



Academic Senate of El Camino College 2014-2015

May 5, 2015

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

Officers & Executive Committee

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

Adjunct

(1 yr term)

vacant
vacant

Health Sci & Athletics/Nursing

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

Natural Sciences

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

Behavior & Social Sciences

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

Humanities

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

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Business

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

Associated Students Org.

Kristina Nakao

Compton Educational Center

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

Industry & Technology

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

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

Counseling

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

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Ex-officio positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Fine Arts

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

Mathematical Sciences

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

Institutional Research

Irene Graff
Carolyn Pineda

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

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



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May 5, 2015

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SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
1. Curriculum, including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards and policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development, and
 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2014

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

SPRING 2015

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

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

FALL 2014

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

SPRING 2015

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

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

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

Committees

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

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



AGENDA & TABLE OF CONTENTS

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C. OFFICER REPORTS	A. President – Chris Jeffries/Claudia Striepe	13-16
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	C. Chair – Curriculum – Mark Lipe	17-24
	D. VP – Educational Policies – Alice Martinez	25
	E. VP – Faculty Development –Kristie Daniel-DiGregorio	
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	G. VP – Academic Technology – Pete Marcoux	
	H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Karen Whitney	26-33
D. SPECIAL COMMITTEE REPORTS	A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime	
E. UNFINISHED BUSINESS	A. Carolyn Pineda – Changes in BOGW starting Fall 16	34-59
	B. BP 4045 - Textbooks and Instructional Materials – A. Martinez – BP 4045 has been brought back from Ed Policies with minor changes, including a paragraph regarding electronic materials; therefore this is a second reading and can be voted on today. This policy has no corresponding administrative procedures. The Union was consulted regarding this policy.	60-61
	C. BP/AP 4225 – Course Repetition – A. Martinez This is the second reading of BP/AP 4225. It includes Title 5 updates including the inclusion of “families.”	62-71
	D. Election of Officers and Senators – Claudia Striepe	

F. NEW BUSINESS	A. AP 5520 – Student Discipline Procedures – A. Martinez This is the first reading of AP 5520 which has been updated following the CLC template. This outlines the disciplinary procedures for misconduct outlined in BP/AP 5500 – Standards of Student Conduct.	72-98
G. INFORMATION ITEMS – DISCUSSION	A. BP/AP – 3900 Speech: Time, Place, and Manner B. BP/AP – 5130 Financial Aid C. Academic Senate Satisfaction Survey	99-104 105-109
H. FUTURE AGENDA ITEM I. PUBLIC COMMENT J. ADJOURN		

Senate Goals

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

ACADEMIC SENATE ATTENDANCE
April 21, 2015

NAME: INITIALS

Adjunct (1 year)

Kim Runkle
Vacant

Behavioral & Social Sciences

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

Business

Phillip Lau XX
Tim Miller
Josh Troesh XX
Nic McGrue XX

Counseling

Griselda Castro XX
Chris Jeffiries XX
Rene Lozano XX

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

Patty Gebhart XX
Ross Durand XX
Mark Fields XX
Tim Muckey

Industry & Technology cont.

Merriel Winfree XX

Lee MacPherson XX

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe XX

Mathematical Sciences

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

Natural Sciences

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

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime XX
Robert Klier

Assoc. Students Org.

Kristina Nakao XX

Compton Education Center

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

Ex-Officio Positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:

Jean Shankweiler
Tom Lew
Lisa Mednick XX
Carolyn Pineda XX
Elana Azosa XX
Elise Geraghty XX

ACADEMIC SENATE MINUTES

April 21, 2015

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting to order on April 21, 2015 at 12:37.

2. APPROVAL OF MINUTES

See pgs. 6-11 of packet for minutes of the April 7 meeting. There were no corrections to the minutes.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12 - 13)

CJ: This is Dr. Arce's last meeting. We came up with a resolution and presented it at the Council of Deans meeting. We will re-read it for the senate. (Presidents CS and CJ read the resolution.) We have something for you to commemorate the occasion. (CJ and CS presented Dr. Arce with a parting gift.) Dr. Arce. Thank you.

CS: At the last Board Of Trustees meeting, Mr. Berg of PlanNet gave a brief report. He will also join the ECC hiring panel when the call goes out for CIO. Perhaps bond moneys will be used. The CCSS was selected at the last meeting, at this meeting the hiring committee was selected. Please see the Power Point for the full list of names.

CS: At College Council we looked at a lot of BP's and AP's. Some will come this way as information items. An email describing the withdrawal deadline problem went around. CJ: The deadline to drop was last Friday, but holds on students who didn't pay fees prevented them from withdrawing from classes. Over 4000 students were put on hold. This week only, a student can go into admissions and manually withdraw from a class. There was a burst put on MyECC. Dr. Nishime: Will Warren put the alert on the portal yesterday. A. Martinez: The faculty can put in a pink slip too. R. Lozano: How will we avoid this next semester? CJ: The calendar committee may include these dates next year. It was a miscommunication. Dr. Nishime: It's not the purview of the calendar committee. Dr. Arce: This is more of a systems problem than a calendar issue.

CS: We tried for a remaining BA space, but the proposal didn't reach the committee by the hardcopy deadline, but it was too late to remove proposal. We won't be part of this year.

CJ: Paul and I were at the plenary session. We had a good general session on the task force. Faculty, industry personal, and Sunita Cook from Mira Costa College discussed reducing poverty and increasing the work force. Faculty voice will play a big role. I attended a break out on the Student Ed planning tools. We're a pilot school for a degree planning and degree audit system (Hobsons is the vendor) and we saw the Starfish early alert system. It was similar to GradesFirst. As a counselor, I was impressed with it. Let's streamline and use one vendor. Maybe bob Klier can do a demo with us. Dr. Arce: Starfish is free, and GradesFirst is \$60,000 a year, but we want to give everyone opportunity to comment, and unless there is deep conflict, we prefer Starfish.

The afternoon breakout consisted of looking at the Common Assessment Initiative. It was noted that every school must use the yet to be developed common assessment tool in order to receive SSSP monies.

I also attended a very informative break out on Campus Safety and the Violence Against Women Reauthorization Act. I know Jaynie Ishikawa is working on developing a Sexual Misconduct policy and procedure and it was emphasized that this information must be disseminated in the new student orientation, so we will need to make sure that our on-line orientation has been updated to include changes in the Clery Act and the Violence Against Women Reauthorization Act. Starting July first, the focus is on the Save Act which is Campus Sexual Violence Elimination Act which increases transparency and includes dating violence, domestic violence and stalking. In addition we need to make sure we are complying to the Affirmative Consent Law which was added to California Ed Code 6386 which is basically the “yes means yes” campaign that you see going on many campuses throughout California.

We had a wonderful keynote speaker at the Luncheon on Friday named Dr. Tyrone Howard from UCLA Graduate School of Education and Information. He gave a very dynamic speech on race and culture in the United States and how to close the achievement gap in America’s classroom. He has even authored a book on that subject.

The final breakout session I attended was on C-ID’s, TMCs or Transfer Model Curriculums, ADTs or Associate Degrees for Transfer, AoEs or Areas of Emphasis and MCs or Model Curriculums.

The last day of course revolved around all the fun resolution voting. I am still working on a synopsis of the many resolutions voted for and the few that were voted down that I will present to the Senate at our meeting next week.

CJ: A link to adopted resolutions are linked in the ppt. (The algebra course issue was tabled.)

CS: Continuing with our “Did You Know” series: Robert’s Rules of Order is a fixed order of business that is adhered to. (See PowerPoint for details). We had a question on motions. A motion is a proposal that the entire senate must stand or take a position on. We’re including a full link to Robert’s Rules. You obtain the floor, and then make the motion in an affirmative manner. It must be seconded or it is lost. The chair can repeat it. Once made, only another motion can amend. There is a strict time limit that is adhered to also. No member may speak again, until everyone has been heard. And we observe the Brown Act, recording votes in minutes. We used to have a parliamentarian. We can revisit that position, and its release time.

B. VP – Compton Education Center – Paul Flor

P. Flor: I attended other breakouts at the plenary. We had a presentation on CCC budget implementation, and how prop 98 guarantees a percentage toward education. This may increase California’s debt, even if the economy improves. It was relevant to us. The resolution I’d keep an eye on is disaggregating outcome data. Under 10 + 1, and looking at equity gaps, some in attendance saw problems with faculty evaluations. The statewide senate was interested. The other of local significance is a resolution passed to credit non-local liaison positions, and legislative liaisons too. Another session, hosted by FACCC. The center is close with Jonathan Lightman. He urged me to share with you that on the FACCC website, the point and click feature highlights relevant legislation and makes it easy to write letters to elected officials. SB 373 relates to overload assignments. If passed, July 2016 new full time faculty would be

limited in ability to teach overloads, to address the 75:25 ratios. AB490 would increase EOPS and CARE funding. Since SSSP, EOPS had a 40% decrease in funds. I'd like to share with you some upcoming events at the Center, and invite you to attend. On April 24 we host the Girls and Women in Technology conference, showcasing non-traditional careers. We'll have representation from A/C, Refrigeration, and employers. There's preregistration that includes a tee shirt and lunch. On May 1, there will be two workshops facilitating success for men of color, from 10:00 – 2:00 with a break for lunch. Our first planning summit was last week and we have another June 12.

C. Chair – Curriculum – Mark Lipe (pgs. 14 - 15)

Sand volleyball was approved along with 13 items on standard review. On pg. 15 you'll find the changes effective in catalogue. Under NS division, with Hort. 54 there's a comment on changing the English advisory. On college committee, for clarity reasons, and for advisories only, we will list the exact course, so students know exactly what it means. Dr. Nishime: Students who are eligible for a class based on assessment may get confused, if you don't include a phrase such as "or appropriate assessment," etc. M. Lipe: I'll take that to the committee. CJ: I tell students that recs are only recs. M. Ichinaga: Did the committee look over BP4045, regarding the usual period of adoption? M. Lipe: We always want a representative textbook within a five -period. If faculty prefer an older textbook, there's a disclaimer called "discipline standard."

D. VP – Educational Policies – A. Martinez (pgs.16)

We made changes to 4045, and 5520. You can read it. It's not terribly exciting.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 17-19)

Watch your email for fall Flex Day proposals. The deadline is Monday April 27th. Our theme is strengthening partnerships to support student success. We'll have a session on early alert, sexual harassment, BOGG fee waivers. If you want to share a service you offer on campus, let us know. Please send your ideas. We're excited to see your proposals. The collaborative proposals will be highlighted, as well as proposals those encouraging active learning. We had the On Course conference last week. Ten ECC faculty and staff attended, and some Compton folks. On May 1 we'll have a follow up.

CS: By the way, Kristie was honored as a READ poster recipient.

F. VP – Finance – Lance Widman

I'll follow up Paul's question. Under Prop 98, K - 12 will get a bigger slice. I'll do some checking on that.

G. VP – Academic Technology – Pete Marcoux

Dr. Arce: On third of faculty laptops of them are reaching the expiration of their five-year warranty. Some faculty will receive upgrades.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Karen Whitney (pgs. 20 -36)

The last ALC meetings approved minutes start on page 20. Results from a survey conducted in fall are available on p. 28. We found that people know where to go for help with SLO's (see graph on p. 28.) On p. 36 part of Trackdat, the follow up you've seen the action plans. We've not done a lot of follow-ups in

Trackdat. After talking to different divisions, its clear that they want to address this in different ways. An easier way is to complete follow up when the next course assessment is submitted. It's anecdotal. Just a few sentences, and no further assessments are required. Decide as a division and consult your division leaders.

4. SPECIAL COMMITTEE REPORTS

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

1) ECC Bachelor Degree proposal for Respiratory Care (pgs. 37 – 52)

Dr. Arce: We submitted a proposal. Our electronic copy made the deadline, but the hardcopy did not, due to a misunderstanding. It's regrettable but next time we'll have a solid proposal to submit.

2) Final Making Decisions Document and Summary of Planning Summit 2015

Dr. Nishime: I reviewed the document with you at a previous meeting. You'll get a survey today to measure your understanding of our review process. We'll have a small visiting team to see we've met the standards. Were on our way. The other two recommendations had to do with the Compton Center financial stability plan, and on institutional effectiveness and. There are eleven recommendations for institutional improvement, in order to better ourselves. As for strategic initiatives and selection of superintendents, that's in place. We have Institutional effectiveness outcome measures and shared them at planning summit. (See handout.) The student readiness rate measures trends that have completed achievement, student readiness, etc. for first time, full time students. We want 100% completion rate. We have progress measures too, listed on handouts. We've made good progress on math, three-term persistence, and the thirty-unit achievement rate. They're also part of the scorecard. We lost ground for completion. Even for prepared students we have a ways to go. We've exceeded our transfer goal. CTE completion rate are under. For Compton, they've exceeded their CTE completion rate. The Chancellors Office has a new effectiveness website; four more terms will be added. It's an emphasis on accountability for everyone. C. Gold: We've gone down. Are our goals too ambitious? Dr. Nishime: It's part of Board Policy 1200, which lays out the new strategic plan. So at the end of a five -year period they know. We need a target. A. Ahmadpour: How do you measure student readiness rate? Dr. Nishime: The completion of definitions on the back of the page. C. Pineda: This is a six-year cohort. B. Mitchell: How are goals selected? Dr. Nishime: Through a planning process. IR looked at data over five years and gave suggestions. It's not too high that we can't reach it. L. Widman: Six years seems generous. Dr. Nishime: It's standard for tracking through the Chancellors Office. CJ: We have more part-time than full-time students. Dr. Arce. The mandatory requirement to fully matriculate has never been required before. CJ: It should increase with that total amount. M. Ichinaga: I see so many differences between different years' performances. Are there any mitigating factors? C. Pineda: In the past we could address it, when they switched to the scorecard they took it away. Dr. Nishime: During the recession assessment our test scores went up.

5.UNFINISHED BUSINESS

A. Cesar Chavez Day (CCD)/School Closure

CS: We're asked to make a recommendation to the Calendar Committee, and we gave a survey soliciting opinions. I heard that you made a second motion, Ali. A. Ahmadpour: The motion to acknowledge Cesar Chavez day as a formal holiday, with a day off. Let us acknowledge CCD as a formal holiday, with

school closure, on the specific date. R. McMillan: Second. CS: You wish that the body vote that we officially recognize the day off? Dr. Nishime: the Chancellors Office require we celebrate on the date, or the Friday or Monday if it's on a weekend. CS. Our survey asked that question. A. Ahmadpour: Many schools are subjective about this, like ELACC. It's up to us. Dr. Nishime: Other state agencies have different authority. We're under the Chancellor's authority; it must be that day. R. McMillan: I think the survey is different. Ali wants a voice of full support of the holiday. A. Martinez: What I shared from Math last week showed our concerns for missing days. We're pushing for commemoration, instead of a day off. Let's educate students about the importance. L. Widman: Have you reported these results? I'd support an observance. I don't want to miss more instruction. V. Palacios: I'm not against observance, but why don't we have one day to observe everybody? Being in a classroom is a great way to honor important people. CS: This is a good thing to take to the committee. Who supports Ali's motion to observe CCD as a formal holiday?

Votes in favor: P. Lau, R. McMillan, A. Ahmadpour, M. Winfree, M. Ichinaga, K. Whitney, A. Valle, C. Gold.

There were 16 nays. S. Di Fiori abstained.

L. Widman: I move that we don't support a holiday but we want the Calendar Committee to know we support Cesar Chavez. A. Martinez: Seconded. CJ: All in favor?

R. McMillan and A. Ahmadpour voted "against." All else present voted "for." Please See April 23 attendance for the full list of attendees.

B. BP 4045 - Textbooks and Instructional Materials – C. Jeffries – (pgs. 53–54).

BP 4045 has been brought back from Ed Policies with minor changes, including a paragraph regarding electronic materials; therefore this is a second reading and can be voted on today. This policy has no corresponding administrative procedures. The Union was consulted regarding this policy.

Tabled because of time.

C. BP/AP 4225 – Course Repetition – C. Jeffries (pgs. 55 – 64)

This is the second reading of BP/AP 4225. It includes Title 5 updates including the inclusion of "families."

6. NEW BUSINESS

A. Election of Officers and Senators – Jeffries/Striepe

CJ: Please address your expiring terms. M. Lipe: Allison Carr is going to be the new curriculum chair. CJ: So she will have to be voted in as a Senator for the Humanities Division. Any nominations for Ed Policies? A. Martinez: I nominate Chris Gold. C. Gold: Accepted. CJ: You're appointed

7. INFORMATION ITEMS –DISCUSSION

A. Carolyn Pineda – Changes in BOGG Fee Waivers starting Fall 16 (pgs. 65 – 90).

Carolyn will return May 5.

B. Elana Azose – Faculty use of GradeBook

E. Azose: We want to inform you about tutorials available on GradeBook. Through ECC professional development, select the main channel. Then go to playlists, click on GradeBook. Looking forward, we're assessing if we should spend time making these. Is this helpful? C. Gold: I was one of the four, who responded to your query. I didn't GradeBook. It was really slow to enter grades. But it's been years since I've used it. It's easier to use the Etudes GradeBook. B. Jaffe: I've used it for years. I really like it. It puts responsibility on students. Now they rarely ask, "How am I doing in your class?" It's an up the minute report on grades. But it's labor intensive. I keep hardcopies just in case. A. Martinez: I hated it. It had programming issues. B. Jaffe: At the training they didn't have an extra credit option. That's good it's offered now.

8. FUTURE AGENDA ITEMS

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 2:02.
SD/ECC Spring/15

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 20, 2015

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

Present: Francisco Arce, Linda Beam, Irene Graff, Vishu Gupta, Jo Ann Higdon, Chris Jeffries, Rafeed Kahn, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Luukia Smith, Erika Solorzano, Claudia Striepe.

1. Minutes – April 13, 2015: Approved as presented.
2. Mr. Vishu Gupta, incoming ASO President, was introduced.
3. College Council Information Packet was reviewed. Once the following recommended changes are made, the revised document will be considered in final format and emailed to College Council members.
 - a. Page #2: General Information on Collegial Consultation: a link to the Making Decisions at El Camino College document will be added;
 - b. Page #4: College Council Membership: the Compton Representative will be added to the listing.
4. AP 2510 (Collegial Consultation): The following statement will be added to the procedure under section VI. Membership and Process of College Council: “* In addition, there will be one faculty representative from the El Camino College Compton Education Center during the partnership.”
5. Jeanie distributed the following policies and procedures that will go to the Board at the May 18, 2015 meeting.
 - a. BP 3560 (Alcoholic Beverages) – new policy - approved as presented. Will be included in the President/Board agenda.
 - b. AP 3560 (Alcoholic Beverages) – new procedure. Approved with one change: delete “and Smoke free” from sentence #4. Will be included in the President/Board agenda.
 - c. BP 5130 (Financial Aid) – amended – approved as presented.
 - d. AP 5130 (Financial Aid) – new procedure – approved as presented.
 - e. BP 5410 (Associated Students Elections) – amended – approved as presented.
 - f. AP 5410 (Associated Students Elections) – new procedure – approved as presented.
 - g. BP 5420 (Associated Students Finance) – amended – approved as presented.
 - h. AP 5420 (Associated Students Finance) – new procedure – approved as presented.
 - i. BP 5500 (Standards of Student Conduct) – amended – approved as presented.
 - j. AP 5500 (Standards of Student Conduct) – new procedure – approved as presented.
 - k. BP 5570 (Student Credit Card Solicitations) – amended – approved as presented.

- l. AP 5570 (Student Credit Card Solicitations) – new procedure – approved as presented.
- m. AP 5610 (Voter Registration) – new procedure – approved as presented. No Board policy in place.
6. Francisco distributed the following policies that will go to the Board at the May 18, 2015 meeting.
 - a. BP 4010 (Academic Calendar) – amended. Approved with the deletion of: “Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as defined in CCR § 53200.”
 - b. BP 4030 (Academic Freedom) – amended. Approved with the revised reference: “El Camino College Federation of Teachers Collective Bargaining Agreement.”
7. It was reported that there was an issue last week that prevented students from dropping classes. Jeanie will compose correspondence that Bill Mulrooney will send out to students.

Agenda April 27, 2015

1. Minutes – April 20, 2015
2. Planning Summit Recap and Consultation Survey
3. Review 2014-15 College Council Goals

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – April 27, 2015

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

Present: Ali Ahmadpour, Francisco Arce, Linda Beam, Irene Graff, Chris Jeffries, Rafeed Kahn, David Mc Patchell, Susan Pickens, Estina Pratt, Luukia Smith, Erika Solorzano, Claudia Striepe, Mike Trevis.

1. Minutes – April 20, 2015: Item #7, sentence 2 was revised to read: “Jeanie will compose correspondence with Will Warren to include on the student portal.”
2. Planning Summit Recap – The following items were included on the Planning Summit agenda.
 - a. Accreditation Update;
 - b. New Strategic Plan (BP 1200);
 - c. Institutional Effectiveness (IE) Outcomes;
 - d. New IE Framework from the Chancellor’s Office (Colleges must set goals);
 - e. Making Decisions document;
 - f. Group discussion on Communication and Collaboration;
 - g. Consultation survey distributed.
3. Consultation Survey was distributed and completed by College Council members. It was suggested that the survey be reengineered next year to make clear that the survey pertains to “experience on College Council committee.”
4. Ali expressed concerns about Academic Senate. It was determined that this discussion should take place in Academic Senate and not College Council.
5. Smoking ban – There was a request for informational cards to hand out to smokers and another request for signs to place in classrooms. Jo Ann will be asked to give an update on the signage and educational campaign next week.
6. College Council Goals were reviewed briefly.
 1. Set up a specific review process and cycle for policies and procedures. There was a question about the status of the 3000 and 6000 series sub-committees. Luukia reported that the 6000 sub-committee has met once. The committee requested that Jo Ann provide draft copies for the committee to review. We will ask Jo Ann to provide an update next week.
 2. Review *Making Decisions at El Camino College* and revise as needed. The review process has been on-going and will end on April 30th. The finalized draft will be brought to College Council next week.
 3. Review and revise College Council’s purpose statement, roles, and responsibilities. This goal has been completed.

7. Superintendent/President Search Process. It was reported that the committee has been finalized and will have its first meeting next week. During the first meeting the calendar will be established.

Agenda May 4, 2015

1. Minutes – April 27, 2015
2. Making Decisions at El Camino College – finalize
3. BP 3000 and BP 6000 series update (Jo Ann)
4. Smoking ban signage and educational campaign (Jo Ann)

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 10, 2015

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Lipe.

Members:

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

Absent: S. Bartiromo, S. Bosfield, B. Flamenno

Ex-Officio Members:

Present: Q. Chapman, L. Suekawa

Absent: K. Nakao, L. Young

Guests: S. Rodriguez, M. Som de Cerff, P. Sorunke

VICE PRESIDENT'S REPORT

Vice President F. Arce reported that the ECC Compton self-evaluation would take three years to complete. During the first week of March, Curriculum Advisor Q. Chapman sent letters to the deans identifying courses pending Chancellor's Office approval. Due to the delay in approval, we were unable to get control identification numbers in time to load courses in the MIS system. Q. Chapman will provide the committee with a copy of the ECC Degrees and Certificates Awarded Recent Trends Report.

APPROVAL OF MINUTES

The minutes from the February 10, 2015, meeting were sent via email and approved by the committee.

CURRICULUM REVIEW

A. Full Program Review

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

1. Business Management AS Degree
2. Business Management Certificate of Achievement

B. Full Course Review

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

1. Mathematics 33 (MATH 33)
2. Mathematics 40 (MATH 40)
3. Mathematics 67 (MATH 67)

C. Standard Review/Consent Agenda Proposals

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

1. Child Development 129 (CDEV 129)
2. Child Development 130 (CDEV 130)
3. Dance 110 (DANC 110)
4. Fashion 10 (FASH 10)
5. Theatre 189 (THEA 189)

CURRICULUM DISCUSSION

A. Full Program Review Proposals

Business Division

Business Management Associate in Science Degree and Certificate of Achievement

The committee recommended a correction in the descriptive title for Business 21. The committee approved the descriptive title change to “Human Resources Management” back in November 2013.

Curriculum Advisor Q. Chapman informed the committee that there are many degrees in our college catalog that include residency requirements such as “minimum 12 units” in the major or “at least 50% of the courses” required for the major. This appears to be incorrect as the statements are inconsistent with the actual requirements to earn an associate degree. These statements should be removed from individual degrees, and we will be working with divisions to make the updates.

Motion: Moved by A. Carr, and seconded by T. Bui to approve the Business Management degree and certificate proposals including the recommendation made by the committee.

Vote: Motion carried unanimously

B. Full Course Review

Industry and Technology Division

The following new course proposals were tabled to allow the division time to address the concerns and recommendations made by the committee. The committee will revisit these courses on April 14.

1. Administration of Justice 142 – Advanced Digital Forensics
2. Engineering Technology 15 – Aerospace Engineering
3. Engineering Technology 15A – Aerospace Engineering I
4. Engineering Technology 15B – Aerospace Engineering II

Mathematical Sciences Division

The committee made the following recommendations to the course outline of records:

1. Mathematics 33 – Extended Elementary Algebra, Part I
 - a. Edit section I *Conditions of Enrollment*: Update prerequisite with the addition of “with a minimum grade of C.”
 - b. Edit Course Checklist Course Delivery Method: Indicate the distance education course as being “Hybrid Online.”
 - c. Edit Course Checklist Work Outside of Class: Under the “Other” category, provide a justification for the six study hours per week outside of class.

2. Mathematics 40 – Elementary Algebra
 - a. Edit section I *Conditions of Enrollment*: Update prerequisite with the addition of “with a minimum grade of C.”
 - b. Edit Course Checklist Course Delivery Method: Indicate the distance education course as being “Hybrid Online.”

Motion: Moved by W. Brownlee, and seconded by E. French-Preston to approve course proposals for Mathematics 33, 40 and 67 including the conditions of enrollment changes and committee recommendations.

Vote: Motion carried unanimously

C. Standard Review/Consent Agenda Proposals

Business Division

Computer Information Systems 3 – Introduction to Microcomputers and Software Applications

The division has decided to postpone the inactivation of Computer Information Systems 3 pending Chancellor’s Office approval for Computer Information Systems 2 (Office Applications).

Motion: Moved by E. French-Preston, and seconded by V. Nemie to approve the five standard review proposals.

Vote: Motion carried unanimously

CHAIR’S REPORT

Chair Lipe has forwarded the proposals under review in CurricUNET to the committee. Courses proposed for Distance Education must first go through course review and have the Course

Delivery Methods page completed in CurricUNET prior to DCC review. The Cooperative Career Education courses will be reviewed toward the end of summer.

The Curriculum Institute event will take place on July 9 to July 11, 2015, at the Double Tree by Hilton Hotel in Anaheim. Early registration fee of \$495.00 is due by May 30. Thereafter, the fee is \$545.

ADVISORY REPORT

Curriculum Advisor Q. Chapman reported that the three-year term of serving on the committee expires at the end of the spring semester for College Curriculum Committee representatives from the Counseling, Humanities, and Behavioral and Social Sciences divisions.

ADJOURNMENT

Chair Lipe called a motion to adjourn the meeting. T. Bui moved, D. Pahl seconded, and the motion carried. The meeting adjourned at 4:20 p.m.

**Active Participatory Courses and Related Families
By Mark Lipe (April 28, 2015)**

Effective January, 2013, enrollment limitations were placed on active participatory type courses typically seen in physical education, visual arts, and performing arts and thus “abcd” repeatability of those courses was removed. Students receiving a satisfactory grade in active participatory courses may not enroll in that course again. In addition to losing repeatability of these courses, Title 5 allows only FOUR takes or experiences within a “family” regardless if the student received a passing grade or W, D, F, or NP in the course. (Title 5, Section 55040 c)

Family names and designated courses related in content were established by departmental faculty using guidelines provided by the Chancellor’s Office document “Credit Course Repetition Guidelines”, November 2013.

Tracking and blocking of enrollment of these courses within a family will take place when students begin registering for the spring 2016 term. The courses being tracked within a family are currently with our “active” courses only.

The courses and related families below will be posted in the upcoming ECC 2015-16 catalog. Course Repetition BP/AP 4225 are currently being reviewed by the Academic Senate.

Physical Education Program Course Families

Cardiorespiratory Training Family	PE 2 – Walking for Fitness
	PE 245 – Water Aerobics
	PE 254 – Aerobic Fitness
	PE 404 – Adapted Cardiovascular Fitness
Combatives Family	PE 18 - Boxing
	PE 220 - Naginata: A Japanese Martial Art
	PE 221 - Defense Tactics
Cross Training Family	PE 3 - Boot Camp Fitness Training
	PE 10 - Body Conditioning and Physical Fitness
	PE 400 - Adapted Fitness
Individual Sport Family	PE 208 - Bowling
	PE 224 - Golf
	PE 244 - Springboard Diving
	PE 407 - Adapted Bowling
Lifeguard Family	PE 247 - Lifeguard Training
	PE 248 - Water Safety Instructor
Outdoor Fitness Adventure Family	PE 47 - Introduction to Indoor Rock Climbing
	PE 250 - Techniques of Surfboard Riding

Racquet Sports Family	PE 204 - Badminton
	PE 251 - Tennis
Resistance Training Family	PE 54- Weight Training
	PE 259 - Circuit Training
	PE 401 - Adapted Strength Training
Swimming Family	PE 240 - Beginning Swimming
	PE 241 - Intermediate/Advanced Swimming
	PE 249 - Fitness for Swimming
	PE 402 - Adapted Swimming and Hydroexercise
Team Sports Family	PE 4 - Basketball
	PE 7 - Baseball
	PE 74 - Soccer
	PE 233 - Pep Squad
	PE 234ab - Pep Squad and Cheer Competition
	PE 253 - Volleyball
Yoga Family	PE 257 - Yoga for Health and Fitness
	PE 258 - Power Vinyasa Yoga
	PE 409 - Adapted Yoga

Art, Dance, Music, and Theatre Program Course Families
Art Program Course Families

Ceramics Family	Art 161 – Beginning Ceramics
	Art 262 – Intermediate Ceramics
	Art 263 – Advanced Ceramics
Drawing Family	Art 110 – Drawing Fundamentals I
	Art 210 – Drawing Fundamentals II
Figure Painting Family	Art 224 – Life Painting I
	Art 225 – Life Painting II
Jewelry Family	Art 173 – Introduction to Jewelry and Metalsmithing
	Art 274 – Jewelry Fabrication
	Art 275 – Jewelry Casting
Life Drawing Family	Art 217 – Life Drawing I
	Art 218 – Life Drawing II
Painting Family	Art 222 – Fundamentals of Painting I
	Art 223 – Fundamentals of Painting II
Printmaking Family	Art 187 – Printmaking I: Etching, Relief and Lithography
	Art 288 – Printmaking II: Etching, Relief and Lithography
	Art 289 – Silkscreen/Lithography

Sculpture Family	Art 181 – Beginning Sculpture
	Art 282 – Life Sculpture
Two-Dimensional Design Family	Art 130 – Two-Dimensional Design I
	Art 230 – Two-Dimensional Design II
Watercolor Family	Art 219 – Water Color Painting I
	Art 220 – Water Color Painting II

Dance Program Course Families

Ballet Family	Dance 120A – Ballet I
	Dance 120B – Ballet Technique I
	Dance 220A – Ballet II
	Dance 220B – Ballet Technique II
	Dance 221 – Ballet Variations
Choreography Family	Dance 171A – Beginning Choreography A
	Dance 171B – Beginning Choreography B
	Dance 271A – Intermediate Choreography A
	Dance 271B – Intermediate Choreography B
Jazz Dance Family	Dance 140 – Jazz Dance I
	Dance 240 – Jazz Dance II
Modern Dance Family	Dance 130A – Modern Dance Technique I
	Dance 130B – Modern Dance Technique I
	Dance 230A – Modern Dance Technique II
	Dance 230B – Modern Dance Technique II
Social Dance Family	Dance 167 – Social and Ballroom Dance
	Dance 168 – Latin Social Dance
	Dance 268 – Intermediate Latin Social Dance
Tap Dance Family	Dance 161 – Tap Dance I – Beginning
	Dance 261 – Tap Dance II - Intermediate
World Dance Family	Dance 164 – World Dance
	Dance 165 – African Dance
	Dance 265 – Intermediate African Dance

Music Program Course Families

Audition Preparation Family	Music 232 – Advanced Piano
	Music 290 – Intermediate Applied Music/Private Lessons
Beginning Instrument Family	Music 143 – Beginning Woodwind Instruments
	Music 144 – Beginning Brass Instruments
	Music 145 – Beginning Percussion Instruments
	Music 146 – Beginning String Instruments

Choral Ensemble Family	Music 151abcd – Mixed Chorus
	Music 152abcd – Concert Choir
	Music 253abcd – Chorale
	Music 257abcd – Women’s Chorus
Guitar Family	Music 147A – Beginning Guitar
	Music 147B – Beginning Guitar II
	Music 247 – Intermediate Guitar
Jazz Large Ensemble Family	Music 266abcd – Big Band Jazz
	Music 267abcd – Jazz Band
Large Ensemble Family	Music 265abcd – Symphonic Band
	Music 268abcd – Symphonic Orchestra
Piano Family	Music 131A – Beginning Piano I
	Music 131B – Beginning Piano II
	Music 231A – Intermediate Piano I
	Music 231B – Intermediate Piano II
Small Ensembles Family	Music 260abcd – Woodwind Ensembles
	Music 261abcd – Brass Ensembles
	Music 262abcd – Percussion Ensembles
	Music 263abcd – Clarinet Choir
Voice Family	Music 120 – Voice Class I
	Music 220 – Voice Class II
	Music 221 – Introduction to Lyric Diction for Singers

Theatre Program Course Families

Acting Family	Theatre 113 – Introduction to Acting
	Theatre 114 – Fundamentals of Acting
	Theatre 214A – Intermediate Acting
	Theatre 217 – Acting Shakespeare

Educational Policies Committee

Agenda

Date: 4/28/14

Time: 12:15-12:55pm

Location: MBA 305

Members in attendance:

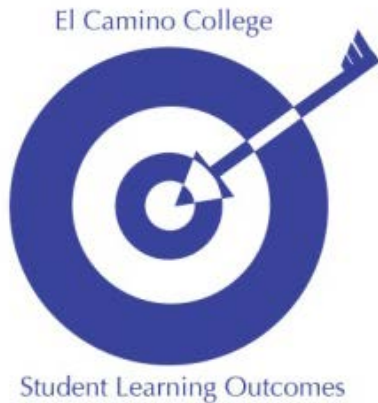
Kathy Hall, Lori Suekawa

Chris Jeffries, Alice Martinez, Mark Fields,

Agenda

- 1) AP 5520 Read. Discussed concerns brought forward by Kathy, then the Policy was approved. C. Jeffries & A. Martinez will bring before the Academic Senate next week (if there is time on the A.S. schedule)
- 2) AP 5530 Read and discussed. Suggested changes were made to clarify the interaction between students and instructors/staff for the grievance procedure. These changes were noted and sent to William Garcia. We will look this over again in the fall when it is returned.

Thank you to all the hard work the members of the Educational Policies committee have put into ensuring that our procedures and policies are clear, well-thought out and of course, grammatically correct!



Upcoming ECC TracDat Training

All TracDat workshops are held in the Faculty & Staff
Training Room
(Library West Basement, Room 19)

Entering Assessments and Follow Ups Into TracDat

This is a working workshop. Bring the data from your recent spring assessment and receive guidance as you enter it into TracDat. We will also be entering follow ups from last year's assessments.

Wednesday, May 6, 2:00 - 3:00 p.m.

Tuesday May 12, 1:00 - 2:00 p.m.

Wednesday May 13, 2:00 - 3:00 p.m.

To enroll, please log in to *Professional Development Reporter*
elcamino.flexreporter.com

If you have any questions,
please contact ECC SLO Coordinators
Russell Serr (rserr@elcamino.edu) or
Karen Whitney (kwhitney@elcamino.edu).

Academic Program Review Summary for ECCCD Board

Academic Program: Cosmetology	Academic Division: Industry and Technology
Type of Program Review: 2-year CTE only program review	Program Review Completion Date: March 4, 2015
<p>Summary of Program Review Results:</p> <p>The Cosmetology Program at El Camino College provides quality education and cosmetology training to provide a higher level of customer satisfaction, promote pride, self-esteem and motivation, provide the skills and knowledge to pass the State Board exam, and prepare the student for job readiness.</p> <p>Overall employment of barbers, hairdressers, and cosmetologists is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. Growth rates will vary by specialty. The need for barbers will stem primarily from an increasing population, which will lead to greater demand for basic hair-care services. Demand for hair coloring, hair straightening, and other advanced hair treatments has risen in recent years, a trend that is expected to continue over the coming decade.</p> <p>The purpose of the Cosmetology Advisory Committee is to provide input where changes are occurring in the industry, State Board updates, and recommendations that will enhance and contribute to our student’s success at entry-level positions in the industry. It also allows advisory members to gather once a year to collaborate and discuss issues that impact the student’s future and careers. Whether the information is about State Board changes, new hair trends, hair shows workshops or seminars, or personal anecdotes. This forum of communication imparts information that impacts and serves the students as well the instructors in the Cosmetology Program. This standard sets us apart from other programs. Other similar programs in the region include those at Santa Monica College and Cerritos College. There are also private schools, including Flavio Beauty School and Marinello Schools of Beauty. These schools cost the students more money, do not teach theory, and do not award students college credit that could lead to an Associate Degree.</p> <p>In spring 2014, an informal survey of Cosmetology students was conducted to gain some current input from students. 92% of these students indicated they were “very satisfied” or “satisfied” with the preparation they are given in the program. Potential employers were also surveyed. Over all the employers were satisfied with the basic skills of the graduates. The one area of improvement that was mentioned on the survey was in the area of communication. The corporate salon manager indicated that graduates need more training on proper client communication, holding a professional countenance and professional dress.</p> <p>The Board of Barbering and Cosmetology (BBC) is the State exam that students apply for and take after completing sixteen hundred (1600) clocked- hours of technical instruction, and practical training covering all practices constituting the art of cosmetology. The Board recently implemented a national exam but has seen a decline in passage rates and it is still taking a long</p>	

time for applicants to receive notice of their examination date. The board has also seen a consistently lower passage for Spanish language test takers compared to other languages, although their scoring methods need to be clarified. Even with these items to be improved upon, the passing rate of the practical exam is still high at 82%.

Academic Program Review Summary for ECCCD Board

Academic Program: Digital Arts (Art)	Academic Division: Fine Arts
Type of Program Review: 2-year CTE program review	Program Review Completion Date: Sept 1, 2014
<p>Summary of Program Review Results:</p> <p>The Digital Arts Program prepares students for careers in Digital Imaging, Multimedia and Animation, Graphic Design, Advertising, and Web Design. Their success rates over the last 5 years average 68.85%. Retention averages 84.14%.</p> <p>The last 5 years showed job losses of 7% in Los Angeles County for Multimedia Artists and Animators, and 7% job loss for Graphic Designers. The outlook for the next 5 years is improving, showing a projected gain in these occupations. Labor market projections for Los Angeles County show 5% projected growth for the occupation of Multimedia Artists and Animators, and 2% growth for Graphic Designers. The California State Chancellor’s Office has identified Digital Media as an emergent sector of the economy of Los Angeles County, and the job of the community college is to prepare students to enter occupations identified as ‘priority’ or ‘emergent.’</p> <p>El Camino College is currently partnering with the Centinela Valley Union High School District in a grant for developing a career pathway in Digital Media to prepare incoming high school students. Although there are other Digital Arts and Media programs in Southern California, the program at El Camino College is the only such community college program in the local South Bay area (Torrance, Long Beach, San Pedro.) The Southern California Regional Occupational Center, also located in Torrance, offers classes with high school credits only. Other comparable programs in the area are offered at private institutions, or through UCLA extension, and are extremely expensive in comparison to El Camino College and serve a different population. While job placement is difficult to track, success can be measured in the number of scholarships awarded to El Camino College transfer students from Art Center College of Design alone which amounts to over \$320,000.</p> <p>The advisory board is made up of local professionals and employers in the Design and Digital Arts fields, and the program has recently revised and updated curriculum in response to their comments to better align with new developments in the industry. The Graphic Design, Advertising and Web Design certificates have been combined into the new Visual Communications certificate, which now includes more classes related to advertising, marketing, and new digital platforms for delivering this content. This new certificate has the Advantage of cross disciplinary class selections including class options in Computer Science, Business, Communications, Architecture, Photography, Journalism and Fine Arts so as to allow students to customize their certificate for entry level positions in either, web, print, advertising or environmental graphics.</p>	

Academic Program Review Summary for ECCCD Board

Academic Program: General Education Math (CM2)	Academic Division: Mathematical Sciences
Type of Program Review: 4-year program review	Program Review Completion Date: Dec 10, 2014
<p>Summary of Program Review Results:</p> <p>The General Education Math (CM2) Program at El Camino College consists of six courses that serve students on different tracks: Nature of Mathematics (Math 120), College Algebra (Math 130), Finite Mathematics for Business and Social Sciences (Math 140), Elementary Statistics with Probability (Math 150), Calculus I for the Biological, Management, and Social Sciences (Math 160), and Calculus II for the Biological, Management, and Social Sciences (Math 161). Over the past four years, the program has served an average of 3,114 students with 98 sections offered per year. The mission of the program is to teach students the importance and relevance of mathematics in the complex world of today.</p> <p>All of the courses in the program may be used to satisfy the General Education Mathematics requirement for transfer to a university and to fulfill the Mathematics Competency component of the A.A. or A.S. degree; however, some of the courses also serve as prerequisites and fundamental courses for certain types of majors. For example, many students in the CM2 Program are business majors who plan to transfer to CSULB.</p> <p>Over the past four years, the success rates achieved for General Education Mathematics is between 54- 57%, just slightly lower than the standard set by the college (59.7%). The success rate is the percentage of students who receive a C or better as a final course grade compared to all students who were enrolled at the census date. Overall, success rates of the General Education Mathematics Program exceeds the overall success rates of the Mathematical Sciences Division as a whole almost every term.</p> <p>As a whole the sections in the General Education Math Program are consistently at or over capacity. However, some changes in curriculum have been recommended. Since there is still a two-semester calculus sequence for business majors, undoubtedly some students have been lost to nearby community colleges that offer a one-semester business calculus course. To boost enrollment in business calculus, the General Education Math Committee has created a new course, Math 165, which combines Math 160 and Math 161 into a single 5-unit course. Math 165 has been recently approved by the CCC. Program faculty also strongly recommend an increase in the number of Mathematics 150 sections to accommodate the increasing need for students to complete a transfer-level statistics course for many majors in the STEM and nonSTEM fields.</p> <p>The General Education Mathematics Program occupies the new MBA building which provides new technology and beneficial part-time faculty offices, but due to high fill rates there will still be a need for additional classroom space going forward. There will also be a need in the future to maintain the technology including faculty laptops, tablet PCs, SMART boards, classroom clicker sets, classroom and department sets of graphing calculators and other equipment. It is also highly</p>	

recommended that Math 150, Elementary Probability and Statistics, have three to four dedicated classrooms, since each section of this course requires a common set of manipulatives, technological equipment and statistical software. Maintaining software such as Mathematica 9.0 and Scientific Notebook 5.5 on both classroom computers as well as faculty laptops is also recommended. Students who enroll in statistics (Math 150) would benefit not only from the technological tools mentioned above, but also from having access to a computer lab designed especially for this type of a course where they would freely have access to advanced statistical software like SPSS or Minitab.

Currently, the new building provides a large space for the math tutoring center (1600 square feet) but there is no full-time coordinator in charge of it. The purpose of this position is to plan, develop and coordinate a comprehensive tutoring program to support students and student success in the Mathematical Sciences Division. Most students in the General Education Mathematics Program do not receive adequate help at our tutoring center because our tutors lack knowledge of probability and statistics. With the help of a full-time tutoring coordinator, tutors can be recruited and trained for basic statistics. Additionally, the program recommends that 5 full-time faculty be hired to teach Math 150 and Math 130 in the next 4 years due to increasing enrollment in Math 150 and because of increasing enrollment in community colleges in general.

The vision of the General Education Mathematics Program is to provide students with the mathematics courses necessary to be successful in today's competitive environment. Those students wishing a basics mathematics background must be supplied with courses which will enable them to cope with situations they will encounter in the business world and in daily life. These courses must be acknowledged by the business community as satisfying their requirements with regard to mathematical competence. Those students who wish to transfer to a four-year school must have available courses which will fulfill their needs. These courses must supply not only transfer credit but sufficient rigor so that students at ECC do not find themselves at a disadvantage when they take courses at four-year schools, which require their ECC courses as prerequisites.

Academic Program Review Summary for ECCCD Board

<p>Academic Program: Radiological Technology</p>	<p>Academic Division: Health Sciences and Athletics</p>
<p>Type of Program Review: 4-year program review with 2-year CTE review</p>	<p>Program Review Completion Date: January 21, 2015</p>
<p>Summary of Program Review Results:</p> <p>The Radiologic Technology Program at El Camino College is a diagnostic medical radiography program leading to an A.S. Degree and eligibility to take licensing examinations for the American Registry of Radiologic Technology (ARRT) R.T. (R), and certification by the State of California, Radiologic Health Branch for Radiography (C.R.T) and Fluoroscopy (F). The Associate in Science (A.S.) Degree Radiologic Technology program is a minimum of twenty-five months in length. The Program begins a new class of students each fall semester. The program admits on average 24 students per year, depending on clinical space availability.</p> <p>For the past 10 years, the students completing the program have achieved a 100% pass rate the first time taking the ARRT licensing exam. Over 85% of the students seeking employment have obtained employment within 6 months of graduation. Approximately 80% of the local Radiography Department staff members are El Camino College graduates.</p> <p>The Radiologic Technology Program is fully accredited, having met requirements of The Joint Review Committee on Education in Radiologic Technology (JRCERT), and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB). The last Accreditation self-study was completed in Spring 2006, with a site-visit conducted in Fall 2007. The Program was awarded the maximum 8 year accreditation. A 4-year interim report was submitted in the Spring of 2012, in which the program 8-year award was maintained. The next self-study for JRCERT will be due in Fall 2015.</p> <p>The program’s advisory committee has recommended that an Introduction to Radiological Technology Clinical course be developed as a prerequisite, so students interested in applying to the program will be better informed about the job duties and responsibilities of a Radiologic Technologist. The faculty members have submitted for approval RTEC 101 (2 units, 1 lecture/1 lab) to be offered in the summer. 100% of course-level student learning outcomes and 100% of program-level student learning outcomes have been assessed, and all benchmarks and data are presented to the advisory committee for analysis. Student, employer, and advisory committee satisfaction survey results exceed benchmarks.</p> <p>The program moved into new lab space in the MBA building in Spring 2012. In addition, the district purchased two new Carestream Ascend Digital Imaging Radiographic (DR) units for the new ionized labs, putting the El Camino College program as the first community college on the west coast to obtain this type of equipment, and offer both CR, DR and Film screen imaging capabilities for their students. The program has again become a leader in radiologic technology</p>	

education. This state of the art equipment will better prepare students to utilize similar equipment at the clinical sites, and become more ready for employment at the time of completion from the program. However, service contracts are needed to maintain and upgrade equipment as needed, and portable x-ray units are needed to provide students with appropriate skill attainment for the field. To reduce bulky storage of x-ray film, the program requested a scanner to digitize images into an electronic format. Additional clinical coordinator and program director release time was recommended along with part-time clerical support.

Career and Technical Education data sets indicated strong district and state demand for the program. Student success, completion, and employment rates remain high.

El Camino College

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

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

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

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

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

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

El Camino College

Future BOGFW Regulations: Impact on Fall 2011 Students

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

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

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

52% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College

Future BOGFW Regulations: Impact on Spring 2012 Students

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

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

53% of students receive BOGFW

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

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

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

19% of recipients would lose BOGFW

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

Second **consecutive primary term on probation

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

Demographic Summary

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

Age	17-19				30-39		or older		Total	
	N	%	N	%	N	%	N	%	N	%
All Students	5,663	25%	9,556	42%	3,031	13%	2,125	9%	2,125	10%
All BOGFW Recipients	3,220	27%	5,173	43%	1,767	15%	1,100	9%	1,100	7%
Recipients to lose BOGFW	437	19%	1,131	49%	378	17%	225	10%	225	5%

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College

Future BOGFW Regulations: Impact on Fall 2012 Students

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

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

55% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

El Camino College

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

Future BOGFW Regulations: Impact on Spring 2013 Students

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

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

58% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

El Camino College

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

Future BOGFW Regulations: Impact on Fall 2013 Students

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

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

55% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

Age	17-19				30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N
All Students	6,881	29%	9,802	41%	3,163	13%	2,147	9%	18,993
All BOGFW Recipients	4,185	31%	5,493	41%	1,768	13%	1,071	8%	12,517
Recipients to lose BOGFW	405	18%	1,149	50%	410	18%	209	9%	1,173

Note: 16 or younger excluded in this table

El Camino College

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

Future BOGFW Regulations: Impact on Spring 2014 Students

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

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

57% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

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

El Camino College Compton Center

Future BOGFW Regulations: Impact Fall 2011 to Spring 2014

Executive Summary

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

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

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

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

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

El Camino College Compton Center

Future BOGFW Regulations: Impact on Fall 2011 Students

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College Compton Center

Future BOGFW Restrictions: Impact on Spring 2012 Students

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

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

73% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College Compton Center

Future BOGFW Restrictions: Impact on Fall 2012 Students

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

Total Enrollment		
Total students at Compton Center in Fall 2012	7,531	74% of students receive BOGFW
Total BOGFW recipients at Compton Center in Fall 2012	5,556	
Academic Probation		
<i>Students with 12+ attempted units & less than 2.00 GPA</i>		
BOGFW recipients placed on Academic Probation 1*		739
BOGFW recipients placed on Academic Probation 2**		438
Progress Probation		
<i>Students with 12+ attempted units & less than 50% completion of units attempted</i>		
BOGFW recipients placed on Progress Probation 1*	545	
BOGFW recipients placed on Progress Probation 2**	257	
100+ Earned Units		
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>		
BOGFW recipients with 100+ Earned Units	72	
Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	618	11% of recipients would lose BOGFW

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College Compton Center

Future BOGFW Restrictions: Impact on Spring 2013 Students

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College Compton Center

Future BOGFW Restrictions: Impact on Fall 2013 Students

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

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

70% of students receive BOGFW

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

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

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

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

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

El Camino College Compton Center

Future BOGFW Restrictions: Impact on Spring 2014 Students

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

Total Enrollment	
Total students at Compton Center in Spring 2014	7,234
Total BOGFW recipients at Compton Center in Spring 2014	5,283

73% of students receive BOGFW

Academic Probation	
<i>Students with 12+ attempted units & less than 2.00 GPA</i>	
BOGFW recipients placed on Academic Probation 1*	1,204
BOGFW recipients placed on Academic Probation 2**	724

Progress Probation	
<i>Students with 12+ attempted units & less than 50% completion of units attempted</i>	
BOGFW recipients placed on Progress Probation 1*	779
BOGFW recipients placed on Progress Probation 2**	507

100+ Earned Units	
<i>100+ earned units excludes units earned in Basic Skills Math/English and ESL courses</i>	
BOGFW recipients with 100+ Earned Units	149

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	1,119
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21% of recipients would lose BOGFW

*First term on probation

Second **consecutive primary term on probation

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

Demographic Summary

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

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

Note: 16 or younger excluded in this table

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

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

Loss of BOGFW by Demographic Group

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

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

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

Note: 16 or younger excluded in this table

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

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

BOARD POLICY 4045

Textbooks and Instructional Materials

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

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

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

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

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

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

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

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

Reference:

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

Previous Board Policy Number: 6133

El Camino College

Adopted: 3/14/66

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

Renumbered: 5/16/05

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

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

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

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

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

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

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

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

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

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

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

Adopted: 7/17/06

Amended:

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

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

I. Non-Repeatable Courses

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

A. Original Attempt (first attempt)

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

B. Second Attempt (first retake)

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

C. Third Attempt (second retake)

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

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

D. College Intervention

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

II. Repeatable Courses

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

A. Scope and Limitations of Repeatable Courses

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

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

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

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

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

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

~~a) physical education courses~~

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

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

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

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

B. Substandard Grade Alleviation

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

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

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

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

a) That last grade cannot be alleviated, and

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

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

III. Variable Unit Courses

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

IV. Withdrawals

A. Withdrawal From a Course

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

B. Military Withdrawals

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

C. Withdrawal Due to Extraordinary Conditions

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

V. Special Circumstances

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

A. Significant Lapse of Time

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

B. Extenuating Circumstances

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

C. Special Classes for Students with Disabilities

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

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

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

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

D. Legally Mandated Training Occupational Work Experience

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

E. Contractual Legally Mandated Training

~~1.1.~~
Course repetition shall be permitted, without petition and regardless of whether the student recorded substandard work, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to the California Code of Regulations.

F. Significant Change in Industry or Licensure Standards

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

VI. Other Provisions

A. ~~Post Degree Grade Alleviation~~

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

B.A. Grade Alleviation with Courses from Other Colleges

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

B.C. Course Repetition and Academic Records

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

VII. Enrollment Limitations for Courses Related in Content

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

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

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

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

Reference:

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

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

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

Board of Trustees Agenda – May 21, 2012

El Camino Community College District
Administrative Procedure 5520

Student Discipline & Due Process Procedures

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The Administrative Procedure is specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

DEFINITIONS

College District - El Camino Community College District

Student - Any person currently enrolled as a student or in any program offered by the College District.

Instructor - Any academic employee of the College District in whose class a student subject to sanction is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Complainant - A person who submits a charge alleging that a student has violated the College District's Student Code of Conduct.

Accused Student - A student who has been accused of violating the Student Code of Conduct by a College District employee, student, or visitor.

Business Day - Unless otherwise provided, a business day shall mean a day during which the College District is in session and regular classes are held, excluding Saturdays, Sundays, and public holidays.

College District Property - Property under the control of the El Camino Community College District or any place that is the site of a College District approved activity or function.

JURISDICTION OF THE COLLEGE

Sanctions for violations of the Student Conduct Code may be imposed for conduct which occurs on the College premises, in or out of the classroom setting, while using College technology, at off-campus instructional sites, during off-campus College-sponsored events and for off-campus conduct which materially and substantially interferes with the College's operational and educational programs.

FILING A COMPLAINT

Any person may allege a violation of the Student Conduct Code by completing a Student Conduct Incident Report Form and submitting it to the Student Development Office. The College reserves the right to initiate a student conduct process based on available information, even if a formal complaint has not been received. The complaint shall describe the conduct in question and, if known, the name of the person or persons alleged to have engaged in that conduct. The filing of a complaint assumes that the complainant desires to initiate the inquiry that may result in official disciplinary action against the alleged violator. The complainant should file a complaint within a reasonable amount of time not to exceed 30 days from the date of the incident.

OVERVIEW OF DISCIPLINE PROCESS

1. Each student is responsible for reading and complying with the Standards of Student Conduct which is made available on the El Camino College website on the Student Development Office page or from the Student Development Office located in the Activities Center, Room 160 and the College Catalog.
2. Any member of the college community can initiate an accusation of an alleged violation.
3. If a student is accused of an alleged violation, he or she will receive written notice of the conduct warranting discipline. The notice may include a request for a review meeting and will include:
 - a. The specific code violations;
 - b. A short statement of the facts supporting the accusation;
 - c. The right of the student to meet with the Director of Student Development or designee;
 - d. Reference to the Standards of Student Conduct outlining the process and rights of students; and
 - e. The nature of the sanctions being considered.
4. Time Limits - The notice must be provided to the student within thirty (30) business days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within ten (10) business

- days of the date on which conduct occurred which led to the decision to take disciplinary action.
5. Meeting - If the student chooses to meet with the Director of Student Development or designee, the meeting must occur no sooner than five (5) business days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.
 6. Upon completion of the review meeting, the student, if necessary, shall have the right to the following:
 - a. Be provided a written list of findings by the Director of Student Development or designee;
 - b. Accept or deny responsibility;
 - c. Have sanctions imposed, if found in violation of the Standards of Student Conduct;
 - d. Request a hearing of the Disciplinary Hearing Panel should the student disagree with the finding(s) and sanction(s) of the Director of Student Development or designee;
 - e. Be informed of the appropriate policy and procedure; and
 - f. Be informed of his/her right to request a copy of their student conduct file.
 7. Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all but do not include the same protections of due process afforded by the courts. The standard used to determine whether a violation of the Standards of Student Conduct has occurred will be a preponderance of evidence (more likely than not). Due process within these procedures, assures timely written notice, a hearing before an objective decision-maker or panel (should one be requested) and a process for appeal.
 8. Students continue to be subject to city, state, and federal laws while at El Camino College and allegations, charges, or violations of those laws may also constitute violations of the Standards of Student Conduct. In such instances, El Camino College may proceed with disciplinary action under the Standards of Student Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the Standards of Student Conduct even if such criminal proceeding is not yet resolved or is resolved in the student's favor.
 9. No student will be found in violation of El Camino College Standards of Student Conduct without information showing by preponderance of the evidence that a

policy violation has occurred. At El Camino College's sole discretion, sanctions will be proportionate to the severity of the violation(s).

10. If a student is found responsible for one or more violations of the Standards of Student Conduct, the student's prior conduct record will be taken into consideration and may result in progressive sanctions because of a pattern of behavior.

DETERMINATION OF SANCTIONS

The following factors may be considered in determining what sanctions are appropriate in a particular case. While sanctions are applied equitably and fairly, it is done so with consideration for the uniqueness of each individual case.

1. The nature of the violation(s).
2. Prior violations and disciplinary history.
3. Mitigating circumstances surrounding the violation.
4. The student's motive or purpose for engaging in the behavior.
5. Sanctions which have been imposed in similar cases in the past.
6. The developmental and educational impact on the student.

POSSIBLE SANCTIONS

Multiple sanctions may be imposed including, but not limited to:

Sanctions for Academic Dishonesty

Students found to be responsible for academic dishonesty may incur any of the below sanctions:

1. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred;
2. The instructor may dismiss the student from the class or activity for the present and/or following class session(s);
3. The instructor or the Division administrator may require a meeting with the instructor and/or the Administrator; and/or
4. The instructor shall complete a Student Conduct Incident Report and forward a copy to the Division administrator and the Director of Student Development or designee.

Other Sanctions

Written or Verbal Reprimand - An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the College District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the College District.

Educational Sanctions - An educational sanction may include additional work assignments, essays, community service, behavioral contract, administrative referral, or other related educational assignment.

Probation - A reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be in violation of any Standards of Student Code during the probationary period. It may include restriction from contact with specified individuals, college activities, services, offices, or designated areas. Probation shall not be imposed for a period longer than one (1) academic year.

Restitution - A payment to compensate an injured party for financial harm in cases involving misconduct including, but not limited to, theft, destruction of property, or deception.

Removal from Class/Facility/College District Entity - Any instructor or Division administrator or designee may remove a student from the class, activity, office, department, or other educational forum for the day of the incident and one additional instructional day. The instructor or Division administrator or designee shall immediately report the removal to the Director of Student Development or designee and his or her Division Dean or Associate Dean. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor.

Withdrawal of Consent to Remain On-Campus - The Director of Student Development or designee and/or the College District's Campus Police Department, may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus, that consent to remain on-campus has been withdrawn. If the person is on-campus at the time, he or she must promptly leave or be escorted off-campus. If consent is withdrawn a written report must be promptly made to the Superintendent/President or designee.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than ten (10) business days from the date of the receipt of the request. The hearing will be conducted in accordance with the provisions of this administrative procedure relating to interim suspensions.

Any person as to whom consent to remain on-campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (Penal Code Section 626.4)

No Contact Order - An issuance that there should be no personal or interpersonal contact or communication between involved parties. This includes verbal and non-verbal communication.

Short-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes and/or from all activities of the College District for a period of up to ten (10) consecutive days of instruction.

Within five (5) business days after the student meets with the Director of Student Development or designee, the Director of Student Development or designee shall decide whether to impose a short-term suspension, whether to impose some lesser sanction, or whether to end the matter. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the length of time of the suspension or the nature of the lesser sanction. The Director of Student Development or designee's decision on a short-term suspension shall be final.

Long-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes for the remainder of the school term and/or from all classes and activities of the College District for one (1) or more terms not to exceed two (2) academic years.

Within five (5) business days after the student meets with the Superintendent/President or designee, the Director of Student Development or designee shall, pursuant to a recommendation from the Director of Student Development or designee, decide whether to impose a long-term suspension. Written notice of the Superintendent/President or designee's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

Students who receive long-term suspensions are permitted on-campus to conduct student business, but must receive permission from the Director of Student Development or designee prior to coming to campus and must check-in with the College District's Campus Police Department to obtain a police escort while on-campus.

IMMEDIATE INTERIM SUSPENSION (Education Code Section 66017)

The Director of Student Development or designee may order immediate interim suspension of a student where he or she concludes the following:

1. To ensure the safety and well-being of members of the College District community or preservation of College District property;
2. To ensure the student's own physical or emotional safety and well-being;
3. That the student poses an immediate threat or disruption of or interference with the normal operations of the College District; and/or
4. That the student has been accused of a severe violation and cannot be located and/or does not participate in the conduct process.

In cases where an interim suspension has been ordered, the time limits contained in this administrative procedure shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) business days of the decision to impose an interim suspension.

Expulsion

Expulsion is the permanent separation of a student from El Camino College and El Camino College Compton Center by action of the Board of Trustees for good cause when other means of correction fail to bring about appropriate conduct, or when the presence of the student causes a continuing danger to the safety of others. The student is prohibited from College District property, functions, events, and activities. Permanent notification will appear on student's El Camino College official transcript.

Within ten (10) business days after the student meets with the Director of Student Development or designee, the Director of Student Development or designee shall decide whether to recommend expulsion to the Board of Trustees. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a disciplinary hearing.

DISCIPLINARY HEARING PROCEDURES

Request for Disciplinary Hearing

Within five (5) business days after the receipt of the Director of Student Development or designee's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the Director of Student Development or designee.

Schedule of Disciplinary Hearing

The formal hearing shall be held within fifteen (15) business days after a formal request for hearing is received by the Student Development Office.

The Dean of Student Support Services or designee will inform the student of the hearing date and time by certified mail, return receipt requested, e-mail to his or her El Camino College issued e-mail account, with delivery notification and/or in person with signature verification of receipt at least five (5) days prior to the hearing date. The notice will enclose a description of the procedures to be followed at the hearing.

The student and the College have the right to receive copies of all documents that are to be presented to the Disciplinary Hearing Panel.

The Disciplinary Hearing Chair shall provide the student copies of all documents to be presented to the panel. The Chair shall make such documents available to the student as soon as practical before the hearing but not less than two (2) business days before the hearing.

If the student intends to present any documents to the Disciplinary Hearing Panel he or she shall provide copies of the same to the Disciplinary Hearing Chair no less than two (2) days prior to the hearing.

If a student who has been given notice does not appear for the hearing the information in support of the alleged violation(s) will be presented and considered in the student's absence. A student will be considered absent fifteen (15) minutes after the time the hearing was scheduled to convene.

Disciplinary Hearing Panel

The Hearing Panel shall consist of the Dean of Student Support Services or designee as the Disciplinary Hearing Chair and one representative from each of the following groups: (1) Academic Senate; (2) Classified Employees; (3) Associated Student Organization; and (4) College Management which may include College supervisors.

An affirmative vote of three members of the Disciplinary Hearing Panel shall be required to determine responsibility and sanctions.

The Superintendent/President or designee, the president of the Academic Senate or designee, the president of the Classified Employees bargaining unit or designee, and the president of the Associated Student Organization (ASO) or designee shall each, at the beginning of the academic year, establish a list of at least five (5) persons who will serve on the Student Disciplinary Hearing panels. The Superintendent/President or designee shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member, classified staff member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a Disciplinary Hearing Panel.

Disciplinary Hearing Panel Chair

The decision of the Chair of the Disciplinary Hearing Panel shall be final on all matters relating to the conduct of the hearing unless there is a vote by other members of the panel to the contrary.

CONDUCT OF THE DISCIPLINARY HEARING

All hearings shall be held in closed session and are confidential - they are not open to the public.

1. The members of the disciplinary hearing panel shall be provided with a copy of the complaint(s) against the student and any written response provided by the student before the hearing begins.
2. The facts supporting the accusation shall be presented by a college representative who shall be the Director of Student Development or designee.
3. The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
4. Formal rules of evidence shall not apply. The standard of proof for Student Disciplinary Hearings will be a preponderance of evidence.
5. Unless the disciplinary hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by preponderance of evidence that the facts alleged are true.
6. The student has the right to be assisted in the hearing by an advisor. The advisor may provide counsel or support to the student but are not permitted to speak to the panel or participate directly in the hearing. Advisors who do not observe this restriction can be removed from the hearing by the Chair of the Disciplinary Hearing Panel.
7. If the student is a minor, the student's parent(s) or legal guardian must accompany him or her to the disciplinary hearing and may act on his or her behalf.
8. Witnesses shall not be present at the hearing when not testifying.
9. The student and the Dean of Student Support Services or designee may arrange for witnesses to present pertinent information to the Disciplinary Hearing Panel. Witnesses will provide information to and answer questions from the Disciplinary Hearing Panelists. All questions and responses are to be directed to the Panel, preferably the Chair, not between witnesses, complainant, and accused student.
10. If the complainant is unable to attend the hearing, his or her written statement will stand as his or her testimony.

11. The student and his or her advisor, if any, will be allowed to attend the entire portion of the hearing at which information is received, excluding deliberations of responsibility or sanctioning.
12. Should a student have an attorney present to advise him or her, the student must notify the Dean of Student Support Services or designee at least five (5) days prior to the Disciplinary Hearing that his or her intent to bring an attorney.
13. In hearings involving more than one student in the same situation, the Dean of Student Support Services or designee may permit the hearings concerning each student to be conducted jointly.
14. Supporting documentation, including pertinent records, exhibits and written statements may be accepted as information for consideration at the discretion of the Chair. Prior student conduct violations may be considered in a hearing and for determination of sanctions.
15. Questions of whether potential information will be received will be resolved at the discretion of the Chair. All procedural questions are subject to the final decision of the Chair.
16. The Panel will determine whether the student is responsible for violating each section of the Standards of Student Conduct which the student is accused of violating. The Panel's determination will be made on the basis of whether it is more likely than not (preponderance of evidence) that the student violated the Standards of Student Code. The Panel will then determine what sanctions they deem appropriate for such violations.
17. Hearings (excluding deliberations) will be audio-recorded and made a part of the students conduct file.
18. The Chair will prepare a written report detailing the finding, the vote, the information cited by the Panel in support of its findings and any information the Panel excluded and why, concluding with any recommended sanctions. The Chair will forward this document to the Director of Student Development or designee within five (5) days upon the conclusion of the hearing.

Additionally:

1. Complainants are to be notified when written notice of the allegation/hearing is delivered to the accused student.

2. All parties to an allegation have a right not to face questions or discussion of their history or character unless the Hearing Panel Chair determines that such information is highly relevant to determining whether the policy has been violated.
3. Each party has the right to be present for all testimony and questioning. However, if requested the Hearing Panel must make arrangements so that the complainant and accused are not in the same room at the same time.
4. The College must not require a complainant to be present as a prerequisite for the hearing to proceed or sanctions imposed.
5. Neither party is allowed to cross-examine each other or witnesses. All questions must be submitted to the Hearing Panel Chair.
6. Both parties have the right to appeal the decision of the panel.

The hearing shall be recorded by the College District by tape recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Hearing Panel Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the College District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

SPECIAL PROVISIONS FOR SEXUAL AND GENDER-BASED MISCONDUCT

Cases of alleged sexual and gender-based misconduct as outlined below will be directed to the Title IX Officer for review and investigation. The Title IX Officer will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual and/or gender-based misconduct as outlined below. A separate District policy and procedure defines sexual and gender-based misconduct and outlines due process for those involved.

Sexual and gender-based misconduct includes, but is not limited to:

- a. Bullying;
- b. Dating Violence;
- c. Discrimination;
- d. Domestic Violence;
- e. Intimidation;
- f. Retaliation;
- g. Sexual Assault
 - a. Non-consensual sexual contact; and

- b. Non-consensual sexual intercourse;
- h. Sexual Exploitation;
- i. Sexual Harassment
 - a. Hostile environment caused by sexual harassment;
- j. Stalking;
- k. Threatening or causing abuse including physical and verbal; and
- l. Violence between those in intimate/dating relationships to each other.

NOTICE OF THE DECISION

The Dean of Student Support Services or designee shall provide the student written notice of the final resolution of charged violation(s). The written notice shall be sent to the student by certified mail, return receipt requested, or receipted for personal delivery or via El Camino College issued e-mail account with delivery notification, within five (5) days of the written findings and decision of the Student Disciplinary Hearing Panel. In cases alleging gender-based or sexual misconduct, the complainant will receive comparable notice of the relevant findings and sanctions from the Title IX Officer or designee.

The written notice to the student shall include:

1. The specific provision of the Standards of Student Conduct that was violated;
2. The sanction(s) imposed and the date(s) on or periods for which they are in effect;
3. A statement of the student's right to appeal in writing to the Vice President of Student and Community Advancement; and
4. A statement that the failure to file a request for such an appeal within the time provided shall be deemed a waiver of the right to an appeal.

APPEALS TO THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT

An appeal to the Vice President of Student and Community Advancement or designee as a result of a Student Disciplinary Hearing Panel may be filed on the following grounds:

1. Proper procedures were not followed.
2. There is new relevant evidence not reasonably available at the time of the hearing or the imposition of the sanction(s).
3. The evidence does not clearly support the finding(s).
4. The sanctions are inappropriate relative to the violation.

In cases alleging a violation of gender-based or sexual misconduct, both the accused student and the complainant have the right to appeal the findings of responsibility and/or sanctions based on the above criteria.

An appeal must be submitted in writing to the Vice President of Student and Community Advancement or designee within five (5) days of receiving written notification of the hearing decision. The Vice President or designee will review the appeal and the hearing findings and

may make a decision to uphold, reverse, revise, or modify the decision and sanctions imposed on the student.

The Vice President or designee will notify the student in writing by certified mail with registered receipt within ten (10) days following receipt of the request for appeal of his or her decision.

The decision of the Vice President of Student and Community Advancement or designee shall be final except in the case of expulsion.

PROCEDURES FOR EXPULSION

The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development or designee, Dean of Student Support Services or designee, Director of Admissions & Records or designee, Vice President of Student and Community Advancement or designee, Superintendent/President or designee, and El Camino College Campus Police Department.

In the event the Vice President or designee has determined that he or she will seek a student's expulsion, the following procedures will be followed:

Recommendation for Expulsion: If the Vice President of Student and Community Advancement or designee determines that the student should be expelled, he or she shall deliver a written recommendation for the student's expulsion to the Superintendent/President. A copy of the Vice President of Student and Community Advancement or designee's recommendation shall be provided to the student or if the student is a minor to his or her parent or guardian. The Vice President or designee's recommendation for expulsion shall contain a statement of the charges against the student that provide the basis for his or her request that the student be expelled, including a factual description of the conduct upon which the charges are based, the action(s) taken by the Student Conduct Administrator and the recommendation of the Student Disciplinary Hearing Panel.

The Board of Trustees shall consider any recommendation from the Superintendent/ President for expulsion at the next regularly scheduled meeting of the Board of Trustees after receipt of the recommended decision.

The Board shall consider any expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122).

The student shall be notified in writing, by registered or certified mail or by personal service, at least five (5) days prior to the meeting, of the date, time, and place of the Board of Trustees' meeting. The student may, within forty-eight hours (48) after receipt of the notice, request

that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.

The Board may accept, modify, or reject the findings, decisions, and recommendations of the Superintendent/President. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final. The final action of the Board on the expulsion shall be taken at a public meeting and the result of the action shall be a public record of the College District.

The Vice President of Student and Community Advancement or designee shall notify the student in writing within five (5) days of the decision made by the Board of Trustees. The decision of the Board of Trustees shall be final.

The final action by the Board of Trustees on the expulsion shall be taken at the public meeting, and the result of the action shall be a public record of the College District.

GENERAL PROVISIONS

Failure of Student to Participate - Student conduct procedures under this policy may proceed or continue notwithstanding the failure or refusal of a student to respond, attend, or otherwise participate after having been properly notified of the proceeding as provided herein.

Technical Departures from this Policy - Technical departures from this policy shall not be grounds to void the College District's right to take disciplinary action against a student; unless the technical departure or error prevented a fair determination of the issue.

Time Limits

Any times specified in this administrative procedure may be shortened or lengthened if there is mutual concurrence by all parties.

References:

Education Code Sections 66300, 72122, and 76030

El Camino College

Adopted: December 21, 2009

Revised:

Disciplinary Action

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items C 1 and 5 below), the Director of Student Development or his or her designee (see items C 1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item C8 below).

A. Consequences for Academic Dishonesty

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which academic dishonesty occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and /or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development or his or her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

B. Notify Campus Police

Misconduct as noted in BP 5500 sections II, III, IV, V and VI should be brought to the immediate attention of the Campus Police or local police department/security force (for courses taught off campus). This does not preclude a staff member from calling Campus Police for any other misconduct that warrants such action. Campus Police are to be called immediately and a police report will be written with notice to the Director of Student Development, or his or her designee.

C. Discipline

The following types of disciplinary action may be taken or pursued by the college:

1. Warning – A verbal or written notice, given to the student by a faculty member, the Director of Student Development, or his or her designee, or any college manager or delegated authority that continuation or repetition of the specified conduct may be cause for other disciplinary action. A copy of such action shall be sent to the Director of Student Development or his or her designee and placed in the student file.

2. ~~Reprimand~~—A written reprimand for violation of specified regulations sent to the student by the Director of Student Development, or his or her designee, noting that continued violations may result in further disciplinary action. The Director of Student Development or his or her designee shall place a copy of this reprimand in the student file.
3. ~~Restitution~~—A letter from the Director of Student Development, or his or her designee, requesting reimbursement for damage or misappropriation of property will be sent to the student. A copy of this letter will be sent to the student file, Dean of Enrollment Services, and the Vice President of Student and Community Advancement. Reimbursement may take the form of appropriate service to repair or otherwise compensate for the damage.
4. ~~Disciplinary Probation~~—Exclusion from college activities or services set forth in the notice of disciplinary probation. It may include one or all of the following and may be imposed upon an individual or groups of students.
 - a. ~~Removal from any or all college organization offices.~~
 - b. ~~Denial of privileges or participation in any or all college or student-sponsored activities or services. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. A written statement from the Director of Student Development, or his or her designee, will state those activities from which the student will be excluded. A copy of the disciplinary probation letter will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, and Campus Police.~~
 - c. ~~Requirement to complete one or more counseling or behavioral modification programs or classes including but not limited to drug/alcohol diversion program, anger management workshop, interpersonal communication workshop, life-skills class, Special Resources Center program and academic or psychological counseling appointments.~~
5. ~~Removal by Instructor~~—In cases of academic dishonesty or disruptive behavior, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference shall be held with the instructor and the student in an attempt to resolve the situation that led to the student's removal.

- a. ~~If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary. A record of the suspension should be sent to the Director of Student Development or his or her designee and placed in the student file.~~
 - b. ~~If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Director of Student Development, or his or her designee. The Director of Student Development, or his or her designee, shall send copies to the Vice President of Student and Community Advancement and the President. If the student removed by an instructor is a minor, the Director of Student Development, or his or her designee, shall ask a parent or guardian of the student to attend a parent conference with the instructor regarding the removal as soon as possible. A college administrator shall attend the conference if any party (instructor, parent, or guardian) so requests.~~
 - c. ~~The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor, and student cannot resolve the problem, the recommendation for a suspension of more than two class sessions will be referred to the Director of Student Development, or his or her designee, for possible actions described in Section 6 of this procedure.~~
 - d. ~~During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions taken as defined in Section 6 of these procedures.~~
6. ~~Suspension The Director of Student Development, or his or her designee, may suspend a student as follows:~~
- a. ~~From one or more classes for a period of up to ten days of instruction; or~~
 - b. ~~From one or more classes for the remainder of the term; or~~
 - c. ~~From one or more classes and activities of the community college for one or more terms not to exceed a period of two years. The Director of Student Development, or his or her designee, shall send the notice of suspension to the student, the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. Whenever a minor is suspended from the College, the parent or guardian shall be notified in writing by the Director of Student Development, or his or her designee.~~

~~7. Immediate Suspension – Any college manager or college delegated authority during non-school hours, may immediately suspend a student from the campus in an emergency action to protect lives or property and to insure the maintenance of order. Within twenty four (24) hours or the next regular work day of the suspension, the college manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, shall send a written notice to the suspended student, informing the student of his/her right to a hearing within ten (10) business days of the suspension. A copy of this notice will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police.~~

~~Immediate suspension will be enforced for the following types of student misconduct:~~

- ~~a. Possession or use of any weapon, firearms, or explosives.~~
- ~~b. Willful misconduct which results in injury or death to a student or college personnel.~~
- ~~c. Assault, battery, sex crimes, including sexual assault, or rape.~~

~~When there is probable cause to believe that a student has committed any of the above actions, that student will be immediately suspended from the campus by any college manager or college delegated authority. Within twenty four (24) hours of, or the next regular work day after the suspension, the manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, will then send a written notice to the suspended student, informing the student that he or she has been suspended for the remainder of the semester at a minimum and/or up to two years at a maximum and that he or she has the right to a hearing within ten (10) business days of the suspension.~~

~~8. Expulsion – The termination of student status for an indefinite period of time. The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. The expulsion of a student shall be accompanied by a hearing if requested by the student. The Board of Trustees shall consider any recommendation from the Superintendent/ President for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.~~

~~The Board shall consider any expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122). The student shall be notified in writing, by registered or certified mail or by personal service, at least three (3) days prior to the meeting, of the date, time, and place of the Board of Trustees' meeting. The student may, within forty eight hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.~~

~~The Board may accept, modify or reject the findings, decisions and recommendations of the Superintendent/President and/or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final. The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.~~

~~**A. LODGING OF CHARGES**~~

- ~~1. Charges of misconduct against a student, as defined in Sections I through VII of Board Policy 5500, may be lodged by any person who has personal knowledge of facts indicating that the student participated in the alleged misconduct. Such a witness shall hereinafter be referred to as the "complainant" and the person being charged as the "accused."~~
- ~~2. The complainant must first lodge his or her charge(s) with a responsible manager at the level of director or above.~~
- ~~3. The responsible manager will review the charge(s): The manager will then either:
 - a. attempt to informally resolve the issue(s) or
 - b. recommend disciplinary action.~~
- ~~4. If the responsible manager recommends disciplinary action, he or she will forward the charge(s) to the Director of Student Development, or his or her designee. The Director of Student Development or his or her designee shall review the charge(s) and make an independent determination as to whether or not the conduct charged amounts to misconduct as defined in Items I through VII of Board Policy 5500 and whether disciplinary action should be brought against the accused.~~
- ~~5. If disciplinary action is appropriate, the Director of Student Development, or his or her designee or appropriate administrator shall give the accused a written notice of the lodging of charges, the specified acts of misconduct and the proposed disciplinary~~

action. The accused will be notified of his or her right to request a hearing within five (5) business days. A copy of this policy will be included with the notice. If the student does not request a hearing, the proposed disciplinary action will be taken.

B. HEARING OF CHARGES

1. Scheduling of Hearing

- a. ~~Students who are placed on immediate suspension — If the student has been suspended prior to a hearing, the hearing shall be commenced within fifteen (15) business days of the ordered suspension.~~
- b. ~~Students who have not been placed on immediate suspension:~~
 - 1) ~~The accused shall receive written notice of the charge(s) giving rise to the proposed disciplinary action.~~
 - 2) ~~The accused has five (5) business days after receipt of written notice of the charge(s) to request a hearing before the Disciplinary Hearing Committee. Failure to request such a hearing in writing within this five day period, or failure to appear at such hearing will constitute a waiver of his or her right to a hearing pursuant to these procedures. Unless the hearing may result in expulsion, the accused is not entitled to representation by counsel. If the accused wishes to be represented by counsel at an expulsion hearing, the accused shall provide written notice in the request for hearing of the intention to be represented. If the accused is a minor, he or she shall be entitled to be accompanied by his or her parent or guardian at any hearing before the Disciplinary Hearing Committee.~~
 - 3) ~~The Disciplinary Hearing Committee shall be chaired by the Director of Student Development, or his or her designee who will serve as the hearing officer and have as members one representative from each of the following groups: the Academic Senate, the Classified Employees, the Student Senate, and College Management.~~
 - 4) ~~If the accused requests a hearing, the Director of Student Development, or his or her designee shall schedule a disciplinary hearing to take place within fifteen (15) business days of the receipt by him or her of the written request for a hearing.~~
 - 5) ~~The Director of Student Development or his or her designee shall give the accused and members of the Disciplinary Hearing Committee written notice of the time, place and date set for the hearing.~~

- 6) ~~If the accused does not request a hearing, the Director of Student Development, or his or her designee may finalize the disciplinary action with the exception of expulsion, which must be recommended to the Vice President of Student and Community Advancement. If the Vice President determines that expulsion is appropriate, he or she Board of Trustees Agenda will recommend expulsion to the Board of Trustees for final approval.~~

~~2. How Hearing is to be Conducted~~

- a. ~~The public shall be excluded from this hearing.~~
- b. ~~The hearing shall be recorded by either an audio recording or stenographic recording~~
- c. ~~The hearing officer may conduct the hearing in any manner he or she deems appropriate, provided the accused is given the opportunity to confront the witnesses testifying against him or her and to offer the statements of any supporting witnesses.~~
- d. ~~If the Disciplinary Hearing Committee finds adequate support for the charge(s), it shall take appropriate disciplinary action pursuant to Section I.C of this procedure.~~
- e. ~~When the Disciplinary Hearing Committee reaches a decision, the accused shall be given written notice in a timely manner of the decision, the disciplinary action, if any, to be taken, and the right to appeal the decision to the Vice President of Student and Community Advancement.~~

~~C. REVIEW BY THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT~~

1. ~~The accused may seek review of the decision of the Disciplinary Hearing Committee by delivering to the Vice President of Student and Community Advancement, no later than five (5) business days after notice to the accused of the Disciplinary Hearing Committee's decision, a signed statement containing:~~
 - a. ~~A statement that the accused appeals the decision; and~~
 - b. ~~A brief statement of why the accused considers the decision to be in error.~~
2. ~~The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Disciplinary Hearing Committee was in~~

error or the sanctions imposed were excessive in light of the seriousness of the charge(s).

- ~~3. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ten (10) business days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Disciplinary Hearing Committee.~~
- ~~4. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ten (10) business days after receipt of the request for review, schedule a meeting giving the accused at least five (5) business days written notice thereof with the accused and the hearing officer, at which time the accused will be allowed to present his or her objections to the Disciplinary Hearing Committee's decision, and the hearing officer will be allowed to respond thereto.~~
- ~~5. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.~~

~~D. **GENERAL PROVISIONS**~~

- ~~1. If students or other persons are suspended or expelled from the campus, they shall not appear on the campus without permission from the Vice President of Student and Community Advancement or designee and must have a Campus Police escort.~~
- ~~2. The time limits specified in the Due Process and Disciplinary Procedures may be shortened or extended if there is a mutual written concurrence between the parties.~~
- ~~3. Failure of the accused to appeal any determination at any step to another step within the specified time limits shall be deemed acceptance by the accused of the last determination rendered.~~
- ~~4. Written notice to an accused pursuant to these procedures shall be sufficient if sent by first class mail to the last known address of the accused currently on file with the college. Notice shall be deemed given on the day following the date of said mailing. Notice shall be in the English language.~~
- ~~5. In the absence of the Director of Student Development, a designee may be appointed by the Vice President of Student and Community Advancement.~~
- ~~6. No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance. In addition, no student may be removed, suspended, or expelled for parking violations.~~

~~7. The President or the President's designee (Campus Police) shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Los Angeles County or the City of Torrance of any acts of the student which may be in violation of Section 245 of the California Penal Code — Assault with a deadly weapon or force likely to produce great bodily injury.~~

Violation of Standards of Student Conduct — Written Warning

(Board Policy 5500 — Academic Honesty & Standards of Conduct)

Name of Student (Please print)

Student ID Number (Please print)

Name of Faculty Member/Staff/Administrator:

Class _____ Section number _____ Date _____

Please mark the appropriate provision(s) for which the student is in violation:

1. Obstruction or disruption of teaching (or other authorized college activities). Obstruction or disruption includes, but is not limited to, tardiness, use of electronic devices during class (i.e., cell phones, pagers, CD players, ipods), or disrespectful or inappropriate classroom behavior.
2. Continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of, or abuse of, college personnel or anyone on campus, or failure to comply with the directions of a member of the college personnel (faculty, administrators, supervisors, staff, or campus police).
3. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. **(Sexual harassment must also be reported to the Director of Staff and Student Diversity immediately.)**
4. Dishonesty, including but not limited to, cheating, plagiarism or knowingly furnishing false information.*
5. Unauthorized entry to or use of college facilities, equipment or supplies, or failure to use facilities, equipment, or campus resources in a responsible manner.
6. Other:

Comments:

If a student violates the Standards of Student Conduct again following receipt of the written warning, the student may be suspended from class for at least one class session (see Board Policy 5500). Disciplinary Form B should be used to notify the student of such action.

Signature of Faculty Member/Staff/Administrator:

Signature of Student:

A copy of this completed form MUST be given to the student. The faculty member/staff/administrator will route copies of this form as listed below. Questions regarding use of this form should be discussed with the Director of Student Development.

***Note to Instructors:** For incidents of Academic Dishonesty, please also fill out Disciplinary Form C.

Notice of Student Suspension from Class/Lab/Library

(Board Policy 5500 – Academic Honesty & Standards of Conduct)

Name of Student (Please print)

Student ID Number (Please print)

Name of Faculty Member/Staff/Administrator:

Division _____ Class _____ Section number _____

Class Day(s)/Time Today's Date

Date(s) of Suspension: 1 day 2 days &

Cause of Suspension:

Please make an appointment to see your instructor or division dean prior to returning to class to discuss what led to this suspension.

Office Hours:

Telephone number:

Please make an appointment to see the Director of Student Development (310-660-3500) regarding this suspension prior to returning to class, lab or library.

Signature of Faculty Member/Staff/Administrator:

A copy of this completed form MUST be given to the student. The faculty member/staff/ administrator will route copies of this form as listed below.

Questions regarding student discipline and use of this form should be discussed with the Director of Student Development.

Academic Dishonesty Report Form

(Board Policy 5500 – Academic Honesty & Standards of Conduct)

Name of Student (Please print)

Student ID Number (Please print)

Name of Faculty Member/Staff/Administrator:

Division _____ Class _____ Section number _____

Class Day(s)/Time _____ Today's Date _____

Date of Incident:

Description of Incident:
(Please attach additional information and/or documentation)

Action Taken:

- 1. Assigned failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred.
- 2. Dismissed student from class/activity for class session(s) at time of alleged violation. **(Disciplinary Form B should be used to notify student of such action.)**
- 3. Dismissed student from class/activity for class session(s) following alleged violation. **Disciplinary Form B should be used to notify student of such action.)**

Further Action Recommended to the Division Dean and/or Director of Student Development:

- 1. Suspension from class for the remainder of the semester.
- 2. Other (please specify):

Signature of Faculty Member/Staff/Administrator:

Questions regarding student discipline and use of this form should be discussed with the Director of Student Development. The faculty member/staff/administrator will route copies of this form as listed below.

CLARIFICATION & PROCEDURES TO DOCUMENT AND HANDLE**CLASSROOM CHEATING & PLAGIARISM**

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty.

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

Examples of Cheating or Plagiarism

- Representing the words, ideas or work of another as one's own in any academic exercise, including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
- Copying from another student or former student or allowing another student to copy from one's work.
- Allowing another individual to assume one's identity or assuming the identity of another individual.
- Falsifying or attempting to falsify attendance records and/or grade rosters.
- Changing answers on a previously scored test, assignment or experiment with the intent to defraud.
- Inventing data for the purpose of completing a laboratory experiment or case study analysis with the intent to defraud.
- Giving and/or receiving information during an examination or test by any means such as sign language, hand signals, secret codes or through the use of electronic devices.
- Obtaining copies of notes, exams or exam questions by any means when prohibited by the instructor. This includes copying and removing exam questions from the classroom for any purpose.
- Using study aids such as calculators, tape recorders, notes or other electronic devices unless specifically authorized by the instructor.
- Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
- Any action that is not an honest reflection of a student's own academic work.

Consequences for Cheating or Plagiarism

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to the examination or assignment in which the academic dishonesty occurred.
2. The instructor may dismiss the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of Administrative Procedure 5520: Student Discipline & Due Process Procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C—Academic Dishonesty Report Form and/or Disciplinary Form B—Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development or his/her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in Administrative Procedure 5520—Student Discipline & Due Process Procedure.

Questions regarding student disciplinary action should be discussed with the Director of Student Development.

El Camino Community College District
Board Policy 3900

Speech: Time, Place, and Manner

Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

The College is a non-public forum, except for those areas that are designated public forums available for the exercise of expression by students, employees, and members of the public. The Superintendent/President or designee shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the designated public forums.

The administrative procedures promulgated by the Superintendent/President or designee shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, or other insignia.

Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District property or the violation of District policies or procedures, or the substantial disruption of the orderly operation of the District.

Nothing in this policy shall prohibit the regulation of hate violence directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301(e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected.

~~BOARD POLICY 3900.1 Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, and any Promotional Materials on Campus~~

~~For the purpose of this policy a student is defined as a person who is currently enrolled at El Camino College; a student organization using the name El Camino College is defined as an organization meeting the stipulations of El Camino College Policy 5132. (Changed to 5401 on 5/16/05.)~~

- ~~1. Posters, bulletins, circulars, and publicity materials related to regular academic and administrative affairs, including community services, may be posted by college personnel and authorized students.~~

2. ~~The regularly published school newspaper may be distributed at receptacles furnished on campus.~~
3. ~~Deans of Instruction may post in their areas announcements of programs of interest and distribute materials related to their fields of study.~~
4. ~~Authorized student activities may be publicized and advertised on campus after meeting the requirements outlined in the Associated Students Public Relations Code.~~
5. ~~The Activities Office may give permission to students representing neighboring schools to post advertising promoting their authorized activities.~~
6. ~~Commercial advertising or promotional literature may not be posted, exhibited, or distributed on campus.~~
7. ~~The distribution or exhibition of materials by representatives of any local, state or federal governmental, or quasi-governmental agencies may be allowed as authorized by the Activities Deans. Additionally, representatives of employer groups and of accredited institutions of learning may be similarly authorized by the Dean of Counseling and Placement.~~
8. ~~Petitions may be circulated on campus except in classrooms.~~
9. ~~To prevent littering the campus grounds, the placement of handbills or other materials on or in cars parked on the campus is prohibited.~~
10. ~~The sale of written materials on campus or the solicitation of funds in connection with the display or distribution of written materials is limited to published material authored by an El Camino College student or employee. (except Student Store)~~
11. ~~The distribution of written materials is limited to El Camino College employees and currently enrolled El Camino College students.~~
12. Distribution of Written Material
 - a. ~~For information purposes a copy of written material to be distributed on the El Camino College campus must be filed in the Activities Office prior to distribution (with a statement of responsibility).~~
 - b. ~~Materials registered with the Activities Office may be distributed between the hours of 7:00 a.m. and 9:00 p.m.~~
 - c. ~~Areas for distribution:~~
 - 1) ~~Written material may be distributed in any area except within the gates of the — football stadium and within campus buildings other than the Campus Center.~~
 - 2) ~~If tables are used, distribution shall be confined to the grass area formed by a — meeting of the walks from the Library and the east Campus Center steps.~~
 - 3) ~~During registration, written materials may be distributed at tables in an area — specified by the Activities Deans and approved by the Dean of Admissions and — Records.~~
 - d. ~~Distribution points must be far enough away from the flow of traffic so that traffic is not impeded and so that students may reject or accept the publication.~~
 - e. ~~Distribution tables must be manned at all times and the material must be displayed upon the table. Organizations and individuals are responsible for providing their own tables. No district furniture may be used.~~

- f. ~~The use of sound equipment in connection with the distribution of materials is prohibited.~~

13. Nature of Material to be Distributed

~~The distributor is ultimately responsible for the material to be distributed. He is responsible for the legal implications relating to state and federal laws including the Education Code, the Administrative Code of the State of California, and other applicable laws such as libel and copyright.~~

~~14. Materials should be in good taste and in accordance with the high academic standards of El Camino College.~~

~~15. Disciplinary action to which student violators of Policy 5137 (changed to 3900.1 on 5/16/05) are subject may include probation, suspension, or expulsion.~~

~~Previous Board Policy Number: 5137~~

~~El Camino College~~

~~Adopted: 8/27/62~~

~~Amended 3/9/64, 4/25/66, 8/28/67, 10/13/69~~

~~Renumbered: 5/16/05~~

Board Policy 5550 Speech: Time, Place, and Manner

~~El Camino College welcomes and supports the open and free exchange of ideas and philosophies in a civil and respectful manner consistent with constitutional principals rooted in the First Amendment. In order to maintain a reflective and productive academic and social environment, the Superintendent/President shall enact administrative procedures as are necessary to reasonably regulate the time, place and manner of the exercise of free expression in the limited public forums. While El Camino College is a non-public forum, Free Speech Areas have been designated as limited forums. The administrative procedures shall allow the right of students and non-students to exercise free expression including, but not limited to, the use of bulletin boards designated for such use.~~

~~The distribution of printed materials or petitions in those parts of the College designated as Free Speech Areas, and the wearing of buttons, badges, or other insignia shall be permitted on campus.~~

~~Equal access and equal opportunity shall be provided to all racial, religious, political, and social groups.~~

~~Prohibited speech on campus includes, but is not limited to, speech that is defamatory or obscene according to current legal standards, or which so incites others as to create a clear and present danger or the commission of unlawful acts on District property and/or the violation of District policies and procedures or the substantial disruption of the orderly operation of the District.~~

~~The regulation of hate speech is permissible so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2, Article 1 of the California Constitution. Students may be disciplined for harassment, threats, intimidation, or hate speech unless such speech is constitutionally protected.~~

Reference:

~~United States Constitution, Amendment 1
California Constitution, Article 1, Section 2
Education Code Section 76120~~

~~El Camino College~~

~~Adopted: 12/09/02~~

~~Amended:~~

References:

Education Code Sections 66301 and 76120

El Camino College Community College District
Administrative Procedure 3900

Speech: Time, Place, and Manner

Students and employees of the District and members of the public shall be permitted to exercise their right of free expression subject to the time, place, and manner policies and procedures contained in Board Policy 3900 and these procedures.

The District is a non-public forum, except for the following areas, which are reserved for expressive activities which do not violate District policy and which are lawful: the Library Lawn which is generally bounded by the Student Activities Center, Library, Learning Resource Center, Student Services Center, Communications Building, and Music Building; and the circular paved area located east of the District Bookstore generally bounded by the Communications Building, Student Services Center, and North Gym buildings, adjacent to Parking Lot C. These areas are chosen so as to provide visibility and allow communication to a large number of students, administrators, faculty, and others walking or traveling on campus but also so as not to disrupt educational and other activities of the District on behalf of students:

- These areas are designated public forums. The District reserves the right to revoke that designation and apply a non-public forum designation.
- The District reserves the right to designate areas as non-public forums as necessary to prevent the substantial disruption of the orderly operation of the college. Areas of the college that are non-public forums specifically include campus offices, classrooms, warehouses, maintenance yards, or locker rooms, and any other area not specified above.

The use of these areas reserved and open for expressive activities is subject to the following:

- No person using the areas shall touch, strike, or physically impede the progress of passerby, except for incidental or accidental contact or contact initiated by a passerby.
- Persons using areas shall not use any means of amplification that creates a noise or diversion that disturbs the orderly conduct of the campus or classes taking place at that time.
- Persons using the areas reserved for expressive activities shall not disrupt the orderly operation of the college.

Non-student, community groups wishing to engage in speech or expressive activities on campus, in the areas designated as public forums, must check in with the Student Development Office prior to engaging in the activities. This does not involve an advance approval process.

No illegal activities will be permitted, no activities that violate District or campus rules, including rules and laws on illegal harassment and discrimination, and none that will substantially interfere with or disrupt activities already scheduled for that day and time in the designated areas, as described in this procedure. In the event the area sought to be used for expressive activities has already been reserved for another activity so that there will be substantial interference or disruption based on noise, overcrowding, or other considerations unrelated to content, the District will offer alternative available areas or if none are available offer alternative dates. Students, outside organizations, and others are encouraged to make reservations in advance to use the areas for their expressive activities through the use of reservation forms.

All persons using the areas that are designated public forums shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within those areas. Those persons distributing printed material must, prior to their departure from the areas that day, make reasonable efforts to retrieve, remove, or properly discard material that is discarded or dropped in or around the areas other than in an appropriate receptacle.

Posting

Bulletin boards shall be provided for use in posting materials at campus locations convenient for use by students, staff, and members of the public. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the Student Development Office. Materials displayed shall be removed after the passage of the date of the event or after the passage of ten days.

References:

Education Code Sections 76120 and 66301

El Camino Community College District
Board Policy 5130

Financial Aid

The District is committed to helping students afford a college education by awarding and disbursing federal, state, and local financial aid to eligible students. Students need to complete the appropriate financial aid applications and submit all required documentation to the college's Financial Aid Office in accordance with established deadlines, standards, and protocols.

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

The Superintendent/President or designee shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of 1) the nature of its educational program, 2) the nature of its financial charges, or 3) the employability of its graduates.

The Superintendent/President or designee shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting, or admission services concerning the District's educational programs, financial charges, and employment of graduates to assure compliance with this policy.

The Superintendent/President or designee shall establish procedures wherein the District shall periodically monitor employees' and vendors' communications with prospective students and members of the public and take corrective action where needed.

This policy does not create a private cause of action against the District or any of its representatives or service providers. The District and its Governing Board do not waive any defenses or governmental immunities by enacting this policy.

References:

Education Code Sections 66021.6 and 76300;

Title 5 Sections 58600 et seq.;

20 U.S. Code Sections 1070 et seq.;

34 Code of Federal Regulations Section 668;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

~~Financial Aid programs, including scholarships, grants, loans, and work study, will be available to students.~~

~~All financial aid programs will adhere to the guidelines, procedures and standards of the funding agency and will incorporate federal, state and other application regulatory requirements.~~

~~The Superintendent/President shall assure that satisfactory academic progress standards for all participants in the Title IV of the Higher Education Act are established, publicized and applied.~~

Reference:

~~20 U.S.C. Sections 1070, et seq.~~

~~34 CFR Section 668~~

~~Education Code Section 76300~~

El Camino College

Adopted: May 20, 2002

Amended:

El Camino Community College District
Administrative Procedure 5130

Financial Aid

The District provides the following federal, state, and local financial aid to eligible students.

1. Board of Governors Fee Waivers
2. Cal Grants
3. California Community College Transfer Entitlement Cal Grants
4. California National Guard Education Assistance Awards
5. California Work Opportunity and Responsibility to Kids Act (CalWORKs)
6. Chafee Grants
7. Child Development Grants
8. Cooperative Agencies Resources for Education (CARE)
9. Extended Opportunity Programs and Services (EOPS)
10. Federal Pell Grants
11. Federal Supplemental Educational Opportunity Grants
12. Federal Work Study
13. Iraq and Afghanistan Service Grants
14. Law Enforcement Personnel Dependents Grants
15. Scholarships

Students who want to be considered for federal, state, and local financial aid are encouraged to complete and submit the Free Application for Federal Student Aid (FAFSA) online on an annual basis. The hardcopy FAFSA application is available for downloading from the FAFSA website at (www.fafsa.gov) or available via the college's Financial Aid Office website (www.elcamino.edu). The FAFSA may be submitted any time throughout the award year, however, funds are awarded on a first-come, first-served basis. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the U.S. Department of Education working in conjunction with the Financial Aid Office.

Students who want to be considered for state-based financial aid are encouraged to complete and submit the Grade Point Average (GPA) Verification Form. Students who want to be considered for the Board of Governors Fee Waiver (BOGFW) are encouraged to complete and submit the hardcopy BOGFW application available for downloading from the Financial Aid Office webpage at (www.elcamino.edu) or available at the college's Financial Aid Office. The BOGFW application may be submitted any time prior to the start of the term or during the award year in which the student wants to receive the BOGFW. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the California Student Aid Commission (CSAC) working in conjunction with the Financial Aid Office. The California priority deadline for state-based financial aid is March 2nd.

Students who want to be considered for scholarships are encouraged to complete and submit the El Camino College Scholarship application. The scholarship application must be submitted prior to the established deadline on an annual basis. Students may also be required to complete and submit additional documentation to determine eligibility. Eligibility is determined by the El Camino College Scholarship Office working in conjunction with the Financial Aid Office.

El Camino College has partnered with Higher One to disburse select federal and state-based financial aid to eligible students. Higher One provides students with three options to receive their financial aid: (1) debit card; (2) direct deposit; and (3) hard copy check. Federal Work Study funds and select state-based financial awards are disbursed via hard copy check to eligible students.

A student is considered to be meeting the satisfactory academic progress standards if the following four requirements are met:

1. Cumulative Grade Point Average (Qualitative Measure)

A student must maintain a 2.0 cumulative grade point average (GPA). This GPA includes units at El Camino College and those from other regionally accredited colleges and universities that have been evaluated by the college's Admissions & Records Office and applied to the student's academic record. GPA units are those with grades of A, B, C, D, or F.

2. Cumulative Pace of Unit Completion (Quantitative Measure)

A student must complete at least 67% of the total number of units they attempt (passed hours divided by attempted hours). All courses with grades of A, B, C, D, or F as well as P, W, I, IP, NP, MW, and repeated courses will be counted towards the total attempted units. Units from other regionally accredited colleges and universities that have been evaluated by the college's Admissions & Records Office and applied to the student's record will also be counted.

3. Degree Earned

The student has not earned an associate degree or higher from a regionally accredited college or university.

4. Maximum Timeframe

A student has not exceeded the 150% maximum timeframe allowed for the completion of his or her educational program. All courses, excluding remedial and English as a Second Language (ESL), repeated courses, and courses taken while pursuing other majors with grades of A, B, C, D, or F, as well as P, W, I, IP, NP, or MW, will be counted as attempted units and applied to the maximum timeframe allowed. Courses from other regionally accredited colleges and universities that have been evaluated by the El Camino College Admissions & Records Office and applied to the student's record will also be counted toward the maximum timeframe.

Financial aid recipients who are found to be in overpayment are notified by the Financial Aid Office. Students who receive an overpayment notification are instructed to make payment to

the college's Cashier's Office or to the U.S. Department of Education. Students are ineligible to receive additional financial aid until they return any overpayment funds.

The Financial Aid Office works closely with the college's Fiscal Services unit to ensure that accounting protocol is adhered to in compliance with federal, state, and local regulations. Annual audits are conducted by an external entity and annual reports are submitted to federal and state government agencies.

Students should inquire with the college's Financial Aid Office for more information on federal, state, and local financial aid including deadlines.

Misrepresentation

Misrepresentation is defined as any false, erroneous, or misleading statement that the District, a representative of the District, or a service provider with which the District has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

References:

Education Code Sections 66021.6 and 76300;

Title 5 Sections 58600 et seq.;

20 U.S. Code Sections 1070 et seq.;

34 Code of Federal Regulations Section 668;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.