), which are part of the current Strategic Plan ([Board Policy 1200](#)). The most recent performance information for El Camino College is found below, beginning with College, then District, Indicators.

College Indicators

Completion Rate – College Prepared

Percentage of degree, certificate, and/or transfer seeking, College Prepared (Student's lowest course attempted in Math and/or English was college level) first time students who completed a degree, certificate, or transfer related outcome within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
70.8%	74.1%	73.9%	72.3%	71.7%	74.9%	78.0%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Completion Rate – Unprepared for College

Percentage of degree, certificate, and/or transfer seeking, Unprepared for College (Student's lowest course attempted in Math and/or English was below college level) first time students who completed a degree, certificate, or transfer related outcome with six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
36.6%	39.4%	39.7%	39.2%	38.2%	39.6%	40.9%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Completion Rate – Overall

Percentage of degree, certificate, and/or transfer seeking, first time students who completed a degree, certificate, or transfer related outcome within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
45.7%	48.8%	48.6%	48.8%	47.8%	49.7%	51.9%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Remedial Math Rate

Percentage of first time students who started in a below college-level Math course and completed a transfer Math course within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
25.2%	26.4%	27.8%	30.1%	32.7%	33.2%	34.3%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Career Technical Education Rate

Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time who completed a degree, certificate, apprenticeship or transfer-related outcomes within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
55.4%	57.1%	55.5%	58.0%	60.5%	61.4%	63.5%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Successful Course Completion

Percentage of Fall term credit course enrollments where student earned a grade of C or better.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
68.6%	69.7%	67.5%	67.4%	67.8%	70.8%	73.7%

Source: California Community Colleges Chancellor's Office MIS Data Mart

Completion of Degrees

Number of Associate degrees completed.

Historical Counts					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
1,659	2,012	1,998	1,977	2,463	2,474	2,500

Source: California Community Colleges Chancellor's Office MIS Data Mart

Completion of Certificates

Number of Chancellor's Office approved certificates completed.

Historical Counts					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
516	592	478	410	474	567	659

Source: California Community Colleges Chancellor's Office MIS Data Mart

30 Unit Achievement Rate - Overall

Percentage of degree, certificate and/or transfer-seeking, first time students who earned at least 30 units within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
66.4%	65.9%	67.2%	68.1%	68.6%	68.9%	70.7%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

District Indicators

Fund Balance

Ending unrestricted general fund balance as a percentage of total expenditures.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
20.3%	20.0%	16.7%	16.0%	29.9%	5.0%	5.0%

Audit Findings

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies).

Audit Finding	Historical Goals		Goals	
	Short-term Goal (2016-17)	Short-term Goal (2021-22)	Short-term Goal (2017-18)	Long-term Goal (2022-23)
Audit Opinion Financial Statement	Yes	Yes	Yes	Yes
State Compliance	Yes	Yes	Yes	Yes
Federal Award/Compliance*	Yes	Yes	Yes	Yes

* Independent audit opinion relating to federal award compliance and internal controls over federal programs.

Accreditation Status

Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation status.

Historical Status					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
July No Action	July No Action	July Warning	July No Action	July No Action	Fully Accredited No Action	Fully Accredited No Action
February No Action	February Warning	February Sanction Removed	February Reaffirmed	February No Action		

Other Post-Employment Benefits (OPEB) Liability

Self-reported percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and designated for this liability).

Historical Rate	Goals	
2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
100%	100%	100%

El Camino College Compton Center Institutional Effectiveness Indicators 2017



Overview of Institutional Effectiveness Indicators

In response to budget legislation passed in 2014, the California Community Colleges Chancellor’s Office developed a framework of Institutional Effectiveness (IE) indicators for all colleges systemwide. The IE indicators consist of district and college performance measures related to fiscal viability, accreditation status, compliance with state and federal guidelines, and student performance. Indicators consist of performance rates from the past five years along with short-term and long-term goals established by each college through a local consultative process (see Appendix). More information about the Institutional Effectiveness Indicators can be found on the [Chancellor’s Office website](#). The Chancellor’s Office also hosts an online [Institutional Effectiveness Indicator Portal](#) in which the public may access information related to each college’s performance.

El Camino College Compton Center has developed, adopted, and publicly posted its indicator report (i.e., the present document) per [California Education Code §84754.6](#). Compton Center has reported short-term (1-year) and long-term (6-year) targets for all required goals, as well as some of the optional goals. Many IE Indicators mirror Compton Center’s own set of [Institutional Effectiveness Outcomes](#), which are part of the current Strategic Plan ([Board Policy 1200](#)). The most recent performance information for El Camino College Compton Center is reported below, beginning with the College Indicators and followed by the District Indicators. Definitions for each indicator are provided along with tables depicting historical trends and current goals.

College Indicators

Completion Rate – College Prepared

Percentage of degree, certificate, and/or transfer seeking, College Prepared (Student's lowest course attempted in Math and/or English was college level) first time students who completed a degree, certificate, or transfer related outcome within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
65.2%	67.9%	55.1%	63.2%	67.1%	70.8%	74.4%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Completion Rate – Unprepared for College

Percentage of degree, certificate, and/or transfer seeking, Unprepared for College (Student's lowest course attempted in Math and/or English was below college level) first time students who completed a degree, certificate, or transfer related outcome within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
34.0%	27.5%	27.2%	27.5%	28.9%	29.1%	29.6%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Completion Rate – Overall

Percentage of degree, certificate, and/or transfer seeking, first time students who completed a degree, certificate, or transfer related outcome within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
38.1%	31.2%	29.7%	30.9%	34.2%	34.7%	35.9%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Remedial Math Rate

Percentage of credit students who started below the transfer level in Math and completed a college-level transfer course in Math within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
21.5%	20.6%	21.4%	18.8%	21.8%	22.2%	23.2%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Career Technical Education Rate

Percentage of first time students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline who completed a degree, certificate, apprenticeship, or transferred within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
40.1%	41.4%	50.2%	52.9%	57.0%	57.8%	59.9%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Successful Course Completion

Percentage of Fall term credit course enrollments where student earned a grade of C or better.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
61.3%	62.9%	62.6%	63.0%	63.8%	66.1%	68.3%

Source: California Community Colleges Chancellor's Office MIS Data Mart

Completion of Degrees

Number of associate degrees completed.

Historical Counts					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
228	281	262	316	386	392	405

Source: California Community Colleges Chancellor's Office MIS Data Mart

Completion of Certificates

Number of Chancellor's Office approved certificates completed.

Historical Counts					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
104	96	100	104	179	182	188

Source: California Community Colleges Chancellor's Office MIS Data Mart

30 Unit Achievement Rate

Percentage of degree, certificate, and/or transfer-seeking students who earned at least 30 units within six years.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
50.0%	52.5%	54.3%	53.0%	56.4%	57.2%	59.2%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

District Indicators

Fund Balance

Ending unrestricted general fund balance as a percentage of total expenditures.

Historical Rates					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
14.6%	25.1%	25.8%	28.4%	31.1%	25.0%	10.0%

Audit Findings

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies).

Audit Finding	Historical Goals		Goals	
	Short-term Goal (2016-17)	Short-term Goal (2021-22)	Short-term Goal (2017-18)	Long-term Goal (2022-23)
Audit Opinion Financial Statement	Yes	Yes	Yes	Yes
State Compliance	Yes	Yes	Yes	Yes
Federal Award/Compliance*	Yes	Yes	Yes	Yes

* Independent audit opinion relating to federal award compliance and internal controls over federal programs.

Accreditation Status

Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation status.

Historical Status					Goals	
2011-12	2012-13	2013-14	2014-15	2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
July 2010 FA-N	July 2011 FA-N	July 2012 FA-N	July 2013 FA-N	July 2014 FA-N	Fully Accredited - No Action	Fully Accredited - No Action
February 2011 FA-N	February 2012 FA-N	February 2013 FA-N	February 2014 FA-N	February 2015 FA-N		

Note: "FA-N" is the Accreditation Status Code for "Fully Accredited – No Action" status.

Other Post-Employment Benefits (OPEB) Liability

Self-reported percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and designated for this liability).

Historical Rate	Goals	
2015-16	Short-term Goal (2017-18)	Long-term Goal (2022-23)
pending%	100%	100%

NEW PROCEDURE - LEGALLY REQUIRED

Administrative Procedure 2710

Conflict of Interest

Incompatible Activities (Government Code Sections 1126 and 1099)

Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)

Board members and employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as members of the Board or as employees.

A Board member shall not be considered to be financially interested in a contract if his/her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Board member shall not be deemed to be financially interested in a contract if he/she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he/she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Board member or employee determines that he/she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of an employee, this

announcement shall be made in writing and submitted to the Board. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.

1. Publicly identify the financial interest in detail sufficient to be understood by the public;
2. Recuse himself or herself from discussing and voting on the matter;
3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

Gifts (Government Code Section 89503)

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Board members and designated employees.

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. The term "honorarium" does not include:

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
2. Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes.

Representation (Government Code Section 87406.3)

Elected officials and the Superintendent/President shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1))

No employee, Board member, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, Board member, or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the District.

References:

Government Code Sections 87105 and 87200-87210;
Title 2 Sections 18700 et seq.;;
2 Code of Federal Regulations Part 200.318(c)(1); and
other citations as listed above

Draft: 3/27/17

REVISED

Administrative Procedure 7250 Educational Administrative Reassignment Rights

INTRODUCTION

In accordance with Educational Code, Section 87458, the El Camino Community College District adopts the following educational administrator re-assignment rights procedure. An educational administrator is defined as an administrator who is employed in an academic position designated by the governing board of the District as having direct responsibility for supervising the operation of or formulation policy regarding the instructional or student services program of the District (Ed. Code Section 87002 (b)).

~~An administrator hired before June 28, 1993 will retain status as a tenured faculty member. An administrator hired prior to adoption of this policy shall be granted tenure in accordance with the District process in effect on January 1, 1989. (Ed. Code Section 87458(b)).~~

~~This policy applies to educational administrators hired on or after June 28, 1993 and after adoption of this policy.~~ Under AB 1725, such administrators do not acquire tenure as instructors. However, they can acquire the right to become first-year probationary faculty members. Their reassignment shall be done in accordance with the following procedures.

- I. An administrator hired on or after June 28, 1993, who does not have faculty tenure in this District, shall be reassigned to a first-year probationary faculty position provided that he or she meets all of the following criteria:
 - A. Holds an educational administrative position. For every administrative job title the records of the District shall show whether or not it is an educational or classified administrative position.
 - B. The administrator has completed at least two years of satisfactory service, including any time previously served as a faculty member, in the District.
 - C. The educational administrator is being re-assigned due to the elimination of the current position as part of an administrative reorganization or as part of a reduction in force among administrators, or for reasons other than for cause. If the same position is opened within 39 months or if another administrative position of similar rank and responsibilities is opened within the District within 39 months for which this administrator has the minimum qualification, he or she shall be assigned to that position. In no case shall this District reassign an administrator to a faculty position if evidence exists that justifies dismissal for cause.
 - D. During the first year, the reassignment would not cause a layoff or any contract or regular faculty member. If in subsequent years, the District is required to reduce the number of permanent employees in the discipline, the reduction will occur in accordance with Section 87743 of the Education Code and the Agreement between the District and the El Camino College Federation of Teachers. (Federation).

Administrative Procedure 7250 Educational Administrative Reassignment Rights

- II. To determine the discipline to which an administrator shall be assigned, the following shall apply:
- A. The administrator can be assigned only to a discipline in which he or she has at least the minimum qualifications as specified by the State or have taught in the Faculty Service Area (FSA) discipline at El Camino College or hold a valid Instructor Credential in the discipline. The Academic Senate shall certify to the governing board for which discipline or disciplines the administrator meets the minimum qualifications. In order to facilitate the assignment of the discipline, the administrator shall supply the District Human Resources Office with appropriate transcripts and a list of subjects taught. The governing board shall rely primarily upon the Academic Senate's judgement. The District shall review with the Academic Senate a recommendation on the discipline to which the administrator should be assigned. The Board of Trustees shall provide the Academic Senate with an opportunity to present its views before a determination is made. A written record of the Board's decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code, Section 87358.
 - B. Whenever possible, the administrator shall be assigned to a discipline in which he or she has not only the minimum qualifications but also where all of the following apply:
 - 1. There are sufficient assignments in the discipline currently held by adjunct faculty to make a full-time assignment for an additional faculty member.
 - 2. The administrator has an interest as indicated by a statement of the administrator's own preference for assignment.
 - C. In the event of qualifications in more than one area, the administrator shall be recommended for assignment by a joint Academic Senate/District Committee. Besides considering one and two above, the Committee will consider area of greatest District need and area where administrator has the most academic preparation and experience.

Administrative Procedure 7250 Educational Administrative Reassignment Rights

III. Review and Revision

- A. Any exception to this policy stated in this document require mutual agreement between the Academic Senate Council, in consultation with the Federation and the District.
- B. Review and revision will be done at the request of the Academic Senate Council, the Federation, or the District.
- C. Revisions must be mutually agreed upon by the Academic Senate Council, in consultation with the Federation and the District. Until such agreement is reached, the current policy will remain in effect.

NEW POLICY

Board Policy 7250

Educational Administrators

An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540 et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the Superintendent/President. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the Superintendent/President.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the Superintendent/President.

Every educational administrator shall be employed by an appointment or contract of one or two year duration.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his or her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his/her administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the Superintendent/President and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.

- The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.

References:

Education Code Sections 72411 et seq., 87002(b), and 87457-87460
Government Code Section 3540.1(g) and (m)

El Camino College
Adopted:

PROPOSED

New Procedure – Legally Required

Administrative Procedure 3501

Campus Security and Access

During business hours, the District will be open to students, parents, employees, contractors, guests, and invitees. During non-business hours access to all District facilities is by key or keycard, if issued, or by admittance via the Campus Police. The District will admit only those with prior written approval to all facilities.

Emergencies may necessitate changes or alterations to any posted schedules. Areas that are problematic will have periodic security reviews by the Campus Police. Items reviewed may include landscaping, locks, alarms, lighting, and communications.

Reference:

34 Code of Federal Regulations Section 668.46(b)(3)

ACCJC Accreditation Standard III.B.1

Clery Act

Revised Policy – Legally Required

Board Policy 3501

Campus Security and Access

For the safety of the campus pedestrian population, the District restricts the use of all motorized vehicles and bicycles on campus walkways to authorized personnel only. The use of skateboard, scooters and rollerblades/skates on any campus walkway is prohibited.

Delivery trucks and heavy vehicles are prohibited from driving on the interior campus walkways and may access the campus interior only from designated loading docks. Drivers ignoring this policy will be cited by Campus Police.

References:

34 Code of Federal Regulations Part 668.46(b)(3)

ACCJC Accreditation Standard III.B.1

California Vehicle Code 21113(f)

El Camino College

Adopted: 2/22/88

Amended: 2/13/89

Amended:

Replaces Policy #3602

New Procedure – Legally Required

Administrative Procedure 3516

Registered Sex Offender Information

The District shall include in its Annual Security Report a statement advising the campus community where information pertaining to registered sex offenders may be obtained.

Sex offenders are required to register with the police in the jurisdiction in which they reside and at institutions of higher learning if they are students there or if they work there as employees, contractors, or volunteers. A sex offender who is an employee or volunteer in the District must disclose his or her status as a registrant upon his or her application for employment or acceptance of a volunteer position if he or she:

- 1) Would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or would have supervision or disciplinary power over minor children or
- 2) Would be working directly and in an accompanied setting with minor children and his or her work would require touching minor children on more than an incidental basis.

A sex offender who must register for committing a crime against a minor victim under the age of 16 is prohibited from serving as an employer, employee, contractor, or volunteer in any capacity in which the sex offender would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or involving having supervision or disciplinary power over minor children.

Sex offenders who may be required to register should do so at: The Campus Police Department, located at El Camino College campus, 16007 Crenshaw Blvd., Torrance, CA 90506.

Information concerning registered sex offenders on campus can be obtained from the Campus Police Department. Information regarding registered sex offenders in the state of California can be obtained through the Megan's Law website, located at www.meganslaw.ca.gov

The Campus Police Department shall not release information regarding a sex offender, unless the person seeking the information has signed a statement, on a form provided by the Department of Justice, stating that he or she is not a registered sex offender, that he or she understands the purpose of the release of information is to allow members of the campus community to protect themselves and their children from sex offenders, and that he or she understands it is unlawful to use the information received to commit a crime

against any registered sex offender or to engage in illegal discrimination or harassment of a registered sex offender. The department will maintain the signed statement in its records for a period of five years.

The Campus Police Department will release the following information regarding a registered sex offender:

1. Full name;
2. Known aliases;
3. Gender;
4. Race;
5. Physical description;
6. Photograph;
7. Date of birth;
8. Crimes resulting in registration; and
9. The date of last registration or re-registration.

References:

Penal Code, Sections 290, 290.01, and 290.95;
34 CFR, Section 668;
Campus Sex Crimes Prevention Act 42 U.S.C., Section 14071j;
20 U.S.C., Section 1092(f)(1)(I);
20 U.S.C., Section 1232g(b)(7)(A)

New Procedure

Administrative Procedure 3518

Child Abuse Reporting

The District recognizes the responsibility of its staff to report to the appropriate agency when there is a reasonable suspicion that an abuse or neglect of a child (under the age of 18 years) may have occurred.

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” (Penal Code, Section 11166(a)(1))

Definition of Child Abuse or Neglect

“Child abuse” is defined as physical abuse, sexual abuse, and/or serious emotional maltreatment, as well as sexual assault, sexual exploitation, and/or the willful cruelty or unjustifiable punishment of a child; incidents of unlawful corporal punishment or injury against a child; or abuse in out-of-home care. (Penal Code, Section 11165)

“Neglect” means the negligent treatment or maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare. It includes the negligent failure of a person having or supervision such that the child’s health is endangered. (Penal Code, Section 11165.2)

Mandated Reporters

Mandated reporters include faculty members, educational administrators, and classified staff. Volunteers are not mandated reporters but are encouraged to report suspected abuse or neglect of a child. (Penal Code, Section 11165 (b))

Reports of Child Abuse or Neglect

If a mandated reporter suspects child abuse or neglect, he or she must first make a verbal report to the Department of Children & Family Services Child Protection Hotline at 1-800-540-4000.

Mandated reporters must report immediately any reasonable suspicion of child abuse to a local child protective agency such as the Hotline and follow up with a written report within 36 hours. (Penal Code, Section 11166(a))

After a verbal report of abuse or neglect is made, the Hotline will provide mandated reporters with a 19-digit referral number which will be needed to complete the mandatory written report. This report of child abuse and/or neglect must be made on Form SS 8572; copies of this form are available in the Human Resources Office, through the Child Development Center and on the web at

<https://mandreptla.org/index.asp?OpenStatus>

Once the written report of child abuse or neglect is completed, it should be mailed to the following address:

Child Protection Hotline
3075 Wilshire Boulevard, Fifth Floor
Los Angeles, CA 90010

Immunity and Failure to Report when Required

No mandated reporter who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by the Penal Code.

Any person other than a child care custodian reporting a known or suspected instance of child abuse shall not incur any liability as a result of making any report of child abuse, unless it can be proven that a false report was made and the person knew that the report was false (Penal Code, Section 11172(a)).

Any person not mandated by law to report suspected child abuse has immunity unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident (Penal Code, Section 5756 11172(a)).

Reporting is an individual responsibility. An employee making a report cannot be required to disclose his or her identity to the employer. (Penal Code, Section 11166(h). However, a person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (Penal Code, Section 11166.5.(a)(a)).

Obligation and Compliance Information Provided to Mandated Reporters

The District shall provide each mandated reporter with a statement informing him or her of the fact that he or she is a mandated reporter and of his or her reporting obligations and confidentiality rights under Penal Code, Section 11166.5(a) and of his or her confidentiality rights under subdivision Penal Code, Sections 11166.5(a) and 11167(d)(1).

The District shall provide a copy of Penal Code, Sections 11165.7 (Mandated Reporter), 11166 (Report: Duty, Time & Method), and 11167 (Report: Confidentiality of persons reporting) to each mandated reporter, along with the statement. Prior to commencing his or her employment and as a prerequisite to that employment, the employee shall sign and return the statement to the District. The signed statements shall be retained

by the District (Penal Code, Section 11166.5).

The District shall distribute this procedure to all mandated reporters.

References:

Penal Code, Sections 261, 264.1, 273a, 273d, 285, 286, 288, 288a, 289, 647a, and 11164-11174.3 (“Child Abuse and Neglect Reporting Act); Welfare and Institutions Code, Sections 300, 305, 318, and 601;
Family Code, Sections 7802, 7807, 7808, 7820-7829, 7890, and 7892

May 18, 2015

Revised Policy – Legally Required

Board Policy 3501

Campus Security and Access

For the safety of the campus pedestrian population, the District restricts the use of all motorized vehicles and bicycles on campus walkways to authorized personnel only. The use of skateboard, scooters and rollerblades/skates on any campus walkway is prohibited.

Delivery trucks and heavy vehicles are prohibited from driving on the interior campus walkways and may access the campus interior only from designated loading docks. Drivers ignoring this policy will be cited by Campus Police.

References:

34 Code of Federal Regulations Part 668.46(b)(3)

ACCJC Accreditation Standard III.B.1

California Vehicle Code 21113(f)

El Camino College

Adopted: 2/22/88

Amended: 2/13/89

Amended:

Replaces Policy #3602

**New Procedure – Legally Required
(BP 3550 going for Second Reading May 2017 BOT meeting)**

Administrative Procedure 3550

**Drug and Alcohol Free Environment and
Drug and Alcohol Abuse Prevention**

Program

The District is committed to providing its employees and students with an alcohol and drug-free campus and workplace environment. It emphasizes prevention and intervention through education.

Notice

The District will provide annual notice to students and employees of the District's drug and alcohol free campus and workplace environment. The District will provide written and/or electronic notice of its policies through:

1. Publication of the policy in class schedules in print and on on-line;
2. On-line publication of Board Policies.

Health Risks That May Be Associated with the Use of Illicit Drugs and the Abuse of Alcohol

1. Partner and/or child abuse. (HHS—NIH—NIDA: *Drug Abuse and Addiction :One of America's Most Challenging Problems* and HHS—NIH—NIAAA: *A Snapshot of Annual High-Risk College Drinking Consequences*)
2. Unintended injuries or death, including motor vehicle crashes. (Hingson, R.W., et al: *Magnitude of Alcohol-Related Mortality and Morbidity among U.S. College Students Ages 18-24*, in The Journal of Studies on Alcohol, March, 2002)
3. Being hit, otherwise assaulted, violently attacked, and/or murdered by another under the influence. (HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems*)
4. Sexual activity without protection against HIV, hepatitis (A, B, and C), and other STDs. (HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems*)
5. Rape, including date rape; other sexual assault; and/or other sexual activity when under the influence and unable to consent. (Hingson, R.W., et al: *Magnitude of Alcohol-Related Mortality and Morbidity among U.S. College Students Ages 18-24*, in The Journal of Studies on Alcohol, March, 2002)
6. Unsafe interactions with medications, including more than 150 medications that should not be mixed with alcohol. (HHS—NIH—NIAAA: *Alcohol: What You Don't Know Can Harm You*)
7. Binge and other drinking behaviors leading to ingestion of toxic amounts of alcohol, which can lead to alcohol poisoning, with effects including mental confusion, stupor, coma, inability to be roused, vomiting, seizures, slow or

irregular breathing, hypothermia, bluish skin color, and paleness, and, if left untreated, seizures, permanent brain damage, and/or death. (*HHS—NIH—NIAAA: Facts About Alcohol Poisoning*)

8. Premature births and low birth weights; alcohol and illicit drug-related birth defects, including fetal alcohol syndrome (FAS) involving severe physical, mental, and behavioral problems; and in the case of prenatal cocaine exposure, a 1.5 times increased likelihood of needing special education services in school. (*HHS—NIH—NIAAA: Alcohol: What You Don't Know Can Harm You and Drug Abuse and Addiction: One of America's Most Challenging Problems*)
9. Suicide. (*HHS—NIH—NIAAA:A Snapshot of Annual High-Risk College Drinking Consequences*)
10. Long-term health problems including liver disease; heart disease; cancers including those of the mouth, throat, larynx (voice box), breast, rectum, and colon; and pancreatitis. (*HHS—NIH—NIAAA: Alcohol: What You Don't Know Can Harm You*)
11. Homelessness. (*HHS—NIH—NIDA:Drug Abuse and Addiction :One of America's Most Challenging Problems*)

Prevention and Intervention Programs

The District provides education and maintains programs and services designed to aid students, employees and their families in receiving assistance for alcohol and/or drug abuse problems. Included in these educational and assistive programs and services are:

1. Notification of the dangers of drug use and dependency in the class schedule;
2. Mental health services provided to students through the Student Health Services; and
3. An Employee Assistance Program (EAP) for employees and their families.

Alcohol and Drug Prohibitions

The unlawful manufacture, distribution, dispensing, possession, or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the District.

Violation of Board Policy 3550, Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program, will be addressed by the District. The District will take appropriate action designed to address each specific violation, which may include, but is not limited to:

1. Termination of employment,
2. Expulsion,
3. Referral to Campus Police or other law enforcement agency for prosecution as permitted by law, or
4. Mandatory participation in an alcohol or drug abuse assistance or rehabilitation program.

As a condition of employment, employees of the District will have their fingerprints recorded with the California State Department of Justice and any conviction or violations of the law involving drugs and/or alcohol will be reported to Campus Police and to the Human Resources Office pursuant to the requirements of law. In

addition, employees must notify the District within five (5) calendar days of any conviction for violation of a criminal drug statute occurring in the workplace. The District is required to report any violations of criminal drug or alcohol statutes that occur in the workplace to the United States Department of Education on an annual basis.

References:

Drug Free Schools and Communities Act Amendment of 1989;
20 U.S. Code, Section 1145g;
41 U.S. Code, Section 702;
34 Code of Federal Regulations, Sections 86.1 et seq.;
Federal Drug-Free Workplace Act of 1988;

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Items listed in RED = policy or procedure is pending and or under review.				
Items listed in Blue= Proposed/new policy or procedure not in place – not posted on web.				
BLACK = Current and no pending action				
* = Legally required				
CHAPTER 1: THE DISTRICT (Series 1000)			STATUS	Adopted
*	1100	The El Camino Community College District		3/20/17
	1200	District Mission and Strategic Plan 2015-2020		12/5/14
	1500	Display of Flags		3/17/14
	1600	Full Inclusion of People with Disabilities		1/15/15
CHAPTER 2: BOARD OF TRUSTEES (Series 2000)			STATUS	Adopted
*	2010	Board Membership		3/20/17
*	2015	Student Member		3/17/14
*	2100	Board Elections		3/17/14
*	2105	Election of Student Board Member		4/13/15
*	AP 2105	Election of Student Board Member		4/13/15
	2110	Vacancies on the Board		1/15/15
	2200	Board Duties and Responsibilities		1/15/15
	2210	Officers	Reviewed at CC on 10/13/14 – no changes recommended.	Reviewed in College Council 10/13/14
	2220	Committees of the Board		1/15/15
	2305	Annual Organization Meeting		1/15/15
	2310	Regular Meetings of the Board		1/15/15
*	2315	Closed Sessions		1/15/15
	2320	Special and Emergency Meetings		1/15/15
*	AP 2320	Special and Emergency Meetings		4/17/17
*	2330	Quorum and Voting		1/15/15
	2340	Agendas		4/13/15

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*	2345	Public Participation at Board Meetings		4/13/15
	2350	Speakers		4/13/15
	2355	Decorum		Board review: 3/16/15
	2360	Minutes		4/13/15
	2365	Recording		1/22/13
	2410	Board Policies and Administrative Procedures		4/13/15
	AP 2410	Board Policies and Administrative Procedures		4/13/15
	2430	Delegation of Authority to Superintendent/President		12/17/12
	AP 2430	Delegation of Authority to Superintendent/President		12/17/12
	2431	Superintendent/President Selection		4/13/15
	2435	Evaluation of Superintendent/President		4/13/15
	AP 2435	Evaluation of Superintendent/President		12/17/12
	2510	Participation in Local Decision Making		1/15/15
	AP 2510	Collegial Consultation		Amended in College Council on 7/17/14 and 4/20/15
*	2610	Presentation of Initial Collective Bargaining Proposals	First reading 4/17/17	
*	AP 2610	Presentation of Initial Collective Bargaining Proposals		4/17/17
	2710	Conflict of Interest		3/20/17
*	2710	Conflict of Interest	Not in place. Susan prepared draft. Susan – still working on draft.	
	2715	Code of Ethics/Standards of Practice		7/20/09
	2716	Political Activity – Board Members		5/18/15
	2720	Communications Among Board		5/18/15

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		Members		
	2725	Board Member Compensation		5/18/15
	2730	Health Benefits		9/8/15
	2735	Board Member Travel		Board review: 4/13/15
	2740	Board Education		12/17/12
	2745	Board Self – Evaluation		3/20/17
	AP 2745	Board Self-Evaluation		2/21/17
	CHAPTER 3: GENERAL INSTITUTION (Series 3000)		STATUS	Adoption
	AP 3050	Institutional Code of Ethics (Linda Beam area assigned to Jaynie)	New procedure not in place. Draft distributed at CC by Jaynie on 10/6/14. Due back in CC in January 2015. Not back yet. Jean is checking on this.	J. Shankweiler working with committee.
*	3100	Organizational Structure		Board review: 4/13/15
	3101	Administrative Organization		5/18/15
	3102	Administrative Authority		Board review: 4/13/15
*	3200	Accreditation		4/21/14
*	AP 3200	Accreditation		4/21/14
*	3250	Institutional Planning		11/17/14
	3225	Institutional Effectiveness	Not in place. Irene Graff working on.	
*	AP 3250	Institutional Planning		11/17/14
	3280	Grants		Board review: 12/14/15
	AP 3280	Grants		12/14/15
*	3300	Public Records		Board Review: 1/20/16
*	AP 3300	Public Records		1/20/16
*	3310	Records Retention and Destruction		1/20/16
*	AP 3310	Records Retention and Destruction		1/20/16
	3400	Statement of Economic Interest	Assigned to Linda	7/11/94

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		(Susan show to DM)	Beam. Susan reviewed on 11/14/14 – no CCLC template.	
*	3410	Nondiscrimination		1/21/14
*	AP 3410	Nondiscrimination		1/21/14
*	3420	Affirmative Action (CCLC Title is: Equal Opportunity Employment)	HR	4/16/01
*	AP 3420	Equal Opportunity Employment	Not in place.	
*	3430	Prohibition of Sexual and Other Forms of Harassment		2/18/14
*	AP 3430	Prohibition of Harassment		2/18/14
*	AP 3435	Discrimination and Harassment Complaints and Investigations	Not in place	
*	3440	Service Animals	11/14/14: No policy in place. LB working on. There is a CCLC template.	
*	AP 3440	Service Animals	Not in place.	
*	3500	Campus Safety	Brought to CC on 11/14/16 will hold off until AP's 3510 and 6800 are developed. Under review by Campus Police/Security.	4/16/01
*	AP 3500	Campus Safety	Brought to CC on 11/14/16 will hold off until AP's 3510 and 6800 are developed. Under review by Campus Police/Security	
*	3501	Campus Pedestrian Vehicle Campus Security and Access	Higdon: Under review in subcommittee. No policy in place. This was to replace old policy # 3602. Under review by Campus Police/Security.	
*	AP 3501	Campus Security and Access	Not in place. Under	

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			review by Campus Police/Security.	
	3502	Safe Driver Program	Assigned to Jo Ann Higdon. Susan reviewed on 11/14/14: No policy in place. This was to replace old policy # 3612. No CCLC template.	
	3503	Hazardous Materials Management Program	Assigned to Jo Ann Higdon. Susan reviewed on 11/14/14: CCLC does not have a policy that addresses hazardous materials management. CCLC policy # 3503 is "Missing Student Notification" which does not apply because we do not have student housing.	2/13/89
	3504	Children and Visitors in Classroom	Assigned to Shankweiler – pending review by R. Natividad	
*	3505	Emergency Response Plan	Assigned to Jo Ann Higdon with a due date of August 2015. Not in place.	
*	AP 3505	Emergency Response Plan	Assigned to Jo Ann Higdon with a due date of August 2015. Not in place.	
*	3510	Workplace Violence Plan	Assigned to Jo Ann Higdon and Linda Beam with a due date of August 2015. Susan Reviewed – yes update. Susan prepared Draft for DM review.	4/16/01

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*	AP 3510	Workplace Violence Plan	Not in place.	
*	3515	Reporting of Crimes	Assigned to Jo Ann Higdon with a due date of August 2015. Under review by Campus Police/Security.	4/16/01
*	AP 3515	Reporting of Crimes	Not in place. Under review by Campus Police/Security.	
*	AP 3516	Registered Sex Offender Information	Not in place. Under review by Campus Police/Security.	
	3518	Child Abuse Reporting	Not in place. Under review by Campus Police/Security.	
	AP 3518	Child Abuse Reporting	Not in place. Under review by Campus Police/Security.	
*	3520	Local Law Enforcement	Higdon: Under review in subcommittee. Under review by Campus Police/Security.	5/21/01
*	AP 3520	Local Law Enforcement	Not in place. Under review by Campus Police/Security.	
*	3530	Weapons on Campus		4/18/16
	AP 3530	Weapons on Campus		4/18/16
*	3540	Sexual and Gender-Based Misconduct	Under review by Campus Police/Security.	11/16/15
*	AP 3540	Sexual and Gender-Based Misconduct	Under review by Campus Police/Security.	11/16/15
*	3550	Drug Free Environment and Prevention Program	First reading 4/17/17	4/16/01
*	AP 3550	Drug Free Environment Prevention Program	Assigned to Linda Beam and Jo Ann Higdon with a due date of July 2015. Not in place	

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*	3560	Alcoholic Beverages		6/15/15
*	AP 3560	Alcoholic Beverages		6/15/15
	3570	Smoke and Tobacco Free Campus		2/17/15
*	3600	Auxiliary Organization	Assigned to Jo Ann Higdon with a due date of August 2015. Susan reviewed on 11/14/14: No recommended CCLC updates.	4/16/01
*	AP 3600	Auxiliary Organization	Assigned to Jo Ann Higdon with a due date of August 2015. Not in place.	
	3710	Intellectual Property and Securing of Copyright	Not in place. Assigned to Shankweiler. 2 nd reading at Academic Senate 2/22/16. Reviewed at Council of Deans.	
	3715	Intellectual Property	Not in place – Reviewed at Council of Deans.	
*	3720	Computer & Network Use	Folded into BP/AP 6160. This is noted on the BP/AP webpage.	
	3720.1	Student Computing Access May delete Recommended for deletion.	Assigned to Jo Ann Higdon. Susan reviewed on 11/14/14: Policy needs to be updated – references wrong AP #. CCLC template has different # 3720 and title “Computer and Network Use.” Also CCLC update adds Ed Code, Government Code, Penal Code, Cal Const. Code and U.S.	According to Jo Ann Higdon Moved to BP/AP 6160 – may need to delete.

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			Code citations.	
	3750	Use of Copyrighted Materials		5/16/16
	AP 3750	Use of Copyrighted Materials		5/16/16
*	3810	Claims Against the District		Board review: 4/17/17
	3820	Gifts May combine with 3821	Assigned to Jo Ann Higdon. Susan reviewed on 11/14/14: There is a CCLC template. CCLC template has additional language not in our policy.	10/08/01
	3821	Complimentary Tickets May combine with 3820	Assigned to Jo Ann Higdon. Susan reviewed on 11/14/14: Not in place. Was to replace #3536 approved 10/12/85. No CCLC template.	
*	3900	Speech: Time Place Manner. (Formerly BP 5550)		11/21/16
	AP 3900	Speech: Time Place Manner.		10/17/16
	CHAPTER 4: ACADEMIC AFFAIRS (Series 4000)		STATUS	Adoption
*	4010	Academic Calendar		12/19/16
*	AP 4010	Academic Calendar	Not in place.	Jean
*	4020	Program, Curriculum, and Course Development	J. Shankweiler will check if AP/BP has been established.	7/19/10
*	AP 4020	Program, Curriculum, and Course Development	J. Shankweiler will check if AP/BP has been established.	July 2010
	4021	Program Discontinuance		6/16/14
*	AP 4021	Program Discontinuance		6/16/14
*	AP 4022	Course Approval	Not in place. Reviewed at Council of Deans one more time. Lead: A. Grant	
*	4025	Philosophy for Associate Degree		7/15/13

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		& General Education		
*	AP 4025	Philosophy for Associate Degree & General Education		7/15/13
*	4030	Academic Freedom		10/19/15
*	4040	Library Services		12/15/14
	AP 4040	Library Services		5/16/16
	4045	Textbooks and Instructional Materials		6/15/15
*	4050	Articulation		2/17/15
*	AP 4050	Articulation		2/17/15
	4055	Academic Accommodations for Students with a Disability		11/28/11
	AP 4055	Academic Accommodations for Students with a Disability		11/28/11
	4070	Audit Enrollment	No pending action.	8/18/08
*	4100	Graduation Requirements for Degrees and Certificates	No pending action.	7/19/10
*	AP 4100	Graduation Requirements for Degrees and Certificates	No pending action	7/19/10
	4100.1	Catalog Rights	No pending action.	4/21/08
	4101	Independent Study (Was 4228)		7/18/16
*	AP 4101	Independent Study (Was 4228)		7/18/16
*	AP 4102	Career & Technical Education	Not in place. J. Shankweiler will forward template to leads. Lead: S. Rodriguez and R. Davis	
*	AP 4103	Work Experience	Not in place. Lead: V. Rapp	
*	AP 4105	Distance Education	Jean to update.	2/2/03
	4115	Limitation to Remedial Coursework	2/9/15 discussed at VP/AA meeting. Pending review Lew/Mulrooney.	6/19/06
*	4220	Standards of Scholarship	Not in place. Overlaps with another BP. Lead: E. Geraghty and J. Sims	

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*	AP 4222	Remedial Coursework	Not in place. Overlaps with 4155. Info forthcoming.	
*	4225	Course Repetition		6/15/15
*	AP 4225	Course Repetition		6/15/15
*	4226	Multiple & Overlapping Enrollment	Not in place. J. Shankweiler will review.	
*	AP 4227	Repeatable Courses	Not in place. J. Shankweiler will forward template. Lead: W. Cox and R. Natividad	
*	4230	Grading and Academic Record	No Pending Action. L. Ternes will review template. Lead: L. Ternes	7/20/09
*	AP 4230	Grading and Academic Record	Not in place. L. Ternes will review template. Lead: L. Ternes	
*	4231	Grade Change		2/21/12
*	AP 4231	Grade Change		3/2012
	4235	Credit by Examination	First Reading 4/17/17	9/8/03
	AP 4235	Credit by Examination	Waiting for K. Lam to send final version for posting on web	4/17/17
	AP 4236	Credit for Military Service		12/19/16
*	4240	Academic Renewal		2/17/16
*	AP 4240	Academic Renewal		2/17/16
*	4250	Probation, Dismissal and Readmission		5/16/16
*	AP 4250	Probation, Dismissal and Readmission		8/15/16
*	AP 4255	Dismissal & Readmission	Folded into BP/AP 4250. Language is in existing policy. This is noted on the BP/AP webpage.	N/A
*	4260	Prerequisites and Co-Requisites		6/17/13
*	AP 4260	Prerequisites and Co-Requisites		6/17/13
*	4300	Field Trips and Excursions	No pending action.	3/16/09

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			Will follow up with Greg Toya. Lead: R. Natividad	
	AP 4300	Field Trips and Excursions	No pending action. Will follow up with Greg Toya. Lead: R. Natividad	3/16/09
	AP 4320	Public Performance by Students (no policy)	No pending action.	July 2009
	4400	Community Services	No pending action.	7/20/09
CHAPTER 5: STUDENT SERVICES (Series 5000)			STATUS	Adoption
*	5010	<u>Admissions & Concurrent Enrollment</u>	Under review – new CCLC language. Nishime. SCA review target date 2/2017	7/15/13
*	AP 5010	<u>Admissions & Concurrent Enrollment</u>	Under review – new CCLC language. Nishime. SCA review - target date 2/2017	7/15/13
*	AP 5011	Admissions & Concurrent Enrollment of High School & Other Young Students		7/15/13
*	AP 5012	International Students		12/14/15
	AP 5013	Students in the Military		12/14/15
*	5015	<u>Residence Determination</u>	SCA review - target date 2/2017	3/15/04
*	AP 5015	<u>Residence Determination</u>	Not in place. SCA review - target date 2/2017	
*	5020	<u>Non-Resident Tuition</u>	SCA review - target date 2/2017	1/28/85
*	AP 5020	<u>Non-Resident Tuition</u>	Not in place. SCA review - target date 2/2017	
*	5030	<u>Fees</u>	SCA review - target date 2/2017	5/18/09
*	AP 5030	<u>Fees</u>	SCA review - target date 2/2017	6/9/14
*	AP 5031	<u>Instructional Material Fees</u>	Not in place. SCA review - target date 2/2017	

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	5032	Student Activities Fee		9/8/14
	AP 5032	Student Activities Fee		9/8/14
	5035	Withholding of Student Records		12/19/16
*	AP 5035	Withholding of Student Records		12/19/16
*	5040	Student Records and Directory Information	SCA review - target date 2/2017	1/22/02
*	AP 5040	Student Records and Directory Information	Not in place. SCA review - target date 2/2017	
*	AP 5045	Student Records – Challenging Content and Access Log	Not in place. SCA review - target date 2/2017	
	5050	Student Success & Support Program		4/18/16
*	AP 5050	Student Success & Support Program		4/18/16
	5052	Open Enrollment	SCA Management Team Review 4/7/16	4/19/04
	AP 5052	Open Enrollment	Not in place. SCA Management Team Review 4/7/16	
*	5055	Enrollment Priorities	SCA review - target date 2/2017	5/16/11
	AP 5055	Enrollment Priorities	SCA Management Team Review 4/7/16	1/22/14
*	AP 5070	Attendance Accounting		11/21/16
*	AP 5075	Course Adds and Drops	Not in place. SCA review - target date 2/2017	
*	5110	Counseling		12/14/15
	AP 5110	Counseling		12/14/15
*	5120	Transfer Center		4/18/16
*	AP 5120	Transfer Center		12/14/15
*	5130	Financial Aid		6/15/15
*	AP 5130	Financial Aid		6/20/16
*	5140	Disabled Student Programs and Services	Not in place. SCA review - target date 2/2017	
*	AP 5140	Disabled Student Programs and Services	Not in place. SCA review - target date 2/2017	

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*	5150	Extended Opportunity Programs and Services		12/14/15
*	AP 5150	Extended Opportunity Programs and Services		12/14/15
*	5200	Student Health Services		12/14/15
	5205	Student Accident Insurance		3/17/14
*	5210	Communicable Diseases		Board review: 12/14/15
	AP 5210	Communicable Diseases		12/14/15
*	5300	Student Equity	SCA review - target date 2/2017	7/21/03
*	AP 5300	Student Equity	Not in place. SCA review - target date 2/2017	
*	5400	Associated Students Organizations	SCA Management Team review 3/3/16	3/18/13
	AP 5400	Associated Students Organizations	Not in place. SCA Management Team review 3/3/16	
	5401	On Campus Student Organizations		4/15/13
*	5410	Associated Students Election		6/15/15
*	AP 5410	Associated Students Election		6/15/15
*	5420	Associated Students Finance		6/15/15
*	AP 5420	Associated Students Finance		6/15/15
*	5500	Standards of Student Conduct		6/15/15
*	AP 5500	Standards of Student Conduct		6/15/15
*	5510	Off Campus Student Organizations	Not in place. SCA Management Team Review 3/3/16. CC review on 12/5/16 – Jeanie to bring back to CC. SCA review - target date 2/2017	
*	AP 5510	Off Campus Student Organizations	Not in place. SCA Management Team Review 3/3/16. CC review on 12/5/16 – Jeanie to bring back to CC. SCA review - target date 2/2017	

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*	AP 5520	Student Discipline & Due Process (no policy)		12/14/15
*	AP 5530	Student Rights& Grievances (no policy)		10/17/16
*	5570	Student Credit Card Solicitations		6/15/15
	AP 5570	Student Credit Card Solicitations		6/15/15
	AP 5610	Voter Registration (No policy)		6/15/15
*	5700	<u>Intercollegiate Athletics</u>	SCA review - target date 2/2017	1/17/12
	AP 5700	Intercollegiate Athletics	Not in place. SCA Management Team Review 4/7/16	
*	5800	Prevention of Identity Theft in Student Financial Transactions		12/14/15
*	AP 5800	Prevention of Identity Theft in Student Financial Transactions		12/14/15
	CHAPTER 6: BUSINESS AND FISCAL (Series 6000)		STATUS	Adoption
*	6100	Delegation of Authority	To Board for Review Only on 1/20/16	Board Review: 1/20/16
	AP 6100	Delegation of Authority		1/20/16
*	6150	Designation of Authorized Signatures	To Board for Review Only on 1/20/16	Board Review: 1/20/16
*	AP 6150	Designation of Authorized Signatures		1/20/16
	6160	Computer and Network Use Policy	AS review in progress	9/08/11
	AP 6160	Computer and Network Use	AS review in progress	August 2001
*	6200	Budget Preparation	In Progress; CC review	6/11/01
*	AP 6200	Budget Preparation	Not in place.	
*	6250	Budget Management	In Progress CC review	6/11/01
*	AP 6250	Budget Management	Not in place.	
*	6300	Fiscal Management	In Progress CC review	6/11/01
*	AP 6300	Fiscal Management	Not in place.	
*	6320	Investments	AS review in progress	6/11/01
*	AP 6320	Investments	Not in place.	
*	6330	Purchasing	AS review in progress	6/11/01
*	6340	<u>Bids and Contracts</u>	AS review in progress	6/11/01
*	AP 6340	Bids and Contracts	Not in place.	
*	AP 6345	Bids and Contracts UPCCAA	Not in place.	

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*	AP 6365	Accessibility of Information Technology	Not in place.	
*	AP 6370	Contracts – Personal Services	Not in place.	
*	6400	Audits	AS review in progress	6/11/01
*	AP 6400	Audits	Not in place.	
*	6500	Real Property	AS review in progress	6/11/01
*	6520	Security for District Personnel and Property		1/15/15
	AP 6520	Security for District Personnel and Property		1/15/15
*	6540	Insurance	AS review in progress	6/11/01
*	AP 6540	Insurance	Not in place.	
	6548	Depreciation of Fixed Assets	AS review in progress	11/21/05
	6549	Capitalization of Fixed Assets	AS review in progress	11/21/05
*	6550	Disposal of Property and Fixed Assets	AS review in progress	11/21/05
*	6600	Capital Construction	AS review in progress	6/11/01
*	AP 6600	Capital Construction	Not in place.	
	6620	Naming of District Facilities and Properties		9/07/16
	AP 6620	Naming of District Facilities and Properties		9/07/16
	6631	Purchasing Affirmative Action	AS review in progress	2/24/92
*	6700	Civic Center and Other Facilities Use	AS review in progress	6/11/01
*	AP 6700	Civic Center and Other Facilities Use	Not in place.	
*	6750	Parking	Under review by Campus Police/Security.	6/21/04
*	AP 6750	Parking	Not in place. Under review by Campus Police/Security.	
*	6800	Safety	AS review in progress	7/16/01
*	AP 6800	Safety	Not in place.	
	6900	Bookstore	AS review in progress	7/16/01
	CHAPTER 7: HUMAN RESOURCES (Series 7000)		STATUS	Adoption
*	7100	Commitment to Diversity		6/11/01
	AP 7100	Commitment to Diversity	Not in place.	

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*	7110	Delegation of Authority		1/21/14
	AP 7110	Delegation of Authority		1/21/14
*	7120	Recruitment and Selection	Draft ready for review by Linda Beam.	7/19/04
	AP 7120	Recruitment and Hiring	Not in place. Template to be reviewed by B. Perez	
	7125	Equivalence to Minimum Qualifications	Not in place. Last amended 5/16/94 as old policy # 4119.	
*	AP 7125	Verification of Eligibility of Employment	Not in place. Barb prepared draft ready for cc review on 4/3/17	
	AP 7126	Applicant Background Checks	Not in place.	
*	7130	Compensation	Draft ready for review by Linda Beam.	6/11/01
	AP 7130	Compensation	Not in place.	
	7133	Classification	Not in place. Last amended 7/27/59 as old policy # 4250.	
	7135	Insurance	Not in place. Last amended 5/31/74 as old policy # 4235.	
	7140	Collective Bargaining	Template to be reviewed by B. Perez	6/11/01
	AP 7145	Personnel Files	Not in place.	
	7150	Administrators Professional Development Fund	Not in place. Last amended 2/22/94 as old policy #4315.	
	AP 7150	Evaluation		1/21/14
	AP 7160	Professional Development		3/17/14
	7210	Academic Employees	Draft ready for review by Linda Beam.	5/21/01
	AP 7210	Academic Employees	Not in place.	
*	AP 7211	FSA/Minimum Qualification & Equivalencies	Not in place. Template to be submitted in March	
	AP 7212	Temporary Faculty	Not in place.	
	AP 7213	Part Time Faculty Benefits	Not in place.	
	AP 7214	Part Time Faculty Hours	Not in place.	

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	AP 7215	Academic Employees – Probationary Faculty Procedures	Not in place.	
*	AP 7216	Academic Employees – Grievances for Contract Decisions	Not in place. Not in place. Template to be submitted in March	
	7220 7230	Classified Employees	Policy # corrected to 7230. Updated template to be submitted in late February	5/21/01
	AP 7230	Classified Employees	Not in place.	
	AP 7231	Seniority	Not in place.	
	AP 7232	Classification Review	Not in place.	
*	AP 7233	Claims for Work out of Classification	Not in place. Barb prepared draft ready for cc review on 4/3/17	
*	AP 7234	Overtime	Not in place. Template to be reviewed by B. Perez	
	AP 7235	Probationary Period: Classified Employees	Not in place.	
	AP 7236	Substitute & Short Term Employees	Not in place.	
	AP 7237	Layoffs	Not in place.	
	7240	Confidential Employees	Draft ready for review by Linda Beam.	6/11/01
	AP 7240	Confidential Employees	Not in place.	
	7250	Educational Administrators	Not in place. Barb prepared draft ready for cc review on 4/3/17	
	AP 7250	Educational Administrators	Not in place.	
	7255	Educational Administrator Reassignment Rights	Not in place. Marcy Wade proposed revision to replace # 4316 which was last adopted on 6/28/93. Not posted on web. There is no CCLC template.	

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	7260	Classified Supervisors and Managers		6/11/01
	AP 7260	Classified Supervisors and Managers	Not in place.	
	AP 7270	Student Workers	Not in place.	
	7300	Personnel File	Not in place. Marcy Wade proposed revision to replace # 4216 and 4312. No CCLC template.	
	7305	Employee Evaluation	Not in place. Marcy Wade proposed revision to replace # 4212 and 4314. No CCLC template.	
	7310	Nepotism		Adopted 5/16/11
	AP 7310	Nepotism	Not in place.	
	7320	Administrator/Supervisor Evaluation	Not in place. Last amended as # 4314 on 8/23/99. Also to replace # 4212 last amended on 2/27/78. No CCLC template.	
	7330	Communicable Disease	Not in place. To Council 12/9/13 (LB)	
	AP 7330	Communicable Disease	Not in place. Template to be submitted late February	
	7335	Health Examinations	Draft ready for review by Linda Beam.	6/11/01
	AP 7335	Health Examinations	Not in place.	
*	AP 7336	Certification of Freedom from TB	Not in place. To Council 12/9/13 (LB) To be submitted late February.	
	7337	Paid Holidays	Not in place. Marcy proposed revision to replace 4234.1, and 4320. Looks like she gave it the wrong #.	

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			No CCLC template on this topic.	
*	AP 7337	Fingerprinting		4/17/17
	7338	Vacation – Non Bargaining Unit Employee	Not in place. Marcy proposed revision to replace 4234. No CCLC template.	
*	7340	Leaves of Absence		6/21/04
	AP 7340	Leaves of Absence	Not in place.	
	AP 7341	Sabbaticals	Not in place.	
	AP 7342	Holidays	Not in place.	
*	AP 7343	Industrial Accident & Illness Leave	Not in place. Template to be reviewed by B. Perez	
	AP 7344	Notifying District of Illness	Not in place. LB check #	
	7345	Catastrophic Leave Program		6/21/04
	AP 7346	Employees Called to Military Duty	Not in place.	
	AP 7347	Paid Family Leave	Not in place.	
	7350	Resignations – Non Represented Employees	Not in place. First Reading at Board on 6/21/04 no second reading. Replaced # 4282. Template to be reviewed by B. Perez	
	AP 7350	Resignations	Not in place.	
	7360	Discipline & Dismissals – Academic Employees	Not in place. Template to be reviewed by B. Perez	
	AP 7360	Discipline & Dismissals – Academic Employees	Not in place. Template to be reviewed by B. Perez	
	7365	Discipline/Dismissals Non-Represented Classified Employees	Template to be reviewed by B. Perez	7/19/04
*	AP 7365	Discipline/Dismissals Non-Represented Classified Employees	Not in place. Template to be reviewed by B. Perez	
	7366	Demotion	Per Linda – to be deleted	9/4/84

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	AP 7366	Demotion Reinstatement	Not in place.	
	7367	Grievances – Non Represented Employees	Not in place. Marcy Wade was going to develop a brand new policy.	
	AP 7367	Grievance Procedure	Not in place. Intended to replace AP 4272.	
	7370	Political Activity	Template to be reviewed by B. Perez	1/22/13
	AP 7370	Political Activity	Not in place.	
	AP 7371	Personal Use of Public Resources	Not in place.	
	7380	Retiree Health Benefits Academic Employees	Not in place. Template to be reviewed by B. Perez	
*	AP 7380	Retiree Health Benefits Academic Employees	Not in place. Template to be reviewed by B. Perez	
	AP 7381	Health & Welfare Benefits	Not in place.	
	7385	Salary Deductions		6/11/01
	AP 7385	Salary Deductions	Not in place.	
	7390	Reduction in Force/Layoff – Non Bargaining Unit Employees	Not in place. Marcy Wade proposed new policy to replace #4283	
	7400	Travel		5/19/03
	AP 7400	Travel	Not in place.	
	7405	Identification Cards	Not in place. Marcy Wade proposed new policy to replace #4166	
	7500	Volunteers		5/15/06
	AP 7500	Volunteers	Not in place.	
	7510	Domestic Partners		1/21/14
	7600	Police Department		6/11/01
	7700	Whistleblower Protection		1/21/14
	AP 7700	Whistleblower Protection		1/21/14