El Camino Community College District
Board of Trustees

Agenda, Thursday, September 8, 2011
Board Room
4:00 p.m.

I.   Roll Call, Pledge of Allegiance to the Flag

II.   Approval of Minutes of the Regular Board Meeting of August 15, 2011, Pages 5-10

III.   Presentation – Financial Aid

IV.   Public Hearing and Adoption – 2011-2012 El Camino Community College District Budget, Page 11

V.   Public Comment on Consent Agenda

VI.   Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption

      1. Academic Affairs
        See Academic Affairs Agenda, Pages 12-15

      2. Student and Community Advancement
        See Student Services Agenda, Pages 16-86

      3. Administrative Services
        See Administrative Services Agenda, Pages 87-96

      4. See Measure "E" Bond Fund Agenda, Pages 97-101

      5. See Human Resources Agenda, Pages 102-116

      6. Compton Community Educational Center
        See Compton Community Educational Center Agenda, Pages 117-119

7. Superintendent/President
See Superintendent/President Agenda,
Pages 120-128

VII. Public Comment on Non-Agenda Items

VIII. Oral Reports
   A.   Academic Senate Report
   B.   Compton Center Report
   C.   Board of Trustees Report
   D.   President's Report

IX. Closed Session
   A.   Existing Litigation, Brown Act,
         Section 54956
         1. Case # BC400227
   B.   Labor Relations, Brown Act Section 54957.6, Mr. Spencer Covert, District
         Labor Negotiator
         1. El Camino College Federation of Teachers, Local 1388
         2. El Camino College Federation of
             Teachers, Local 1388, Child Development Center
         3. El Camino Classified Employees Local 6142
         4. El Camino College Police Officers
             Association
         5. Non-Represented Employees –
             Confidential, Supervisors, and
             Management
   C.   Personnel Matters, Brown Act Section
         54957
         1. Public Employee Performance Evaluation – Superintendent/President

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Board of Trustees Meeting Schedule for 2011
4:00 p.m. Board Room

Monday, October 17, 2011
Monday, November 21, 2011
Monday, December 12, 2011

Board Policy 1200 The El Camino College Mission, Philosophy, Values And Guiding Principles

Vision Statement
El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

Mission Statement
El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Statement of Philosophy
Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values
Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.
Respect – We work in a spirit of cooperation and collaboration.
Integrity – We act ethically and honestly toward our students, colleagues and community.
Diversity – We recognize and appreciate our similarities and differences.
Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles
The following guiding principles are used to direct the efforts of the District:
El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

Strategic Initiatives
A. Enhance teaching to support student learning using a variety of instructional methods and services.
B. Strengthen quality educational and support services to promote student success.
C. Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
D. Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
E. Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.
F. Support facility and technology improvements to meet the needs of students, employees, and the community.
G. Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.
Adopted: 1/16/01, Amended: 1/22/02, 6/18/07, 6/21/10

BOARD PRESENTATIONS AND REPORTS 2011-2012

Month	Presentation	Report
July	Compton Center	
August	Budget	Notice of Public Hearing Quarterly Fiscal Status FTES – Both Locations
September	Financial Aid	Budget Adoption Accreditation Mid-term Educational Master Plan
October	Redistricting Trustee Areas	Staff Development/Diversity
November	Program Review, Planning and Budgeting	FTES – Both Locations Quarterly Fiscal Status
December	Foundation Annual Report	Success and Retention (including basic skills)
January	Student Success	Annual Financial Audit
February	Accreditation	Quarterly Fiscal Status
March	Title V Graduation Initiative grant	Full Time Equivalent Student (FTES) – Both Locations
April	Accountability Reporting for Calif. Community Colleges (ARCC) Citizens Oversight Committee	Measure E-Bond Audit
May	Facilities Master Plan	Quarterly Fiscal Status
June	Student Learning Outcomes (SLO)	Tentative Budget Planning & Budget Calendar

Revised: July 27, 2011

EL CAMINO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
MINUTES OF THE REGULAR MEETING OF
Monday, August 15, 2011

The Board of Trustees of the El Camino Community College District met at 4 p.m. on Monday, August 15, 2011, in the Board Room at El Camino College.

The following Trustees were present: Trustee William Beverly, President; Trustee Ray Gen, Vice President; Trustee Maureen O'Donnell, Secretary; Trustee Mary E. Combs, Member; Trustee Kenneth A. Brown, Member; and Student Member Joshua Casper.

Also present were Dr. Thomas M. Fallo, Superintendent/President; Dr. Francisco Arce, Vice President, Academic Affairs; Ms. Jo Ann Higdon, Vice President, Administrative Services; Dr. Jeanie Nishime, Vice President, Student and Community Advancement; Ms. Barbara Perez, Vice President, Compton Community Educational Center; and Dr. Lynn Solomita, Interim Vice President, Human Resources.

Minutes of the Regular Board Meeting of July 18, 2011
The Minutes of the Regular Board Meeting of July 18, 2011 were approved.

Budget Presentation
Ms. Jo Ann Higdon made a presentation on the budget.

Consent Agenda
It was moved by Trustee Combs, seconded by Trustee Brown, that the Board adopt the items presented on the agenda in the following areas.

Academic Affairs
Board Policy 3750 – Use of Copyrighted Materials – First Reading
Administrative Procedure 3750 – Informational
Board Policy 6160 – El Camino College District Computer and Network Use Policy -
  First Reading
Administrative Procedure 6160 – Informational
Center for the Arts Presentation – 2011/2012 Season
FTES Goals – Informational

Student and Community Advancement
Destruction of Records – EOPS/CalWORKs/CARE
Grants

Administrative Services
Notice of Public Hearing – 2011-12 Budget
Contracts Under $78,900
Contracts Over $78,900
Memorandum of Understanding
Personal Services Agreement
Contract Amendment – Medical Billing Technologies, Inc.
Declaration of Surplus Property
Purchase Orders and Blanket Purchase Orders

Measure E Bond Fund
Category Budgets and Balances
Notice of Job Completion – Insignia – Campus Signage and Wayfinding Project
Bid Award 2011-1 – Epic Production Technologies
Purchase Orders and Blanket Purchase Orders

Human Resources
Employment and Personnel Changes
Temporary Non-Classified Service Employees

President/Board of Trustees
Redistricting Action Plan
Boundary Review Committee July Agenda and Draft Meeting Notes
Citizens' Bond Oversight Committee
Travel

Board Policy 4231 – Grade Change and Accompanying Administrative Procedure
Board Policy 4231 – Grade Change and Accompanying Administrative Procedure were
pulled from the agenda.

Motion carried. Trustee Beverly asked that the vote be rescinded.

It was moved by Trustee Combs, seconded by Trustee Brown that the Board adopt the
items presented on the agenda in the above listed areas. Student Trustee Casper recorded
a yes advisory vote. Motion carried.

Board Resolution to Establish Irrevocable OPEB Trust and Establish Retirement Board
of Authority
It was moved by Trustee Combs, seconded by Trustee Brown, that the Board Resolution
to Establish Irrevocable OPEB Trust and Establish Retirement Board of Authority be
removed from the consent agenda. Student Trustee Casper recorded a yes advisory vote.
Motion carried.

It was moved by Trustee O'Donnell, seconded by Trustee Combs, that the Board of Trustees Establish an Irrevocable OPEB Trust and Establish a Retirement Board of Authority. Note that the recommended Board action does not include the funding of such a Trust. Funding recommendation will be forthcoming on a future Board Agenda.

<div align="center">

RESOLUTION _____

IRREVOCABLE TRUST
ELCAMINO COMMUNITY COLLEGE DISTRICT
CERTIFIED RESOLUTIONS
OF THE BOARD OF TRUSTEES

</div>

WHEREAS, the Board of Trustees (the **"Board"**) of El Camino Community College District ("**Employer**") desires to establish a trust to be used for the purpose of: (i) investment and disbursement of funds irrevocably designated by Employer for the payment of its obligations to eligible employees (and former employees) of Employer and their eligible dependents and beneficiaries for life, sick, hospitalization, major medical, accident, disability, dental and other similar benefits (sometimes referred to as "other post-employment benefits," or "**OPEB**"), in compliance with Governmental Accounting Statement Nos. 43 and 45; and (ii) investment and disbursement of excess funds held by Employer for future use in connection with any lawful purpose of Employer, as further described herein.

WHEREAS, the Board has the authority and desire to establish a 5-member Retirement Board of Authority of the Trust (the "**Retirement Board of Authority**"), (Fund __ method/option) which shall be appointed, terminated or replaced by the Employer at any time to serve at the pleasure of the Board, to have the authority to engage other necessary providers of services in connection with the Program, including the adoption of the Trust, the appointment of a fiduciary trustee and custodian, as well as to make any and all other decisions in the name of and on behalf of the Employer with regards to the Trust and other applicable agreements; that the appointment of the Trustee by the Retirement Board of Authority would be a recommendation to the District Board of Trustees for ratification.

NOW THEREFORE, be it:

RESOLVED, that the Retirement Board of Authority shall be established to serve at the pleasure of the Employer, with authority to make decisions on behalf of and in the name of the Employer with regard to the implementation of the Trust and other corresponding agreements and the following persons shall be appointed as the members of the Retirement Board of Authority, until such time as their successors shall be appointed by the Employer:

Vice President, Administrative Services
Vice President, Human Resources
Director, Business Services
Business Manager
Director, Human Resources

RESOLVED FURTHER, that the Retirement Board of Authority is hereby authorized and directed to execute the Adoption Agreement to implement the Trust; it is authorized and directed to execute any Program Services Agreements; and it is authorized to execute any other necessary agreements and take action as is necessary to appoint the Trustee and any investment manager, as well as appoint any other "Authorized Representatives" who may act on behalf of the Employer in accordance with the terms of the Trust;

RESOLVED FUTHER, that decision of the Retirement Board of Authority shall require an affirmative vote of at least a majority of the members of the Retirement Board of Authority and that the decisions of the Retirement Board of Authority may be made in accordance with Government Code §§ 54950 et seq. (the "Brown Act").

RESOLVED FURTHER, that the members of the Retirement Board of Authority shall meet periodically, for regular or special meetings to be held at any place which has been designated from time to time by resolution of the Retirement Board of Authority, on such date as they shall determine but not less than every twelve (12) months, with the notice of such time and place of each meeting being provided with no less than seventy-two (72) hours notice that is delivered personally or electronically by telephone, facsimile or other electronic means, to review the investments held in the Trust and to transact such other business and make such other decisions as are required to be made by the Retirement Board of Authority;

RESOLVED FURTHER, that any meeting, regular or special, may be held in any manner consistent with the Brown Act.

RESOLVED FURTHER, that the members of the Retirement Board of Authority shall receive no compensation for serving as members of the Retirement Board of Authority;

RESOLVED FURTHER, that the members of the Retirement Board of Authority are hereby authorized and directed to take any and all other actions as they deem necessary and appropriate to carry out the purposes of these resolutions, including the execution of any and all applicable agreements to implement the Trust and to carry out the purposes of the Program as otherwise described therein.

RESOLVED FURTHER, that the members of the Retirement Board of Authority are hereby authorized to review and approve an Investment Policy Statement developed by the Trustee through consultation with the investment manager selected by the Trustee, which shall provide the guidelines for investment of funds and assets contributed by the Employer to the Trust, and that the Retirement Board of Authority are further authorized to amend the Investment Policy Statement from time to time as they shall determine appropriate based upon consultation and advice received from the Trustee and the investment manager.

RESOLVED FURTHER, that the Trustee shall have the authority to cause any or all of the assets of the Trust to be commingled, if the investment and the issuance of such investment thereof would be exempt under the provisions of Sections 2(a)(36), 3(b)(1) or 3(c)(11) of the Investment Company Act of 1940 or Section 3(a)(2) of the Securities Act of 1993, with the assets of trusts created by others, causing such money to be invested as part of a common and/or collective trust fund.

RESOLVED FURTHER, that the Retirement Board of Authority shall provide information and copies of investment statements and other similar reports regarding the Trust and its applicable investment performance to the Board on a not-less-than quarterly basis.

I DO HEREBY CERTIFY that I am the Secretary of the Board, and that the foregoing is a true and correct copy of the resolutions of the Board of Trustees of the Employer, duly adopted and approved at a meeting which was duly called and held in accordance with all applicable provisions of the law and the policies of the Employer, on _____.

I FURTHER CERTIFY that the above resolutions are presently in full force and effect and have not been amended or revoked.

IN WITNESS WHEREOF, this certificate has been executed on _____.

EL CAMINO COMMUNITY COLLEGE DISTRICT

CERTIFIED BY AND ATTESTED TO:

_____

_____
, Secretary of the Board

Student Trustee Casper recorded a yes advisory vote. Motion carried.

Compton Community Educational Center
Compton Community Educational Center Student Success Plan was presented as an informational item.

Public Comment
Mr. Nehasi Lee addressed the El Camino Community College District/Compton Community College District partnership.

Closed Session
Regular Meeting adjourned to a Closed Session at 5:50 p.m. which ended at 7:10 p.m.

_____
Maureen O'Donnell, Secretary of the Board

_____
Thomas M. Fallo, Secretary to the Board

EL CAMINO COMMUNITY COLLEGE DISTRICT
AGENDA FOR THE REGULAR BOARD MEETING
THURSDAY, SEPTEMBER 8, 2011

OFFICE OF THE SUPERINTENDENT/PRESIDENT

FINAL BUDGET

It is recommended that the Board of Trustees adopt the budgets for 2011-12 for the General Fund Unrestricted and Restricted, Student Financial Aid Fund; Workers' Compensation Fund; Child Development Fund; Capital Outlay Projects Fund; General Obligation Bond Fund; Property and Liability Self-Insurance Fund; Dental Self-Insurance Fund; Special Reserve Fund-Retiree Health Premiums; Bookstore Fund; Associated Students Funds; Auxiliary Services Fund.

Board members, the general public and numerous college constituency groups have received this budget. A copy of the budget has been on file in the Office of the Vice President of Administrative Services since August 24, 2011, and it can also be viewed on the El Camino College Website at: http://www.elcamino.edu/administration/board/agendas/2008/Final-Budget-2011-2012.pdf

Agenda for the El Camino Community College District Board of Trustees
from
Academic Affairs
Francisco Arce, Vice President

ACADEMIC AFFAIRS

A. CENTER FOR THE ARTS PRESENTATION – 2011/2012 SEASON

It is recommended that the Board approve the Center for the Arts presentation for the 2011/2012 season. Costs for each presentation are established as negotiated between the artist and his/her management representative and the District.

2011-2012 Performances	Date	Amount
1. *Casey Reas*	September 30, 2011	$1,000

Payable to: Casey Reas
Casey Reas, Digital Artist and professor in the Department of Design Media Arts at UCLA, will be presenting an Art lecture/demonstration for art students in the Campus Theatre.

B. BOARD POLICY 3750 (USE OF COPYRIGHTED MATERIALS) – SECOND READING AND ADOPTION

It is recommended that the Board accept for a second reading the new Board Policy 3750, as attached (page 14). Administrative Procedure 3750 was presented in the first reading for informational purpose only.

C. BOARD POLICY 6160 (EL CAMINO COMMUNITY COLLEGE DISTRICT COMPUTER AND NETWORK USE POLICY) – SECOND READING AND ADOPTION

It is recommended that the Board accept for a second reading the revisions to Board Policy 6160, as attached (page 15). Administrative Procedure 6160 was presented in the first reading for informational purpose only.

The Board of Trustees of El Camino College requires compliance with the provisions of the U.S. Copyright Law (Title 17); Digital Millennium Copyright Act; Technology Education and Copyright Harmonization Act (TEACH Act); laws governing Peer-to-Peer file sharing (P2P) and all other legislation governing the maintenance of the highest ethical standards in the use of copyrighted material. The Superintendent/President or designee shall establish procedures for compliance and provide informational and training programs to help faculty and staff comply with copyright laws. All members of the ECC community are prohibited from violation of these provisions, including but not limited to, copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

El Camino College
Policy
Adopted:

Board Policy 6160   **El Camino Community College District**
                                         Computer and Network Use Policy

El Camino Community College District (ECC) owns and operates a variety of computer systems, including but not limited to voicemail, electronic mail, telephone and access to the internet, for use by its faculty, students and staff. ECC encourages the use of its computer systems for education, academic development, public service and other educational purposes. When using ECC's computer and network systems, all users are required to abide by the rules of this Policy and use the system in an ethical and lawful manner. Misuse may constitute a misdemeanor or felony under federal law and may result in the deprivation of network privileges and/or disciplinary actions. Procedures for this policy will be developed by the Superintendent/President or his designee in collegial consultation with all appropriate constituents.

Reference: U.S. Code, Title 18 section 1030

El Camino College
Policy
Adopted: February 28, 2000
Replaces Board Policy 3610

Agenda for the El Camino Community College District Board of Trustees
From
Student and Community Advancement
Jeanie M. Nishime, Vice President

STUDENT AND COMMUNITY ADVANCEMENT

A. **COMMUNITY EDUCATION CLASSES FOR FALL 2011 - ADDENDUM**
It is recommended that the Board of Trustees approve the Addendum for Community Education classes for Fall 2011 as shown below:

Community Education Classes Fall 2011--Addendum			
Course Name	*Instructor Name*	*Salary*	*Tuition Fee*
Medical Billing & Coding: Health Information Management 7 Part Series: Parts 1-7	Cora Fujimoto	$29 p/h	$225 per class or $1,299 Entire Series Rate
Medical Billing & Coding: Health Information Management 7 Part Series: Parts 1-7	Dagmar Nelson	$29 p/h	$225 per class or $1,299 Entire Series Rate
Kid's College Music Academy (Grades 1-8): Home School Program Lead Instructor Vocal & Piano	Charles David Wright	$99 p/h	Varies: $125-$140 per 4-week session
Kid's College Music Academy (Grades 1-8): Home School Program Guitar & Electric Base	Sean Grace	$39 p/h	Varies: $125-$140 per 4-week session
Kid's College Music Academy (Grades 1-8): Home School Program Piano & Guitar and vocal	Dana Bisignano	$45.12 p/h ECC Non-Credit rate	Varies: $125-$140 per 4-week session
Kid's College Music Academy (Grades 1-8): Home School Program Cello & Violin	Diana Parmeter	$39 p/h	Varies: $125-$140 per 4-week session
Kid's College Music Academy (Grades 1-8): Home School Program Violin, Viola & Cello	Richard Clark	$39 p/h	Varies: $125-$140 per 4-week session
Kid's College Music Academy	Cheryl Loofbourrow	$39 p/h	Varies:

			$125-$140 per 4-week session
(Grades 1-8): Home School Program Flute, Clarinet, Saxophone & Piano			
Kid's College Music Academy (Grades 1-8): Home School Program Guitar	Anna Perez	$39 p/h	Varies: $125-$140 per 4-week session
Kid's College Music Academy (Grades 1-8): Home School Program Vocal	Kelsea Cire Scheppmann	$39 p/h	Varies: $125-$140 per 4-week session

B.   ACCREDITATION MIDTERM REPORT

It is recommended that the Board of Trustees adopt the Accreditation Midterm Report as attached. The Accrediting Commission requires a Midterm Report in the third year following an evaluation team visit. The Report covers the following specific areas: a) Recommendations of the evaluation team, b) Areas identified in the Planning Agenda of its Self-Study, and c) Updates on Substantive Change approvals or pending proposals. The Midterm Report is due to the Commission by October 15, followed by a possible site visit in November 2011. The Accrediting Commission is scheduled to take action on the Midterm Report in January 2012.

EL CAMINO COLLEGE

Midterm Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2011

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STATEMENT OF REPORT PREPARATION

Midterm Progress Report

October 15, 2011

The Midterm Progress Report is in response to the El Camino College accreditation visit in 2008 and the subsequent actions taken by the Accreditation Commission for Community and Junior Colleges (ACCJC) Committee.

The report demonstrates the College's progress on all nine recommendations and self-identified issues from the 2008 Self-Study Report. It has been reviewed and discussed through the appropriate collegial consultation groups at both the El Camino College and the Compton Community Educational Center. An open forum was held at El Camino College and teleconferenced with the Compton Center in May 2011 to allow faculty and staff from both locations an opportunity to comment on the self-identified issues and recommendations. The Midterm Progress Report was presented to the El Camino Community College District Board of Trustees at its September 8, 2011 meeting and is published on the College website.

The report was prepared by Jean Shankweiler, Dean of Natural Sciences and Evelyn Uyemura, Humanities faculty member, Accreditation Co-Chairs, in consultation with the Accreditation Steering Committee and other members of the El Camino College and Compton Center community.

The Accreditation Steering Committee includes the following members:

Jeanie Nishime, Vice President, Student and Community Advancement and ALO
Jean Shankweiler, Dean, Natural Sciences and Accreditation Co-Chair
Evelyn Uyemura, Humanities Faculty and Accreditation Co-Chair
Chris Gold, History Faculty and Academic Senate President
Jo Ann Higdon, Vice President, Administrative Services
Matt Hutcherson, Classified Representative, Academic Affairs
Claudia Lee, Interim Associate Dean, Academic Affairs
Ed Martinez, Library Faculty
Julieta Ortiz, Classified Representative, Student and Community Advancement
Ruth Roach, English Faculty (Compton Community Educational Center)
Arvid Spor, Dean, Enrollment Services
Dexter Vaughn, Counseling Faculty

The College is confident that the evidence in the report effectively responds to all recommendations and self-identified issues from the College's 2008 Self Study.

<center>**Response to Recommendations**</center>

Recommendation 1. As cited in previous (1990, 1996, and 2002) accreditation recommendations the College should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the College participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b)

Of the 65 academic programs at the College, 63 (97%) have completed at least one program review and are into a second cycle of review. Thirteen of the 33 academic programs at the Center have completed their first program review cycle, while the remaining programs are scheduled to be done no later than 2013. Reviews conducted in Academic Affairs and Student Services are developed in the same year at the College and Center. Administrative Services program reviews are initiated at the College and developed in partnership with the Center. Recommendations from program reviews are included in program plans.

(Appendix 1: Program Review Timetables)

Planning Cycle

The College continues to use the planning model developed and implemented in 2008 for institutional effectiveness to ensure that the cycle is maintained in all programs at all locations. For planning purposes, the College is organized into programs, units, and areas. The process begins with data collection and analysis, usually the result of recommendations arising from program review and updates, to form the basis of an annual program plan. Plans that do not require funding may be implemented at the program level. When additional funding or staffing is necessary, extensive dialogue occurs at the program level, with highest ranked items being forwarded to the unit level. Further dialogue at the unit level leads to prioritized requests which are then forwarded to the area vice president for institutional prioritization and possible funding. The vice presidents present the prioritized funding recommendations to the Planning and Budgeting Committee (PBC) for consultation. Upon endorsement of the PBC, the recommendations are forwarded to the President's Cabinet for additional discussion and review. Finally, the President makes recommendations to the Board of Trustees. At the Center, once the area plans are completed, each area prioritizes its funding requests and identifies on-going and one-time needs. The prioritized recommendations are presented to the Center's PBC for use in the development of the budget.

(Appendix 2: Planning Model)

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College's strategic initiatives. Annual reporting and discussion of the progress occurs in PBC by the start of each fall semester. The structural organization at the Center is somewhat different; however, similar processes are being developed.

Funding Cycle

The vice presidents review the priorities from each area in order to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the College's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the PBC, which sends its recommendations to the President's Cabinet for final funding consideration. If the PBC expresses concerns about the prioritized recommendations of the vice presidents, it may request additional information and rationale, and adjustments may be made. Once Cabinet has approved funding, the Superintendent/President makes a recommendation to the Board of Trustees for its consideration and approval. In the 2010-11 Budget, this planning process resulted in the allocation of $2.3 million in new funding at the College. As of September 1, 2011, the El Camino College President has not approved the Center's 2011-2012 Budget, as required by the MOU. The budget did not meet the requirements of the 50% law and did not provide central elements for the classrooms and labs.

(Appendix 3: Funded 2010-11 Plans)

Planning and Staffing Decisions

Decisions to fill vacant positions or to create new positions are typically based on program review recommendations in annual plans. Cabinet analyzes the long-term impact of staffing decisions on College needs and on the fiscal health of the District. Classified and management positions are reviewed regularly in Cabinet as retirements and resignations occur. Requests for new positions are balanced with the need to fill vacant positions.

Proposals for hiring faculty are based on recommendations from program plans. At the College, all proposals are evaluated by the Faculty Identification Committee, which includes deans and representatives of the Academic Senate. This committee ranks the proposals, and the committee's ranking is forwarded to the Superintendent/President. If the Superintendent/President makes changes to the committee's rankings, the Vice President of Academic Affairs writes a letter to the committee providing the rationale for the Superintendent/President's decision. Changes by the Superintendent/President may be the result of the College's desire to stay within the Full Time Faculty Obligation formula or unanticipated changes in programs. A nearly identical process occurs at the Center.

Through the planning and budgeting process in 2010-11, the College identified and funded six new classified positions, including a research analyst, evaluator, human resource analyst, library media technician, custodian, and clerk for the Peace Officers Standards and Training (POST) Administration of Justice program. Additionally, nine vacant classified positions and three vacant management positions were filled. Twenty tenure-track faculty positions, including six counselors, were also filled. Program review also led to a recent decision to eliminate a program and to re-assign affected personnel.

The Center hired five new tenure-track faculty members in fall 2010, including a financial aid counselor. Also six new classified positions, including a financial aid coordinator, two custodians, two admission and records specialists, and a research analyst were approved for hire. Additionally, the Center hired five tenure-track faculty members in January 2011, three in mathematics and two in English, and an accounting manager in May 2011. However, due to the state fiscal crisis, nine classified positions and one supervisory position were eliminated at the Center in May 2011.

All positions at both the College and the Center were identified through program review, prioritized through the annual planning cycle, and identified as institutional priorities.

Tracking and Evaluating Plans

Plans from all locations are tracked throughout the year to assure quality and timeliness. Evaluations are completed semi-annually, and beginning in 2011, an annual progress report is submitted to the Planning and Budgeting Committee, Cabinet, and the Board of Trustees.

In January 2011, all programs, units and areas had completed their semi-annual evaluations. All College plans have a designated individual responsible for ensuring that the plan is evaluated and progress noted. Goals in progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, to identify new needs, and to prioritize funding requests based upon current data. The Planning Summit in May 2011 focused on ways to improve the development and evaluation of unit and area plans.

Program Review and Institutional Planning Processes

As of the 2010-2011 academic year, all programs at the College had completed at least one full cycle of program reviews. Most programs within Student Services and Academic Affairs have completed two or more program review cycles. Following the recommendation of the Commission, the College has transitioned to a four-year cycle of program review.

At the Compton Center, Student Services have completed all scheduled program reviews. The Academic Affairs area has completed review of thirteen of the thirty-three programs. Like the College, the Center has adopted a four-year review cycle for all program reviews, and both locations use the same program review template. Additionally, several programs at the Center were consolidated during the 2010-2011academic year. The newly consolidated programs have yet to undergo their first program review. The Compton Community College District Administrative Services and Human Resources areas undergo an annual Fiscal Crisis and Management Assistance Team (FCMAT) evaluation and site visit. These areas also need to establish and perform annual program/unit/area plans and program review on a four year cycle. The Center's Academic Affairs and Student Services areas are also subject to the FCMAT annual evaluation process.[1]

In the Academic Affairs area at the College, an Academic Program Review Committee (APRC) chaired by the President of the Academic Senate and the Interim Associate Dean of Academic Affairs is charged with overseeing the complete cycle of academic program reviews. The Center is reconfiguring the Institutional Effectiveness Committee, which will review all of the Center's program reviews. The College's APRC meets with faculty members and division deans to discuss the status of their program review and to provide guidance and feedback. Faculty members at both locations participate in an orientation and are given a data set developed by the Institutional Research Office. A template has been developed to assist the faculty in the program review process and has proven effective.

(Appendix 4: Academic Affairs Program Review Template)

When a program is undergoing review, its faculty members complete a draft of the review during the fall semester, after which the draft is reviewed by the co-chairs of the Academic Program Review Committee. The final draft is submitted in the spring semester to the APRC and posted on the College or Center's website. The College and the Center have recently changed the program review cycle to begin in the spring semester and conclude in the fall semester in order to align program review with the planning process. This process has improved the quality of program reviews significantly and has provided for greater accountability. The Interim Associate Deans of Academic Affairs at both the College and the Center assist faculty and staff with program review.

Student and Community Advancement (SCA) revised its program review template and is using a peer review program review process. Programs at both the College and the Center will undergo program review during the same timeframe to increase collaboration and standardization between similar programs. The peer review committee provides an orientation to programs undergoing review and provides feedback and recommendations.

(Appendix 5: Student and Community Advancement Program Review Template)

The program review process in Human Resources and in Administrative Services has also been strengthened with a revised template and follows a peer review process. The process for evaluating the program reviews is under the direction of the vice president in each area in consultation with program personnel. All managers in Administrative Services review the program reviews and provide feedback and recommendations to the program manager. Program review recommendations are included in the unit plan by the unit managers.

(Appendix 6: Administrative Services Program Review Template)

Conclusion

The College fully integrates program review, planning, budgeting, and evaluation processes as noted in Recommendation 1. All departments and sites participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. The Center is implementing the processes in three of the four areas. Based on the *ACCJC Planning and Program Review Rubrics*, the College is at the sustainable level.

As progress continues at the Center, the College is preparing the eligibility application for accreditation of the Compton Educational Center. Representatives from El Camino College and the Compton Center formed an Accreditation Steering Committee (ASC) which met six times during the 2010-2011 year. Of the 21 eligibility requirements, the ASC found 15 areas where the requirements are met and five areas that required strengthening before an eligibility application is submitted to the ACCJC. The twenty-first requirement is handled by the Accreditation Liaison Officer. A firm date for submitting the eligibility application has not been set.

Recommendation 2. The College should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure the College shall attain, by 2012, the level of Proficiency in the *ACCJC Rubric for Evaluating Instructional Effectiveness—Part III: Student Learning Outcomes*. The College should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

The College has met this recommendation and continues to make excellent progress in assessing its SLOs and implementing changes indicated by the data in order to improve its programs. The College is well-positioned to achieve proficiency by 2012 according to the Commission's *Rubric for Institutional Effectiveness—Student Learning Outcomes.*

Student learning outcomes are communicated to students via course syllabi, division web pages of the College's website, and College catalog. The College defined and published an SLO timeline in fall 2009and continues to implement the timeline, making adjustments as necessary.

Much of the success the College has had in moving its SLO assessment process forward is due to the appointment of faculty members from each division to serve as division facilitators. These facilitators have been instrumental in working individually with faculty members to train them in the process and keep them informed of deadlines. Because of the success and accelerated rate at which assessment and SLO work has been completed at the College, the Compton Center has adopted a similar model of division facilitators beginning in 2011.

Core Competency Assessment

The College completed its assessment of the Communication and Comprehension core competency[2] in 2010 and of the Critical, Creative, and Analytical Thinking competency in spring 2011. The third core competency assessment, Personal and Professional Growth, will take place in fall 2011. The College has implemented improvements based on the data from the Communication and Comprehension assessment. These improvements include changes to the assessment method itself; these changes are reflected in the process for assessing Critical, Creative, and Analytical Thinking. In addition, data indicated the need for the development of a workshop to bring faculty from across the campus together to discuss and compare their standards for judging student work as well as defining what constitutes good work. The SLO coordinators are currently working with the Staff Development committee to develop such a workshop. A fall Flex Day workshop is being planned by the Faculty Development Committee.

(Appendix 7: Faculty Development Committee Minutes 5/10/11)

The timeline for assessing the remaining core competencies has been shortened to four years in accordance with the October 2010 visiting team's recommendation. The timeline is now:

1. Communication and Comprehension (spring 2010)
2. Critical, Creative, and Analytical Thinking (spring 2011)
3. Professional and Personal Growth (fall 2011)
4. Community and Collaboration (fall 2012)
5. Information and Technology Literacy (spring 2013)
6. Content Knowledge (assessed at the course level)

Course- and Program-Level SLO Assessment

The College is transitioning to an online system for SLOs through CurricUNET. The timeline for implementation of the module is fall 2011. In addition to the transition to CurricUNET, the College is also transitioning to a four-year cycle for assessing SLOs. Each department at the College is developing a timeline for assessing each course- and program-level SLO every four years. These timelines are being aligned with the College's program review cycles. The Center is focusing on getting all courses assessed by fall 2012. Program reviews include information regarding course and program level SLOs, such as a timeline for assessment and an analysis of changes that have occurred as a result of the assessments. Some examples of programs that have made changes based on their SLO assessments are the Reading department and the Music program, The Reading department continually assesses SLOs in its courses, and has noted a low level of success in the course that is three levels below transfer. The department is currently considering options to improve outcomes for students in this course, including and accelerated curriculum as well as a tutor-staffed reading lab. The Music program has used its SLO assessment data to request an increase in support for more listening stations in the Music Library to increase access to assigned listening.

The following tables show the College's progress as of June 2011 with respect to course- and program-level SLO assessment. In order to implement the four-year cycle, over 200 courses were scheduled to be assessed in spring 2011, which will take the College to over 50% of courses assessed by the beginning of fall 2011.

Courses:

Division	Total Courses	Courses with an SLO	Percent Courses with an SLO	Courses Assessed	Percent Courses Assessed
Behavioral & Social Sciences	128	128	100%	49	38%
Business	95	90	95%	14	15%
Fine Arts	226	226	100%	57	25%
Health Sciences & Athletics	190	190	100%	101	53%
Humanities	135	135	100%	43	32%
Industry & Technology	242	238	98%	74	31%
Learning Resources	N/A	N/A	N/A	N/A	N/A
Mathematics	37	37	100%	34	92%
Natural Sciences	73	73	100%	42	58%
TOTAL	**1126**	**1117**	**99%**	**414**	**37%**

Programs:

Division	Total Programs	Programs with an SLO	Percent Programs with an SLO	Programs Assessed	Percent Programs Assessed
Behavioral & Social Sciences	9	9	100%	9	100%
Business	7	7	100%	2	29%
Fine Arts	9	9	100%	9	100%
Health Sciences & Athletics	10	10	100%	10	100%
Humanities	6	6	100%	6	100%
Industry & Technology	15	15	100%	9	60%
Learning Resources	1	1	100%	1	100%
Mathematics	7	7	100%	7	100%
Natural Sciences	6	6	100%	6	100%
TOTAL	**70**	**70**	**100%**	**59**	**84%**

At the Center, 61 courses are scheduled to be assessed in fall 2011, which will bring the Center to a total of 61% of courses assessed. Seven of the 33 academic programs (21%) have been assessed since February 2011. Eleven more programs are scheduled to complete a program-level SLO assessment by end of fall 2011, which will raise the total to 55%. This table lists the Center's course SLO assessment as of August 10, 2011.

Division	Total courses	Courses with an SLO	Percent courses with an SLO	Courses Assessed	Percent courses assessed
Humanities	59	57	97%	30	51%
CTE	148	144	97%	26	18%
Math & Science	45	45	100%	30	67%
BSS/CPA	103	103	100%	35	34%
Health & Human Services	46	44	96%	8	17%
Total	**401**	**393**	**98%**	**129**	**32%**

Conclusion

The College and the Center have well-established systems to assess student learning outcomes at the course, program, and institutional level. Timelines have been developed, and the SLO coordinators and facilitators work together with faculty and staff to ensure the college stays on track. SLOs are communicated to students through division web pages, the college catalog, and course syllabi. Based on the *ACCJC Rubric for Evaluating Instructional Effectiveness – Part III: Student Learning Outcomes*, the College is well-positioned to attain proficiency by 2012.

Recommendation 3. The College should revise its curriculum review processes and cycles so that all curriculum across the College is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.2.A.2.c; II.2.A.2.d; II.A.2.e)

The College has revised its curriculum review processes and cycles so that all curriculums across the College are reviewed consistently. The cycle of review assures the currency of the curriculum, and the curriculum review and program review processes are fully integrated. Course review tracking reports are routinely updated by the Office of Academic Affairs in consultation with the College Curriculum Committee (CCC). The tracking reports assist faculty with curriculum planning and program review. Course review is an integral part of the program review process, and program review is often the impetus for changes in a course. This naturally linked process has yielded systematic and meaningful review throughout the curriculum, allowing the College to better serve students. The College has instituted a sustainable cycle of course and program review. The position of Interim Associate Dean of Academic Affairs was created in 2008 at the College and in 2010 at the Center to improve curriculum and program review processes. The Interim Associate Deans of Academic Affairs work closely with the curriculum advisor and SLO coordinator(s), co-chair the Academic Program Review Committee, and serve as a resource to faculty and staff completing program reviews and SLOs. The Interim Associate Dean of Academic Affairs reports to the Vice President of Academic Affairs at the College and to the Vice President of Compton Educational Center at the Center.

Curriculum Review Process and Cycle

The College has improved its curriculum review process with the implementation of CurricUNET in 2010. The CurricUNET system allows collaboration among faculty and campus leaders in a seamless and efficient manner. All courses are housed in CurricUNET and reviewed in a six-year cycle. In addition, all courses have Student Learning Outcomes (SLO) developed by discipline faculty. The SLO and Program Review modules in CurricUNET are currently being designed and will provide the College with a comprehensive relational database for curriculum, SLOs, and program review. The implementation of CurricUNET has allowed the College to improve the curriculum review process at all levels. The review process is now timely, effective, and relevant.

The full College Curriculum Committee (CCC) is comprised of the chair and 21 committee members including faculty, administrators, advisory members, and students. The CCC Standard Review sub-committee consists of six members: the chair, two rotating faculty members, the Articulation Officer, the Interim Associate Dean of Academic Affairs, and the Curriculum Advisor. These six sub-committee members are all regular members of the CCC.

The College Curriculum Committee has continued with the two-track approach to curriculum review; substantive curriculum changes are submitted to the CCC for full review, and non-substantive changes are submitted to the CCC sub-committee and then forwarded to the CCC consent agenda. This streamlined approach helps faculty track curriculum through the entire process. All proposed curriculum changes are recorded in committee minutes and posted to the College portal following approval by the committee.[3]

 (Appendix 8: College Curriculum Committee Course Review Process)

During the 2010-2011 course review cycle, faculty submitted approximately 73 courses for revision and 14 courses for inactivation. Each curriculum cycle, faculty work diligently to evaluate existing programs for currency and appropriateness and to determine if the College should develop new courses or inactivate existing ones. In the 2011-2012 curriculum plans from program review, faculty in each discipline have outlined course review cycles for the next six years, which will enable the College to meet the goal of reviewing approximately 240 courses per year, allowing it to review all courses regularly in accordance with Standard II.A.

(Appendix 9: Course Review Timelines)

Integration of Course Review in Program Review

Program reviews are conducted on a four-year cycle. The program review guidelines require faculty to provide a course review timeline for all courses within their program. These reviews include an analysis of all courses offered, including recommendations for inactivations or additions. The faculty members evaluate the relevance and appropriateness of each course as they complete their program review. Each program review also includes a comprehensive review of student learning outcomes for the courses in the program. Final drafts of all program reviews are posted on the College's[4] and the Center's[5] Academic Affairs Program Review web page. Programs that are part of the Career and Technical Education area began in 2011 to conduct a program review every two years. The Interim Associate Dean of Academic Affairs tracks the completion of program reviews and serves as a resource to faculty and staff. The Academic Senate President and Interim Associate Dean serve as co-chairs of the Academic Program Review Committee (APRC), which includes several faculty members, an Institutional Research representative, and the SLO coordinator.

An example of the role that program review is playing in curriculum development can be seen in the Art department.[6] As a result of program review, the art section of the catalog was updated to include a clear statement of goals and student outcomes and to clarify department requirements for the various areas of specialization, including a recommended sequencing of courses for each certificate. A new course, Art 109, Contemporary Art in World Cultures, was created and approved in 2009, and Art 1, Art in Modern Life, was revised. Art 150 and Art 151ab were cross-referenced with Photography 150 and 151ab respectively, and digital arts course outlines were revised to eliminate equipment-specific references since computer-related equipment changes frequently. Curriculum objectives and AA degree requirements were reviewed and updated for the digital arts. In response to a student survey, a scheduling grid for studio courses was adopted to minimize conflicting start and end times.

The Reading department 2010-11 program review[7] is also indicative of the way program review has continued to be used to improve curriculum development. English 80, which was initiated in fall of 2007, was found to have success rates of 36% in 2007, 43.3% in 2008, and 47.8% in 2009. While success rates for this course have been improving, they are lower than the success rates of English 82 and 84. The faculty plans to reevaluate English 80 in view of its limited success. If they find the course is not serving the students enrolled and is not producing measurable improvements in English 82, they may inactivate the course.

Another example of the role that program review is playing in curriculum development can be seen in the Math for Teachers program. In response to their 2010-11 program review, the Math for Teachers faculty recommended revising the course outlines of record, so that Math 110, 115, and 116 are 3-unit courses with 2 hours of lecture and 2 hours of laboratory each week. This change would improve articulation and resolve concerns expressed by the counselors regarding transfer.

The program review process is well established and sustainable, enabling faculty and administration to integrate program review, curriculum development, student learning outcomes, and planning and budgeting. The results of program review are used systematically across the College to improve the educational opportunities offered to students.

Conclusion

The College maintains a curriculum review process that is consistent and systematic. The College has implemented a system that will enable it to sustain a four-year review cycle that assures the currency of the curriculum. Curriculum review and program review processes are integrated. An important element of program review is identifying courses that need to be revised, added, or deleted. Decisions about the allocation of College resources are based on recommendations made in program review.

Recommendation 4: The College needs to assure that online courses and programs are consistent in meeting the same level of rigor as on campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to students taking these courses. (II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7)

The College assures that online courses meet the same level of rigor as face-to-face courses and that support services are available to online students. Online courses adhere to the same course objectives and learning outcomes as their face-to-face counterparts. The College communicates information to online students through email, discussion boards, chat rooms, web pages, and ETUDES, the primary course management software used for online instruction.

On March 23, 2011, ACCJC approved a substantive change proposal for El Camino College to offer 13 Certificate, ten Associate in Arts degrees and four Associate in Science degrees at 50% or more through distance or electronic delivery.

The Distance Education Program

Online courses, as part of the Distance Education (DE) program, are coordinated by the Learning Resources Unit. The Distance Education Office ensures that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations regarding this delivery method. The Distance Education Advisory Committee (DEAC) works closely with the Academic Senate and the College and division curriculum committees to ensure continuous improvement of the online program.

Curriculum for Online Courses

Online courses use the same course outline and course objectives as face-to-face courses. All courses taught online are also available in face-to-face versions. Before a course is taught online, the online delivery method must be approved by the College Curriculum Committee. The course review process requires information regarding (1) methods of regular effective contact between instructor and student, (2) methods of evaluation, (3) how and where examinations are administered, and (4) whether the text and other materials are the same as those used in face-to-face delivery.

The appropriate academic Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the College Curriculum Committee for review. Student learning outcomes are part of all new course outlines, including courses and programs taught online and face-to-face. All Distance Education courses have the student learning outcomes in their syllabus or on the course site as evidenced by the review of each course using the Principles of Good Practices for online instruction.

Minimum requirements for online course syllabi have also been developed for both the College and Center. The Distance Education Principles of Good Practice review and worksheet review summary are completed for each online class to validate the course mechanics. The results are shared with the instructor and academic dean. This process will be repeated each academic year.

Faculty Training

Before instructors are scheduled to teach online, they must provide evidence of certification. Online teaching certification requires completion of an 18-hour hybrid course entitled *How to Teach Online: Building Content.* This training course includes concept mapping, designing online modules, preparing learning objectives, online learning activities, and course management system options. The Distance Education office works closely with Staff Development to co-present or sponsor additional courses or tools that enhance the skills of the online faculty, such as EduStream training and Lecture Capturing.

Showcases are held at selected Distance Education Advisory Committee meetings to highlight strong class sites. The DEAC meetings are conducted using audio-conferencing, allowing faculty to connect from remote locations and participate in the meeting.

Services to Online Students

El Camino College is committed to providing online services comparable to those offered to on-site students. The following services are available online: application, orientation, counseling, financial aid, and access to the library catalog and databases including 2,500 e-books. Online students are able to order their online textbooks through the campus bookstore. Some online courses include tutorial support through textbook publishers. ECC online tutoring is under development and a pilot program is underway. Registration and the add process is totally online and all schedules are available on the website. The Distance Education website is continually updated to provide current information.[8]

Online faculty and counseling office hours are also available for students enrolled in online courses. The faculty contract encourages all DE faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, discussion groups, email, and private messages, providing ample opportunity for communication and support.

Student Orientation

To help prepare students for the unique challenges of online learning, pre-orientation classes are presented each semester for new online students.[9] Students who are unable to attend the on-campus orientations can take a web-based orientation on the DE web page. In addition, most online courses include a face-to-face or online orientation session.

Students are informed of required or recommended orientation through the printed or online schedule of classes. The ECC[10] and CEC[11] web sites offer a link to a *Student Handbook for Online Courses.* The handbook includes orientation information, login information for Etudes (ECC's course management system), tips for success, FAQs, and information about required Internet skills, computers on campus, and text materials on reserve.

Finally, the Distance Education web sites for the College and the Center provide an Online Readiness Survey to allow students to determine their preparedness for taking online courses. Between April 1, 2010 and April 30, 2011, over 1,600 students completed this self-assessment. More than 95% of the students who completed the survey responded that they possess the necessary tools and skills to successfully complete a distance education course.

Faculty Evaluation in Online Courses

Faculty evaluations for online teaching utilize the same survey form as the on-site course with the addition of three questions:

1. The instructor uses technology effectively as a teaching tool in the course.
2. The instructor's orientation made me feel well-prepared to use the technology needed to take the course.
3. I am satisfied with the amount of interaction I have with the instructor.

The Distance Education Advisory Committee is reviewing the entire survey with specific enhancements being recommended that more accurately evaluate online instructors. These recommendations will be sent to the appropriate campus consultation group and may be subject to negotiation.

Evaluation of Online Courses

Departments review online courses during program review, scheduled course review, and when the discipline faculty determines it is needed. The college analyzes success and retention rates in all courses, both online and face-to-face. The results are published each semester on the portal and were summarized in 2008 by the Institutional Research Office.[12] The table below gives a brief comparison of success and retention in online courses compared to all courses. The results show that success and retention in online courses at the College and at the Center are lower than face-to-face courses. These results are consistent with statewide trends.[13]

Spring 2011	Success All Courses	Success DE Courses	Retention All Courses	Retention DECourses
Statewide	67.50%	57.33%	84.08%	77.90%
El Camino College	66.36%	59.04%	80.66%	76.84%
Compton Educational Center	59.26%	50.57%	74.31%	69.44%

Conclusion

The College assures that online courses and programs meet the same level of rigor as on-site programs. A number of support services are made available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in on-site courses, and this information is clearly communicated to students enrolling in these courses. The online program is an important and effective part of fulfilling the College's mission.

Statewide, there are identified variances in success and retention of online students compared to face-to-face classes. The program retention and success report for spring 2011 of both the College and the Center identify this as area of needed improvement. Success and retention techniques will be a focal point for the online faculty institutes to be presented in this school year.

Recommendation 5. El Camino College and the ECC Compton Center need to fully integrate SLO Assessment into the faculty evaluation process. The ECC Compton Center must implement its faculty evaluations and use the results of these evaluations to encourage instructional improvements and faculty development plans (III.A.1.b; III.A.1.c)

El Camino College integrates SLO assessment into the faculty evaluation process. Among the criteria the faculty self evaluation report must address are "Objectives for the continued improvement of instruction and student learning outcomes" and "Analysis of previous objectives for the improvement of instruction and student learning outcomes." Deans and the Human Resources Office ensure that all faculty members include an evaluation of Student Learning Outcomes in their self-evaluations.[14]

The Center continues to ensure that evaluations are occurring at all levels, including management, faculty and classified staff. Since fall 2008, faculty members have been on a three-year evaluation cycle, with the final group being evaluated during 2010-2011. Of the 30 full-time faculty members scheduled for evaluation, 24 were completed, three are still in progress and three were rescheduled to fall 2011.

Faculty at the Center alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel comprised of discipline faculty and non-discipline faculty from both the Center and El Camino College. During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member's participation in professional duties such as committee work and staff development. As part of the evaluation process, the faculty member prepares a portfolio that includes a statement of instructional philosophy, summary of service and professional development, and student learning outcomes and assessment strategies.

An orientation was held at the Center for the faculty members being evaluated to discuss the expectations for responding to the section of student learning outcomes and the use of assessments to improve instruction. A review of portfolios submitted show that the faculty members are addressing student learning outcomes by attaching samples of their assessments and their reflections on the assessment to their self-evaluation report. In the future, orientations will also be held for panel members highlighting their role in evaluations.

Conclusion

The College and Center integrate SLO assessment into the faculty evaluation process. Faculty members being evaluated are required to address Student Learning Outcomes. However, a review of information submitted indicates there is some variance in the quality of the assessment. More training of faculty is needed.

Recommendation 6. El Camino College must develop a fiscal management plan for all sites, matched to its revenues, to assure the fiscal soundness of the institution (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3).

The El Camino Community College District (ECCCD) meets or exceeds the Accreditation Commission's eligibility standards for fiscal stability.

The Center receives its funding from the Compton Community College District (CCCD), and is under the control of the Special Trustee, as set out in AB 318. During recent partnership years, the Center has made progress in several fiscal markers:

1. Year-End Closing of Books has gone from a delayed closing to a timely closing.
2. Audit Report has gone from a delayed report to a timely report.
3. Audit Opinion Letter has gone from a "going concern" to a "clean" audit report.

Areas still in need of improvement include:

1. The 50% law has not been achieved.
2. The Other Post-Employee Benefits (OPEB) has not been funded and still has a $14 million liability.
3. Instructional labs have insufficient equipment and supplies.
4. There has been little progress in funding deferred and scheduled maintenance.
5. The Business Office has not functioned at a satisfactory level.

Since the 2007 accreditation visit, CCCD has completed two audits (2008-09 and 2009-10) and has begun its engagement with the accounting firm for a third (2010-11).[15] Both previous audits were completed on time and neither contained a letter of "going concern." However, these audits continue to find difficulties and staff, with the assistance of the independent accounting firm, continues to work on correcting them.

In 2010-11, the CCCD educated 7,000 FTES yet was funded for 6,400 FTES. Funding for 6,000 FTES is anticipated for fiscal year 2011-12. The reduction is a result of the fiscal crisis in the State of California. For fiscal year 2011-12, CCCD adopted its tentative budget at its June Board meeting, and the District is again projecting a positive ending balance. However, the El Camino College Superintendent/President has withheld his approval of the tentative and permanent budgets as currently drafted on September 1, 2011.

Assuring Fiscal Soundness at Compton Educational Center

In addition to the annual audit required by law, the Special Trustee formed an audit committee in March, 2011. This committee is composed of various community stakeholders and representatives of the communities within the boundaries of the Compton CCD. Students are also represented. The objective of the committee is to examine and to make recommendations on policies, practices, and procedures which would improve the fiscal soundness and stability of Compton CCD. The committee report is being prepared by an independent accounting firm other than the firm which conducts the annual audit. The Special Trustee's accounting firm is working closely with the Business Office and examines daily activities, reviews past audit findings, and makes recommendations regarding the fiscal soundness and stability of Compton CCD. This analysis is critical in response to the 20 findings in the 2009-10 annual audit.

The Compton Community College district received authorization for a $30 million emergency loan from the State in 2006. The District has drawn down $18 million of which $5 million was most recently drawn in 2009. Compton Community college District has not drawn any additional money. The District still has approximately $2 million of that $5 million. The Compton Community College District continues to make its annual debt service payment on the loan balance. At this point, the District does not anticipate borrowing from the line of credit for fiscal stability.

Continuing Fiscal Soundness at El Camino Community College District

ECCCD's fiscal soundness is evidenced by its strong reserve for contingencies, approximately 20%, its ability to avoid any layoffs or furloughs of permanent employees in 2010-11, and its comprehensive funding of student support. In addition, it currently plans to meet 100% of its OPEB obligation to fund retiree health benefits by the year ended June 30, 2012.

Conclusion

The College has developed a fiscal management plan matched to revenues at all sites to ensure the fiscal soundness of the institution. The Compton CCD has substantially improved its financial condition and has attained relative stability. However, significant improvement must be continued to maintain the fiscal soundness and stability of the Compton CCD. This can only be done through an effective and efficient Business Office and a strong working relationship with El Camino College.

Recommendation 7. El Camino College should develop a staffing plan for all sites which assures the effectiveness of human resources, includes written criteria for all personnel, and assigns individuals to duties appropriate to their expertise and the needs of the institution (III.A.1.a, III.A.1.b).

El Camino College employs a well-qualified staff dedicated to meeting the needs of its students and our community. There are currently 336 full-time and 673 part-time faculty members. College management, office, technical, and grounds support functions are filled by 341 classified employees, 12 confidential employees, 19 police officers, 49 administrators, 22 supervisors, and 30 special services professionals. In spring 2009, approximately 800 student, temporary classified, and casual employees provided additional office, classroom and lab assistance.

Staffing Plans

El Camino College has a staffing plan[16] approved in 2009 for all employees of the El Camino Community College District which assures the effectiveness of human resources, includes written criteria for all personnel hired, and assigns individuals to duties appropriate to their expertise and the needs of the institution.

Staffing plans are developed in response to program reviews in which staffing needs are identified. Program managers submit justifications for filling vacant or new positions to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.

The College adheres to equal employment opportunity guidelines and objective job-related criteria as determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division/department, the President's Cabinet, and the appropriate union representatives, where applicable. Position announcements are then published through the Human Resources Office. Academic and classified employees' hiring processes are outlined in Board-approved policies and procedures and respective collective bargaining agreements.

Several staffing issues face the College as it prepares for the next five to ten years. El Camino College will experience significant changes in mid- and upper-level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce is over fifty years of age.

The present El Camino College organizational structure is relatively lean at the top levels of administration, particularly when compared to the existing student enrollment base and the span of control required for academic and support services oversight when compared to other Southern California Colleges of similar size. Additionally the partnership with Compton Community College District has introduced a complexity that did not exist previously.

At the Center, 86 full-time faculty members and 207 part-time faculty members are employed by the Compton Community College District. The original staffing projections at the time the partnership began in 2006 indicated that the FTES would decrease and level off between the years 2006-2011, requiring staffing decreases. That trend did not materialize. Instead, the Center has experienced steady enrollment growth. When compared to other campuses that generate approximately 7000 FTES (2010-2011), the FTEF at the Center is comparable in size.

Critical management positions at the Center have been filled with qualified, regular permanent employees. The key leadership positions filled include: one academic dean; a chief business officer; a career and technical education dean; a health and human services dean; a human resources dean; a manager of maintenance and operations; and an accounting manager. In the area of Student Services, additional management positions filled include the director of admissions and records; director of financial aid, director of outreach; director of CalWORKs, TANF and DSP&S; director of TRIO Programs; and an athletic director. Positions still filled by interim employees include: the CEO, one student services dean, director of EOP&S, one administrative dean; director of facilities, planning and development; and the director of information systems. A total of 128 full-time classified and 39 part-time classified employees are also employed at the Center.

External agencies such as FCMAT expressed concern about the status of employee job classifications. In response, Compton Community College District hired Koff & Associates to conduct a classification study. Koff & Associates developed and updated objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards, and that accurately reflect the current roles, responsibilities, duties and qualifications of each employee. The study made specific recommendations for internal compensation equity for all reviewed positions and was implemented January 1, 2011.

Due to budget limitations, a reduction in force has been implemented, and nine classified positions and one supervisory position were eliminated in May 2011.

Conclusion

El Camino College has ensured the development of an effective and equitable human resources plan for employees of the El Camino Community College District and the Compton Community College District, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the College and the Center. Center staffing decisions are reviewed on a regular basis by the El Camino College President's Cabinet before positions are sent to the Compton Community College District Special Trustee for approval.

Recommendation 8: El Camino College must develop a facilities master plan for all sites, linked to educational planning, and integrate this plan with the institution's overall planning process. (III.B.I.a, III.B.2.a, III.B.2.b)

By October 2011, Educational and Facilities Master Plans for the College and Center will be approved by both the Board of Trustees and Special Trustee and put into effect. As noted by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Comprehensive Master Plan was originally developed in 1998 and was updated in 2004. The El Camino College Facilities Master Plan was completed in 2010 and presented to the Board of Trustees at its June meeting. A facilities master plan for the Center was developed in 2008. The Comprehensive Master Plan is comprised of an Educational, Facilities, Technology, and Staffing Plans.

Linked Educational and Facilities Master Plans

The development of the new Comprehensive Master Plan started in fall 2007, with the College updating the 2004 Comprehensive Master Plan and the Center creating a Comprehensive Master Plan. The process began with all managers in Academic Affairs and Support Services updating their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a one-to-five year and five-to-ten year time frame, and the academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In fall 2008, program summaries were created, and data on enrollment were gathered; space-needs analysis and staffing plans were based on this information. A consulting firm conducted a facilities space-use analysis for the College and the Center. This report was used to guide the new Educational Master Plan and Facilities Master Plans.

In 2008, out of the immediate need to obtain state funding for infrastructure projects at the Center, a draft Facilities Master Plan was created and approved by the Special Trustee at the Compton CCD September meeting. This enabled the College to obtain $44 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built with these funds.
The analysis shows that the College will experience slow but steady growth and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered pedagogy. Accessibility of student services and increases in interventions to support under-prepared students will continue to be emphasized.

The Center exceeded its enrollment targets in 2010-11 and is now held to the workload reductions imposed by the state. An infusion of technology and new and modernized facilities are needed to carry on the educational and student services functions of the Center. The campus infrastructure needs considerable improvement.

Conclusion

El Camino College has developed Facilities Master Plans for both the College and the Center. The Facilities Master Plan is integrated into the Comprehensive Master Plan and is an integral part of the College planning process.

Recommendation 9: The Board of Trustees of El Camino Community College District must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code. (Standard IV.B.h)

At its July 20, 2009 meeting, the Board of Trustees adopted a revision to Board Policy 2715, Code of Ethics/Standards of Practice, which includes a clearly defined policy for dealing with behavior that violates this code. The Policy has been published on the College website.[17]

Commission Concern 1: El Camino College should reevaluate its online course offerings and submit substantive change proposals where 50% or more of a program can be achieved online. (ER 21, Substantive Change Policy) The College may risk losing federal financial aid for programs that have not received substantive change approval.

On March 23, 2011, ACCJC approved a substantive change proposal for El Camino College to offer 13 Certificates, 10 Associate in Arts degrees and four Associate in Science degrees at 50% or more through a mode of distance or electronic delivery.

Commission Concern 2: El Camino College should shorten its timeline for program review so there is a mechanism to support a closer integration of the program review, planning and resource allocation processes. (II.B.3, II.B.4, II.B.6)

The program review timeline has been modified from a six-year cycle to a four-year cycle. In addition, beginning in 2012, program review cycles have been adjusted to begin in the spring semester and end in the fall semester, to align with the campus planning cycle. In anticipation of the increased demands for institutional research support to accommodate a four-year cycle, a new research analyst has been hired.

In order to more closely integrate program review recommendations with planning and resource allocation processes, program review recommendations are prioritized and incorporated into the program's annual plan as goals. These goals are evaluated on a semi-annual basis. Based on the evaluation, goals may be carried forward into the next year. Annual plans allow programs to continually evaluate their accomplishments, to identify new needs, and to prioritize funding requests based on current data.

<p style="text-align: center;">**Response to Self-Identified Issues**</p>

Standard IA/B: Institutional Mission and Effectiveness

1. The College will invest in a system to store and display SLOs and SLO-related documents (IB.5).

The College is making progress on this issue. The College purchased a relational database, CurricUNET, to store and display SLO proposals and reports. This system houses the curriculum module, SLO module, and program review module, which is currently in development. The SLO module allows faculty and staff to enter plans and assessment reports for courses and programs. The system stores historical reports and keeps the most current set of SLO statements as active. All College employees are able to log into the system and view SLO plans and reports.

The SLO coordinator has been conducting CurricUNET trainings for faculty and staff. As of March 2011, 144 employees from both campuses have attended a training session. SLO facilitators are also available within each division, to provide training and respond to questions. In addition, a newsletter titled the *SLO Progressive* is distributed and posted on the SLO web page.[18]

2. The College should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (SI).

This agenda item is pending. Metrics for each Strategic Initiative were developed in May 2011. The district will use these metrics to show progress and accomplishments for each of the SIs.

3. Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large.

This recommendation has been implemented. Through its Institutional Research Office (IR), ECC has dramatically expanded the amount of information available to College constituents and the surrounding community. In the area of general assessments, the College has instituted a cycle of regularly administered surveys for employees and students. All College and Compton Center employees are invited to complete the Faculty and Staff Opinion Survey (now called the Employee Campus Climate Survey) every four years. College constituents helped to develop this survey and Institutional Research reported results and facilitated discussions with a variety of campus groups including at College meetings and flex day events. All results are published and easy to find on the IR website.[19]

Similarly, student opinion surveys are administered College- and Center-wide every one to two years. Surveys include general opinion surveys, student engagement surveys (e.g. CCSSE), and most recently, a student Campus Climate Survey.   Students enrolled in online classes are also invited periodically to take a survey to assess the quality and needs related to this form of distance education. All student survey results are published on the IR website and are shared back with students, faculty, and staff.[20]

Institutional Research also keeps its website updated with the latest information on student enrollment and demographics, success, retention, and persistence data, and other performance measures. These are published in factbooks for each term and year as well as in the local reports of the system-wide Accountability Reporting for Community Colleges (ARCC Report). In addition, reports on specific initiatives or programs on campus are published and distributed widely, such as outcomes assessments for First Year Experience (FYE), Puente Program, Project Success, and Supplemental Instruction (SI). Finally, outcomes studies comparing El Camino College to peer institutions have recently been updated on the IR website.[21] Each time a report is added to the IR website, the College initiates a notice to campus constituents or publishes highlights in a campus publication so that all appropriate reports receive wide distribution. Additional reports are shared with the campus through the MyECC intranet.

4. The College will invest in a system to store and display SLOs and SLO-related documents (IB.5).

This agenda item is in process. Currently, SLO statements and assessments are available to ECC faculty and staff through the MyECC portal.[22] This method requires a great deal of attention from the SLO coordinator. Recently, the College purchased the relational database, CurricUNET, to store and display the SLO proposals and reports. Training of faculty and key classified staff has begun, and thus far 144 faculty and staff members from both campuses have taken part in trainings. In order to better align the SLO module with the curriculum and program review modules, the SLO coordinator and Interim Associate Dean of Academic Affairs decided to suspend the use of the CurricUNET SLO modules for the spring 2011 semester so the vendor can make adjustments with the module. The design changes are due for completion in summer 2011. The new module will be available to the campus starting fall 2011.

The CurricUNET system houses the curriculum module, SLO module, and program review module, which is currently in development. The SLO module allows faculty and staff to enter plans and assessment reports for courses and programs. The system stores historical reports and keeps the most current set of SLO statements as active. All College employees are able to log into the system and view SLO plans and reports.

5. The College will reassess the program review models and the SLO assessment process after the current cycle is completed (1B.7).

The SLO assessment process at the College has been assessed and modified to meet the needs of the campus. Beginning in fall 2011, all course and program level SLOs will be assessed every four years in order to align with the new four year program review cycle. Programs have created four-year timelines for assessing each course and program level SLO. SLO assessment reports will be contained in the CurricUNET SLO module and will be visible to all ECC faculty, staff and managers. SLO assessment data are included in program review, linking them to the institutional planning process.

(Appendix 10: SLO Timeline)

At the Center, the first assessment cycle for all courses is expected to be completed by fall 2012. A four-year cycle will be developed during 2011-2012 now that the framework has been developed and implemented during the 2009-2019 and 2010-2011 years. While 23 of 33 programs at the Center have identical program-level SLO statements to those at the College, there are some differences because the Center recently consolidated some programs. Ten programs are in the process of updating their program-level SLO statements to reflect the consolidation.

At the College, SLO facilitators from each division provide support to faculty and staff in the area. In addition, division SLO committees oversee the progress on assessments. At the Center, a similar support system is in place. Together, the committees and the facilitators, along with division deans and the Interim Associate Dean of Academic Affairs, monitor progress on the SLO timelines. At the Center, progress will be monitored by the Center's Interim Associate Dean of Academic Affairs, the SLO coordinator and the recently filled SLO facilitator positions.

Core Competencies are also assessed on a regular basis at both locations, according to the Core Competency Assessment Plan developed by the Assessment of Learning Committee. The process began in spring 2010 when faculty from all departments completed alignment maps that aligned their course and program SLOs with the core competencies.

Assessment of core competencies takes place each year according to the following schedule:
1. Communication and Comprehension (spring 2010)
2. Critical, Creative, and Analytical Thinking (spring 2011)
3. Professional and Personal Growth (fall 2011)
4. Community and Collaboration (fall 2012)
5. Information and Technology Literacy (spring 2013)
6. Content Knowledge (assessed at the course level)

Core Competency assessment is overseen by the SLO Coordinator(s) and the Assessment of Learning Committee. The full core competency assessment plan is available on the El Camino College website.[23]

The College's academic program review template has been revised and refined during the 2010-11 academic year by the College's Academic Program Review Committee, which is co-chaired by the Interim Associate Dean of Academic Affairs and the Academic Senate President. The Center is creating an institutional Effectiveness Committee which will oversee all the Center's Academic Program Reviews. Program reviews written at the Center during 2010-2011 followed the new template. The new template includes explanations of changes and recommendations resulting from SLO assessments. Program reviews conclude with a prioritized list of recommendations that include dollar amounts in requests for funding. The funding requests are then entered into Plan Builder (the College's planning software), the software used for planning and budgeting Supplemental questions were developed for CTE programs to address their specific needs. For instance, CTE programs are asked to describe the role of their advisory boards and to use data to discuss local employment opportunities in their field.

(Appendix 11: CTE Program Review)

CurricUNET is currently developing a Program Review module modeled on the ECC program review template. This relational database will link program review information to curriculum and SLO reports. CurricUNET will store historical program reviews and keep the most current reviews active.

In a mandatory orientation offered at both the College and the Center, the program review process is explained to faculty and staff who are charged with the responsibility of completing program review. The purpose of program review, the templates and related procedures are explained in the orientation. The Institutional Research Office provides each program with a data set for analysis in the review and offers opportunities for training in data analysis and/or individual meetings for assistance with data analysis.

In addition, procedural guidelines were developed to ensure the timely completion of program reviews .The Interim Associate Dean of Academic Affairs monitors the progress on program reviews and provides guidance if needed. At the College, the co-chairs of the Academic Program Review Committee provide feedback on first drafts of program review. After revisions are made, the second draft is presented to the entire committee, which makes further suggestions and meets with the author(s) and the dean who oversees the program. After a last round of revisions, the final draft is submitted and published on the College's program review website. Currently at the Center, only the Interim Associate Dean of Academic Affairs and the division dean provide feedback. The Institutional Effectiveness Committee is scheduled to begin meeting at the Center in fall 2011 to review all Program Reviews.

The Program Review cycle was reduced from six to four years with the approval of the Academic Senates at both locations (see Appendix 1). The Program Review cycle was shifted from a fall beginning and spring completion to a spring beginning and fall completion, starting 2012. This shift better aligns program review with planning and budgeting on campus, by diminishing the lag time between the review of a program and the consideration of recommendations with funding requests as they appear in Plan Builder.

Currently, all academic programs under review that are entering into the new cycle are using the new template and most have adopted the new spring/fall work cycle.

Student and Community Advancement (SCA) area has revised its program review template and is using a peer review process beginning with the fall 2010 program review cycle. Programs at both the College and the Center undergo program review simultaneously to increase collaboration and standardization between similar programs. The peer review committee provides an orientation for the programs undergoing review and will provide feedback and recommendations. Programs in the Student and Community Advancement area will undergo program review on a four-year cycle.[24]

The program review process in Human Resources and Administrative Services has also been strengthened with a peer review process and revised template.[25] The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services review the program reviews and provide feedback and recommendations to the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers. Administrative Services is on a three-year program review cycle.[26]

Standard IIA: Student Learning Programs and Services – Institutional Programs

1. The College will evaluate the progress of SLOs on an annual basis (IIA.1.b).

Evaluation of the progress of SLOs occurs on a regular basis throughout each school year. At both the College and the Center, the SLO coordinator (s) meets with the Interim Associate Dean of Academic Affairs on a weekly basis. In addition, the College has appointed faculty SLO facilitators from each division, who coordinate and monitor SLO progress within their respective divisions. The Compton Center recently appointed SLO facilitators who will begin serving in fall 2011, and meetings will include all facilitators together... The SLO facilitators meet on a regular basis with the SLO coordinator(s) and the appropriate Interim Associate Dean of Academic Affairs. At the College, divisions also have their own SLO committees, which are comprised of faculty who provide leadership and collaborate to maintain SLO progress.

Each semester, the College's SLO coordinator(s) publishes the *SLO Progressive* which highlights the progress and success within divisions.[27]   SLO charts that track the number of courses and programs assessed is also distributed and discussed on a regular basis at the Vice President of Academic Affairs Deans and Directors meeting.

Based on current progress in SLOs and assessments, the College should have no trouble reaching proficiency by fall 2012. SLOs have been identified for 99% of the College's courses (which includes 98% of the Center's courses) and 100% of the College's programs and 73% of the Center's programs. As of spring 2011, 37% of the College's courses, 32% of the Center's courses, and 86% of the College's programs and 32% of the Center's programs have been assessed, and the College has adopted a four-year timeline for SLO assessment. SLOs and the assessment have been tied to program review, and there are now some good examples of program reviews in which decisions have been made based on the assessment of SLOs. For example, the Reading department continually assesses SLOs in its courses, and as a result, has noted a low level of success in the course that is three levels below transfer. The department is currently considering options to improve outcomes for students placing into this course, including an accelerated curriculum as well as a tutor-staffed reading lab. The Music program has used its SLO assessment data to request an increase in support for more listening/burning stations in the Music Library to increase access to class musical examples and assigned listening.

2. The College will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).

Staff Development and the Faculty Development Committee have encouraged sustained professional development participation by developing a series of high impact professional development opportunities across the campuses that facilitate extended partnerships between faculty members to improve instruction and student success. Beginning in fall 2009, the faculty mentorship program has partnered faculty in the same or similar academic fields into structured mentoring relationships that last a semester and may be extended.   Faculty members gather together in a Teaching Book Club, reading and discussing books such as Malcolm Gladwell's *Outliers* and Patricia Wolfe's *Brain Matters*.

The most extensive faculty partnerships were developed in Learning Teams and in the Faculty Inquiry Partnership Program (FIPP). During 2010-11, 32 faculty members (15 from the Center) participated in the FIPP Program. Participants in the FIPP program engage in either a semester or a year of ongoing training, mentoring and collaboration with a colleague from a discipline different from their own. The focus of the program is to transform campus culture, develop innovative approaches to student success and to help students achieve their full potential by becoming active and responsible learners. This high impact program was implemented at both the College and the Compton Center and continues with another cohort under a grant from the Walmart Foundation. Learning Teams matched faculty members teaching Basic Skills courses into structured partnerships that identified a learning problem and focused on developing and testing strategies to overcome that problem. The Title V Graduation Initiative grant is also in the process of developing Learning Teams in the Humanities and Mathematics divisions. Faculty members from each division were identified and underwent intensive training during the summer of 2011. They brought back knowledge and training to faculty at the College to develop Learning Teams in English and Mathematics in fall 2011.

An Instructional Technology Specialist was hired in fall 2010 to increase staff development opportunities in technology. Since then, an extensive variety of technology training has been introduced, including workshops such as "Using Clickers," "Turnitin - Preventing Plagiarism," and "Class Team Site Basics."

Faculty Development Workshops	Faculty Participation (College/Center)
Using Clickers	32 (32/not offered on site)
Turnitin – Preventing Plagiarism	39 (30/9)
Class Team Site Basics	90 (82/8)
Mentor/Mentee	26 (26/not offered on site)
ECC Gradebook	116 (100/16)

Faculty members who are unable to attend daytime workshops are encouraged to participate in a growing number of webinars on topics such as "Managing Disruptive Classroom Behavior" and "Best Practices in Active Learning." Staff Development also purchased a membership to the pedagogical e-journal "Teaching for Success." In addition, the Staff Development website contains links to training manuals and other professional development links.[28]

All workshops and website materials are accessible to Compton Community Educational Center faculty.

3. The College will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).

To evaluate the effectiveness of online instruction, the Distance Education Advisory Committee developed a Principles of Good Practice for Online Instruction Worksheet based upon the seven *Principles of Good Practice* adopted by the ACCJC. El Camino College encourages the use of the *Principles* to help ensure the quality, integrity, and effectiveness of distance learning. All courses listed as a distance education course at El Camino College are being reviewed against the *Principles of Good Practice* to ensure they are technically sound and of high quality. Faculty members must complete the worksheet and gain approval by their Dean or Division Chair for each distance education course taught. The completion of this document is the final step in the assessment process to determine online course readiness.

All current Distance Education faculty participated by returning the requested worksheet and providing access to their course management sites. The Distance Education Instructional Media Coordinator (hired in fall 2010) utilized a Course Review Survey document for each course. The comments were forwarded to the online faculty member. In situations requiring a follow-up, support was provided to the individual faculty member by the Instructional Media Coordinator. Upon completion, the entire packet was forwarded to the appropriate Academic Dean. The process will be repeated on a regular basis.

(Appendix 12: Distance Education Course Review Survey)

To address the issue of student authentication, all online faculty members are utilizing a course management system or publisher's site that requires a login and password that also meets FERPA requirements for privacy of student information.

A number of additional policies and procedures are being developed in consultation with the Academic Senate to ensure continuity and usage of a defined process in Distance Education including instructor contact guidelines, a syllabus template, and minimum requirements for the course shell.

The Distance Education program at the College was validated through the ACCJC approval of the Substantive Change report for Distance Education in early 2011.[29] This approval allows the College to offer at least 50% or more of 13 certificate programs, ten Associates in Arts and four Associates in Science degrees through a mode of distance or electronic delivery.

4. During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of fall 2009; all programs will write a first draft of their program/degree SLOs by spring 2009; all programs will continue assessing SLOs (IIA.1.c).

During the joint fall 2008 flex day, all programs developed plans to ensure that all courses would have an SLO and assessment plan in place by the end of fall 2009; that all programs would write a first draft of their program/degree SLOs by spring 2009; and that all programs would continue assessing SLOs. By the end of fall 2009, 87% of courses had at least one SLO and assessment plan in place and 85% of programs (fall 2009 SLO Report[30]). Currently, 100% of the College's programs have a complete set of SLOs that appears online on department web pages as well as a dedicated program-level SLO page which links to the college catalog; 99% of courses have SLOs. At the Center, the course SLO statements are identical to the College, the only difference occur in programs consolidated during 2010-2011, requiring those programs to update their SLO statement.

Assessment of these SLOs occurs on a regular basis; 37% of all courses have now gone through at least one assessment cycle, and 86% of programs have assessed their program-level SLOs. Beginning fall 2011, all course and program SLOs will be on a four year cycle, which coordinates with the program review cycle. Assessment of SLOs at the College is ongoing and robust. Examples include:

Course / Program	SLO	Assessment Method	Data / Findings	Recommendations
History (Program-Level)	Students will be able to develop and persuasively argue an historical thesis in a written or oral assignment, effectively using primary and/or secondary source(s) as evidence to support their thesis.	Students were given an essay assignment in six different history courses; the same rubric was used to score the essay.	Students were strongest in essay content, but weakest in their thesis, organization and grammar and mechanics.	Investigate possibilities for employing history tutors and/or graduate student assistants that work directly with individual faculty members. Expand Writing Center services. -Encourage history faculty to assign essays and writing assignments in all courses and to use thesis/outline and/or rough draft assignments.

ESL 53B (Intermediate Writing and Grammar) (Course-Level)	In an in-class writing task based on a short intermediate-level text which was discussed in class, students will write a multi-paragraph essay responding to the reading.	Students wrote an in-class essay based on an assigned reading. For each class, only a small number of essays were assessed as a random sample. Two ESL faculty read and scored each essay.	The highest scores were in the areas of organization and communicative success; the lowest were in grammar and vocabulary.	Course outlines should include clear grammar goals for each level. Link classes, such as currently exists with 52B and 53B for correlative learning skills. ESL 52C (Advanced Reading) and Academic Strategies vocabulary courses should be recommended to strengthen vocabulary and grammar / structure.
Nursing (Program-Level)	Ninety percent of graduating students who take the National Council Licensure Examination-RN (NCLEX-RN) will successfully pass the exam on the first attempt.	The Board of Registered Nurses sends a report to the program each year with data about pass rates of the students from the ECC program.	93.6% passed the exam on the first attempt on the ECC campus.	The data serve to highlight a highly successful program at El Camino!
Financial Aid Office (Program-Level)	Students that use the "Online Orientation with Dave" will use other online services.	Students who completed the online orientation were asked to complete a survey asking which online services they used.	In general, the students who had taken the online orientation are using multiple online resources to help them with the financial aid process. The most useful online resources, according to a survey, were the financial aid hand-book and the online FAQs.	The Financial Aid Office intends to make the online resources more user-friendly and accessible, for example, by simplifying website navigation and making the information in the online resources more consistent.

5. The College will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).

The College's Assessment of Learning Committee (ALC) has developed and will continually refine assessment methods to measure students' success in achieving the College's six core competencies. The core competencies are:

Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

Community and Collaboration: Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

In spring 2010, the Communication and Comprehension core competency was assessed. The process included collection of three types of data: 1) a student survey in which students rated their own competence in skills related to communication; 2) a faculty survey in which instructors holistically rated the same students on their communication skills; 3) grade data from the same students taking part in the student survey in their communication-related courses.

In order to determine which courses were communication-related courses for the grade data, each program developed a map in which they indicated how important each core competency was in the courses and the program as a whole. This data was added to the Institutional Research database in order to pull courses that are aligned with each core competency. (See core competency maps.)[31]

The results of this assessment indicate that there is a disconnection between students' opinion of their own competence and faculty opinion about the students' competence. Students' ratings aligned more closely with their grades in their communication courses; faculty ratings were much lower than students'. In order to remedy this gap, the Staff Development committee is going to offer workshops for faculty to share and discuss standards they apply to student work as well as learn ways to develop clearer standards that they can share with students about what defines good work. (See core competency summary report.)[32] The workshops are scheduled for the fall 2011 Flex Day.

The assessment method has been strengthened for the next core competency assessment. Specifically, it was found that students from the Business and the Industry and Technology divisions, as well as the Compton Center, were underrepresented. Thus, these areas were oversampled for the next core competency assessment. Also, in the Communication and Comprehension assessment, faculty were asked to rate their students holistically rather than skill by skill (as the students were asked to rate themselves). It was found that these data were incompatible and thus did not result in strong conclusions.

For the next core competency assessment, faculty members were asked to rate students skill by skill rather than holistically, which will result in more aligned data.

The next core competency being assessed is Critical, Creative, and Analytical Thinking. The same method was used in the spring 2011 semester to assess this core competency: 1) student survey; 2) faculty survey; 3) student grades in Critical, Creative, and Analytical Thinking courses. The data from this assessment is in the process of being analyzed by the Institutional Research department. In fall 2011 the next core competency, Personal and Professional Growth, will be assessed.

The assessments will take place on a four-year timeline. (See core competency assessment plan).[33]

6. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).

The College purchased a relational database, CurricUNET, to store and display SLO proposals and reports. This system houses the curriculum module, SLO module, and program review module, which is currently in development. The SLO module allows faculty and staff to enter plans and assessment reports for courses and programs. The system stores historical reports and keeps the most current set of SLO statements as active. All College employees are able to log into the system and view SLO plans and assessment reports.

The database currently displays the most current set of SLO statements on all course outlines of record. While SLO statements are not reviewed by the College Curriculum Committee, they are still a required part of the course outline of record for all courses, and the Curriculum Committee ensures that they are present. Review of SLO statements is a separate process that takes place within departments under the purview of the SLO facilitator for the division as well as the campus-wide SLO coordinator(s). The database is expected to be available for campus use in the fall 2011 semester.

The database will also link SLO assessment results to the program review module. Any recommendations that were made as a result of assessment of SLOs will be carried forward to the program review module where any action taken on these recommendations will be recorded.

The College's SLO coordinator has been conducting CurricUNET trainings for all faculty and staff. The Center's SLO coordinator will soon offer similar training at the Center. As of March 2011, 144 employees from both campuses have attended a training session. SLO facilitators are also available within each division, to provide training and respond to questions.

7. The College will continue to develop, assess, and revise SLOs and related assessments for all College courses, programs, certificates, and degrees. (IIA.2.b).

As of spring 2011, 99% of all College courses and 98% of all Center courses have an SLO statement and 37% of the College's courses and 32% of the Center's courses have at least one course assessment completed. In addition, 100% of all College programs and 73% of the Center's programs have an SLO statement and 86% of the College's programs and 21% of the Center's programs have at least one assessment completed. Core competencies have been developed as well as a plan for assessing these core competencies for the general education program. Programs have created four-year timelines for assessing all course and program level SLOs.

8. The results of program reviews in all three areas should be published on the College website under a link titled Program Review (IIA.2.e).

The College has completed this planning item. The Program Review links are in the menus on the Academic Affairs, [34]Administrative Services,[35] and Student and Community Advancement[36] web pages.

In addition, the Program Review module in CurricUNET is currently in development. The Program Review module in CurricUNET will house recent and current Program Reviews and will track changes to the existing recommendations. The Program Review prioritized recommendations that contain budget items also currently appear in Plan Builder as funding requests.

9. The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).

The evaluation component of Plan Builder has been strengthened in two ways. First, each goal has an evaluation section in which planners are asked to indicate how they will evaluate the outcome(s) of their goal. Second, updates to the evaluations are posted twice each year in a Status Report for each goal and objective. The May 2011Planning Summit helped train participants on strategies for effective goal-writing.

10. The College will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).

Faculty members have ample opportunities for professional development in SLOs t both the College and the Compton Community Educational Center. The ECC SLO website contains a variety of resource and training materials, such as links to the ECC and other college SLO handbooks, information about rubrics and a guide to evaluating assessment proposals.[37] The College and the Center have also provided funding for SLO facilitators, whose responsibilities include SLO and assessment training for the faculty within their division.

For instance, the College's Behavioral and Social Sciences facilitator holds SLO office hours so that she can provide one-on-one training and assistance. In addition to working extensively with individual faculty members, the Industry and Technology facilitator has coordinated workshops for part-time faculty members, whose assistance is SLOs and assessments is essential in that division. SLO and assessment workshops have also been conducted at the Compton Center and Compton faculty are invited to all ECC workshops.

At the Center, an all day activity prior to the spring 2011 semester was devoted to SLOs and increasing the frequency of assessing student learning. After this activity, many faculty members chose to assess SLO statements at the course and program level. During the spring semester, the Center tripled the number of course-level SLOs assessed and increased the program-level assessments by 23%.

Also, as a growing number of faculty members engage in the assessment process, they are learning through experience the relationship between SLOs and student learning. The assessment process itself is a teaching tool that has enhanced faculty understanding of the process and the link between what many view as a mainly bureaucratic process to one that helps faculty improve their teaching practice and programs, thereby enhancing student learning.

11. The College will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).

The College has revised this planning agenda item. The College has approached programs as an umbrella term, meaning a logical cluster of courses and faculty in a discipline, or a student services program, rather than meaning individual degrees and certificates. Assessment of certificate and degree attainment takes place in the program review process for each discipline. Outcomes assessment of students finishing a degree or certificate is embedded at all three levels: course assessment, for capstone courses or courses which are the final courses for degree or certificate attainment; program assessment, for students finishing programs, including earning a degree or certificate; and core competency assessment, which targets sections of courses which are commonly students' final course before graduation. Core competencies also serve as the outcomes for the general education program. As of spring 2011, 99% of all the College's courses and 98% of the Center's courses have an SLO statement and 37% of the College's courses and 32% of the Center's courses have at least one course assessment completed. In addition, 100% of all the College's programs and 21% of the Center's programs have at least one assessment completed. Core competencies have been developed as well as a plan for assessing these core competencies for the general education program. Programs have created four-year timelines for assessing all course and program level SLOs.

12. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).

The Academic Program Review Committee, which includes the SLO Coordinator(s), created a data-driven template for program review that uses SLO assessment data and results to develop program review recommendations and consequently shape institutional planning. The fourth section on the program review template deals entirely with SLOs and asks for the following information:

1. List each course and program level SLO in the discipline.
2. Provide a timeline for the four-year cycle for course and program level SLO assessments
3. Describe the assessment results and explain the recommended and implemented changes resulting from course and program level SLO assessment. Analyze the changes that were implemented.
4. Based on the ACCJC Rubric for Student Learning Outcomes, determine and discuss the program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement.
5. List related recommendations (when applicable).

The SLO assessment cycle has been aligned with the new four-year program review cycle so that faculty will have access to all assessment information when developing their review and recommendations.

13. The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).

This item is still pending. El Camino College hoped to link student data with employment data to determine the rate at which students are placed in career technical education (CTE) fields after receiving related certificates and degrees. However, access to job placement and wage data for local colleges remains unavailable through state partnerships at this time. In place of this initiative, the College will gather information on CTE degrees and certificates awarded and how they relate to the Southern California job markets. This data will be regularly provided to CTE programs for incorporation into their annual planning processes.

14. The College will develop a degree audit program in the next four years (IIA.6.a).

The College is piloting a degree audit computer program, which was created internally with the assistance of a consultant. On December 7, 2010, the degree audit program became available to students at the College and the Center in majors with high enrollment. The Course Planning program became available beginning April 14, 2011. The program is under further development to include all other majors. By July 15, 2011, 9,588 students had used the degree audit program. Those students ran 20,720 degree audits as they explored different major scenarios. Between April 14 and July 15, 2011, the course planning program was used by 2,614 students.

Standard IIB: Student Learning Programs and Services – Student Support Services

1. Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).

Outreach and School Relations creates plans each year which align with the financial resources available and with direction from Enrollment Management committee. Outreach strives to maintain ongoing relationships with schools and other community partners within and around the district. Each year, this department sends information, forms and class schedules to keep the district schools informed of programs and services available for prospective students. Additionally, the Director of Outreach and School Relations chairs the Outreach Taskforce. Representatives of the Outreach Taskforce include Admissions& Records, Financial Aid, EOP&S, the Center, Public Relations, CTE, and STEM. The Taskforce meets three times per year:

- September – To establish program goals and priorities for the year based on the enrollment needs of the campus and individual programs;
- January – To update the committee and make any midyear adjustments to program or campus goals for the year;
- June – To provide program updates, year-in-review, and reflection.

At the Compton Center, the Director of Outreach and Relations with Schools expanded the recruitment plan of 2007 with a goal to sustain enrollment through multiple important partnerships on and off campus. As explained in the 2010-2012 Recruitment Plan, the comprehensive plan developed by the Director of Outreach includes five components: (1) increasing the number of students from our feeder high schools, (2) improving the Outreach Ambassadors Program (Student Workers), (3) linking academic and recruitment programs, (4) strengthening outreach programs (yield programs), and (5) evaluating strategies. The recruitment and outreach efforts include meaningful components, such as to increase the number of offsite classes at feeder high schools, create an internship program to place current Compton Center students at feeder high schools, offer annual Counselor Luncheons at each feeder high school to update counselors on Compton Center programs, increase classroom presentations and presentations to parents, teachers, and other school staff; increase the number of campus visits/tours from feeder high schools; schedule meetings between school leadership and Compton Center leadership; develop marketing materials aimed at high school students; expand the Destination College program to bring more middle schools on campus; and expand the onsite Admissions program to include training for the placement exam.

In addition, the plan focuses efforts on Black and Chicano/Latino Males and prospective students who are interested in vocational education (to include women in industry and technology and being attentive to the needs of community-based and civic organizations that work with first-generation students, ESL students, adults 25-33, Chicano/Latino Students, and students with disabilities. The plan has used traditional and innovative methods. The plan has had good success as shown by the results of student surveys, stable and improved faculty involvement, and increased numbers of sites, events, and students recruited. Indeed, with community projects at supermarkets, shopping centers, government offices, nonprofit organizations, churches, religious groups, businesses, fairs, conferences, parades, and more, this department on campus has grown and developed in scope, depth, and value in relation to the campus and extended community.

(Appendix 13: El Camino College Compton Center Recruitment Plan)
(Appendix 14: Recruitment Results at Compton Educational Center 2006-2010)

2. Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).

The College has completed this agenda item. Through an institution-wide consultation process, the College developed Campus Climate surveys in 2010 for students, faculty and staff that included a variety of questions that address broad issues of diversity on campus.[38] Results from these surveys were analyzed and discussed among leadership and consultative bodies. Campus representatives set program and planning goals based on the most pertinent findings. Discussions on the topic of campus climate are ongoing. The survey will be repeated on a four-year cycle. Results from this survey were shared with the district and employees at Flex Day workshops in August 2010.[39]

At the Compton Center, the Director of Student Life and Special Programs and Services has revitalized the programs supporting diversity on campus. The programs include annual Latino Heritage Month celebrations, Constitution Day speakers, Black History Month programs, Women's History Month committee programs, Cesar Chavez event, Cinco de Mayo event, and co-sponsoring authors-of-color programs with the English Department and Academic Affairs office—a Title V grant-initiated program that has been institutionalized at the Center. Of the 52 programs mentioned in the Program Review conducted in 2009, 32 programs directly or indirectly support and/or celebrate campus diversity, in addition to about five of the eight active student clubs. Surveys have been developed and distributed to students to measure the success of outreach activities in the Male Conference from 2009 and also to assess the success of student learning outcomes for the Office of Outreach and School Relations.

(Appendix 15: Male Conference 2009 Focus Group Survey)
(Appendix 16: Outreach Program SLO Survey and Successful Results Survey)

Standard IIC: Student Learning Programs and Services – Library and Learning Resources

1. Develop a stable funding source to maintain adequate book and periodical collections (IIC.1a)

This agenda item is completed. The College and Center libraries now have line items in their campus budgets for books and related instructional materials, supplies, and equipment. The College Library had a $100,000 line item in the Special Project Funds category for the purchase of research materials in 2010-2011.[40] Because of the current budget crisis, that amount was reduced to $50,000 in 2011-2012. The Compton Center's library materials budget was approximately $40,000 in 2010-2011.[41] At the Compton Center, funding allocations for book and periodical collections are overseen by the Library/Learning Resource Center Coordinator

The budgets, as with most California community colleges' budgets, will be challenged with the upcoming reductions. Due to these anticipated changes, both the College and Center library budgets have been reduced. However, these are critical budget line items at both locations and they will continue to be funded to the extent possible.

2. Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a)

This agenda item is completed. A Faculty Advisory Committee was formed at the College by the Acquisitions Librarian. The Committee is comprised of the following: a faculty member from each academic division to be appointed by the division deans, a member of the Student Government, and other campus representatives. The Acquisitions Librarian chairs the Committee. The Committee meets at least once a semester with the Acquisitions, Bibliographic, and Reference Librarians to discuss book selection, collection development, and other library matters, such as promoting programs to stimulate interest in the library.

(Appendix 17: Library Advisory Committee)

Faculty members from all divisions have been invited to participate in this committee. The committee advises the Library on matters of general library policy, the development of library resources, and ways in which library programs can best be integrated with other services of the College. It also serves as a forum where opinions and sentiments of the faculty and students relative to library policies and their administration are expressed. Members of the committee serve as advocates of the library and its programs and services.

The Center has likewise created an Advisory Committee charged with providing input on the acquisition of materials and creating innovations that will improve services. The committee has been operational since fall 2010. Critical collections needs have been identified in mathematics, the sciences, and humanities. The committee intends to collaborate with faculty colleagues in each discipline as well as students in working toward the Student Success Initiative, to guide the recommendations for supplementary materials and texts and augmentation of subject areas.

3. The College will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b)

This agenda item is on hold. While both the College and the Center consider the creation of an online information competency module a worthwhile venture, neither location has the resources to initiate the program at this time. At both locations, Human Development and Library Skills courses provide information competency instruction in a traditional format.

Based on input from the Library, a statement regarding Information and Technology Literacy was added in 2010 to the El Camino College core competencies, or institutional level SLOs. The statement reads:

> Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

Core competencies are evaluated on a cyclical basis and the aim is to align course and program outcomes to the core competencies and to gauge their effectiveness. The findings may spur further developments in this area.

The Compton Center library has an internet presence, and the link for an online module was under construction by a recently retired librarian. Beyond this, the Center envisions collaborating with the College to develop an online competency course. Currently, the program is linked with a face-to-face Human Development course.

4. The College will develop a process for evaluating the quality of contracted library services (IIC.1.e)

This agenda item is in progress. The libraries at the College and the Center contract services from a variety of outside vendors including Midwest and Baker & Taylor book services, Ex Libris and Innovative/Millennium integrated library computer systems and Quality Copy Inc. (QCI) for photocopy and printing services.

Services are evaluated based on their reliability, stability, and response time to service calls. To better evaluate the quality of vendors' services it has been suggested that staff gather statistics on user concerns and comments. A review of these statistics would demonstrate a pattern of satisfaction with services provided. This documentation would also serve as a process by which vendor services may be better assessed.

The quality of the contracted host of the College library's catalog system at the Center is being systematically monitored. Additionally, the librarians and staff informally monitor other contracted services.

5. The College will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).

The Libraries at both the College and the Center conduct a variety of self-assessments and satisfaction surveys. Results of the surveys indicate areas of strength and areas that might be improved.

The results from the 2010 Library Satisfaction Survey of 667 respondents showed that 37% used the Schauerman Library daily, with another 26% using it occasionally. Nearly 88% of students answered that they were satisfied or very satisfied with the library services. The survey also showed that students are using the library website for a variety of tasks. 37% had used online or e-reserve books, 46% used the databases, 30% used the book catalog, and 4% used the Ask a Librarian service. There were no notable areas of dissatisfaction.

(Appendix 18: Library Satisfaction Survey)

The Compton Center likewise has surveyed students and faculty regarding their services. The campus has been doing self-assessment through program review and is scheduled for another review in 2012. In addition, surveys have been conducted to measure services and effectiveness with relation to SLOs that have been identified. Following is an example of the Compton Center survey.

A recent brief internal report from the Library/Learning Resource Center Coordinator at the Compton Center on this area indicates that the Compton Center "[has] been doing self-assessment through program review. We are scheduled for another program review in 2012. Surveys have been done to measure services and effectiveness in relation to SLOs that have been defined." At the time of this midterm report, the results are still being analyzed.

1. All employee evaluations must be completed in a timely manner (IIIA.1.b).

The Human Resources office monitors the completion of employee evaluations. Human Resources staff sends monthly reminders to the persons responsible for completing evaluations for each employee. Evaluations occur within the month of the employee's anniversary of hire.

2. Compton faculty will return to a regular evaluation schedule effective fall 2008 (IIIA.1.b).

The Center has ensured that faculty evaluations are taking place as scheduled since fall 2008. Faculty members are evaluated every three years, alternating between a basic and a comprehensive evaluation process. As part of the comprehensive evaluation, a panel of four faculty members participates in observing and evaluating all classes taught by the evaluatee. In addition, the evaluatee prepares a portfolio including the following information:

- Course syllabi
- Sample quizzes and exams
- Key handouts
- Assignments
- Brief statement of instructional philosophy
- Summary of service (committee work, staff development activities, curriculum development, program review)
- Student learning outcomes and assessment strategies

At the conclusion of the process, the faculty panel meets with the evaluatee to discuss the observations. The evaluatee also meets with the dean, who completes a faculty development plan focusing on the improvement of teaching.[42]

3. Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).

This agenda item is ongoing. A resource page for SLOs and assessments exists online.[43] Here, staff and faculty can view information. Training is ongoing and staff and faculty are invited to attend training sessions offered by the SLO coordinators and facilitators throughout the year. Announcements of training sessions are sent campus wide via email and are coordinated through the Staff Development office.

4. The College will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d.)

A written Code of Ethics for all employees is pending. The Superintendent/President formed a committee chaired by the Vice President of Human Resources. A Code of Ethics for all employees (AP 3050 Institutional Code of Ethics) was developed, but it has not yet been presented to College Council or the Board of Trustees.

5. The College will develop a classified staffing plan (IIIA.2).

This agenda item is completed. A Staffing Plan was created in 2009. The Staffing Plan can be found in the El Camino Community College District web page.[44] The Staffing Plan will be included as part of the Comprehensive Master Plan, scheduled for approval in fall 2011.

6. Continue to review and revise personnel policies including procedures as needed (IIIA.3).

Different committees on campus review policies and procedures year round. When a policy or procedure is edited, it is sent out to the various consultation groups for review. Administrative Services Procedure 001 Procedure on Procedure dictates the process for the drafting and revising of procedures. Policies must be presented first to College Council and then to the Board of Trustees for approval, while procedures are agreed upon by all constituencies. Since January 2008, the Board of Trustees has adopted 20 policies.

Standard IIIB: Resources - Physical Resources

1. ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB.1).

The implementation of this recommendation is in progress. The Educational Master Plan is 95% written with fall 2009 data replacing older data. The plan is expected to be completed and Board approved by fall 2011 as part of the Comprehensive Master Plan.

2. Update the facilities modifications request form and procedure (IIIB.1.a).

The implementation of this recommendation is in progress. A form and procedure have been developed and are being reviewed by College groups.[45] [46] The form and procedure documents are currently accessible to employees on the MyECC portal.

(Appendix 19: Facilities Modification or Additions Procedure)
(Appendix 20: Facilities Modification or Additions Request Form)

3. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).

This recommendation is complete. The Facilities Master Plan is part of the Educational Master Plan. This plan was updated for 2004-2007.[47] The Facilities Master Plan was again updated in 2007 [48] and on page 114 of the June 21, 2010 Board of Trustees Meeting Agenda[49] to meet changing needs of the College.

4. The College will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b)

 The 2002 Facilities Master Plan has been updated three times – the most recent being June 2010.[50] To complete the 2010 Master Plan, the current bond would need to be extended by an additional $333,000,000. At the appropriate time, the College will assess various funding approaches. The College does expect to sell its remaining authorized bond in spring of 2012.

Standard IIIC: Resources – Technology Resources

1. The College will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1)

The Technology Committee developed an annual technology plan update.[51]

2. The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the College in maintaining accurate inventories of hardware and software (IIIC.1.a.1)

Implementation of this recommendation is pending. ITS is implementing additional data-gathering tools. One is the purchasing approval process and the other is the help desk system. Currently, ITS technicians are required to verify computer tags and locations using Microsoft Simple Management System (SMS) technology to verify the information. The system still needs to be refined to be less labor-intensive.

3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a.2)

The development of an annual budget has been slightly hampered due to the lack of a fully accurate inventory of hardware and software. However, in the years just ended, $2,475,411 was budgeted for IT hardware and software which was identified based on age of equipment and needs identified throughout campus.

4. ITS will work with the academic deans to analyze the academic computer labs data as it is updated to maximize the utilization of the academic computer labs. (IIIC.1.a.3)

This recommendation has been partially completed. ITS has upgraded the Library LMTC student computer lab and deployed software for capturing student logon and activity. This data can help assess how the lab is being used. In the next year, the software will be deployed in all student labs that are connected to the elcamino.edu domain.

5. The College will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b)

This recommendation has been completed. ITS drafted a series of context-oriented self-help documents and posted them to the portal for online staff access. Each document contains step-by-step instructions and related screen shots. In addition, ECC managers are working regularly with their Compton Center counterparts to develop a more consistent culture of college business practices.[52]

6. The College will work at both locations to replace aging and inadequate HVAC systems with modern, large capacity equipment (IIIC.1.c)

This recommendation has been completed at ECC and CEC. However, both facilities are about to undergo extensive renovations and will be challenged to provide reliable services during heavy construction periods. Efforts will be made to lessen, to the extent possible, these construction inconveniences.

7. The College will develop measures to evaluate the effectiveness of its academic and administrative technology systems.

This recommendation is pending, awaiting deployment of tracking software in student computer labs.

8. The College will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d)

See item 3 above.

9. The College will complete the technology plan (IIIC.1.d)

The five-year technology plan is completed and is available on the College's web and portal sites.[53]

10. The College will investigate online scheduling software that allows students to reserve time in the academic computer labs.

This recommendation is under review to determine if this remains a planning priority.

Standard III D: Resources—Financial Resources

1. The comprehensive master plan (CMP) needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).

The CMP was integrated into the College's planning process by 2008. A survey was distributed to all College and Center employees, and the results were discussed at a planning summit in May 2011. Based on input received at the summit, more frequent reminders will be sent to staff regarding updates to their plans.

2. The College needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d)

This recommendation has been met. The College follows the annual Planning and Budgeting calendar listed in the College's Planning Process document; however, the Center has experienced challenges in meeting planning deadlines. Each year greater numbers of faculty and staff are becoming involved in plan development. All program, unit and area plans go through a prioritization process with the highest ranked plans being recommended for available funding.

3. The College should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3)

The College assesses the effectiveness of program, unit, and area plan goals, and is in the process of creating metrics to assess college-wide goals known as strategic initiatives.

Standard IV A/B: Leadership and Governance

The El Camino College community has shown a commitment to improving leadership and governance and has made progress in implementing the planning agenda items listed in the 2008 Accreditation Report. Although ECC administrators have increased participation in consultative committees, there continues to be disagreement over the role of constituent groups in the consultation process.

1. Continue to improve communication about the governance process with the College community (IVA.1)

College Council has been primarily responsible for fulfilling this planning item. Communicating the governance process continues to be one of the College Council's primary goals. However, the 2009-2010 College Council self evaluation survey reveals that all members agreed that College Council had not completed this goal. In addition, comments on the survey indicate that College Council had not made sufficient progress in improving communication about the governance process and had not sought new avenues to improve communication. Comments on the 2009-2010 College Council Self-Evaluation indicate that members are uncertain about how much information is sufficiently reaching their constituencies. Rather than relying on posted minutes, representatives of College Council may need to take the initiative to poll their constituents to determine the best way of communicating so that information is disseminated and feedback brought back to College Council.

(Appendix 21: 2009-2010 College Council Self-Evaluation Questionnaire)

2. Improve student participation on consultation committees where appropriate. (IV1.a)

Board Policy 2510[54]and Administrative Procedure 2510[55] were amended on November 19, 2007 to include participation of a student representative on College Council. The ASO (Associated Students Organization), in collaboration with the Director of Student Development, is the primary means by which students participate in the consultation process. Students participate in the Board of Trustees, College Council, Area Councils, and Academic Senate. The extent to which students are able to participate often depends on the individual students, but efforts have been made to make their participation more meaningful. In recent years, students have actively participated in promoting changes in the Textbook Policy (BP 4045) and the Academic Calendar (BP 4010). Students have also initiated discussions regarding recycling and the restriction of smoking on campus. In the fall 2010 student campus climate survey, 71% of student respondents agreed that they feel part of a wider ECC campus community.[56]

3. Define and clarify each area's role in collegial consultation and shared governance and better communicate to the College community. (IV.A.2.a)

Board Policy 2510[57] and Administrative Procedure 2510[58] provide the framework for the infrastructure of collegial consultation on campus. On the division and area levels, Division Councils and Area Councils advise Deans and Vice Presidents respectively. On the College level, the Superintendent/President chairs College Council, which is comprised of representatives from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, confidential employees, and management. College Council serves a dual function, providing information for representatives to disperse to their constituencies and, in turn, the representatives provide feedback to the President regarding their constituent concerns. Other collegial consultation committees include the Academic Technology Committee, the Calendar Committee, the Technology Committee, the Facilities Steering Committee and the Planning and Budgeting Committee. Committee minutes are available online through the web although the up-dating is spotty, with some committees being consistently up-dated and others not being posted at all.

Although the infrastructure of collegial consultation is fully in place, the number of individuals who participate on consultation committees is relatively small. In the 2010 Campus Climate Survey, 59% of employees did not believe that their input translated into meaningful change; 37% responded that ECC does not embrace the spirit of teamwork; and 44% indicated that they do not understand how College funds are budgeted.[59] Although AP 2510 states, "The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes," it is evident that constituent groups do not routinely read committee minutes to increase their understanding of the consultation process. The College will publish an annual report to explain more fully how College plans are funded and how decisions are made.

4. Continue efforts to improve communication (IVA.3)

 The Public Relations and Marketing Department continues to improve communications both internally and externally.[60] The President's Newsletter is published every two weeks throughout the academic year, providing updates to the campus community on planning activities, budget issues, accreditation, personnel changes, accomplishments, and other matters of interest.[61] Twice per year, a Community Newsletter is published and sent via direct mail to the entire District community.[62] An internal College newsletter, *ECC Matters*, is published once per month and emailed to all employees and students. ECC Matters includes information highlighting programs and services, as well as kudos and recognition of student and employee successes.

Approximately fifteen to twenty news releases are sent each month to area media, all District elected officials, District high school superintendent and principals, chambers of commerce, and via email to all ECC employees. All internal and external publications, important messages and events are regularly posted to the ECC website; the ECC website is updated daily, as are the ECC Facebook and Twitter accounts. The ECC mobile website provides easy access to registration and financial aid information from most smart phones. The ECC mobile application allows students to check email, find directions on campus and conduct a degree audit, all from a smart phone or tablet. An e-mail titled *ECC in the News*, with links to news stories regarding El Camino College, its students and employees is emailed to all employees at least every two weeks.[63] In addition, email messages are sent to all ECC student and employees as needed year-round. Outreach flyers are updated every other year and are used for recruitment purposes. The Schedule of Classes is published three times per year (fall, winter/spring, and summer) and is sold to students in the Bookstore; copies are available for distribution to local libraries, high schools and senior centers. The online schedule is updated every twenty-four hours and is accessible directly from the home page of the website. [64] A coordinated marketing and communications campaign provides information on financial aid and scholarships, registration and fee payment dates, as well as access to *MyECC*, the access point for students to register, play fees, access grades, etc. Additionally QR codes in print publications and ads provide direct access to information for applying and registering for classes. The College Catalog is updated and published annually, in both hard copy and as a PDF available online.[65] In the 2010 Student Campus Climate Survey[66], student answers suggest successful communication of campus issues to students: 90% of students indicated that they know where to find the information they need to enroll in classes; 79% believe that ECC disseminates information in a timely manner; 79% said that College publications help them better understand the campus; and 83% said they have access to reliable information about College programs and services. Only 50% of students, however, understood why the College cut so many classes.

5. Improve student involvement in the consultation process (IVA.3)

The ASO (Associated Students Organization), in collaboration with the Director of Student Development, is the primary means by which students participate in the consultation process. Students participate in the Board of Trustees, College Council, Area Councils, and Academic Senate. College Council adjusts its meeting time to ensure that the ASO president can attend. The extent to which students are able to participate often depends on the individual students, but efforts have been made to make their participation more meaningful. In recent years, students have actively participated in promoting changes in the Textbook Policy (BP 4045) and the Academic Calendar (BP 4010).

6. Continue efforts to improve communication (IVA.4) (College Council)

Although College Council goals for the 2009-2010 and 2010-2011 school years include "continue to improve internal College communications," there was little discussion in the 2010-11 school year meetings about how to accomplish this and no articulated related action plans. As also discussed above, the 2010 Staff Campus Climate Survey reveals a lack of effective two-way communication. The 2010 Student Campus Climate Survey, however, revealed effective communication regarding campus classes, programs, and services.

7. Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4)

The College and the Center use an integrated Planning Process (see Appendix 2) to assure close linkage between planning, budgeting, and program evaluation. Budget allocations of discretionary and some general funding rely heavily on program and unit plans. All plans are evaluated at least twice each year. In addition, the 2011 Planning Process survey has recently been sent to all ECC and CEC locations, and the results will be of greater value in determining the success of efforts to involve the entire College community in planning and evaluating programs.[67]

8. All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the College website under the committee's minutes section (IVA.5)

Several of the consultation committees have implemented an assessment process. The Planning and Budgeting Committee (PBC) has created an assessment tool and is using it on an annual basis. Each spring, the committee conducts a Planning Summit, which this year focused on the results of a survey to all employees regarding their understanding and use of the planning process and the creation of metrics to assess efforts made to address the Strategic Initiatives. The Summit is an opportunity for all constituencies of the campus community to offer feedback on the planning process.

The College Council has developed an assessment process. Some consultation committees, such as the Facilities Steering Committee, the Council of Deans and Directors, and the ECC Technology Committee have not yet implemented such an assessment, but plans are underway to do so.

9. Institutional Research will formalize the publication of an annual fact book. (IVB.2.b)

Institutional Research produces an annual fact book as part of a regular schedule of reports for College planning and decision-making. The third edition of the annual fact book was published in March 2011 and contains information on annual enrollments, demographic information, and performance outcomes. The document is published prominently on the Institutional Research website and is shared with the Board of Trustees, administrators, and other campus constituents.[68]

10. The College and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IV and the B.2.b)

The College has successfully created the requisite collegial consultation board policies and administrative procedures and has constructed a network of related consultation committees with appropriate membership from campus constituent groups. However, collegial consultation is hampered by poorly defined and inconsistently implemented processes for guiding recommendations through the collegial consultation process. ECC does not have a clearly defined path for recommendations, policies, and procedures to travel between collegial consultation committees. Recently, two Board Policies and Administrative Procedures, in particular, have been in the process of collegial consultation for several years. In an effort to resolve this kind of problem, a transmittal form for Board Policies and Administrative Procedures has been developed. By following the consultation path outlined on the transmittal form and moving the policy and procedure forward rather than revisiting documents each time a constituent group makes a modification, the process should become more transparent and effective.

There continues to be disagreement between the administration and the Academic Senate on the faculty role in consultation. BP 2510 is the policy which governs collegial consultation at El Camino College, and it identifies the VPAA as the Board's liaison to the Academic Senate on the 10+1 academic and professional matters, which are the purview of faculty. Further work is needed to resolve the issues regarding the advisory nature of consultation. The faculty has requested written rationale when the advice from consultation bodies is not accepted by the Superintendent/President. More needs to be done to ensure that such rationale is provided when appropriate.

The College continues to work to improve and enhance the use of collegial consultation as the primary tool for decision making at the Compton Community Educational Center. Collegial consultation at the Center is facilitated by regularly scheduled meetings between the faculty leadership and the CEO and Vice President to discuss pressing issues. In addition, the Center's faculty is fully involved in the collegial consultation process at the College.

The Center's Faculty Council is a subcommittee of the El Camino College Academic Senate and five Center faculty members serve as voting senators and one as Senate Vice-President and member of the Executive Board of the College Academic Senate, giving the Center a voice and a vote in matters under the purview of the Senate.

In 2010 and 2011, several changes were made in the administration to help create a more collegial and consultative process. The positions of Vice President of the El Camino College Center and Interim Associate Dean of Academic Affairs were created and staffed, and the Chief Executive Officer was replaced. Also, a new Special Trustee has been appointed. These changes in leadership have resulted in closer cooperation and consultation between the College and the Center. The decision-making process at the Center now mirrors that of the College.

[1] http://www.compton.edu/campusinformation/currentnews/index.aspx

[2] http://www.elcamino.edu/academics/slo/corecompassess.asp

[3] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

[4] http://www.elcamino.edu/administration/vpaa/program_review/index.asp

[5] http://www.compton.edu/academics/programreviews.aspx

[6] http://www.elcamino.edu/administration/vpaa/Art.pdf

[7] http://www.elcamino.edu/administration/vpaa/program_review/Reading%20rev%202011.pdf

[8] http://www.elcamino.edu/library/distance-ed/

[9] http://www.elcamino.edu/library/distance-ed/orientation/index.html

[10] http://www.elcamino.edu/library/distanceed/spring11/Student_Handbook_for_Online_Courses_Spring_11.pdf

[11] http://www.compton.edu/academics/distance-ed/Documents/Handbook/OnlineSHB-fa11-11.pdf

[12] http://www.elcamino.edu/administration/ir/docs/research/OnlineCourse_Analysis_FA08.pdf

[13] https://miswebb.ccco.edu/mis/onlinestat. California Community Colleges. Datamart.

[14] http://www.elcamino.edu/administration/hr/docs/FEDERATION%20AGREEMENT%202007-2010%20FINAL%20VERSION%20-%20May%2029%202008%20-%20USE%20THIS%20ONE.pdf (see Appendix J, page 19)

[15] http://district.compton.edu/district_budget/audits/index.asp

[16] http://www.elcamino.edu/administration/masterplan/docs/StaffingPlan.pdf

[17] http://www.elcamino.edu/administration/board/boarddocs/2715%20%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf

[18] http://www.elcamino.edu/academics/slo/

[19] http://www.elcamino.edu/administration/ir/surveys.aspb

[20]http://www.elcamino.edu/administration/ir/surveys.asp

[21]http://www.elcamino.edu/administration/ir/outcomes.asp

[22]https://ecc-portal.elcamino.edu/divisions/academicaffairs/slo/default.aspx

[23]http://www.elcamino.edu/academics/slo/corecompassess.asp

[24]http://www.elcamino.edu/administration/vpsca/SCA%20Program%20Review%20timeline%20 2011%20-%202016.docx

[25]http://www.elcamino.edu/administration/vpas/docs/AS%20Program%20Review.pdf

[26]http://www.elcamino.edu/administration/vpas/docs/AS%20Program%20Review%20Schedule %202008-12.pdf

[27]http://www.elcamino.edu/academics/slo/newsletter.asp

[28]http://www.elcamino.edu/administration/staffdev/programs.asp

[29] http://www.elcamino.edu/administration/vpaa/accreditation/Report%20on%20January%2011- 13%202011%20Commission%20Meeting.pdf

[30]http://www.elcamino.edu/academics/slo/progressreports.asp

[31]http://www.elcamino.edu/academics/slo/corecomps.asp

[32]http://www.elcamino.edu/academics/slo/corecompassess.asp

[33]http://www.elcamino.edu/academics/slo/corecompassess.asp

[34]http://www.elcamino.edu/administration/vpaa/index.asp

[35]http://www.elcamino.edu/administration/vpas/index.asp

[36]http://www.elcamino.edu/administration/vpsca/index.asp

[37]http://www.elcamino.edu/academics/slo/

[38]http://www.elcamino.edu/administration/ir/surveys.asp

[39]http://www.elcamino.edu/administration/staffdev/archivedprograms.asp

[40]http://www.elcamino.edu/administration/board/agendas/2008/Budget%20Book%202010-11.pdf (p.12, ECC budget; related library budget items also on p. 7, 44, 46, 59, 61, and 76)

[41]http://www.compton.edu/campusinformation/currentnews/Documents/2010-2011-Final-CCCD-Budget.pdf (P. 36, 39)

[42]http://www.elcamino.edu/administration/vpaa/accreditation/docs/Acreditation-Follow-Up-Report-10-15-2010.pdf

[43]http://www.elcamino.edu/academics/slo/

[44]http://www.elcamino.edu/administration/masterplan/docs/StaffingPlan.pdf

[45]https://ecc-portal.elcamino.edu/divisions/admservices/facilities/default.aspx

[46]http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=96 March 15, 2011 Meeting Minutes

[47]http://www.elcamino.edu/administration/masterplan/cmplan.asp

[48]http://www.elcamino.edu/administration/board/agendas/10-15-07_agenda.pdf (See page 45)

[49]http://www.elcamino.edu/administration/board/agendas/2008/06-21-10_agenda.pdf.

[50]http://www.elcamino.edu/administration/masterplan/cmplan.asp

[51]http://www.elcamino.edu/administration/masterplan/docs/TechnologyPlan.pdf

[52]http://www.elcamino.edu/administration/staffdev/training.asp

[53]http://www.elcamino.edu/administration/masterplan/docs/TechnologyPlan.pdf

[54]http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf

[55]http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf

[56]http://www.elcamino.edu/administration/ir/docs/survey/Results_CampusClimate_Students_ECC_FINAL.pdf

[57]http://www.elcamino.edu/administration/board/boarddocs/2510%20Participation%20in%20Local%20Decision%20Making.pdf

[58] http://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf

[59] http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_ECC_2010.pdf

[60] http://www.elcamino.edu/administration/publicrelations/

[61] http://www.elcamino.edu/administration/president/presnewsletter.asp

[62] http://viewer.zmags.com/publication/5f678969#/5f678969/1

[63] http://www.elcamino.edu/administration/publicrelations/eccinthenews.asp

[64] http://www.elcamino.edu/admissions/schedule.asp

[65] http://www.elcamino.edu/admissions/docs/ECC-2010-11-Catalog.pdf

[66] http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_ECC_2010.pdf

[67] http://www.elcamino.edu/cgi-bin/rws5.pl?FORM=ECC_Planning_Feedback

[68] http://www.elcamino.edu/administration/ir/eccprofile.asp

(Appendix 1: Program Review Timetables)

(Appendix 2: Planning Model)

(Appendix 3: Funded 2010-11 Plans)

(Appendix 4: Academic Affairs Program Review Template)

(Appendix 5: Student and Community Advancement Program Review Template)

(Appendix 6: Administrative Services Program Review Template)

(Appendix 7: Faculty Development Committee Minutes 5/10/11)

(Appendix 8: Course Review Process)

(Appendix 9: Course Review Timelines)

(Appendix 10: SLO Timeline)

(Appendix 11: CTE Program Review)

(Appendix 12: Distance Education Course Review Survey)

(Appendix 13: El Camino College Compton Center Recruitment Plan)

(Appendix 14: Recruitment Results at Compton Educational Center 2006-2010)

(Appendix 15: Male Conference 2009 Focus Group Survey)

(Appendix 16: Outreach Program SLO Survey and Successful Results Survey)

(Appendix 17: Library Advisory Committee

(Appendix 18: Library Satisfaction Survey)

(Appendix 19: Facilities Modification or Additions Procedure)

(Appendix 20: Facilities Modification or Additions Request Form)

(Appendix 21: 2009-2010 College Council Self-Evaluation Questionnaire)

Agenda for the El Camino Community College District Board of Trustees
From
Administrative Services
Jo Ann Higdon, Vice President

<u>**Page No.**</u>

Administrative Services

A.   AB 2910 - QUARTERLY FISCAL STATUS REPORT

It is recommended that the Board of Trustees receive the following Quarterly Financial Status Report for the quarter ending June 30, 2011. AB 2910, Chapter 1486, Statutes of 1986, requires that California community college districts report quarterly on their financial condition.

The report for June 30, 2011, is shown on the following Quarterly Financial Status Report.

FISCAL YEAR
Quarter Ended (Q4)   June 30, 2011

Unrestricted General Fund	2010-11 Budget	Year -to-Date Actuals	Percentage
INCOME			
Federal	$70,000	$131,698	188.14%
State	66,971,681	73,495,461	109.74%
Local	39,573,020	35,885,286	90.68%
Interfund Transfers	0	0	
Total Income	$106,614,701	$109,512,445	
APPROPRIATIONS			
Academic Salaries	$48,138,521	$46,113,357	95.79%
Classified Salaries	25,811,772	23,704,841	91.84%
Staff Benefits	19,219,689	18,661,555	97.10%
Supplies/Books	1,639,887	960,005	58.54%
Other Operating Expenses	10,895,788	10,848,992	99.57%
Capital Outlay	1,370,131	1,319,526	96.31%
Other Outgo	5,790,000	7,668,107	132.44%
Total Appropriations	$112,865,788	$109,276,383	
Net Revenues	$(6,251,087)	$ 236,062	

B. **CONTRACTS UNDER $78,900**

It is recommended the Board of Trustees, in accordance with Board Policy 6340, ratify the District entering into the following agreements. The Vice President of Administrative Services or an authorized designee has executed the necessary documents.

1. **Contractor:**   **COMMUNITY COLLEGE SEARCH SERVICES**
   Services: Contractor will provide professional and technical expertise and services on an as-needed basis in the area of financial aid and under the direction of the Dean of Enrollment Services.
   Requesting Dept.:   Student and Community Advancement – Enrollment Services
   Date(s):   8/30/11 – 6/30/12
   Financial Terms: Cost $60.50 per hour not to exceed $50,000

2. **Contractor:**   **DIGITAL DOLPHIN SUPPLIES**
   Services: Contractor will receive fifty-four hours of business skills and continuous improvement supervisory training.
   Requesting Dept.:   Student and Community Advancement – Center for Applied Competitive Technologies (CACT)
   Date(s):   9/7/11 – 6/30/12
   Financial Terms: Projected gross income $16,790

3. **Contractor:**   **DT CONSTRUCTION, INC.**
   Services: Contractor will remove existing cases and install new display cases and tables in the Anthropology Museum.
   Requesting Dept.:   Academic Affairs – Behavioral and Social Sciences Division
   Date(s):   **8/23/11 – 10/30/11**
   Financial Terms: Cost not to exceed $5,000

4. **Contractor:**   **HONG KONG TRADE DEVELOPMENT COUNCIL**
   Services: Contractor will provide booth space for 12 ECC's Center for International Development Center's clients at the Eco Asia 2011 trade show.
   Requesting Dept.:   Student and Community Advancement – Center for International Trade Development (CITD)
   Date(s):   **9/15/11 – 6/30/12**
   Financial Terms: Cost not to exceed $30,000
   Funded by the Industry Driven Regional Collaborative grant from the Chancellor's Office

5. **Contractor:** **HUGO & DEBRA PRODUCTS, LLC**
   Services: Contractor will receive eighty hours of literacy, business skills, computer, and continuous improvement training.
   Requesting Dept.: **Student and Community Advancement – CACT**
   Date(s): **9/7/11 – 6/30/12**
   Financial Terms: Projected gross income $22,048

6. **Contractor:** **JUNIPERO SERRA HIGH SCHOOL**
   Services: Contractor's students will receive two credit courses in Political Science and Economics taught by ECC instructors.
   Requesting Dept.: Student and Community Advancement – Enrollment Services Division
   Date(s): **9/9/11 – 6/30/12**
   Financial Terms: **Projected Gross Income $11,000**

7. **Contractor:** **MCACONNECT, LLC.**
   Services: Contractor will provide fifty-six hours of Enterprise Resource Planning training.
   Requesting Dept.: Student and Community Advancement – CACT
   Date(s): **9/1/11 – 12/31/11**
   Financial Terms: **Cost not to exceed $10,360**
   Funded by the Responsive Training Fund grant from the Chancellor's Office

8. **Contractor:** **SAINT XAVIER UNIVERSITY, SCHOOL OF NURSING (ILLINOIS)**
   Services: Contractor will provide graduate nursing students for clinical experience as nursing instructors under the supervision of the ECC nursing faculty at the District's facilities.
   Requesting Dept.: **Academic Affairs – Health Sciences and Athletics**
   Date(s): **9/8/11 – 9/7/14**
   Financial Terms: No cost to the District

9. **Contractor:** **SOAP DESIGN CO.**
   Services: Contractor will design various flyers for the ECC Community Education catalogs for Fall 2011, Winter/Spring 2012, and Summer 2012.
   Requesting Dept.: Student and Community Advancement – Community Education
   Date(s): **7/1/11 – 6/30/12**
   Financial Terms: Cost not to exceed $6,000

10. **Contractor:** **VA LONG BEACH HEALTHCARE SYSTEM**
   Services: Contractor, through its Student Temporary Employment Program, will provide opportunities for students to gain Federal work experience while pursuing their studies.
   Requesting Dept.: **Student and Community Advancement – Enrollment Services**
   Date(s): **9/9/11 – 6/30/13**
   Financial Terms: No cost to the District

11. **Contractor:** **VOCATIONAL TRAINING INTERNATIONAL, INC.**
   Services: Contractor will assist in welding instruction under contract for inmates at the Federal Correctional Institution at Terminal Island.
   Requesting Dept.: Student and Community Advancement – Workplace Learning Resource Center
   Date(s): **7/1/11 – 6/30/12**
   Financial Terms: Cost not to exceed $25,000
   Funded by Federal Correctional Institution contract

12. **Contractor:** **WALDON UNIVERSITY, LLC (MARYLAND)**
   Services: Contractor will provide graduate nursing students for clinical experience as nursing instructors under the supervision of the ECC nursing faculty at the District's facilities.
   Requesting Dept.: Academic Affairs – Health Sciences and Athletics
   Date(s): 9/6/11 – 6/30/16
   Financial Terms: No cost to the District

C. **PERSONAL SERVICE AGREEMENT**

   Contractor: **CORINNE HOISINGTON**
   Services: Contractor will provide operating system training and software updates to the ECC Business Division faculty.
   Requesting Dept.: Academic Affairs – Business Division
   Date(s): 8/25/11 – 8/26/11
   Financial Terms: Cost not to exceed $3,400

D. **AMENDMENTS TO CONTRACTS**

1. **Contractor:** **LONG BEACH COMMUNITY COLLEGE DISTRICT**
   Services: Contractor will provide funding to the District's Small Business Development Center to deliver programs and services to small businesses in the South Bay and surrounding cities.

Requesting Dept.:	Student and Community Advancement – Small Business Development Center (SBDC)
Date(s):	**1/1/11 – 12/31/11**
Financial Terms:	Projected gross income ~~$480,000~~ $520,000
	Funding provided by Long Beach Community College District SBDC Network Services Agreement CN 996731.5

2. **Contractor:** **CRC SIGN LANGUAGE INTERPRETER SERVICE, INC.**

Services:	Contractor provides interpreting services in accordance with Disabled Students Programs and Services standards.
Requesting Dept.:	Academic Affairs – Health Sciences and Athletics, Special Resource Center
Dates(s):	1/1/09 – 6/30/14 (Previously Board approved November 15, 2010 for a one-year period - revision to dates)
Financial Terms:	Cost not to exceed $25,000 per year
	Funded by the State of California Disabled Students Programs and Services

E. <u>INFORMATION</u>

Subconscious Productions Inc, an affiliate of Warner Bros. Studios, requested the use of the El Camino College Parking Lot F, for filming of their upcoming project, "Magnus Rex"; part of the Batman series. On August 16, 2011 representatives of Subconscious Productions and the District entered into an agreement that provided the District a total fee of $150,000 for filming and set up from August 17, 2011 through August 28, 2011.

F. <u>PURCHASE ORDERS AND BLANKET PURCHASE ORDERS</u>

It is recommended that all purchase orders be ratified as shown.

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost
Fund 11	**Unrestricted - El Camino**			
P0500244	Art Sheet Metal	Facilities/Planning/Serv	Repairs Noninstructional	$261.00
P0500245	PACRAO	Admissions/Recors	Dues And Memberships	$125.00
P0500247	Monterey Graphics	First Year Experience	Non-Instruct Supplies	$97.88
P0500248	CSU Channel Islands	First Year Experience	Conferences Mgmt	$260.00
P0500251	Rancho Janitorial	Operations	Non-Instruct Supplies	$4,268.44
P0500252	Empire Cleaning	Operations	Non-Instruct Supplies	$8,682.60
P0500253	Quest Software	Information Technology	Maintenance Contracts	$17,467.54
P0500255	Hitt Marking Devices	Human Resources	Non-Instruct Supplies	$66.96
P0500256	LOMITA Chamber Of	Community	Dues And Memberships	$100.00

P0500257	AP Books	Public Relations &	Instructional Supplies	$52.65
P0500258	Lawndale Chamber of	Public Relations &	Dues And Memberships	$75.00
P0500259	Gardena Valley	Public Relations &	Dues And Memberships	$250.00
P0500260	Carson Chamber of	Public Relations &	Dues And Memberships	$125.00
P0500261	Los Angeles	Writing Center	Instructional Supplies	$222.75
P0500269	Monterey Graphics	Counseling Office	Non-Instruct Supplies	$342.58
P0500271	Intuit, Inc.	Office Administration	Software	$652.45
P0500274	Inglewood Chamber of	Public Relations &	Dues And Memberships	$500.00
P0500280	Amazon.Com	Life Sciences	Instructional Supplies	$91.75
P0500281	Epic Sports, Inc.	Physical Education	Instructional Supplies	$499.74
P0500284	Brown & Bigelow, Inc.	Outreach and School	Non-Instruct Supplies	$7,012.88
P0500295	Los Angeles County	Human Resources	Dues And Memberships	$8,435.40
P0500303	Community College	Presidents Office	Dues And Memberships	$1,500.00
P0500304	Monterey Graphics	Presidents Office	Non-Instruct Supplies	$48.94
P0500305	California Pro Sports	Physical Education	Instructional Supplies	$889.78
P0500306	National Promotions &	Public Relations &	Printing	$38,542.00
P0500307	Discount Two-Way	Ctr for Arts Production	Repairs Parts And Supplies	$2,241.34
P0500309	Clean Fuels Company	Hazmat	Waste Disposal	$1,631.55
P0500310	California Dept. of	Rad Tech	Dues And Memberships	$688.00
P0500311	Monterey Graphics	Div Office Nat Sciences	Non-Instruct Supplies	$48.94
P0500312	AT&T	Health,Safety and Risk	Telephone	$102.70
P0500313	California Dept. of	Rad Tech	Dues And Memberships	$110.00
P0500314	California Dept. of	Rad Tech	Dues And Memberships	$190.00
P0500318	Monterey Graphics	Physical Education	Instructional Supplies	$48.94
P0500319	Channing L. Bete Co.	Physical Education	Instructional Supplies	$417.54
P0500320	VS Athletics	Physical Education	Instructional Supplies	$1,431.69
P0500321	Medco Sports Medicine	Physical Education	Instructional Supplies	$615.40
P0500322	Head Penn Racquet	Physical Education	Instructional Supplies	$1,535.80
P0500324	C H DISTRIBUTORS	Ctr for Arts Production	Non-Instruct Supplies	$587.25
P0500325	Brodart Co	Staff Development	Non-Instruct Supplies	$46.82
P0500329	South Coast Higher	Transfer Center	Dues And Memberships	$50.00
P0500330	EMC Jist Publishing	Career Center	Non-Instruct Supplies	$141.03
P0500334	California Dept. of	Rad Tech	Dues And Memberships	$850.00
P0500335	Cal Tech Copier, Inc.	Fiscal Services	Repairs Noninstructional	$200.00
P0500338	Monterey Graphics	Human Resources	Non-Instruct Supplies	$48.94
P0500339	Dell Computer	Human Resources	Non-Instruct Supplies	$229.33
P0500346	ACBO	Public Relations &	Conferences Mgmt	$85.00
P0500347	Monterey Graphics	Div Office Fine Arts	Non-Instruct Supplies	$48.94
P0500348	Identification and	District Photo Id Cards	Non-Instruct Supplies	$3,005.63
P0500349	Barrett Robinson Inc.	Music	Instructional Supplies	$1,787.43
P0500350	Spectrum Chemical &	Chemistry	Instructional Supplies	$3,633.45
P0500351	Fisher Scientific	Earth Sciences	Instructional Supplies	$41.43
P0500352	CCCSAA	Student Affairs	Dues And Memberships	$150.00
P0500359	Cal Tech Copier, Inc.	Copy Center	Repairs Parts And Supplies	$402.20
P0500360	Verizon Wireless	Health,Safety and Risk	Telephone	$27.98
P0500361	Manhattan Beach	Public Relations &	Multi Media Advertising	$2,295.00
P0500364	United States Treasury	Fiscal Services	Assessment and Penalty	$26,138.76
P0500370	XAP Inc.	Admissions/Recors	Maintenance Contracts	$5,625.00
P0500371	XAP Inc.	Admissions/Recors	Maintenance Contracts	$11,484.00
P0500372	Ryugaku Journal, Inc.	International Students	Conferences Mgmt	$2,531.00
P0500374	Hitt Marking Devices	Admissions/Recors	Non-Instruct Supplies	$64.03
P0500377	Barbara Budrovich	Writing Center	Instructional Supplies	$77.25
P0500378	National Geographic	Writing Center	Instructional Supplies	$123.74
P0500380	Daily Breeze, the	Fiscal Services	Other Services And Expenses	$166.22
P0500381	Monterey Graphics	Warehouse	Inventories, Stores, Prepaid I	$3,901.13

P0500383	Leonid Rachman	International Students	Conferences Mgmt	$1,484.40
P0500389	CAA	Div Office Fine Arts	Dues And Memberships	$260.00
P0500392	Digital Dolphin	Div Office Fine Arts	Non-Instruct Supplies	$1,184.29
P0500398	Monterey Graphics	Nursing	Instructional Supplies	$48.94
P0500411	Governet	Information Technology	Maintenance Contracts	$12,000.00

Fund 11 Total: 69   **$178,351.43**

Fund 12   Restricted - El Camino

P0500123	Precision Garage Door	Parking-Student	New Equipment -	$4,000.00
P0500246	Kerry Bonner	Matching - IDRC, etc.	Non-Instruct Supplies	$176.82
P0500250	Lou's Golf and	Parking-Student	Repairs Non Instr	$1,425.67
P0500254	California Placement	CalWORKs	Non-Instruct Supplies	$45.00
P0500262	B & H Inglewood Tow	Parking-Student	Repairs Non Instr	$100.00
P0500264	Parts Now, Llc	Parking-Student	Non-Instruct Supplies	$208.01
P0500265	Brownells, Inc.	Parking-Student	Non-Instruct Supplies	$24.99
P0500267	Maneri Sign	Parking-Student	Site Improvements	$3,102.10
P0500268	IACLEA	Parking-Student	Dues And Memberships	$250.00
P0500270	Dell Marketing L. P.	(STCW) Standards for	Non-Instruct Supplies	$110.91
P0500272	Student Insurance	El Camino Language	Other	$16,791.50
P0500273	Westhost, Inc.	El Camino Language	Multi Media Advertising	$29.85
P0500275	CopWare	Parking-Student	Publications/ Periodicals And	$163.83
P0500279	Quality Business	Head Start Partnership	New Computer	$3,678.50
P0500282	International Education	El Camino Language	Contract Services	$600.00
P0500283	American Express	NSF-Aerospace Mfg Ed	Transportation/ Mileage And	$272.40
P0500285	Fred Pryor Seminars	SBDC Program Income	Conferences Other	$119.00
P0500315	Bayside Medical Center	Parking-Student	Other Services And Expenses	$191.70
P0500316	U.S. Armor Corp.	Parking-Student	New Equipment -	$2,277.23
P0500317	Smart Desktop	Matriculation	Non-Instruct Supplies	$1,291.95
P0500326	Maneri Sign	Parking-Student	Site Improvements	$353.44
P0500327	Sunset Theatre	Artes de El Camino	Contract Services	$1,597.12
P0500328	Balloon Expressions	Matriculation	Non-Instruct Supplies	$1,050.93
P0500331	ASBDC	Small Bus. Admin	Conferences Mgmt	$5,950.00
P0500333	Sars Sofware Products,	Matriculation	Non-Instruct Supplies	$4,456.85
P0500345	S & B Foods	RTF - (10-332-064)	Non-Instruct Supplies	$716.00
P0500356	City of Hermosa Beach	SBDC Program Income	Conferences Other	$650.02
P0500362	Medical Billing	MediCal Administrative	Contract Services	$1,788.45
P0500363	Campus Food Services	Matriculation	Non-Instruct Supplies	$2,147.81
P0500367	Starleen Van Buren	SBDC Program Income	Dues And Memberships	$205.00
P0500369	Brite Carpet Cleaning	Community	Other Services And Expenses	$762.25
P0500373	Cal Poly Pomona	CTE IV	Conferences Other	$22,500.00
P0500376	Pinnacle-Apogee	SBDC Program Income	Conferences Mgmt	$995.00
P0500382	Old Town Inn	Small Bus. Admin	Conferences Mgmt	$3,225.80
P0500387	Learning Resources	Community Education	Conferences Mgmt	$595.00
P0500388	Augusoft	Community Education	License Fee/Site Licenses	$10,000.00
P0500391	The Apple Store	TitleV-Improving	Non Inst Comp Eq less than	$2,148.61
P0500393	Computerland of	Career & Tech Ed	Computer Software Account	$48,952.00
P0500394	El Camino College	Community Education	Other Services And Expenses	$2,000.00
P0500395	Monterey Graphics	TitleV-Improving	Non-Instruct Supplies	$48.94
P0500396	Digital Dolphin	Staff Development -	New Equipment -	$225.11
P0500397	Campus Food Services	MediCal Administrative	Non-Instruct Supplies	$65.35
P0500404	Ryugaku Journal, Inc.	El Camino Language	Contract Services	$300.00
P0500405	Barcode Warehouse	Parking-Student	Non-Instruct Supplies	$156.07
P0500406	Uline Shipping Supply	Parking-Student	Non-Instruct Supplies	$145.50
P0500407	Dameware	Parking-Student	Non-Instruct Supplies	$314.29

P0500408	Bayside Medical Center	Parking-Student	Other Services And Expenses	$63.90
P0500409	Bothwell Automotive,	Parking-Student	Repairs Non Instr	$100.00
P0500410	Bob Lee's Automotive	Parking-Student	Repairs Non Instr	$100.96
P0500415	Screenworks, Inc.	MediCal Administrative	Non-Instruct Supplies	$742.22
P0500416	Chinese Student &	El Camino Language	Contract Services	$300.00
P0500417	Campus Food Services	STEM transfer-Hispanic	Non-Instruct Supplies	$174.00
P0500418	Campus Food Services	STEM transfer-Hispanic	Non-Instruct Supplies	$403.73
P0500419	Stancil Corportaion	Parking-Student	Other Services And Expenses	$1,750.00
P0500421	Project Lead the Way,	CTE Supp IV	Conferences Other	$5,000.00
P0500422	Wiseburn School	CTE IV	Contributions	$9,000.00
P0500425	Discount School	CCAMPIS prior year	Instructional Supplies	$1,759.31
		Fund 12 Total: 57		**$165,603.12**

Fund 41   **Capital Outlay**

P0500358	CSI Fullmer	Social Sciences	Group II Equipment	$966.64
		Fund 41 Total: 1		**$966.64**

Fund 62   **Property & Liability**

P0500427	Keenan & Associates	Purchasing and	Liability - Self Insurance	$2,221.59
		Fund 62 Total: 1		**$2,221.59**

Fund 79   **Auxiliary Services**

P0500277	Ecolab Center	Radiologic Tech	Non-Instruct Supplies	$1,941.20
P0500278	Soccer Central	Health Sciences and	Non-Instruct Supplies	$2,588.25
P0500353	Dramatists Play	Fine Arts	Non-Instruct Supplies	$80.00
P0500355	Robinhood Enterprises	Resp Therapy	Non-Instruct Supplies	$566.05
P0500384	Soccer Central	Resp Therapy	Non-Instruct Supplies	$701.44
		Fund 79 Total: 5		**$5,876.94**

Fund 82   **Scholarships & Trust/Agency**

P0500323	Medco Sports Medicine	Health Sciences and	Fundraising	$234.78
P0500354	Gunther Athletic Service	Health Sciences and	Fundraising	$655.76
		Fund 82 Total: 2		**$890.54**
		PO Funds Total: 135		**$353,910.26**

Fund 11   **Unrestricted - El Camino**

B0510393	SpaceData	Ed & Community	Multi Media Advertising	$1,728.00
B0510397	U.S. Healthworks	Human Resources	Other Services And Expenses	$3,000.00
B0510398	Providence Medical	Human Resources	Other Services And Expenses	$11,500.00
B0510399	Department of Justice	Human Resources	Fingerprinting fee	$28,000.00
B0510402	E.C.C. Public	Outreach and School	Non-Instruct Supplies	$323.85
B0510417	Xerox Corporation	Copy Center	Copiers	$210,000.00
B0510418	Biddle Consulting	Human Resources	Other Services And Expenses	$1,859.00
B0510419	Ad Club	Human Resources	Multi Media Advertising	$17,000.00

B0510435	Affiliated Computer	Fiscal Services	Contract Services	$1,500.00
B0510437	AT&T Mobility	Public Relations &	Telephone	$1,500.00
B0510438	Flue Steam, Inc.	Facilities/Planning/Serv	Repairs Noninstructional	$1,000.00
B0510439	Climatec Building	Facilities/Planning/Serv	Repairs Noninstructional	$15,000.00
B0510443	E.C.C.C.D. Bookstore	Div Office Nat Sciences	Other Books	$250.00
B0510444	E.C.C.C.D. Bookstore	Div Office Fine Arts	Other Books	$600.00
B0510445	ECCD Petty Cash	Student Affairs	Non-Instruct Supplies	$500.00
B0510446	Airgas West	Student Affairs	General Office Supplies	$2,100.00
B0510451	National Promotions &	Public Relations &	Printing	$9,380.00
B0510464	ECCD Petty Cash	Human Resources	Non-Instruct Supplies	$500.00
B0510467	Campus Food Services	Presidents Office	Other Services And Expenses	$25,000.00

Fund 11 Total: 19   **$330,740.85**

Fund 12   **Restricted - El Camino**

B0510392	Torrance Memorial	EOPS CARE	Contract Services	$200.00
B0510403	E.C.C. Public	CACT Strategic Hub	Printing	$2,000.00
B0510404	E.C.C. Public	Cact CA Employee	Reproduction Instructional	$1,500.00
B0510447	E.C.C. Public	Matriculation	Non-Instruct Supplies	$200.00
B0510450	Campus Food Services	CAA (10-091-002)	Non-Instruct Supplies	$1,000.00
B0510463	Melissa's Party Supply	Industry Driven Reg.	Other Rentals	$600.00
B0510466	ECCD Petty Cash	CalWORKs	Non-Instruct Supplies	$500.00
B0510468	ECCD Petty Cash	MediCal Administrative	Non-Instruct Supplies	$800.00

Fund 12 Total: 8   **$6,800.00**

Fund 33   **Child Development**

B0510394	ECCD Petty Cash	CDC	Instructional Supplies	$400.00

Fund 33 Total: 1   **$400.00**

Fund 71   **Associated Students**

B0510458	Six Flags Magic	Student Affairs	ASB Exp.	$20,000.00

Fund 71 Total: 1   **$20,000.00**

BPO Funds Total: 29   **$357,940.85**

<u>Grand Total POs and BPOs: 164</u>   **$711,851.11**

Agenda for the El Camino Community College District Board of Trustees
For
Measure E Bond Fund
Administrative Services

Administrative Services – Measure E Bond Fund

A. CATEGORY BUDGETS AND BALANCES

GENERAL OBLIGATION BOND FUND CATEGORIES AND PROJECT SUMMARY

The following table reports Measure E expenditures and commitments through August 31, 2011.

CATEGORY	BUDGET	EXPENDED	COMMITTED	BALANCE
Additional Classrooms and Modernization	$235,406,433	$91,620,252	$13,726,175	$130,060,006
Campus Site Improvements	32,416,561	25,714,852	312,534	6,389,175
Energy Efficiency Improvements	2,818,000	2,756,836	0	61,164
Health and Safety Improvements	129,899,135	54,493,621	8,092,864	67,312,650
Information Technology and Equipment	24,678,355	12,372,342	12,238	12,293,775
Physical Education Facilities Improvements	572	572	0	0
TOTAL	**$425,219,056**	**$186,958,475**	**$22,143,811**	**$216,116,770**

B. CONTRACT - AMEC E&I INC. - INDUSTRY & TECHNOLOGY MODERNIZATION PROJECT

It is recommended the Board of Trustees, in accordance with Board Policy 6340, ratify the District entering into the above agreement. The Vice President of Administrative Services or an authorized designee has executed the necessary documents.

Provide geotechnical consultant in support of the seismic evaluation of the existing Math Computer Science Building. Services will include geologic-seismic evaluation and preparation of a report containing analyses and conclusions.

Dates of Service: September 2011 through June 2012

Cost: $5,100

C. **CONTRACT AMENDMENT – CONVERSE CONSULTANTS – MATH BUSINESS ALLIED HEALTH BUILDING PROJECT**

It is recommended the Board of Trustees approve amending the cost of the above contract to provide special test and inspection services for the Math Business Allied Health Building Project. The cost increase is $136,732 from the original contract amount of $375,000.

The amendment is required due to a larger than anticipated number of required tests/inspections and retesting/inspection of failed work. A portion of the cost increase will be charged back to the general contractor.

D. **CONTRACT AMENDMENT – SANDY PRINGLE ASSOCIATES, INSPECTION CONSULTANTS, INC. (SPAIC) – MATH BUSINESS ALLIED HEALTH BUILDING PROJECT**

It is recommended the Board of Trustees approve amending the cost of the above contract to provide Division of State Architects (DSA) certified inspectors (2) for the Math Business Allied Health Building Project. The cost increase is $84,050 from the original contract amount of $532,925.

The amendment is required due to a four month increase in the construction period. A portion of the cost increase will be charged back to the general contractor.

E. **CHANGE ORDER – TAISEI CONSTRUCTION CORPORATION – MATH BUSINESS ALLIED HEALTH BUILDING PROJECT**

It is recommended the Board of Trustees approve the following change order.

1. Change building door hardware including, door hinges from three knuckle hinges to five knuckle hinges, door closers, door stops, and door seals at fire rated doors. This change is requested by the District to provide door hardware complying with revised campus standards. — $14,503

2. Modify fire lane and concrete pathway widths and associated irrigation and landscaping. District Request. — -3,694

3. Provide an additional level of refinement to the exposed sandblasted concrete form joints. This change is requested by the District to provide an improved uniform appearance to interior concrete walls. — 24,858

4. Modify Air Handling Unit # 5 to increase capacity per mechanical engineer's revision to original drawings and specifications. This change is required to provide adequate cooling and heating in building spaces supplied by this unit. The original plans did not provide adequate capacity due to mechanical engineer's error.   23,951

5. Add panic hardware on three automatic store front door sliders and connect to the fire life safety system in the building. District Request.   7,369

6. Install four additional combination fire smoke dampers (CFSDs) for the supply and return air ducts on the 1st and 4th floors. The original plans did not show required CFSDs at these locations due to mechanical engineer's error.   5,415

7. Install concrete wedge anchors for the fastening of brick veneer, throughout the West and East elevations of the building, in lieu of that shown on the project's specifications. The Division of the State Architect approved the anchors shown on the project's specifications but now is requiring wedge anchors. Code Compliance.   32,600

8. Upgrade 13 voice data floor boxes from four ports to seven ports. Install four additional floor boxes. This change is requested by the District to provide hardware complying with revised campus standards and increase room use flexibility.   25,555

Total Change Order Amount $130,557

Original Contract Amount	$20,666,000
Prior Changes	462,195
This Change Order Amount	130,557
New Contract Amount	$21,258,752

F.   PURCHASE ORDERS (PO) AND BLANKET PURCHASE ORDERS (BPO)

The following purchase orders have been issued in accordance with the District's purchasing policy and authorization of the Board of Trustees. It is recommended that the following purchase orders for Measure E expenditures be ratified and payment be authorized upon delivery and acceptance of the items or services ordered.

PO #	VENDOR NAME	SITE NAME	DESCRIPTION	COST
P500308	Ricoh Americas	Architect Planning	Copiers	$1,092.72
P500332	Smith Brothers Crane	Infrastructure Phase III	Equipment Rental	700.00
P500385	DGS	Industry & Technology	New Equipment/Instructional	1,430.00
P500423	American Reprographics	Social Sciences	Blue Printing-Construction	5,000.00
P500424	American Reprographics	Lighting-Upgrade	Blue Printing-Construction	2,500.00
B510440	Smardan Supply	Infrastructure Phase III	Construction Material	8,000.00
			TOTAL POs AND BPOs	**$18,722.72**

Agenda for the El Camino Community College District Board of Trustees
from
Human Resources
Lynn Solomita, Interim Vice President Human Resources

<u>**Page No.**</u>

A. EMPLOYMENT AND PERSONNEL

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special services professionals and temporary classified service employees as shown in items 1-14 and 1-14.

Academic Personnel:

1. Employment - Mr. Daniel Shrader, Associate Dean, Industry & Technology, Range ~~16~~ 13, Step 1, effective September 12, 2011.
    *Item changed during Board meeting.

2. Leave of Absence (100% personal) - Ms. Patricia McGinley, full-time instructor of Nursing, Health Sciences & Athletics Division, effective August 29, 2011 through June 8, 2012.

3. Reduced Load - Mr. Kevin Huben, full-time instructor of Fire & Emergency Technology, Industry & Technology Division, to work an 85.37% load, effective August 27 through December 16, 2011, in accordance with the Agreement, Article 10, Section 2(c).

4. Special Assignment - Ms. Evelyn Uyemura, full-time instructor of English, Humanities Division, to work on accreditation mid-term report, to be paid $60.18 an hour, not to exceed 50 hours or $3,009, effective July 1, 2011 through June 30, 2012, in accordance with the Agreement, Article 10, Section 14(a).

5. Special Assignment - Ms. Susanna Meiers, part-time instructor of Art, Fine Arts Division, to work as art gallery curator and prepare curriculum and laboratory, to be paid $53.26 an hour, not to exceed 480 hours or $25,565, effective August 8 through December 23, 2011, in accordance with the Agreement, Article 10, Section 9(m).

6. Special Assignment - Mr. Michael Miller, part-time instructor of Art, Fine Arts Division, to work in art gallery student laboratory, to perform installations and prepare curriculum, to be paid $53.26 an hour, not to exceed 224 hours or $11,930 effective August 8 through December 23, 2011, in accordance with the Agreement, Article 10, Section 9(m).

7. Special Assignment - The following full-time instructors, to work as Student Learning Outcomes (SLO) co-coordinator, to be paid $60.18 an hour, not to exceed 10 hours or $602 each, effective June 13 through August 26, 2011, in accordance with the Agreement, Article 10, Section 14(c).

Kelly Holt   Kaysa Laureano-Ribas   Jenny Simon

8.   Special Assignment - The following instructors in the Industry & Technology Division, to work on Green Tech program curriculum development in construction and certification research for Community Advancement, to be paid $60.18 an hour, effective September 1, 2011 through June 30, 2012, in accordance with the Agreement, Article 10, Section 14(a).

Instructor	Not to Exceed Hours	Not to Exceed Dollars
Ross Durand, full time	60 hours	$ 3,611
James Lemmon, full-time	60 hours	$ 3,611
Gregory George, part-time	350 hours	$21,063

9.   Stipend Assignment - Ms. Elizabeth Hazell, part-time instructor of Physical Education, Health Sciences & Athletics Division, to assist head volleyball coach, to be paid $515 per week, not to exceed $5,665, effective October 1 through December 17, 2011, in accordance with Article 10, Section 9(m).

10.   Stipend Assignment - Mr. Ed Kelly, part-time instructor of Sign Language, Special Resource Center, Health Sciences & Athletics Division, to implement Career Technical Education Act (CTEA) supported activities, to be paid $1,000, effective September 9, 2011 through June 30, 2012, in accordance with the Agreement, Article 10, Section 14(a).

11.   Stipend Assignment - Mr. William Georges, full-time instructor of Theatre, Fine Arts Division, to design set, lights and sound for play #1, to be paid $1,000 for set design and $1,500 for light design, effective September 8 through October 14, 2011, in accordance with the Agreement, Article 10, Section 14(a).

12.   Employment – The following part-time/temporary on-call counselors to be hired, as needed, not to exceed 24 hours per week, effective September 9, 2011 through June 30, 2012, in accordance with the Agreement, Article 10, Section 9(e) to be paid through District, EOP&S or grant funds:

Nikki Barber	Jonathan Harris
Theresa Barragan-Echeverria	Pinsopearui Lor
Katia Bonilla	Gerald Lorenzetti
Eric Chau	Linda Massarotti
Mario Escalante	Yukiko Mori
Robert Gamboa	Rosa Prado
Jamila Guerrero-Cantor	

13. Employment - The following part-time/temporary instructors to be hired as needed for the 2011 fall semester

   <u>Business</u>
   Pavan Nagpal   David Sherwood
   Tammy Pao   Jason Stevens

   <u>Health Sciences & Athletics</u>
   Christine Canillas   Susan Endicott
   Kathryn Cass   Patrick Moore

   <u>Humanities</u>
   Judith Crozier   Heather MacDonald
   Latosha Guy   Megan Ozima

   <u>Industry & Technology</u>
   Scott Botma   James Lemmon
   Glen Chapple   Mary Lyons
   Belinda Goodwin   Donald Mason
   Matthew Griffin   Steven Shibuya
   Sharon Higgins

   <u>Mathematical Sciences</u>
   William Hemmer

   <u>Natural Sciences</u>
   Lilia Illes

14. Full-time certificated for the 2011-2012 Academic Year

<u>Behavioral & Social Sciences:</u>

Allen, Stacey	III,12	Eula, Michael J.	V, 20
Antoine, Ellen R.	V, 28	Farias, Julio	III,12
Baker, Florence M.	V, 14	Firestone, Randall	V, 9
Baxter, Susan	II ,12	Gibson, David Blair	V, 14
Braun, Michael C.	V, 30	Gold, Christina	V, 13
Brown, Maria	III, 30	Himsel, Amy	V, 10
Cannon, Elaine	V, 13	Houske, Laurie M.	V, 13
Carter, Tanja	V, 14	Inouye, Minehiro	IV, 30
Daniel-Digregorio, Kristie	V, 9	Mannen, Angela C.	II, 12
Dowden, Frieda	V, 14	Mascolo, Richard L.	V, 20

Moen, Michelle	II, 7	Suarez, Jason	IV, 13
Montgomery, Jennifer	II, 12	Thornton, Shantel	IV, 12
Munoz, Edurardo E.	IV, 10	Thureson, Joan	V, 30
Otero, Rodolfo A.	V, 10	Verge, Arthur C.	V, 20
Rader, Emily	V, 14	Waters, Marianne C.	II, 12
Shadish, M. Elizabeth	V, 28	Widman, Lance	IV, 30
Simon, Angela	V, 14	Wynne, Michael	V, 20
Soden, Juli	V, 13	Young, Janet	V, 20

Business Division:

Botello, Michael S.	V, 30	Maler, Norbert E.	IV, 28
Chaban, Monica	IV, 10	Miller, David	IV, 14
Daily, Robert Lee	V, 30	Miller, Timothy David	V, 30
Grogan, Donna L.	V, 20	Pham, Vi	V, 7
Hadley, Ollie	V, 28	Siddiqui, Junaid	II, 12
Harris, William R.	II, 20	Thompson, Jacquelyn	II, 20
Hull, Kurt	II, 10	Vacca, Patricia A.	V, 28
Lau, Philip	II, 12		

Child Development Center:

Mutuc, Charmaine	4, E
Newman, Toni	4, E
Wilson, Angela	4, E

Counseling:

Barrios, Mary Beth	II, 10	Pajo, Cristina	II, 11
Carteron, Madeleine M.	IV, 30	Quinones-Perez, Margaret	V, 20
Cooper, Yamonte	III, 6	Raufman, Cecilia	V, 20
Flameno, Bernadette	III, 5	Rayford, Valencia	III, 12
Gaines, Kenneth O.	IV, 24	Sabio, Sabra	III, 10
Iino, Kelsey	III, 6	Suekawa, Lori	IV, 12
Ishikawa, Janice	III, 7	Taylor, Rutina	II, 10
Jeffries, Christine M.	II, 20	Castro, Griselda	II, 7
Key, Kenneth F.	II, 28	Jackson, Brenda	II, 12
Kroll, Cheryl A.	III, 20	Lozano, Rene	III, 9
Miranda, Margaret Lai-Won	IV,14	Vaughn, Dexter	II, 12
Moore, E. Elaine	IV, 30	Mosqueda, Cynthia	V, 14
Oda Omori, Susan	IV, 28		

Fine Arts Division:

Ahmadpour, Alireza	IV, 11	Micallef, Andrea Rose	IV, 13
Alamillo, Lucy	III,12	Mori, Irene Shizue	IV, 24
Berney, Daniel	IV, 14	Nachef, Joanna	V, 14
Bishop, Francesca	IV, 14	Nosworthy, Hedley T.	IV, 20
Bloomberg, Randall	II, 12	O'Brien, Kevin	IV, 20
Brownlee, Willie C.	IV, 30	Palacious, Vince	II, 9
Chambers-Salazar, Polli	V, 12	Rowan, Darilyn	II, 20
Crossman, Diana Lee	IV, 28	Santelman, Pamela B.	III, 12
Crossman, Mark R.	V, 24	Scarlata, Ronald	IV, 28
Dallal, Joyce	III, 20	Schulz, Patrick	V, 9
Davidson, Jason A.	II, 10	Storms, Harrison	IV, 14
Doyle, William E.	V, 28	Swade, Rosemary	II, 20
Georges, William	IV, 14	Teter Jr., Francis D.	V, 20
Hunt, Carmen Lupe	IV, 28	Wells, Rex C.	IV, 14
Hurd, James L.	V, 30	Whitney, Karen	III, 10
McMillin, Russell	IV, 13	Willcocks, Angela	IV, 10
Mello, Christopher	V, 7		

Health Center:

Conover, Deborah	II, 20
Fall, Holly	II, 28
Herzik, Deborah Stellar	II, 12

Health Sciences & Athletics:

Baily, Kim	V, 14	Hicks, Thomas A.	IV, 28
Bartiromo, Sandra	IV, 30	Hoanzl, William M.	IV, 30
Beley, Kate	III, 12	Holmes, Kathryn E.	III, 12
Britton, Albert	II, 20	Holt, Kelly	IV,13
Charman, Dawn	IV, 14	Hyacinth, Octavia	V, 10
Collette, Jaymie	IV, 12	Kidwell-Udin, Margaret	IV, 11
Colunga, Guillermina	II, 8	Land, Julia C.	IV, 11
Engle, Eugene A.	IV, 28	Lipe, Mark E.	II, 20
Featherstone, John B.	II, 28	Loesener, Kristy Ann	II, 24
Feenstra, Julie M.	III, 28	Lofgren, Dean	II, 20
Fernley, Nathan	II, 5	Marron, Susan	II, 12
Granger, Traci S.	IV, 20	Martinez, Maria Teresa	II, 12
Gross, Monica	II, 20	McGinley, Patricia	III, 12
Hazell, Thomas A.	IV, 30	Mekaru, Roy A.	IV, 28

Industry & Technology:

Beaudoin, Robert E.	II, 28	Hughes, Richard C.	III, 28
Bruce, Vera	V, 12	Lewis, Raymond W.	III, 20
Cafarchia, Victor	II, 24	Macpherson, Lee	II, 12
Carlson, Eric D.	IV, 10	Marston, Douglas R.	I, 28
Cocca, Steven P.	IV, 24	Melendez, William	II, 4
Dantzler, Samuel L.	IV, 30	Nemie, Vivian	IV, 12
Durand, Ross	III, 10	Newell, Renee	III, 4
Fairchild, Patricia	II, 6	Richardson, Daniel	III, 20
Gebert, Patricia M.	II, 30	Ruggirello, John	II, 20
Glenn, Douglas S.	III, 24	Selph, Jack	III, 20
Hironaka, Hiram T.	IV, 28	Stallings, Michael	IV, 28
Hofmann Jr., Harold	III, 20	Stockwell, Harry M.	IV, 28
Huben, Kevin	IV, 20	Winfree, Merriel	III, 12

Learning Resources:

Brown, Donald I.	IV, 28	Men, Noreth	II, 12
Cornelio, Alice	II, 12	Robles, Vincent L.	IV, 28
Ichinaga, Moon	IV, 14	Story, Howard G.	II, 28
Martinez, Edward	II, 28	Striepe, Claudia	III, 12

Mathematics:

Barajas, Eduardo	II, 5	Ho, Linda	II, 12
Bateman, Michael	II, 8	Horvath, Robert L.	IV, 30
Beckett-Lemus, Lynn	III, 12	Hyman, Joseph E.	V, 30
Bickford, Susan	IV, 12	Kasabian, Judy	V, 28
Broderick, Carl	III, 20	Kjeseth, Lars	V, 14
Cohen, Jeffrey	IV, 20	Laureano-Ribas, Kaysa	II, 8
Evensizer, Jill S.	IV, 24	Lewis, Robert W.	IV, 20
Forbes, Junko	II, 8	Martinez, Alice	II, 6
Fry, Gregory	IV, 13	Martinez, Arturo	II, 11
Georgevich, Milan	IV, 20	Meyer, Trudy	IV, 14
Ghyam, Massoud	V, 20	Minasian, Ashod	II, 6
Glucksman, Marc D.	V, 30	Morales, Eduardo	V, 14
Hamza, Hamza	V, 12	Numrich, Kristine	IV, 14

Certificated Administrators:

Anaya, Jose	Dean, Community Advancement	16, 4
Barbone, Tony	Athletic Director	11, 5
Fitzsimons, Connie	Dean, Fine Arts	16, 3
Geraghty, Elise	Interim Associate Dean, Humanities	13, 1
Goldberg, Donald	Dean, Mathematics	16, 5
Grigsby, Alice	Director, Learning Resources	13, 5
Hayden, Diane	Associate Dean, Fine Arts	13, 1
Kyle, Theresa	Director, Nursing	14, 1
Lew, Thomas	Dean, Humanities	16, 5
Miranda, Gloria	Dean, Behavioral & Social Sciences	16, 5
Natividad, Rory	Dean, Health Sciences & Athletics	16, 4
Parvis, Sandra	Director, Child Development Center	8, 5
Patel, Dipte	Director, Special Resource Center	13, 5
Rapp, Virginia	Dean, Business	16, 5
Reid, Dawn	Director EOP&S/CalWorks	11, 5
Rodriguez, Stephanie	Dean, Industry & Technology	16, 5
Saddul, Claudia Lee	Associate Dean, Academic Affairs	13, 4
Smith, Regina	Dean, Counseling & Student Services	16, 5
Spor, Arvid	Dean, Enrollment Services	16, 5
Trevis, Michael	Chief of Police & Director of Public Services Instructional Programs	15, 4
Vakil, David	Associate Dean, Compton Center	13, 3

Vice Presidents:

Arce, Francisco	V.P., Academic Affairs	$188,320
Higdon, JoAnn	V.P., Administrative Services	$188,320
Nishime, Jeanie	V.P., Student & Community Advancement	$188,320
Perez, Barbara	V.P., Compton	$177 996
Solomita, Lynn	Interim V.P., Human Resources	$177,996

Classified Personnel:

1. Resignation - Mr. Joshua Armstrong, Lead Dispatcher, Range 27, Step E, Campus Police Division, Administrative Services Area, effective September 1, 2011, plus accrued vacation.

2. Resignation - Mr. Marcus Thompson, Compton Police Officer, Range 1, Step D, Campus Police Division, Administrative Services Area, effective August 29, 2011, plus accrued vacation.

3.   Military Leave of Absence 100% (Paid) - Mr. Robert L. Taylor, Building Automation Systems Technician, Range 41, Step B, Facilities Planning and Services Division, Administrative Services Area, effective August 16 through September 20, 2011.

4.   Military Leave of Absence 100% (Unpaid) - Mr. Robert L. Taylor, Building Automation Systems Technician, Range 41, Step B, Facilities Planning and Services Division, Administrative Services Area, effective September 21 through December 10, 2011.

5.   Personal Leave of Absence (100 %, unpaid) - Ms. Teresa Nunez, Custodian, Range 20, Step E, Facilities Planning and Services Division, Administrative Services Area, effective September 1 through November 30, 2011.

6.   Change of Assignment - Mr. Luis Barrueta, Student Services Specialist, Range 33, Step E, from Enrollment Services Division, Student and Community Advancement Area, to Mathematical Sciences Division, Academic Affairs Area, effective July 1, 2011.

7.   Change of Assignment - Ms. Susan Brouillette, from 100% to 90% Administrative Assistant II, Range 31, Step E, Special Resource Center/Health Sciences & Athletics Division, Academic Affairs Area, effective October 1 through November 30, 2011.

8.   Stipend - Mr. Joshua Armstrong, to receive a $50 stipend for carrying a cell phone for after-work hours for emergencies, Campus Police Division, Administrative Services Area, effective August 1 through August 31, 2011.

9.   Employment - Ms. Hee Yeon Choi, Accounting Officer, Range 39, Step A, Foundation Division, Student and Community Advancement Area, effective October 3, 2011.

Temporary Classified Services Employees – (not to exceed 170 days per year)

10. Rescind Employment - Mr. Ricky Boyd Sr., Custodian, Range 20, Step A, Facilities Planning and Services Division, Administrative Services Area, effective September 1, 2011 through June 30, 2012.

11. Mr. Joshua Armstrong, Dispatch Clerk, Range 25, Step A, Campus Police Division, Administrative Services Area, to work 20 hours per week as needed, effective October 1 through June 30, 2012.

12.   Ms. Muriel Gardner - Night Custodian, Range 20, Step A, Facilities Planning and Services Division, Administrative Services Area, 40 hours per week, effective October 3, 2011 through June 30, 2012.

13.   Ms. Melanie Hudnal - Clerk, Range 17, Step A, Business Services Division, Administrative Services Area, to assist in front office as needed, up to 40 hours per week, effective August 24 through August 31, 2011.

Special Services Professional

14.   Amend Employment - Ms. Linda Gallucci, Special Services Professional, Range 8, Step 5, Enrollment Services Division, Student and Community Advancement Area, effective August 16 through August 23, 2011 instead of June 30, 2012.

B.   TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES
It is recommended that the Board authorize employment of the following Temporary Non-Classified Service Employees, subject to funding, as shown in items 1-12.

The following temporary, non-classified service employees are to be hired for the 2011-2012 fiscal year, paid hourly, effective October 1, 2011 through June 30, 2012, days and hours vary as needed, unless otherwise stated.

Campus Police Aide Series

1.   Campus Police Aide II
The following individual is responsible for non-hazardous police services to the students, staff, and faculty of El Camino College.

Brianna Chapman, $10.25 per hour

2.   Campus Police Aide V
The following individual is responsible for working a variety of shifts and hours whenever a full-time police dispatcher is unavailable to maintain minimum radio/telephone operations.

Jeffrey Shearen, $13.25 per hour

Instructional Aide Series

3.   Instructional Aide II
The following individuals are to provide basic tutoring, support services, maintain computers and other equipment, and accommodations for students.

William Bailey, $9.25 per hour
Toni Cecilio, $9.25 per hour (eff. 9/9/11 to 6/30/12)
Caleb Trecazzi, $9.25 per hour
Neha Zaidi, $9.25 per hour

4.   Instructional Aide III
The following individual is to provide intermediate level tutoring, maintain records, and other accommodations for students.

Jennifer Clarry, $11.50 per hour

5.   Instructional Aide IV
The following individuals are to provide teaching assistance, intermediate level tutoring, classroom set-up, and instructional support services and accommodations for students.

Bethany Bird, $11.75 per hour (eff. 9/9/11 to 6/30/12)
Joseph Calderon, $11.75 per hour
Lorena Gomez, $11.75 per hour

6.   Instructional Aide VI
The following individual is to assist students with their writing assignments in all phases of the composing process – understanding and responding to the topic, generating ideas, outlining, drafting, revising, and other duties as needed.

Tristin Tobias, $15.00 per hour

Office Aide Series

7.   Office Aide I
The following individuals are to assist the staff with basic tasks.

Ebony Hawes, $9.00 per hour
Patricia De Peralta, $9.00 per hour

Sports Aide Series

 8.   Sports Aide VI
The following individuals are to assist the coaching staff with the coordination of all aspects of practice and competition.

Lonnie Bennett, $17.00 per hour
Derek Bolden, $17.00 per hour
Joseph Knox, $17.00 per hour

Ever Morataya, $17.00 per hour

Education Professional Series

9.   Education Professional I
The following individual is to provide instruction to students during South Bay Youth Orchestra satellite ensemble rehearsals at the Lawndale Library, assess students, create and implements training curriculum, and prepare students for concerts.

Caitlin Olsen, $25.00 per hour (eff. 9/1/11 to 6/2/12)

Program Professional Series

10.   Program Professional II
The following individual is to perform client intake and assessment, conduct business advising sessions, and deliver workshops for the Small Business Development Center.

Jeremy James, $45.00 per hour

The following individual is to provide leadership, direction, and managerial oversight for the Career Advancement Academy (CAA) project, and develop, coordinate, and monitor CAA training programs.

Naomi Tokuda, $50.50 per hour

Training Professional Series

11.   Training Professional II
The following individual is to provide professional development and training for Graphic Design software.

Ronald Miranda, $40.00 per hour

12.   Training Professional III
The following individual is to provide technical manufacturing training in corporate training and/or college classroom/laboratory setting.

Bryce Gartner, $33.00 per hour (eff. 10/01/11 to 12/31/11)

The following individual is to provide technical manufacturing training in corporate training and/or college classroom/laboratory setting.

Michael Huerth, $40.00 per hour (eff. 10/01/11 to 12/31/11)

C. STIPEND FOR COMPTON EDUCATION CENTER

It is recommended that Theresa Kyle be paid a stipend of $330 a month for work at the Compton Educational Center, effective August 1, 2011 through June 30, 2012. Stipend may be rescinded with 30 days notice.

Agenda for the El Camino Community College District Board of Trustees
from
Compton Community Educational Center
Barbara Perez, Vice President

<u>**Page No.**</u>

A.   ACCREDITATION UPDATE – INFORMATION

It is recommended that the Board receive for information the following report on the status of accreditation for the Compton Center.

The Accreditation Steering Committee (ASC) for the Compton Center has been working since November 2010 on the eligibility criteria for accreditation. We formed five subcommittees to address the various criteria and presented a summary of the status for each requirement. Four major deficiencies were noted:

1. Administrative Capacity
2. Student Learning & Achievement – especially student learning outcomes
3. Fiscal Concerns regarding resources and accountability
4. Planning and Evaluation

A major effort was made to address the deficiencies during the spring semester. At the August 2011 meeting of the ASC, subcommittees reported the following progress:

Administrative Capacity – Organization charts were prepared for all areas of the Compton Community College District and the Compton Center. Key areas where vacancies exist were identified and a staffing plan is being developed to address the lack of key personnel.

Student Learning & Achievement – The faculty made a concerted effort to address the insufficient progress in assessing student learning outcomes. At the spring 2011 Flex Day, faculty created a timeline to identify when specific courses and programs would be assessed through fall 2012. The goal was to meet the Accrediting Commission's requirement to be proficient by the end of fall 2012.

Significant progress was made toward the assessment of course and program student learning outcomes. By June 30, 2011, 31% of the courses were assessed versus 11% at the beginning of spring and 23% of the programs were assessed versus 0%. Faculty are aware they need to do more than just assess the student learning outcomes, rather they must show that changes were made to improve student learning as a result of the assessment. In order to facilitate this dialogue, the Center is incorporating the facilitator model used by El Camino College to increase the support for faculty with assessments and to increase documentation of what is occurring as a result of the assessments.

Here is a chart summarizing Compton's assessments of student learning outcomes:

Division	Number of Courses with an SLO (% of Total Number of Courses)	Programs with an SLO (% of Total Number of Programs)	Courses Assessed (% of Total Number of Courses)	Programs Assessed (% of Total Number of Programs)
Humanities	57 (98% of 58 courses)	3 (50% of 6 programs)	30 (52% of 58 courses)	2 (33% of 6 programs)
CTE	144 (97% of 148)	8 (67% of 12)	25 (17% of 148)	3 (25% of 12)
Math & Science	45 (100% of 45)	4 (80% of 5)	30 (67% of 45)	2 (40% of 5)
BSS/CPA	103 (100% of 103)	7 (100% of 7)	34 (33% of 103)	0 (0% of 7)
Health & Human Services	44 (96% of 46)	2 (100% of 2)	8 (17% of 46)	0 (0% of 2)
Total	393 (98% of 400 courses)	24 (73% of 33 programs)	127 (32% of 400 courses)	7 (21% of 33 programs)

Financial Accountability and Resources – This is an area that continues to provide challenges. An accounting firm was hired to assess the operations of the business office but they have not submitted a final report. During year-end closing, several significant problems were discovered that hindered the closing of the books. Considerable work is needed in this area before the Compton Center is ready for accreditation, as many of the management findings in previous audits have not been addressed.

Planning and Evaluation – The cornerstone of the planning and evaluation component, the Educational Master Plan, is being reviewed by all campus constituencies. A draft will be presented to the Compton Board of Trustees at its September 2011 meeting. This document will be part of the El Camino College Educational Master Plan. Throughout the coming year, we will examine the relationship of the master plan to all other planning documents and ensure an effective evaluation component is put in place.

During the August 2011 Accreditation Steering Committee meeting, the ability to submit the eligibility report in 2011-12 was discussed. While a final decision was postponed, significant problems in the fiscal area make it highly unlikely we will be able to apply for eligibility prior to 2013. This postponement would also provide us with the opportunity to strengthen our accreditation position on student learning outcomes.

At the next meeting, the ASC will be preparing for an open forum on the eligibility criteria to be presented to the staff, students and community. Each subcommittee chair is preparing a follow-up report showing whether or not their criteria have been met and including an action plan to address the deficiencies. The report will explain how the Compton Center is moving forward and will provide a timeline to complete the work.

Agenda for the El Camino Community College District Board of Trustees
From
The Office of the President and Board of Trustees
Thomas M. Fallo, Superintendent/President

A.   Redistricting Action Plan

It is recommended that the Board review the ongoing Redistricting Action Plan.

REDISTRICTING ACTION PLAN

September 2011
1. BRC holds third meeting to develop outreach/information plans, with assistance from College staff
2. Identify communities of interest and organizations in each community and invite to public hearings
3. Outreach and publicizing the process begins – BRC with assistance from College staff
4. Potential Communities of Interest
    - City boundaries
    - Neighborhoods/Neighborhood Assoc.
    - Housing Developments
    - Other
    - Parks
    - Hospitals
    - Churches
    - Malls
    - Precincts
    - Schools

October 2011/November 2011
1. Hold public hearings in the El Camino Community College District.
2. BRC develops potential redistricting areas based on info from public hearings
3. Mapping Consultant computes population of BRC suggested redistricting areas and reports findings to BRC and College Staff. Mapping Consultant may recommend minor adjustments to balance population totals among suggested redistricting areas. (process takes 25 days)
4. BRC and College Staff review Mapping Consultant's recommendations for minor adjustments to balance population totals among suggested redistricting areas and provide Mapping Consultant with second draft map.

December 2011
1. Mapping Consultant provides draft plan to BRC
2. Utilize the web and social media to provide information to the community and to solicit input from the community
3. Post Google Earth maps with proposed boundaries outlined for the public to review online and/or print
4. Provide proposed plan with info on how to submit input to libraries, schools, via email and newspapers
5. Provide draft plans with options for Trustee Areas and ask public for input

January 2012
1. BRC meeting to plan media briefing and informational sessions
2. Host media briefing and ensure appropriate media coverage

February 2012
1. Final proposed plan presented to Board for first reading
2. Attorney reviews plans for any issues/concerns before submitting for public record

March 2012
1. ECCCD Board adopts, by resolution or ordinance, new Trustee Areas
2. ECCCD Board submits proposal to LA County Committee on School District Organization

April 2012
1. LA County Office of Education conducts feasibility study

May/June 2012
1. ECCCD Board submits adopted Trustee Areas to LA County Registrar Recorder's Office

B. <u>Boundary Review Committee August Agenda and Draft Meeting Notes</u>

It is recommended that the Board review the agenda and draft minutes of the Boundary Review Committee meeting.

AGENDA
BOUNDARY REVIEW COMMITTEE
El Camino College Administration Building – Board Room
August 17, 2011
3:30 p.m.

1. Open Meeting

2. Introductions

3. Approval of July 21, 2011 Minutes

4. Follow up from July meeting

5. Matt Spies, LACOE Presentation

6. Mike Winters, CFW Inc. Presentation

7. Handouts

    a. LACOE Committee on School District Organization Bulletin

8. Regular Meeting Schedule

9. Open Discussion

10. Public Comment

11. Adjournment

Boundary Review Committee
August 17, 2011

The Boundary Review Committee (BRC) meeting was called to order at 3:40 p.m. on
Wednesday, August 17, 2011, in the Board Room of El Camino College.

All present recited the Pledge of Allegiance.

Boundary Review Committee Members present: John Alter, Heidi Ashcraft, Marché
Boose-Welch, Nilo Michelin, Nathan Mintz, Steve Napolitano, Susan Truax.

Professional experts present: Mike Winters, Mapping Consultant; Matt Spies, LACOE

Staff present: Ann Garten, Community Relations Director; Veronica Cooper, Recorder;

Minutes of the Boundary Review Committee Meeting of July 21, 2011
It was moved by Susan Truax, and seconded by Steve Napolitano to approve the minutes
of the July 21, 2011 meeting.

Follow-up from July 21, 2011 meeting
- Members were provided Ed Code Section 5020, which relates to increasing the
  number of trustees from five to seven, as follow-up to discussion at the July
  meeting.
- The process would require an election, but was noted by Matt Spies that LACOE
  Committee on School District Organization would generally not be in support of
  such action.
- Members stated that the request for this information was not a suggestion to add
  trustees, but for information only.

Matt Spies, LACOE Committee on School District Organization Presentation
- Matt Spies provided an overview of recent developments throughout the State
  regarding the issue of trustee area voting under the California Voting Rights Act
  (CVRA).
- The Los Angeles County Committee on School District Organization
  (LACCSDO) is the elected body charged with oversight of the school district
  organization process. It is an independent, 11-member body, elected to four-year
  terms by the governing boards of school and community college districts.
- As the body charged with reviewing the newly created trustee area maps, the
  County Committee will look for validation that we have followed the CVRA
  guidelines, gathered adequate community involvement, and adhered to election

timelines as set forth by the Los Angeles County Registrar-Recorder/County Clerk.

- The deadline is October 15, 2012 for plans to be submitted to the Registrar/Recorder, to be effective for the November 2013 election.
- Ed Code 5019-5021 and 5030 state that districts must hold an election of the community in order to approve implementation of the trustee area voting method. Districts seeking to implement trustee area voting may request a waiver from the State Board of Education or through the LA County Committee on School District Organization.
- AB 684, currently on the Senate Floor, if passed will streamline the process, by authorizing the governing board of a community college district to change election systems, subject to approval by the Board of Governors of the California Community Colleges.

Mike Winters, Caldwell Flores Winters, Inc. Presentation

- Mike Winters explained his role as an advisor in the redistricting process, but it is the BRC that does the work, as it is the BRC who are familiar with the communities. He provided two large maps of the El Camino Community College District which the committee will use for the public input and hearings in redrawing the boundary lines.
- The committee should first identify the communities of interests on the maps, using different colors, and should add a key, describing what each color represents.
- Boundary lines should be placed on natural boundaries, preserving communities of interest, such as cities, school districts, etc. Mr. Winters recommends considering boundary lines to be placed on main commercial streets, where there are no residents.
- After input from the community, at the public hearings, the maps will be sent back to Mike Winters. He will re-count the populations within each proposed new trustee area and will provide new maps.
- The committee should try to achieve the lowest possible population difference (under 1%) between the five new trustee areas. Each trustee area will have approximately 108,000 population.
- Mr. Winters recommended preparing cards for community members attending the Public Hearings to fill out with their recommendations, so that there is written record of public recommendations and participation.
- A public notice should be advertised prior to the public hearings, and all members should try their best to attend each hearing.

Regular Meeting Schedule
Members set the date for the next meeting: Wednesday, September 21, 2011, 4:00 p.m.

<u>Open Discussion</u>
- Members request that they receive the current population in each Trustee Area and that dates be added to the Action Plan, so we know which is the most recent.
- Members thanked Mike Winters and Matt Spies for their guidance and input.

<u>Public Comment</u>:
None

<u>Adjournment</u>:
- It was moved by Heidi Ashcraft, and seconded by Susan Truax, that he meeting be adjourned at 4:50 p.m.

C. Board of Trustee Goals for 2010-2011
    It is recommended that the Board amend the 2010-2011 Board of Trustees Goals
    to add Ethics and Sexual Harassment Training

Board of Trustees Goals for 2010-2011

I.   Represent El Camino College in the Community.
      a. Attend events in the community.
      b. Speak to community groups.
      c. Make Board presentations.
      d. Bring copies of community events and activities to other Board members.

II.   Participate in the operation of the College at Board Meetings.
      a. Speak freely and opening on policy issues.
      b. Solicit opinions of fellow Board members.
      c. Present ideas during discussion section of Board Meetings.
      d. Fill Board Vacancy in Trustee Area 1.

III. Continue a Trustee education program.
      a. Attend a conference on Trustee responsibilities.
      b. Submit materials from various sources to fellow Trustees.
      c. Read Trustee education materials sent by various organizations.
      d. Mentor new Trustee.

IV.   Promote 2010 Facilities Master Plan.
      a. Monitor and approve Measure E Fiscal updates.
      b. Implement construction program.
      c. Review construction program activities.

V.   Review Fiscal Oversight.
      a. Monitor 2010-2011 Budget.
      b. Study, review and approve the 2011-2012 Budget.
      c. Study, review and approve the 2009-2010 annual financial audit.
      d. Respond to national, state and local fiscal changes.

VI.   Accreditation
      a. Receive, review and participate in El Camino College's Accreditation
          reports and actions.
      b. Receive and participate in discussion of the Community College Survey of
          Student Engagement.
      c. Receive and participate in discussion of the Community College Survey of
          Faculty Engagement.
      d. Review Student Learning Outcomes update.

VII. Support Student Accessibility.
    a. Actively support El Camino College Foundation activities.
    b. Establish and fund Osher Scholarships.
    c. Develop community involvement in the Foundation.

VIII. Support Redistricting Action Plan
    a. Appoint a Boundary Review Committee
    b. Select a Mapping Firm
    c. Hold Public Hearings on proposed Trustee Areas
    d. Adopt new Trustee Areas
    e. Submit new Trustee Areas to Los Angeles County Recorder

IX. <u>Required Board Training</u>
    a. <u>Ethics, per AB 1234</u>
    b. <u>Sexual Harassment</u>