



PLANNING & BUDGETING COMMITTEE

November 19, 2015

1:00 - 2:30 P.M.

Library 202

Facilitator: Rory K. Natividad

Notes: Linda M. Olsen

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.

SI – C – Collaboration

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

Members

- | | |
|---|--|
| <input type="checkbox"/> Vacant – ECCE | <input type="checkbox"/> William Garcia - Student & Community Adv. |
| <input type="checkbox"/> Connie Fitzsimons - Academic Affairs | <input type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Jackie Sims- Management/Supervisors | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Nicole Mardesich – ASO, Student Rep. |
| <input type="checkbox"/> Rory K. Natividad - Chair (non-voting) | <input type="checkbox"/> Lance Widman - Academic Senate |

Alternate Members / Support

- | | | |
|--|---|---|
| <input type="checkbox"/> Linda Beam – Support | <input type="checkbox"/> Chris Jeffries – Support | <input type="checkbox"/> Claudia Striepe - Support |
| <input type="checkbox"/> Janice Ely – Support | <input type="checkbox"/> Jeanie Nishime – Support | <input type="checkbox"/> Michael Trevis – Alt. Adm. Serv. |
| <input type="checkbox"/> Amy Grant - Alt., Ac. Affairs | <input type="checkbox"/> Emily Rader – Alt. Ac. Sen. | <input type="checkbox"/> Gary Turner - ECCE |
| <input type="checkbox"/> Andrea Sala – Alt. SCA | <input type="checkbox"/> Jean Shankweiler – Support | <input type="checkbox"/> Vacant – Alt. ECCFT |
| <input type="checkbox"/> Irene Graff – Support | <input type="checkbox"/> Vacant –Alt.Mgmt./Sup. | <input type="checkbox"/> Chris Vazquez – Alt. ASO |
| <input type="checkbox"/> Jo Ann Higdon – Support | <input type="checkbox"/> Ericka Solarzano - Alt. Police | |

AGENDA

- | | | |
|---|--------------|-----------|
| 1. Draft Minutes Approval – October 29, 2015 | R. Natividad | 1:00 P.M. |
| 2. Board of Governors Fee Waiver | W. Garcia | 1:10 P.M. |
| 3. BP/AP 3250 – Institutional Planning (Review) | I. Graff | 1:25 P.M. |
| 4. Strategic Plan Implementation Review | I. Graff | 1:40 P.M. |
| 5. PBC Informational Packet | R. Natividad | 1:50 P.M. |

Next meeting – December 3, 2015

Committee Funds and Financial Terms Glossary

General Unrestricted	Fund 11
General Restricted	Fund 12
Compton Center Related Activities	Fund 14
Special Programs Compton Center Partnership	Fund 15
Student Financial Aid	Fund 74
Workers Comp.	Fund 61
Capital Outlay Projects	Fund 41
General Obligation Bond	Fund 42
Property & Liability Self-Insurance	Fund 62
Dental Self-Insurance	Fund 63
Post-Employment Benefits Irrevocable Trust	Fund 69
Bookstore	Fund 51

WSCH =	Weekly Student Contact Hours
BOGFW =	Board of Governors Fee Waiver
FTES =	Full Time Equivalent Students
FTEF =	Full Time Equivalent Faculty
COLA =	Cost of Living Adjustment
OPEB =	Other Post-Employment Benefits
FON =	Faculty Obligation Number

* A complete list is available in the annual final budget book.

Planning and Budgeting Committee 2015 Goals

1. Conduct a college wide evaluation of the planning and budgeting process. [last conducted in Spring 2011]
 - a. Measure: Evaluation, discussion and action plan completed.
2. Review and endorse the Comprehensive Master Plan and sub plans to ensure that they are:
 - a. Supportive of the Mission and Strategic Plan,
 - b. Integrated with other college planning and budgeting,
 - c. Implementable, and
 - d. Achievable.
3. Evaluate progress on the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Develop an informational packet to orient new members
5. Work to develop a common template for various constituent groups use on the website.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 5, 2015

MEMBERS PRESENT

- | | |
|--|---|
| <input type="checkbox"/> Vacant - ECCE | <input checked="" type="checkbox"/> William Garcia– Student & Comm Adv. |
| <input checked="" type="checkbox"/> Connie Fitzsimons – Academic Affairs | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input checked="" type="checkbox"/> Nicole Mardesich – ASO, Student Rep. |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Lance Widman - Academic Senate |

Other Attendees: Members: A. Sala, C. Vazquez **Support:** L. Beam, I. Graff, J. Higdon, J. Nishime, J. Shankweiler

Guest: Josh Troesh (Business Division)

The meeting was called to order at 1:03 p.m.

Approval of the October 28 Minutes

1. The minutes were approved as presented and will be posted to the website.
2. It was noted Strategic Initiative – C was not listed on today’s agenda. The agenda was done in advance but from this point forward, Strategic Initiative – C will be listed on all forthcoming agendas. It was suggested in the future to spell out what S.I. (Strategic Initiative) stands for.

Full-Time Student Success Grants (FTSSG) – W. Garcia (Handout)

1. The committee was informed of a new grant which is being awarded and disbursed starting this semester: The Full-Time Student Success Grant (FTSSG). This state-based grant was created as a result of legislation in the budget that was passed this last summer. The recipients are students who receive Cal Grant B and are enrolled full time, 12 or more units for the fall or spring semester. This is a grant which does not need to be repaid and students who receive it this semester will receive it the week of November 23 at both El Camino and the Compton Center. The allocation received for this year here at El Camino is approximately \$567,000. The allocation for the Compton Center is \$125,000. This grant is designed to encourage students to maintain full-time enrollment status. This will help the students save money in the long run as being full time speeds the completion of their degree or transfer. This grant is available for this academic year but will be subject to change for forthcoming years.
2. It was clarified how students qualify for a Cal Grant B grant. Only students who are awarded the Cal Grant B and who are enrolled in 12 or more units are eligible for the new FTSSG grant for the 2015-2016 award year. Cal Grant B awards are designed for students who are: (1) low income; (2) have a least \$700 in unmet financial need; (3) enrolled in a certificate or associate degree program; and (4) have a minimum 2.0 high school GPA or 2.40 college GPA. The California Student Aid Commission (CSAC) determines Cal Grant eligibility when students submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act for AB 540 students.

3. A report will need to be submitted to the state by December 2015 so the state can see how many students received this grant and what the average unit load was for the students. It was asked if the 2.4 GPA will deter some of the financial aid students from qualifying for this grant. It was stated it could be possible but is not specifically known at this time.

Strategic Plan Implementation Review – I. Graff (Handout)

1. It was noted with the strategic initiatives we now have measurable objectives. Some feedback which has been received is we do not have implementation that goes along with all of these plans. A draft of the implementation of the Strategic Plan (Board Policy 1200) was distributed for review.
2. It was noted communication and collaboration is how we let people know about the Strategic Plan. The Strategic Plan is listed and described in various locations around campus such as, the Board of Trustees monthly meeting agenda, the college website and the college catalog, etc. The Mission Statement is also an important publication piece which can be found on program review, SLOs, college business cards, and other planning documents. College-wide events also present details of the Strategic Plan such as the Planning Summit and Professional Development, Flex Day events.
3. The foundation of Annual Planning is how the strategic initiatives are linked to annual planning. The linkage between the Strategic Plan and annual planning is recorded in the Program Review and Planning system in TracDat. The Strategic Plan is also the foundation of the Comprehensive Master Plan that includes an Educational Master Plan and supports the Facilities, Staffing, and Technology Plans. The new Master Plan is currently in development and specific initiatives in the plan will be linked to the Mission and Strategic Plan. It was noted measurement, evaluation and improvement is how we will look at and measure the Strategic Plan.
4. Progress on Strategic Initiatives will be reviewed to gather evidence of supporting activities and to determine whether progress has been made. This will work through consultation of existing bodies.
5. The evaluation of planning and the decision-making process will encompass formal college-wide evaluations which will be conducted every two years. The college will evaluate its planning and decision-making process with respect to the Strategic Plan. This evaluation will include a survey of collegial consultation committee members to help determine understanding and satisfaction with how planning and decision-making is conducted at the College. When the Strategic Plan is completed, the College will conduct an overall evaluation of progress made on the Strategic Plan and produce a final update.
6. It was suggested having additional advisory committees for Strategic Initiative (A) Student Learning and Strategic Initiative (B) Student Success and Support. Some examples were the Nursing Advisory Committee or the Radiologic Technology Committee (Allied Health Programs). There is a firm partnership between those programs like for example, Little Company of Mary Hospital. The College needs to be responsive to the hospitals' needs and the new technology which is being utilized in these hospitals. This could give the College pertinent information for facility modernizations. Another valuable committee from Industry and Technology was also acknowledged, CTE (Career Technical Education). The Division of Fine Arts also suggested that the South Bay Digital Media Arts Consortium could assist by informing progress on Strategic Initiative D (Community Responsiveness) and are in touch with the Outreach Program headed by R. Dreizler. R. Dreizler is aware and is assisting the high school district with connections to El Camino.
7. It was asked if PBC would approve this implementation plan as presented with the amended advisory committees and consortium. The topic would be brought back to the committee at the next meeting for approval. This would allow consultation with their groups to take place. Any suggestions or edits should be sent to I. Graff. It was also noted it would be helpful to see the objectives under each initiative so it can be seen what is trying to be measured.

PBC Evaluation – R Natividad

1. The committee discussed the evaluation results and noted there were themes the committee should try to address over the next year. Some of the questions asked may need to be reworked. The questions addressing the Comprehensive Master Plan and Annual Plan showed that 47% did not answer the questions. For the future these two questions will be reviewed to see if they could be written differently in order to obtain a response. Forecasting was noted as one area that elicited comments. Many positives were noted as question number two showed 90% response of strongly agree or agree.
2. The goal of PBC review on annual planning priorities is to make sure the process has been followed with respect to the Strategic Initiatives and how each division or area has prioritized those for the area vice presidents. The survey question on reporting out continues to be an area for clarity and documentation. The communication outside of this committee has become increasingly stronger from feedback received from other areas that discuss the PBC. It would be helpful to document the manner in which different constituent groups communicate the discussions about PBC. For example Council of Dean bi-weekly meeting and Academic Senate consistently has a PBC report to the group.
3. The Comprehensive Master Plan was recognized as a topic of development moving forward. The committee should discuss remedies to better understanding as we move forward. With the use of the activity calendar, different groups which contribute to the CMP will be addressed with discussions here at the PBC meetings.
4. It was asked if there was a comprehensive document to explain how all the different pieces of these plans interrelate. It was acknowledged the FACT book would be a good resource and very helpful. Another source noted was the Institutional Planning Procedures.
5. A desired result is to have every consultation committee to have a written orientation packet. One such packet was assembled for College Council. Hopefully a cliff note version could be made and used as a template for other committees.

Adjournment – R. Natividad

1. The meeting adjourned at 1:39 p.m. The next meeting is scheduled for **November 19, 2015, at 1:00 p.m.**, in Library 202.

RKN/lmo

DON'T LOSE YOUR BOARD OF GOVERNORS FEE WAIVER

Starting Fall 2016, you must maintain academic and progress standards to keep your Board of Governors Fee Waiver (BOGFW).

ACADEMIC STANDARD

Sustain a cumulative grade point average (GPA) of at least 2.0.

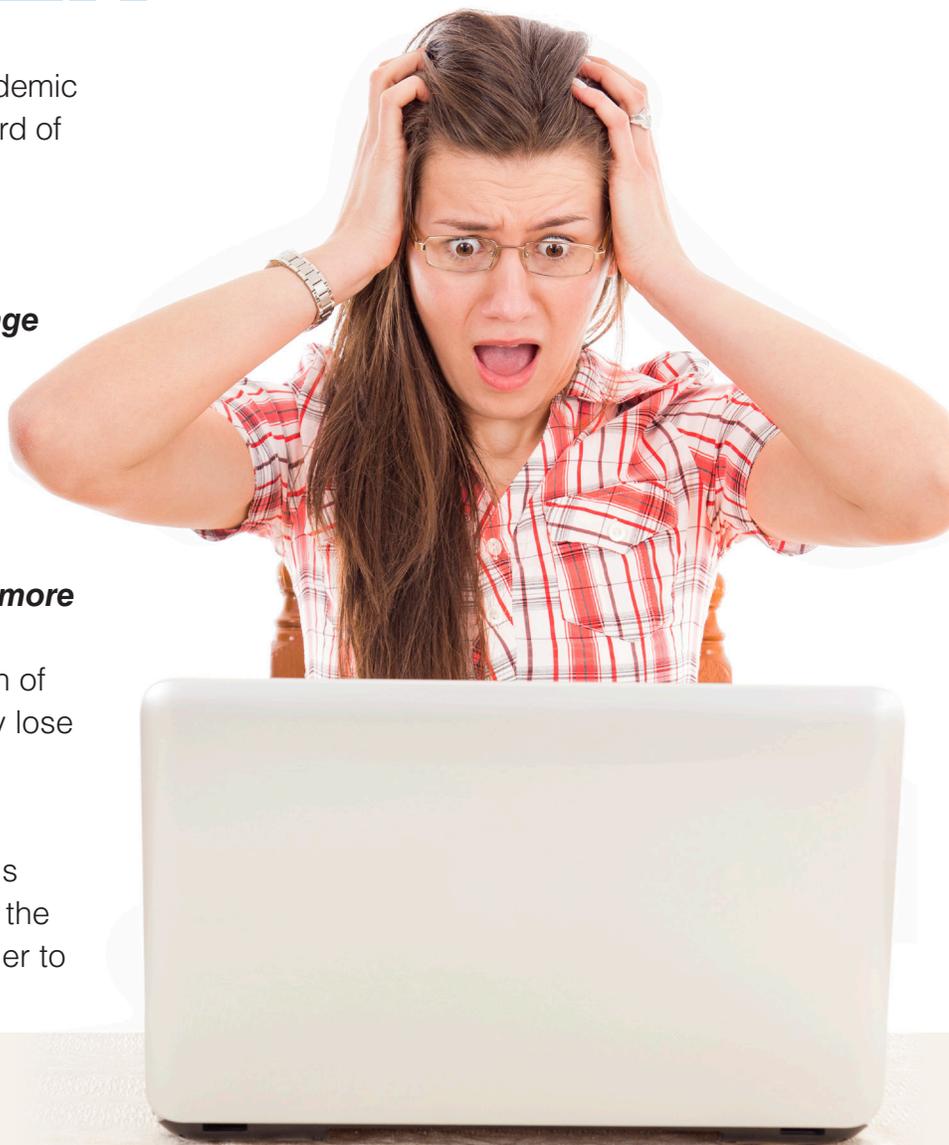
If your cumulative GPA falls below 2.0 you may lose your fee waiver eligibility.

PROGRESS STANDARD

Cumulative satisfactory completion of more than 50% of attempted units.

If your cumulative satisfactory completion of attempted units is 50% or below you may lose your fee waiver eligibility.

Once you've qualified for the BOGFW, it is important to ensure that you are meeting the academic and progress standards in order to continue receiving the fee waiver.



For more information about the Financial Aid Office, please visit:
www.elcamino.edu/student-services/fao

For more information about the Board of Governors Fee Waiver, please visit:
www.elcamino.edu/student-services/fao/main_fee_waiver.asp



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



For more information:

On track to achieve Fall 2016 BOG Fee Waiver Changes

*Everything you need to know to remain eligible for
the Board of Governors (BOG) Fee Waiver.*

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www.youtube.com/user/ICANAFRDCOLLEGE
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The California Community Colleges is the largest system of higher education in the nation, with 113 colleges serving 2.1 million students annually. For more information, visit CaliforniaCommunityColleges.cccco.edu.

Brought to you by the California Community Colleges, the "I **Can** Afford College" campaign informs current and prospective students and their families about the year-round availability of financial aid. For more information, visit icanaffordcollege.com.



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Minimum requirements for maximum success.

Whether you want to move into a career or move on to a four-year university, California community colleges want to help you achieve your educational goals. The Board of Governors (BOG) Fee Waiver, available to eligible students, will waive your per unit enrollment fee at any California community college throughout the state.

Once you've qualified for the BOG Fee Waiver, it's important to ensure that you're meeting the academic and progress standards in order to avoid losing it.

Academic — Sustain a GPA of 2.0 or higher

If your cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

Progress — Complete more than 50 percent of your coursework

If the cumulative number of units you complete is not more than 50 percent in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

Combination of Academic and Progress Standards

Any combination of two consecutive terms of cumulative GPA below 2.0, and/or cumulative unit completion of not more than 50 percent may result in loss of fee waiver eligibility.

How will I know?

You'll be notified within 30 days of the end of each term if you are being placed on either academic (GPA) and/or progress (course completion) probation. Your notification will include the information that a second term of probation will

result in loss of fee waiver eligibility. After the second consecutive term of probation, you may lose eligibility for the fee waiver at your next registration opportunity.

How to regain eligibility.

If you lose eligibility for the BOG Fee Waiver, there are a few ways that you can have it reinstated:

- Improve your GPA or course completion measures to meet the academic and progress standards
- Successful appeal regarding extenuating circumstances
- Successful appeal based on significant academic improvement
- Not attending your school district for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters)

The appeals process for extenuating circumstances includes:

- Verified accidents, illness or other circumstances beyond your control
- Changes in economic situation
- Evidence of inability to obtain essential support services
- Special consideration factors for CalWORKs, EOPS, DSPS and student veterans
- Disability accommodations not received in a timely manner

If you have questions or need assistance, please contact the financial aid office or registrar at your college.

Please note that foster youth and former foster youth (age 24 years and younger) are not subject to loss of the BOG Fee Waiver under these regulations.



Para obtener más información:

En camino al éxito Cambios a la Exención de cuotas de inscripción de la BOG para otoño del 2016

*Todo lo que tienes que saber para seguir siendo elegible
para la Exención de cuotas de inscripción de la Junta
de Gobernadores (Board of Governors, o BOG)*

Comunícate con nosotros:



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Los Colegios Comunitarios de California son el sistema de educación superior más grande en el país, con 2.1 millones de estudiantes inscritos en 113 colegios anualmente. Para obtener más información, visita **CaliforniaCommunityColleges.cccco.edu**.

La campaña "I **Can** Afford College" (Puedo pagar el Colegio) es patrocinada por los Colegios Comunitarios de California e informa a los estudiantes actuales y potenciales, y a sus familias, acerca de la disponibilidad de ayuda financiera durante todo el año. Para obtener más información, visita **icanaffordcollege.com**.



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Requisitos mínimos para el mayor éxito.

Ya sea que quieras prepararte para una carrera o trasladarte a una universidad de cuatro años, los colegios comunitarios de California te quieren ayudar a lograr tus metas educativas. La Exención de cuotas de inscripción de la Junta de Gobernadores (BOG) está disponible para los estudiantes elegibles, y eximirá la cuota de inscripción por unidad en cualquier colegio comunitario en California.

Una vez que hayas calificado para la Exención de cuotas de inscripción de la BOG, es importante que te asegures de cumplir con las normas académicas y de progreso para evitar perderla.

Normas académicas: mantener un promedio de calificaciones (GPA) de 2.0 o más

Si tu GPA acumulativo baja a menos de 2.0 por dos períodos de calificación primarios consecutivos (los semestres de otoño/primavera o los trimestres de otoño/invierno/primavera), es posible que pierdas tu elegibilidad para la exención de cuotas de inscripción.

Normas de progreso: completar más del 50 por ciento de los cursos tomados

Si la cantidad de unidades cumulativas que completas no es más del 50 por ciento en dos períodos de calificación primarios consecutivos (los semestres de otoño/primavera o los trimestres de otoño/invierno/primavera), es posible que pierdas tu elegibilidad para la exención de cuotas de inscripción.

Combinación de normas académicas y progreso

Cualquier combinación de dos períodos de calificación en los que obtengas un GPA acumulativo por debajo del 2.0 y/o en los que no completes más del 50 por ciento de tus unidades acumulativas puede resultar en la pérdida de elegibilidad para la exención de cuotas de inscripción.

¿Cómo sabré?

Serás notificado dentro de los 30 días después del final de cada período de calificación si tendrás un período de elegibilidad condicional debido a tu desempeño académico (GPA) y/o debido a tu progreso (cursos completados). Tu notificación incluirá información diciendo que un segundo período de elegibilidad condicional resultará en la pérdida

de la exención de cuotas de inscripción. Después del segundo período consecutivo de elegibilidad condicional, es posible que pierdas la elegibilidad para obtener la exención de cuotas de inscripción la próxima vez que tengas la oportunidad de inscribirte.

Cómo recuperar la elegibilidad.

Si pierdes tu elegibilidad para la Exención de cuotas de la BOG, hay algunas maneras que puedes recuperarla:

- Mejorar tu GPA o aumentar el número de cursos que estás tomando para cumplir con las normas académicas y de progreso.
- Presentar una apelación exitosa por circunstancias atenuantes
- Presentar una apelación exitosa basada en un mejoramiento académico significativo
- No asistir a tu distrito escolar por dos períodos de calificación primarios consecutivos (los semestres de otoño/ primavera, o los trimestres de otoño/invierno/ primavera)

El proceso de apelación por circunstancias atenuantes incluye:

- Accidentes, enfermedades u otras circunstancias verificadas fuera de tu control
- Cambios en tu situación económica
- Pruebas de no poder obtener servicios de apoyo esenciales
- Factores de consideración especial para estudiantes que son veteranos de las fuerzas armadas o que reciben CalWORKs, EOPS o DSPS
- Modificaciones por discapacidad que no se reciben de manera oportuna

Si tienes preguntas o necesitas ayuda, comunícate con la oficina de ayuda financiera o registrador en tu colegio.

Ten en cuenta que los jóvenes en hogares de crianza o que vivieron en hogares de crianza (de 24 años de edad o menores) no están sujetos a la pérdida de la Exención de cuotas de inscripción de la BOG según estos reglamentos.

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	
Total students at Compton Center in Fall 2011	7,912
Total BOGFW recipients at Compton Center in Fall 2011	5,592

71% 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*	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

12% of recipients would lose BOGFW

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	660
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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	%	
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		20-24		25-29		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%	7,912
All BOGFW Recipients	1,044	19%	2,112	38%	950	17%	883	16%	601	11%	5,592
Recipients to lose BOGFW	61	9%	321	49%	130	20%	92	14%	56	8%	660

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	3,387	43%	534	7%	3,286	42%	319	4%	383	5%	7,912
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	%	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

17% of recipients would lose BOGFW

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	972
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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	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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	1,354	17%	3,079	39%	1,252	16%	1,153	15%	894	11%	7,827
All BOGFW Recipients	931	16%	2,278	40%	971	17%	901	16%	629	11%	5,714
Recipients to lose BOGFW	117	12%	486	50%	176	18%	128	13%	65	7%	972

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	3,209	41%	610	8%	3,249	42%	353	5%	406	5%	7,827
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	%	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%
Total Mandated Group Students (unduplicated)	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
Total BOGFW recipients at Compton Center in Fall 2012	5,556

74% 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*	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
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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	%	
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		20-24		25-29		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%	7,531
All BOGFW Recipients	1,051	19%	2,110	38%	895	16%	852	15%	644	12%	5,556
Recipients to lose BOGFW	73	12%	279	45%	124	20%	95	15%	47	8%	618

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	3,027	40%	554	7%	3,336	44%	266	4%	348	5%	7,531
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	%	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
Total BOGFW recipients at Compton Center in Spring 2013	5,672

75% 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*	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
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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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	1,292	17%	2,982	39%	1,198	16%	1,139	15%	912	12%	7,608
All BOGFW Recipients	956	17%	2,282	40%	930	16%	873	15%	630	11%	5,672
Recipients to lose BOGFW	99	12%	423	50%	142	17%	110	13%	70	8%	844

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	2,859	38%	516	7%	3,624	48%	288	4%	321	4%	7,608
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	%	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

17% of recipients would lose BOGFW

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	902
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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	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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	1,467	19%	2,984	38%	1,233	16%	1,104	14%	930	12%	7,789
All BOGFW Recipients	1,043	19%	2,130	39%	898	17%	765	14%	595	11%	5,436
Recipients to lose BOGFW	79	9%	393	44%	180	20%	152	17%	98	11%	902

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	2,890	37%	488	6%	3,850	49%	266	3%	295	4%	7,789
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	%	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>	<i>1,072</i>	<i>161</i>	<i>15%</i>

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

21% of recipients would lose BOGFW

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	1,119
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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	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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	1,164	16%	2,944	41%	1,210	17%	1,014	14%	866	12%	7,234
All BOGFW Recipients	833	16%	2,216	42%	901	17%	729	14%	604	11%	5,283
Recipients to lose BOGFW	151	13%	476	43%	206	18%	168	15%	118	11%	1,119

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	2,607	36%	457	6%	3,652	50%	246	3%	272	4%	7,234
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	%	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%
Total Mandated Group Students (unduplicated)	958	162	17%

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

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	318

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	1,812
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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	%	
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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	
All Students	6,757	28%	9,461	39%	3,175	13%	2,343	10%	2,329	10%	24,213
All BOGFW Recipients	3,799	30%	5,001	40%	1,753	14%	1,120	9%	793	6%	12,481
Recipients to lose BOGFW	300	17%	922	51%	293	16%	189	10%	108	6%	1,812

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

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	2,288
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19% 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	11,854	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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	5,663	25%	9,556	42%	3,031	13%	2,125	9%	2,185	10%	22,652
All BOGFW Recipients	3,220	27%	5,173	43%	1,767	15%	1,100	9%	802	7%	12,072
Recipients to lose BOGFW	437	19%	1,131	49%	378	17%	225	10%	117	5%	2,288

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

14% of recipients would lose BOGFW

Unduplicated count of BOGFW recipients placed on Academic Probation 2, Progress Probation 2, or with 100+ Earned Units	1,814
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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	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		20-24		25-29		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%	2,112	9%	23,409
All BOGFW Recipients	3,940	30%	5,272	41%	1,784	14%	1,135	9%	827	6%	12,968
Recipients to lose BOGFW	284	16%	924	51%	324	18%	172	9%	110	6%	1,814

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	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	%	
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%

El Camino College

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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	5,702	25%	9,688	43%	3,031	13%	2,132	9%	2,059	9%	22,660
All BOGFW Recipients	3,547	27%	5,748	44%	1,842	14%	1,163	9%	839	6%	13,143
Recipients to lose BOGFW	472	20%	1,160	50%	391	17%	180	8%	134	6%	2,337

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	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%

El Camino College

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	%	
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		20-24		25-29		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%	1,897	8%	24,006
All BOGFW Recipients	4,185	31%	5,493	41%	1,768	13%	1,071	8%	761	6%	13,291
Recipients to lose BOGFW	405	18%	1,149	50%	410	18%	209	9%	126	5%	2,299

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	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	%	
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%
<i>Total Mandated Group Students (unduplicated)</i>	2,053	381	19%

El Camino College

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		20-24		25-29		30-39		40 or older		Total
	N	%	N	%	N	%	N	%	N	%	N
All Students	5,765	25%	9,986	44%	3,087	14%	2,078	9%	1,802	8%	22,812
All BOGFW Recipients	3,521	27%	5,864	45%	1,790	14%	1,104	8%	765	6%	13,050
Recipients to lose BOGFW	790	26%	1,393	46%	439	15%	252	8%	152	5%	3,026

Note: 16 or younger excluded in this table

Ethnicity	African	Asian/Pacific	Latino	White	Other	Total
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	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

Board Policy 3250

Institutional Planning

The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

The planning system shall include regularly-updated plans required by law, or the Chancellor's Office, including, but not limited to:

1. A Strategic Plan containing the College mission, vision, values, and strategic initiatives (Board Policy 1200).
2. An integrated and strategic Master Plan which includes long range plans for all academic and service areas; technology; facilities; fiscal resources; staffing and diversity; and associated implementation plans;
3. Student Equity Plan;
4. Student Success & Support Program Plan;
5. Basic Skills Action Plan;
6. Transfer Center Plan;
7. Extended Opportunity Program and Services (EOPS) Plan.

The Superintendent/President shall submit to the Board those plans for which Title 5 requires Board approval, and inform the Board about the status of major plans and reports. The Board shall have an opportunity to assist in developing the general institutional mission and goals.

See Administrative Procedure 3250.

Reference:

Board Policy 1200;
Accreditation Standard I.B;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,
56270 et seq.

El Camino College

Adopted: 4/16/01

Revised: 11/17/14

I. INTRODUCTION

The District implements a broad-based comprehensive and integrated planning system that is a foundation for strategic directions and resource allocation decisions. The Superintendent/President is responsible for implementation and evaluation of this process.

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals.

The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission. The College regularly develops a master plan that is based on the mission and strategic initiatives and is guided by college-wide processes. These processes consist of Curriculum Review, Program Review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college.

Processes and entities described herein reference El Camino College, with parallel processes and entities existing at El Camino College Compton Center.

II. ROLES & RESPONSIBILITIES

The College's planning process is guided by several agents to ensure that it is strategic, fiscally sound, integrated, collegial, effective, and on-going.

A. The Board of Trustees

The Board of Trustees is ultimately responsible for ensuring effective institutional planning for the College. They do this by reviewing the Institutional Planning Board Policy 3250 and related College-wide plans on an annual basis.

B. Superintendent/President

The Superintendent/President ensures that the District develops and implements a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional and other research. The Superintendent/President ensures the evaluation of this process. When appropriate, the Superintendent/President considers and enacts recommendations from planning committees, and makes recommendations to the Board.

C. Vice President, Student and Community Advancement

The Vice President of Student and Community Advancement (VP-SCA) oversees the development and implementation of the Strategic Plan, master plan, and annual planning and budgeting processes. The VP-SCA is responsible for ensuring the meaningful integration and implementation of all plans and processes, and the regular evaluation of those processes. With the Vice President of Academic Affairs, the VP-SCA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other student services plans and program reviews.

Reporting to the VP-SCA, the Director of Research and Planning coordinates College-wide strategic planning processes and supports the creation of annual unit and program plans. The Director coordinates activities related to the College-wide evaluation and accomplishment of institutional goals stated in the Strategic Plan, Master Plan, and annual plans.

D. Vice President, Academic Affairs

The Vice President of Academic Affairs (VP-AA) guides the College's Educational Plan and continuous instructional improvement. The VP-AA ensures Curriculum Review, Academic Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, and that they support the mission and strategic initiatives. With the VP-SCA, the VP-AA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan.

E. Vice President, Administrative Services

The Vice President of Administrative Services (VP-AS) prepares Tentative and Final Budgets in accordance with budget assumptions and College priorities, and in consultation with the Superintendent/President and the Planning and Budgeting Committee. The budget is developed and adopted in accordance with the planning and budgeting calendar and other timelines. The VP-AS oversees the Facilities Master Plan, Technology Plan, and Administrative Services Program Reviews.

F. Vice President, Human Resources

The Vice President of Human Resources (VP-HR) guides human resources planning through staffing and professional development plans, and equal employment opportunity (EEO) planning. This includes ensuring staffing plans are meaningfully integrated with other plans and processes, support the mission, and advance the strategic initiatives. Professional development related to short-term and long-term planning processes is conducted under the auspices of Human Resources.

G. Vice President, Compton Center

The Vice President of Compton Center (VP-CC) guides the College's Educational Plan and the continuous improvement of instruction and student services at El Camino College Compton

Center (ECC Compton Center). These responsibilities include ensuring that Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, support the mission, and advance the strategic initiatives. The VP-CC oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other plans local to ECC Compton Center.

H. Planning & Budgeting Committee

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops and follows an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues. All committee activities are reported to the College community. PBC membership consists of one representative each from the Associated Students Organization (ASO), Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management, as well as representatives from Academic Affairs, Administrative Services, and Student and Community Advancement. *Ex officio* supporting members of the PBC include Area Vice Presidents, Business Manager, Information Technology Services (ITS) management, and the Director, Research and Planning. The committee is led by a non-voting chair appointed by the Superintendent/President.

I. Strategic Planning Committee

The Strategic Planning Committee (SPC) forms every five years to develop a new Strategic Plan, College Master Plan, and associated Implementation Plans, and recommends a course of action to the Superintendent/President. The SPC reconvenes annually to evaluate the status of implementation plans. SPC membership consists of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, El Camino College Foundation, and Division leadership. *Ex officio* membership includes representatives from each aspect of the long-term planning process described below. The SPC, is co-chaired by the Vice President, Student and Community Advancement, and Director, Research and Planning.

J. College-wide Accreditation Team

The College-wide Accreditation Team (CAT) provides continual evaluation to the College on areas related to accreditation, including institutional effectiveness (see Administrative Procedure 3200). The CAT is chaired by the current Accreditation Liaison Officer and is composed of past accreditation co-chairs and standard team leaders, and a representative from Institutional Research & Planning. Duties include monitoring progress on strategic initiatives and student achievement measures; developing a plan or cycle for accreditation tasks that includes the integration of actionable improvement plans into institutional planning; and ensuring that College processes reflect current accreditation standards.

III. PLANNING MODEL

College-wide planning processes are described visually in its Planning Model. The Planning Model consists of five general categories of planning: a) foundations; b) long-term planning; c) targeted planning; d) institutional effectiveness processes; and e) annual planning. These processes are integrated and guide resource allocation to produce the ultimate outcomes of institutional effectiveness and greater student success. Each planning process includes an implementation plan to effectively carry out the strategies of each. The Planning Model is evaluated and modified before the commencement of each five-year strategic planning cycle, or as needed.

A. Foundation of Institutional Planning: The Strategic Plan

The College's foundation for institutional planning is the Strategic Plan. It contains the College's mission, vision, values, and strategic initiatives that establish goals and objectives for greater institutional effectiveness. It represents a plan of action to increase student success and learning, respond to community needs, and improve overall institutional effectiveness.

The mission is reviewed regularly and revised as needed to ensure that it reflects community and workforce needs; supports student learning and success; and is in accord with the California Master Plan for Education. The Vision is an aspirational statement of what the College desires to achieve within the period of the Strategic Plan. Values describe the character of the institution's workforce and its approach to improving the institution.

The strategic initiatives are college-wide goals developed to help implement the mission and focus efforts toward student success and institutional effectiveness. Strategic initiatives drive planning and resource allocation, as planning recommendations are prioritized by their associated strategic initiatives. Each strategic initiative is linked to a specific set of objectives. Progress on each initiative is measured annually by way of these objectives.

The plan is revised every five years by the Strategic Planning Committee based on external trends, institutional research, strategic analysis, and other needs assessments. It is reviewed through a College-wide consultation process and recommended to the Superintendent/President. The final Strategic Plan is approved by the Board of Trustees as Board Policy 1200. The Master Plan serves as its implementation plan.

B. Long-term Planning – The College Master Plan

The College Master Plan (CMP) is a detailed plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. The CMP contains a five-year Implementation Plan as well as a 20-year projection of student and community needs. The implementation plan contains a series of recommendations and priorities informed by other planning processes and a timeline

for achieving these recommendations. The long-term projection is submitted to the California Community Colleges Chancellor's Office (Chancellor's Office) to demonstrate building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking on any building project for the college. The facilities plan and long-term projection is also used as back up documentation when seeking to be included in statewide bond initiatives.

A new CMP is developed every five years, beginning with a comprehensive external scan of trends affecting the college's future. These include, but are not limited to, trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy. Internal evidence of student demographics, academic achievement, and learning outcomes also serves as a foundation for development of the master plan. Finally, feedback from the community and current students is gathered regularly to ensure that the college mission and long-term plans consider these needs. The office of Institutional Research & Planning coordinates the gathering of this evidence.

The ad hoc Strategic Planning Committee (SPC) forms to review evidence and develop the CMP. The Strategic Planning Committee is composed of faculty, staff, and managers involved with college planning, Program Review, curriculum, and assessment of learning. After development of a new Strategic Plan and review external and internal evidence, the SPC develops a framework for a new educational plan. Evidence from Program Review, curriculum, student achievement measures, learning outcomes, and previous master plan updates also contribute to developing the Educational Plan.

Program- and Unit-level information is utilized for master planning in two ways. First, program data are used to forecast department technology and facilities needs throughout the College. Second, findings and recommendations from periodic program and unit evaluations, through the Program Review process, contribute to long-term planning, where applicable.

The CMP and all sub-plans contain Implementation Plans to carry out goals during the timespan of each. Implementation Plans are reviewed and updated by the appropriate Unit or planning committee on an annual basis. The college's Planning and Budgeting Committee (PBC) reviews the College Master Plan annually, measures its progress by way of planned outcomes and targets, and recommends changes, as needed. The Board of Trustees reviews and approves the College Master Plan and reviews its Implementation Plan annually.

1. Educational Plan

The Educational Plan focuses on a vision for the College and its programs and services for the future. It contains enrollment trends and growth projections; forecasted space needs to inform the Facilities Master Plan; College and program profiles; and a set of clear priorities and intended actions to guide college planning over a five-year period. These priorities and actions are in accord with the Strategic Plan and Targeted Plans, such as the Student Success and Support Programs Plan (SSSP) and Student Equity Plan (SEP). The Educational Plan informs the development or revision of the Facilities, Staffing, and Technology Plans.

The SPC develops the Educational Plan under the guidance of the VP-AA. Implementation of the plan is overseen by the VP-AA and monitored annually by the Academic Senate, College Council, Council of Deans and Directors, PBC, and the President's Cabinet.

2. Staffing Plan

The Staffing Plan details current and forecasted staffing levels, hiring and evaluation practices, retirement and secession planning, and training needs. It contains a set of goals for workforce and professional development that reflect the Strategic Plan and support the priorities of the Educational Plan. The Staffing Plan informs technology and training needs for the Technology Plan and office space needs for the Facilities Master Plan.

Human Resources develops the Staffing Plan under the guidance of the VP-HR. Implementation of the plan is overseen by the VP-HR and monitored annually by the PBC and the President's Cabinet.

3. Technology Plan

The Technology Plan details a strategic roadmap for institutional improvement across seven major areas: data systems and networking; equipment and software; technology training; staffing; distance education; facilities; and funding. The plan is derived from program information, campus-wide needs, external trends, and the priorities of the educational plan.

The ECC Technology Committee develops the Technology Plan under the guidance of the VP-AS. Development is based on internal and external needs assessments, and on contributions from the Academic Technology Committee of the Academic Senate, Distance Education Advisory Committee, and the office of Professional Development.

Implementation of the Technology Plan is overseen by the VP-AS and Director of Information Technology Services. Progress on the plan is monitored continuously by the ECC Technology Committee and reviewed annually by the PBC and President's Cabinet.

4. Facilities Master Plan

The Facilities Master Plan is a guide for future campus development. It contains enrollment forecasts, building inventories, projected space needs, and a set of planning priorities from which a capital construction plan (implementation plan) is developed.

The Facilities Master Plan is developed through enrollment forecast analysis and needs assessments that are grounded in the Educational Plan, with input from the Facilities Steering Committee, PBC, and other relevant participation. The plan is informed by the Technology and Staffing Plans.

The Facilities Master Plan is overseen by the VP-AS and the Director of Facilities Planning Services. It is reviewed regularly by Facilities Planning Services and the President's Cabinet and is modified to reflect external changes and newly-developed educational priorities, as applicable. The Facilities Steering Committee monitors the plan on a regular basis. Progress on the plan is reported regularly to the District and College communities, with an annual report made to the Board of Trustees.

C. Targeted Planning

The College develops long-term plans with annual updates for specific initiatives or targeted groups of students. These include the Student Success and Support Program Plan, Student Equity Plan, Transfer Center Plan, and the Extended Opportunity Program and Services (EOPS) Plan. These targeted plans are integrated with other planning processes.

1. Student Success and Support Program Plan

The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes.

The campus-wide Student Success Advisory Committee, which contains faculty, management, and Classified representatives from Academic Affairs, Student & Community Advancement, and Public Relations, develops a draft plan which is reviewed through a college-wide consultation process, after which a final draft is recommended to the Superintendent/President. The Board of Trustees receives the College's SSSP Plan. The SSSP Plan is submitted annually to the Chancellor's Office Student Services and Special Programs Division. The College also submits the SSSP Year-End Expenditure Report in support of annual evaluation of the SSSP Plan.

2. Student Equity Plan

The Student Equity Plan describes an evaluation, planning, and resource allocation process aimed at strategically addressing marked group differences in student achievement in order to improve academic success and goal achievement for all students. The equity plan is grounded on a series of metrics, disaggregated by demographic group, which are related to: access to college, course completion, degree and certificate completion, and transfer. The equity plan establishes goals and objectives; details activities and improvements that support each metric; and contains a plan budget, implementation schedule, and evaluation process. It is linked to Program Review and annual planning processes, and is coordinated with the Student Success and Support Program Plan to ensure that the latter addresses equity issues.

The Student Equity Plan Advisory Committee (SEPAC) contains representatives from faculty, Classified staff, management, and students. The SEPAC develops a draft Student Equity Plan which is reviewed through a college-wide consultation process. The final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's Student Equity Plan. The SEPAC implements and monitors the adopted plan on a three-year cycle. Annual year-end status reports are delivered to the Chancellor's Office.

3. Basic Skills Initiative Action Plan

The Basic Skills Initiative (BSI) annual ESL/Basic Skills Allocation End-of-Year Report and Action Plan (BSI Action Plan) describes concrete plans to foster improvements in basic skills

and ESL student access and success in the area of: 1) organizational practices, 2) planned program actions, 3) professional development plans, and 4) modifications to instructional practices. The BSI Action Plan evaluates activities from the previous year and identifies activities for the upcoming year to foster improvements in outcomes for basic skills and ESL students. All activities funded by the BSI must be related to attainment of the long term goals developed by the Basic Skills Advisory Group (BSAG), made up of faculty from Counseling, Humanities, and Mathematics Divisions, and representatives from Academic Senate, First Year Experience, Learning Resources Unit, MESA, and Special Resource Center. These five goals include increasing success rates, persistence rates, and completion rates for students enrolled in ESL, basic skills mathematics, reading and writing courses; offering comprehensive professional development for basic skills instructors; and increasing incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

The annual BSI Action Plan is reviewed and signed off by the Academic Senate President; the Vice President of Academic Affairs; and the Vice President of Student and Community Advancement. It is then recommended to the Superintendent/President for final approval. The final report and plan is submitted to the Chancellor's Office each October and posted on the College website. Activities and research funded by the BSI are incorporated into Program Review, the SSSP Plan, and the Student Equity Plan.

4. Transfer Center Plan

The Transfer Center Plan describes transfer-supporting activities and services provided to students, and facilities, staffing, and evaluation of the Transfer Center. The plan details targeted student populations, goals, and transfer applicant targets, with emphasis on improving transfer outcomes for underrepresented students. It is linked to Program Review, and is coordinated with the SSSP Plan, the Student Equity Plan, and other student services.

A draft Transfer Center Plan is developed by the Transfer Center Coordinator based on input from the Transfer Center Advisory Board which consists of the Transfer Center Coordinator, the Articulation Officer, Transfer-focused or Transfer Center faculty and staff, and a Compton Center Transfer Counselor. The annual plan draft is recommended to the Superintendent/President. The Board of Trustees adopts the Transfer Center Plan. A Transfer Center Report is submitted annually to the Chancellor's Office Student Services and Special Programs Division that describes efforts to implement the Transfer Center, achievement of plan goals and targets, and expenditures supporting transfer activities and operations. The Transfer Center Coordinator oversees the implementation of the plan and provides updates to the Dean of Counseling on a regular basis, including discussions and decisions made by the committee.

5. Extended Opportunity Program and Services (EOPS) Plan

The EOPS Plan describes short-term and long-term goals of EOPS in support of College goals, planned annual objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards. It is linked to Program Review, and is coordinated with the SSSP Plan, Student Equity Plan, and College-wide planning processes.

The EOPS Director drafts an annual plan with input from the EOPS staff. The Plan is presented to the EOPS Advisory Committee for further recommendations, and signed off by the College's Business Manager and the Superintendent/President prior to being submitted for review to the Chancellor's Office. Final approval is given by the Chancellor's Office.

D. Institutional Effectiveness Processes

The College conducts evaluation and planning processes for continuous improvement of the institution. These include Curriculum Review, Program Review, Outcomes Assessment, and ongoing evaluation. These processes are data-driven, linked together, and integrated with all applicable long-term and annual planning processes.

1. Curriculum Review

All courses, degrees, certificates, and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Curriculum Review is conducted as both a continuous program evaluation process and a more comprehensive Program Review process. Curriculum is a sub-section of the Academic Program Review template and thus is linked to broader planning and resource allocation processes.

The College Curriculum Committee, a standing committee of the Academic Senate, is responsible for the development and review of the College's curriculum and for ensuring that all curricula meet local and state standards. Review of curriculum proposals is based on state regulations, local requirements, and the mission and strategic initiatives of the College.

2. Program Review

Program Review is a process in which members of a department, service area, or unit critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Comprehensive Program Reviews are conducted every four years, with supplemental topics evaluated for Career Technical Education (CTE) programs every two years. All programs create an annual Program Review update as a part of ongoing evaluation, in which progress is tracked and emerging or changing needs are highlighted. All programs develop, implement, and track an annual plan according to the Planning and Budgeting Calendar which is informed by the latest Program Review or annual update.

In Program Review, recommendations that incur a cost are prioritized and connected to one or more of the College's strategic initiatives. Program Review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. Each Vice President reviews the priorities in each of their Area's Unit Plans and determines the top priorities in the area and creates an Area Plan. The Vice Presidents prioritize all requests in the area plans to determine the College's top priorities for funding. These proposed fund allocations are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The final list of proposed fund allocations is incorporated into the college budget and forwarded to the President and the Board for their approval. Program Review recommendations also may trigger Curriculum Review and may be incorporated into other College plans, as appropriate.

Program Review reports follow a standard template specific to each Area (Academic Affairs, Administrative Services, Human Resources, or Student and Community Advancement) that generally includes: program overview; analysis of research and survey data; curriculum or service planning; assessment of learning, service, academic, and/or employment outcomes (where applicable); evaluation of program improvement; facilities, equipment, technology, and staffing needs; and future directions. The report culminates with a list of prioritized recommendations for the future with estimated budget impacts.

Individual Program Review submissions are evaluated by the Area Program Review committee following established rubrics that typically include completeness, clarity, and use of evidence for continuous improvement. This evaluation is followed by revision and final submission, with recommendations integrated into annual planning cycles over the next four years.

3. Outcomes Assessment

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Service Area Outcomes (SAOs), and performance metrics.

The Assessment of Learning Committee (ALC) coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, assesses Institutional Learning Outcomes, and communicates with the College on learning assessment. The ALC is chaired by the College faculty SLO Coordinators, with representation from each division, Institutional Research, accreditation, Associate Dean of Academic Affairs, and a Dean liaison.

The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment, with results discussed and strategized annually. This set of student achievement measures are tracked over time and compared against institution-set standards and aspirational goals. Issues of student achievement revealed by these measures are addressed through the strategic and educational plans, targeted plans, and annual plans. Strategy sessions to address issues are conducted by the Strategic Planning Committee and at the annual Planning Summit.

College-wide and program-specific surveys are administered to students and employees on a regular cycle to gather feedback on student and faculty engagement, campus climate, and student satisfaction. Results from these surveys are discussed widely by consultation and planning bodies, where major issues of concern are recommended for further evaluation and improvement.

4. Ongoing Evaluation

The College conducts ongoing evaluation of how well it is achieving plans, advancing the Strategic Initiatives, and fulfilling the mission. It includes, but is not limited to, the following annual or ongoing processes: Program Review updates; fiscal year planning; Curriculum Review; learning outcomes assessments; evaluation of Implementation Plans; annual reports; and annual evaluation of student achievement measures.

E. Annual Planning & Budgeting

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

1. Annual Plans

Annual plans contain prioritized planning and resource allocation recommendations for all programs, units, and areas. Recommendations are based on Program Review, College-wide plans and priorities, or outcomes assessments, where applicable. Recommendations at all levels are linked to strategic initiatives to ensure that planning prioritizes the College mission and carries out the Strategic Plan. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized program recommendations and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized recommendations of unit-level plans or from area-level evaluations, where applicable. College-wide plans consist of targeted plans, annual implementation plans of the CMP and its sub-plans, or those created by campus-wide committees, where applicable.

Requests for funding are divided into permanent, temporary ongoing, and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar*. The College's online program review and planning system records all annual plans and the integration of processes described herein.

2. Plans and Budget Development Process

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) recommendations to develop a Unit plan (December-January). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan recommendations to create prioritized Area plans (February-March). All Vice Presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded recommendations to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved

and allocated funding requests are incorporated into the College Budget (see Financial and Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

3. Evaluation of Funded Recommendations

Funded recommendations are evaluated by plan authors in January and July to measure implementation and initial outcomes. Long-term evaluation of funded recommendations is conducted as a part of Program Review or ongoing evaluations (e.g., annual metrics or outcomes assessments). Criteria for bi-annual evaluation include: 1) recommendation status and implementation date; 2) actions taken as a result of implementation; 3) improvements in institutional effectiveness as a result of implementation; and 4) future recommendations.

4. Annual Planning Update

An annual planning update report is generated following the July evaluation process which summarizes implemented plans from the most recent fiscal year, with selected implemented recommendations highlighted.

5. Financial and Operational Plan (Annual Budget)

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar.

The budget reflects the goals identified by the Master Plan. Resources are allocated based on established criteria and budget assumptions described in the Final Budget ("Budget Book") for each fiscal year. Requests for augmentations (one-time expenses) or enhancements (base budget increases) are based on needs assessments and/or Program Review recommendations and are awarded based on priorities noted in the Final Budget. Funding priorities are reviewed by the PBC annually.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

6. Faculty Hiring Process

Each fall, the College conducts a full-time faculty position identification and prioritization process to replace and/or fund new faculty strategically in response to enrollment demand and College priorities described in the Master Plan. The process is contained in the faculty collective bargaining agreement (see "Tenure-Track Faculty Hiring Procedure"). The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees.

The Superintendent/President establishes the number of hires each year based on planning, budgeting and academic considerations, and on the Faculty Obligation Number. Requests for full-time faculty positions are developed by division faculty and deans, taking into consideration enrollment demand; Program Review and/or annual plans; weekly student contact hours (WSCH); and Full-Time Equivalent Faculty (FTEF) data. The Faculty Prioritization Committee reviews the prioritized recommendations from the divisions and votes to create a campus-wide hiring priority ranking that is recommended to the Superintendent/President.

IV. EVALUATION OF THE INSTITUTIONAL PLANNING PROCESS

Evaluation of the institutional planning process is conducted in several ways to ensure that it remains ongoing and integrated, and contributes to institutional improvement.

1. Planning and Budgeting Committee

The PBC conducts a self-evaluation annually to assess its goals and fulfillment of its committee purpose as well as to gather feedback on effectiveness of the annual planning and budgeting process. Results from the self-evaluation are discussed by the PBC to determine where improvements may be made.

2. Planning Summit and Other Large-Group Events

The Planning Summit is an annual College-wide event to inform and seek feedback from a large and broad-based group of employees and students about College directions, strategic initiatives, planning, and institutional effectiveness. The summit convenes each spring.

Following each planning summit, training, and other strategic planning events, participants are invited to complete an evaluation survey. Results of the survey are used to make improvements in the planning process and summit programming for the next cycle. Summit participants help to evaluate implementation plans, progress on student achievement, and the quality and breadth of the collegial participation process.

3. Program Review

The Program Review process is assessed regularly, beginning with an evaluation tool that is distributed to recent Program Review authors to gain feedback on the guiding template, supporting materials, data usefulness, and the process as a whole. This feedback is then discussed by each Program Review committee to determine how the process and materials can be improved for future authors. Program Review evaluation results are also shared with deans and directors to discuss any needed changes.

4. Annual Planning & Budgeting Process

The annual planning process is periodically evaluated by users in terms of orientation and training support, timelines, integration with other processes, and overall effectiveness. The Annual Planning Update, which summarizes each planning year, is compared across years to evaluate the effectiveness of the process.

5. Learning Outcomes Assessments

Methods of outcomes assessment are evaluated on a regular cycle with improvements made to assessment plans as needed. Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are assessed continuously throughout the College. Results from College-wide outcomes assessments, such as from ILOs, are discussed broadly. The Assessment of Learning Committee (ALC) conducts annual surveys of faculty and division SLO Facilitators to help evaluate the learning outcomes and assessment process. Feedback from both surveys is shared with the ALC and at Academic Deans and Directors meetings.

6. Student Achievement and Institutional Effectiveness

Institutional Research & Planning annually produces an institutional effectiveness report which publishes and analyzes established measures of student achievement. This report is reviewed and discussed among College leadership, Academic Senate, Student Success Advisory Committee, PBC, and at Planning Summits as a way to gauge institutional improvement over time.

See Board Policies 1200, 3250, 4020, 6200.

Reference:

Accreditation Standard I.B;
California Master Plan for Higher Education;
Student Equity Plan Template;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,
56270 et seq., 78216, 87360.

El Camino College
Adopted: 11/17/14

Planning and Budgeting Committee Information Packet

Welcome to The Planning and Budgeting Committee

This document was assembled to provide you with supporting information you can use as a council member. The purpose and composition of the committee is listed in the following document.

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.

The committee consists of one representative each from the Associated Student Body, Academic Affairs, Academic Senate, Administrative Services, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management/Supervisors, and Student and Community Advancement. Each member has one vote should voting become necessary.

The Chair of the committee is appointed by the Superintendent/President of El Camino College. The agenda is published before each meeting. All actions and recommendations are communicated to the campus constituencies and the president. Minutes are provided for each meeting and all information is placed on the campus website.

PBC meets bi-weekly throughout the year. The schedule is determined annually and published for the members and campus community. Typical meetings consist of Annual Planning, Annual Budget, Area Plan Priorities, Faculty Hiring, Comprehensive Master Plan, Enrollment Management, Fiscal Responsibility

Board Policies and Administrative Procedures

[Board Policy \(BP\) 2510 – Participation in Local Decision Making](#)

[Administrative Procedure \(AP\) 2510 – Collegial Consultation](#)

[El Camino College Board Policies and Administrative Procedures](#)

General Information on Collegial Consultation

Final: TBD

Membership revised: 11/15/15

[Participating Effectively in District and College Governance Scenarios to Illustrate Effective Participation Making Decisions at El Camino College](#)

See [Board Meeting Agendas](#) for recent presentations on collegial consultation

Planning and Budgeting Committee Goals

At the beginning of each academic year, the PBC develops a set of goals to achieve in the coming year. The current goals are provided below and are posted at the end of the minutes of each meeting. Members participate in a self-evaluation of the council and its goals annually.

2014-15 College Council Goals and Measures

1. Conduct a college wide evaluation of the planning and budgeting process. [last conducted in Spring 2011]
 - a. Measure: Evaluation, discussion and action plan completed.
2. Review and endorse the Comprehensive Master Plan and sub plans to ensure that they are:
 - a. Supportive of the Mission and Strategic Plan,
 - b. Integrated with other college planning and budgeting,
 - c. Implementable, and
 - d. Achievable.
3. Evaluate progress on the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Develop an informational packet to orient new members
5. Work to develop a common template for various constituent groups use on the website.

1. Develop College Council Goals: October

Planning and Budgeting Committee

Purpose: *The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.*

Origin: Established by ??

Group Representations	Member	Alternate
Management/Supervisors	Sim, Jackie	Vacant
Academic Affairs	Fitzsimons, Connie	Grant, Amy
ECCFT	Key, Ken	
Student/Comm. Adv.	Garcia, William	Sala, Andrea
Admin Services	Shenefield, Cheryl	Trevis, Micheal
ASO	Mardesich, Nicole	Chris Vazquez
ECCE	Vacant	Turner, Gary
Academic Senate	Widman, Lance	Rader, Emily
Campus Police	Starkey, Dean	Solarzano, Ericka